

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



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**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

PLEASE CONTACT



### 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 toil 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

Revised and CAPS aligned

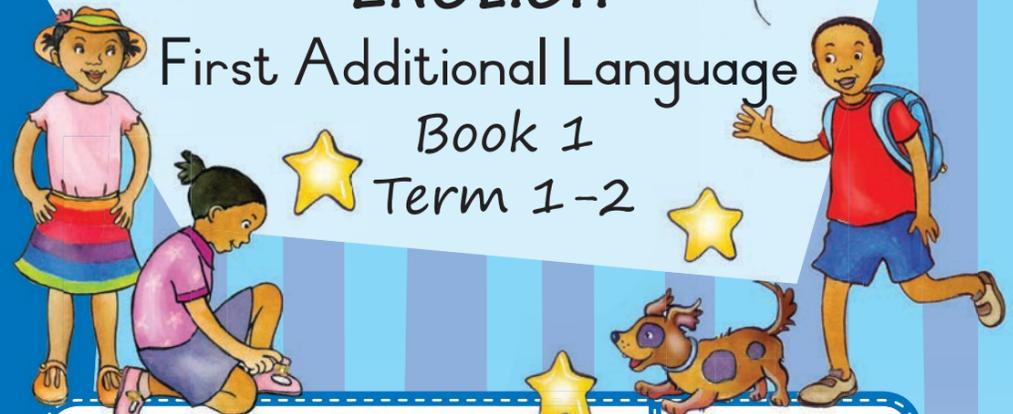
Grade 1

ENGLISH

First Additional Language

Book 1

Term 1-2



Name:

Class:

Workbooks available in this series:

- Home Language Grades 1-6 (In all official languages)
- Mathematics Grades 1-3 (In all official languages)
- Mathematics Grades 4-9 (In English and Afrikaans)
- Lifeskills Grades 1-3 (In all official languages)
- First Additional Language Grades 1-3 (Only in English)
- First Additional Language Grades 4-6 (In English)



Paste the stickers in the correct spaces.



FIRST ADDITIONAL LANGUAGE - ENGLISH  
GRADE 1 - TERM 1 - 2

ISBN 978-1-4315-0194-6

9th Edition

THIS BOOK MAY NOT BE SOLD.



9 781431 501946

ENGLISH First Additional Language – Grade 1 Book 1

ISBN 978-1-4315-0194-6



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH



Mrs Angie Motshekga,  
Minister of Basic Education



Mr Enver Surty,  
Deputy Minister of Basic Education

*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.*

## Celebrating 100 years of courageous leadership

**Nelson Rolihlahla Mandela**  
1918-2013

*"Educating all of our children must be one of our most important priorities. We all know that education, more than anything else, improves our chances of building better lives."*

15 May 2008 | Message for Schools for Africa campaign  
Johannesburg | South Africa



Photo: NMF/Matthew Willman

Nelson Mandela was born on 18 July 1918 in the Eastern Cape in a village called Mvezo. He started school when he was 7 years old. And it was his school teacher who gave him the name Nelson. When he finished school he went to university but this was interrupted when he took part in school protests. After that he came to Johannesburg where he worked in first a mine and then in a law firm. He also went to law school but had to drop out because he couldn't afford to pay for the university fees. In 1944 he helped form the African National Congress Youth League (ANCYL) with various other people like Walter Sisulu and Anton Lambede and joined the ANC to fight against apartheid. He was jailed many times for his activities fighting for a better South Africa and in 1962 he was arrested and sentenced to 5 years in prison for leaving the country illegally and getting workers to go on strike. In 1964 he was sentenced to life imprisonment in the Rivonia trial for his role in the ANC's armed struggle. He spent over 27 years in jail. Because education was important to him he continued studying while in prison and in 1989 he received his law degree from the University of South Africa (UNISA). On February 11 1990 he was released from prison, and on 10 May 1994 he became South Africa's first black President.

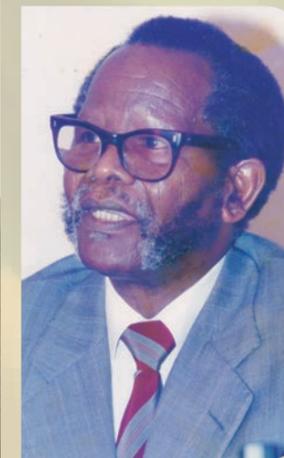
**Oliver Reginald Kaizana Tambo**  
1917-1993

On the 27th of October 1917, Kaizana Tambo was born in Nkantolo, Eastern Cape, then known as Pondoland. Raised with a solid foundation of hard work and respect for culture, and groomed in a village filled with strong morals and values, the "Son of Nkantolo" grew up to be loved and respected by South Africa, and the world.

On his first day at school, Kaizana's teacher asked him to come

to school with an English name. His parents chose Oliver. This, and a host of experiences with some of his teacher's strict nature, made him hate school. A meeting with a smart, young man, who was a member of the debating society in a different school, changed his attitude

towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flagstaff, where he became one of their star students. He moved on to St Peter's College, in Johannesburg,



where he matriculated with top marks. Swelling with pride, the Eastern Cape Assembly of Traditional Leaders gave Oliver Tambo a bursary to study at Fort Hare University, where he graduated with a Bachelor of Science degree in Maths and Science. The following year, while studying towards his post-graduate qualification in Education, he was expelled from the University for participating in a student strike. St. Peter's College offered him a job as a Maths and Science teacher. It is while teaching in Johannesburg that he became a very active member of the African National Congress.

Oliver Tambo was a founding member and Secretary of the ANC Youth League in 1944; the general secretary of the ANC from 1952; the mandated leader of the ANC's Mission in Exile 1960; the President of the ANC from 1977 until 1990; then National Chairperson until 1993.

Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for all people, seemed to bring out the best in them. His life was remarkable for the profound influence he had on the ANC during the difficult years of struggle, sadness and uncertainty. During his almost fifty years of political activity in the ANC, Comrade O.R., as he affectionately came to be known, played a significant role in every key moment in the history of the Movement, until his death in 1993. Like Moses, he had led his people to the Promised Land, but was never able to enjoy the fruits of his toil.



Published by the Department of Basic Education  
222 Struben Street  
Pretoria  
South Africa  
© Department of Basic Education  
Ninth edition 2019

**ISBN 978-1-4315-0194-6**

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Grade **I**

**ENGLISH**

First Additional Language  
Terms 1 & 2



This book belongs to:

## Theme 1: All about me Term 1: weeks 1–5

- 1 Hello, what's your name?** 2  
Reading: Incidental  
Listening & speaking: Talk about the picture  
Practise greetings and introductions  
Foreground/background: Paste the stickers in the correct spaces.
- 2 My body** 4  
Writing: Draw a picture of yourself  
Speaking: Say the name of the number  
Name the body parts  
Reading: Incidental  
Sing: Heads and shoulders  
Draw the body  
Writing: Name
- 3 How I look** 6  
Drawing: Body parts  
Sing: Two eyes  
Writing: Name  
Writing and gender recognition: Boy and girl  
Simon says... different actions
- 4 My birthday** 8  
Listening & speaking: Counting to 10  
Foreground & background: Paste in stickers
- 5 How old are you?** 10  
Reading: Incidental  
Counting and number recognition  
My name is ... I am ... years old.  
Writing: Fill in name and age  
Asks 'what' questions  
The birthday train



## Theme 2: Me at home Term 1: weeks 1–5

- 6 Family** 12  
Speaking: Discuss the picture  
Vocabulary: Naming family members and household items  
Reading: Incidental  
Pastes in stickers to build vocabulary about the family
- 7 My family** 14  
Writing: Draw a picture of your family  
Naming family members. Asking 'who is?' questions. Sentence construction 'This is my ...'
- 8 At home** 16  
Speaking: Using 'Where is the ...'  
Vocabulary: Pastes in stickers to learn words about a household and household chores
- 9 I am clean** 18  
Speaking: Using 'this is'  
Vocabulary: Pasting stickers to build vocabulary about cleanliness
- 10 I wash myself** 20  
Writing: Sequencing pictures to tell a story  
Using the continuous tense 'I am brushing my teeth'  
Drawing how you keep yourself clean  
Match word cards with sentences

## Theme 3: Colours and clothes Term 1: weeks 6–10

- 11 Clothes** 22  
Listen & speak: Discussion about what children are wearing  
Vocabulary: Names of clothes, and colours  
Paste stickers in the correct spaces.
- 12 What colour is it?** 24  
Speaking: Naming the colours  
Asking and answering colour questions
- 13 Colours and clothes** 26  
Writing: Count the clothes and circle the correct colour  
Sing: Balloons are red, balloons are blue  
Writing: Draw and colour picture
- 14 Whos's clothes is it** 28  
Reading: Incidental  
Pastes in stickers to build vocabulary about the family
- 15 Buying clothes** 30  
Vocabulary: Paste in stickers to learn words about buying clothing  
Speaking: Play shop  
Writing: Colour picture by number  
Draw your favourite item of clothing



## Theme 4: Me at school

## Term 1: weeks 6–10

- 16 Arriving at school** 32  
Vocabulary: Paste in stickers to build vocabulary transport  
Reading: Labels and sentences  
Speaking: Talks about the picture  
How do you get to school?
- 17 How I get to school** 34  
Language: Forms questions 'How do you ...' 'I come to school by ...'  
Sing: The wheels of the bus go round and round

- 18 Road Safety** 36  
Speaking about road safety  
Paste in stickers to build vocabulary about the road signs.  
Reading: Labels and sentences  
Writing: Draw a picture and write a caption  
Colour in robot in the correct colours.

- 19 Crossing the road** 38  
Speaking: Discusses road signs and identifies shapes.  
Laterality: Practise looking left and right

- 20 Getting ready for school** 40  
Speaking about pictures - how to get ready for school.  
Writing: A maze activity  
Speaking about going to school.



## Theme 5: Me in the classroom

### Term 2: weeks 1–5

- 21 What I do in class** 42  
Vocabulary: Paste in stickers to build vocabulary about school and classroom activities  
Speaking: Using present continuous tense. 'He/she is reading.'
- 22 My school bag** 44  
Listen & speak: Discussion about what we carry in a school bag  
Vocabulary: Name school stationery  
Reading: Labels and sentences
- 23 Jabo's bag** 46  
Listen & speak: Sequences picture to tell the story  
Vocabulary: Name school stationery  
Language: This is my ...  
Reading: Labels and sentences  
Writing: I can ...
- 24 Days of the week** 48  
Listen & speak: Discussion about the days of the week
- 25 Day and night** 50  
Listen & speak: Discussion about what we do at different times of the day  
Writing: drawings for what we do on various days of the week



## Theme 6: My friends and I

### Term 2: weeks 1–5

- 26 I like to play with my friends** 52  
Vocabulary: Paste in stickers to build vocabulary about games and sport  
Language: Sentence construction 'He/she is \_\_\_ing ...'
- 27 The games we play** 54  
Writing: Draw a picture of your favourite game  
Write a caption  
Speaking: 'Do you like? I like ... I don't like ...'  
Writing: Match equipment with sports  
Sing: Two eyes, two ears  
Language: I can ... I can't ...
- 28 Sport** 56  
Vocabulary: Paste in stickers to build vocabulary about games and sport
- 29 Let's practise** 58  
Language: Use sequenced pictures to tell a story in the present tense  
Writing: Track and trace activity  
Draw pictures to show meaning  
Speaking: I wake up ... I dress ...
- 30 Let's practise** 60  
Vocabulary: Emotions  
Sing: If you're happy  
Reading: Labels and sentences  
Language: Adjectives (long, short, big, small)

## Theme 7: The food we eat

### Term 2: weeks 6–10

- 31 Fruit and vegetables** 62  
Vocabulary: Pasting stickers to learn names of fruit and vegetables  
Speaking: Naming fruit and vegetables
- 32 Asking at the shop** 64  
Vocabulary: Pasting stickers to learn words about groceries  
Speaking: Play shop with your friend  
Speaking: May I have ...
- 33 The food I like** 66  
Writing: Tick which food you like  
Draw a picture of what you like and don't like.  
Speaking: I like ... I don't like ...  
Track and trace



## Theme 8: Animals

- 34 Our pets** 68  
Vocabulary: Paste in stickers to build vocabulary about pets  
Language: Using 'what?'
- 35 What pets do you have?** 70  
Speaking: Asking about pets?  
Do you like ...? I have a ...  
Language: Prepositions  
Reading: Labels and sentences



- 36 Farm animals** 72  
Vocabulary: Paste in stickers to build vocabulary about farm animals  
Language: Match baby animals to their mothers
- 37 Old MacDonald has a farm** 74  
Language: I like ... I don't like  
Writing: Match animals to what they produce  
Sing: Old MacDonald  
Talk about farm animals

## Term 2: weeks 6–10

- 38 Wild animals** 76  
Vocabulary: Paste in stickers to build vocabulary about wild animals  
Speaking: Talk about wild animals  
Reading: Labels and sentences
- 38 The munchy munchy caterpillar** 78



# THEME 1. All about me

I

Hello, what's your name?

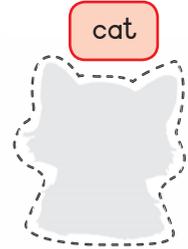
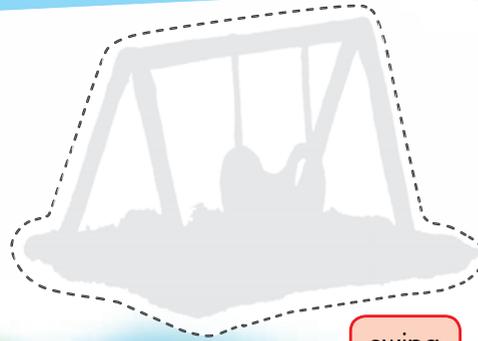


Term 1 – Week 1-5



Let's talk

Look at the picture and talk about what you see.



swing



Hello.



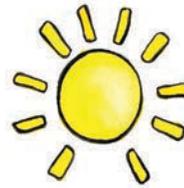
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

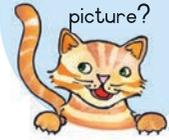
tree



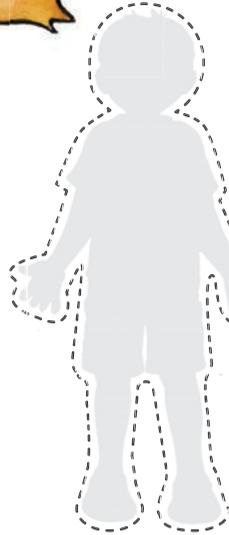
sun



Can you find Tom the cat in the picture?



dog



boy



girl

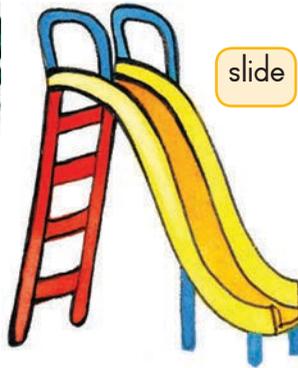


kite

ball



slide



My name is Sam.

Good bye.



Practise in pairs

Hello, what's your name?

My name is

Goodbye.

See you tomorrow.

boy

girl

flower

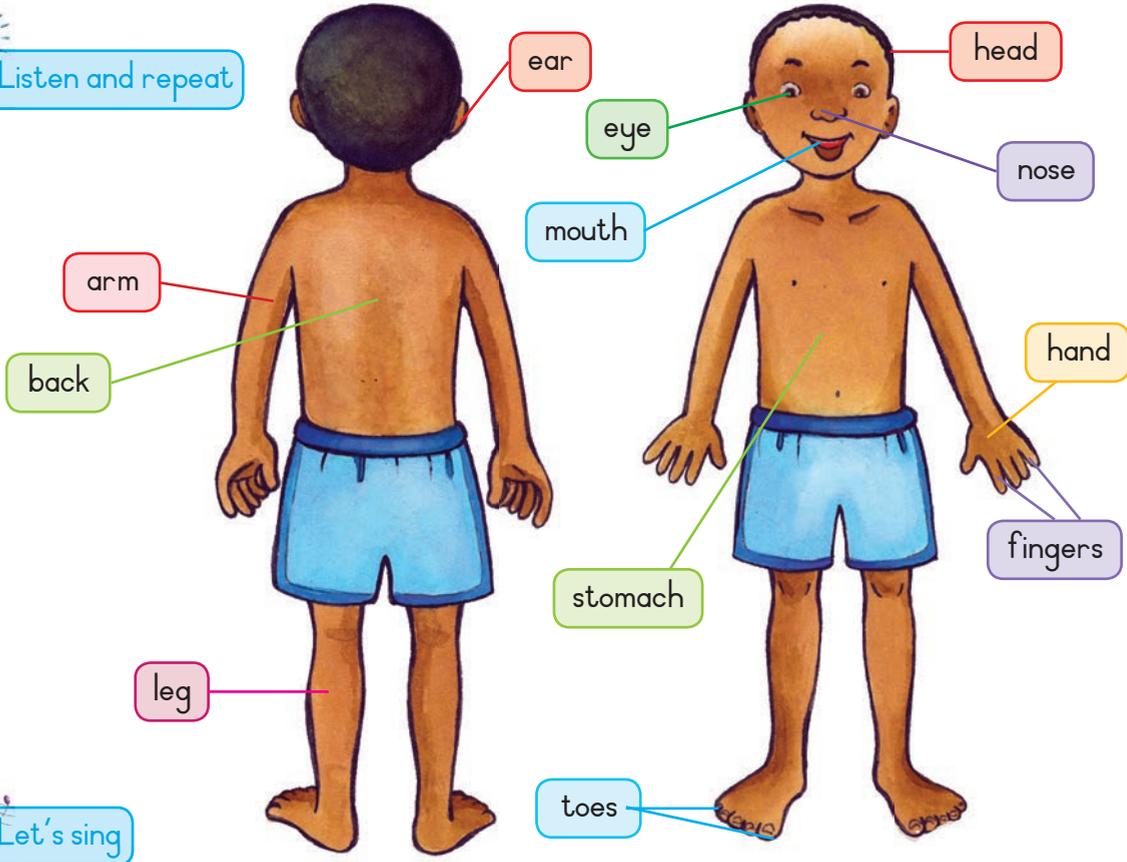
TEACHER: Sign

Date

# My body



Listen and repeat



Let's sing

Heads, shoulders,  
knees and toes, knees and toes.  
Heads, shoulders,  
knees and toes, knees and toes.  
Eyes and ears and  
mouth and nose.  
Heads, shoulders,  
knees and toes, knees and toes.



Let's do

Draw yourself. Point to your head, arms, legs and body.

This is me ...



Let's write

Write your name. Then clap your name according to the sounds.

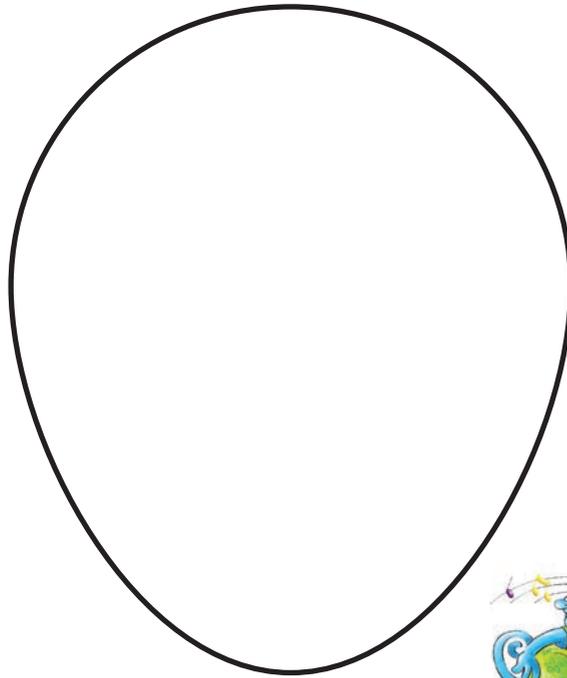
TEACHER: Sign  Date





Let's do

Draw your face. Show your eyes,  
nose, mouth, ears and hair.

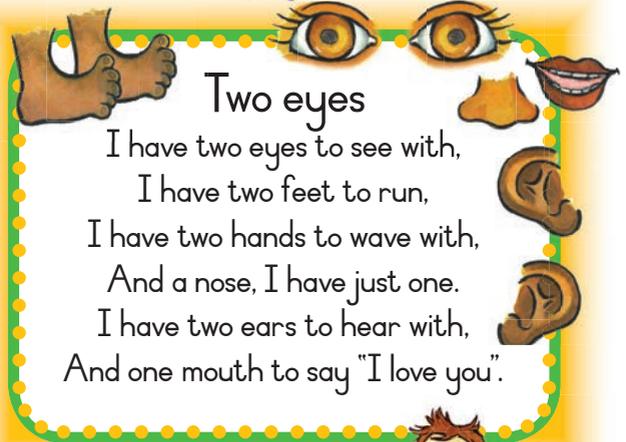


Let's sing



Let's write

Write your name.



Let's write

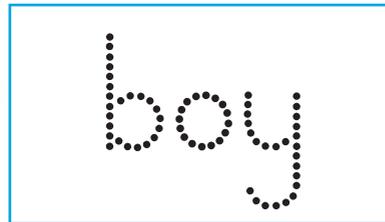
Trace and colour the label  
to show what you are.



I am a



I am a





Let's do

# Simon Says...

Do what these children are doing.

hands on hips



touch your knees



touch your foot



close your eyes



touch your ears



touch your stomach



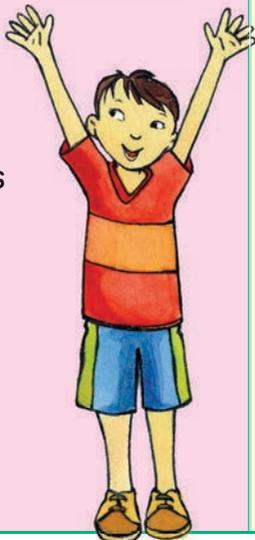
touch your nose



touch your toes



put up your arms



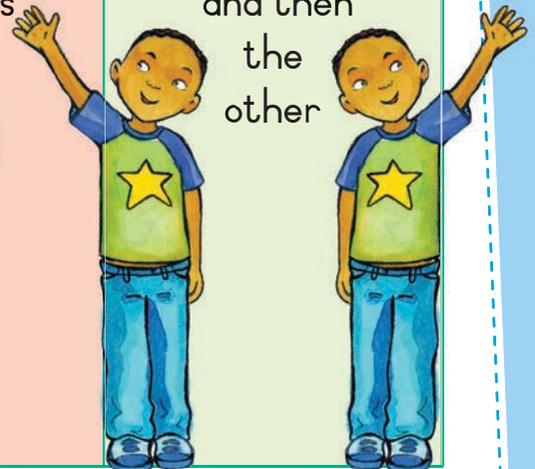
touch your head



touch your shoulders



put out one arm and then the other



TEACHER: Sign

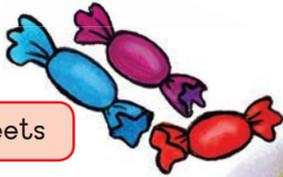
Date

# My birthday



Let's talk

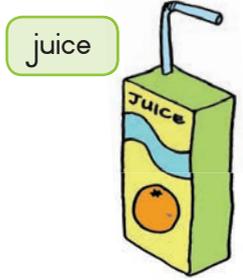
Look at the picture and talk about what you see.



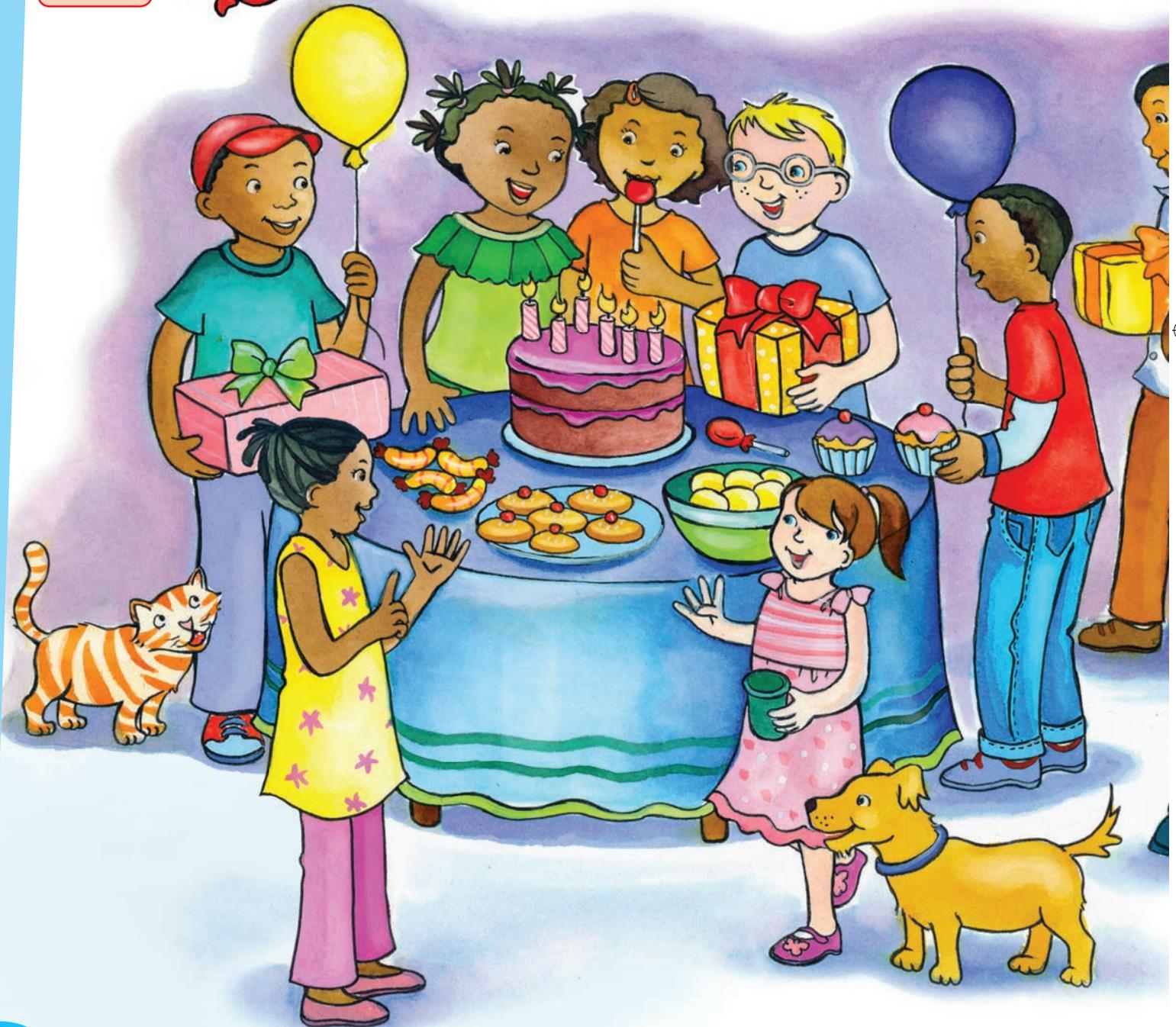
sweets



biscuits



juice





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

candles

cake

balloons

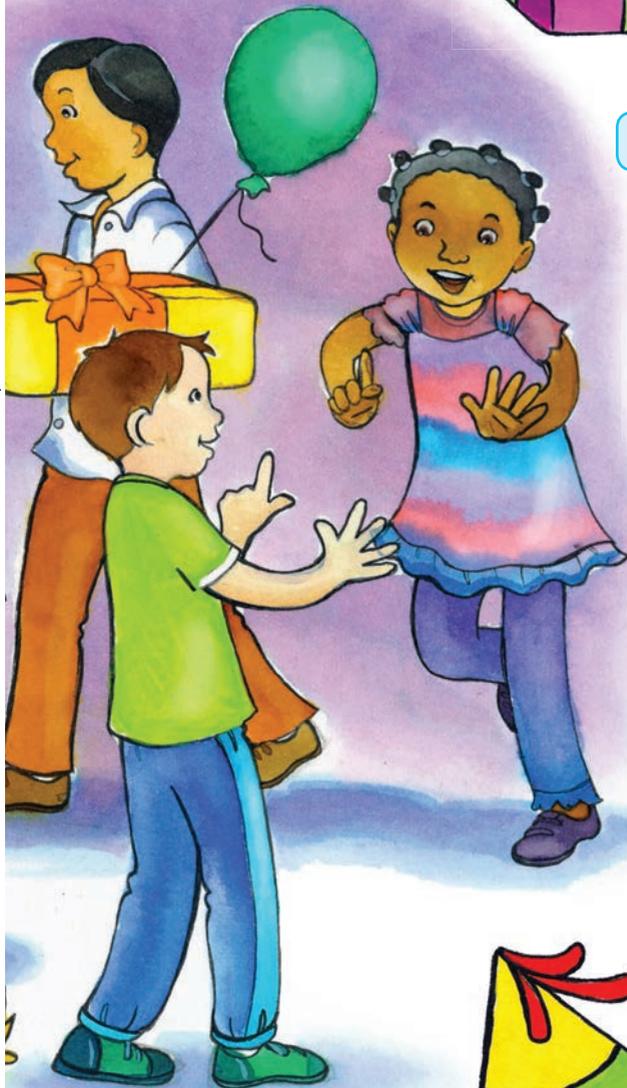
present



cupcakes

table

cold drink



hat



## Numbers.

Count in English.

1

one



2

two



3

three



4

four



5

five



6

six



7

seven



8

eight



9

nine



10

ten



TEACHER: Sign

Date

# How old are you?



Let's write

Colour the number of candles to show how old you are



Now trace the number to show how old you are.

--	--	--	--

Say:

I am \_\_\_\_\_.



Let's write

When is your birthday?



Teacher

Please help to write the date.

Day:

Month:



Let's do

Fill in your friends' names in the month of their birthday.



Teacher

Learners do not need to memorise the names of the months. They see a birthday calendar in their class and this chart reinforces the concept.

# THEME 2. Me at home

6

Family



Term 1 – Week 1-5



Let's talk

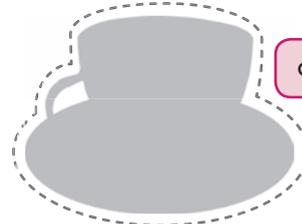
Look at the picture and talk about what you see.



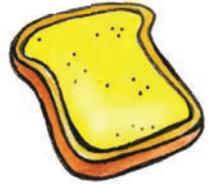
glass



pot plant



bread



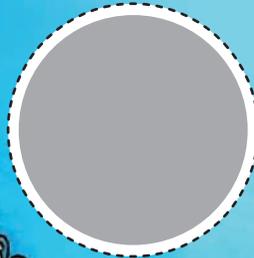
cup

saucer



salt

clock



fridge



friend

sink

cup

cupboard

fruit

chair

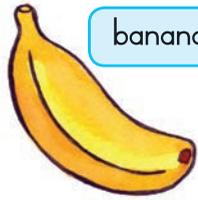
floor



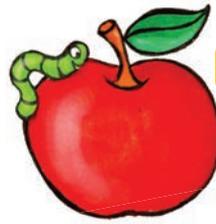


Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



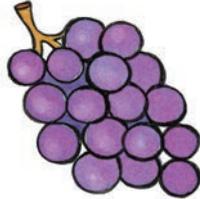
banana



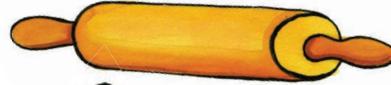
apple



egg



grapes



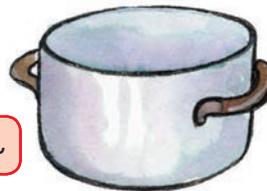
kitchen utensils



milk



dishwashing liquid



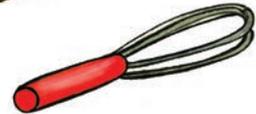
pot



fork



spoon



knife



plate



Let's do

Look at the pictures and point to the:

mother

father

brother

sister

grandma

baby

friend

cat



Teacher

Look at the picture and talk about what you see.

- Who is cooking?
- Who is eating?
- Who is drinking?
- What are the children eating?
- Who is washing dishes?
- Point to the boys.
- Point to the girls.



plates

stove

grandma

# My family



Let's draw

Draw a picture of your family.

This is my family



Let's write

Write your name.





Listen and repeat



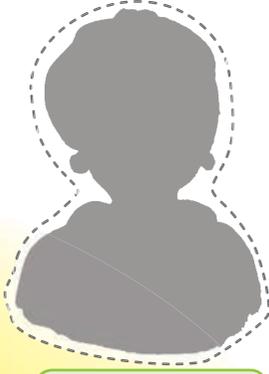
baby



mother



father



grandmother

How many sisters do you have?



brothers

How many brothers do you have?



sister



Let's talk

Point to each person in your drawing. Tell your friend who is in your picture. Say:



Look at your friend's picture and ask your friend:

Who is this?

This is my mother.  
This is my father.  
This is my brother.  
This is my sister.  
This is my grandmother.  
This is my friend.  
This is me.



Teacher

Look at the pictures.  
Ask learners to;  
• Point to the father.  
• Point to the mother.

# At home



Let's talk

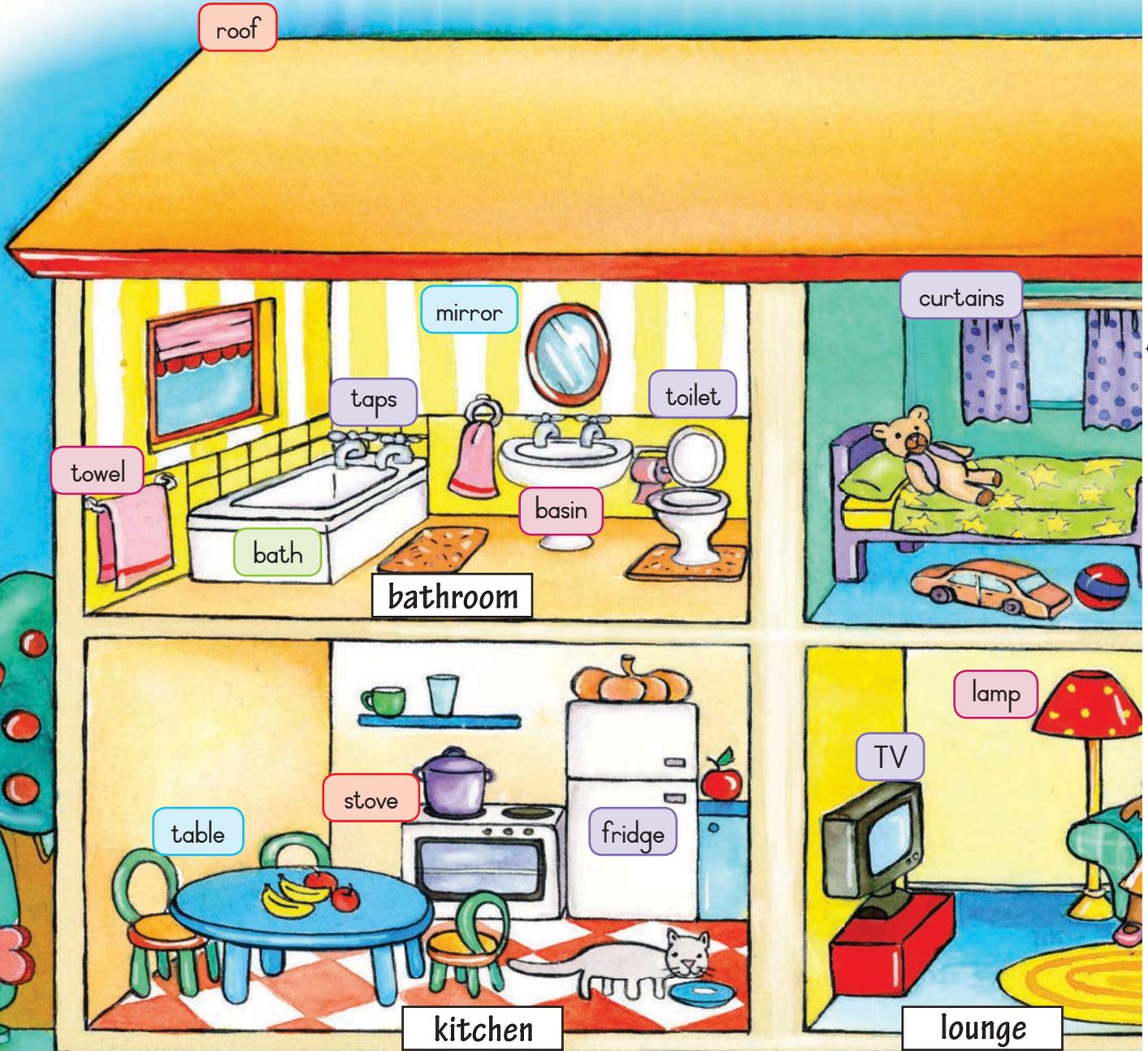
Look at the picture and talk about what you see.

teddy bear

bed



roof



towel

taps

mirror

toilet

bath

basin

bathroom

curtains

table

stove

fridge

kitchen

lamp

TV

lounge

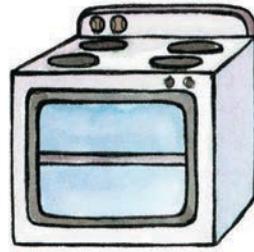


Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



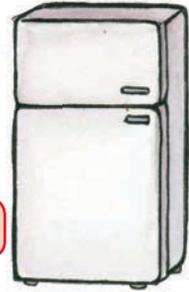
cup



stove



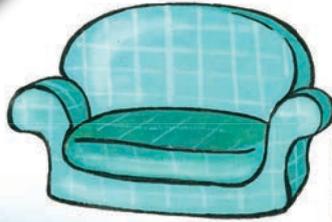
chair



fridge



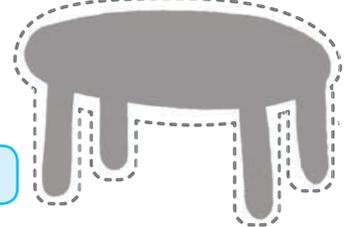
pot



sofa

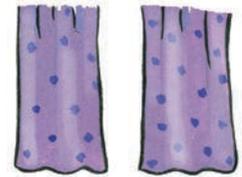


TV



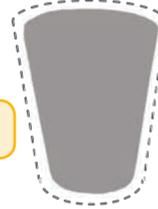
table

window



curtains

glass



Let's talk

Ask your friend to tell you in which room the different things are. Say:

Where is the fridge?

The fridge is in the kitchen.

Where is the bath?

Where is the cat?

Where is the fridge?

Where is the TV?

Where is the table?



chair

bed

bedroom

window

sofa

TEACHER: Sign

Date

# I am clean



comb



brushing

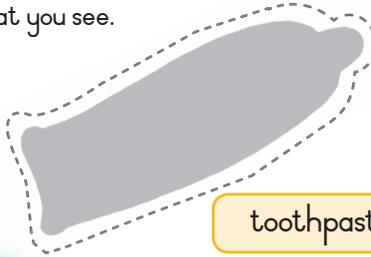


Let's talk

Look at the picture and talk about what you see.



toothbrush



toothpaste



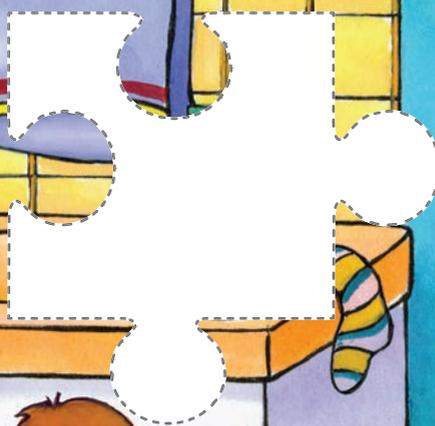
mirror



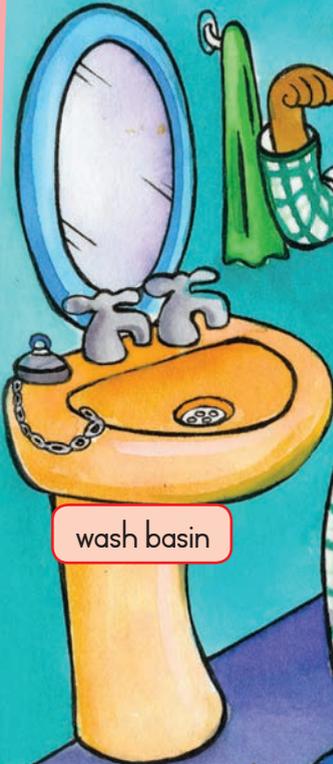
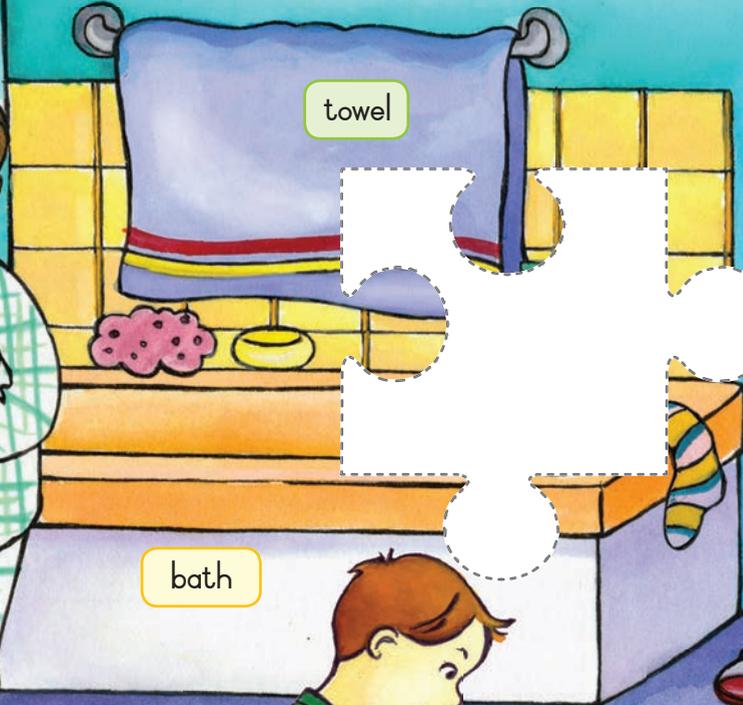
brush



towel



bath



wash basin





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



plug

toothbrush



wash basin



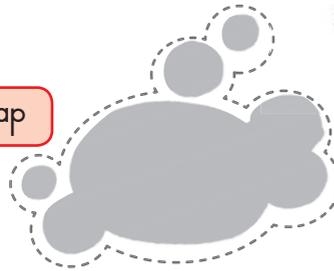
tissues



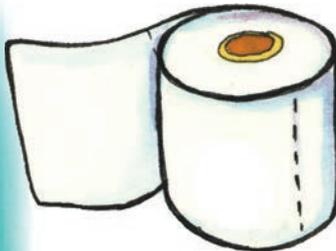
shampoo



tap



soap



toilet paper



Let's talk

Trace over the words and find the item in the big picture.



shower

towel

toilet

This is a brush.  
This is a ...

brush

tap

plug

towel

toothbrush

shower



TEACHER: Sign

Date

## I wash myself



Let's do

Number these pictures in the correct order from 1-5 and then tell your friend what is happening in each picture.



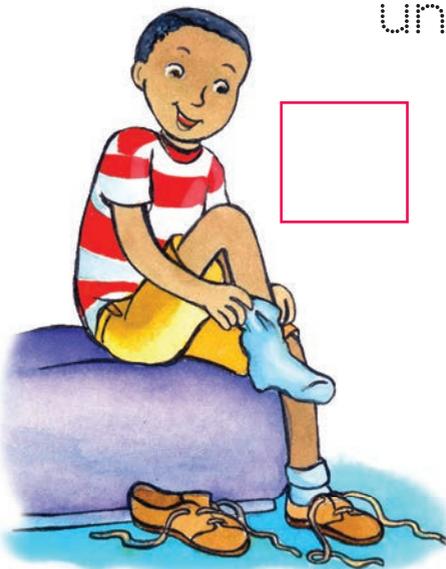
wash



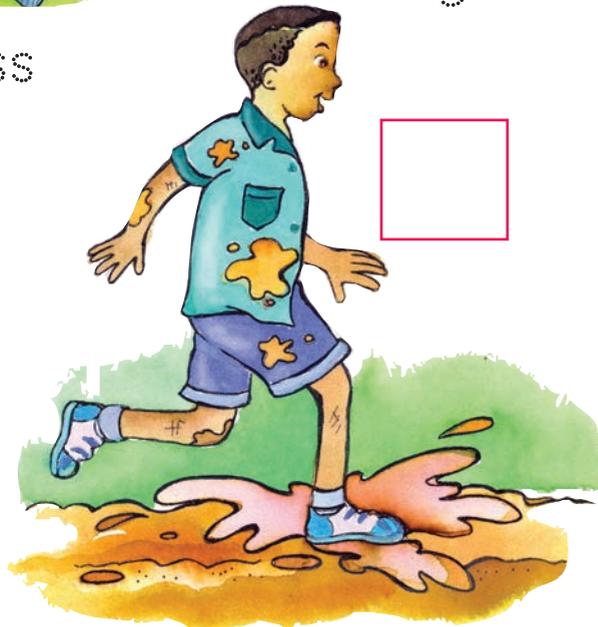
undress



dry



dress



play





# THEME 3. Colours and clothes

## Clothes



II

Term 1 – Week 6-10

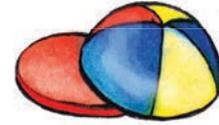


Let's talk

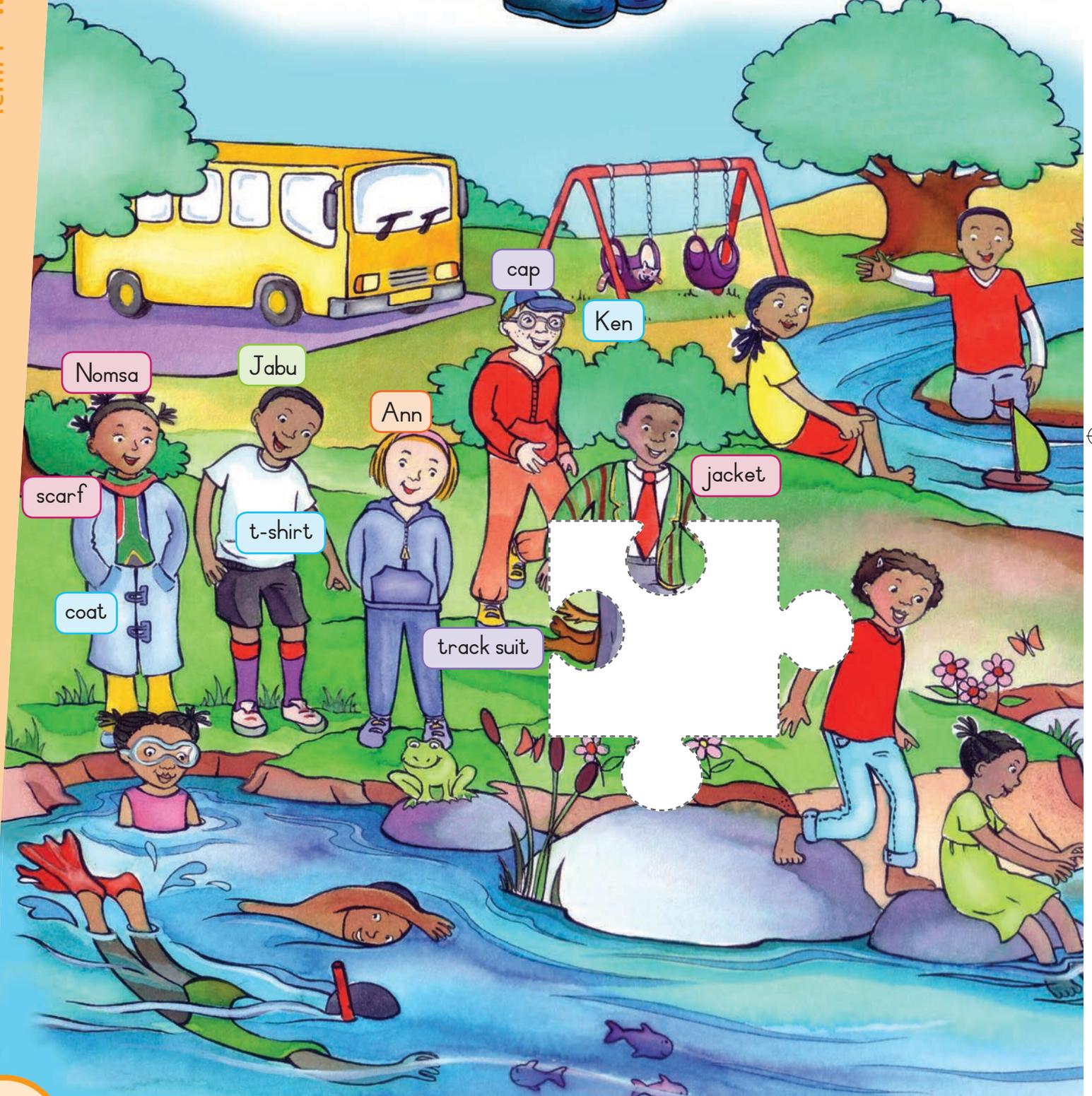
Look at the picture and talk about what you see.



boots



cap



Nomsa

Jabu

Ann

cap

Ken

scarf

t-shirt

jacket

coat

track suit



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



tie



dress



skirt



coat

jeans

shorts



shirt



Sam

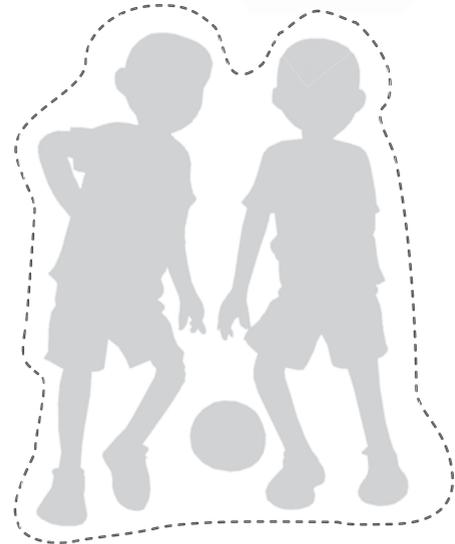


boy

hat



socks



soccer



Teacher

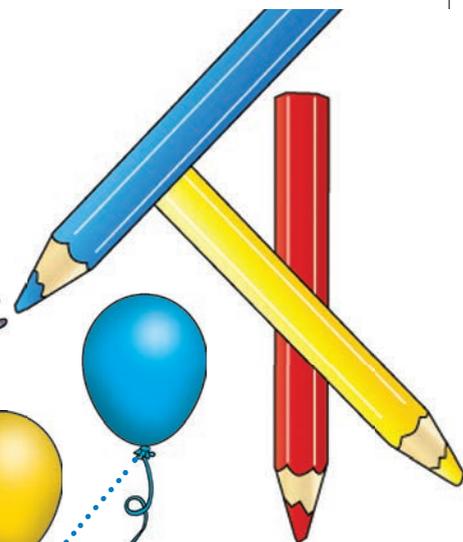
Look at the picture and talk about what the children are wearing.

- Show who is wearing clothes for warm weather.
- Show who is wearing clothes for cold weather.
- Who is wearing a coat?
- Who is wearing a t-shirt?
- Who is wearing a cap?

TEACHER: Sign

Date

# What colour is it?



Let's write

Draw a line from the balloons to the children.  
Tell your friend what colour each balloon is.  
Who does not have a balloon?

Jabu

Ken

Nomsa

Pam

Sam



Let's talk

Point to different things in your classroom and ask your friend:

What is this?

What colour is this?





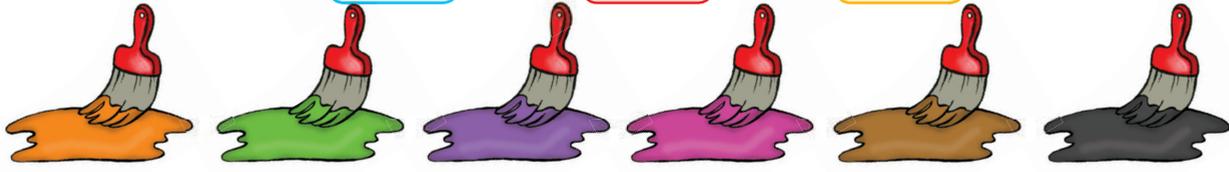
Practise in pairs Tell your friend what colours these are.



Blue

Red

Yellow



Orange

Green

Purple

Pink

Brown

Black



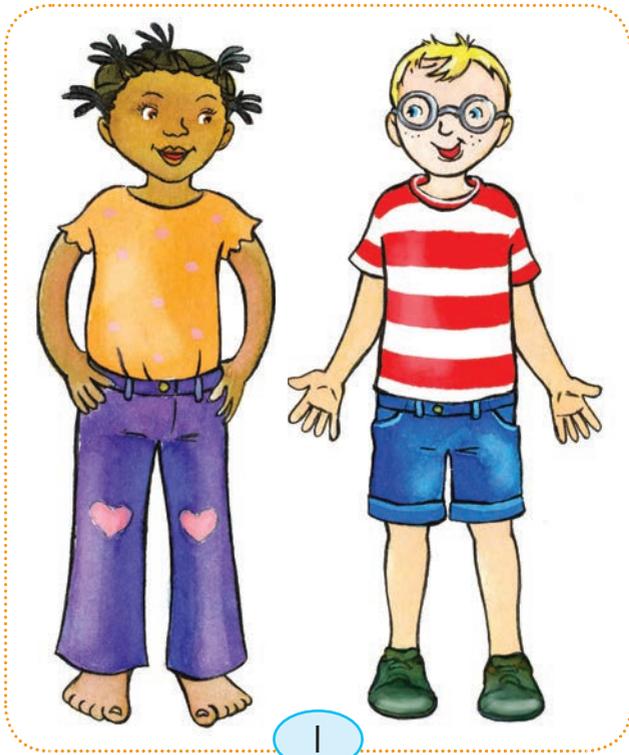
Let's do

My favourite colour is:

Let's do



Look at the pictures of Nomsa and Ken. What clothes are they wearing in each picture? What colour are their clothes? Which colours do you like?



TEACHER: Sign

Date



Let's write

Look at the clothes. Say what they are.  
Circle the correct number and colour in each row.  
Then say the name of the number and the colour.



2 blue socks

1 2 3 4 5



3 green shirts

1 2 3 4 5



4 yellow hats

1 2 3 4 5



5 brown shoes

1 2 3 4 5



1 red dress

1 2 3 4 5





Let's sing



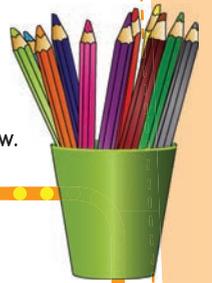
Balloons are red,  
balloons are blue,  
balloons are green  
and yellow too.

Balloons are red,  
balloons are blue,  
balloons are green  
and yellow too.



Let's do

Draw.



2 red socks

3 blue hats



TEACHER: Sign  Date

# Whose clothes?



Let's do



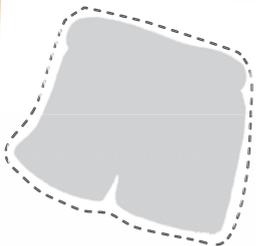
Let's talk

Look at the clothes and say who they belong to.

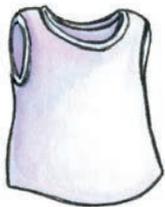
Paste the stickers in the correct spaces. Say the name of each picture.



jeans



shorts



vest



socks



blouse



dress



shirt



Let's do

Draw a line to show who these clothes belong to.



mother



father



brother



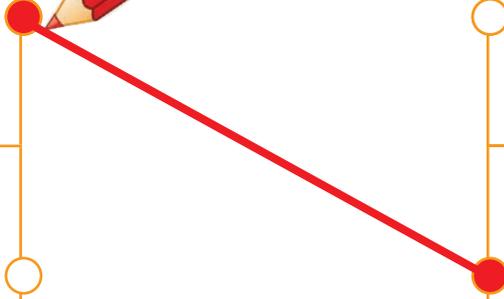
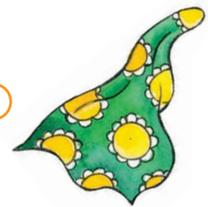
sister



baby



grandma



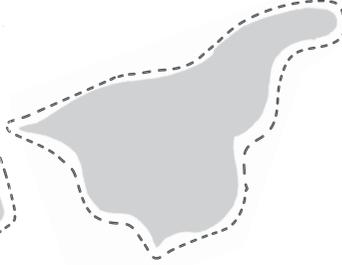
trousers



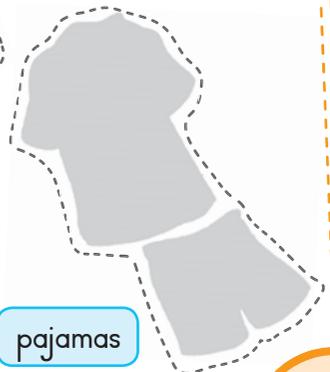
t-shirt



jersey



scarf



pajamas

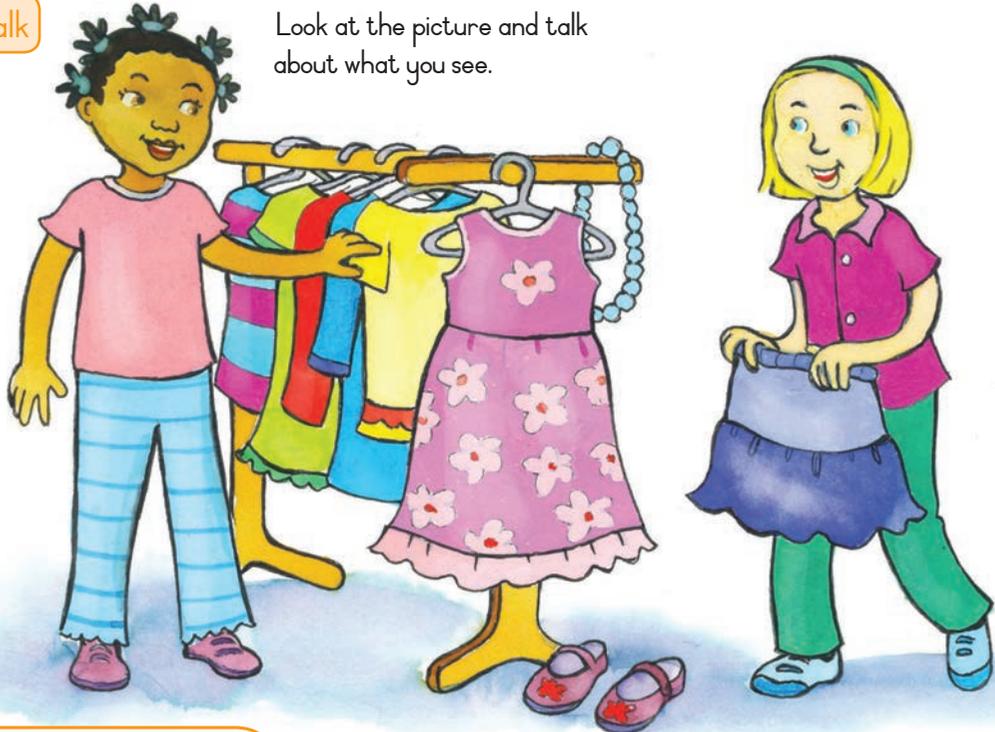
TEACHER: Sign

Date



Let's talk

Look at the picture and talk about what you see.



How much does it cost?



R20

skirt



shoes

R10



R30

dress



socks

R5



R20

t-shirt



Listen and repeat

Nomsa wants a



Can I have a red  please.

Ann wants a



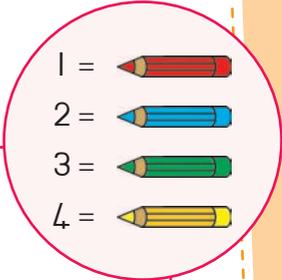
Can I have a  please.





Let's write

Colour in the picture.



Let's write

Draw a picture of your favourite clothes.  
Tell your friend what colour they are.  
Are they for warm weather or cold weather?



My favourite clothes

TEACHER: Sign \_\_\_\_\_ Date \_\_\_\_\_





Paste the stickers in the correct spaces. Say the name of each picture.



How do the children come to school?  
How do you get to school?

I walk to school.

taxi



motorbike



bike

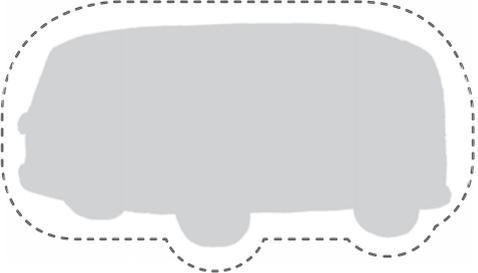
bus



train

girl

teacher



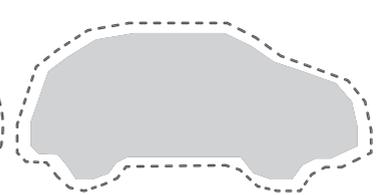
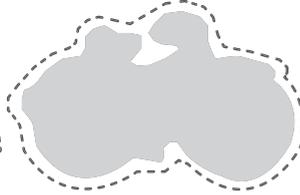
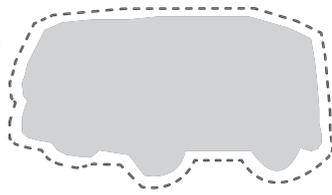
taxi

## How I get to school



Let's do

Paste the stickers then point to the pictures and say what they are.  
Then trace the words.



bus

taxi

bike

car



Listen and repeat



I come to school by



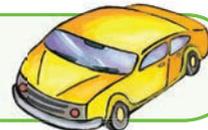
I come to school by



I come to school by



I come to school by



Let's talk

Ask 5 friends.

How do you come to school?



I come to school by \_\_\_\_\_.





Let's sing

The wheels of the bus go round and round,  
round and round, round and round.

The wheels of the bus go round and round,  
All day long.

The wipers on the bus go swish swish swish,  
swish swish swish, swish swish swish.

The wipers on the bus go swish swish swish,  
All day long.

The hooter on the bus goes beep beep beep,  
beep beep beep, beep beep beep.

The hooter on the bus goes beep beep beep,  
All day long.



Let's talk

Look at the picture and talk about what you see.



robot

whistle

scholar patrol

safety vest

stop

zebra crossing



Let's talk

Look at the picture and talk about what you see.

Do you ever cross the road on your own?  
 What must you do before you cross the road?  
 Where should you cross the road?  
 When can you cross at the robot?



Let's draw

Draw a picture to show how you come to school.

I come to school by .....



Let's do

Colour in the robot using these colours.  
Trace the words.

I stop when the robot is red.  
I look left and right.

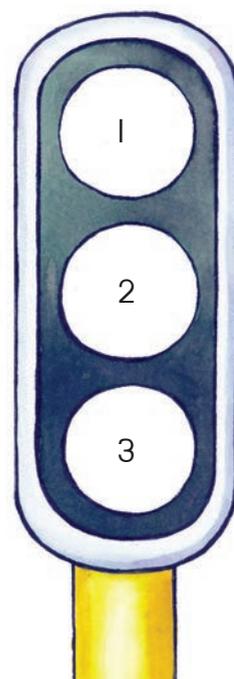
1 = red



2 = orange



3 = green



Let's write

Trace over these words, then say them.

stop

careful

go

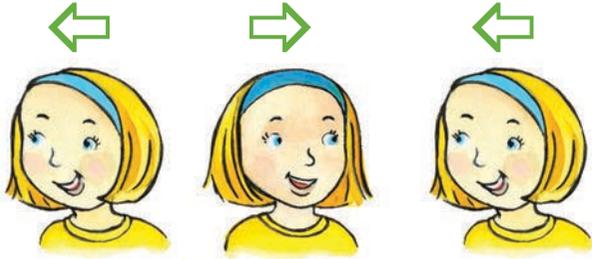
TEACHER: Sign

Date

# Crossing the road



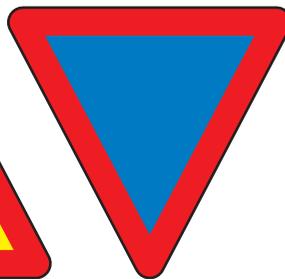
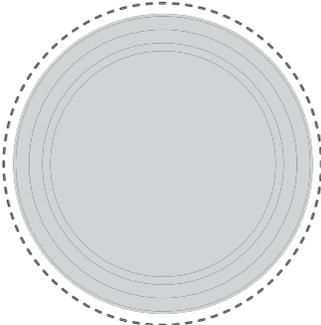
Let's do Do what Ann is doing.



Look right.  
Look left.  
Look right again.  
If the road is clear, you can cross.



Let's talk What do these road signs tell us?



Let's talk

Which signs are round ● ?

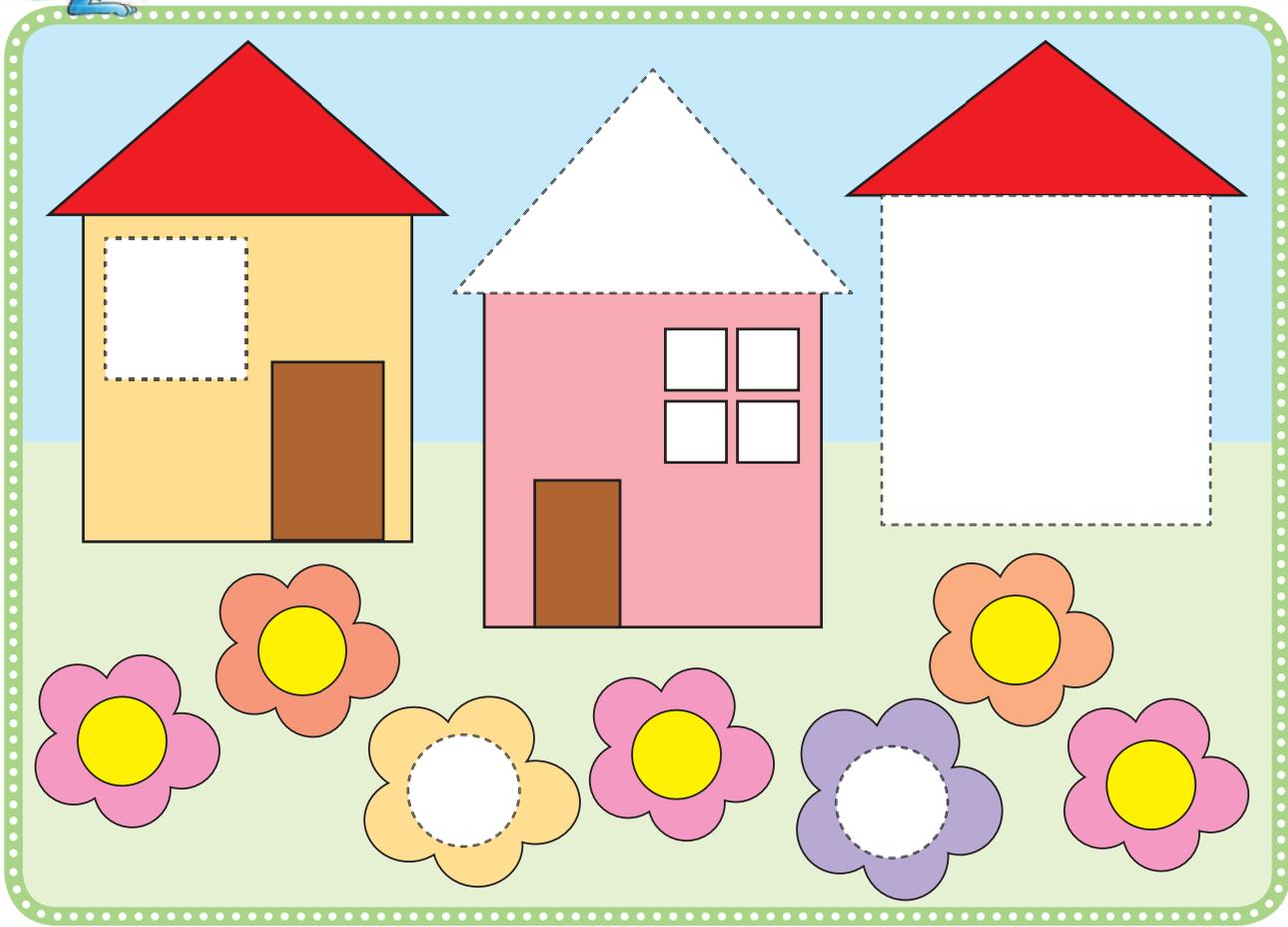
Which are square ■ ?

Which are triangular ▲ ?



Let's do

Use your stickers to complete this picture.

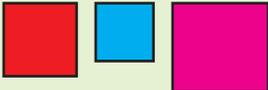


Listen and repeat

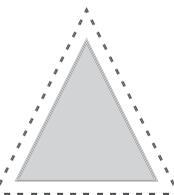
Paste in the correct stickers. Say what colour each shape is.

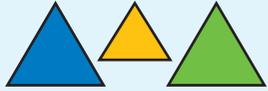
  
This is a square.



  
These are squares.

  
This is a triangle.

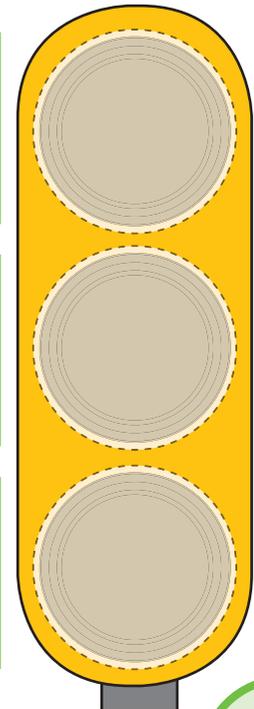


  
These are triangles.

  
This is a circle.



  
These are circles.



TEACHER: Sign

Date







Let's write

Draw 4 pictures to show what you do in the morning before you go to school.



I wake up.

I wash.

I dress.

I go to school by \_\_\_\_\_.



Listen and repeat

Ask 5 friends what they do in the morning before they go to school.

I wake up.



I wash.



I dress.



I go to school.



Date

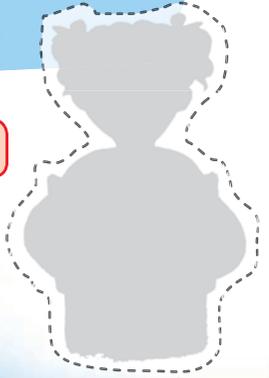
# THEME 5. Me in the classroom

21

## What I do in class



reading



Term 2 - Week 1-5



Let's talk

Look at the picture and talk about what you see.  
What are the children doing?  
What do you do at school?



classroom

teacher

listen

cut

read

write

42



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



She is painting.  
She is cutting.  
He is writing.

book

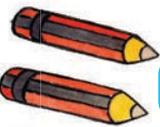


ruler

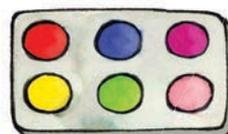
My name is Ann.



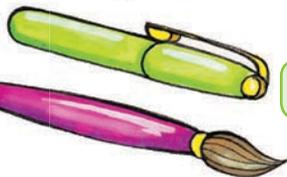
write



pencils



paint



pen

pen



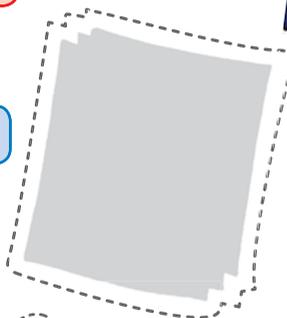
crayons

chair



paintbrush

paper



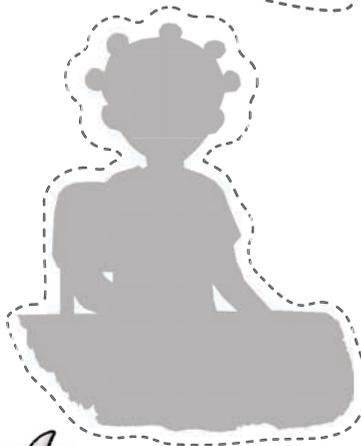
table



cut



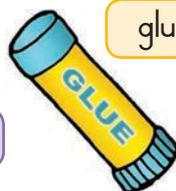
paint



draw



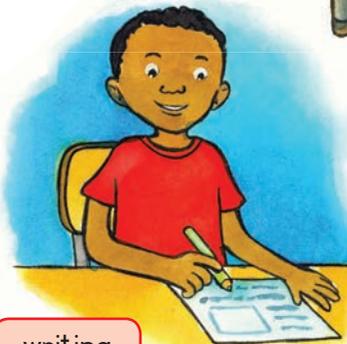
glue



scissors



writing





Let's talk

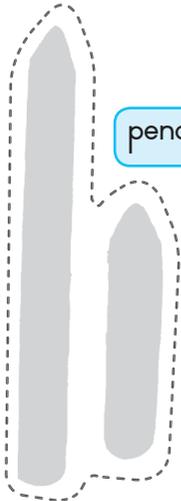
What do you carry in your school bag?  
Do you bring lunch to school?



sharpener



eraser



pencils

pen



Let's write

Write your name  
on the school bag.



scissors

crayons

lunch box

ruler

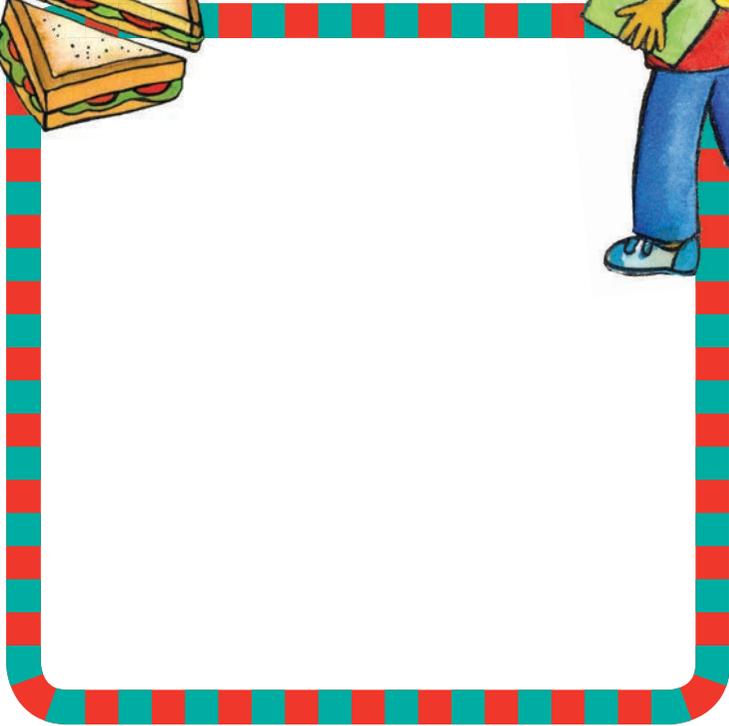
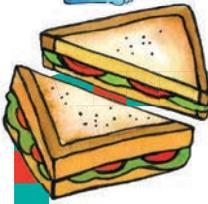
pencil case

Name:



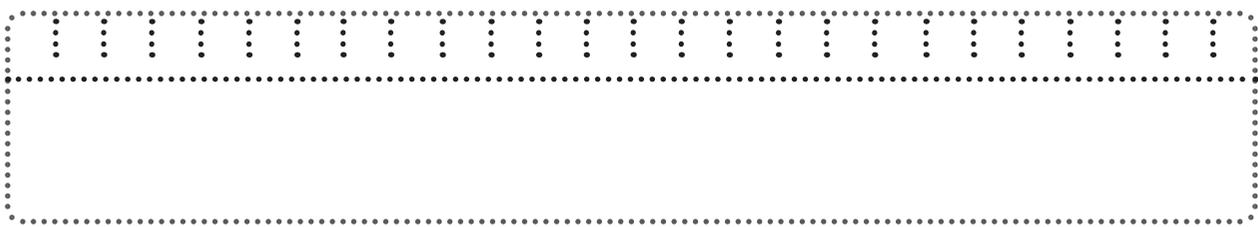
Let's do

Draw one healthy thing you have in your lunch box.



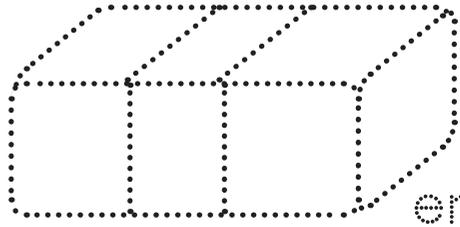
Let's write

Draw and read.



ruler

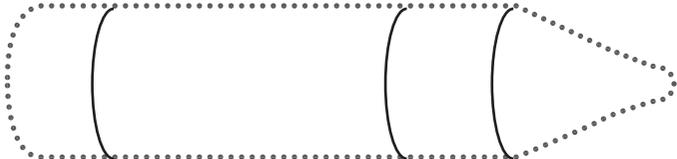
crayon



eraser



pencil



pen

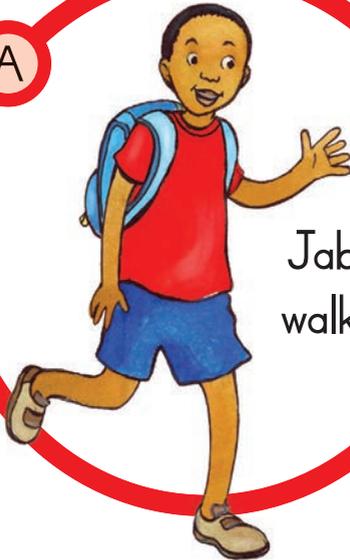




Let's do

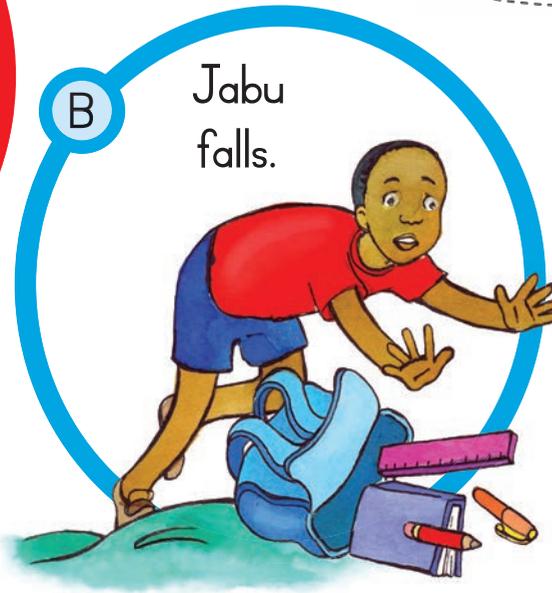
Look at these pictures and tell your friend what is happening.

A



Jabu walks.

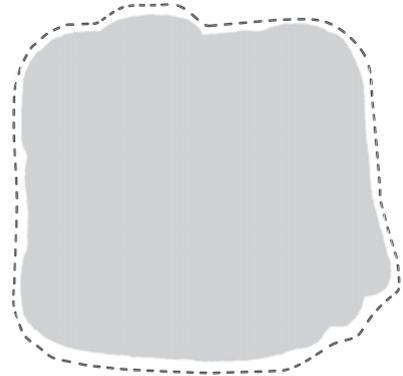
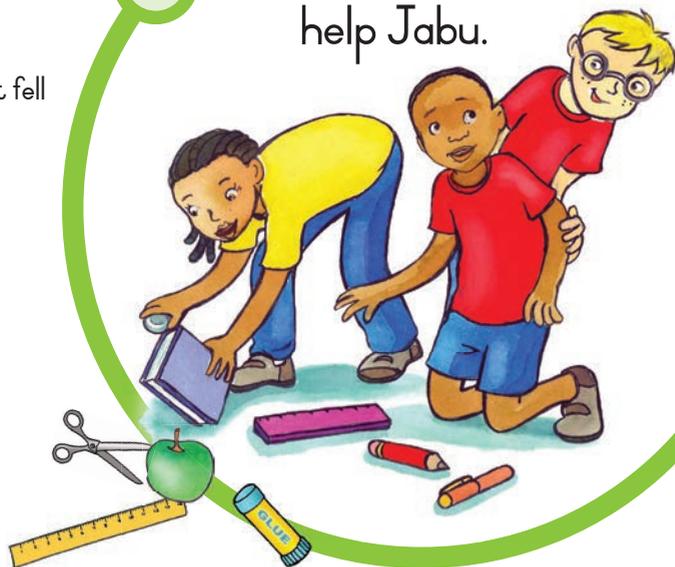
B



Jabu falls.

C

Ken and Nomsa help Jabu.



bag



Let's talk

Name all the things that fell out of Jabu's bag.



Let's talk



This is my pencil.  
My pencil is red.



This is my book.  
My book is blue.



This is my ruler.  
My ruler is yellow.



Let's write Trace over these words.

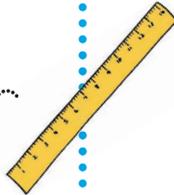
pencil



book



ruler



bag



glue



scissors



pen



Let's write

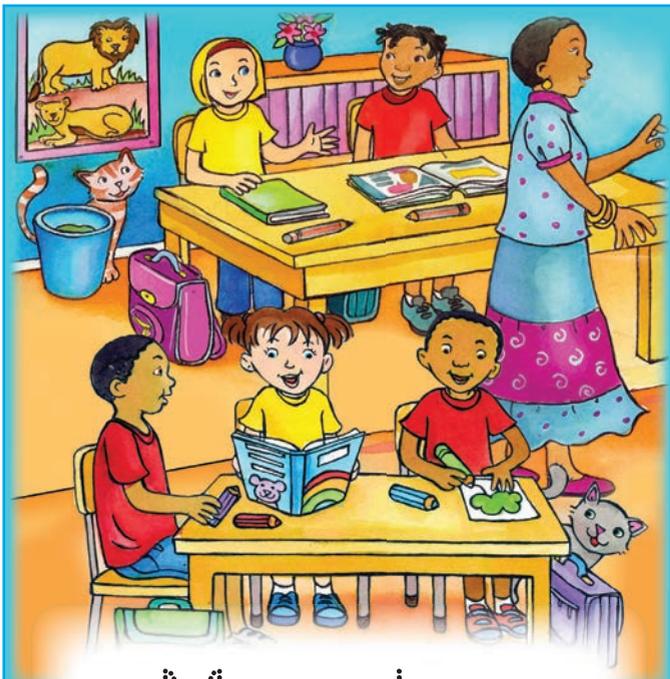
What can you do?  
Tick what you can do.



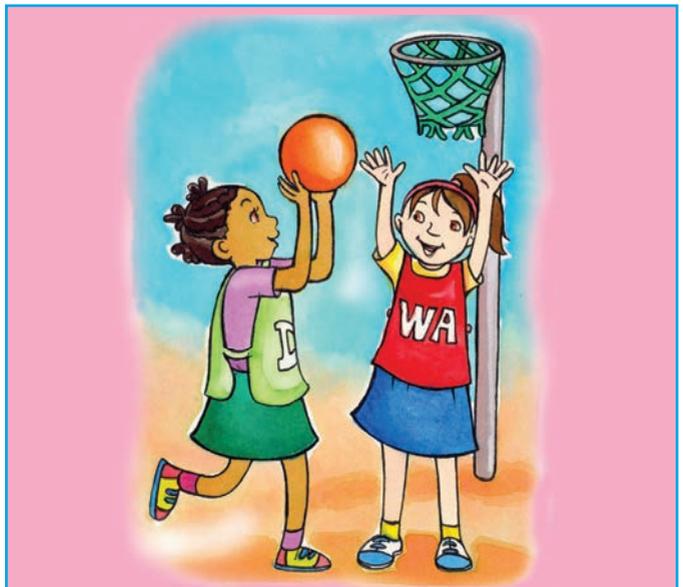
I can ...



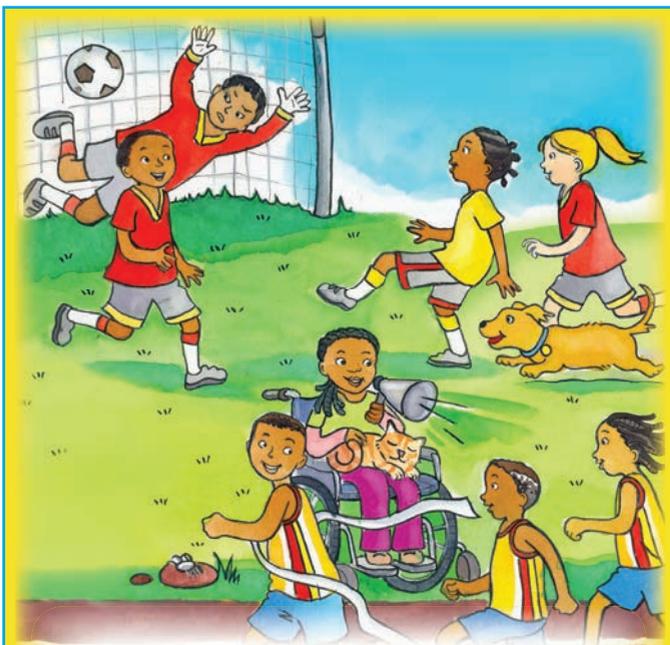
I can write my name.	<input checked="" type="checkbox"/>
I can cut.	<input checked="" type="checkbox"/>
I can draw.	<input checked="" type="checkbox"/>
I can paint.	<input checked="" type="checkbox"/>
I can read.	<input checked="" type="checkbox"/>



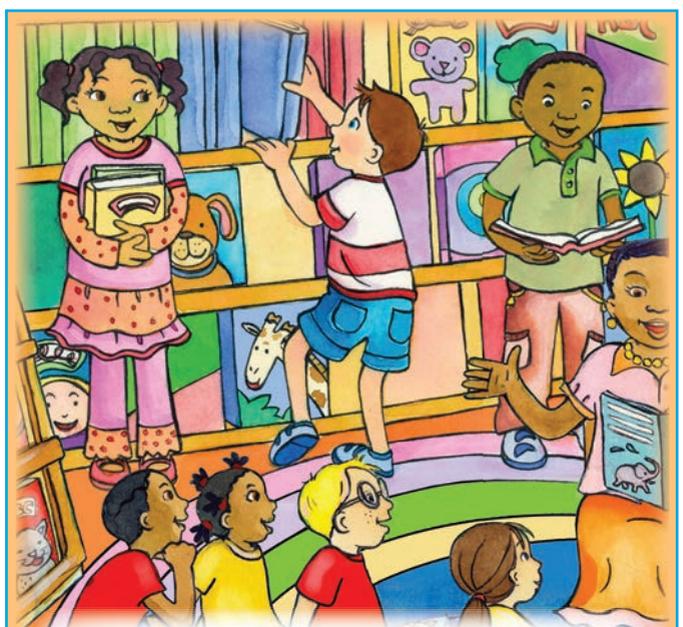
Monday



Tuesday



Wednesday

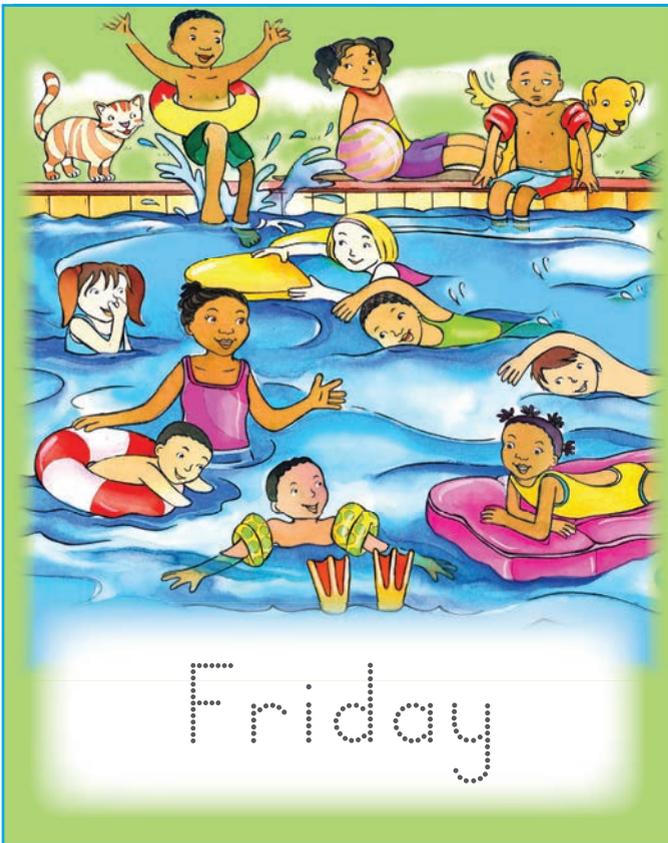


Thursday

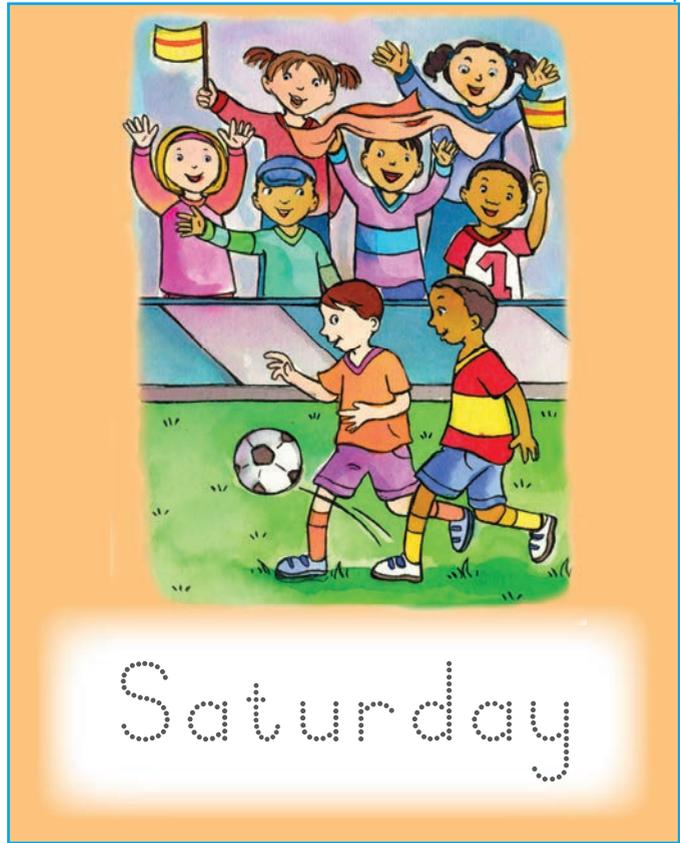


Let's write

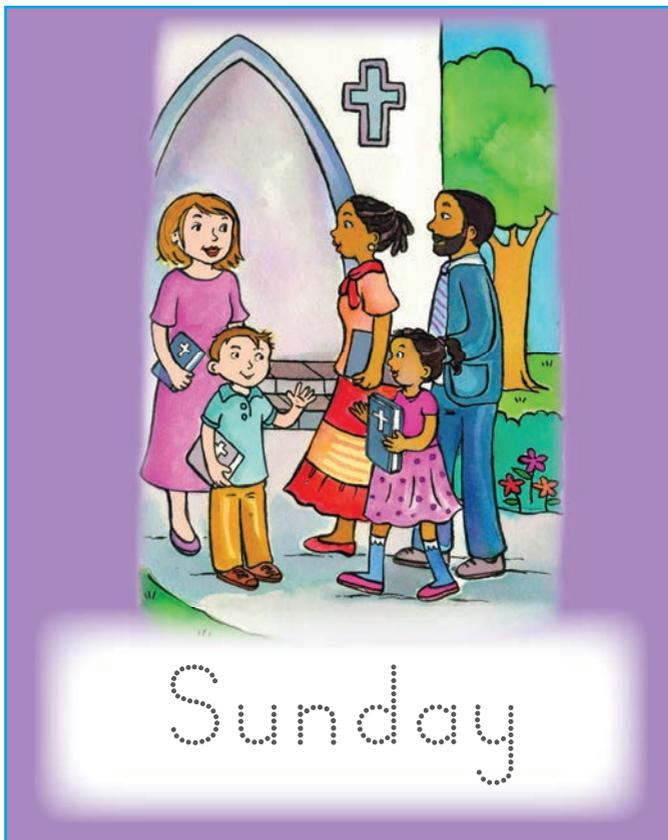
Trace the days and tell your friend what the children are doing each day.



Friday



Saturday



Sunday



Let's talk

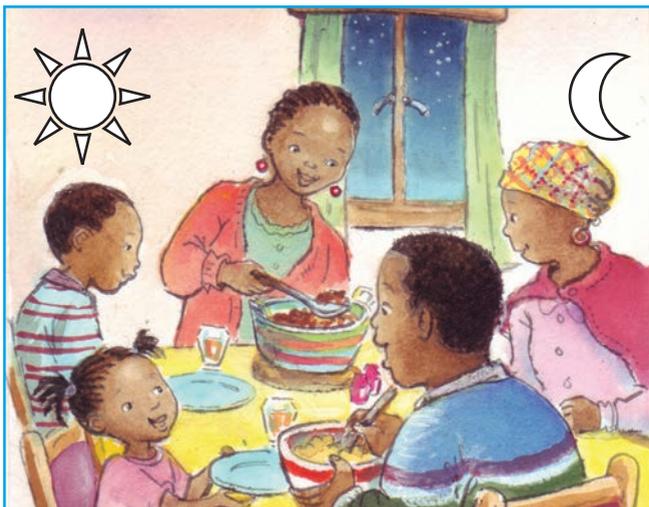
Look at the picture and then talk about what the children do on these days.  
On what day do they go to church?  
On what day do they play soccer?  
On what day do they play netball?  
On what day do they go to the library?

- What day is today?
- What will you do today?
- What day was yesterday?
- What did you do yesterday?
- What day will it be tomorrow?
- What will you do tomorrow?



Let's talk

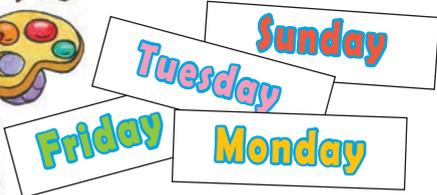
Look at the pictures and say what the children are doing in each one.  
Colour in the sun or the moon to show if it is night or day.





Let's do

Draw a picture to show what you will do each day of the week.



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



# THEME 6. My friends and I

26

## I like to play with my friends



Term 2 – Week 1-5



Let's talk

Look at the picture and talk about what you see.  
What are the children doing?  
What do you play at school?



talk

hang

climb

netball

throw

catch

Ann

run

skip

wheelchair

Jabu

football



Let's do



Let's talk

Paste the stickers in the correct spaces. Say the name of each picture.

What games are the children playing?  
Point to show:  
Who is skipping?  
Who is jumping?  
Who is running?  
What games do you play at school?  
Are the children happy?  
What makes you happy?

Lulu

treehouse

push

slide

jump

Ken

skip

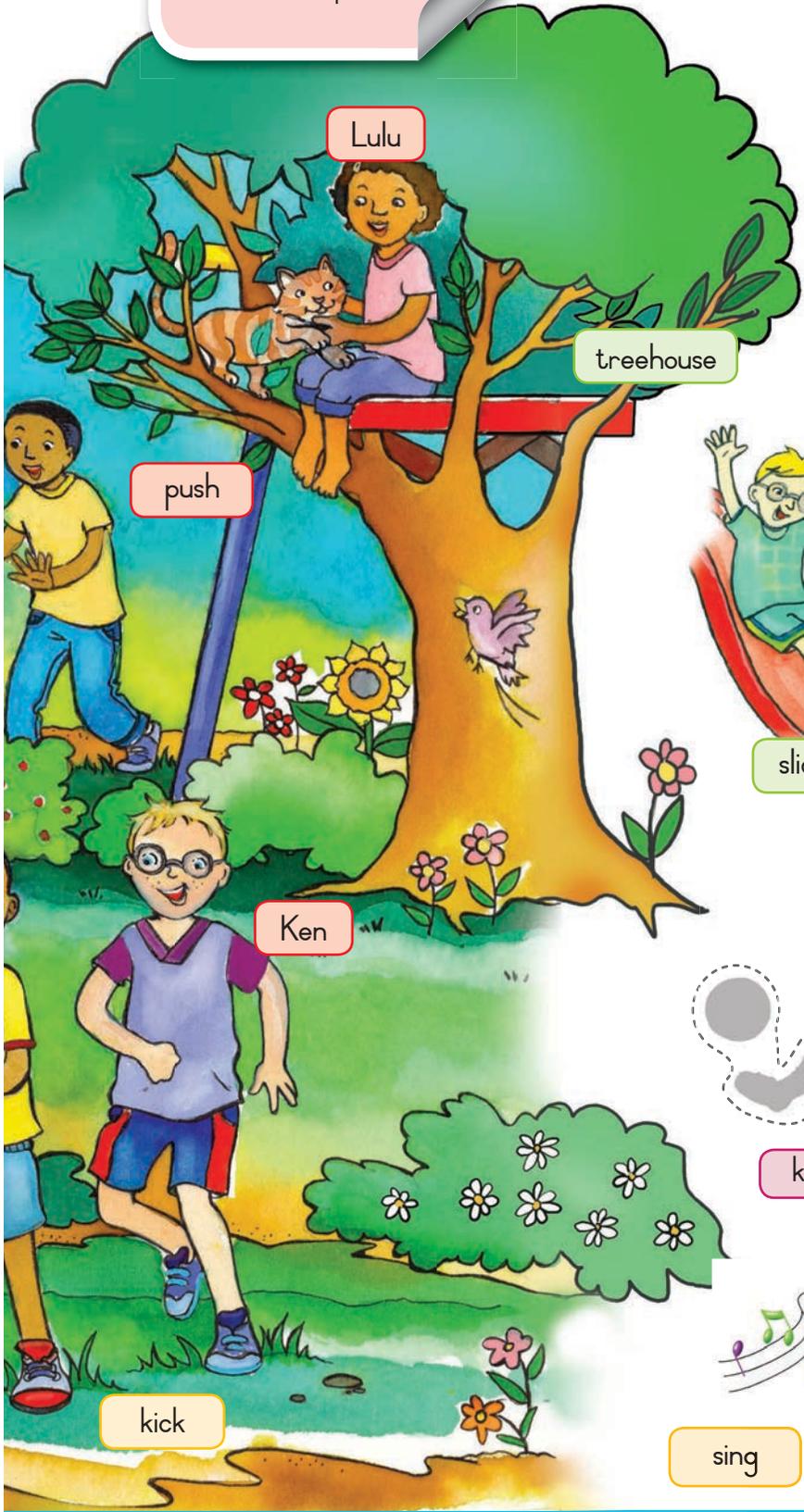
hop

kick

kick

sing

swing





Let's write

Draw a picture of your favourite game.

My favourite game is



Walk and talk

Ask 5 friends what game they like. Say:

Do you like soccer?



Do you like netball?



Do you like tennis?



Do you like running?



Do you like jumping?





# I can do it



Let's do

Tell your friend what these children are doing. Colour in the stars if you can do these activities. Show that you can do them.

sit and read 







jump

skip 



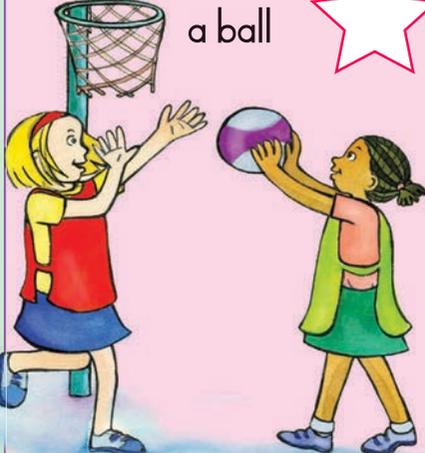
run 



hop on one foot 



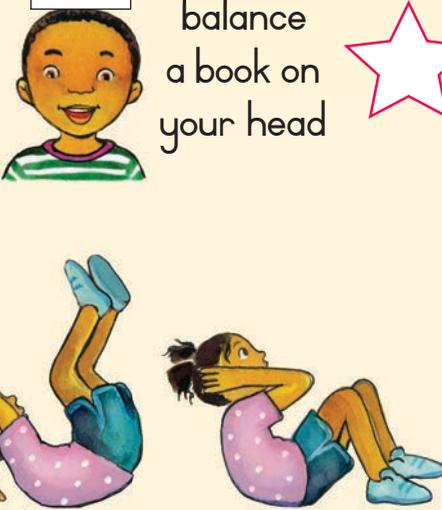
throw a ball 



roll 



balance a book on your head 



kick a ball 




# Sport

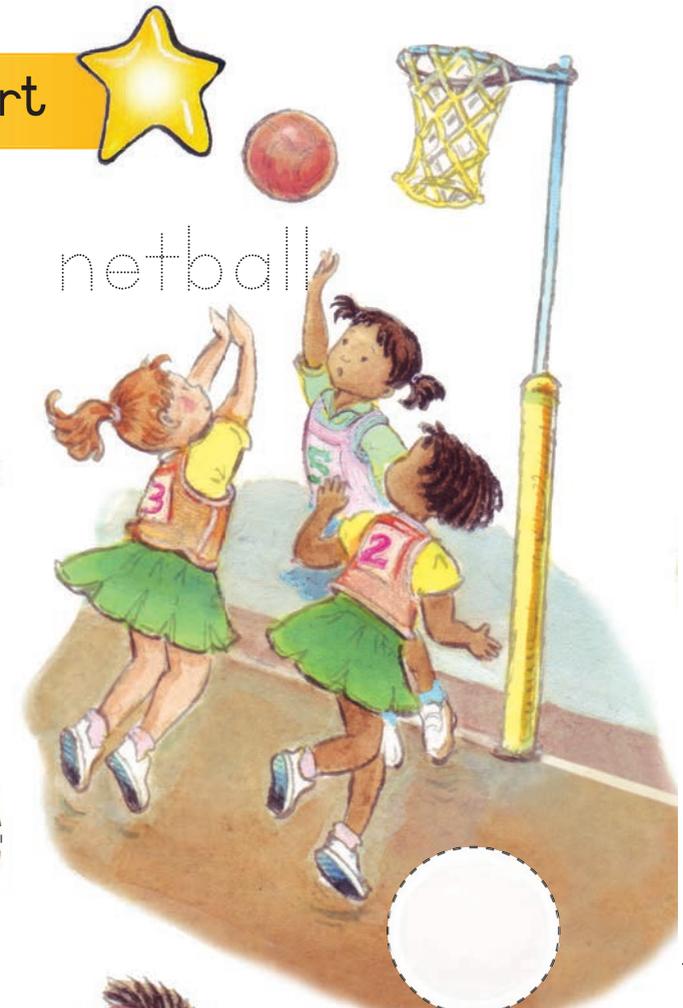


Let's do

Tell your friend what is happening in each picture.



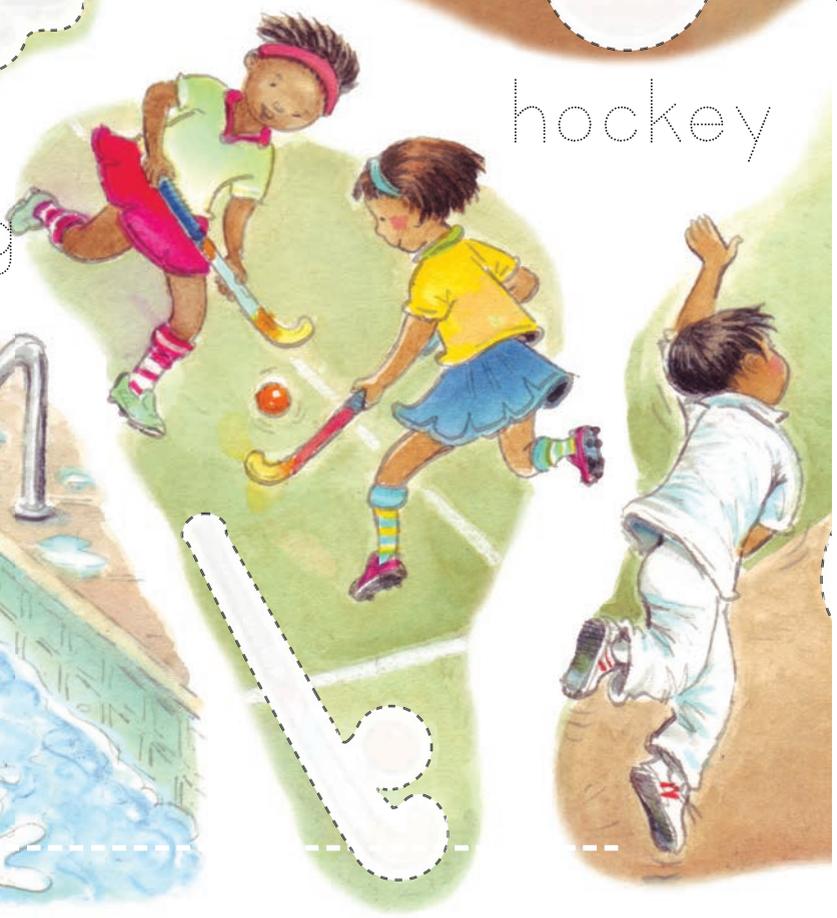
soccer



netball



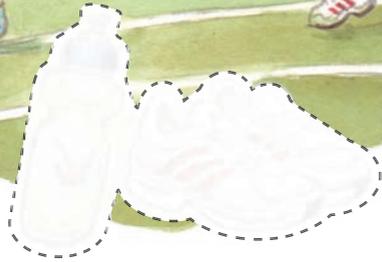
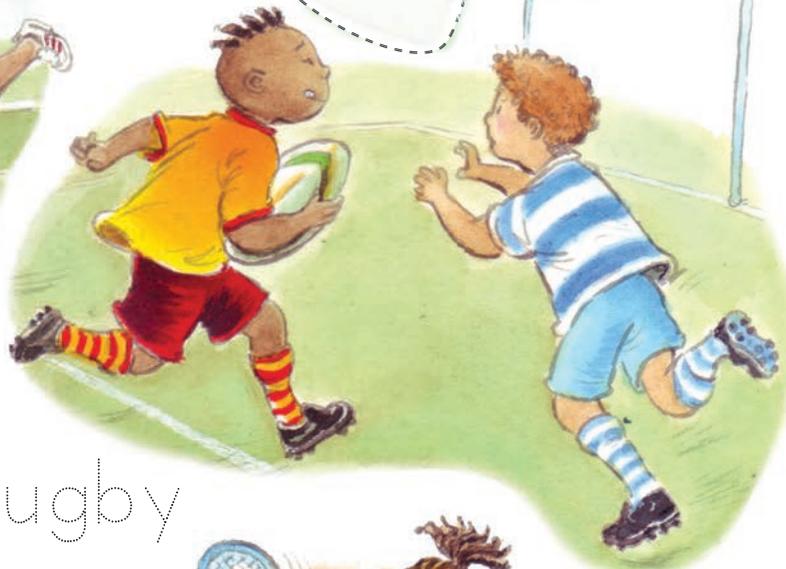
swimming



hockey



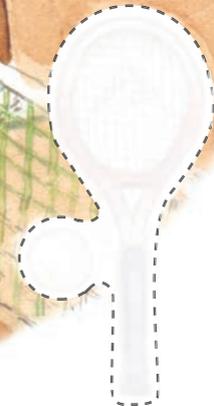
running



rugby



tennis



cricket



Let's talk

What sports can you see in these pictures?  
which sports do you like?  
Why is playing sport good for us?  
Trace the names of the sports.

# Let's practise



Let's write

Cross the face that has the same meaning as the yellow one(s) given.

				
---	---	---	---	---

				
--	--	--	--	--

				
---	---	---	---	---



Let's draw

Draw a happy face.





Let's sing



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.



Note to teacher

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

Draw something that makes you happy?



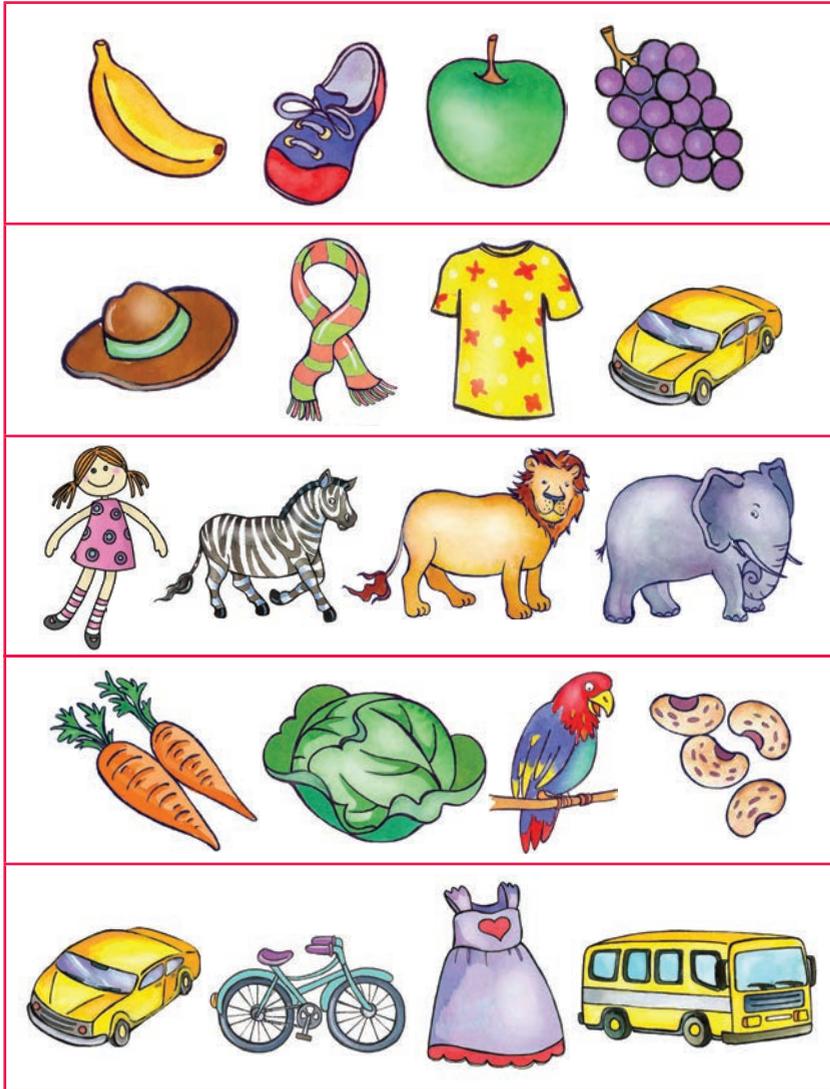
Let's write

Ask your teacher to help  
 you write a sentence.



Let's write

Circle the odd one out and then draw a line to the correct word that says what the other things are.



vegetables

fruit

clothes

transport

animals



Let's talk

Ask 5 friends.

How old  
are you?

What is your name?

What colour  
do you like?

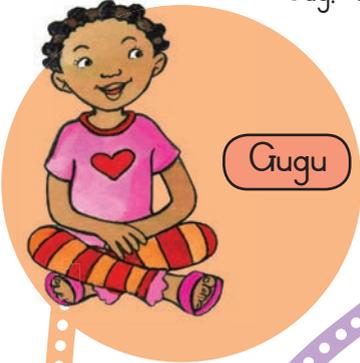
What animals  
do you like?



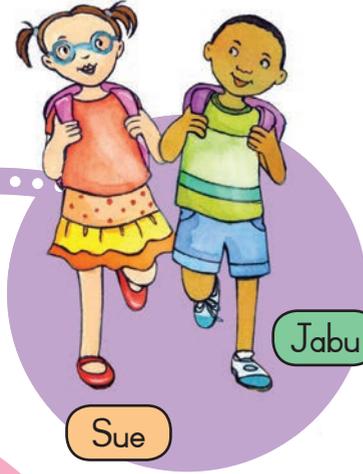


Let's do

Trace the lines to find out what these friends like.  
Say: "Jabu likes a book."

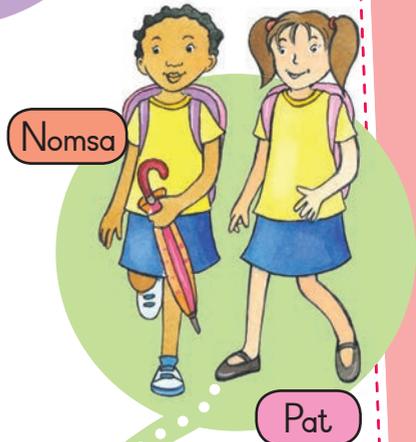


Gugu



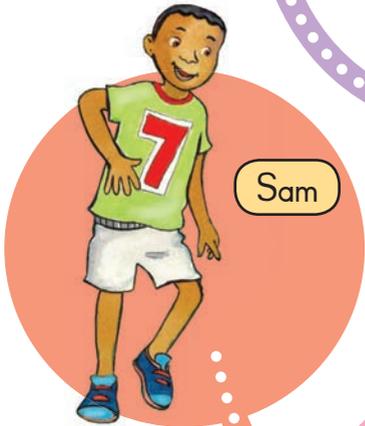
Sue

Jabu



Nomsa

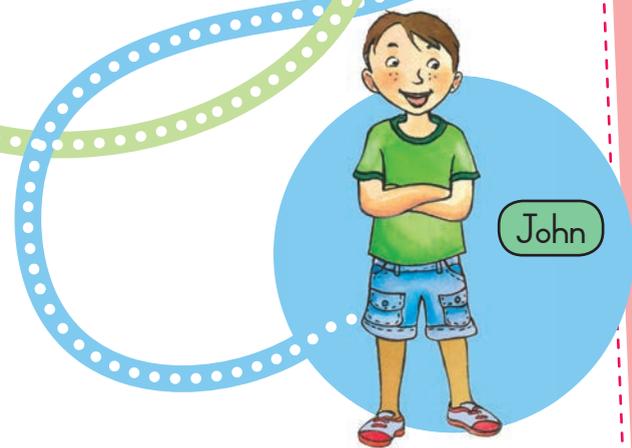
Pat



Sam



Bonggi



John

# THEME 7. The food we eat

31

## Fruit and vegetables

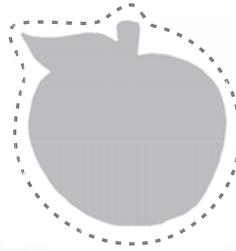


orange



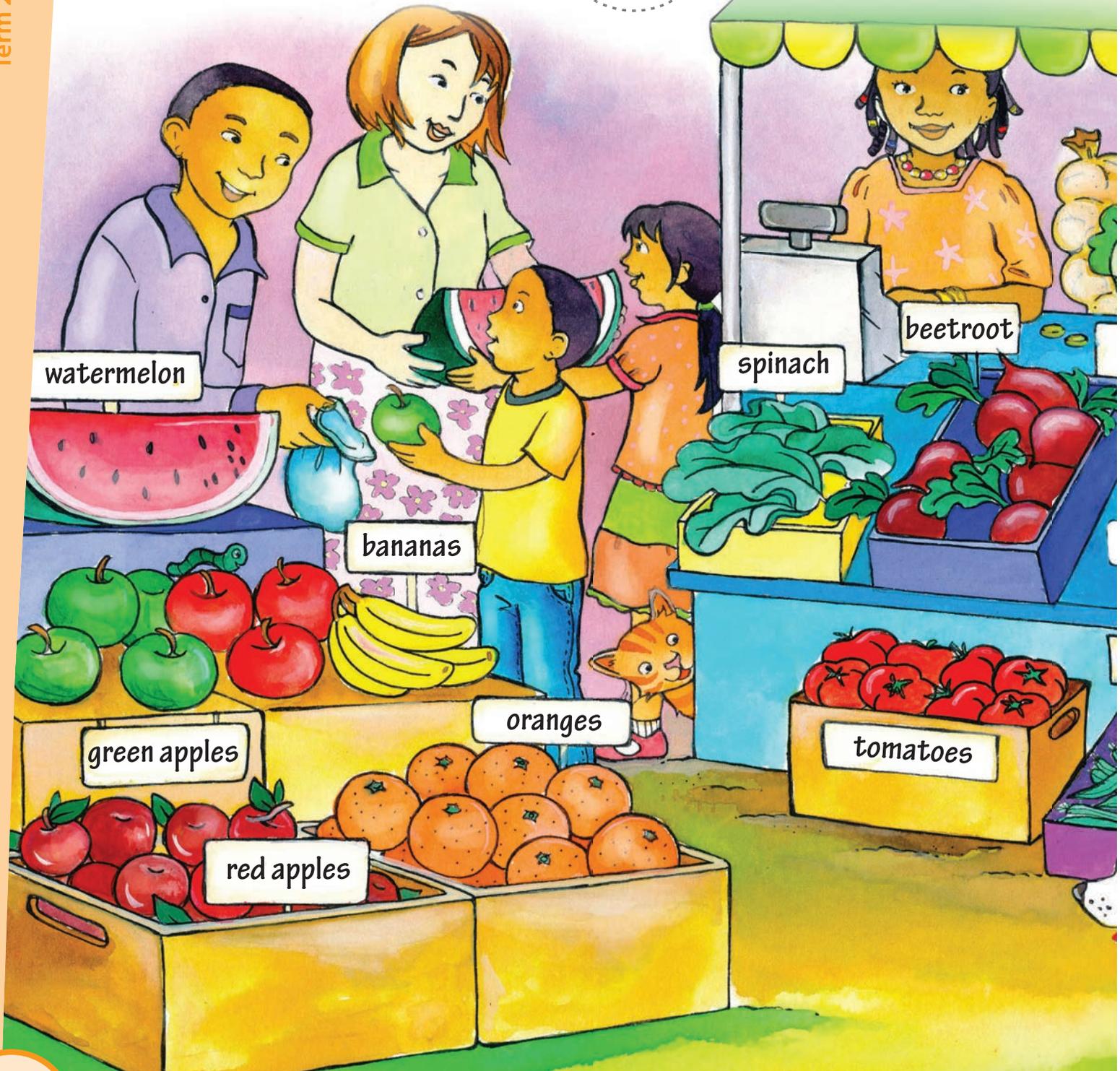
Let's talk

Look at the picture and talk about what you see.



apple

Term 2 - Week 6-10





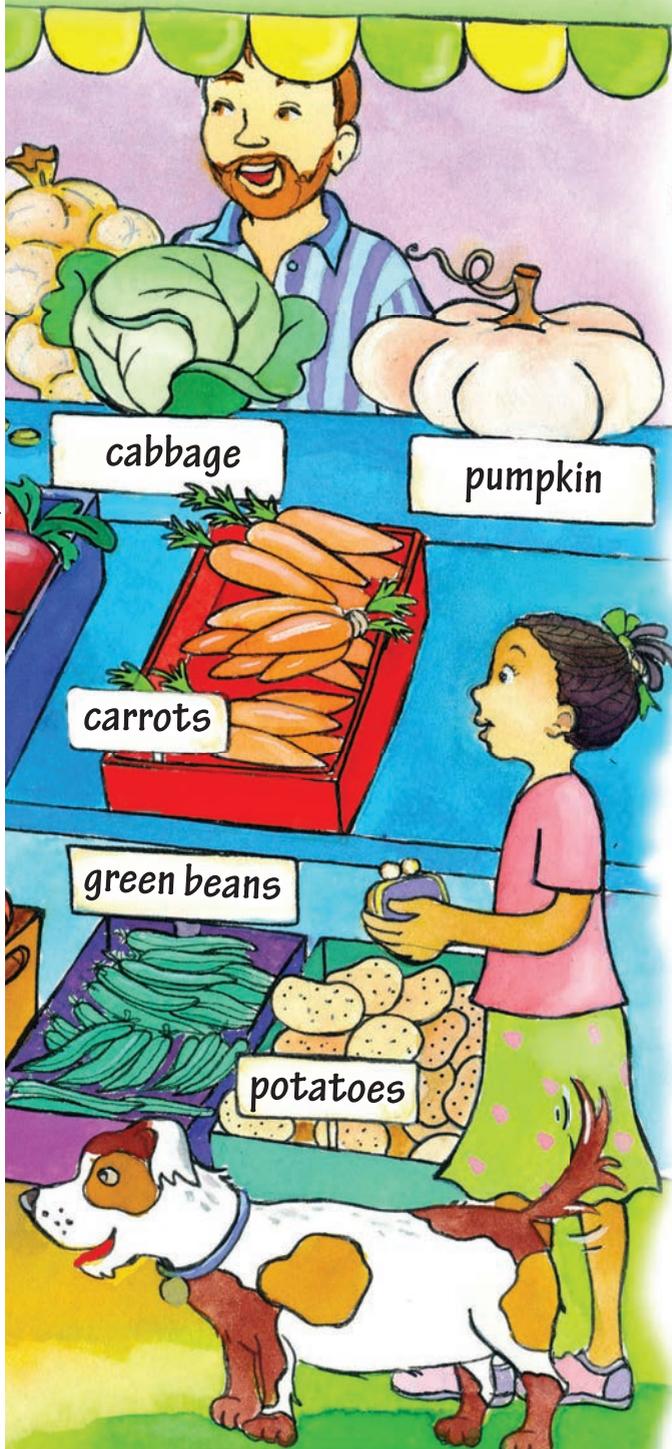
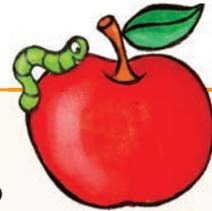
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



Let's talk

What fruit do you like?  
 What vegetables do you like?  
 What fruit and vegetables do you not like?  
 Which fruits and vegetables are yellow?  
 Which fruits and vegetables are green?  
 What is the caterpillar eating?



Activity area for labeling and cutting out vegetable and fruit images.

- cabbage** (green label) with a cabbage illustration.
- onion** (orange label) with an onion illustration and a dashed outline for cutting.
- bananas** (red label) with a bunch of bananas illustration.
- spinach** (green label) with a spinach illustration.
- carrots** (pink label) with a carrot illustration and a dashed outline for cutting.
- pumpkin** (blue label) with a pumpkin illustration and a dashed outline for cutting.
- grapes** (purple label) with a bunch of grapes illustration.
- tomato** (orange label) with a tomato illustration and a dashed outline for cutting.
- beetroot** (green label) with a beetroot illustration.
- beans** (blue label) with a bunch of beans illustration.

# Asking at the shop



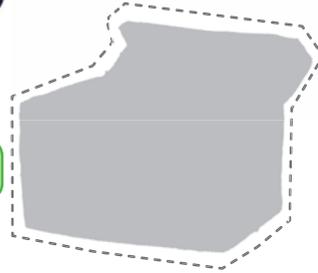
Let's talk

Look at the picture and talk about what you see.



apple

tea



Listen and repeat

Nomsa and Sam go to the shop.  
They want milk.

chips



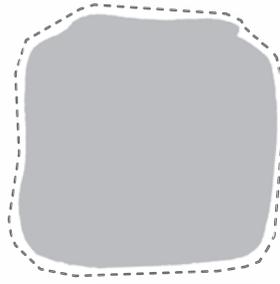
sweets





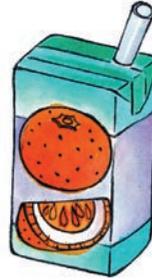
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



mealie meal

orange juice

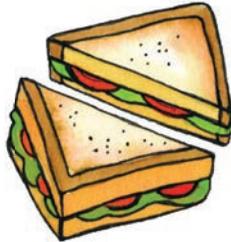


milk

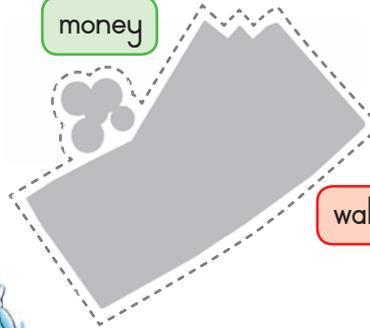
sugar



sandwich



money



oil



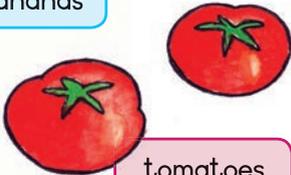
wallet



bananas



orange



tomatoes



paraffin



Let's do

Play shop with your friend.  
Say:

Please can I have ...

How much does it cost?

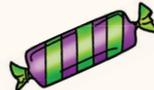


Listen and repeat

May I have **an** apple  please.

May I have **an** orange  please.

May I have **a** banana  please.

May I have **a** sweet  please.



TEACHER: Sign

Date

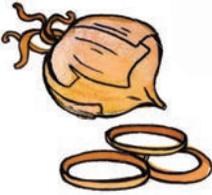
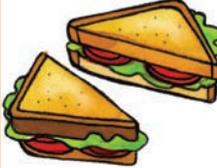
# The food I like



Let's write

Tick the food you like.

I like ...



Let's talk

Tell your friend.



I like \_\_\_\_\_.

I do not like \_\_\_\_\_.



Let's draw

Draw one fruit you like.

Draw one vegetable you like.



Let's do

Trace the line to find out what fruit they like. Then say:

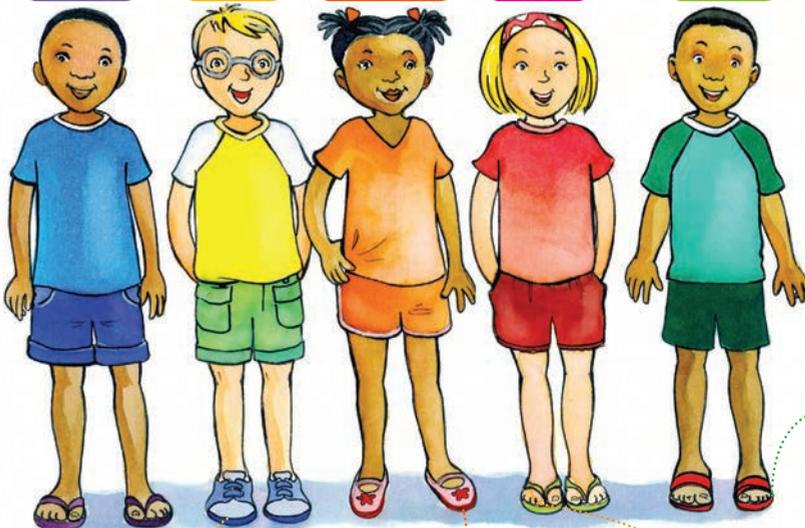
Jabu

Ken

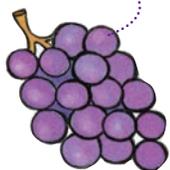
Nomsa

Pam

Sam



Ken likes ...  
Nomsa likes ...



grapes



oranges



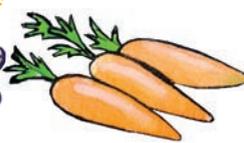
apples



plums



bananas



carrots



peaches

TEACHER: Sign

Date

# THEME 7. Animals

34

## Our pets

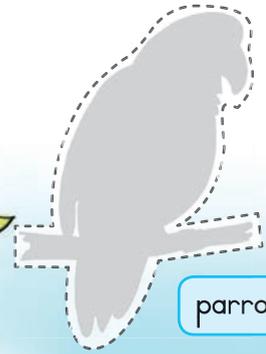


Term 2 – Week 6–10



Let's talk

Look at the picture and talk about what you see.  
What pet does each child have?



parrot



Peter

hamster

Jabu

bird

monkey

Lulu

rabbit

Sam

cat

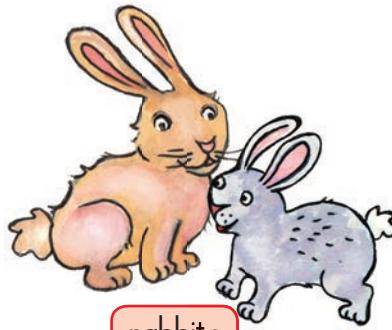
Nomsa

dog



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



rabbits



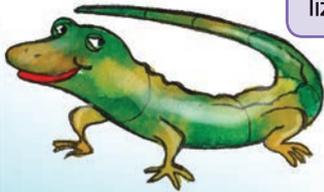
hamster



dog

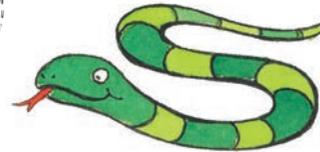
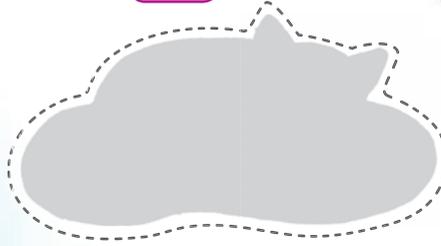


dog bowl



lizard

cat



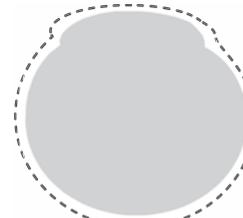
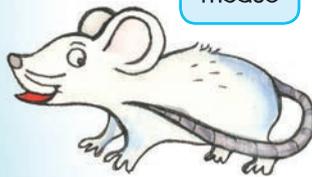
snake

Ann



fish

mouse



fish

bird cage



bird

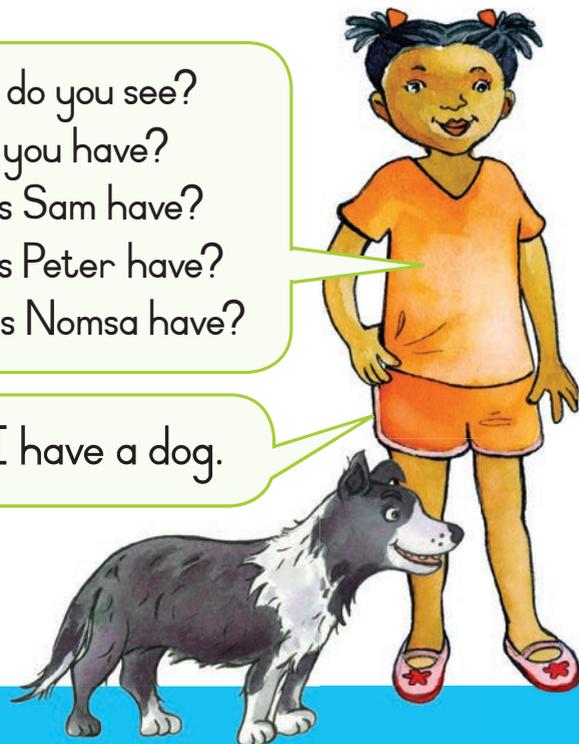


Let's talk

Look at the picture and talk about what you see.

What animals do you see?  
What pets do you have?  
What pet does Sam have?  
What pet does Peter have?  
What pet does Nomsa have?

I have a dog.



# What pets do you like?



Walk and talk

Ask 5 friends what pets they like.

Say:



Do you like birds?



Do you like fish?



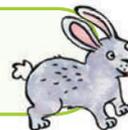
Do you like dogs?



Do you like cats?



Do you like rabbits?



Do you like hamsters?



Listen and repeat

What pets do you have?

I have a fish.



I have a dog.



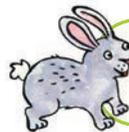
I have a bird.



I have a hamster.



I have a rabbit.



I have a cat.





Let's write

Say what each of these pictures is.  
Circle the picture that does not fit in each row.

				children
				dogs
				fruit
				pets



Let's write

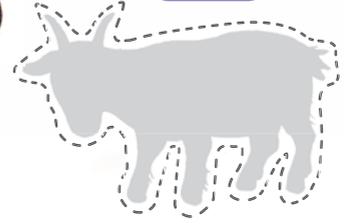
Trace the lines to find out what pet each child has.

bird	fish	cat	hamster	dog

A maze of dotted lines connects the children to their respective pets. Nomsa is connected to the dog, Ken to the hamster, Ann to the cat, Dan to the fish, and Jabu to the bird.



goat



Let's talk

What animals can you see in this picture?

Make the sound each animal makes.

Show your friend the mother animals and their baby animals.

Point to the picture and say which animals are big and which are small.





Let's do

Paste the stickers in the correct spaces. Say the name of each animal.

boy

mealie

farmer

tractor

calf

cow

horse

sheep

pig

donkey

hen

rooster

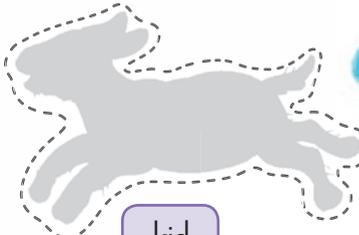
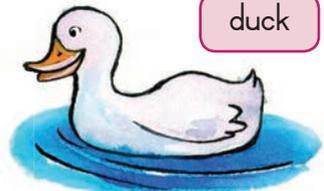
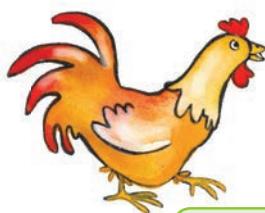
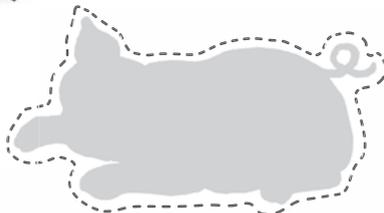
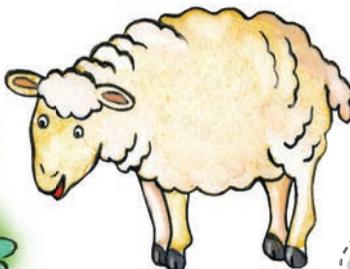
chicks

duck

pig

kid

horse



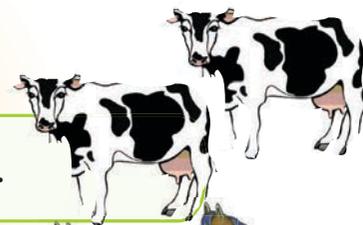
# Old Mac Donald has a farm



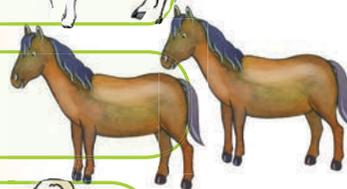
Listen and say Ask 5 friends what animals they like. Say:



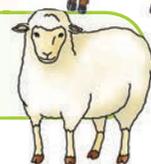
I like cows.



I like horses.



I like sheep.



Let's do

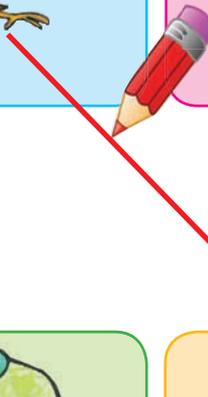
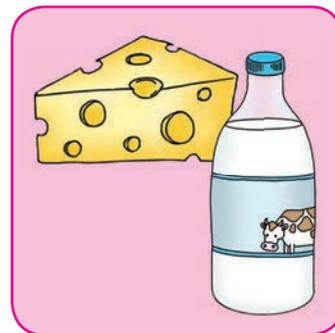
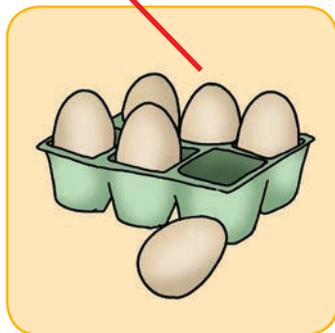
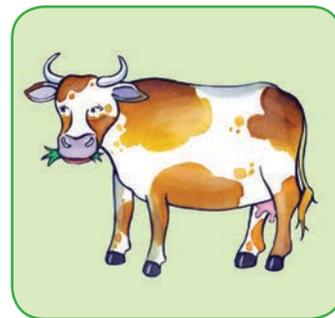
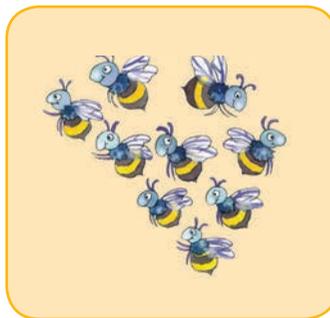
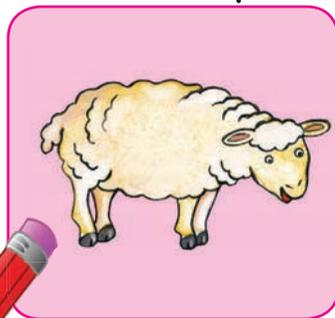
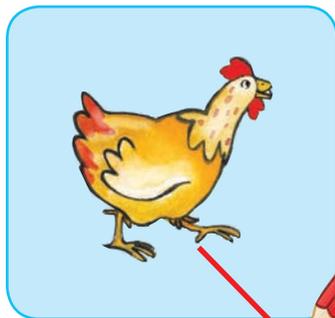
Trace the words and then draw a line to show what we get from these animals.

hen

sheep

bees

cow





Let's sing

## Old Mac Donald had a farm

Old Mac Donald had a farm, hee hi hee hi ho.

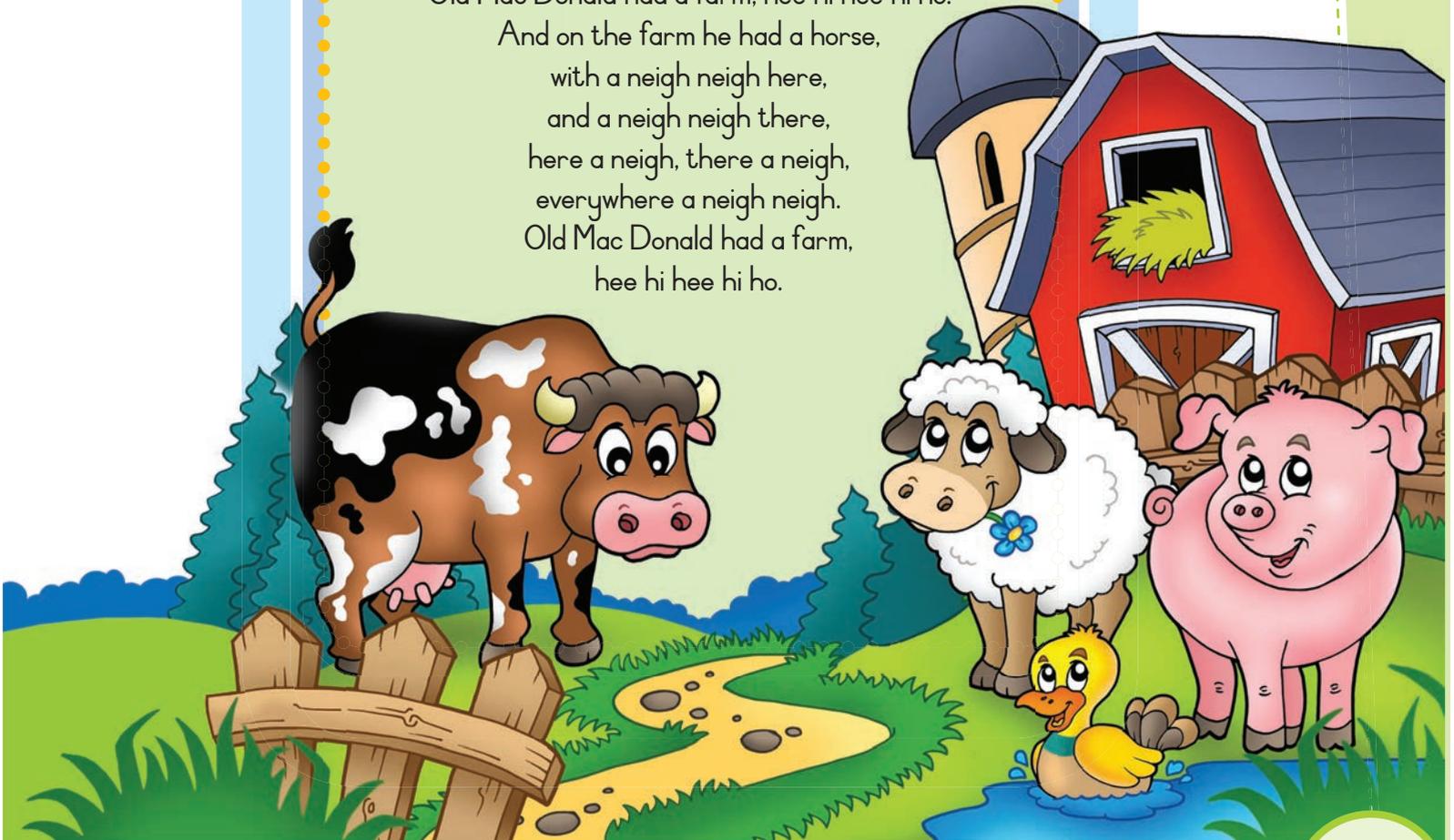
And on the farm he had some cows,  
with a moo moo here and a moo moo there,  
here a moo, there a moo, everywhere a moo moo.  
Old Mac Donald had a farm, hee hi hee hi ho.

Old Mac Donald had a farm, hee hi hee hi ho.

And on the farm he had a dog,  
with a woof woof here and a woof woof there,  
here a woof, there a woof, everywhere a woof woof.  
Old Mac Donald had a farm, hee hi hee hi ho.

Old Mac Donald had a farm, hee hi hee hi ho.

And on the farm he had a horse,  
with a neigh neigh here,  
and a neigh neigh there,  
here a neigh, there a neigh,  
everywhere a neigh neigh.  
Old Mac Donald had a farm,  
hee hi hee hi ho.





hippopotamus

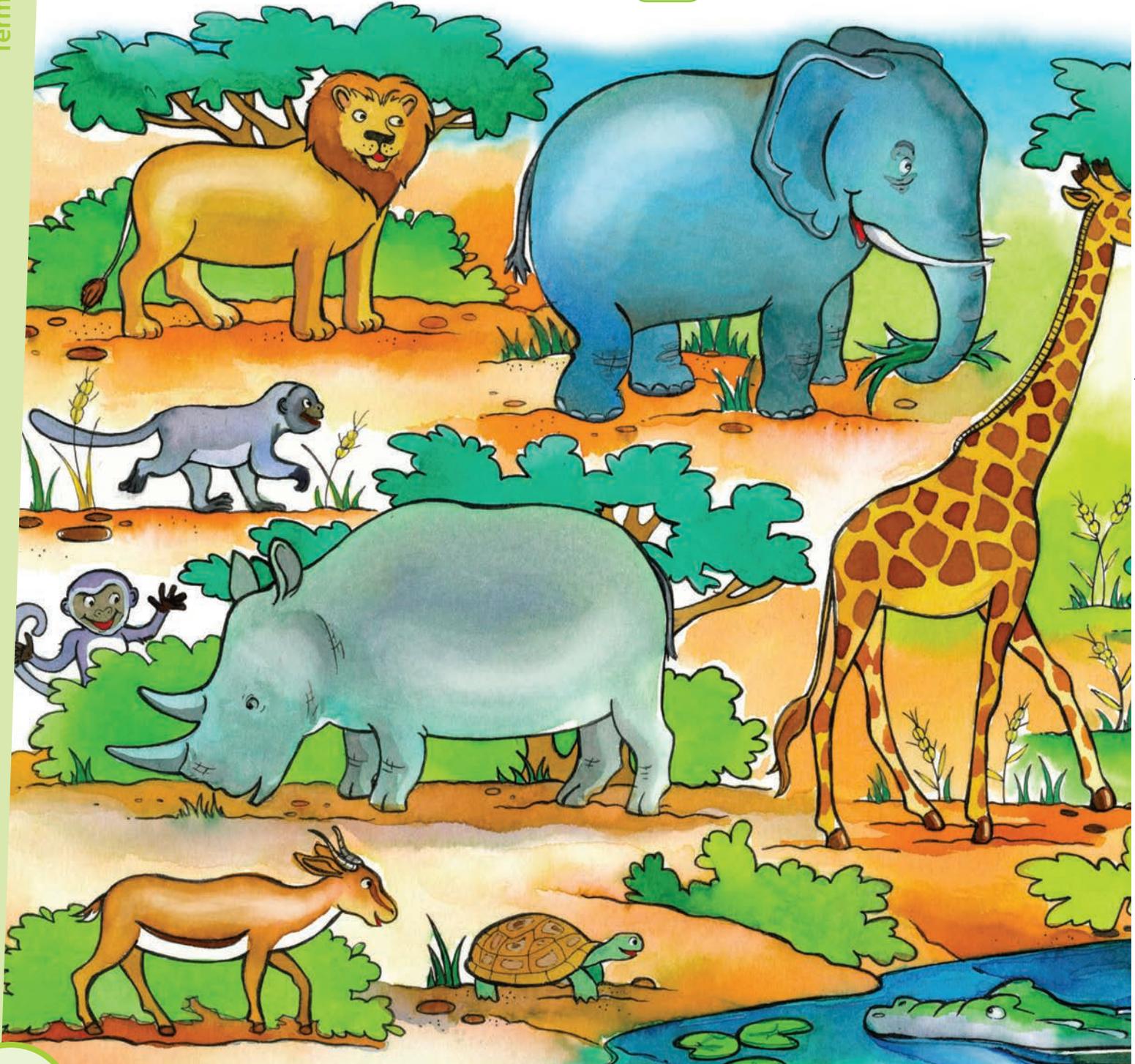
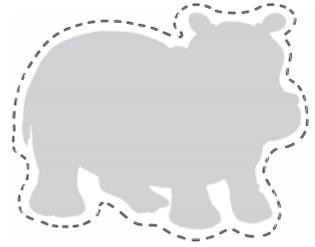


Let's talk

Look at the picture and talk about what you see.  
 What noises do these animals make?  
 How many monkeys can you find?  
 Tell your friend where they are.  
 Use words like **on**, **in** and **under**.



bird





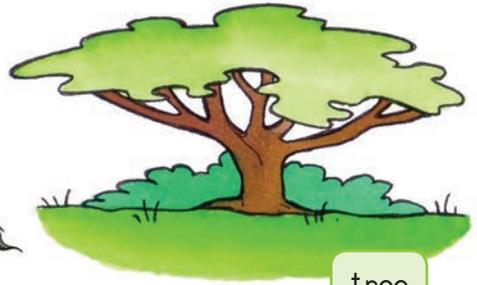
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

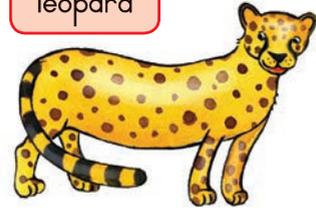
zebra



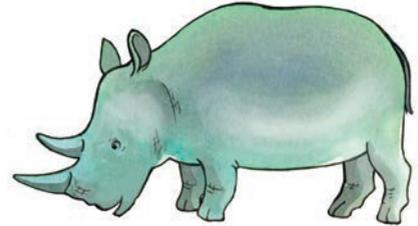
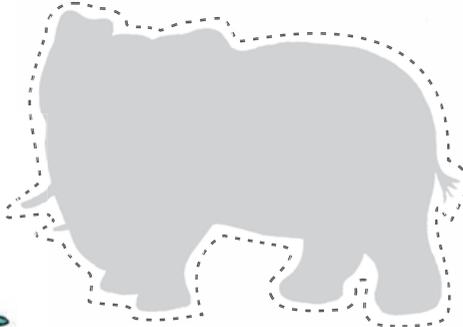
tree



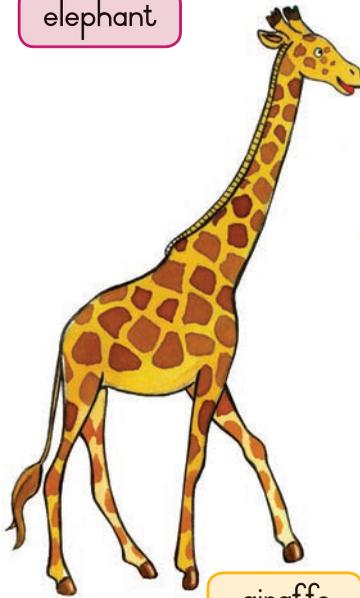
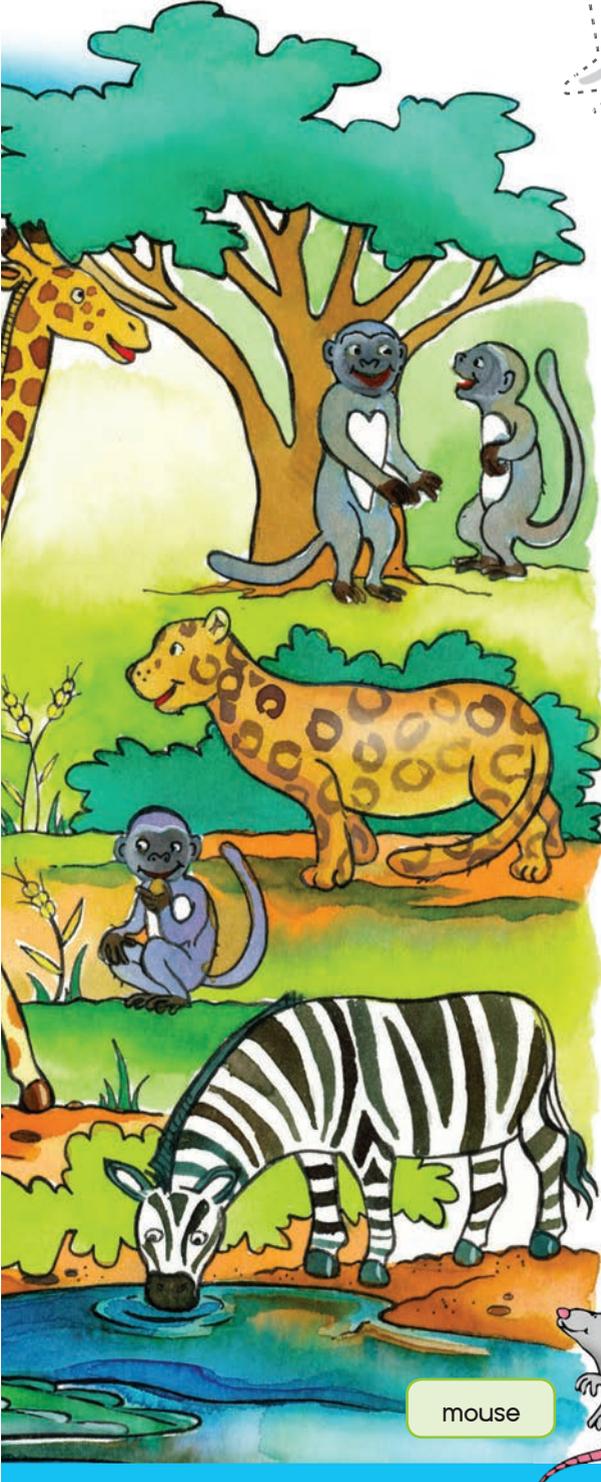
leopard



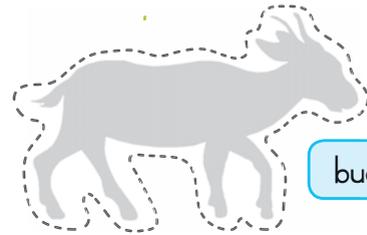
elephant



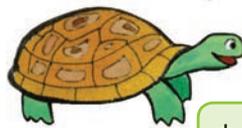
rhinocerus



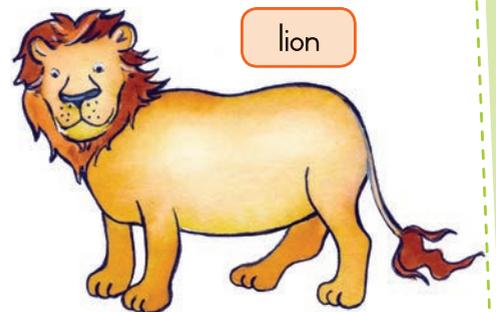
giraffe



buck



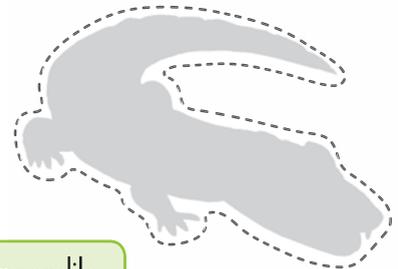
tortoise



lion



monkey



crocodile

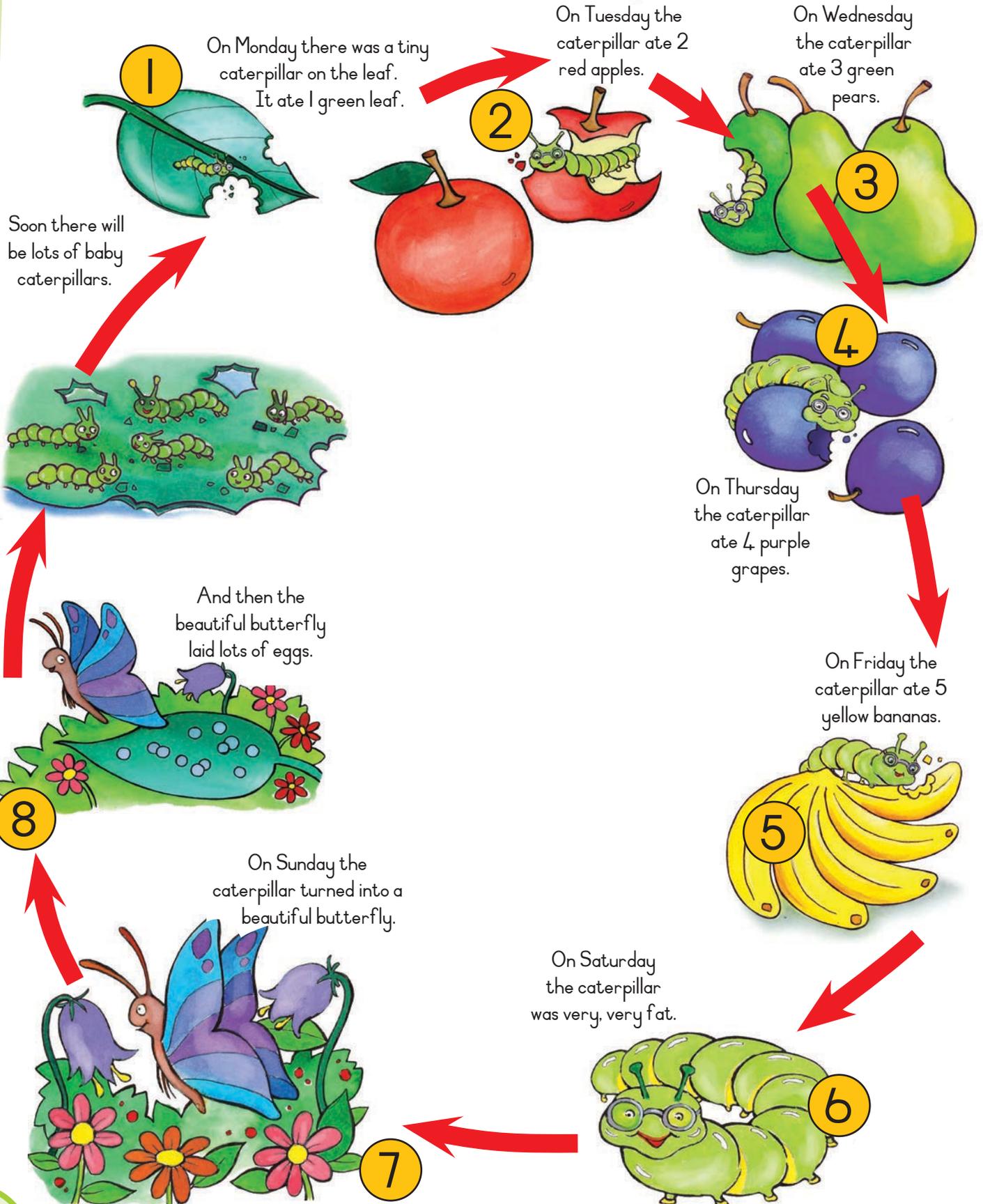
mouse



# The munchy munchy caterpillar



Term 2 – Week 6–10

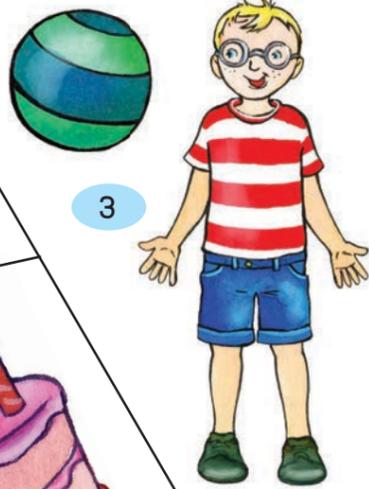


STICKERS  
FAL GR1 BK1

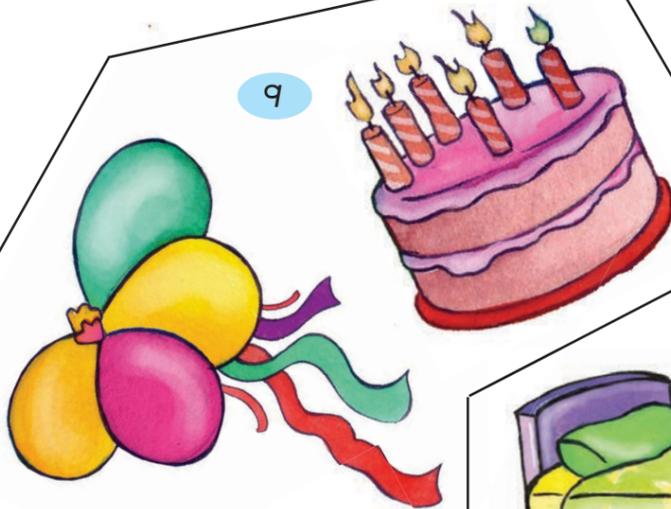
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3



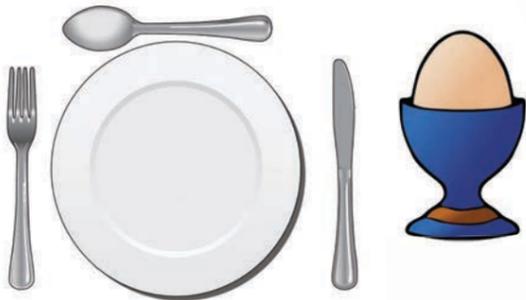
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12



13



15



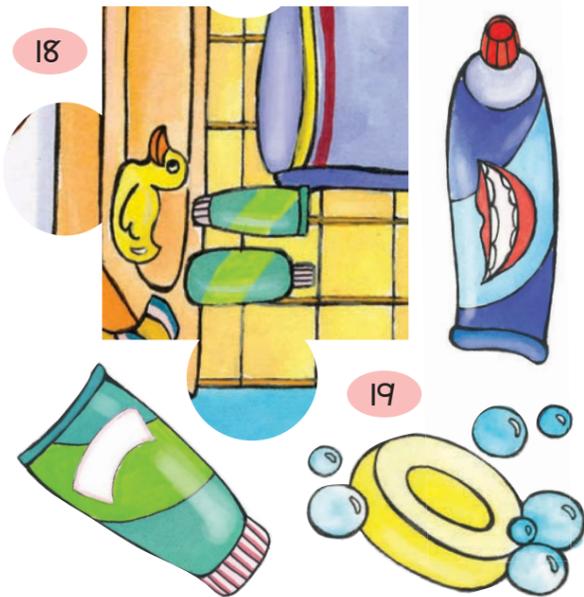
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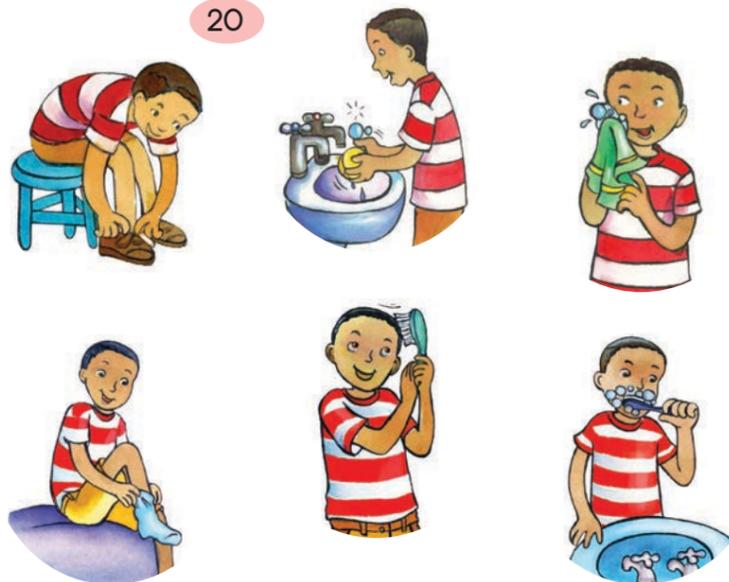


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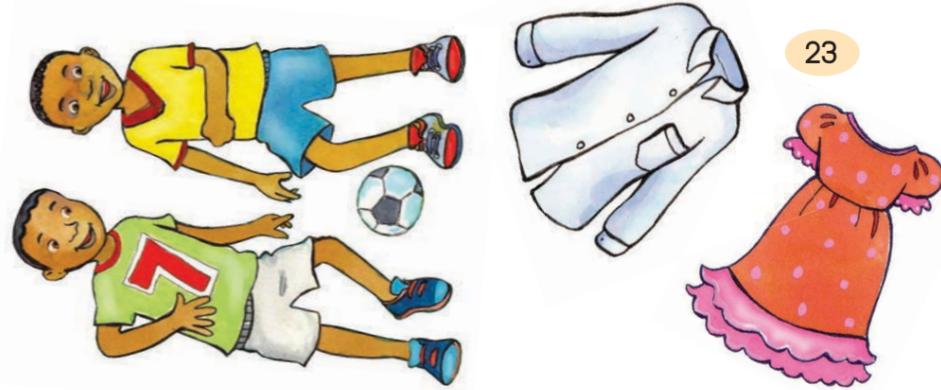
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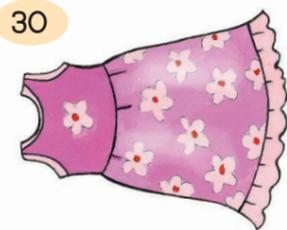
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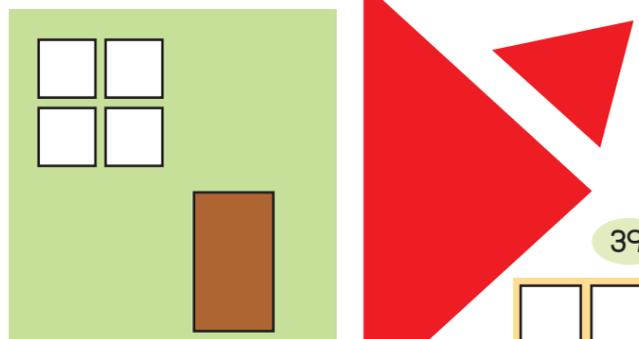
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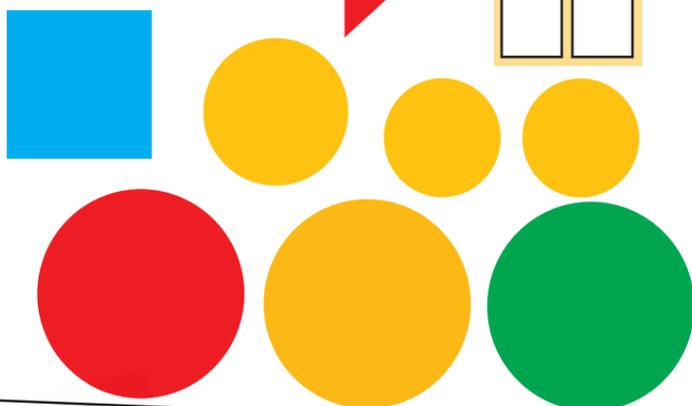
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39



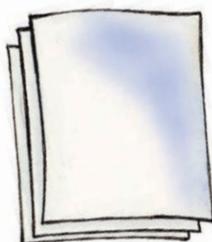
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42



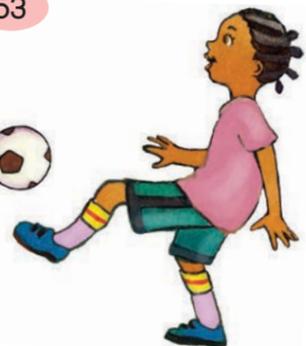
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53



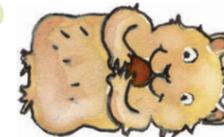
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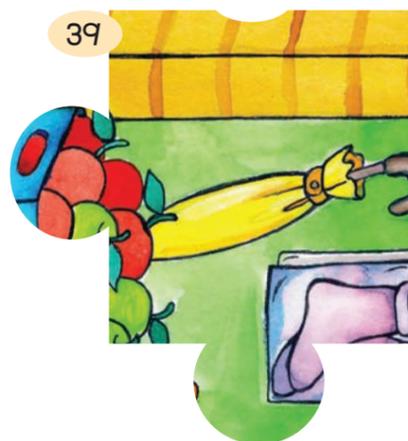
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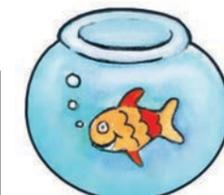
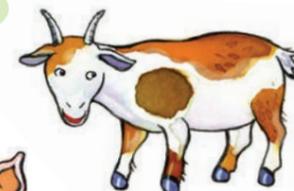
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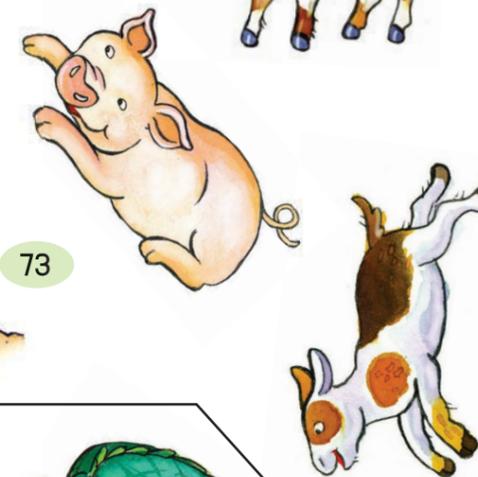
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72



73



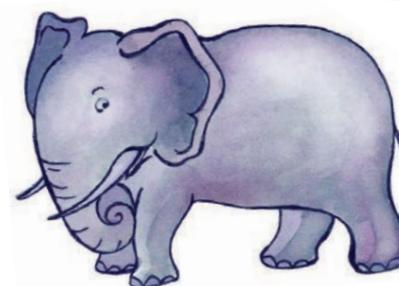
65



76



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46



62



63

