AU Anthem
Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity
O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life
Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on earth
O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life
Let us all unite and tell together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn
O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Life can be difficult sometimes, if you need someone to talk to

Childline Hotline: 08000 55 555
LoveLife Free Plz Call Me 083 323 1023
SADAG
Suicide Crisis Line 0800 567 567 / 0800 212 223
or SMS 31393
Substance Abuse Line 0800 12 13 14
or SMS 32312
This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education’s Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department’s approach to additive bilingualism.

Many children start using their additional language, English as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language.

The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter. However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners’ understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.

We have built in many methods and techniques to help learners acquire the skills they need in the foundation and intermediate phases. We hope that teachers will use these as a springboard for innovation in their teaching of English. We hope also that the children will have as much joy in working through these workbooks as we had in preparing them.

We wish you well as you proceed to develop the language skills of your learners so that they learn English well enough to use it to learn their other subjects.

Mrs Angie Motshekga, Minister of Basic Education

Dr Reginah Mhaule, Deputy Minister of Basic Education

Published by the Department of Basic Education

222 Struben Street

Pretoria

South Africa

© Department of Basic Education

Eleventh edition 2021

ISBN 978-1-4315-0200-4

This book may not be sold.

The Department of Basic Education has made every effort to trace copyright holders but if any have been inadvertently overlooked, the Department will be pleased to make the necessary arrangements at the first opportunity.
Theme 1: At school
Term 1: weeks 1–5

1. Back to school
   - Vocabulary: Pastes in stickers to build vocabulary about theme on emotions and school/classroom items
   - Reading: Labels and narrative text
   - Language: Common and abstract nouns
   - Phonics: a-sound

2. Jabu falls at school.
   - Speaking: Role play activity
   - Writing: Draw pictures and write captions
   - Speaking: Sequences pictures to tell a story
   - Language: Abstract nouns
   - Phonics: a-sound

3. After school
   - Vocabulary: Pastes in stickers to build vocabulary about themes on after school activities.
   - Speaking: Talks about theme picture
   - Reading: Labels and narrative text
   - Language: Common and abstract nouns
   - Phonics: a-sound

4. We are happy
   - Phonics: s-sound
   - Reading: Reading sentences aloud
   - Language: Present tense
   - Using verbs
   - Sing: If you’re happy

Theme 2: It happens at school
Term 1: weeks 1–5

5. We go to school by...
   - Vocabulary: Pastes in stickers to build vocabulary about school transport
   - Speaking: About picture
   - Reading: Labels and narrative text
   - Comprehension: Based on picture
   - Language: Prepositions
   - Phonics: -at and -en sounds

6. To school and back
   - Writing: Draws a picture
   - Speaking: Talks about school transport.
   - Asking ‘How many …?’ and ‘How do you come to school?’
   - Language: Prepositions
   - left and right

7. We eat at school
   - Vocabulary: Pastes in stickers to build vocabulary about meals
   - Speaking: About picture
   - Reading: Labels and narrative text
   - Comprehension: Answers questions based on text
   - Phonics: ea, sh and ch

8. The food we eat
   - Draws a picture and write a caption
   - Phonics: ea, sh and ch
   - Writing: Labelling foods
   - ‘I like …’ ‘I don’t like …’
   - Phonics: t-sound
   - who’s is this?

9. Who, what, why and when
   - Speaking: Using ‘wh’ words to form questions
   - Writing: Complete a form giving personal information
   - Trace and track for ownership
   - Phonics: p-sound

Theme 3: People in my world
Term 1: weeks 6–10

10. Our family garden
    - Vocabulary: Pastes in stickers to build vocabulary about gardening and family
    - Reading: Narrative and labels
    - Language: Verbs

11. My own family
    - Language: Continuous tense.
    - Reading: Narrative
    - Phonics: o-sound
    - Vocabulary: Naming of family members
    - Phonics: p- and b-sounds

12. We grow food
    - Speaking: About games you play in the garden
    - Writing: Colour by number
    - Name things in the garden
    - Trace and track: Finding garden implements

13. We go for a picnic
    - Speaking about theme picture
    - Asking ‘what’ questions
    - Vocabulary: Pastes in stickers to build vocabulary

14. What we like to do
    - Reading: Narrative
    - Asking ‘Can you …?’ ‘I can …’
    - Phonics: i-sound
    - Writing: Initial and final sounds
    - Vocabulary: Names of colours
    - Colour by number

Theme 4: Friendship
Term 1: weeks 6–10

15. At the park
    - Vocabulary: Pastes in stickers to build vocabulary about the playground
    - Reading: Narrative and labels
    - Language: Verbs and common nouns
    - Oral comprehension

16. We like to play
    - Speaking about a friend
    - Language: ‘This is …’, pronouns, verbs, continuous tense
    - Phonics: n-sound

17. People who help
    - Speaking about theme picture on the work people do
    - Comprehension based on a given picture

18. How they help us
    - Speaking: Telling a story based on the pictures
    - Writing: Punctuation
    - Phonics: m-sound
    - Track and trace

19. People who help
    - Speaking about theme picture on the work people do
    - Vocabulary: Names of places
    - Reading: Narrative

20. Places in town
    - Vocabulary: Names of different places
    - Language: Sentence structure ‘I want some …’ ‘I want a …’ ‘I need …’
    - Phonics: a-, e-, o-, i-, and u-sounds
    - Find your way
### Theme 8: Birthdays and Seasons

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>33</strong> Calendars</td>
<td>68</td>
</tr>
<tr>
<td>Reading: A calendar</td>
<td></td>
</tr>
<tr>
<td>Vocabulary: The months of the year</td>
<td></td>
</tr>
<tr>
<td>Writing: Filling in birthdays of friends and family</td>
<td></td>
</tr>
<tr>
<td>Phonics: f-sound</td>
<td></td>
</tr>
<tr>
<td><strong>34</strong> When is your birthday?</td>
<td>70</td>
</tr>
<tr>
<td>Asking friends ‘When is your birthday?’ and filling this in on calendar</td>
<td></td>
</tr>
<tr>
<td>Vocabulary: A long time, a short time</td>
<td></td>
</tr>
<tr>
<td>Phonics: t-sound</td>
<td></td>
</tr>
<tr>
<td><strong>35</strong> Autumn and spring</td>
<td>72</td>
</tr>
<tr>
<td>Comprehension based on picture</td>
<td></td>
</tr>
<tr>
<td>Reading: Narrative</td>
<td></td>
</tr>
<tr>
<td>Language: Adjectives</td>
<td></td>
</tr>
<tr>
<td><strong>36</strong> Summer and winter</td>
<td>74</td>
</tr>
<tr>
<td>Writing: Punctuation</td>
<td></td>
</tr>
<tr>
<td>Language: This is… These are … Singular and plural</td>
<td></td>
</tr>
</tbody>
</table>

### Theme 6: Visiting

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>28</strong> At the beach</td>
<td>50</td>
</tr>
<tr>
<td>Vocabulary: Pastes in stickers to build vocabulary about the seaside</td>
<td></td>
</tr>
<tr>
<td>Speaking: About picture</td>
<td></td>
</tr>
<tr>
<td>Reading: Labels and narrative text</td>
<td></td>
</tr>
<tr>
<td>Comprehension: Answers questions based on text</td>
<td></td>
</tr>
<tr>
<td><strong>29</strong> Things we do</td>
<td>52</td>
</tr>
<tr>
<td>Language: Continuous tense. Verbs Filling in the missing nouns</td>
<td></td>
</tr>
<tr>
<td>Phonics: u-sound</td>
<td></td>
</tr>
<tr>
<td><strong>30</strong> Farm life</td>
<td>56</td>
</tr>
<tr>
<td>Vocabulary: Word soup Matching animals and their products</td>
<td></td>
</tr>
<tr>
<td>Animal sounds</td>
<td></td>
</tr>
<tr>
<td>Phonics: e-sound</td>
<td></td>
</tr>
<tr>
<td><strong>31</strong> Just checking</td>
<td>58</td>
</tr>
<tr>
<td>Writing: Filling in personal information on a form</td>
<td></td>
</tr>
<tr>
<td>Phonics: Revision of vowel sounds, filling in vowels to complete words</td>
<td></td>
</tr>
<tr>
<td>Language: Using alphabetical order to complete a drawing.</td>
<td></td>
</tr>
</tbody>
</table>

### Theme 3: About time

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>32</strong> Our busy week</td>
<td>60</td>
</tr>
<tr>
<td>Vocabulary: Pastes in stickers to build vocabulary about events in a calendar</td>
<td></td>
</tr>
<tr>
<td>Reading: Narrative and labels</td>
<td></td>
</tr>
<tr>
<td>Language: Verbs</td>
<td></td>
</tr>
<tr>
<td>Asking ‘When did …?’</td>
<td></td>
</tr>
<tr>
<td>Reading: Reading a diary</td>
<td></td>
</tr>
<tr>
<td>Comprehension questions based on diary</td>
<td></td>
</tr>
<tr>
<td>Writing: I like… I don’t like</td>
<td></td>
</tr>
<tr>
<td><strong>33</strong> Days of the week</td>
<td>62</td>
</tr>
<tr>
<td>Vocabulary: Days of the week</td>
<td></td>
</tr>
<tr>
<td>Speaking: Drawing activities for each day of the week.</td>
<td></td>
</tr>
<tr>
<td>Speaking: What you do each day.</td>
<td></td>
</tr>
<tr>
<td>Phonics: r-sound</td>
<td></td>
</tr>
<tr>
<td><strong>34</strong> Day and night</td>
<td>64</td>
</tr>
<tr>
<td>Vocabulary: day and night</td>
<td></td>
</tr>
<tr>
<td>Language: Continuous tense verbs</td>
<td></td>
</tr>
<tr>
<td>Speaking: Asking friends what they do at different times of the day</td>
<td></td>
</tr>
<tr>
<td><strong>35</strong> What we do</td>
<td>66</td>
</tr>
<tr>
<td>Matching the time of day with events</td>
<td></td>
</tr>
<tr>
<td>Asking ‘When do you…?’</td>
<td></td>
</tr>
<tr>
<td>Phonics: h-, p-, b- and s-sound</td>
<td></td>
</tr>
</tbody>
</table>

### Theme 5: Animals

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21</strong> The animal train</td>
<td>42</td>
</tr>
<tr>
<td>Vocabulary: Number, colour and animal names</td>
<td></td>
</tr>
<tr>
<td>Reading: Narrative and captions</td>
<td></td>
</tr>
<tr>
<td><strong>22</strong> The animal train</td>
<td>44</td>
</tr>
<tr>
<td>Comprehension based on picture</td>
<td></td>
</tr>
<tr>
<td>Phonics: g-sound, vowels</td>
<td></td>
</tr>
<tr>
<td>Vocabulary: Matching animals to their homes</td>
<td></td>
</tr>
<tr>
<td><strong>23</strong> Wild animals</td>
<td>46</td>
</tr>
<tr>
<td>Vocabulary: Names of wild animals</td>
<td></td>
</tr>
<tr>
<td>Animal sounds</td>
<td></td>
</tr>
<tr>
<td><strong>24</strong> All about animals</td>
<td>48</td>
</tr>
<tr>
<td>Language: Prepositions</td>
<td></td>
</tr>
<tr>
<td>Phonics: o-sound</td>
<td></td>
</tr>
</tbody>
</table>
Good morning teacher.
Hello Thandi.

Let’s talk. Look at the picture and talk about what the children are doing.

Back to school

1. AT SCHOOL

Term 1 – Week 1-2
We are back at school. Nomsa and Ann are very happy. Ken is happy too. He has a new school bag. Jabu is sad. He fell on the mat.
Jabu falls at school

Make up a role play about what happened to Jabu. Show how his friends help him. Then tell the story in the correct sequence using first, then, lastly.

Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

Jabu feels _______________.

I feel _______________.

Let’s write

Term 1 – Week 1-2
I went to the sea.
I went to the zoo.
I went to my grandmother.
I went to the shop.

What did you do in the holiday?

I went to

Word work
Read the words and listen to the sounds:

<table>
<thead>
<tr>
<th>sad</th>
<th>bag</th>
<th>mat</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>rat</td>
<td>cat</td>
</tr>
</tbody>
</table>

Listen and repeat:
sad bag mat
hat rat cat

Let’s do:
Say what the pictures are.
Then circle the pictures that start with the a-sound.
Look at the picture and talk about what the children are doing. Colour the flags in your favourite colours.
Let’s talk
What are the children doing?
What is the dog doing?
Who is sleeping?

Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s read
Ann plays netball.
Jabu plays soccer.
Ken sits.
The cat sleeps.

Let’s write
Fill in the number of the children who feels happy, sad, tired or proud.

<table>
<thead>
<tr>
<th>happy</th>
<th>sad</th>
<th>tired</th>
<th>proud</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
She sits.

He kicks.

She sleeps.

It sings.

Word work
Read the words and listen to the sounds.

sit sing see socks star sun

Let’s write
Rewrite the sentence in the open space. **Sam sits in the sun.**

Let’s talk
Read the sentences aloud. Draw a line from the sentence to the correct picture.

She sits.

She plays.

He kicks.

It barks.

She sleeps.

He runs.

It sings.

She dances.
If you’re happy and you know it clap your hands.
If you’re happy and you know it clap your hands.
If you’re happy and you know it and you really want to show it,
if you’re happy and you know it clap your hands.

If you’re happy and you know it stamp your feet.
If you’re happy and you know it stamp your feet.
If you’re happy and you know it and you really want to show it,
if you’re happy and you know it stamp your feet.

This song can also use words of actions like:
turn around, jump up high, nod your head and shout out loud.

Say what the pictures are.
Then circle the pictures that start with the S-sound.
I am in the bus.
Ken is in the taxi.
Sam rides a green bike.

Let’s talk
Look at the picture and then fill in the answers to these questions.

<table>
<thead>
<tr>
<th>How many cars are there?</th>
<th>How many trees can you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many bikes are there?</td>
<td>How many aeroplanes are there?</td>
</tr>
<tr>
<td>How many people are waiting for a bus?</td>
<td>How many wheels are there?</td>
</tr>
</tbody>
</table>

Let’s write
Form these words.

s

c

h

r

at

sat

t

d

en

ten

p

h
Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s talk
Look at the following pictures and then say whether the vehicle is going left or right.

The car is going to the right. The bike is going to the left.

1. car
2. bus
3. train
4. motorbike
5. van
6. taxi
7. car
8. bus stop
9. bench

Word box
again
after
about

Let’s talk

1. The car is going to the right.
2. The bike is going to the left.

1. left
2. right
To school and back

Let’s do
Draw a picture of how you get to school and back each day.

Let’s talk
Tell your friend how you come to school.

Listen and repeat
I go to school by bus.
I go to school by taxi.
I go to school by car.
I go to school by bike.
I go to school on foot.
Walk and talk
Ask 5 friends how they come to school.
Say:
How do you come to school?
How do you go home?

Let’s write
Write 1 sentence about how you go to school.

Write 1 sentence about how you go home from school.

Fun
Draw a blue car in front of the bus.

Draw a bus behind the truck.

Draw a bike between the bus and the car.

Draw a bird on top of the bus.
Look at the picture and talk about what the children are doing.
Every day we have lunch at school.
I eat pap and chicken.
I eat bananas.
I drink juice in my cup. My cup is red.
We play after lunch.

Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s read
Look at the picture and then circle yes or no.

<table>
<thead>
<tr>
<th>The children are happy.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children have sweets for lunch.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>They play after lunch.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The dog is hungry.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Word work
Read the words and listen to the a and e-sound.

<table>
<thead>
<tr>
<th>bat</th>
<th>bet</th>
<th>tan</th>
<th>ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
<td>met</td>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>ban</td>
<td>Ben</td>
<td>sand</td>
<td>send</td>
</tr>
</tbody>
</table>
Let’s do
Draw a picture of the food that you like to eat.
Write the name of the food in the space.

My favourite food

I like apples.
I like bananas.
I like fish.
I like meat.
I like chicken.
Walk and talk

Ask 5 friends what food they like to eat. Say:

What food do you like?

Word work

Read the words and listen to the sounds.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tap</td>
<td>tick</td>
<td>tin</td>
</tr>
<tr>
<td>top</td>
<td>tin</td>
<td>tea</td>
</tr>
</tbody>
</table>

Let’s write

Trace the letter in the spaces so that it makes a word to match a picture.

Let’s write

Read these words. Then copy the correct word under the correct picture.

- meat
- eggs
- milk
- tomatoes
- cake
- chips
- sweets
- bread
- fish

Complete these sentences.

I like

I don’t like
What is this?

Listen and repeat

Whose pen is this?  It is my pen.

Whose book is this?  It is my book.

Whose jersey is this?  It is my jersey.

Walk and talk  Point to 5 things and ask your friends.

Whose ________ is this?

It is my ________.

Let's write  Now write answers to these questions.

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>What is your surname?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live?</td>
<td></td>
</tr>
<tr>
<td>Who is your friend?</td>
<td>When is your birthday?</td>
</tr>
</tbody>
</table>

Let's write  Trace the letter in the spaces so that it makes a word to match a picture.

pen  pot  pig  puppy
Word work: Read the words and listen to the sounds.

- pot
- pen
- pan
- post
- pet
- part

Fun: Trace the string to find out whose things these are. Then say:

- Whose ball is this?
- Whose pen is this?

This is Dan’s ball.

Whose ball is this?
Whose pen is this?

Nomsa  Ken  Ann  Dan  Jabu

hat  ball  book  sweets  jacket
Let’s do

Count and colour the chickens.
Colour the tomatoes on the bushes.

Our family garden
Let's read

We are in the garden.
Jabu and Sam are in the tree.
The sun is hot.
Dad has a hat.
The dog stands on the log.
The cat runs after the birds.
We have lots of carrots in our garden.

Let's talk

How many chicks are there?
Where are the chicks? Use these words:
in front of  on  behind  next to

Point to the people in this family.
Point to the mother.
Point to the father.
Point to the brother.
Point to the sister.
Point to the grandmother.
Point to the grandfather.
Point to the friends.
What are they all doing?
What is the dog doing?
What is the cat doing?

Let's do

Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.
Listen and repeat

Mom is watering the plants.
Dad is digging.
The dog is standing.
Grandmother is reading.
Grandfather is drinking tea.
The boys are sitting in the tree.
The cat is running.

Let’s write

What sound does each word start with?

<table>
<thead>
<tr>
<th>pen</th>
<th>pig</th>
<th>pan</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>boy</td>
<td>bed</td>
</tr>
</tbody>
</table>

Let’s write

Fill in the missing words.

The _______ dog _______ is on the log.
Dad has his _______ on.
The _______ _______ is hot.
Walk and talk
Point to the picture on the previous page and ask your friend:
Who is this?
What is he doing?
What is she doing?

Word box
ate
away
be

Word work
Read the words and listen to the sounds.

dog
cot
hot

log
lot
dot

Let’s write
Draw your family. Fill in who each person is. Use these words to help you.
sister
brother
mother
father
grandmother
grandfather
aunt
uncle

My family
What things can you find in a garden? Tell your friend what games you play in your garden.

Let’s write Colour the picture according to the numbers.

1 2 3 4 5 6 7

We grow food
What will the children find in this garden? Trace the lines. Say what each thing is.

- carrots
- hat
- worm
- hosepipe
- sun
- watering can
- cabbage
- tomatoes
- friends

Let’s write
Name 3 things you can find in your garden.

[Blank lines]
We go for a picnic

Look at the picture and talk about what the children are doing.

Let’s do: Find all the peaches in the tree. How many are there? Colour them orange. How many birds can you see? Colour them blue.

Term 1 – Week 6-10
Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s do

Word box
because
been
before

Let’s talk
What is Grandfather doing?
What is the baby doing?
What are the children doing?

Let’s talk

Let’s read
We like to go for picnics.
We sit in the sun.
Jabu kicks his ball.
Pam and Dan swim.
They have fun in the dam.
Ken is in the tree.
The insects hum.

TEACHER: Sign

Date
What we like to do

Listen and repeat

Ann likes to kick a ball.
The children like to swim.
Ken likes to sit in the tree.
The baby likes to sleep.
It is fun to run in the sun.

Walk and talk

Ask your friend:

Can you swim?
Can you sing?
Can you bake a cake?
Can you catch a fish?

Let’s write

What can you do? Colour in either yes or no.

<table>
<thead>
<tr>
<th>Can you bake a cake?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you fly a kite?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you read?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you draw a picture</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you swim?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you drive a car?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you run?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you speak Zulu?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Word work
Read the words and listen to the sounds.
in  sit  tin
ink  pin  win

Let’s write
Fill in the missing letters to complete the words.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nk</td>
<td>t</td>
<td>p</td>
</tr>
<tr>
<td>nsect</td>
<td>f</td>
<td>gloo</td>
</tr>
</tbody>
</table>

Let’s draw
Colour by number.

1. blue
2. orange
3. red
4. brown
5. yellow
6. pink
7. grey
8. green
9. purple
10. black
At the park

Let's talk Look at the picture and talk about what the children are doing.

merry-go-round
swing
toy cars
girl
boy
slide
toys
We like to play in the park.
We sit and read.
We play soccer in the sun.
We swim, slide and swing.
We play with toys.
We like to play

Let's talk
Who is your friend?
How old is your friend?
Is your friend a boy or a girl?

Tell your friend what you see in this picture. Say:

This is a tree. It is a plant.

This is Ken. He is a boy.

This is Nomsa. She is a girl.

We are happy.

Let's do

Let's write
Use the following words to complete these sentences.

kicking  running  singing
swimming  reading  playing

She is ____________
He is ______________

He is ____________
They are __________

It is ______________
She is ____________

Word work
Read the words and listen to the sounds.

nut  nose  man
net  nest  can
My friend and I

Let’s write: Draw a picture of what you and your friend like to do.

Write a sentence about your picture.

Let’s write: Trace the letter in the spaces so that it makes a word to match a picture.

**net**  **nut**  **nap**  **nose**

Let’s write: Draw a line to match the words with the pictures.

**he**  **she**  **they**  **it**

She is ____________ He is _____________

He is _____________ They are___________

It is ______________ She is __________
People who help

Let's talk

Look at the picture and talk about what you see.

- fireman
- doctor
- vet
- nurse

Word box
- black
- blue
- both
Let’s do
Trace and then say the word that belongs to the picture.

Let’s talk
Who are the people we see in the picture?
How do they help us?
Have you ever been helped by one of these people?
Why is the doctor helping the boy?

Let’s write
Look at the picture and then circle yes or no.

<table>
<thead>
<tr>
<th>The dog is at the vet.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy cut his arm.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The car is burning.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The teacher is a man.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The policewoman talks to the girl.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Tell your friend what is happening in these pictures. Then role play what happened to Dan.

Let’s talk

Tell your friend what is happening in these pictures. Then role play what happened to Dan.

Let’s write

Trace the letter in the spaces so that it makes a word to match a picture.

Let’s write

Punctuate these sentences. Use capital letters and these punctuation marks.

dan jumped out of the tree

Dan jumped out of the tree.

did dan hurt his leg

don’t jump dan

_milk_ _moon_

_ouse_

_ealie_
Let’s talk

Say:

Whose are these?

These are Sam’s socks.

Lindy is lost. Help the policewoman to take her home.

Sam

Tim

Pam

Nomso

Fun

cats

balls

socks

books

Nomsa

Tim

Pam

Sam

Lindy is lost. Help the policewoman to take her home.
Let’s talk

Look at the picture and talk about all the places you see. Paste in a sticker to show what you can get at the different places.

- school
- hospital
- station
- bus stop
- library
- supermarket
- bakery
- greengrocer
- nurse
Today we went to town.
We went by bus.
We saw lots of cars and taxis.
We borrowed some books at the library.
When it was late we went home.
Places in town

Listen and repeat
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

hospital
school
clinic
taxi rank
bus stop
library
supermarket
station
greengrocer
pharmacy
bakery
butchery
spaza shop

Let’s write
Make lists of places you can go to.

<table>
<thead>
<tr>
<th>Where I can go if I am sick.</th>
<th>Where I can go to get food.</th>
<th>Where I can go if I need transport.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let's write

Fill in the letter d to make the word match the picture. Then trace the vowel in red.

desk
d_g
d_g
d_ck
d_d

Help Jabu to find the different places on the map. Tell your friend about the places he walks past.
Word work
Trace the words, read the words and clap the sounds.

train  chick  giraffe
rabbit  elephant  rhinoceros
tortoise  lion  zebra
hippopotamus  duck  crocodile
Let’s do Colour the crayons.

All the animals are on the train. They are going for a picnic in the park. The elephant must sit alone. Not even a mouse can fit into coach 4.
Let’s talk

How many animals are there on the train?
Tell your friend what number is written on each coach.
Tell your friend what colour each coach is.
Tell your friend what animals are in each coach.
Tell your friend what animals you like best.

Let’s write

What is your favourite colour?

What is your favourite animal?

Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>pig</th>
<th>dog</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>dig</td>
<td>log</td>
<td>get</td>
</tr>
<tr>
<td>goat</td>
<td>goose</td>
<td>give</td>
</tr>
</tbody>
</table>

Let’s write
Fill in these words into the correct sound coaches.

1. cat  2. beg  3. kit  4. not  5. sun

a  e  i  o  u
Let’s do
Paste the stickers in the correct spaces. Trace the words and then draw a line from the animal to where it lives.

Let’s write
Look at the train on the opposite page and fill in the correct coach number.

Which coach has the most animals?

Which coach has the least animals?

In which coach is the tortoise?

In which coach is the elephant?

In which coach is the crocodile?

In which coach is the rabbit?
Wild animals

Let's talk

Look at the picture and talk about what you see.

- leopard
- elephant
- monkey
- rabbit
- tortoise
- crocodile
- monkey
- rhino
Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s talk
What animals do you see in the picture? What noises do these animals make? Which animals are big and which are small? Which animals are you afraid of? Where are the monkeys?

Let’s read
We see lots of animals. I like the zebra and the cobra. The hippo and the crocodile swim in the dam. The buck jumps away from the lion. The lion wants to eat the buck. He is looking for his supper.
All about animals

Listen and repeat

The ________ has a long neck.
The ________ has stripes.
The ________ has big teeth.
The ________ is fat.

Look back at the picture on the previous worksheet. Tell your friend where the monkeys are.

Let’s talk

Let’s write

Draw these pictures.

A brown crocodile

A green tree
Let’s write Fill in one of these words to say where the monkey is.

- The monkey is ________ the tree.
- The monkey is ________ the car.
- The monkey is ________ the hut.
- The monkey is ________ the bush.
- The monkey is ________ the tree.

Let’s write Trace the letter in the spaces so that it makes a word to match a picture.

- **box**
- **top**
- **dog**
- **fox**
VISITING PLACES

At the beach

Let’s talk
Look at the picture and talk about what the children are doing.
We are at the beach.
It is fun in the sun.
We like to swim in the sea.
Then we dig in the sand.
I can dig with my hand.
I can see a ship.
I hope I don’t see a shark!
Things we do

Listen and repeat

Today

I am brushing my teeth.

I am kicking the ball now.

I am walking to school now.

We are talking now.

Yesterday

Yesterday I brushed my teeth.

Yesterday I kicked the ball.

Yesterday I walked to school.

Yesterday we talked.

Let’s do

Say what the pictures are. Then circle the pictures that start with the u-sound.
Now write a sentence about each picture.

1. 

2. 

3. 

Now write a sentence about each picture.

1. 

2. 

3. 

Number these pictures in the correct sequence to form a story. Then tell your friend what is happening in each story. Say: First ..., then ..., lastly ...
At the farm visiting Grandmother

Let’s talk
Look at the picture and discuss what the children can see and do on the farm.

Let’s sing
When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said!

chorus: I’m a dingle, dangle scarecrow
With a flippy, floppy hat,
I can shake my hands like this
And shake my feet like that.

When all the hens were roosting
And the moon behind the cloud
Up jumped the scarecrow
And shouted very loud!

Sing chorus: (red verse)

When the dogs were in the kennels
And the doves were in the loft
Up jumped the scarecrow
And whispered very soft

Sing chorus: (red verse)
Let's read

We visit our grandmother.
She lives on a farm.
She has lots of animals.
We get eggs from the hens.
We get milk from the cows.
We get food from the garden.
She has a big tractor.
Let’s do
How many farm words can you find?
cow  pig  calf  donkey  hen  cat  duck
rooster  chicken  lamb  sheep  goat  horse

Let’s write
Trace the letter in the spaces so that it makes a word to match a picture.

pen  hen  egg  tent
Paste the stickers in the correct spaces. Trace the words and then draw a line from the animal to the product.

<table>
<thead>
<tr>
<th>Bee</th>
<th>Eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheep</td>
<td>Wool</td>
</tr>
<tr>
<td>Cow</td>
<td>Honey</td>
</tr>
<tr>
<td>Chicken</td>
<td>Milk</td>
</tr>
</tbody>
</table>

Let's do egg hen ten pen men
when bent tent rent sent

Word work
Read the words and listen to the sounds. Then use 5 of these words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>egg</th>
<th>hen</th>
<th>ten</th>
<th>pen</th>
<th>men</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>bent</td>
<td>tent</td>
<td>rent</td>
<td>sent</td>
</tr>
</tbody>
</table>

Listen and repeat
The chicks go cheep cheep.
The cow goes moo moo.
The horse goes neigh neigh.
The sheep goes baa baa.
What other farm animal sounds can you make?
Let's write

Draw a picture of yourself and fill in your details.

My name is

My surname is

My age

I am in Grade

My school

My friend is

My birthday is on

I like

I don’t like

Word work

Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>cap</th>
<th>dog</th>
<th>tin</th>
<th>ten</th>
<th>hut</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>log</td>
<td>pin</td>
<td>pen</td>
<td>sun</td>
</tr>
<tr>
<td>hat</td>
<td>hot</td>
<td>sit</td>
<td>hen</td>
<td>cup</td>
</tr>
</tbody>
</table>
Let’s write
Fill in the missing letters to complete these words so that they match the picture.

- pen
- dog
- pig
- cat
- hen
- tnt
- sun
- hot
- metal
- log

Let’s write
Join the dots to complete the picture. Then colour the picture.

This is a [ ]
Look at the pictures and talk about what the children are doing.

Let’s talk

**Our busy week**

---

**MY DIARY**

**Monday**
I go to school.

**Tuesday**
I go to the library.

**Wednesday**
We play netball.

**Thursday**
We go to the shop.

**Friday**
We play soccer.

**Saturday**
I watch TV.

**Sunday**
We go to church.

What is your favourite day and why?

---

**OUR BUSY WEEK**

**Monday**
I go to school.

**Tuesday**
I go to the library.

**Wednesday**
We play netball.

**Thursday**
We go to the shop.

**Friday**
We play soccer.

**Saturday**
I watch TV.

**Sunday**
We go to church.

What is your favourite day and why?
Every day we like to play. I like to go to the library to get books to read. I like to play soccer. I like to play netball. I like to play with my dog. I like to sing but I don’t like to swim. We all like to play in the park.

<table>
<thead>
<tr>
<th>On what day did the children go to church?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On what day did Jabu watch TV?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On what day did they play netball?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On what day did they play soccer?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Let’s talk

Ask 3 friends what they like and what they do not like.

<table>
<thead>
<tr>
<th>I like ____________________</th>
<th>I do not like ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
**Days of the week**

Some days of the week fell off this calendar. Fill in the missing days.

- **Friday**
- **Monday**
- **Wednesday**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday</td>
<td></td>
<td>Thursday</td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What day is today?**

- Sunday

**Listen and repeat**

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

**Let’s talk**

Tell your friend 5 things you like and 5 things you do not like.

Say:

- I like _______.
- I don’t like _____.

Term 2 – Week 6–10
Let’s do Draw what you like to do on these days.

Monday Tuesday Wednesday

Thursday Friday Saturday

Sunday

Read these verbs and use them to make sentences.

<table>
<thead>
<tr>
<th>run</th>
<th>jump</th>
<th>sing</th>
<th>sit</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>rest</td>
<td>eat</td>
<td>play</td>
</tr>
</tbody>
</table>
I wake up in the morning.
Then I go to school.
I come home in the afternoon.
Then I play with my friends.
I eat supper at night.
Then I go to sleep.
Let’s talk

Ask 2 friends to tell you what they do in the morning, in the afternoon and at night.

<table>
<thead>
<tr>
<th>morning</th>
<th>afternoon</th>
<th>night</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s do

Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.
Let’s write

Draw a line to match the pictures with the time when we do these things.

- morning
- afternoon
- night

Let’s do

Say what the pictures are. Then circle the pictures that start with the **h**-sound.

Word work

Read the words and listen to the sounds.

- hut
- ham
- house
- horse
- helicopter
- hat
- hand
- horse
- hamster
- hippopotamus
Let's write

When do you go to school?
I go to school in the morning.

When do you wake up?
I wake up in the ____________.

When do you go to sleep?
I go to sleep in the ____________.

When do you play with your friends?
I play with my friends in the ____________.

Let's write
Do these word sums.

```
ug  |  bug
b   |  ed
    |  ig
```

```
us  |  ed
b   |  ud
```

```
in |  en
p   |  an
```

```
it |  ad
s   |  un
```

TEACHER: Sign                Date
Let's write When is your birthday?

day:  
month:  
year:  
My sister Alice has a birthday in June.
She will be 6.
Jim has a birthday in September.
He will be 8.

Let's write
Trace the letter in the spaces so that it makes a word to match a picture.

- fly
- frog
- flower
- fish
- fire
- flag
Let's read

I am seven years old today.
My friends came to my party.
I like my presents.

Let's write

Fill in the letters in the spaces so that it makes a word to match a picture.

_etter  _amp  _orry

_ion  _eaf  _izard
Let's talk

Does it take a long time or a short time?
Point to the picture and ask your friend “How long does it take?”
Colour in the correct word.

Word work

Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>let</th>
<th>long</th>
<th>love</th>
<th>lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>doll</td>
<td>ball</td>
<td>bell</td>
</tr>
</tbody>
</table>

Walk and talk

Ask 10 friends when their birthdays are.
Fill in their names under the correct month on the calendar on the previous page. Say:

When is your birthday?  It is in June.

It is in ________________________.
Let’s talk
What do you see in the two pictures?
How are the two pictures different from each other?
Which season is hotter?

What season is this?

Let’s write
Count and answer.

<table>
<thead>
<tr>
<th>How many ducks are there?</th>
<th>How many children are there in both pictures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many chicks are there?</td>
<td>How many children are wearing green jackets?</td>
</tr>
<tr>
<td>How many frogs are there?</td>
<td>How many pink flowers are there?</td>
</tr>
</tbody>
</table>
Let’s do

Colour the baby chicks yellow and the frogs green.

What season is this?

Let’s read

In the spring we see funny baby animals. There are pretty flowers in the garden. There is a silly bunny. In the summer it is sunny. My family likes to swim.
Let’s write Rewrite these sentences using the correct punctuation.

<table>
<thead>
<tr>
<th>can i swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>i have a hat</td>
</tr>
<tr>
<td>don’t touch the fire</td>
</tr>
</tbody>
</table>
It is hot. Can I have some water?

It is hot. Can I have an ice cream?

What season is this?

Let's do Colour the sun and the bees yellow.

Let's write Fill in either this or these.

________ is a dress.

______ are dresses.

________ is a cat.

________ are cats.

________ are boys.

________ is a boy.
The clothes we wear

Let’s talk
Look at the pictures and talk about what the children are doing.

spring  summer  autumn  winter

sunshine

Let’s do
Which clothes do you wear on a hot day? Stick these clothes into the correct box. Then write the names of the clothes next to the box.

hot day

sandals
Word work: Read the words and listen to the sounds.

cake    coke    bike    best    tusk
make    joke    hike    vest    duck

Let’s write: Use these word work words to fill in the gaps to match the pictures.

________ is a jersey.
________ are shoes.
________ is a jacket.
________ are hats.

Let’s do: Which clothes do you wear on a cold day? Stick these clothes into the correct box. Then write the names of the clothes in the spaces next to the correct boxes. Use these words to help you.

sandals    swimming costume    jersey    shorts    leggings

This is my pen.

This is my pen.
<table>
<thead>
<tr>
<th>Aa</th>
<th>Nn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb</td>
<td>Oo</td>
</tr>
<tr>
<td>Cc</td>
<td>Pp</td>
</tr>
<tr>
<td>Dd</td>
<td>Qq</td>
</tr>
<tr>
<td>Ee</td>
<td>Rr</td>
</tr>
<tr>
<td>Ff</td>
<td>Ss</td>
</tr>
<tr>
<td>Gg</td>
<td>Tt</td>
</tr>
<tr>
<td>Hh</td>
<td>Uu</td>
</tr>
<tr>
<td>Ii</td>
<td>Vv</td>
</tr>
<tr>
<td>Jj</td>
<td>Ww</td>
</tr>
<tr>
<td>Kk</td>
<td>Xx</td>
</tr>
<tr>
<td>Ll</td>
<td>Yy</td>
</tr>
<tr>
<td>Mm</td>
<td>Zz</td>
</tr>
</tbody>
</table>