Mrs Angie Motshekga, Minister of Basic Education



Mr Enver Surty,
Deputy Minister of
Basic Education

This workbook forms part of a package of learner support materials developed to assist in the implementation of the newly introduced *Incremental Introduction of African Languages* (IALL) which is being piloted in selected schools across South Africa.

The IIAL project is intended to increase the access of Grade I learners (initially) to languages beyond English and Afrikaans in an endeavour aimed at giving all non-African language speakers the opportunity to learn an African language.

We believe that the IIAL will do much to promote social cohesion in South Africa as learners widen their communicative competences and learn to speak the languages spoken in their communities and by many of their peers at school. In addition to ensuring wider communication, the IIAL exposure will play a critical role in preserving the heritage of our diverse South African cultures.

During the pilot phase of the IIAL teachers can expect, in addition to the two workbooks, a selection of posters and big books that augment the themes and topics covered in the two workbooks.

We hope that you, as an IIAL teacher, will enjoy using the IIAL package as you open the way for expanded communication and for the enhancing the appreciation of our diversity through the acquisition of an African language.



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

ISBN 978-1-4315-0194-6

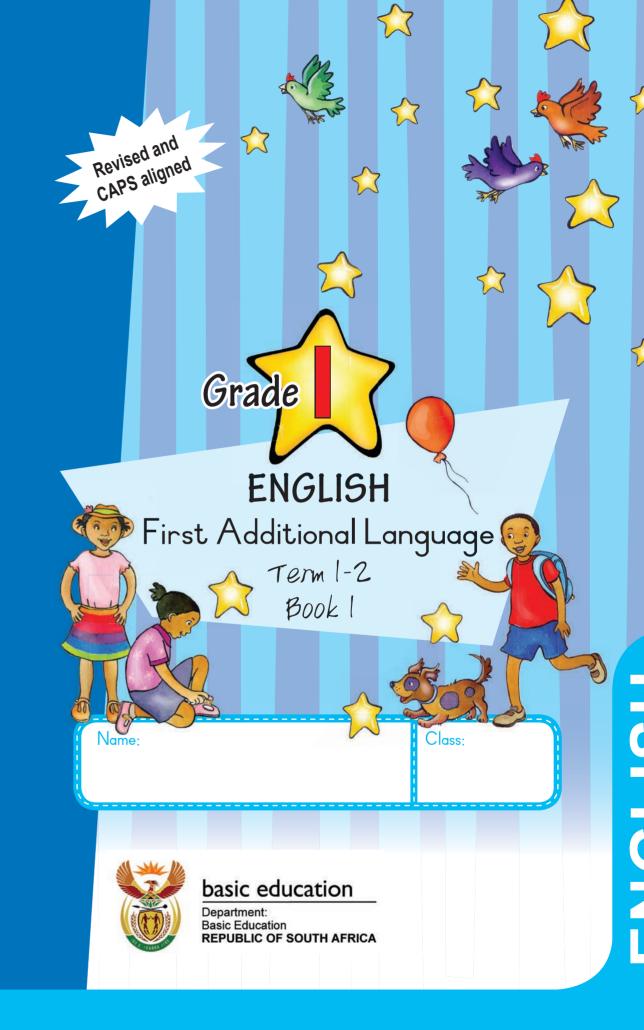
THIS BOOK MAY NOT BE SOLD.



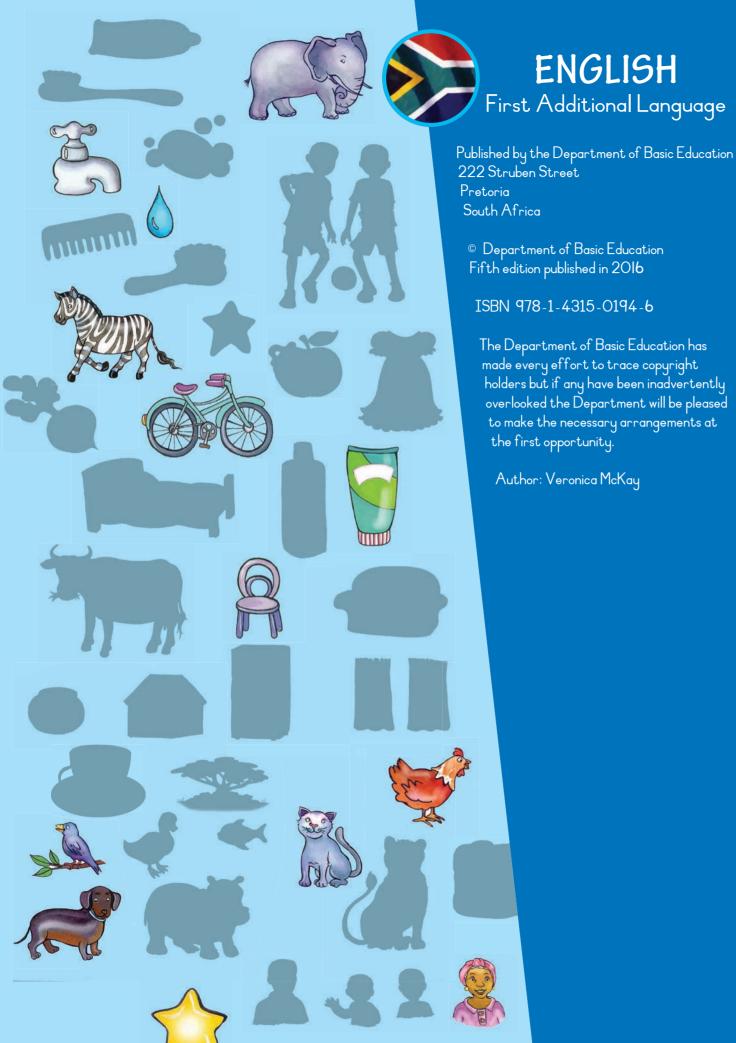
Workbooks available in this series:

- 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 2 (In all official languages)
- First Additional Language Grades 3 6 (In English)





BN 978-I-4315-0194-6



A BILL OF RESPONSIBILITIES

FOR THE YOUTH OF SOUTH AFRICA

Preamble:

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

MY RESPONSIBILITY IN ENSURING THE RIGHT..



South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same.

Our country's motto: !KE E: /XARRA // KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.



TO LIVE IN A SAFE **ENVIRONMENT**

- promote sustainable development, and the conservation and preservation of the natural environment
- protect animal and plant-life, as well as the responsibility to prevent pollution. • not to litter, and to ensure that our homes,
- schools, streets and other public places are kept neat and tidy.
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.

TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

TO WORK

- work hard and do our best in everything
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- this right must never be used for exploitation by exposing children to child labour.

TO FREEDOM AND SECURITY OF THE **PERSON**

- not hurt, bully or intimidate others or allow others to do so.
- · solve any conflict in a peaceful manner.
- to take action to protect my safety and the safety of others

TO EQUALITY

- treat every person equally and fairly.
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class,

TO OWN PROPERTY

• respect the property of others.

language or birth.

- take pride in and protect both private and public property, and not to take what belongs to others.
- · give generously to charity and good causes, where I am able to do so.

the community and affairs of the country.



TO FREEDOM OF RELIGION, BELIEF AND **OPINION**

- allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or
- · respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.

TO FREEDOM OF **EXPRESSION**

- hatred, or are based on prejudices with regard to race, ethnicity, gender or
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

TO CITIZENSHIP • to participate actively in the activities of

- · obey the laws of our country, ensuring express views which do not advocate that others do so as well. · contribute in every possible way to making South Africa a great country.

TO LIFE

- · protect and defend the lives of others.
- · not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and
- · live a healthy life, by exercising, eating correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

TO EDUCATION

honour and respect my parents, and to help

TO FAMILY OR

PARENTAL CARE

- to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

attend school regularly, to learn, and to

- cooperate respectfully with teachers and
- adhere to the rules and the Code of Conduct of the school.

AND PLACES ON MY TEACHERS THE

- promote and reflect the culture of learning and teaching in giving effect to this right.
- to eliminate unprofessional behaviour.

- ensure that I attend school and receive their support.
- ensure that I participate in school
- · create a home environment conducive to studying.

Conclusion: I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society which will make me proud to be a South African.

> This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.







Theme 1: All about me Term 1: weeks 1-5

1 Hello, what's your name?

Reading: Incidental Listening & speaking: Talk about the picture Practise greetings and introductions Foreground/background: Paste the

stickers in the correct spaces.

2 My body

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

3 How I look

Writing: Name

Drawing: Body parts Sing: Two eyes Writing: Name Writing and gender reco

Writing and gender recognition: Boy and girl

Simon says... different actions

4 My birthday

Listening & speaking: Counting to 10 Foreground & background: Paste in stickers

5 How old are you?

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 4: Me at school

Theme 2: Me at home Term 1: weeks 1–5

6 Family

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

Writing: Draw a picture of your family Naming family members. Asking 'who is?' questions. Sentence construction 'This is my ...'

8 At home

Speaking: Using 'Where is the ...' Vocabulary: Pastes in stickers to learn words about a household and household chores

9 I am clean

Speaking: Using 'this is' Vocabulary: Pasting stickers to build vocabulary about cleanliness

(10) I wash myself

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

12

16

18

20

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?

Speaking: Naming the colours
Asking and answering colour questions

26

30

13 Colours and clothes

Writing: Count the clothes and circle the correct colour
Sing: Balloons are red, balloons are

Writing: Draw and colour picture

(14) Whos's clothes is it

Reading: Incidental Pastes in stickers to build vocabulary about the family

15 Buying clothes

Vocabulary: Paste in stickers to learn words about buying clothing Speaking: Play shop Writing: Colour picture by number Draw your favourite item of clothing



36

38



Term 1: weeks 6-10

16 Arriving at school

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

Language: Forms questions 'How do you ...' 'I come to school by ...'
Sing: The wheels of the bus go round and round

(18) Road Safety

32

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

Speaking: Discusses road signs and identifies shapes.
Laterality: Practise looking left and right

20 Getting ready for school

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

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

Listen & speak: Discussion about what we carry in a school bag Vocabulary: Name school stationery Reading: Labels and sentences

23 Jabo's bag

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

Listen & speak: Discussion about the

days of the week 25 Day and night

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 8: Animals

34 Our pets

Vocabulary: Paste in stickers to build vocabulary about pets Language: Using 'what?'

(35) What pets do you have?

Speaking: Asking about pets? Do you like ...? I have a ... Language: Prepositions Reading: Labels and sentences



26 I like to play with my friends

52 Vocabulary: Paste in stickers to build

Theme 6:

My friends and I

Term 2: weeks 1-5

vocabulary about games and sport Language: Sentence construction 'He/ she is inq ...'

27 The games we play

Writing: Draw a picture of your favourite

Write a caption

Speaking: 'Do you like? I like ... I don't

Writing: Match equipment with sports Sing: Two eyes, two ears Language: I can ... I can't ...

28 Sport

Vocabulary: Paste in stickers to build vocabulary about games and sport

29 Let's practise

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,

Theme 7: The food we eat Term 2: weeks 6-10

(31) Fruit and vegetables

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





Term 2: weeks 6-10

70

36 Farm animals

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

38 Wild animals

72

Vocabulary: Paste in stickers to build vocabulary about wild animals Speaking: Talk about wild animals Reading: Labels and sentences

38) The munchy munchy caterpillar



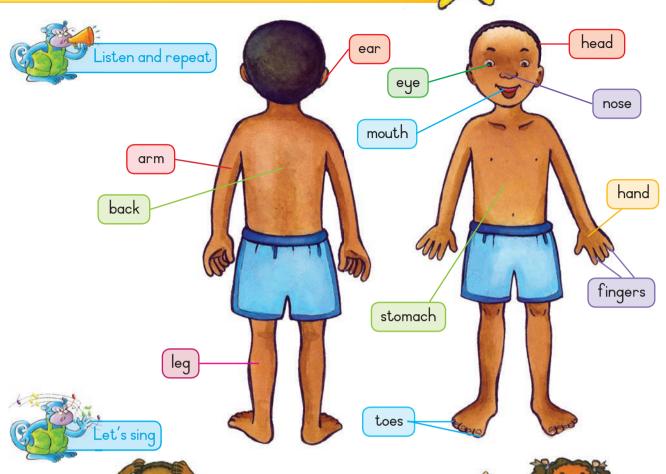
THEME 1. All about me

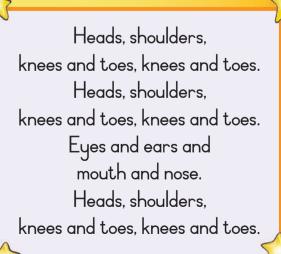
Hello, what's your name?





My body











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

This is me ...

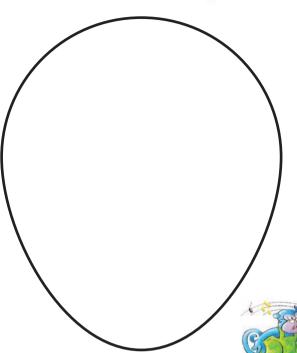
Let's write Write your name. Then clap your name according to the sounds.

How I look





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





Write your name.



Let's sing

Two eyes
I have two eyes to see with, I have two feet to run, I have two hands to wave with, And a nose, I have just one. I have two ears to hear with, And one mouth to say "I love you".



Trace and colour the label to show what you are.









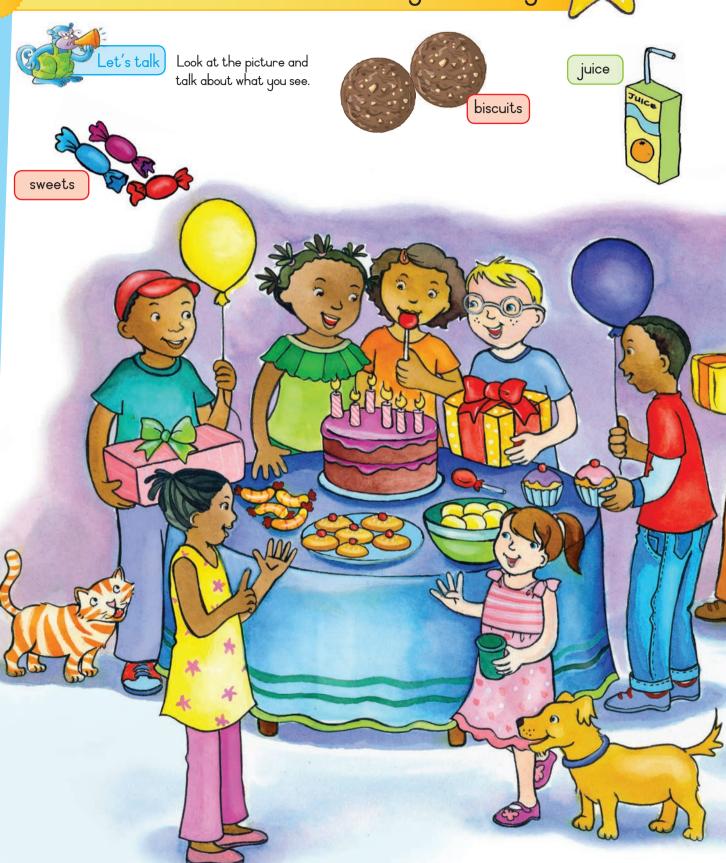
Simon Says...

Let's do Do what these children are doing.



My birthday







How old are you?



Colour the number of candles to show how old you are



Now trace the number to show how old you are.









Say:

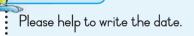
I am _____.





When is your birthday?





Teacher

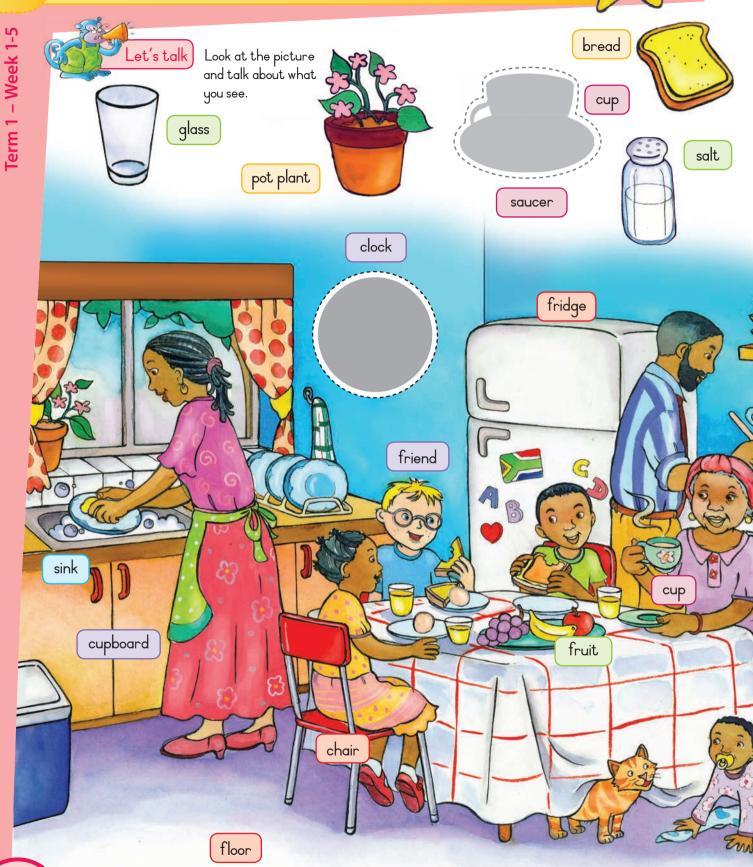
Day:

Month:



Family







My family



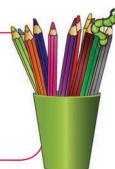


Draw a picture of your family.

This is my family



Write your name.











baby

How many sisters do you have?



How many brothers do you have?



et'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.



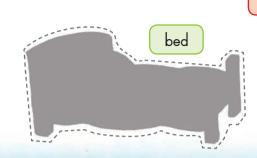
Look at the pictures. Ask learners to;

- Point to the father.
- Point to the mother.



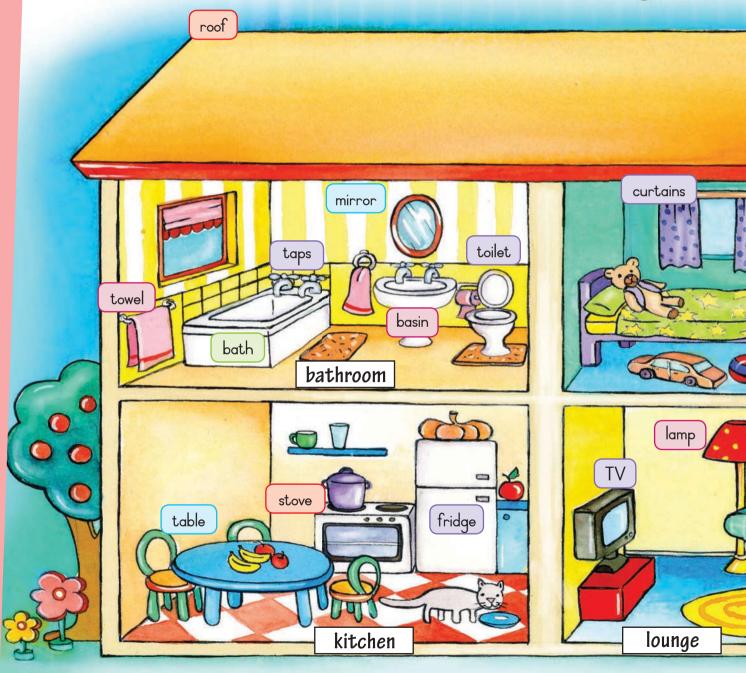


Look at the picture and talk about what you see.

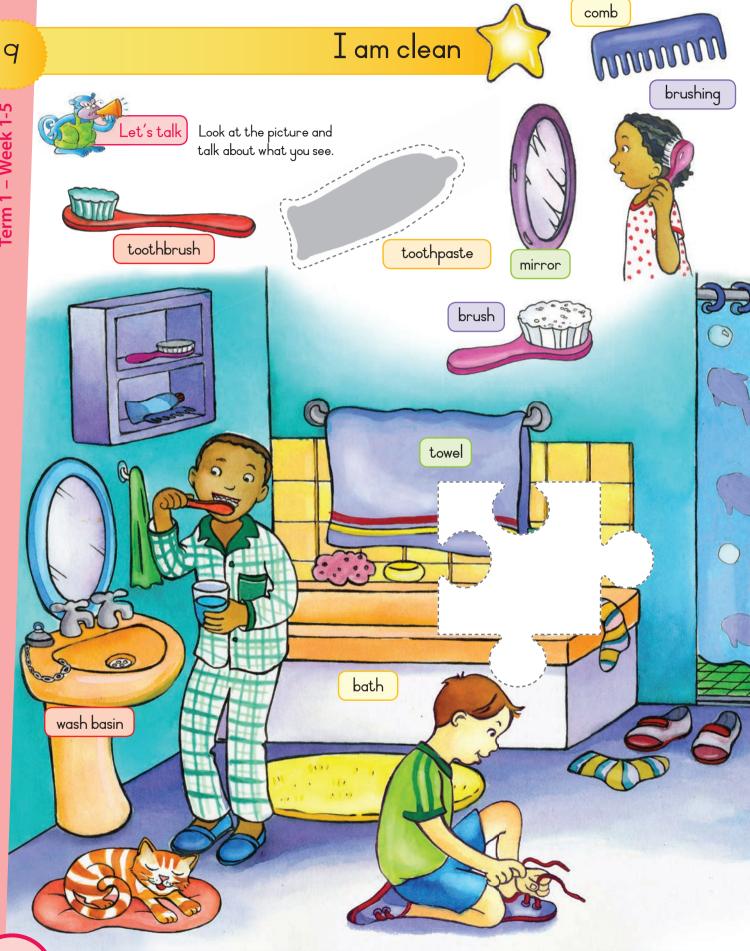




teddy bear









I wash myself



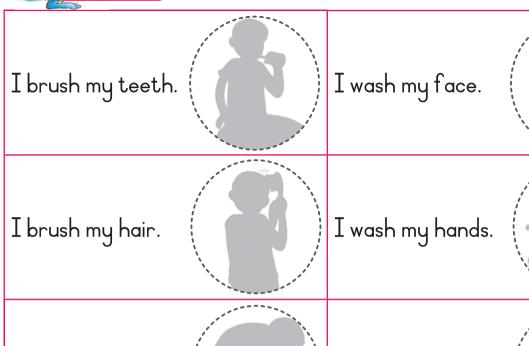
Let's do

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





Paste the stickers to match these sentences.





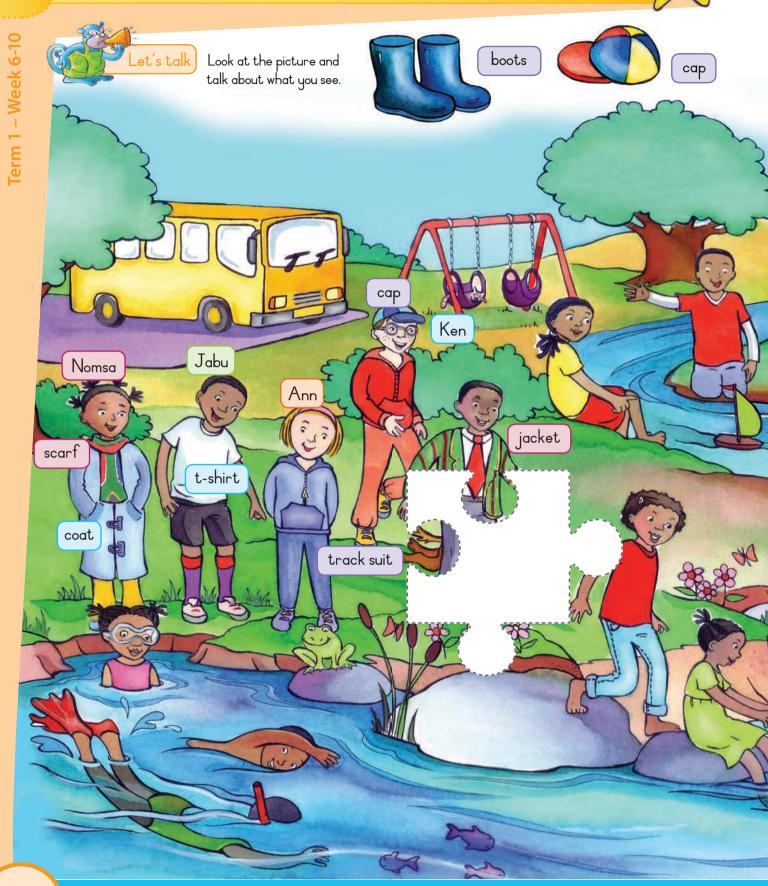
I tie my shoes.

Draw a picture of how you keep yourself clean. Your teacher will help you to write a sentence to describe what

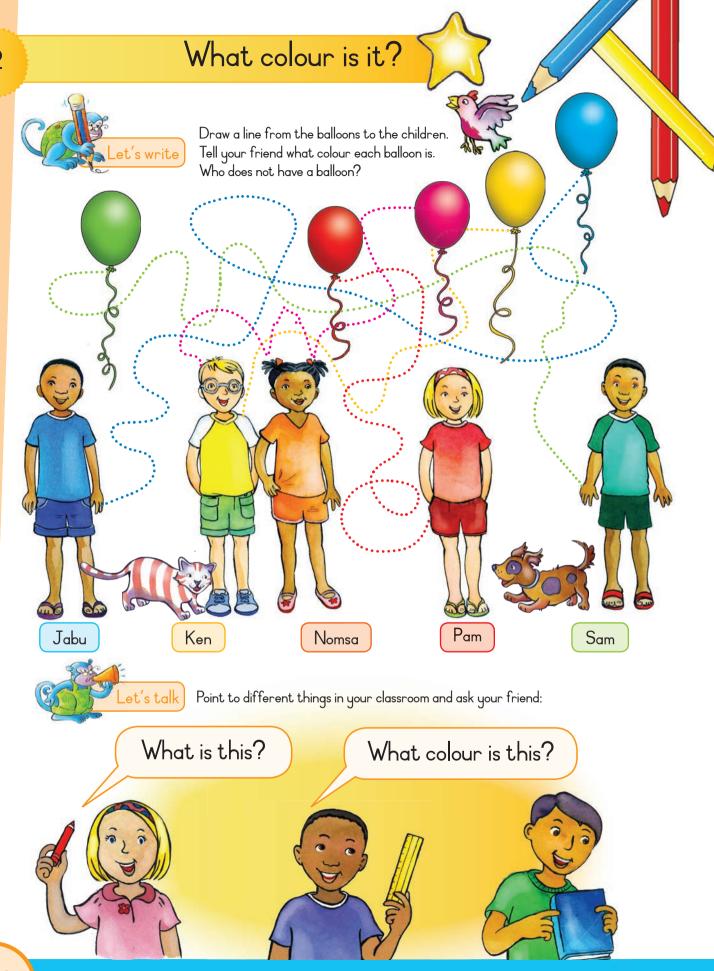
I dress.

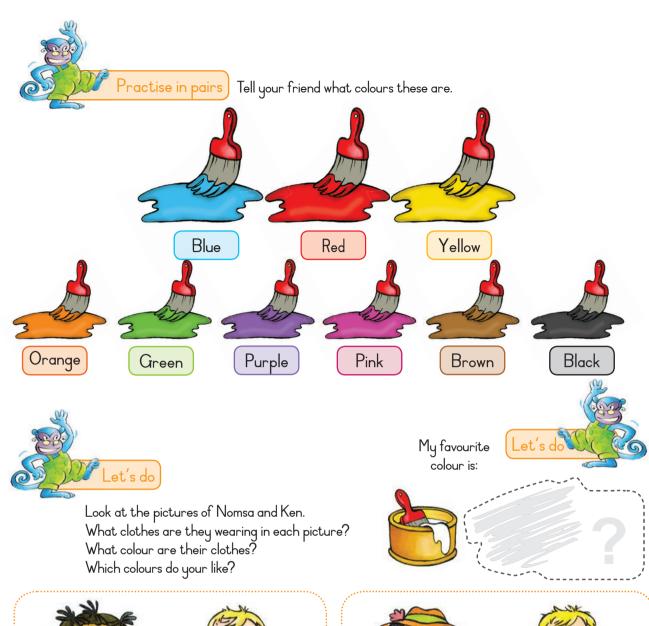


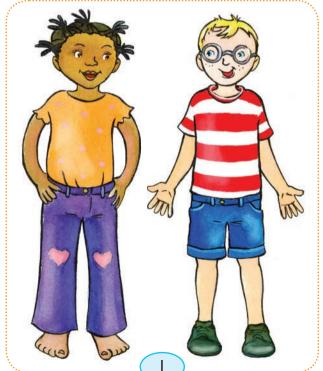














Colours and clothes

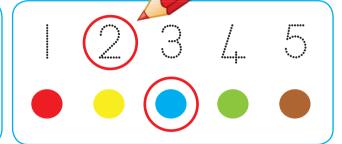




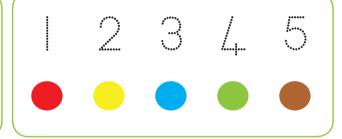
Look at the clothes. Say what they are. Circle the correct number and colour in each row. Then say the name of the number and the colour.

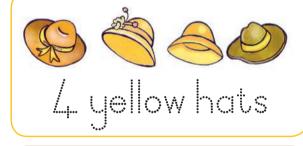


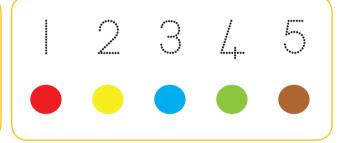
2 blue socks



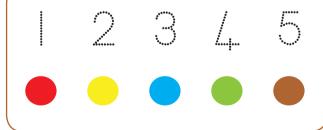




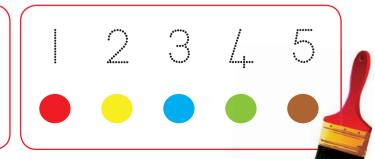


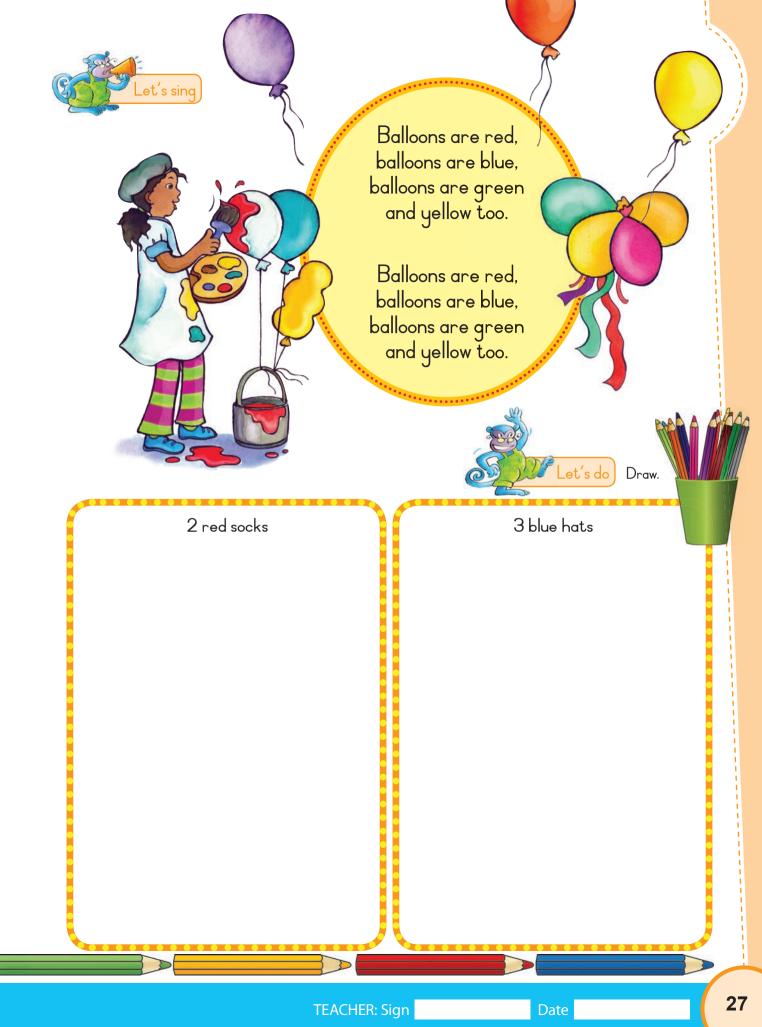


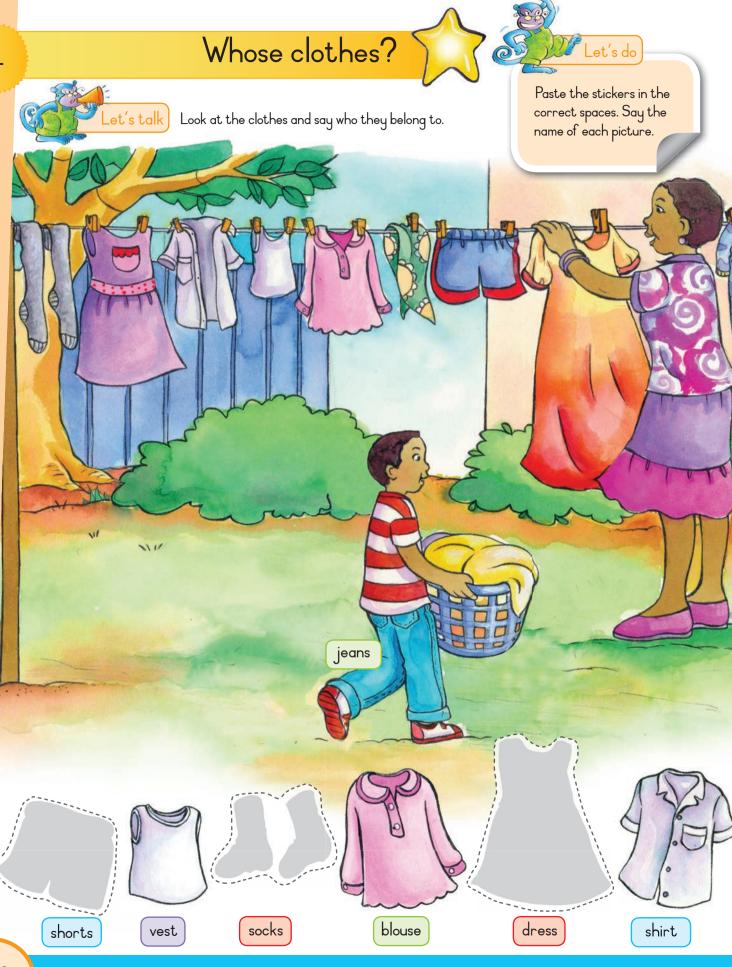














Buying clothes

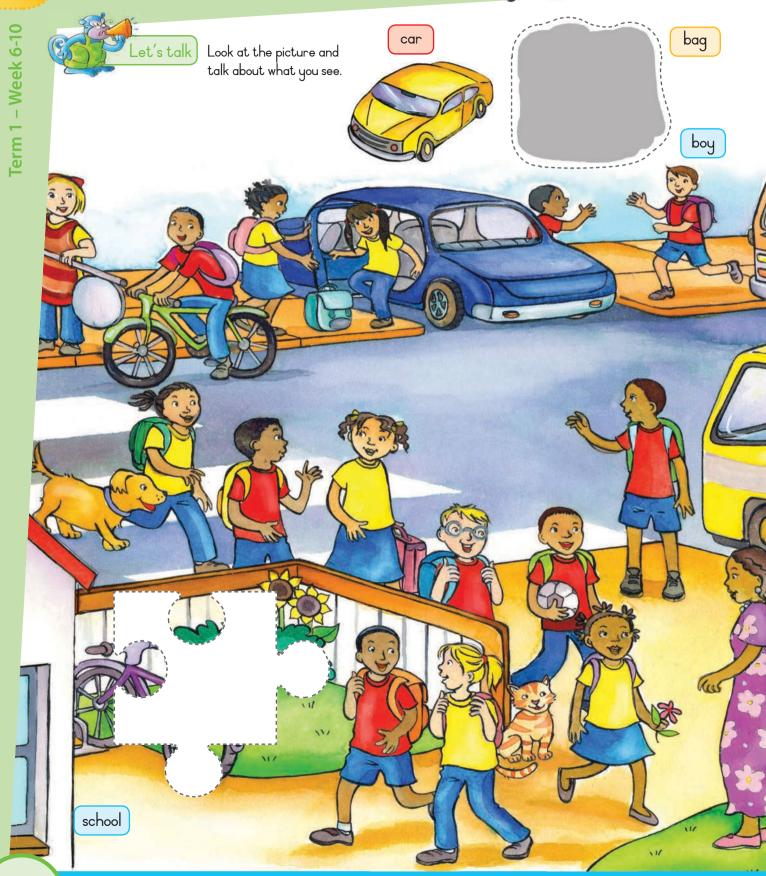


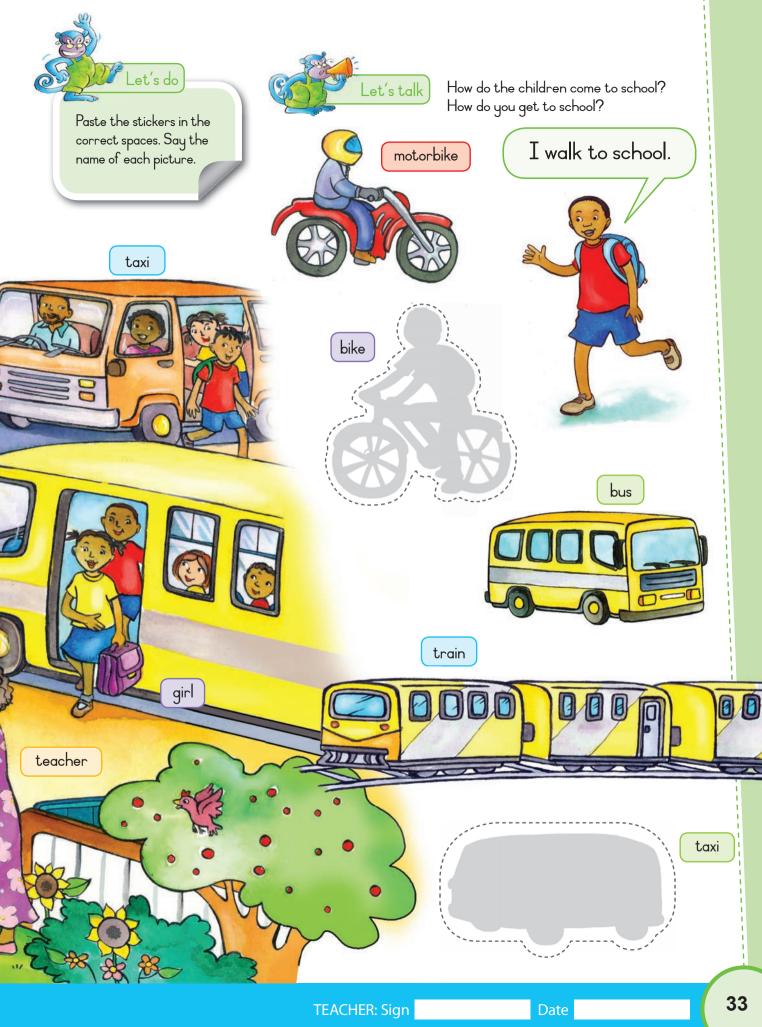




My favourite clothes





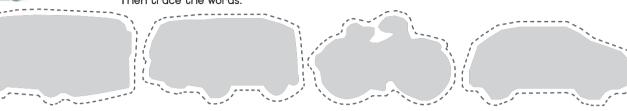


How I get to school





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









I come to school by

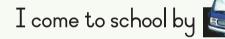






I come to school by









I come to school by





Ask 5 friends.

How do you come to school?



I come to school by ___





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

et's sing

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.

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.

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





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?



Draw a picture to show how you come to school.

I come to school by



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

 ${\bf I}$ stop when the robot is red. I look left and right.













Trace over these words, then say them.





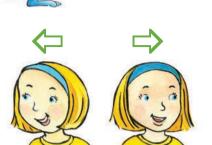




Crossing the road



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?



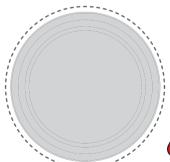


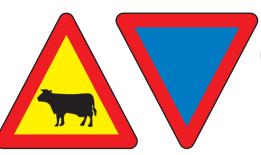










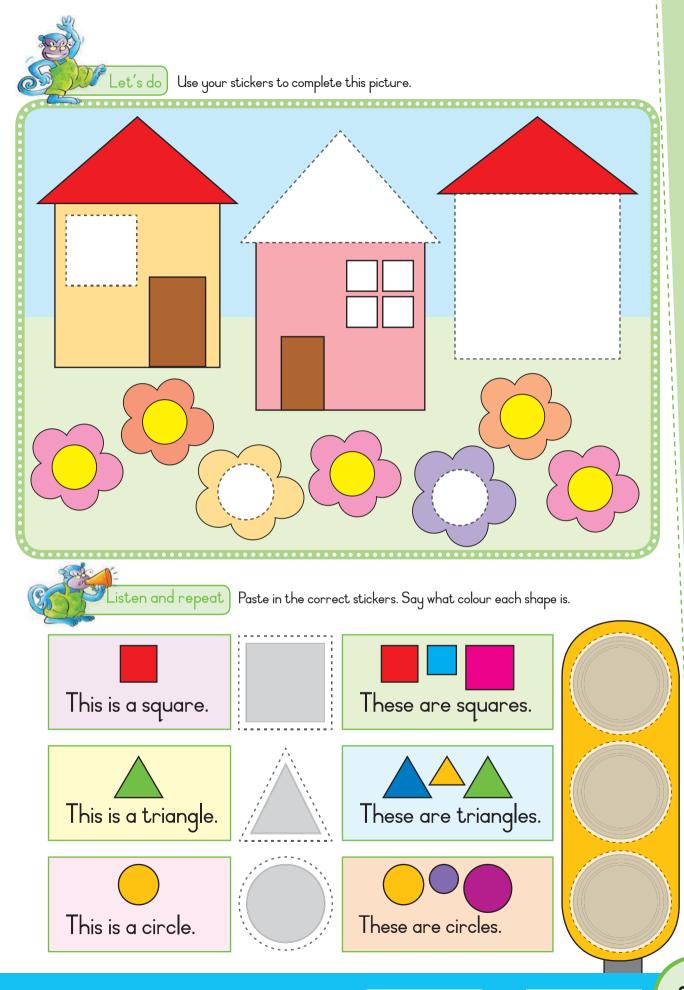




Which signs are round ?

Which are square ?

Which are triangular \wedge ?



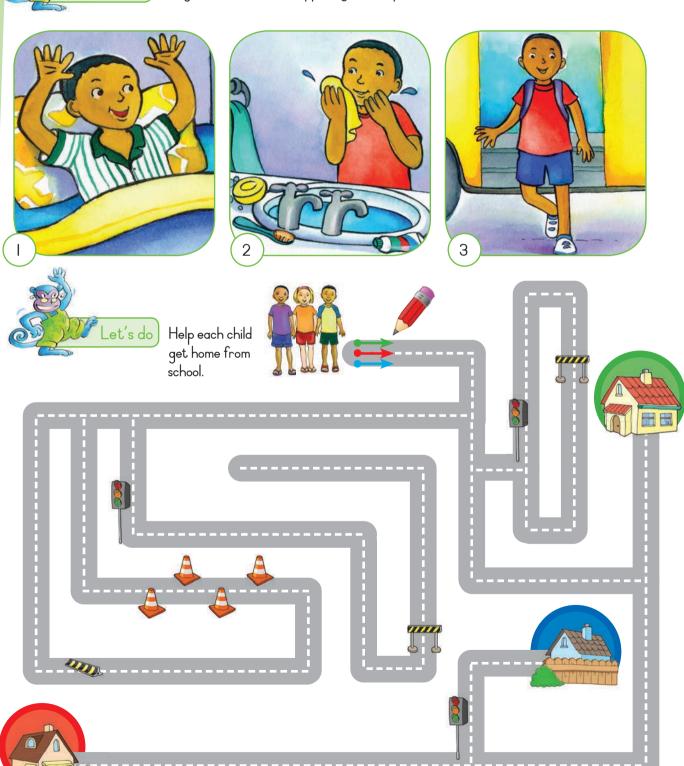
Getting ready for school





 $\mathsf{Let}'\mathsf{s}\,\mathsf{do}ig)$

Tell your friend what is happening in each picture.





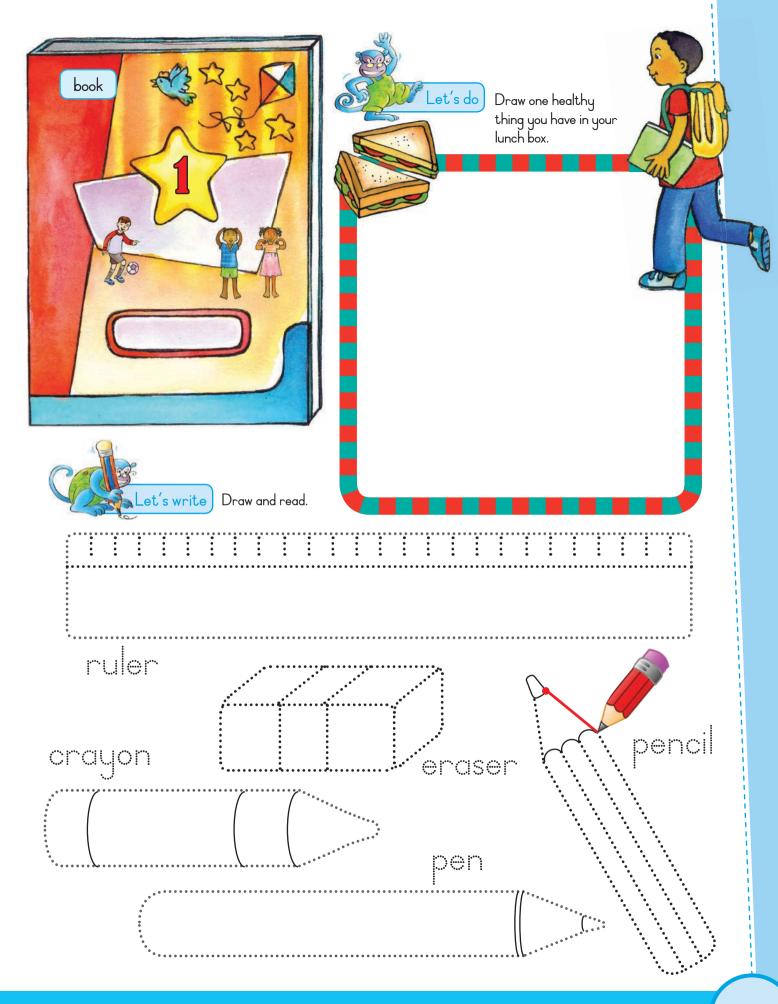




My school bag

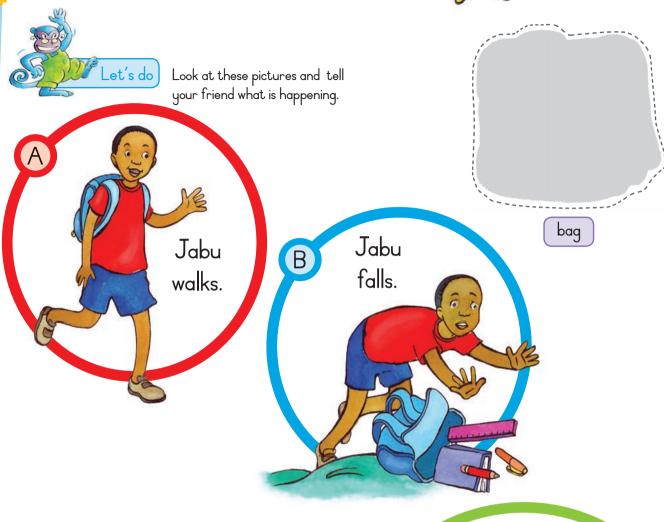






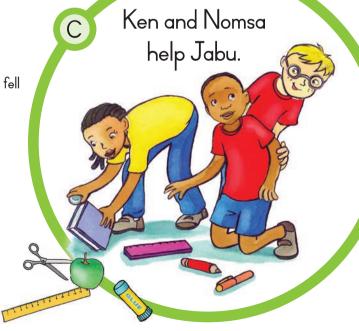
Jabu's bag







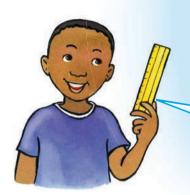
Name all the things that fell out of Jabu's bag.







This is my pencil.
My pencil is red.



This is my book. My book is blue.

This is my ruler. My ruler is yellow.





Trace over these words.



oenci

book

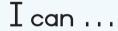
ruler







What can you do?
Tick what you can do.



I can write my name.

I can cut.

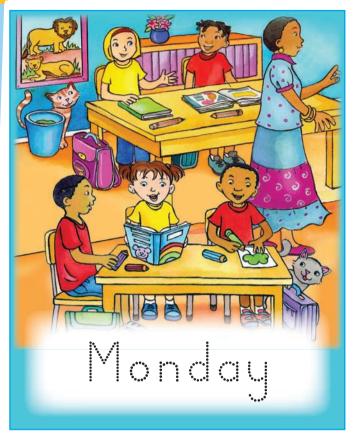
I can draw.

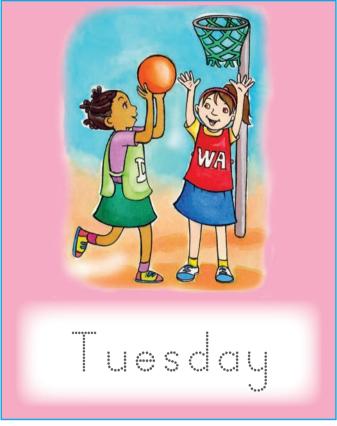
I can paint.

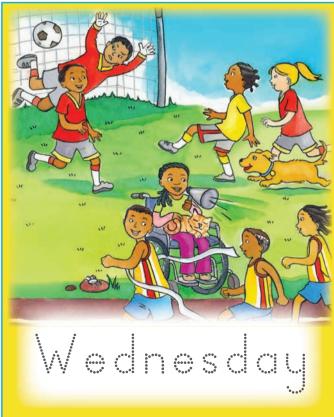
I can read.

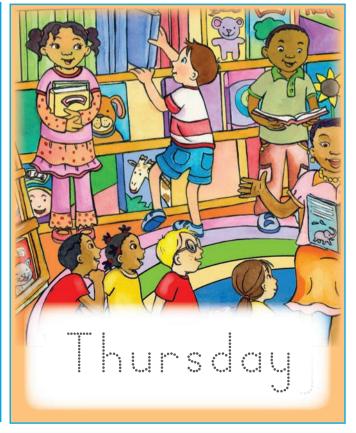
Days of the week





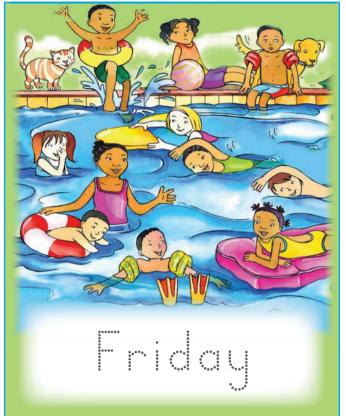


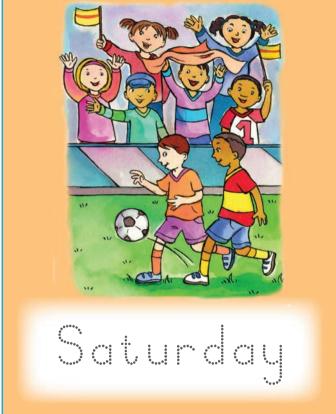


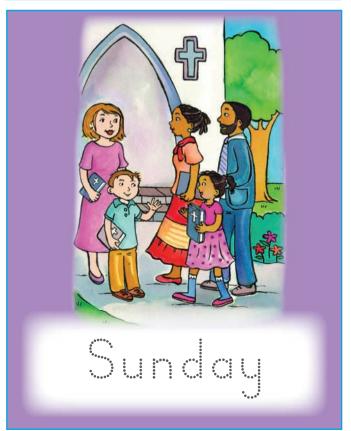




et's write Trace the days and tell your friend what the children are doing each day.









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?

Day and night

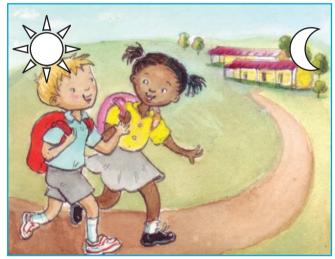




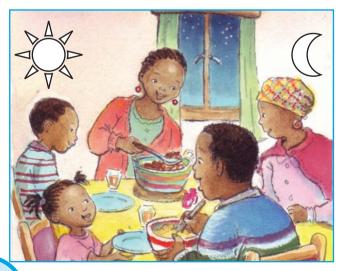
Look at the pictures and say what the children are doing in each one. Colour in the sun or the moon to show if it is night or day.















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





Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

football



The games we play





Draw a picture of your favourite game.

My favourite game is

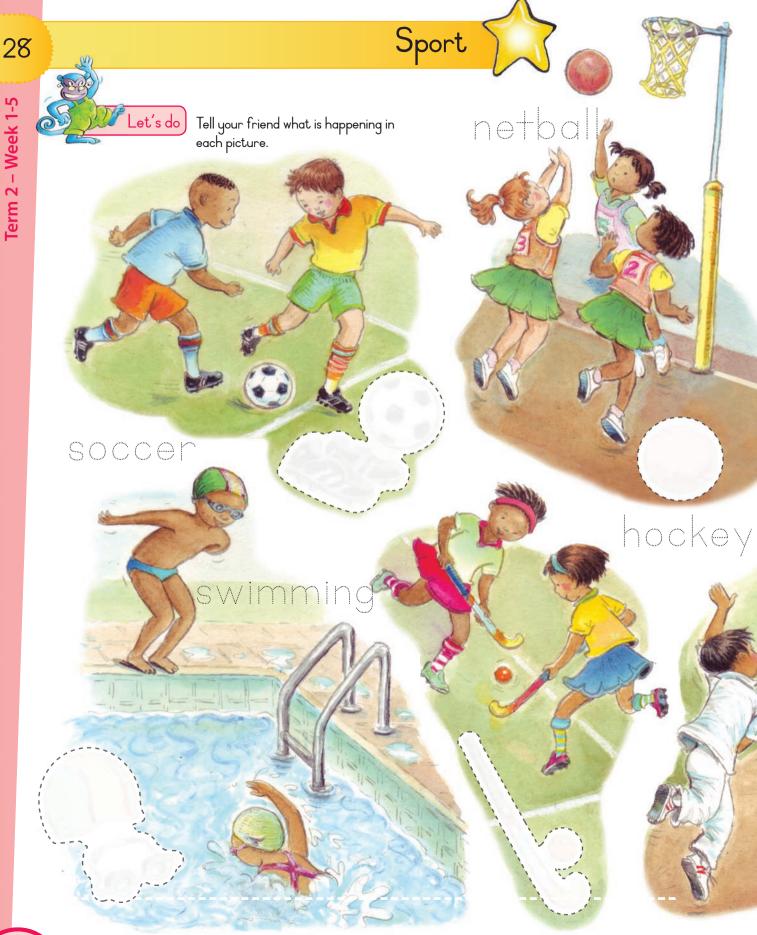






Tell your friend what these children are doing. Colour in the stars if you can do these activities. Show that you can do them.







Let's practise





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





























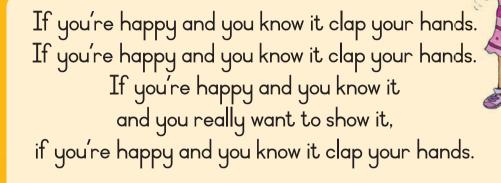




Draw a happy face.







If you're happy and you know it stamp your feet.

If you're happy and you know it stamp your feet.

If you're happy and you know it

and you really want to show it,

if you're happy and you know it stamp your feet.



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

Draw something that makes you happy?



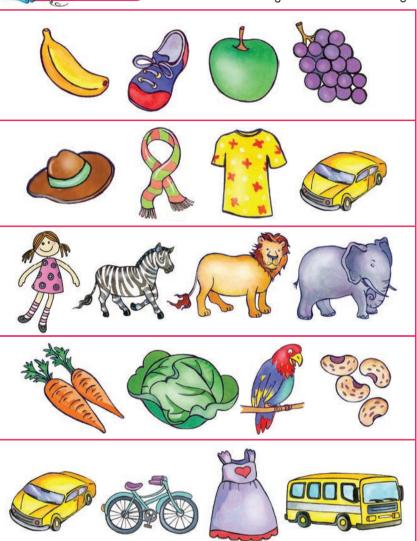
Ask your teacher to help you write a sentence.

Let's practise





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



vegetables

cothes

transport

animals



Ask 5 friends.

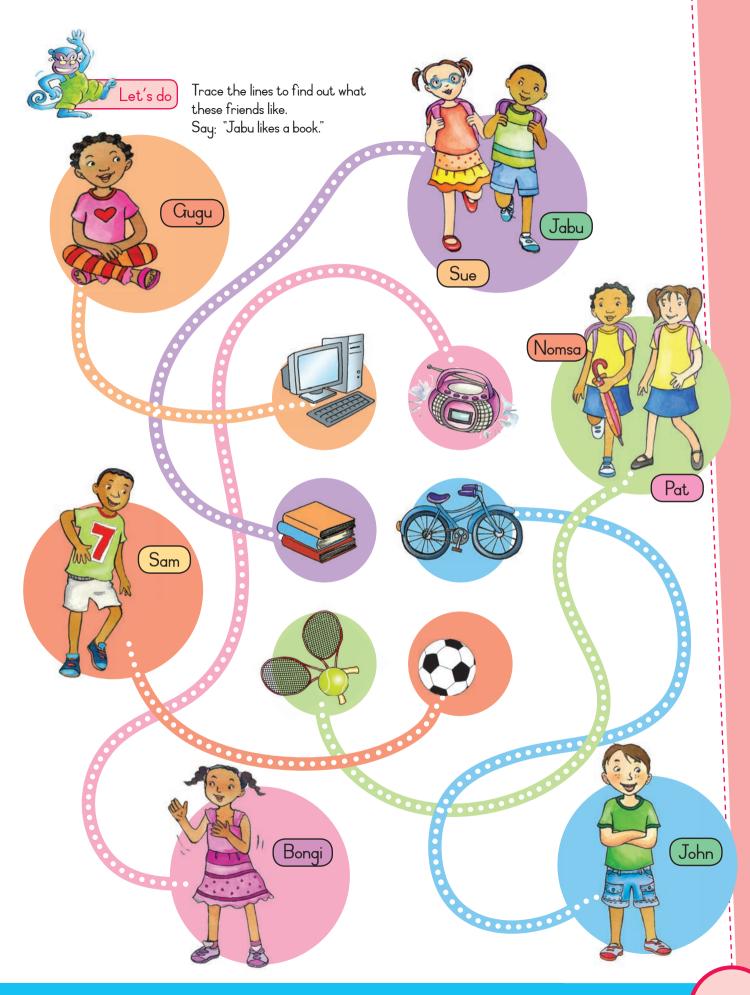
How old are you?

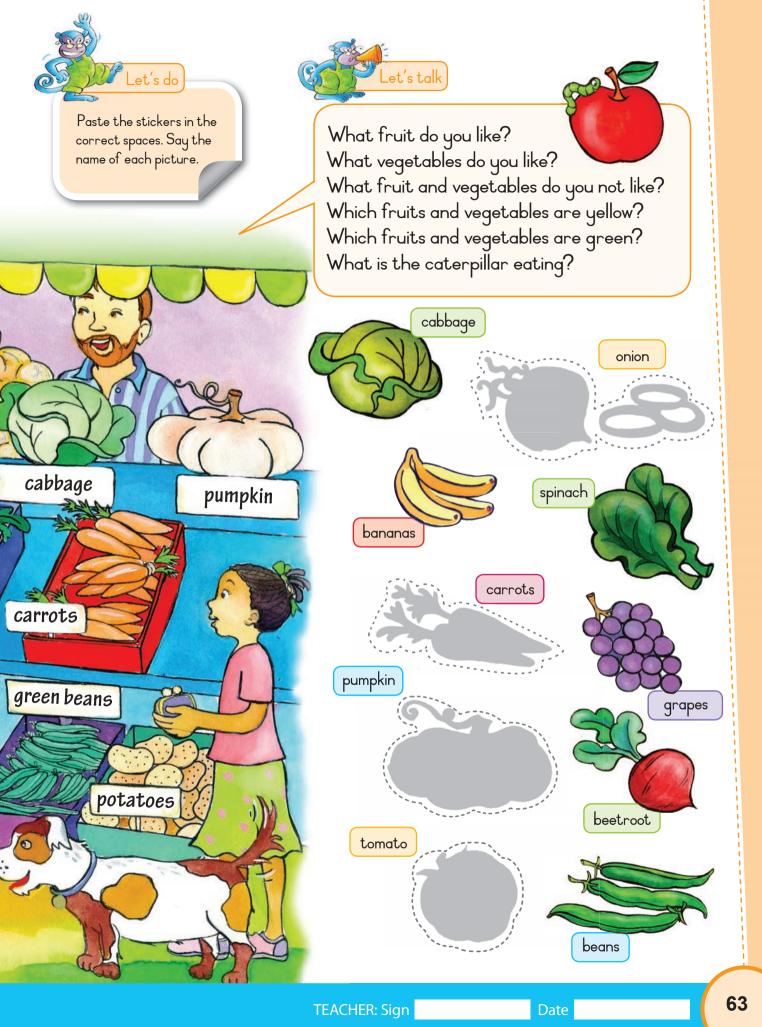
What colour do you like?

What animals do you like?



What is your name?





Asking at the shop



Look at the picture and talk about what you see.







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







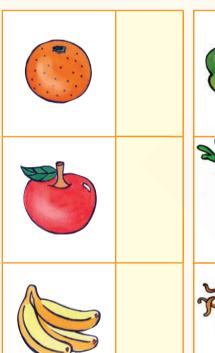
The food I like

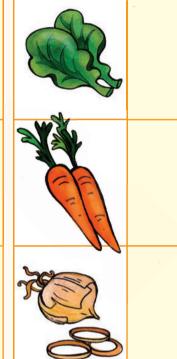




Tick the food you like.

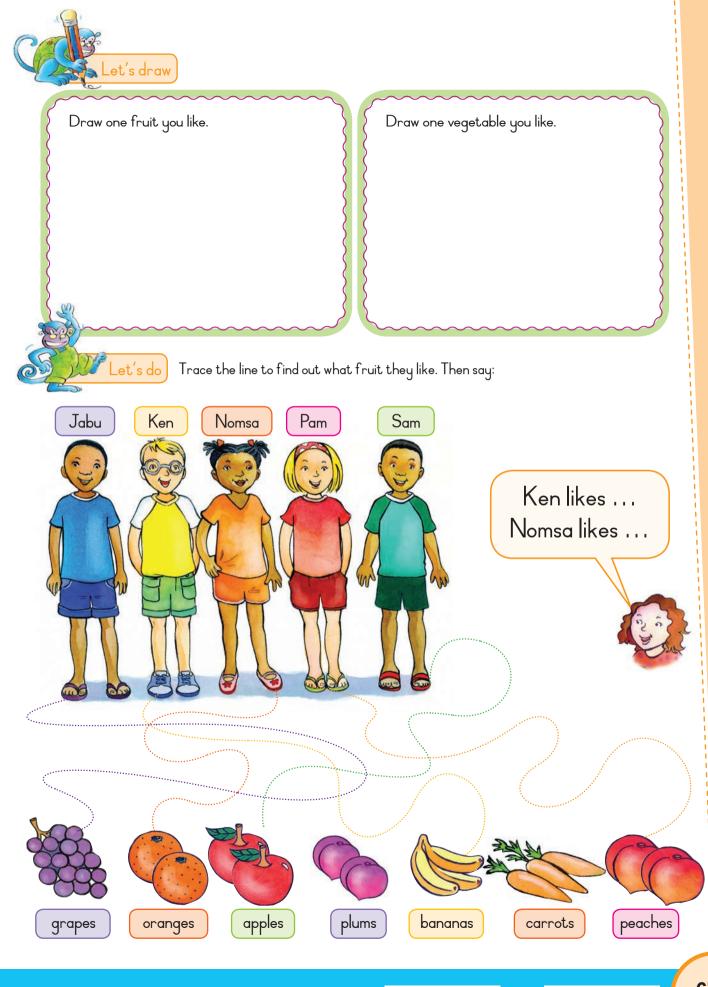
I like ...











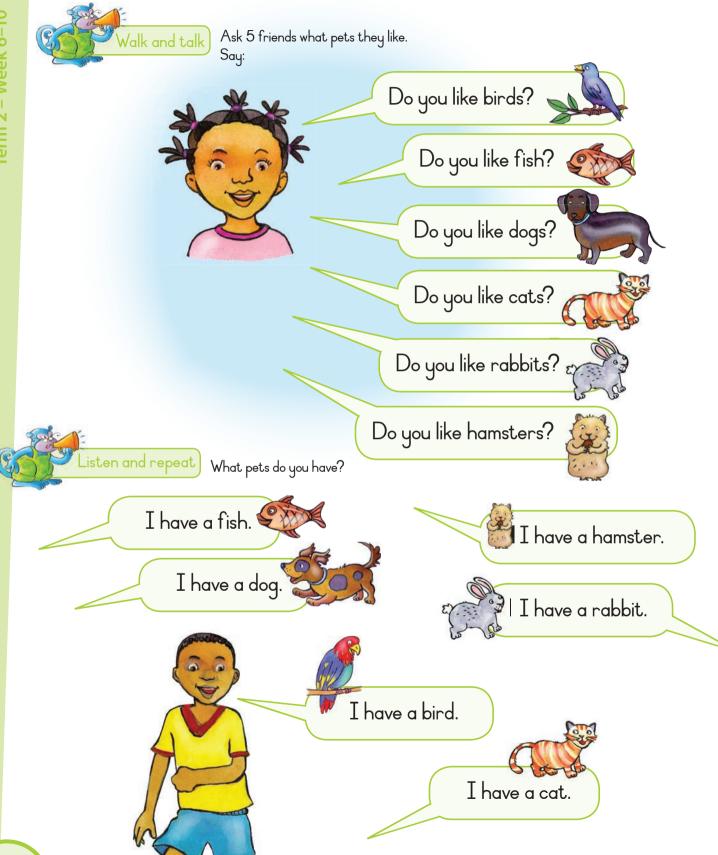


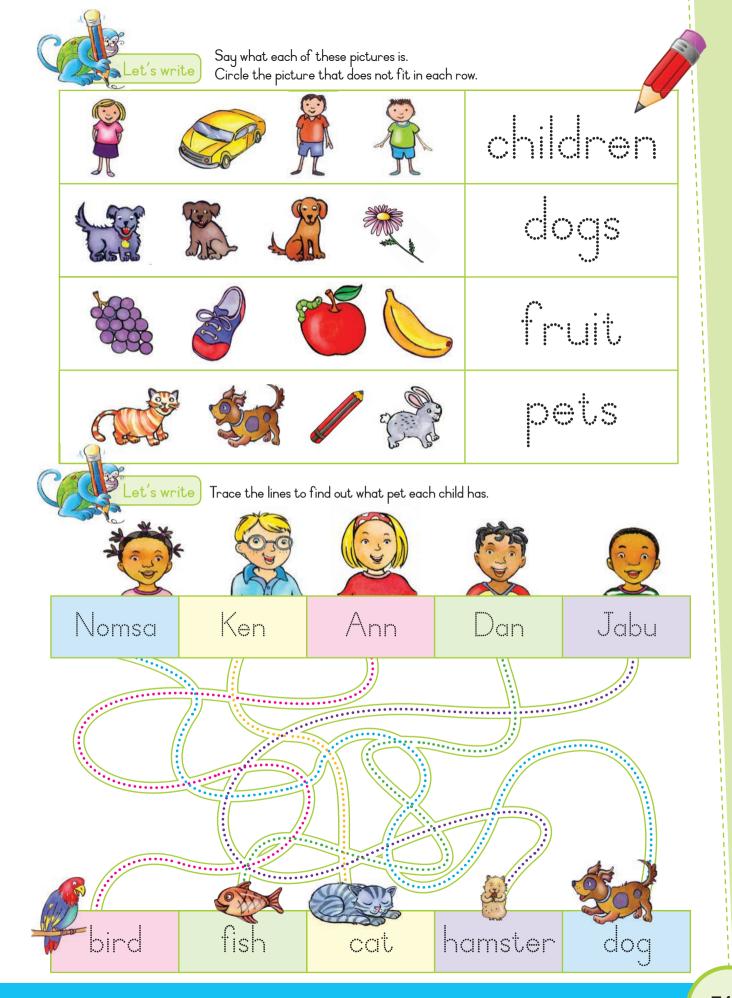




What pets do you like?





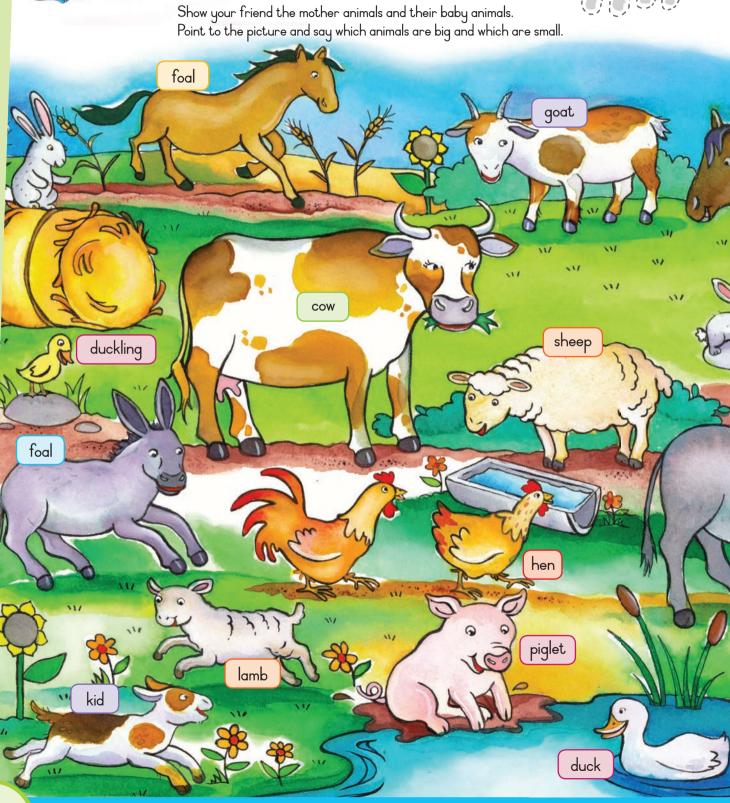


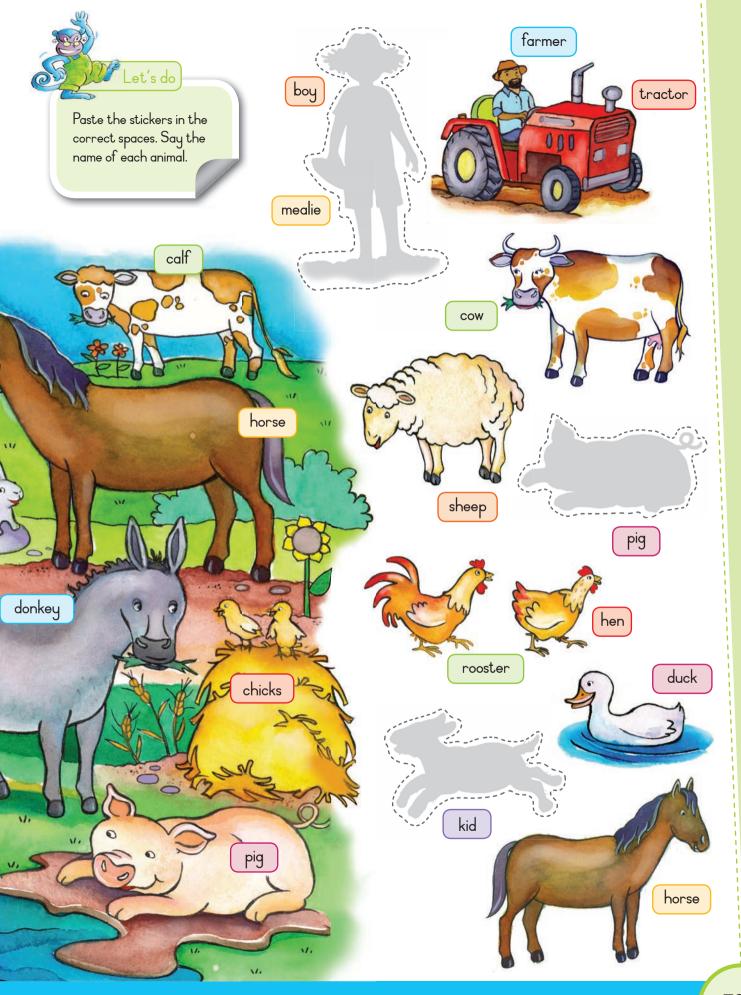


goat



What animals can you see in this picture? Make the sound each animal makes.





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.

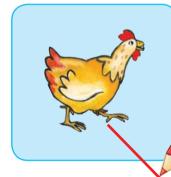


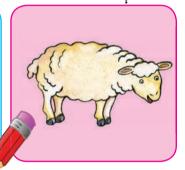
Trace the words and then draw a line to show what we get from these animals.

.....

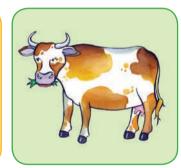




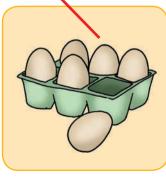




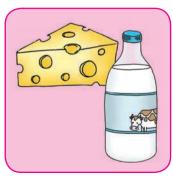














Old Mac Donald had a farm

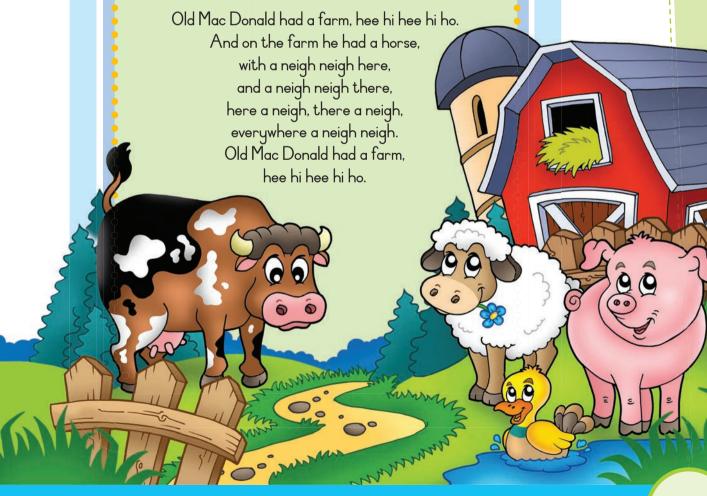
Old Mac Donald had a farm, hee hi hee hi ho.

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.



Wild animals



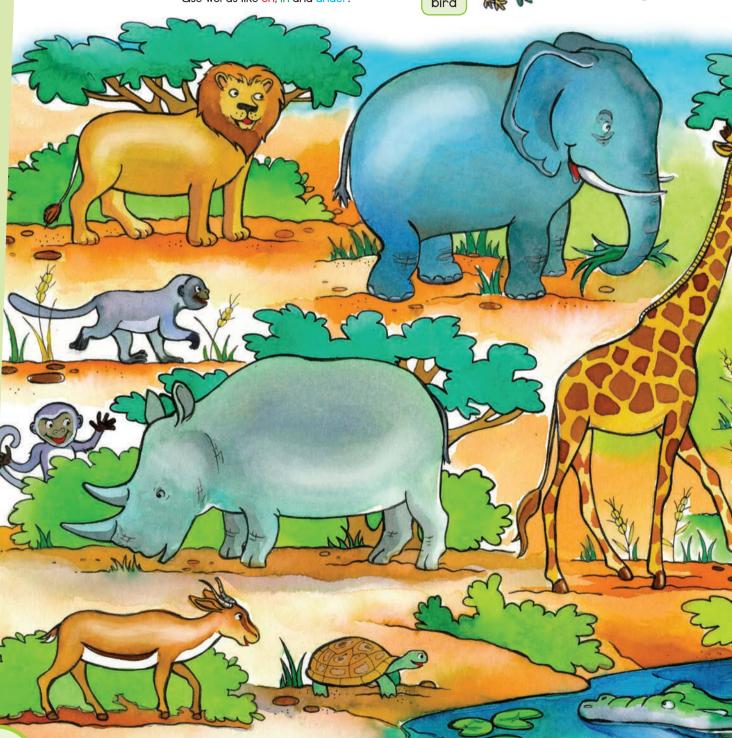
hippopotamus

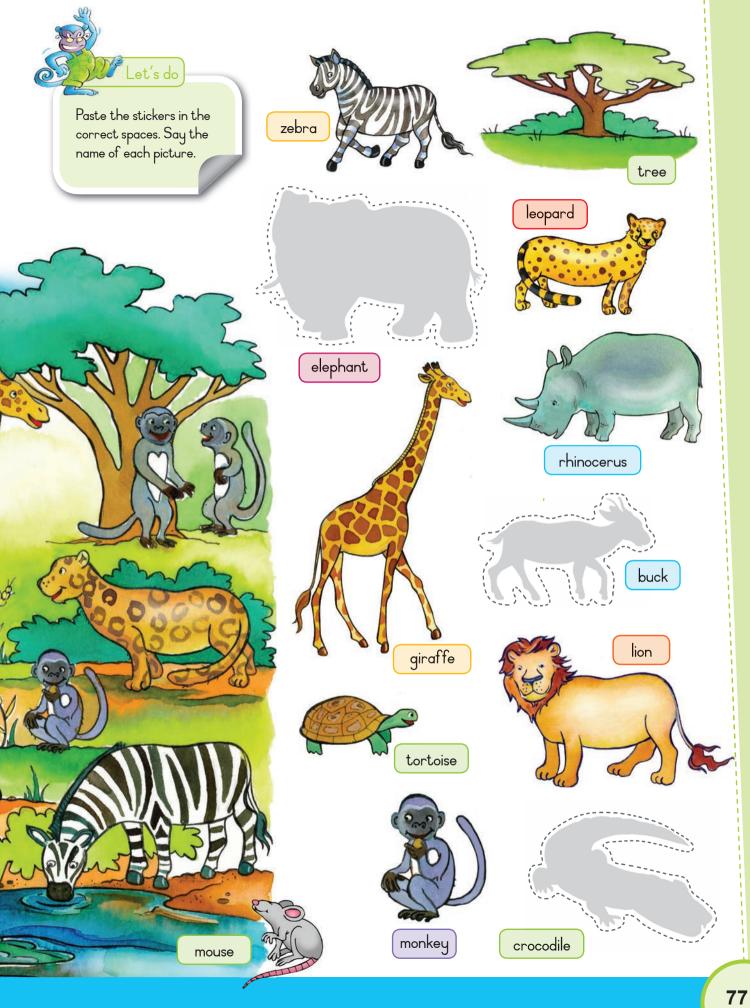


Look at the picture and talk about what you see.
What noises do these animals make?
How many monkeys can you find?
Tell your friend where they are.
Use words like on, in and under.
bird









The munchy munchy caterpillar

