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
Mr Enver Surty, Deputy Minister of Basic Education

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)
- Life Skills Grades 1 – 3 (in all official languages)
- First Additional Language Grades 1 – 2 (in all official languages)
- First Additional Language Grades 3 – 6 (in English)

THIS BOOK MAY NOT BE SOLD.
ENGLISH
First Additional Language
Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa
© Department of Basic Education
Fourth edition published in 2015

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Author: Veronica McKay
# Theme 1: About our holidays

1. **Thinking about our holidays**
   - Reading: A dialogue about the school holidays.
   - Comprehension questions, identifying information from text and presenting in a table.
   - Language: Past tense
   - Writing: Description

2. **Nomsa went to the farm**
   - Reading: Narrative in past tense
   - Language: Verbs
   - Comprehension: Yes/No answers
   - Phonics: ch and sh-sounds
   - Speaking: Explaining a life cycle from pictures

3. **About farm life**
   - Writing: Drawing and labelling
   - Vocabulary: Using stickers to match animals to their products
   - Speaking: Practise sentence construction
   - Writing: Sequencing a sentence

4. **Jabu went to the zoo**
   - Reading: Narrative and notices
   - Comprehension: Answering 'wh' questions based on text
   - Phonics: wh and th

5. **Sports Day**
   - Vocabulary: Using stickers to classify animals
   - Riddles: Guessing the names of animals from riddles.
   - Writing: Design a poster.
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</tr>
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<td><strong>Reading a weather chart</strong></td>
</tr>
<tr>
<td>Writing: Compiling own timetable</td>
<td>Reading: A weather chart</td>
</tr>
<tr>
<td>Speaking: Explaining timetable</td>
<td>Speaking: Places on map and weather</td>
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<tr>
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<td>Comprehension questions based on chart</td>
</tr>
<tr>
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<td>Writing: Draw a picture showing weather.</td>
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<th>Term 2: weeks 6–10</th>
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<td>Reading: Interpreting a chart</td>
</tr>
<tr>
<td>Writing: Comprehension based on article</td>
<td>Writing sentences based on chart</td>
</tr>
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<td>Reading: Sequencing pictures to tell a story</td>
</tr>
<tr>
<td>Labeling a picture</td>
<td>Phonics: Identifying word- sound families</td>
</tr>
<tr>
<td>Reading: Interpreting a chart</td>
<td>Combining sounds to form words.</td>
</tr>
<tr>
<td>Writing sentences based on chart</td>
<td>Speaking: Asking about reading preferences.</td>
</tr>
<tr>
<td>Language: Completing sentences using this is, these are, that is, etc</td>
<td>Phonics: ing, ink and ck</td>
</tr>
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Thinking about our holidays

Teacher: Hello children. Are you happy to be back at school?

Ken: Hello teacher. I am so happy to see my friends again.

Pam: Hello teacher. I am happy to be in Grade 3. I am nearly 8.

Teacher: Let’s talk about what you did in the holidays.

Jabu: I went to the zoo.

Ken: I went to the sea.

Pam: I stayed at home with my mom and dad and my dog.

Nomsa: I went to my grandmother’s farm.

Teacher: Now that we are back, I hope you are all going to enjoy being in Grade 3 this year.
### Let’s talk

Look at the picture on the opposite page. Read these questions and talk to your friend about the answers. Then write down the correct answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many boys are there in the picture?</td>
<td></td>
</tr>
<tr>
<td>How many girls?</td>
<td></td>
</tr>
<tr>
<td>What colour is the teacher’s blouse?</td>
<td></td>
</tr>
<tr>
<td>Who is wearing glasses?</td>
<td></td>
</tr>
<tr>
<td>Who is thinking about the beach?</td>
<td></td>
</tr>
<tr>
<td>Who is thinking about the zoo?</td>
<td></td>
</tr>
<tr>
<td>Who is thinking about the farm?</td>
<td></td>
</tr>
<tr>
<td>What do you think they have in the box on the bookshelf?</td>
<td></td>
</tr>
</tbody>
</table>

### Let’s write

Write five sentences about what you did in the holidays.

- I saw a zebra.
- I played in the sand.
- I played with my dog at home.
- I saw cows and sheep.

### Listen and repeat

Paste the stickers in the correct spaces.

**WORD BOX**
- for
- found
- four
- from
In the holidays Nomsa visited her grandmother.

Her grandmother lives on a farm.

Every morning when Nomsa woke up she milked the cows.

Her grandmother made butter from the milk.

She rode on the tractor.

Nomsa ate eggs from the hens and honey from the bees.

At night she ate vegetables from the garden and then she drank some milk from the cows.
Look at the picture and say if these statements are correct.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken milks the cows.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The tractor is blue.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The cow is brown.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Nomsa milks the cow.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>There are 4 pigs.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>There are 3 ducks.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>There are 6 chickens.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Grandmother digs.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Ken is waters the plants.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Tell your friend what you see in this picture.

- chicken
- chocolate
- sheep
- chips
- cheese
- shoes
- shop
- shell
- ship
- show

The chicken and the egg

1. egg
2. chick hatching
3. chicken
4. hen
5. hen lays eggs

This kind of activity, where the end is also the beginning of another round, is called a cycle.
Draw your favourite farm animal. Then label the different parts of the animal. Use the spaces on either side of the picture to write your labels. When you have finished, explain to your friend what you have drawn.

Let's do
Paste stickers in the spaces. Then draw a line to show where we get these foods from.

honey  eggs  pap  milk  butter

Listen and repeat
We get eggs from the hen.
We get milk from the cow.
We get mealie meal from mealies.
We get oil from sunflowers.
We get honey from bees.
We make butter from milk.
Let's do

Find the picture on the sticker page that matches each of these sentences. Then tell your friend what Jabu is doing in each picture.

1. First I put the seed in the ground and cover it with soil.
2. I water the plant every day.
3. I watch it grow every day.
4. Then when the plant has grown I eat a delicious mealie for supper.

Draw a line from the words to the correct part of the plant.

- mealies
- leaves
- roots
- stem
Jabu went to the zoo

Look at the picture and talk about what you see.

Let’s talk

I want to see children who do not get lost.
I want to see a rhino with a big horn.
I want to see a cheetah with black spots.
I want to see a zebra with black and white stripes.
I want to see a crocodile with sharp teeth.

Let’s read

Read the story and then underline all the adjectives that tell us how things look.

WE ALL GO TO THE ZOO

Today is Saturday. Jabu and his friends are very happy because they are going to the zoo. They drive in a big yellow bus. What will we see? We will see a big elephant with a long trunk, a tall giraffe with a long neck and a small monkey with a curly tail.

City Zoo
Opens 6:30
Closes 7:00
Come and see the wildest animals in town.
R10 for adults
R5 for children
Read the story to find answers to these questions. Write your answers in the table.

**Why** were the children happy?
They were

**Where** did the children go?
They went

**How** did they get to the zoo?
They went by

<table>
<thead>
<tr>
<th>When did they go to the zoo?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What time does the zoo open?</td>
<td></td>
</tr>
<tr>
<td>Which animal has stripes?</td>
<td></td>
</tr>
<tr>
<td>Which animal has spots?</td>
<td></td>
</tr>
</tbody>
</table>

Now make up your own questions starting with *who*, *when*, *why*, *what* and *where*.

**Who** went to the zoo?
When
Why
What
Where

Let’s write Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>who</th>
<th>when</th>
<th>this</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>what</td>
<td>where</td>
<td>that</td>
<td>there</td>
</tr>
<tr>
<td>whale</td>
<td>why</td>
<td>then</td>
<td>these</td>
</tr>
<tr>
<td>Wild animals</td>
<td>Farm animals</td>
<td>Domestic animals</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>rhino</td>
<td>hens</td>
<td>hamster</td>
<td></td>
</tr>
</tbody>
</table>

Let’s write. Paste your stickers under the correct headings.
**Let’s talk**  Ask your friend these questions. Then fill in the correct answers.

<table>
<thead>
<tr>
<th>What animal has stripes?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What animal has long ears?</td>
<td></td>
</tr>
<tr>
<td>What animal has a trunk?</td>
<td></td>
</tr>
<tr>
<td>What animal has a horn on its nose?</td>
<td></td>
</tr>
<tr>
<td>What animal has long hair around its head?</td>
<td></td>
</tr>
</tbody>
</table>

**Let’s write**  Now read these descriptions of animals to your friend. Ask your friend to guess what animal you are describing. Fill in the correct answer.

- I am big and grey. I am very heavy. I have sharp tusks and a long trunk. What am I?
- I have two horns. I live on a farm. You get milk from me. What am I?
- I am small and I have a long curly tail. I like to climb and jump. What am I?
- I have spots and I can run faster than any other animal. What am I?

**Let’s write**  Make a poster to tell people about the zoo. Draw a picture that will encourage people to read the poster.

<table>
<thead>
<tr>
<th>Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opens:</td>
</tr>
<tr>
<td>Closes:</td>
</tr>
<tr>
<td>What you will see:</td>
</tr>
<tr>
<td>Cost:</td>
</tr>
</tbody>
</table>

TEACHER: Sign __________________ Date ____________
Let’s read

Today is a warm and sunny day. We are all happy because it is Sports Day. The children from Sunshine School came in buses to play at our school. We are winning the soccer. Look at the scoreboard. Ann and Nomsa are the First Aid helpers. They must help children who get hurt. Ken cut his hand. They helped Ken. Sam hurt his foot. They gave him a plaster. The children are having lots of fun singing, running, winning and eating lots of delicious ice cream.

Let’s talk

What sports do you like? What sports do you have at your school?
Let’s write

Read the story on the previous page and look at the picture. Then answer these questions.

What sports do they play on Sports Day?

What is the soccer score?

Newtown School ___________ and Sunshine School ____________.

Who will help if the children get hurt?

Let’s write

Look at the picture below. Imagine you are the child who has fallen just before the winning line. Tell your friend what happened. Then write a diary entry to say how you felt.

Dear Diary

Date:

__________________________

__________________________
Let’s write Fill in this card about yourself.

Name: __________________________
Surname: __________________________
Age: __________________________
Boy or girl: __________________________
Grade: __________________________
School: __________________________
Name of your teacher: __________________________
Name of your principal: __________________________
Names of your best friends: __________________________
Favourite sport: __________________________
Favourite colour: __________________________

Now make a poster to tell people about a special sports game at your school.

SCHOOL SPORTS DAY

Starts: __________________________
Ends: __________________________
Date: __________________________

What sports you will see:

What you can eat: __________________________

What you must bring:
Write five sentences about Sports Day.

<table>
<thead>
<tr>
<th>running</th>
<th>singing</th>
<th>eating</th>
<th>jumping</th>
</tr>
</thead>
<tbody>
<tr>
<td>winning</td>
<td>dancing</td>
<td>sleeping</td>
<td>looking</td>
</tr>
</tbody>
</table>

Let’s do Match the words that have opposite meanings. Use a ruler to draw the lines.

- hot
- win
- sunny
- happy
- noisy

- unhappy
- rainy
- quiet
- lose
- cold

Let’s write Select three pairs of opposites and use them to write six sentences.

---

Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.
What I like to do

Talk to your friend about what you like to do in your spare time. Do you like to play sports, do you like to read or do you have another hobby? Fill in the different things that you like into the space on the mind map.

Firstly I like to ...

Secondly I like to ...

Sometimes I like to ...

Lastly I like to ...

In summer I like to ...

When it rains I like to ...

WORD BOX

grow
had
has
have
Let’s write
Use the ideas in your mind map to write a paragraph about what you like to do in your free time. When you have done this, read your paragraph to your friend.

What I like to do in my spare time

Let’s do
Make a poster to invite children to join your sport or hobby with you. Draw a picture to show what sport it is. Where can they play? When can they play? What do they need to play this sport? If your hobby is not a sport, make a poster to show what it is.

Look at the chart. It shows the different sports that the children at Newtown School play.

Which sport do the children like most?

Which sport do they like the least?

What sport do children enjoy as much as running?
Today the children went to the library. 
They were excited to see all the books. 
There were all sorts of books. 
There were story books, books about animals 
and books about sport. 
The library teacher read the children a story about 
How the elephant got its trunk. 
It was an exciting story. Ann and 
Sam both wanted to take the book 
home to read the story again. 
At three o’clock the children each 
took a book and went home.
Word work

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

<table>
<thead>
<tr>
<th>ship</th>
<th>chip</th>
<th>this</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>chin</td>
<td>that</td>
<td>when</td>
</tr>
</tbody>
</table>

Let’s write

Read the story and look at the picture. Then write answers to these questions.

On what date did the children go to the library?

What day of the week was it?

What story did the teacher read to the children?

At what time did the children go home?

What kinds of books were there in the library?

Let’s do

Find out who owns these things.

Let’s write

Now write down what belongs to each person. Fill in the apostrophe ‘ to show who owns these things. Read each sentence aloud.

This is Ken’s bag.

This is Pam’s ________.

This is the teacher’s ________.

This is Sam’s ________.

TEACHER: Sign __________________________ Date __________
Let's talk

Look at this book cover and tell your friend what you think this story is about.

What is the title of the book?

Who is the author?

What do you think the book is about?

Fun

Follow the elephant's path to see where he was going.

cheese  sheep  shop  shell  ship  shoes  ship
chips  chimp  chat  what  where  push  pull  bus  but  this
that
Read the words and listen how the **u** sounds different in the two boxes. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

| push  | full  |  | bus  | sun  |
|-------|-------|  | hut  | fun  |
| put   | bull  |  | run  | but  |
| pull  | bush  |

**Word work**

**Word box**

know
laugh
let
light

**Let's write** Fill in this card to join the library.

**NEWTOWN LIBRARY**

Name: ____________________________
Age: ____________________________
School: __________________________
Grade: __________________________
My favourite book: ________________

**Let's do** Label this picture of an elephant. Draw a line from the label to the correct part of the elephant. Use a ruler.

back
eyes
tail
ear
trunk	
tusk
skin	
tut

Then point to the different parts of the elephant and ask your friend to say what they are.

Say: What's that?
This is the Maloi family. They have a house with a pool.
Mr Maloi is 36. He works in a tool factory in town.
Mrs Maloi is 35. She is a nurse at the hospital.
They have three children and a pet dog and fish.
Thabo is 3. He goes to the Green Tree Nursery School.
It is in the street where they live.
Mandu is 7. She is in Grade 1 at Sunshine Primary School.
Her best friend is Susan.
Mandu has a big brother. His name is Peter. He is 13. He is in Grade 7.
He keeps fish.
Peter has two best friends, Dick and John. They like to swim in the pool.
Let’s write
Read the story and then answer these questions.

Who is three years old?
Who is 35 years old?
Where does Mrs Maloi work?
Who goes to Sunshine Primary School?
Who is the eldest child?
Which school does Thabo go to?
Who are Peter’s best friends?
What does Peter have as pets?

Read the story and then answer these questions.

Ann rides Jabu’s bike.
Yesterday Ann
He sees his teacher’s car.
Yesterday he
She looks at her sister’s dress.
Yesterday she

Let’s write
Read the story and then answer these questions.

Who is three years old?
Who is 35 years old?
Where does Mrs Maloi work?
Who goes to Sunshine Primary School?
Who is the eldest child?
Which school does Thabo go to?
Who are Peter’s best friends?
What does Peter have as pets?

WORD BOX
he
help
her
here

Let’s do
Draw lines to match these adjectives with their opposites. Adjectives describe how things look.
big
fat
beautiful
tall
high
thin
ugly
small
low
short

Let’s write
Read the story and then answer these questions.

Ann rides Jabu’s bike.
Yesterday Ann
He sees his teacher’s car.
Yesterday he
She looks at her sister’s dress.
Yesterday she

Rewrite these sentences starting with **Yesterday**. Use these words to help you.

Yesterday Ann

Yesterday he

Yesterday she
Let’s do

Draw a picture of your own family. Write down the name and age of each person in your drawing. Show your friend your picture and tell him or her who each person is.

Let’s talk

Point to the people in your drawing and say:

This is my sister.
This is my brother.
This is my ...

Let’s write

Now fill in the table. Write the names of each person in your picture in the first column. In the second column say how you are related to this person. Fill in the age of the person in the last column.

<table>
<thead>
<tr>
<th>Name of person</th>
<th>Who is he/she?</th>
<th>How old is he/she?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>sister</td>
<td>7</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>
Tell your friend about your family members and then answer the questions.

<table>
<thead>
<tr>
<th>How many people are there in your family?</th>
<th>There are</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many boys?</td>
<td></td>
</tr>
<tr>
<td>How many girls?</td>
<td></td>
</tr>
<tr>
<td>Who is the oldest in your family?</td>
<td></td>
</tr>
<tr>
<td>Who is the youngest?</td>
<td></td>
</tr>
<tr>
<td>Does your family have pets?</td>
<td></td>
</tr>
</tbody>
</table>

Let’s write

1. They are eating a mealie.
2.
3.
4.
5.

Let’s talk

1. eating
2. playing
3. reading
4. running
5. swimming

Ask 4 friends these questions and then put a tick (✔) for yes, or a cross (✗) for no in the correct box. Fill in their names in the blue spaces. Then tell your friend who likes what food. Say Ann likes milk and sweets.

<table>
<thead>
<tr>
<th>Names</th>
<th>Do you like milk?</th>
<th>Do you like honey?</th>
<th>Do you like onions?</th>
<th>Do you like beans?</th>
<th>Do you like sweets?</th>
<th>Do you like cabbage?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We all need to help at home each week. I sweep the floor. Mother washes the dishes and father dusts. My sister peels the vegetables. The baby messes and weeps. When our house looks nice and clean we cook and then we all sit and eat. Then I look at a good book until I go to sleep.
How many people are there in this family?

Who does the cleaning in your home?

Let's write

Paste in the correct stickers to match the words. Then, below each sticker say who in the story is using the item.

---

Word work

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

Fish boot moon
Dish such boot
Wish lunch stool

WORD BOX
not now more on

Let's write

Write a sentence using a word from the word box.

---

Let's write

Find all the words with ee and oo. Write them in the correct columns.

ee

oo
Today Mandu and her family went by car to visit their grandmother. Mandu’s grandmother is very old and her back hurts. Mandu helps her grandmother to walk.

The family sit under a tree in the garden and drink tea.

Mandu likes to visit her grandmother because she can play with her cousins and have good food to eat.
Let’s write  Read each of the sentences and then tick yes ✔ or no ✗.

The family sits under the tree.
Grandmother has a pain in her tooth.
They see their cousins.
Mandu lives with her grandmother.
Mandu’s house is very near to grandmother’s house.

Let’s write  Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>this</th>
<th>old</th>
<th>back</th>
<th>tooth</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>cold</td>
<td>neck</td>
<td>both</td>
</tr>
<tr>
<td>then</td>
<td>told</td>
<td>stick</td>
<td>mother</td>
</tr>
</tbody>
</table>

Let’s write  Write sentences using words from the word box.

Let’s do  Paste in the correct stickers.

<table>
<thead>
<tr>
<th>small</th>
<th>smaller</th>
<th>smallest</th>
</tr>
</thead>
</table>
Let’s write

How many are there?
Circle the correct word.

- cat (cats)
- tooth (teeth)
- boy (boys)
- foot (feet)

Let’s write

Do these word sums.

| ri + ng = | cr + ab = |
| pi + nk = | bri + ng = |
| bla + ck = | sh + op = |
| ch + op = | sh + ip = |
| cl + ap = | ch + ips = |
| pla + nk = | wh + at = |

Let’s write

Punctuate these sentences using
Don’t forget the capital letters.

1. peter and sam went to the sea in july
2. did you go on holiday
3. I went to the shop and bought sweets chips and apples
4. stop the robot is red
Dear Nomsa

You are my best friend and it will be nice if you can come to visit me on Saturday.

We can play with our dolls and we can ride our bikes.

I will make a cake. Then we can ride our bikes to the park next to the lake.

We can play on the swings and on the merry-go-round. Then we can have a good time fishing at the lake.

If you bring some money we can buy some ice cream at the park.

After supper we can go to sleep.

Your friend

Ann
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote the letter?</td>
<td></td>
</tr>
<tr>
<td>What will the girls do?</td>
<td></td>
</tr>
<tr>
<td>Where will they go?</td>
<td></td>
</tr>
<tr>
<td>What will they eat at the park?</td>
<td></td>
</tr>
<tr>
<td>What will they do at the lake?</td>
<td></td>
</tr>
</tbody>
</table>

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

- meet
- shop
- goat
- spoon
- where
- shoe
- cool
- why
- weep
- boat
- such
- when
- keep
- ship
- coat
- much
- moon
- teeth
- load
- room
- who
- sheep
- bunch
- ch
Look at the pictures and tell your friend what Nomsa and Ann will do on Saturday. Start your sentences with They will.

Now number the pictures in the correct order to show what Ann and Nomsa will do.

Let's write Write one sentence about each picture. Write them in the correct order.

1
2
3
4
5
6
Write a card inviting your friend to come and play at your house. Draw a picture on the front of the card. Fill in the missing information on the inside of the card.

You are invited to come and play

Dear ________________________________

Come and play on: __________________

Date: ________________________________

My address is: ____________________________________________________________

We will play: _____________________________________________________________

From: ________________________________

Now write a card to a friend wishing her or him a happy birthday.

Happy Birthday
Today Ann goes to visit Nomsa. She puts on her coat and rides on her new blue bike. How will she find Nomsa’s house in Tambo Road?

Her house is round. It has a grass roof. It is next to a square house with a green roof.

Nomsa has a little brown goat and a small green toad. She has a TV. She does not have a swing.

Can you help Ann to find her house?
### Let's write
Look at the houses and answer the questions.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which house is Nomsa’s house?</td>
</tr>
<tr>
<td>What is the name of the road?</td>
</tr>
<tr>
<td>How many houses are there in this street?</td>
</tr>
<tr>
<td>Which houses are on the left hand side?</td>
</tr>
<tr>
<td>Which houses are square?</td>
</tr>
<tr>
<td>Which houses are round?</td>
</tr>
<tr>
<td>Which house has triangles painted on it?</td>
</tr>
<tr>
<td>Which houses are pink?</td>
</tr>
<tr>
<td>Which house has a red roof?</td>
</tr>
<tr>
<td>Which house has a big tree?</td>
</tr>
<tr>
<td>Which house is blue with a yellow roof?</td>
</tr>
<tr>
<td>Which house would you like to live in? Why?</td>
</tr>
</tbody>
</table>

### Let's do
How well can you remember?
Cover the picture and see how many of these questions you can answer.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which house has washing on the line?</td>
</tr>
<tr>
<td>Which house has a tree?</td>
</tr>
<tr>
<td>Which house has a TV aerial?</td>
</tr>
</tbody>
</table>

### Word work
Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>toad</td>
</tr>
<tr>
<td>goat</td>
<td>road</td>
</tr>
<tr>
<td>boat</td>
<td>moat</td>
</tr>
</tbody>
</table>
Today Ann and Nomsa will show you how to make a sandwich. Read their recipe.

How to make a peanut butter sandwich

What will you need?
- 2 slices of bread
- some peanut butter
- some margarine
- a knife
- a plate

What must you do?
1. Spread some margarine on each slice of bread.
2. Spread some peanut butter on one slice.
3. Put the two slices of bread together.
4. Press them together gently.
5. Cut the sandwich in half.
6. Eat your sandwich!
What is the heading?

What do you need to make this sandwich? (Remember to put commas between the items.)

What is the third thing you must do when you make a sandwich?

Let’s talk
Read the recipe and then fill in the answers.

Let’s write
Now write your own recipe.

How to make ________________________________

What will you need? ________________ ________________ ________________ ________________

What must you do?
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________ ________________________________

Word work
Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>ink</th>
<th>wink</th>
<th>black</th>
<th>duck</th>
</tr>
</thead>
<tbody>
<tr>
<td>rink</td>
<td>blink</td>
<td>crack</td>
<td>buck</td>
</tr>
<tr>
<td>stink</td>
<td>sink</td>
<td>smack</td>
<td>cluck</td>
</tr>
</tbody>
</table>
Let's talk

Tell your friend what you see in the picture. Say where everything is.

Let's read

Read these sentences about the picture. Tick ✔ each one that is correct and make a cross ✗ if it is wrong.

There is a vase on the TV.
There is a boy on the chair.
There is a girl under the table.
There is a dog under the table.
There is a teddy on the sofa.

There are books on the TV.
There are children on the table.
There are pictures on the wall.
There are apples in the dish on the table.
There are cats on the windowsill.
Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>eat</th>
<th>read</th>
<th>need</th>
<th>keep</th>
</tr>
</thead>
<tbody>
<tr>
<td>meat</td>
<td>neat</td>
<td>week</td>
<td>weep</td>
</tr>
<tr>
<td>deal</td>
<td>seal</td>
<td>wheel</td>
<td>feet</td>
</tr>
</tbody>
</table>

Write a sentence about each picture. Start each sentence with either There is or There are.

Remember we use
- there is for one thing.
- there are for more than one thing.

Draw a room in your house.

Now write three sentences about your picture. Say “There is...” and “there are...”
Planning our trip

Let’s talk

Look at the picture and talk about what you see.

Let’s read

Read the story and then answer the questions that follow.

Today our teacher told us that we are going on a school trip next week.

We are going to Cape Town by train.

Then we will go by bus to the beach.

After our holiday we will fly back home on a big aeroplane.
Look at this map. Paste your stickers in the correct spaces. Talk about the places that are shown on the map. Point to the different forms of transport and tell your friend how the children will go from one place to the next.

**WORD BOX**

- like
- little
- live
- long

Let’s talk

- School
- Johannesburg Station
- Johannesburg City
- Cape Town City
- Cape Town Airport
- Beach
- Table Mountain
- Robben Island
Let’s write Read the story and look at the picture. Then answer these questions.

Who told the children they were going on a school trip?

What is the first place the children will go to?

Where would you like to go for a holiday?

Let’s write Fill in the words to match the pictures.

<table>
<thead>
<tr>
<th>fish</th>
<th>shells</th>
<th>shoes</th>
<th>ship</th>
<th>shark</th>
</tr>
</thead>
</table>

I pick up ____________ on the beach.

I saw ____________ swimming in the sea.

The ____________ has sharp teeth.

There is a big ____________ on the sea.

I take off my ____________ to walk on the sand.
Let's write

Look at this timetable. Then answer the questions.

<table>
<thead>
<tr>
<th>Day</th>
<th>Where will they go?</th>
<th>What transport will they use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>From school to the station</td>
<td>Taxi</td>
</tr>
<tr>
<td>Sunday</td>
<td>From Johannesburg to Cape Town</td>
<td>Train</td>
</tr>
<tr>
<td>Monday</td>
<td>From Cape Town to the beach</td>
<td>Bus</td>
</tr>
<tr>
<td>Tuesday</td>
<td>From the beach to Robben Island</td>
<td>Boat</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Up a mountain</td>
<td>Cable car</td>
</tr>
<tr>
<td>Thursday</td>
<td>Cape Town to Johannesburg</td>
<td>Aeroplane</td>
</tr>
<tr>
<td>Thursday</td>
<td>Airport to school</td>
<td>Gautrain and bus</td>
</tr>
</tbody>
</table>

Where will they go on Thursday?

How will they travel on Tuesday?

How will they go up the mountain?

What 2 forms of transport will they use on Thursday?

On what day will they go to Robben Island?
Look at the picture and tell your friend all the places you see.

Let's do Paste in the correct sticker to show what we can get at the different places.

Let's talk Look at the picture and tell your friend all the places you see.
Look at the picture and then fill in the names of the places you will go to.

I am hungry.
My house is burning.
I need transport.
Someone stole my bag.
I want to fly home.
I want a book.

There is a police car at the police station.

There is an ambulance at the hospital.

There is a fire engine at the fire station.

There are planes at the airport.

Let's write

Look at the picture and then fill in the names of the places you will go to.

I am hungry.
My house is burning.
I need transport.
Someone stole my bag.
I want to fly home.
I want a book.

WORD BOX
look
made
make
many

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

Word work

school    boot
tool      fool
pool      moon
look      book
cook      hook
took      nook
We all run to the boat. We are going to Robben Island. We put on our life jackets over our coats. As we go, we feel the boat bounce up and down. Tim feels sick. Poor Tim! He is seasick but he will feel fine when we are on land again.

On the way we see a whale float past. We see some dolphins playing together. We hope that we don’t see a shark.

Then the boat reaches the island. There are lots of penguins on the island. The penguins run around in the foam on the beach. Ann says, “I wish I could take a penguin home for a pet.”

We buy postcards to send to our families. Nomsa buys a postcard with a picture of a penguin.
Let’s write

Read the story and look at the pictures.
Then circle the number next to the correct answer.

<table>
<thead>
<tr>
<th>Who felt seasick?</th>
<th>What pet does Ann want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nomsa</td>
<td>1 A penguin</td>
</tr>
<tr>
<td>2 Ann</td>
<td>2 A dog</td>
</tr>
<tr>
<td>3 Tim</td>
<td>3 A cat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did the children travel to the island?</th>
<th>What animals did they see on the island?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 By boat</td>
<td>1 Sharks</td>
</tr>
<tr>
<td>2 By ship</td>
<td>2 Penguins</td>
</tr>
<tr>
<td>3 By train</td>
<td>3 Dolphins</td>
</tr>
</tbody>
</table>

**Word work**

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

<table>
<thead>
<tr>
<th>boat</th>
<th>goat</th>
<th>moan</th>
<th>moat</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>toast</td>
<td>groan</td>
<td>foam</td>
</tr>
<tr>
<td>loan</td>
<td>road</td>
<td>toad</td>
<td>float</td>
</tr>
</tbody>
</table>

**We say this is when it is near.**

- This is the road I live in.
- This is the toaster.
- This is a toad.
- This is a coat.

**We say that is when it is far away.**

- That is a boat.
- That is a goat.
- That is foam.
- That is Biko Road.
Let’s write

Write a postcard to your friend telling her or him about the trip to the island.

Dear ____________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

From _____________________________________________

Name

House number and street name

Place/suburb

City

Code

Let’s talk

Point to things that are near and far in your classroom.

If they are near to you, say This is a book.

If they are far from you, say That is the window.
Let's write

Paste the correct sticker in each space and then circle the correct word in each sentence.

She is/are a sailor.

I am/are ten.

It is/are a penguin.

You is/are nine.

They is/are dolphins.

We is/are friends.

Let's write

Fill in the missing letters to complete these words so they match the picture.

WORD BOX
may
me
much
must

___ark ___ocolate ___ale ___eep

___imp ___oe wat___ ___rimp
Dear Mom and Dad

Today is Wednesday. We went in a cable car to the top of Table Mountain. We were very high and it was cold on the mountain. We could see very far. We could see the sea.

There were lots of dassies on the mountain. They look like small fat rabbits. Sam was silly. He tried to catch a dassie. He was not looking and he fell over a rock and hurt his hand. Our teacher took him to the nurse in the First Aid tent. He came out with a very big bandage. We all laughed.

Then we had a picnic lunch under a tree. A baby dassie came and ate Sam’s lunch. Poor Sam had no lunch.

Love from

Ann
Let’s write Write answers to these questions.

On what day did the children go up the mountain?

What happened to Sam?

List 4 things that the children saw when they were on the mountain.

Let’s write Paste the correct sticker in each space and then circle the correct word in each sentence.

This/These is a cable car.

This/These are dassies.

This/These are children.

This/These is Table Mountain.
Let’s do
Make up a role play to show what happened to Sam.
You need the following characters:
Sam, teacher, the nurse and a dassie.

Let’s write
Now write five sentences explaining what happened to Sam.

Word work
Read the words and listen to the sounds. Write the words into the correct box. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>beat</th>
<th>sea</th>
<th>see</th>
<th>bee</th>
<th>meet</th>
<th>heat</th>
</tr>
</thead>
<tbody>
<tr>
<td>cream</td>
<td>team</td>
<td>green</td>
<td>meat</td>
<td>greet</td>
<td>teen</td>
</tr>
</tbody>
</table>

ee words

| | | | | |
| | | | | |
| | | | | |

ea words

| | | | |
| | | | |
| | | | |
| | | | |
Sam and Nomsa went to Robben Island on Wednesday.
Did you enjoy the trip?
Sam bought bread, sweets, chips, and apples.
Sit down now.
This is Ann's book.

Let's write

Circle the correct word.
I is/am on the bus.
We is/are going to the beach.
He is/are on the boat.
It is/are a big plane.
They is/are going up the mountain.

Punctuate these sentences using capital letters and these punctuation marks:

Sam and Nomsa went to Robben Island on Wednesday.
Did you enjoy the trip?
Sam bought bread, sweets, chips, and apples.
Sit down now.
This is Ann's book.

Let's write

Circle the correct word.
I is/am on the bus.
We is/are going to the beach.
He is/are on the boat.
It is/are a big plane.
They is/are going up the mountain.

Punctuate these sentences using capital letters and these punctuation marks:

Sam and Nomsa went to Robben Island on Wednesday.
Did you enjoy the trip?
Sam bought bread, sweets, chips, and apples.
Sit down now.
This is Ann's book.

WORD BOX
my
myself
never
new
It is time to go home. We all feel very sad. Ann wants to cry. We go to Cape Town airport. The planes look bigger than houses.

We climb the steps to get onto the plane. The air hostess tells us to fasten our seat belts. We feel the plane going up into the sky. We try to hold onto our things.

Then the air hostess brings us our lunch. Ken feels shy. We look out of the window. It feels funny to be above the clouds. Everything on the ground looks so small.

Then we land at OR Tambo airport. We get onto the Gautrain. It is very fast and it takes us to Johannesburg in a few minutes.

I can’t wait to see my family.
Let’s write
Write answers to these questions.

How do the children feel because they have to fly home?

How do they travel from Cape Town to Johannesburg?

What do they see when they look out through the window of the aeroplane?

Word work
Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>fly</th>
<th>my</th>
<th>ply</th>
<th>by</th>
</tr>
</thead>
<tbody>
<tr>
<td>sky</td>
<td>why</td>
<td>cry</td>
<td>try</td>
</tr>
<tr>
<td>dry</td>
<td>shy</td>
<td>fry</td>
<td>spy</td>
</tr>
</tbody>
</table>

Let’s write
Fill in aeiou to complete these words so that they match the pictures. Then draw a line from the word to the correct picture.

<table>
<thead>
<tr>
<th>c__ke</th>
<th>b__ke</th>
</tr>
</thead>
<tbody>
<tr>
<td>r__ke</td>
<td>h__ve</td>
</tr>
<tr>
<td>l__ke</td>
<td>k__te</td>
</tr>
<tr>
<td>n__te</td>
<td>m__ce</td>
</tr>
<tr>
<td>g__te</td>
<td>s__ce</td>
</tr>
</tbody>
</table>
Tell your friend about the different places the children visited on their trip. Pretend you went with them. Write a letter to your family. Tell them about the places you visited and what you saw. We have put in some pictures to remind you about the different places.

Dear

Love from

**Let’s talk**

**Word work**

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

<table>
<thead>
<tr>
<th>tub</th>
<th>tube</th>
<th>run</th>
<th>rude</th>
</tr>
</thead>
<tbody>
<tr>
<td>cub</td>
<td>cube</td>
<td>duck</td>
<td>duke</td>
</tr>
<tr>
<td>cut</td>
<td>cute</td>
<td>fun</td>
<td>fume</td>
</tr>
</tbody>
</table>
Add a **y** to complete these words so that they match the pictures. Then draw a line from the word to the correct picture.

ann and nomsa wanted to cry

have you seen an aeroplane

i had meat peas rice and beans for lunch

fasten your seat belt sam
### Just checking

#### Let's write

Fill in either in or on.

<table>
<thead>
<tr>
<th>in</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>My birthday is _______ July.</td>
<td>Sam’s birthday is _______ Saturday.</td>
</tr>
<tr>
<td>We swim _______ December.</td>
<td>We go to church _______ Sunday.</td>
</tr>
<tr>
<td>We swim _______ summer.</td>
<td>We play soccer _______ Tuesday.</td>
</tr>
<tr>
<td>Leaves fall _______ autumn.</td>
<td>We have art _______ Monday.</td>
</tr>
</tbody>
</table>

#### Let's write

Fill in this or that.

- _______ is my cat.
- _______ is my new dress.
- _______ is the moon.
- _______ is my teacher’s car.
Read the words and listen to the sounds. Then choose five words and use them in five sentences. Write the sentences in your exercise book.

<table>
<thead>
<tr>
<th>jar</th>
<th>are</th>
<th>fish</th>
<th>wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>star</td>
<td>wish</td>
<td>mash</td>
</tr>
<tr>
<td>march</td>
<td>car</td>
<td>dish</td>
<td>lash</td>
</tr>
</tbody>
</table>
Look at the Twala family’s daily planner and talk about what each family member does.

### Daily planner for the Twala family

<table>
<thead>
<tr>
<th>Time</th>
<th>Mr Twala</th>
<th>Mrs Twala</th>
<th>Nomsa</th>
<th>Baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00</td>
<td>Get up</td>
<td>Get up</td>
<td>Get up</td>
<td></td>
</tr>
<tr>
<td>07:00</td>
<td>Go to work</td>
<td>Go to work</td>
<td>Go to school</td>
<td>Get up</td>
</tr>
<tr>
<td>08:00</td>
<td></td>
<td></td>
<td>In class</td>
<td></td>
</tr>
<tr>
<td>09:00</td>
<td></td>
<td></td>
<td>First break</td>
<td>Play</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td>Play</td>
<td>Play</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Have lunch</td>
<td>Have lunch</td>
<td>Have lunch</td>
<td>Have lunch</td>
</tr>
<tr>
<td>13:00</td>
<td></td>
<td></td>
<td>Play sport</td>
<td>Sleep</td>
</tr>
<tr>
<td>14:00</td>
<td></td>
<td>Tea time</td>
<td>Go home</td>
<td>Play</td>
</tr>
<tr>
<td>15:00</td>
<td>Tea time</td>
<td>Finish work</td>
<td>Do homework</td>
<td>Play</td>
</tr>
<tr>
<td>16:00</td>
<td></td>
<td>Cook</td>
<td>Watch TV</td>
<td>Watch TV</td>
</tr>
<tr>
<td>17:00</td>
<td>Finish work</td>
<td>Eat</td>
<td>Eat</td>
<td>Eat</td>
</tr>
<tr>
<td>18:00</td>
<td>Eat</td>
<td>Read a book</td>
<td>Wash dishes</td>
<td>Sleep</td>
</tr>
<tr>
<td>19:00</td>
<td>Wash dishes</td>
<td>Read a book</td>
<td>Wash dishes</td>
<td>Sleep</td>
</tr>
<tr>
<td>20:00</td>
<td>Watch TV</td>
<td>Watch TV</td>
<td>Bath and sleep</td>
<td></td>
</tr>
</tbody>
</table>
Ask and answer these questions with your friend.

I like to play and sleep.

After school I eat my lunch.

I go to work early in the morning.

<table>
<thead>
<tr>
<th>Time</th>
<th>Mr Twala</th>
<th>Mrs Twala</th>
<th>Nomsa</th>
<th>Baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00</td>
<td>Get up</td>
<td>Get up</td>
<td>Get up</td>
<td>Get up</td>
</tr>
<tr>
<td>07:00</td>
<td>Go to work</td>
<td>Go to work</td>
<td>Go to school</td>
<td>Go to school</td>
</tr>
<tr>
<td>08:00</td>
<td>In class</td>
<td>Get up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:00</td>
<td>Go to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>First break</td>
<td>Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Play</td>
<td>Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:00</td>
<td>Have lunch</td>
<td>Have lunch</td>
<td>Have lunch</td>
<td>Have lunch</td>
</tr>
<tr>
<td>14:00</td>
<td>Play sport</td>
<td>Sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00</td>
<td>Tea time</td>
<td>Tea time</td>
<td>Go home</td>
<td>Play</td>
</tr>
<tr>
<td>16:00</td>
<td>Finish work</td>
<td>Do homework</td>
<td>Play</td>
<td>Play</td>
</tr>
<tr>
<td>17:00</td>
<td>Finish work</td>
<td>Cook</td>
<td>Watch TV</td>
<td>Watch TV</td>
</tr>
<tr>
<td>18:00</td>
<td>Eat</td>
<td>Eat</td>
<td>Eat</td>
<td>Eat</td>
</tr>
<tr>
<td>19:00</td>
<td>Wash dishes</td>
<td>Read a book</td>
<td>Wash dishes</td>
<td>Sleep</td>
</tr>
<tr>
<td>20:00</td>
<td>Watch TV</td>
<td>Watch TV</td>
<td>Bath and sleep</td>
<td></td>
</tr>
</tbody>
</table>

What time does father wake up?

What time does Nomsa go to school?

What does Nomsa do at 14:00?

What does mother do at 16:00?

What does Nomsa do at 16:00?

What time does the baby sleep?

At what times does Nomsa enjoy herself?
### About time

**Let’s write** Now fill in a timetable for yourself.

<table>
<thead>
<tr>
<th>Time</th>
<th>What I do</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00</td>
<td></td>
</tr>
<tr>
<td>07:00</td>
<td></td>
</tr>
<tr>
<td>08:00</td>
<td></td>
</tr>
<tr>
<td>09:00</td>
<td></td>
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<tr>
<td>10:00</td>
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<tr>
<td>11:00</td>
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<td>12:00</td>
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<td>13:00</td>
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<td>14:00</td>
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<td>15:00</td>
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<td>16:00</td>
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<td>17:00</td>
<td></td>
</tr>
<tr>
<td>18:00</td>
<td></td>
</tr>
<tr>
<td>19:00</td>
<td></td>
</tr>
<tr>
<td>20:00</td>
<td></td>
</tr>
</tbody>
</table>

**Let’s talk** Tell your friend:

I wake up at ____________.

I leave for school at ____________.
Fill in the days of the week in the correct order starting with Sunday. Then draw a picture to show what you do on each day of the week. Tell your friend what you do each day. For example, tell your friend, “I play soccer on Saturday.”

Let’s write

**MY WEEKLY PLANNER**

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

Let’s write

Now write sentences about what you do on any three of the days.

---

TEACHER: Sign [ ] Date [ ]
Seasons and weather

Autumn
- March
- April
- May

Summer
- December
- January
- February

Winter
- June
- July
- August

Spring
- September
- October
- November
### Look at the picture and then answer the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which months are summer months?</td>
<td></td>
</tr>
<tr>
<td>In which months is it very cold?</td>
<td></td>
</tr>
<tr>
<td>In what season do the plants start to bloom?</td>
<td></td>
</tr>
<tr>
<td>In which month is your birthday?</td>
<td></td>
</tr>
<tr>
<td>In which season is your birthday?</td>
<td></td>
</tr>
</tbody>
</table>

---

**WORD BOX**
- one
- only
- onto

---

**Let’s write**

Find out in which seasons your friends have birthdays. Fill in their names under the correct season. Ask them: In which month is your birthday? Then work out what season her or his birthday is in.

**Let’s walk and talk**

---

**Summer**

- [ ]
- [ ]
- [ ]

**Autumn**

- [ ]
- [ ]
- [ ]

**Winter**

- [ ]
- [ ]
- [ ]

**Spring**

- [ ]
- [ ]
- [ ]
Look at the map. Then point to the different forms of weather and talk to your friend about them.

Say what kind of weather each place has.

It is raining in ...

It is sunny in ...

Where do you live?

What kind of weather do you have?
Now answer these questions. Write your answers in the table.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is it raining?</td>
<td></td>
</tr>
<tr>
<td>Where is it sunny?</td>
<td></td>
</tr>
<tr>
<td>Where is it partly cloudy?</td>
<td></td>
</tr>
<tr>
<td>Where is it windy?</td>
<td></td>
</tr>
<tr>
<td>Where are there thunderstorms?</td>
<td></td>
</tr>
<tr>
<td>Where is there snow?</td>
<td></td>
</tr>
</tbody>
</table>

Let’s do Draw a picture of the weather you like best. Show your drawing to your friend. Write 3 sentences about why you like this kind of weather.

**WORD BOX**
- open
- or
- our
- out
Number the pictures in the correct order. Then imagine you are the child in these pictures. Tell your friend what is happening in each picture.

Let’s talk
Looks like rain.
Ooh! I left my umbrella at home.
I’ll have to run.
After the storm.

Let’s do
Make up a role play about what you did in each of the pictures.

Let’s write
Now write a diary entry about what happened to you in each of the pictures.
There is / are one teacher in the class.

There is / are a board in the front of the class.

There is / are four boys in the class.

There is / are three desks in the class.

There is / are one girl in the class.

There is / are four bags in the class.

There is / are two windows in the class.

There is / are a girl in the class.
Let’s talk Look at the picture and the newspaper headline below, and say what you think the news article is about.

Let’s read Read the story and then answer the questions that follow.

Kiddy News

Newtown School is GROWING

April 2015

Kids at Newtown School have been growing vegetables in their school garden. The principal, Mrs Tessa, says that the children have learned a lot about growing vegetables.

They know that all plants need good soil, lots of water, air and sunlight to grow.

The children water their vegetable gardens every day.

In the summer there are a lot of weeds, so the children need to pull out the weeds each week.

The children planted their vegetables in the Spring. They have had a lot of rain, so they have a lot of wonderful fresh vegetables. Each week the children take their vegetables home for their families.
Let's write

Now answer these questions.

What is the name of the newspaper?

What is the headline?

What is the story about?

What must plants get in order to grow?

Let's write

Write five sentences about the picture.

Let's write

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

<table>
<thead>
<tr>
<th>rain</th>
<th>drain</th>
<th>cake</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>main</td>
<td>train</td>
<td>bake</td>
<td>rake</td>
</tr>
<tr>
<td>pain</td>
<td>claim</td>
<td>take</td>
<td>make</td>
</tr>
</tbody>
</table>
Tell your friend what plants must get in order to grow.

Draw a line from the label to the correct part of the plant.

Now use your stickers to show what plants must get in order to grow.

Let's do

Word work
Read these words and listen to their start and end sounds.

<table>
<thead>
<tr>
<th>chick</th>
<th>much</th>
</tr>
</thead>
<tbody>
<tr>
<td>chips</td>
<td>lunch</td>
</tr>
<tr>
<td>chop</td>
<td>munch</td>
</tr>
<tr>
<td>shop</td>
<td>wish</td>
</tr>
<tr>
<td>ship</td>
<td>dish</td>
</tr>
<tr>
<td>shut</td>
<td>dash</td>
</tr>
</tbody>
</table>
Look at the table below. What do these children like to eat? Write your own name in at the bottom, and tick the things you like to eat.

<table>
<thead>
<tr>
<th>Name</th>
<th>beans</th>
<th>apples</th>
<th>mealies</th>
<th>pumpkin</th>
<th>spinach</th>
<th>potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Sam</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Piet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Ken</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Jim</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write your own name here.

Tell your friend what these children like to eat, and what foods they do not like.

Say: Sam likes apples, mealies, pumpkin and potatoes.
     Sam does not like beans and spinach.

Write down what three of the children like to eat. Remember to use the comma to separate your list of the things they like.

Write down what three of the children do not like to eat. Remember to use the comma to separate your list of the things they do not like.
Just checking

Let’s write: Number these pictures in the correct order then write a sentence about each picture.

Let’s write: Fill in these words in the correct sound families.

what cheese sheep why ship this steep chips
then shop that chick stop when
stand

sh th ch st
Let's talk
Ask 5 friends which book they would like to read and colour in a circle next to the book.

Which book did your friends like the most?

Which book did your friends like the least?

Let's write
Combine these sounds to form words.

<table>
<thead>
<tr>
<th>s</th>
<th>r</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>ing</td>
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<tr>
<th>P</th>
<th>st</th>
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<td>ink</td>
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<th>du</th>
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<td>ra</td>
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</tbody>
</table>