

GRADE 3 WORKBOOK ANSWERS

Unit 1: Activities at home and school- page 1-7

Listening and Speaking - (page 1)

A. Sounds: broom - br, chair - ch clock - cl block - bl

B. bl: blend, bless

br: bring, braid

ch: chase, chat

cl: climb, clock

C. Things I do at home

1. clean utensils 2. sweep the house 3. wipe the table

4. play with friends 5. do homework

Things I do at school

1. read 2. write 3. play 4. sing 5. Learn

(Accept all activities done both at home and at school respectively.)

Reading (page 2-4)

Reading 1

A. Ensure learners pronounce correctly the target letter sound combination as they read the words.

B. 1. br: bright, broken, branch

bl: blue, blueberries

ch: cheetah, chased, chick,

cl: clever, closely, claws,

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the picture.

A. 1. Karani 2. read 3. singing

B. 1. from the school library

2. Karani read two books.
 3. Accept any relevant answers
 4. Accept any relevant lessons they learnt from the story
- C. 1. (a) write - to put new words on paper
 (b) swim - float and move in water
 (c) painting - make pictures with paint
1. (a - c) Accept grammatically correct sentence for each word.

Language use (page 5)

- A. 1. is 2. were 3. am, was 4. was 5. are
- B. 1. are 2. is 3. were 4. was
- C. Accept any five grammatically correct sentences

Writing (page 6-7)

- A. (a - d) Check for correct shaping of letters
- B. 1. Check for handwriting and correct spelling of words
2. play read swim cook
- C. Ensure that learners copy the sentences correctly and check for handwriting and correct shaping of letters. Check for neatness, spacing and legibility.
- D. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 2: Sharing duties and responsibilities - page 8-14

Listening and speaking (page 8)

- A. 1. (a) dress (b) flag (c) frog (d) glass
2. Check for correct articulation of words with target letter sound combinations as well as correct speed.
- B. Check for correct use of each word in relation to its meaning in sentences

Reading (page 9-11)

Reading 1

- A. Ensure learners read aloud the names of the pictures.
- B. Ensure learners read aloud the story.
- C. dr: drums,
fr: friends, fresh,
fl: flies, flying, flexed, flat
gl: glowing, gloves, glad

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the pictures.

- A. 1. grandmother 2. fruits 3. Anybody
- B. 1. Jumba had a stomachache/Jumba was helped to finish his work by Wanjiru/Jumba ate wild fruits/Jumba was taken to the hospital.
2. Jumba fell sick
3. Washing utensils/cooking/washing clothes/feeding rabbits/polishing shoes. (Accept all relevant responses)
- C. 1. chore: a task that is done regularly
2. table: a piece of furniture

3. duty: something you do because it is your responsibility

Language use (page 12)

- A. 1. did 2. does 3. done 4. did 5. doing 6. do
B. Accept six grammatically correct sentences.

Writing (page 12-14)

- A. 1. (a to d) Check for correct shaping of letters
2. (a to d) Ensure learners copy the words correctly and neatly
- B. 1. table 2. mop 3. animals 4. bowls
- C. Ensure that learners copy the sentences correctly, neatly and legibly.
- D. Accept five grammatically correct sentences
- E. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 3: Etiquette - page 15-22

Listening and speaking (page 15-16)

A. Sounds

1. crayons stone snail plate

2. Check for grammatically correct sentences using words with target letter sound combinations.

B. best wishes excuse me good morning

C. 1. goodbye 2. sorry 3. thank you 4. welcome

D. Accept grammatically correct sentences.

Reading (page 16-19)

Reading 1

A. Ensure learners articulate the target letter sound combinations in the words correctly.

B. Ensure the learners read the story aloud

C. cr: crossed, crying

pl: plates, plate

st: upstairs, stairs, started, stopped

sn: snacks, sneezed

Ensure learners read the words aloud with correct pronunciation of the target letter sound combinations.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the pictures and the title of the story.

A. 1. big 2. chefs 3. etiquette

B. 1. About etiquette or good manners

2. Four people - Kanja, Hawa, Kanja's father, Kanja's mother

3. In Kanja's home/house

C. Check for logical flow of ideas in the story, grammar, spelling, handwriting and punctuation.

Language use (page 20)

A. 1. has 2. have 3. had 4. have

B. have has had have

C. Check for three grammatically correct sentences

Writing (page 21-22)

A. 1. (a - d) Check for correct shaping of letters

2. (a to d) Ensure learners copy the words correctly and neatly

B. (a) snail (b) stick (c) plate (d) crocodile

C. (1 to 4). Ensure that the learners copy the sentences correctly, clearly, neatly and legibly.

D. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 4: Child rights - page 23-30

Listening and speaking (page 23)

- A. 1. pr: pride preach prime
2. sm: smooth smith small
3. st: stop star stir
4. wr: wring write wrote

Accept any other word that begins with each of the target letter sound combinations.

- B. 1. safe 2. labour
3. law 4. health

C. Check for four grammatically correct sentences using the target vocabulary.

Reading (page 24-26)

Reading 1

- A. Ensure learners copy and read aloud the sentences correctly.
- B. 1. pr: pretty, precious, pride
sm: small, smart, smooth
st: forest, statue, strong, straws, stones
wr: wrinkled, wrapped
2. Ensure that learners read aloud the words with target letter sound combinations correctly.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the pictures and the title.

- A. 1. Tabasamu Rescue Centre 2. Mr Mbagara 3. The streets
- B. 1. He started it four years ago.
2. Mueni played with the children.
3. They lack basic needs such as food, shelter, clothing and education.
- C. 1. food: things that people or animals eat
2. clothing: clothes that people wear

3. education: learning or being taught or trained to get knowledge and skills
4. shelter: a place to live in or stay or home

Language use (page 27)

- A. 1. Nobody 2. Anybody 3. Somebody 4. Somebody
- B. 1. somebody 2. anybody 3. Nobody 4. Nobody 5. somebody
- C. Check for grammatically correct sentences.

Writing (page 28-30)

- A. (1 to 4) Ensure learners copy the words correctly and neatly
- B. 1. Image 1- food Image 2- home Image 3- clothes Image 4- education
2. Ensure learners copy the sentences correctly and neatly
- C. 1. shelter 2. Education 3. food 4. clothes 5. Love
- D. 1. parents needs school rescued labour
2. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 5: Occupations - page 31-38

Listening and speaking (page 31-32)

- A. 1. sw: sweep, swing
sp: spin, spot
sl: sleep, sling, slot
st: sting, steep
thr: three

Ensure the learners say the words aloud with emphasis on the target letter sound combinations.

2. (a - d) Check for four grammatically correct sentences using words with target letter sound combinations.

- B. dentist: takes care of our teeth
plumber: fixes and repairs water pipes
greengrocer: sells vegetables and fruits
barber: cuts our hair

- C. **Across:** 1. teacher 2. pilot 3. grocer
Down: 2. doctor 3. driver

Reading (page 32-35)

Reading 1

- A. sl: slim, slope, slid,
st: stopped
sw: sweat
sp: spotted
thr: three, through

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the pictures and the title.

- A. 1. The Great Warriors 2. stadium 3. The Great Warriors
- B. 1. At the stadium
 2. Accept different types of occupations as indicated by different learners.
 3. Because they both carried a camera.
- C. 1. work: labour/function/serve
 2. job: chore/occupation
 3. employ: hire/recruit
 4. skills: strengths/ability/art
- D. 1. coaches: people who train players
 referee: a person who makes sure players obey rules.
 stadium: a big field for sports
 reward: a thing you are given for doing something good
2. Check for four grammatically correct sentences.

Language use (page 35-36)

- A. 1. men/man 2. geese 3. woman 4. sheep
 5. mouse 6. knife
- B. (a) geese (b) children (c) men (d) mice (e) women
 (f) teeth
- C. (a) feet (b) lice (c) fish (d) leaves
 Check for grammatically correct sentences

Writing (page 36-38)

- A. 1. (a - e) Ensure learners trace and copy the target letter sound combinations clearly, neatly and correctly.
 2.(1 -5) Ensure learners copy the words correctly and neatly
- B. 1. plumber 2. nurse 3. pilot(s) 4. Chef
- C. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 6: Technology - page 39-46

Listening and speaking (page 39)

A. Sounds:

dr: drink, drive, dry

gr: green, great, grin

shr: shrink, shrine, shrug

B. Check for three grammatically correct sentences

C. type email send internet receive

D. keyboard laptop mouse camera

Reading (page 40-42)

Reading 1

A. 1. dr: dressed, dragged, drum, drew

gr: green, grandfather

shr: shrub, shrill

Check for correct spelling of the words.

2. Ensure that learners read the words aloud with the target letter sound combinations correctly.

B. Check that the learners read the sentences at the right speed and with correct pronunciation of the words with the target letter sound combinations.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the picture and the title.

A. 1. email 2. invite parents to a meeting 3. lights

B. 1. On the desktop/in an email

2. because the children were busy working on their computers

3. save photographs upload photographs to email send information

C. keyboard: part of a computer used for typing information

receive: find email sent

type: write on a computer

Language use (page 43-44)

A. will:

1. Wakini will bring a mobile phone.
2. Wakini will start the song.
3. The people will clap for us.

shall:

1. Tomorrow we shall record a video.
2. I shall hold the phone tightly with one hand.
3. We shall record ourselves as we sing.
4. Where do you think we shall be?

B. Check for six grammatically correct sentences.

C. 1. shall call

2. will watch
3. will take
4. will read
5. shall play
6. will visit

D. Check for four grammatically correct sentences.

Writing (page 44-46)

A. (1 -3) Ensure learners copy the words correctly and neatly

B. **Across:** 1. bathroom 2. grass 3. dress

Down: 4. drag 5. green 6. Shrub

C. Keyboard mouse computer tablet

D. (1 -4) Ensure learners copy the words correctly and neatly

E. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 7: Safety - page 47-53

Listening and speaking (page 47)

A. Sounds:

- a) dw: dwindle, dwell, dwelling,
- b) tw: twenty, twelve, twins
- c) nk: blink, shrink, link
- d) sq: squeak, squirrel, squabble, squat

B. 1. dangerous 2. unusual 3. risk 4. Yell

C. 1. panic 2. stranger 3. Threat

Reading (page 48-50)

Reading 1

- A. 1. dw: dwelling,
tw: twists,
nk: winked, thanked
sq: squatted, squeaking, squeezed
2. Ensure that the learners read the words with the target letter sound combinations correctly.
- B. Ensure that the learners read the sentences at the right speed correctly

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the picture and the title.

- A. 1. grandparents 2. up 3. Carefully
- B. 1. To observe safety when riding the bicycles.
2. a squirrel crossed the road.
3. to avoid accidents/ to avoid damaging the bicycle/ to obey parents Accept any reasonable answer.
- C. 1. risk: dangerous
2. dark: absence of light/evening/night
3. safe: secure/or not risky

Language use (page 51)

A. 1. but 2. because 3. but 4. because 5. but

- B. 1. because 2. but 3. because 4. but 5. because 6. because
C. because but because but

Writing (page 52-53)

- A. (1 -4) Ensure learners copy the words correctly and neatly
B. 1. sink 2. twenty 3. squirrel 4. dwarf
C. Ensure learners copy the sentences correctly and neatly
D. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 8: Domestic animals- page 54-59

Listening and speaking (page 54)

A. Sounds

1. ft: felt
2. ct: bask
3. lt: raft
4. rd: bald

B. a. cow b. donkey c. chicken d. goose e. goat

C. Check for four grammatically correct sentences

Reading (page 55-57)

Reading 1

1. ft: shift, soft, lifted, left
ct: object, protect, selected, react,
lt: adult, built, belt, salt
rd: award, guard, card
2. Check that the learners read the words with the target letter sound combinations correctly.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the picture and the title.

- A. 1. domestic animals 2. twigs 3. bucket
- B. 1. They are full of energy
2. Give water to the goats/to clean for milking. (Accept any reasonable answer)
3. They give us meat, milk, clothes, manure and money. Accept any reasonable answer.
- C. Many goats run out of a shed.
The goats feed on leaves and twigs on the trees.
The farmer looks at his goats and smiles.

Language use (page 57-58)

- A. 1. Many 2.any 3. No 4. Some 5. All

- B. Check for four grammatically correct sentences
- C. (1-4) Check for four grammatically correct sentences using the words given.

Writing (page 58-59)

- A. (1 -4) Ensure learners copy the words correctly and neatly
- B.
 - 1. donkey 2. goose 3. meat 4. Hay
- C. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 9: Wild animals - page 60-65

Listening and speaking (page 60)

A. Sounds:

lk: park

lf: staff

lm: farm

mp: lamb

B. Ensure the learners say the sentences aloud with emphasis on the target letter sound combinations and with the right speed.

C. 1. rhino 2. cheetah 3. gazelle 4. monkey

D. Check for two grammatically and factually correct sentences.

Reading (page 61-63)

Reading 1

1. lk: walk, talk,

lf: calf,

lm: calm, palm, film,

mp: lamp, pump

2. Ensure that the learners read the words with the target letter sound combinations correctly.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the picture and the title.

A. 1. Tsavo National Park 2. Elephant tusks, rhino horns and cheetah skin
3. illegal

B. 1. The poachers will be taken to court.

2. Lulu saw antelopes, gazelles, zebras, elephants, giraffes and a lion.

3. They attract tourists, are beautiful to look at, gives us money, their pictures can be hang in the house. Accept any reasonable answer.

C. 1. prey: an animal that is hunted, killed and eaten by another

2. wild: not domesticated or tame: living in a natural state

3. hunting: going after and killing wild animals

Check for grammatically correct sentences using the dictionary meaning of the given words.

Language use (page 64)

A. inside - outside bottom - top right - left front - back
long - short

B. 1. safe 2. protect 3. careful 4. Long 5. Up

C. Check for six grammatically correct sentences making sure that opposites of given words are used.

Writing (page 65)

A. Ensure learners copy the sentences correctly and neatly

B. Ensure that learners copy the sentences using commas correctly.

Unit 10: Festivals - page 66-73

Listening and speaking (page 66-67)

A. Sounds:

1.

- a) mb: lamb, womb
- b) nt: sent, bent, went
- c) nd: fond, fund, find
- d) nch: inch, lunch, French

2.

- a) lamp b. Sand c. Plant d. pitch

B. 1. guests: a person who is invited to an event.

invite: to ask someone to come to a social event.

party: an occasion where people eat, drink, dance and enjoy themselves.

birthday: the day in each year in which someone was born.

2. (1 -4) Check for four grammatically correct sentences using the given words.

C. 1. wedding

2. Christmas

3. Diwali

4. Music

5. food

6. Dance

D. (1 -6) Check for six grammatically correct sentences using words in C above.

Reading (page 68-70)

Reading 1

1. mb: combed, thumb, climb, lamb,

nt: paint, painted, painting, centre, print,

nd: around, Monday, attend, sound, found, sounds, mind, band, ended, friends, and

nch: branch, lunch, bench,

2. Ensure that the learners read aloud the words with the target letter sound combinations correctly.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the picture and the title.

A. 1. the celebrations

2. wedding

3. Guests

- B. 1. December holidays
 2. grandfather's wedding
 3. Accept any reasonable answer.
- C. 1. a) food: things that people or animals eat
 b) guests: a person who are invited to an event/celebration
 c) dance: movements and steps performed when music is played.
3. (a -c) Check for three grammatically correct sentences using words in C1.

Language use (page 71-72)

- A. 1. under 2. around 3. next to 4. along
- B. 1. under 2. by 3. near 4. next to 5. around 6. along
 7. After
- C. (1 - 7) Check for seven grammatically and meaningful sentences with the words given.

Writing (page 72-73)

- A. ? ! .
- B. (1 -4) Ensure that learners copy the sentences using punctuation marks correctly.
- C. Check for four correctly punctuated sentences according to instructions given.
- D. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 11: Play time and sports- page74-81

Listening and speaking (page 74)

- A. Sounds: nkl: sprinkle ankle twinkle
 pt: tempt swept slept
 nth: sixth month tenth
 nd: send end sand
- B. games: a fun activity with rules, equipment and you can win or lose
score: to win points or goals in a competition
field: an area of land used for playing a sport.
win: to be the most successful in a competition
rough: violent
- C. Check for grammatically correct sentences.

Reading (page75-77)

Reading 1

1. nkl: twinkled sprinkled ankle
 pt: swept accept kept
 nth: month ninth tenth
 nd: sand send friends mend
2. Check that the learners read the words aloud with correct pronunciation of the target letter sound combinations.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a story using the pictures and the title.

- A. 1. Latelo Stadium 2. Hare 3. Crow and Lion
- B. 1. The day of the final football match
 2. After half-time
 3. Accept any game that the learners play.
- C. Check for grammatically correct sentences

Language use (page 77-78)

- A. 1. longer 2. bigger 3. shortest 4. Lighter

- B. 1. heavier 2. fastest 3. shortest 4. tallest 5. smaller
- C. Check for grammatically correct sentences

Writing (page 78-81)

- A. Ensure that the learners copy the words correctly, clearly, neatly and legibly.
- B. 1. Kick- image 1 image 2- play image 3- tired image 4- toys
- C. 1. break 2. together 3. attend 4. Win
- D. 1. ankle 2. game 3. rough 4. tired 5. Toy
- E. Check for the correct drawing and spelling of each toy.
- F. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 12: Food and diseases- page 82-88

Listening and speaking (page 82)

- A. Sounds: (1-3) Ensure learners copy the words correctly and neatly. Check for correct pronunciation of the words with target letter sound combinations.
- B. 1. vegetables 2. fruits 3. hospital 4. medicine
- C. damage or injury: harm
being strong and well: healthy
to cook: boil
a serious disease: cancer
to make clean using water: wash
having a pleasant taste: tasty

Reading (page 83-85)

Reading 1

- 1. gr: grandmother, grows, green, great
pr: proteins, surprised, properly
ew: new
- 2. Check that the learners read the words aloud with correct pronunciation of the target letter sound combinations.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a poem using the pictures and the title.

- A. 1. balanced 2. happy 3. active
- B. 1. to be ready to do my work
2. you will be happy your whole life
3. you become sick
- C.
 - 1. hygiene: keeping oneself and the environment clean to prevent illnesses and diseases
 - 2. energy: strength or effort required to do work
 - 3. rest: a period of relaxing or doing nothing after an activity
 - 4. wealth: a large amount of something such as good health

Language use (page 85-86)

- A. 1. hers 2. his 3. Ours
- B. 1. his 2. yours 3. mine 4. hers 5. Ours
- C. 2. Yes, it is his. or No, it is not his.
3. Yes, it is ours. or No, it is not ours.
4. Yes, it is hers. or No, it is not hers.
5. Yes it is yours. or No, it is not yours.

Writing (page 87-88)

- A. (1 -4) Ensure that the learners copy the sentences correctly, clearly, neatly and legibly.
- B. 1. He is washing the vegetables.
2. He is putting the water in a watering can.
3. He is watering the plants.
- C. 1. Two boys walked along a narrow road. They saw some mangoes thrown beside the road. They ate the mangoes. They had a stomachache. They went to the hospital. The doctor treated them.
2. Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Listening and speaking (page 89-90)

- A. Sounds: 1. lf: twelve
rf: tough
spl: sprain
- B. lf: shelf calf myself
rf: dwarf scarf turf
spl: splash spleen split
- C. bank piggy bank money
- D. (1 -4) Check for grammatically correct sentences

Reading (page 90-93)

Reading 1

1. lf: itself shelf
rf: dwarf scarf
spl: splash split
2. Check that the learners read the words aloud with correct pronunciation of the target letter sound combinations.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a poem using the pictures and the title.

- A. 1. banker 2. loan 3. Moneybox
- B. 1. Through savings
2. She got extra money from the houses she rented out.
3. Accept possible places that learners save their pocket money.
- C. 1. Mr Ngari is a banker.
2. He remembers one lady who walked into the bank.
3. Naeku did not have much money in her savings account.
4. She repaired her house and built others for renting.
5. This way, she was able to repay the bank loan.

Language use (page 93-94)

- A. 1. Why 2. How 3. Whom
- B. 1. Why is he saving the money?
2. Whom is the boy greeting?

3. Why do we queue when getting into the school bus?
4. How are the children getting into the school bus?

Accept any sensible answer.

- C. 1. To buy a toy car.
2. He is greeting the Imam.
3. So that we avoid accidents.
4. By making a straight line.
Accept any sensible answer.

Writing (page 94-95)

- A. Ensure that the learners copy the words correctly, clearly, neatly and legibly.
- B. Check for grammatically correct sentences.
- C. 1. My name is Otieno.
2. My mother brought me a moneybox.
3. I save my pocket money in it.
4. How do you spend your pocket money?
5. I spend my savings in a wise way.
- D. Accept any sensible answer.

Listening and speaking (page 96)

A. Sounds:

1. **spr**: sprain, sprout, sprinkle, spring, spread

2. **str**: straight, strap, struggle, stroll, strong

B. talent: natural ability to do something well

star: a famous and excellent singer, player and many other talents.

artist: a person who creates works of art especially paintings or drawings

great: very good

lack: not having something

C. 1. weak 2. able 3. gift 4. strong

Reading (page 97-99)

Reading 1

1. **spr**: sprayed, sprint, sprinted

str: strong, strips, straw, stripes, streams

2. Check that the learners read the words aloud with correct pronunciation of the target letter sound combinations.

Reading 2

Check the pre-reading activity to gauge the learner's ability to interpret a poem using the pictures and the title.

A. 1. cooking 2. talent 3. talent and passion

B. 1. The gift of cooking.

2. Because Koinet worked with great accuracy and creativity.

3. Accept any sensible answers.

C. 1. gift: a natural ability

2. lack: not having enough of something

3. personal: my own

4. spot: a particular area or place

Check for grammatically correct sentences

Language use (page 100-101)

A. 1. fast 2. happily 3. quietly 4. beautifully

B. 1. brightly 2. slowly 3. greatly 4. powerfully

C. Check for grammatically correct sentences

Writing (page 101)

- A. (1 - 2) Ensure that the learners copy the words correctly, clearly, neatly and legibly.
- B. (1 - 6) Check for grammatically correct sentences.
- C. (1 - 5) Check for logical flow of ideas, grammar, spelling, handwriting and punctuation.

Unit 15: Environment- page 102-108

Listening and speaking (page 102)

A. Sounds:

1. **scr**: scout

2. **que**: quiet

B. harsh conserve responsibility destroy

C. (1 - 4) Check for grammatically correct sentences.

Reading (page 103-105)

Reading 1

1. **Scr**: scream, scroll, screen

Que: queen, question, queue

2. Listen as the learners read the words with the target sounds appropriately with right pronunciation.

Reading 2

A. 1. Responsibility 2. Kimotho 3. Mvule Estate

B. 1. The Forest Officer and the Village Head

2. Tiny jembes and watering cans

3. Accept any sensible answer

C. 1. a) conserve: to protect the environment and stop it from being destroyed

b) responsibility: duty

c) future: the time that will come

2. (a - c) Check for grammatically and factual sentences.

Language use (page 106)

A. 1. Ugh! 2. Ouch! 3. Ow! 4. Whoops! 5. Alas! 6. Oh!

B. 1. Ouch 2. Oh 3. Ow 4. Ugh 5. Alas

C. (1 -4) Check for grammatically correct and factual sentences.

Writing (107-108)

A. (1 - 4) Ensure that the learners copy the words correctly, clearly, neatly and legibly.

B. 1. Teach children the importance of trees.

1. Provide children with seedlings.

2. Plant the seedlings.

3. Take care of the seedlings.

C. (1 - 4) Check for grammatically correct and factual sentences.

- D. 1. Check for the accuracy of the picture and name of the tree
2. Check for grammatically correct and factual sentences.