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

ISBN 978-1-4315-0194-6

13th Edition

THIS BOOK MAY NOT BE SOLD.



9 781431 501946



AU Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Workbooks available in this series:

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

ENGLISH First Additional Language – Grade 1 Book 1

ISBN 978-1-4315-0194-6

**Revised and
CAPS aligned**

Grade

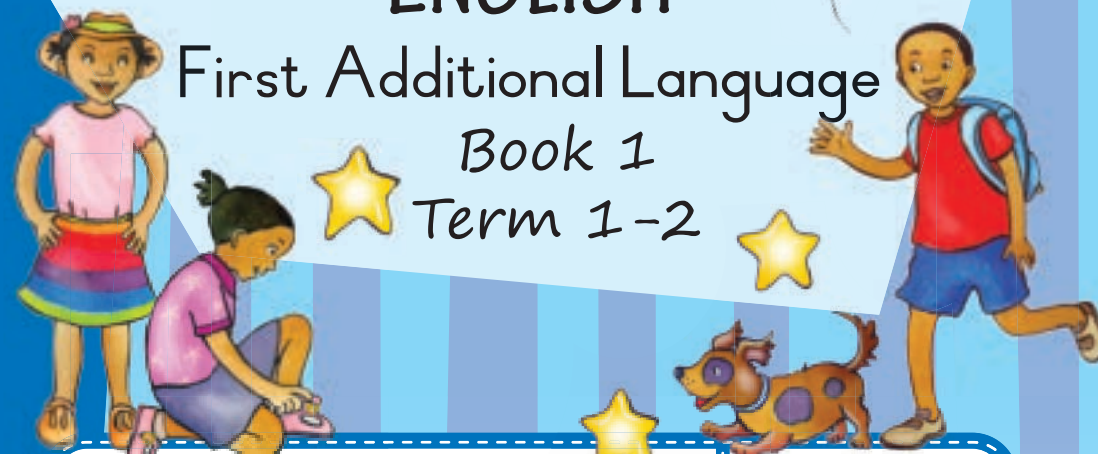


ENGLISH

First Additional Language

Book 1

Term 1-2



Name:

Class:



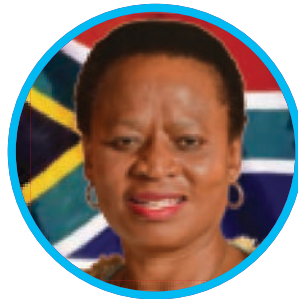
basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ENGLISH



Mrs Angie Motshekga,
Minister of Basic Education



Dr Reginah Mhaule,
Deputy Minister of Basic Education

This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.

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

The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

However, the school curriculum makes particular language demands, requiring learners to use a special style of language for learning purposes – for reading school texts, writing academic texts, listening to teachers and taking notes, doing group work, using charts and graphs, writing exams, and so on. We have attempted therefore to develop the learners' understanding and use of academic language (their Cognitive Academic Language Proficiency) so they are able to use the specialised language they will need when they use English to learn their other subjects.

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

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

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We, the people of South Africa,

**Recognise the
injustices of
our past;**

**Respect those
who have
worked to build
and develop our
country;**

**Honour those
who suffered
for justice and
freedom in our
land;**

**Believe that South Africa belongs to all who live in it,
united in our diversity.**

**We therefore, through our freely elected representatives, adopt this
Constitution as the supreme law of the Republic so as to:**

**Heal the divisions of the past and establish a society based on
democratic values, social justice and fundamental human rights;**

**Lay the foundations for a democratic and open society in which government
is based on the will of the people and every citizen is equally protected by
law;**

**Improve the quality of life of all citizens and free
the potential of each person; and**

**Build a united and democratic South Africa able to take its
rightful place as a sovereign state in the family of nations.**

May God protect our people.

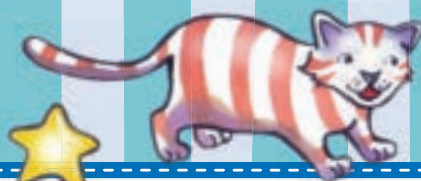
**Nkosi Sikelel' iAfrika.
Morena boloka setjhaba sa heso.
God seën Suid-Afrika.
God bless South Africa.
Mudzimu fhatutshedza Afurika.
Hosi katekisa Afrika**

Grade



ENGLISH

First Additional Language
Terms 1 & 2



This book belongs to:

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

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



Theme 2: Me at home Term 1: weeks 1–5

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



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

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



Theme 4: Me at school

Term 1: weeks 6–10

- 16 Arriving at school** 32
Vocabulary: Paste in stickers to build vocabulary transport
Reading: Labels and sentences
Speaking: Talks about the picture
How do you get to school?
- 17 How I get to school** 34
Language: Forms questions 'How do you ...' 'I come to school by ...'
Sing: The wheels of the bus go round and round
- 18 Road Safety** 36
Speaking about road safety
Paste in stickers to build vocabulary about the road signs.
Reading: Labels and sentences
Writing: Draw a picture and write a caption
Colour in robot in the correct colours.
- 19 Crossing the road** 38
Speaking: Discusses road signs and identifies shapes.
Laterality: Practise looking left and right

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



Theme 5: Me in the classroom

Term 2: weeks 1–5

21 What I do in class 42

Vocabulary: Paste in stickers to build vocabulary about school and classroom activities
Speaking: Using present continuous tense. 'He/she is reading.'

22 My school bag 44

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

23 Jabo's bag 46

Listen & speak: Sequences picture to tell the story
Vocabulary: Name school stationery
Language: This is my ...
Reading: Labels and sentences
Writing: I can ...

24 Days of the week 48

Listen & speak: Discussion about the days of the week

25 Day and night 50

Listen & speak: Discussion about what we do at different times of the day
Writing: drawings for what we do on various days of the week



Theme 6: My friends and I

Term 2: weeks 1–5

26 I like to play with my friends 52

Vocabulary: Paste in stickers to build vocabulary about games and sport
Language: Sentence construction 'He/she is ____ing ...'

27 The games we play 54

Writing: Draw a picture of your favourite game
Write a caption
Speaking: 'Do you like? I like ... I don't like ...'
Writing: Match equipment with sports
Sing: Two eyes, two ears
Language: I can ... I can't ...

28 Sport 56

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

29 Let's practise 58

Language: Use sequenced pictures to tell a story in the present tense
Writing: Track and trace activity
Draw pictures to show meaning
Speaking: I wake up ... I dress ...

30 Let's practise 60

Vocabulary: Emotions
Sing: If you're happy
Reading: Labels and sentences
Language: Adjectives (long, short, big, small)

Theme 7: The food we eat

Term 2: weeks 6–10

31 Fruit and vegetables 62

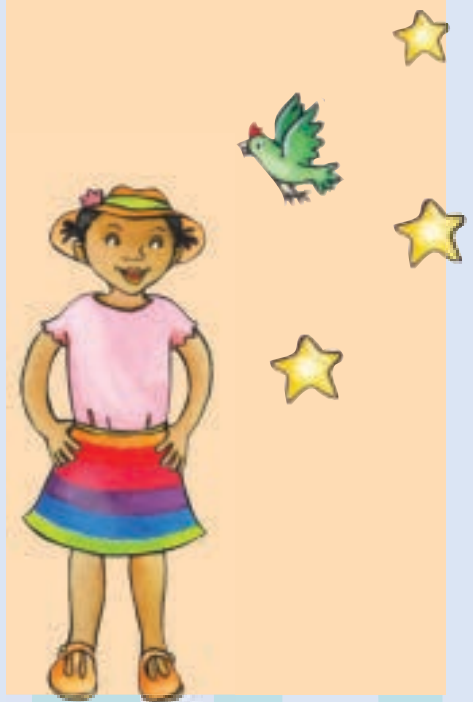
Vocabulary: Pasting stickers to learn names of fruit and vegetables
Speaking: Naming fruit and vegetables

32 Asking at the shop 64

Vocabulary: Pasting stickers to learn words about groceries
Speaking: Play shop with your friend
Speaking: May I have ...

33 The food I like 66

Writing: Tick which food you like
Draw a picture of what you like and don't like.
Speaking: I like ... I don't like ...
Track and trace



Theme 8: Animals

Term 2: weeks 6–10

34 Our pets 68

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

35 What pets do you have? 70

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



36 Farm animals 72

Vocabulary: Paste in stickers to build vocabulary about farm animals
Language: Match baby animals to their mothers

37 Old MacDonald has a farm 74

Language: I like ... I don't like
Writing: Match animals to what they produce
Sing: Old MacDonald
Talk about farm animals

38 Wild animals 76

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

38 The munchy munchy caterpillar 78



THEME 1. All about me

I

Hello, what's your name?

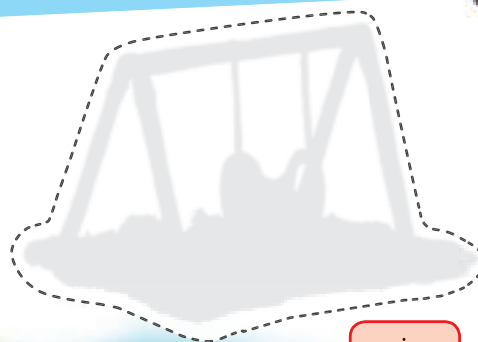


Term 1 – Week 1-5



Let's talk

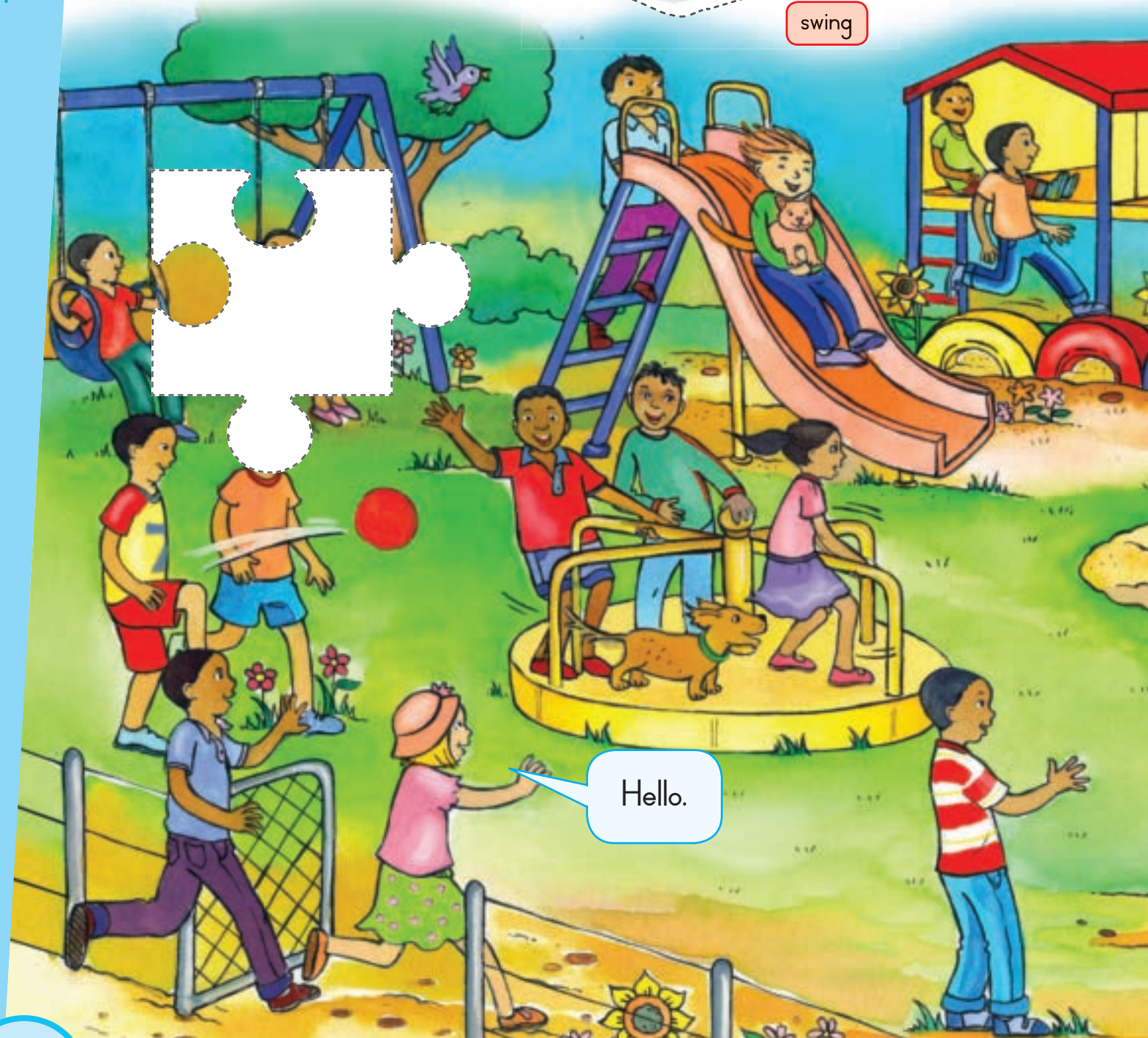
Look at the picture and talk about what you see.



cat



swing





Let's do

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

tree



sun



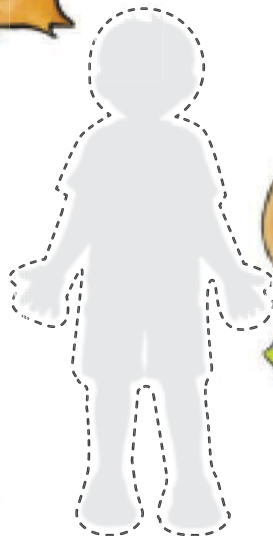
Can you find Tom the cat in the picture?



dog



boy



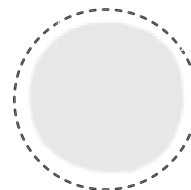
girl



kite



ball



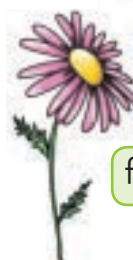
slide



My name is Sam.

Good bye.

flower



Practise in pairs



boy

Hello, what's your name?

My name is

Goodbye.

See you tomorrow.

girl



TEACHER: Sign

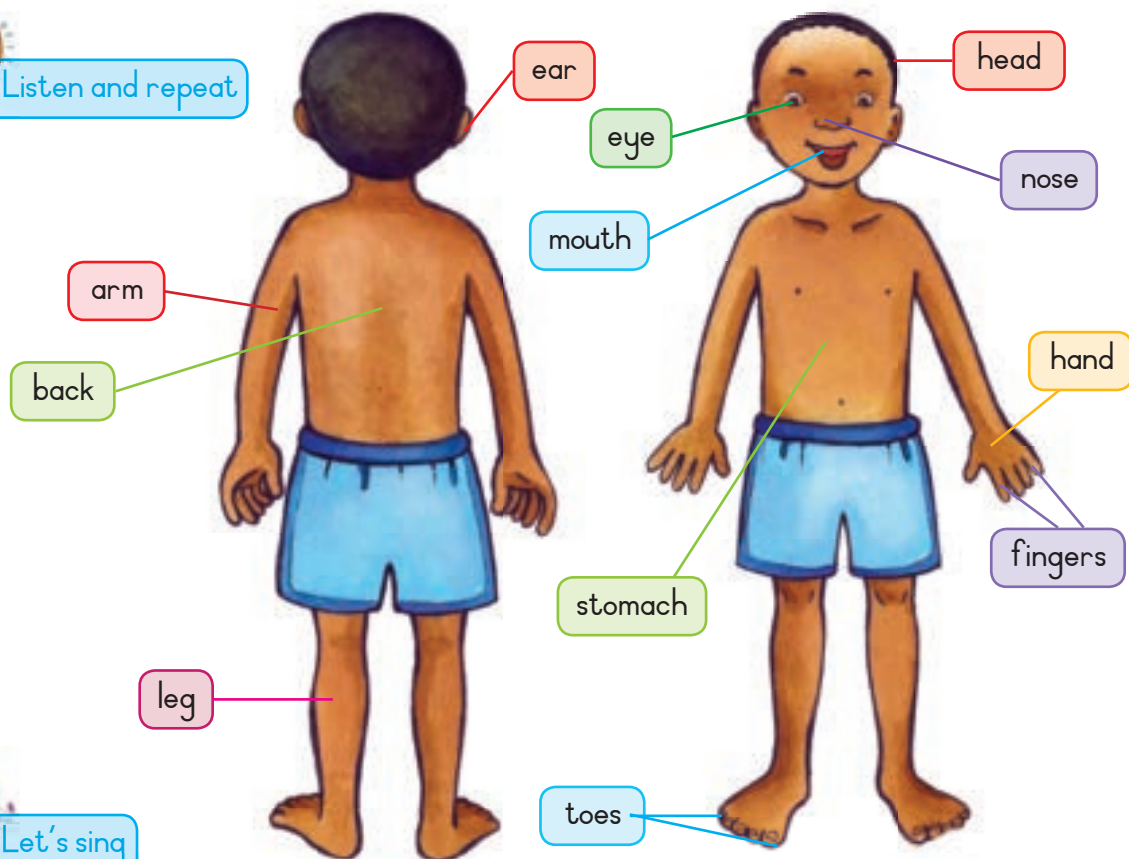
Date



My body



Listen and repeat



Let's sing





Let's do

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

This is me ...



Let's write

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

TEACHER: Sign

Date

5

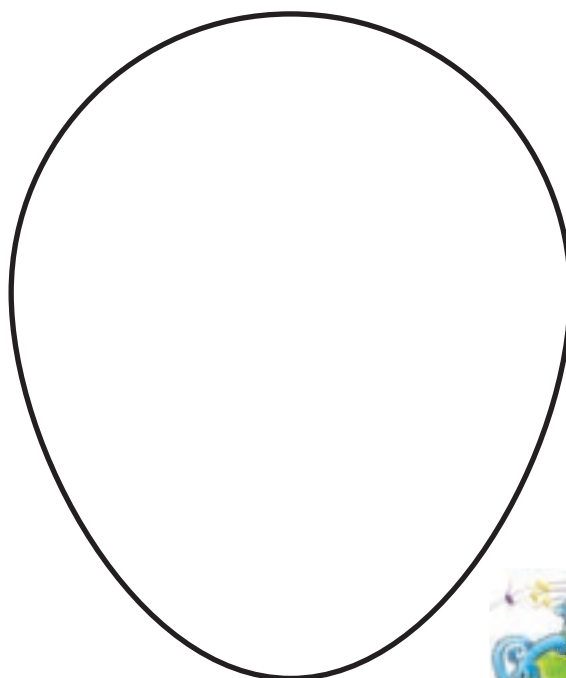


How I look



Let's do

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

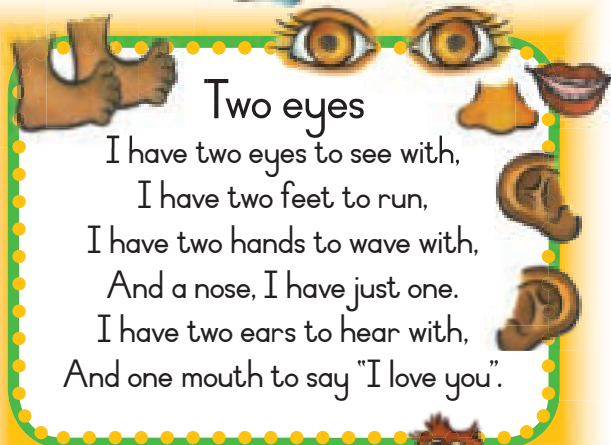


Let's write

Write your name.



Let's sing



Let's write

Trace and colour the label
to show what you are.



I am a

girl



I am a

boy





Let's do



Simon Says...

Do what these children are doing.

hands on hips



touch your knees



touch your foot



close your eyes



touch your ears



touch your stomach



touch your nose



touch your toes



put up your arms



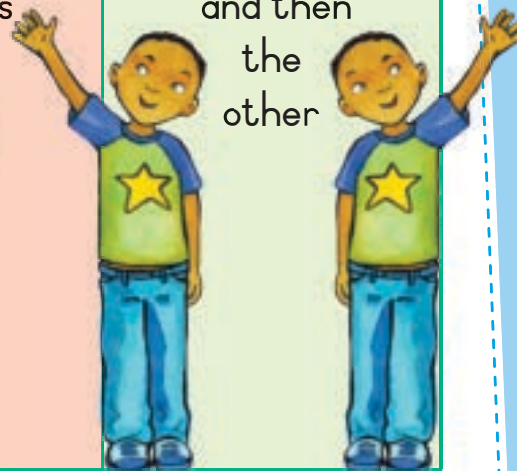
touch your head



touch your shoulders



put out one arm and then the other



TEACHER: Sign

Date



Let's talk

Look at the picture and
talk about what you see.



sweets



biscuits

juice





Let's do

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

candles

cake

balloons

present

cupcakes

table

cold drink



hat



Numbers.

Count in English.

1

one



2

two



3

three



4

four



5

five



6

six



7

seven



8

eight



9

nine



10

ten



TEACHER: Sign

Date

How old are you?

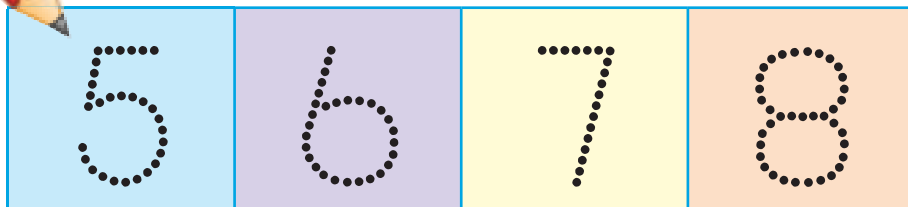


Let's write

Colour the number of
candles to show how old
you are



Now trace the number to show how
old you are.



Say:

I am _____.



Let's write

When is your
birthday?



Teacher

Please help to write the date.

Day:

Month:



Let's do

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



Teacher

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

THEME 2. Me at home

6

Family



Term 1 – Week 1-5



Let's talk

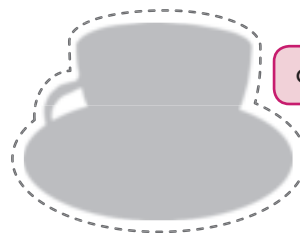
Look at the picture and talk about what you see.



glass



pot plant



bread



cup



salt

saucer

clock



fridge

friend

sink

cupboard

cup

fruit

chair

floor



Let's do

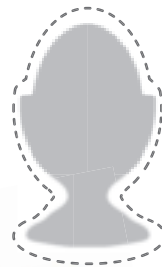
Paste the stickers in the correct spaces. Say the name of each picture.



banana



apple



egg



grapes



kitchen utensils



milk



dishwashing liquid



pot



fork



spoon



knife



plate



Let's do

Look at the pictures and point to the:

mother

father

brother

sister

grandma

baby

friend

cat



Teacher

Look at the picture and talk about what you see.

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

TEACHER: Sign

Date

My family



Let's draw

Draw a picture of your family.

This is my family



Let's write

Write your name.





Listen and repeat



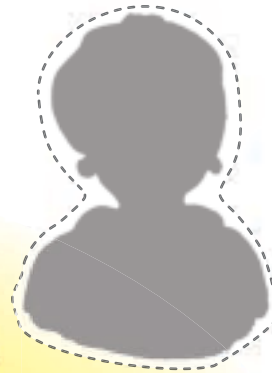
baby



mother



father



grandmother

How many sisters
do you have?



brothers

How many brothers
do you have?



sister



Let's talk

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



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

Who is this?

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



Teacher

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



At home

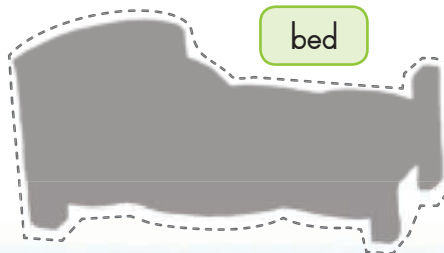


Let's talk

Look at the picture and
talk about what you see.

teddy bear

bed



roof

towel

taps

mirror

bath

basin

toilet

bathroom

curtains

lamp

TV

stove

fridge

table

kitchen

lounge



Let's do

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



cup



stove



chair



fridge



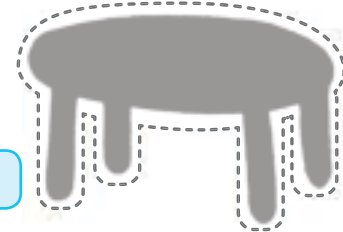
pot



sofa



TV

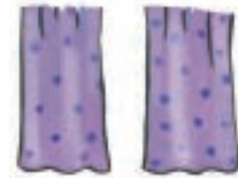


table

window



glass



curtains

chair

bed



bedroom

sofa



window



Let's talk

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

Where is the fridge?

The fridge is in the kitchen.

Where is the bath?

Where is the cat?

Where is the fridge?

Where is the TV?

Where is the table?

TEACHER: Sign

Date



I am clean



comb



brushing

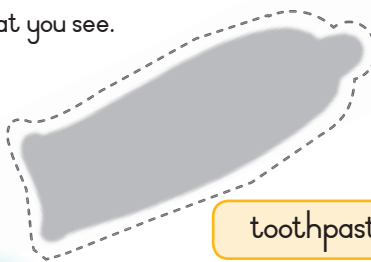


Let's talk

Look at the picture and talk about what you see.



toothbrush



toothpaste



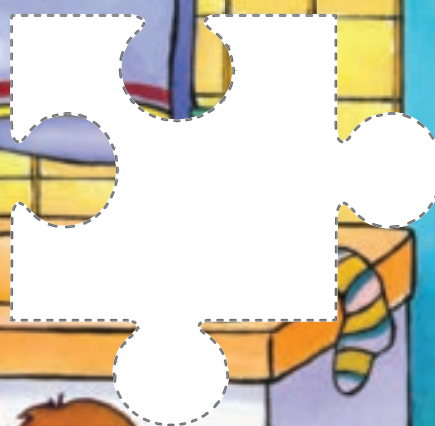
mirror



brush

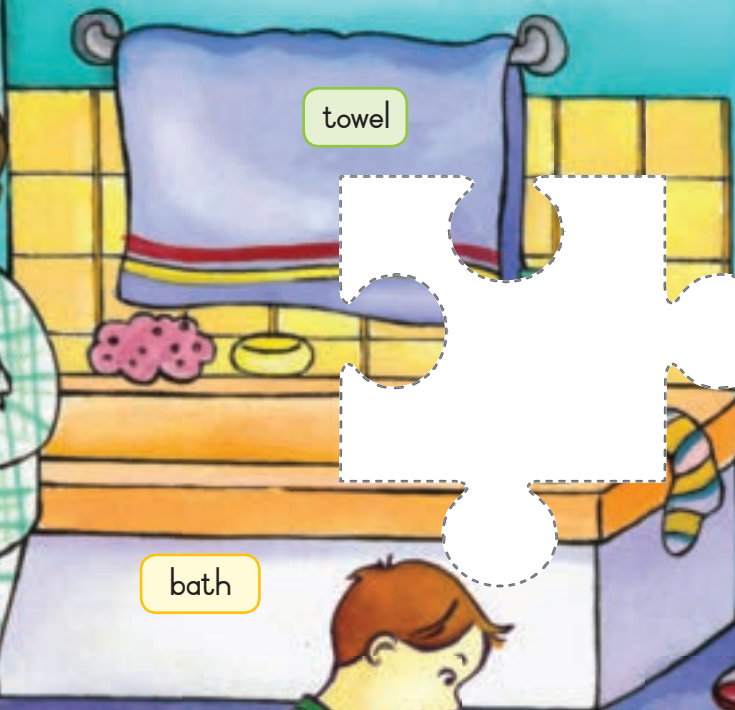


towel



bath

wash basin





Let's do

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



plug

toothbrush



wash basin



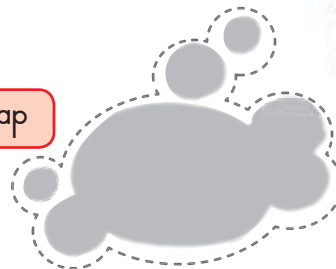
tissues



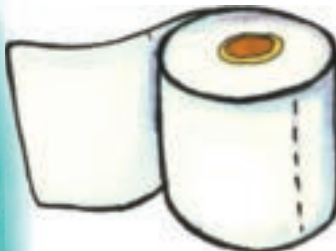
shampoo



tap



soap

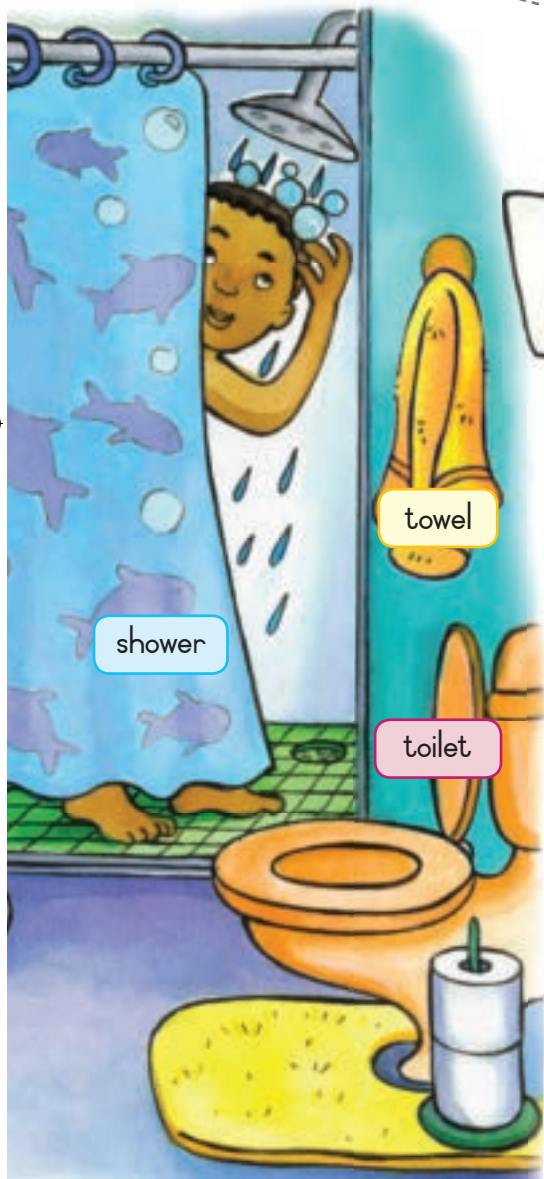


toilet paper



Let's talk

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



shower

towel

toilet

This is a brush.
This is a ...

brush

tap

plug

towel

toothbrush

shower



TEACHER: Sign

Date

I wash myself

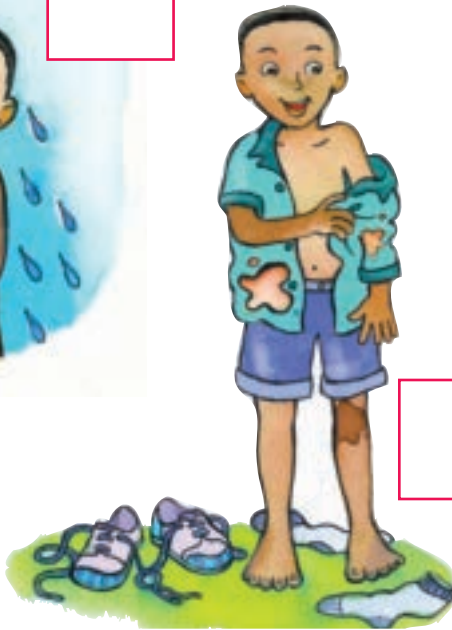


Let's do

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



wash



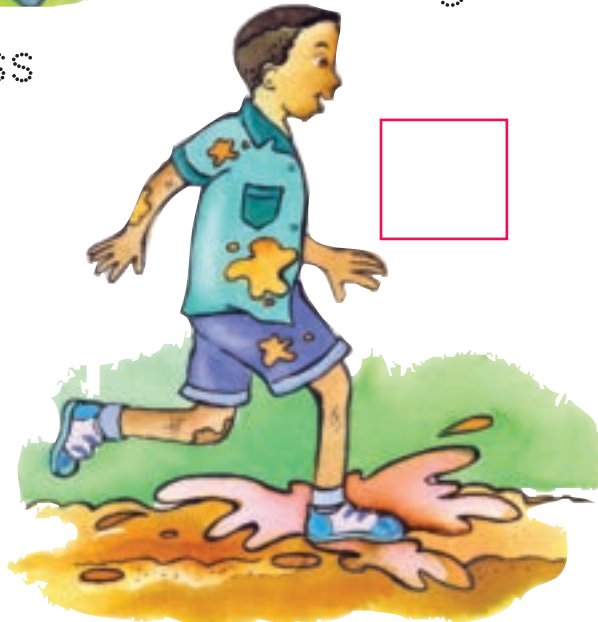
undress



dry



dress



play





Let's do

Paste the stickers to match these sentences.

I brush my teeth.



I wash my face.



I brush my hair.



I wash my hands.



I tie my shoes.



I dress.



Let's draw

Draw a picture of how you keep yourself clean.

Your teacher will help you to write a sentence to describe what



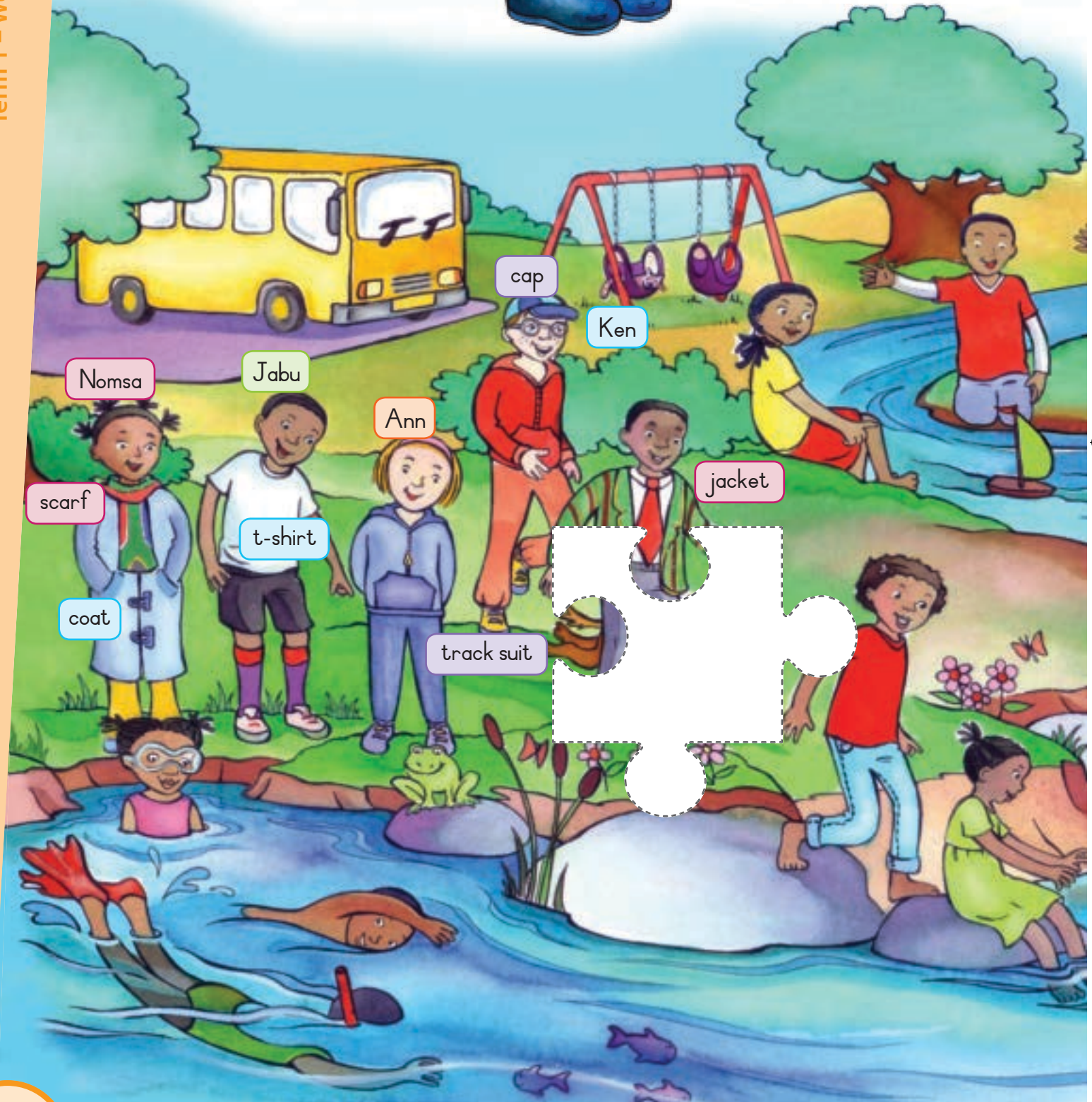
TEACHER: Sign

Date

21



Look at the picture and
talk about what you see.





Let's do

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



tie



dress



skirt



coat

jeans

shorts



shirt



Sam

boy

hat



socks



soccer



Teacher

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

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

TEACHER: Sign

Date

What colour is it?



Let's write

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



Let's talk

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

What is this?

What colour is this?





Practise in pairs

Tell your friend what colours these are.



Blue



Red



Yellow



Orange



Green



Purple



Pink



Brown



Black



Let's do

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

My favourite
colour is:

Let's do



1



2

TEACHER: Sign

Date



Let's write

Look at the clothes. Say what they are.

Circle the correct number and colour in each row.

Then say the name of the number and the colour.



2 blue socks

1 2 3 4 5



3 green shirts

1 2 3 4 5



4 yellow hats

1 2 3 4 5



5 brown shoes

1 2 3 4 5



1 red dress

1 2 3 4 5





Let's sing



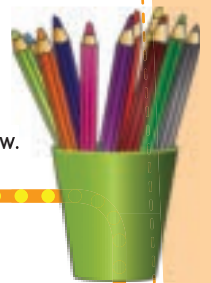
Balloons are red,
balloons are blue,
balloons are green
and yellow too.

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



Let's do

Draw.



2 red socks

3 blue hats



TEACHER: Sign

Date

Whose clothes?



Let's do



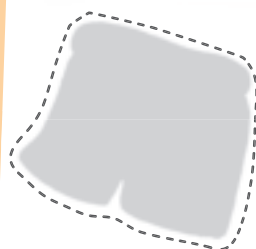
Let's talk

Look at the clothes and say who they belong to.

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



jeans



shorts



vest



socks



blouse



dress



shirt



Let's do

Draw a line to show who these clothes belong to.



mother



father



brother



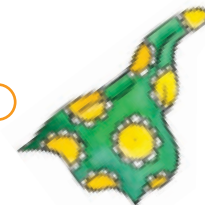
sister



baby



grandma



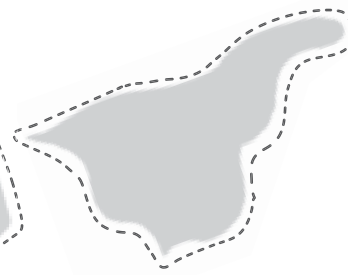
trousers



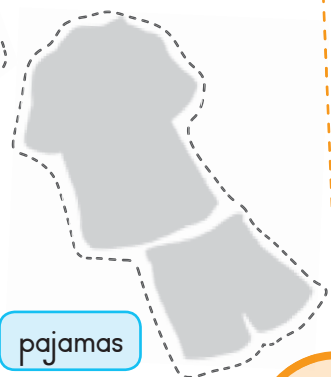
t-shirt



jersey



scarf



pajamas

TEACHER: Sign

Date





Let's talk

Look at the picture and talk about what you see.



How much does it cost?



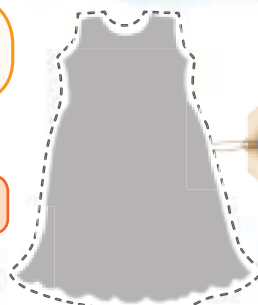
R20

skirt



shoes

R10



R30

dress



socks

R5



R20

t-shirt



Listen and repeat

Nomsa wants a



Can I have a red



please.

Ann wants a



Can I have a



please.





Let's write

Colour in the picture.

- 1 =
- 2 =
- 3 =
- 4 =



Let's write

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



My favourite clothes

TEACHER: Sign _____ Date _____



Look at the picture and
talk about what you see.

bag

boy

school



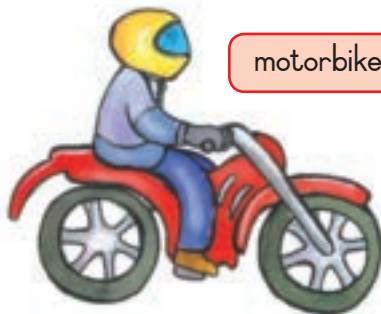
Let's do

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



Let's talk

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



motorbike

I walk to school.



taxi



bike



bus



train



girl



teacher



taxi



TEACHER: Sign

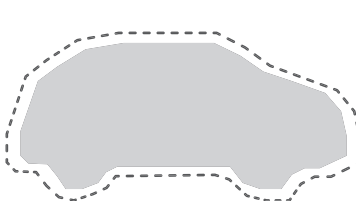
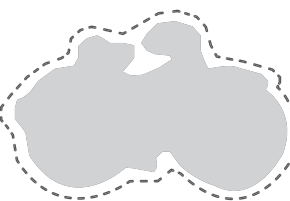
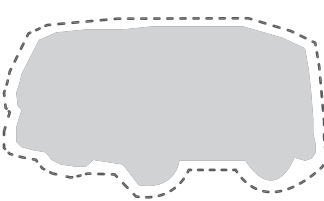
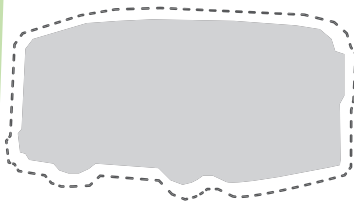
Date

How I get to school



Let's do

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



bus

taxi

bike

car



Listen and repeat



I come to school by



I come to school by



I come to school by



I come to school by



Let's talk

Ask 5 friends.

How do you come to school?



I come to school by _____.





Let's sing

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

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

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

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

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

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

Road safety



Let's talk

Look at the picture and talk about what you see.

whistle

robot

scholar patrol

safety vest

stop



zebra crossing



Let's talk

Look at the picture and talk about what you see.

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



Let's draw

Draw a picture to show how you come to school.

I come to school by



Let's do

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

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

1 = red



2 = orange



3 = green



Let's write

Trace over these words, then say them.

stop

careful

go

TEACHER: Sign

Date



Let's do

Do what Ann is doing.

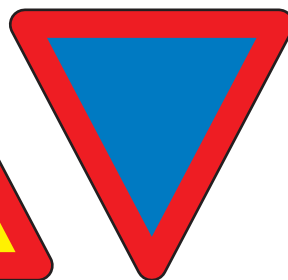
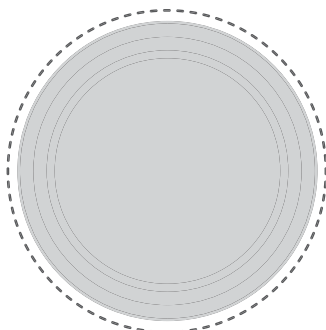


Look right.
Look left.
Look right again.
If the road is clear, you can cross.



Let's talk

What do these
road signs tell us?



Let's talk

Which signs are round ● ?

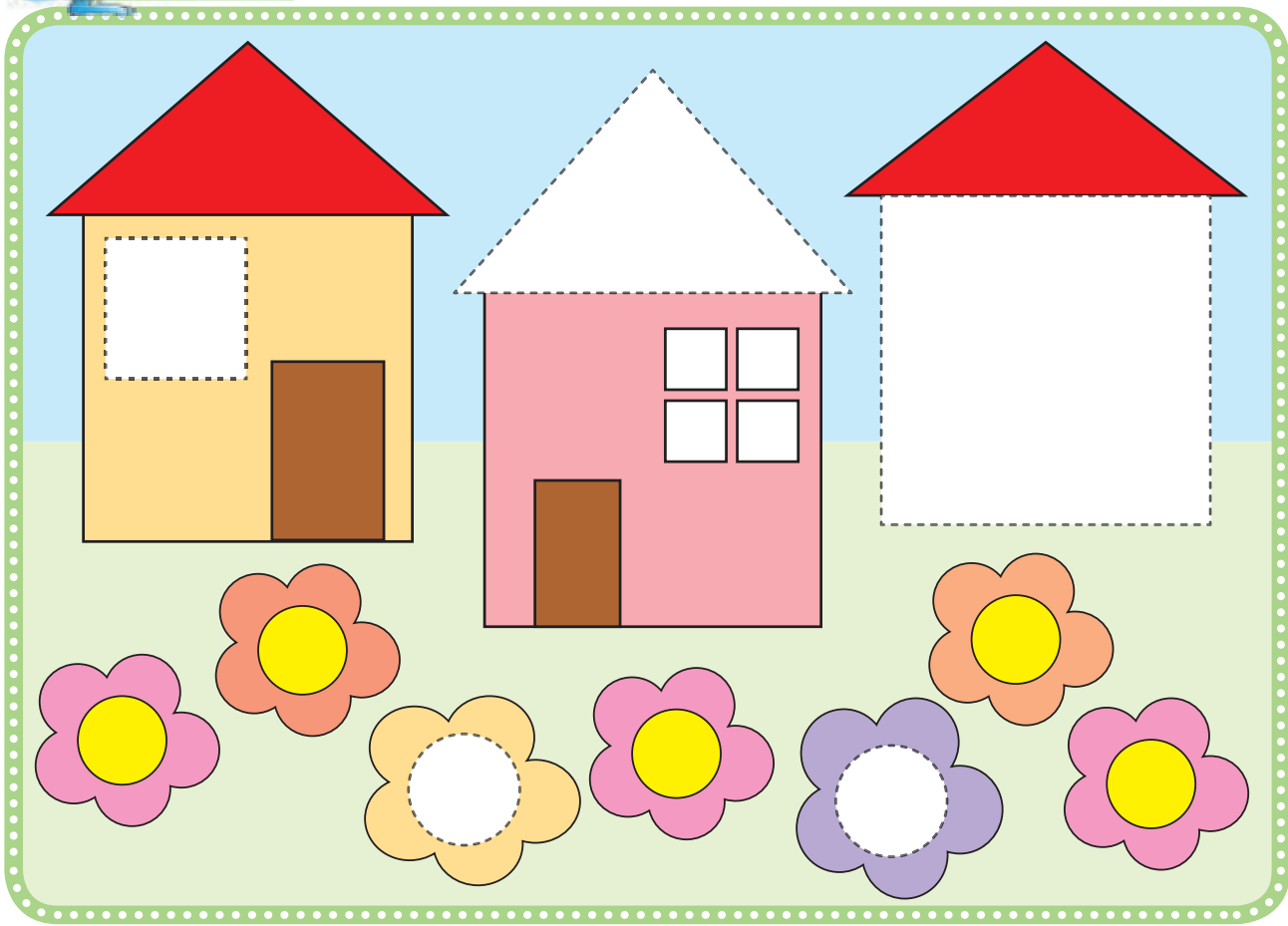
Which are square ■ ?

Which are triangular ▲ ?



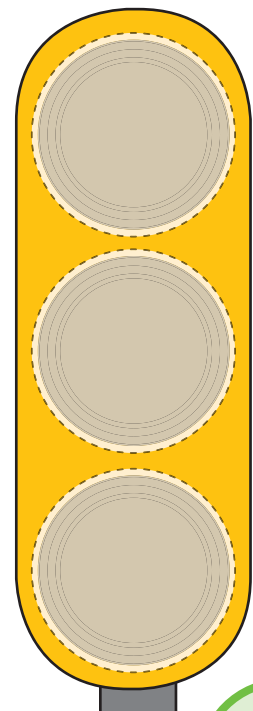
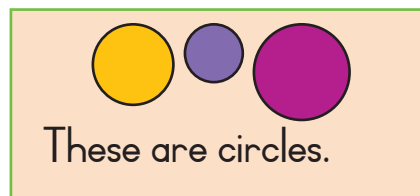
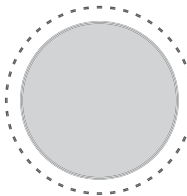
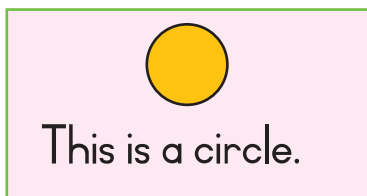
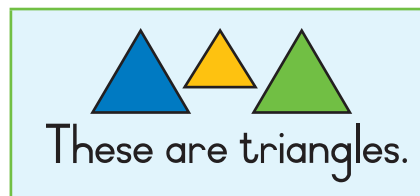
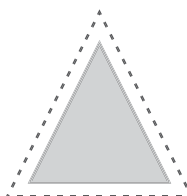
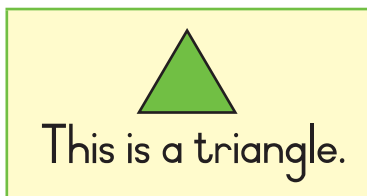
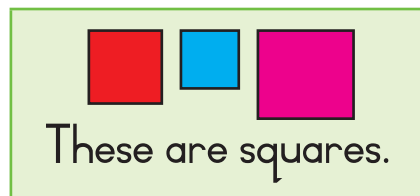
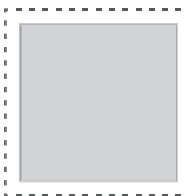
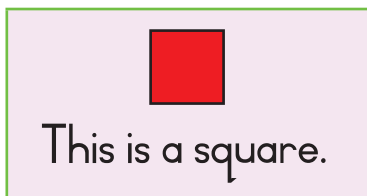
Let's do

Use your stickers to complete this picture.



Listen and repeat

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



TEACHER: Sign

Date

39





Let's do

Tell your friend what is happening in each picture.



1



2

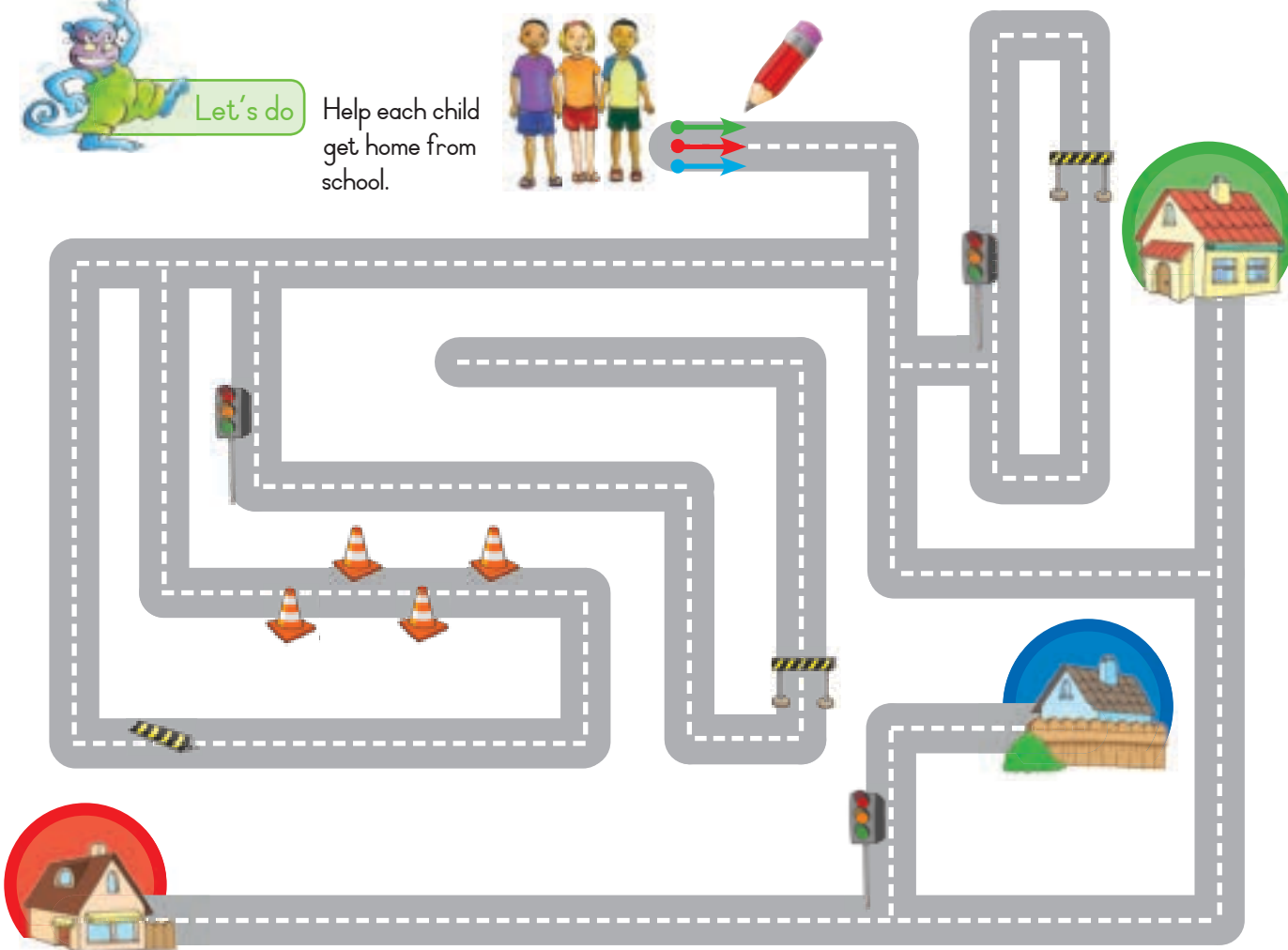
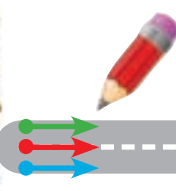


3



Let's do

Help each child get home from school.





Let's write

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



I wake up.

I wash.

I dress.

I go to school by _____.



Listen and repeat

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

I wake up.



I wash.



I dress.



I go to school.



Date

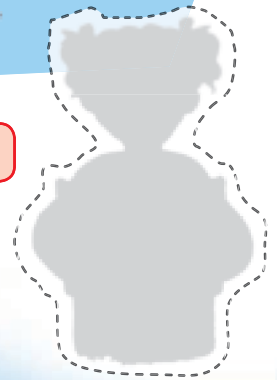
THEME 5. Me in the classroom

21

What I do in class



reading



Term 2 – Week 1-5



Let's talk

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

classroom

teacher

listen

cut

read

write





Let's do

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



book



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



ruler



paint

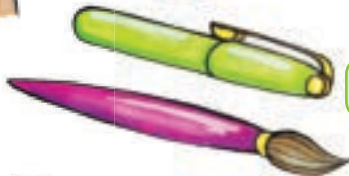
pen



pencils



pen



paintbrush

crayons



write

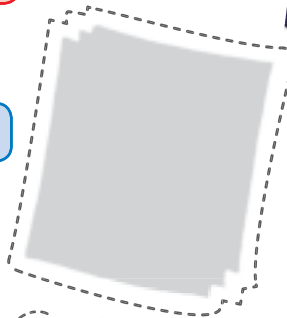
My name is Ann.



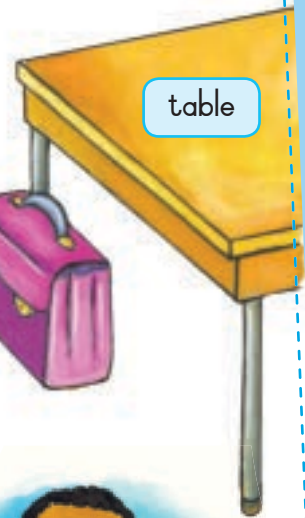
chair



paper



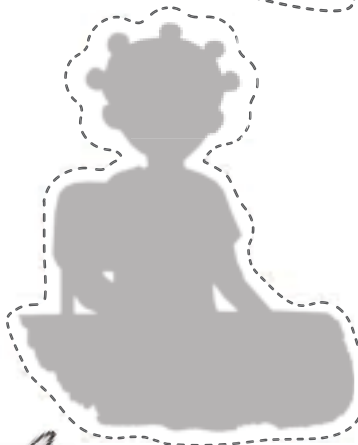
table



cut



paint



draw



glue



scissors



writing



My school bag



Let's talk

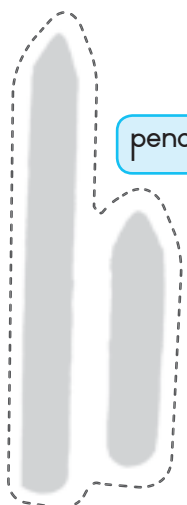
What do you carry in your school bag?
Do you bring lunch to school?



sharpener



eraser



pencils

pen



Let's write

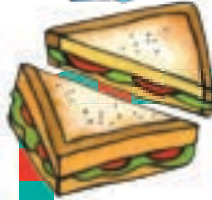
Write your name
on the school bag.





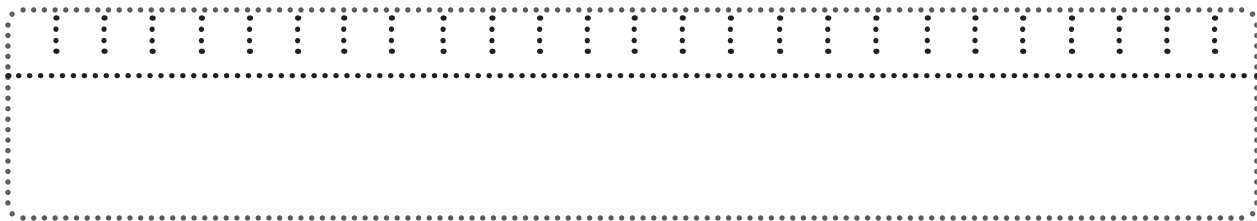
Let's do

Draw one healthy thing you have in your lunch box.



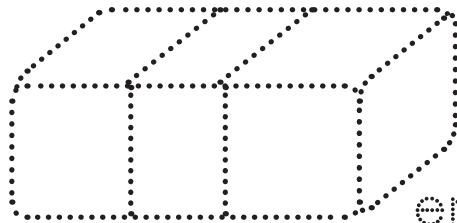
Let's write

Draw and read.



ruler

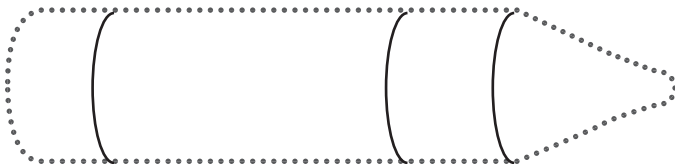
crayon



eraser



pencil



pen





Let's do

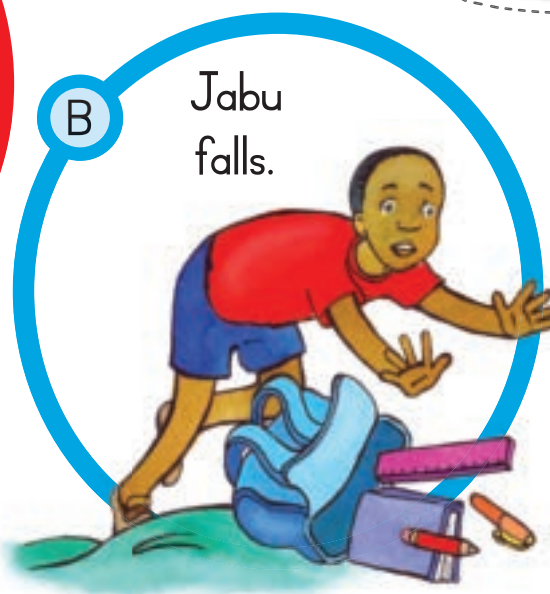
Look at these pictures and tell your friend what is happening.

A



Jabu walks.

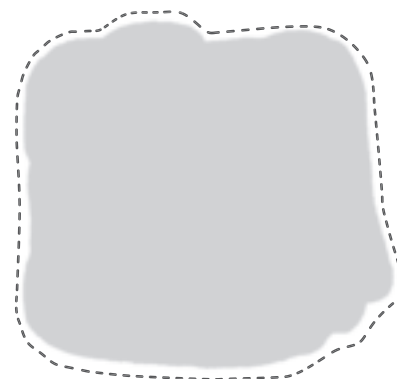
B



Jabu falls.

C

Ken and Nomsa help Jabu.



bag



Let's talk

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



Let's talk



This is my pencil.
My pencil is red.



This is my book.
My book is blue.



This is my ruler.
My ruler is yellow.



Let's write

Trace over these words.

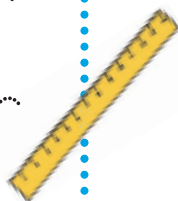


pencil



book

ruler



bag

glue



scissors

pen



Let's write

What can you do?
Tick what you can do.

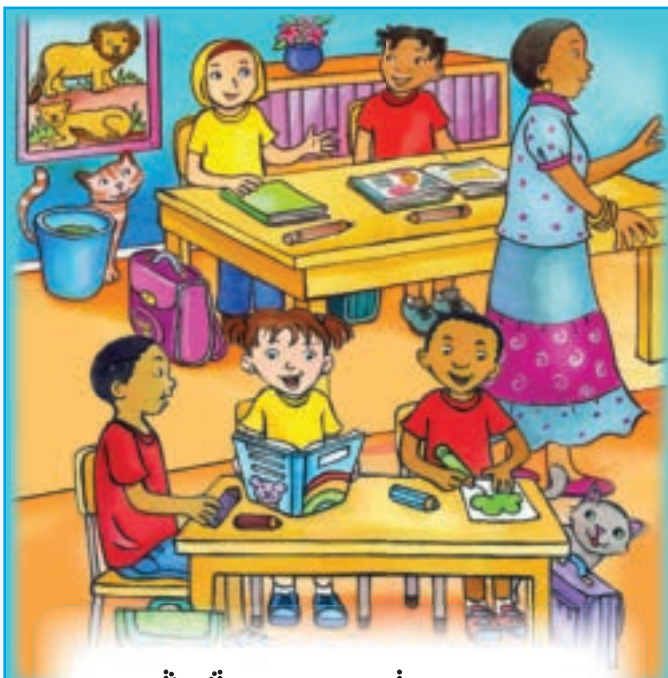


I can ...



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

Days of the week



Monday



Tuesday



Wednesday



Thursday



Let's write

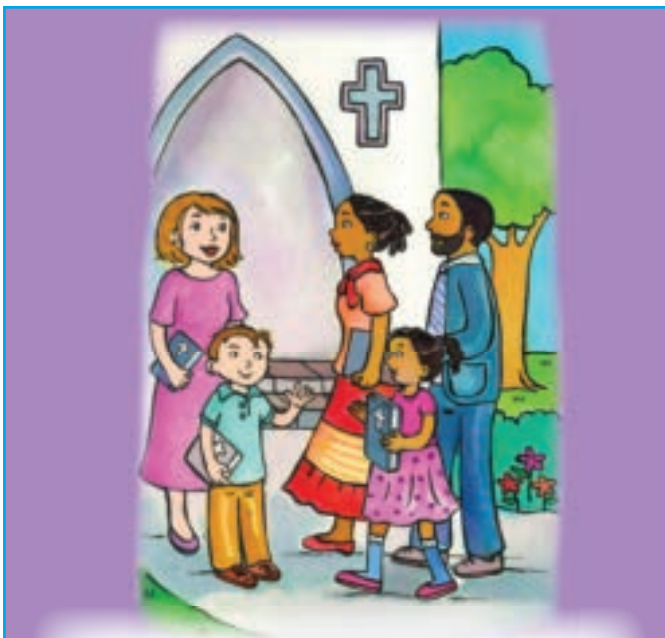
Trace the days and tell your friend what the children are doing each day.



Friday



Saturday



Sunday



Let's talk

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

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



Let's talk

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





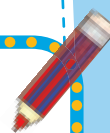
Let's do

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



Sunday
Tuesday
Friday
Monday

Monday



Tuesday

Wednesday

Thursday

Friday

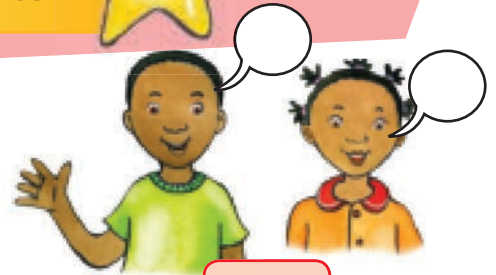
Saturday

Sunday

THEME 6. My friends and I

26

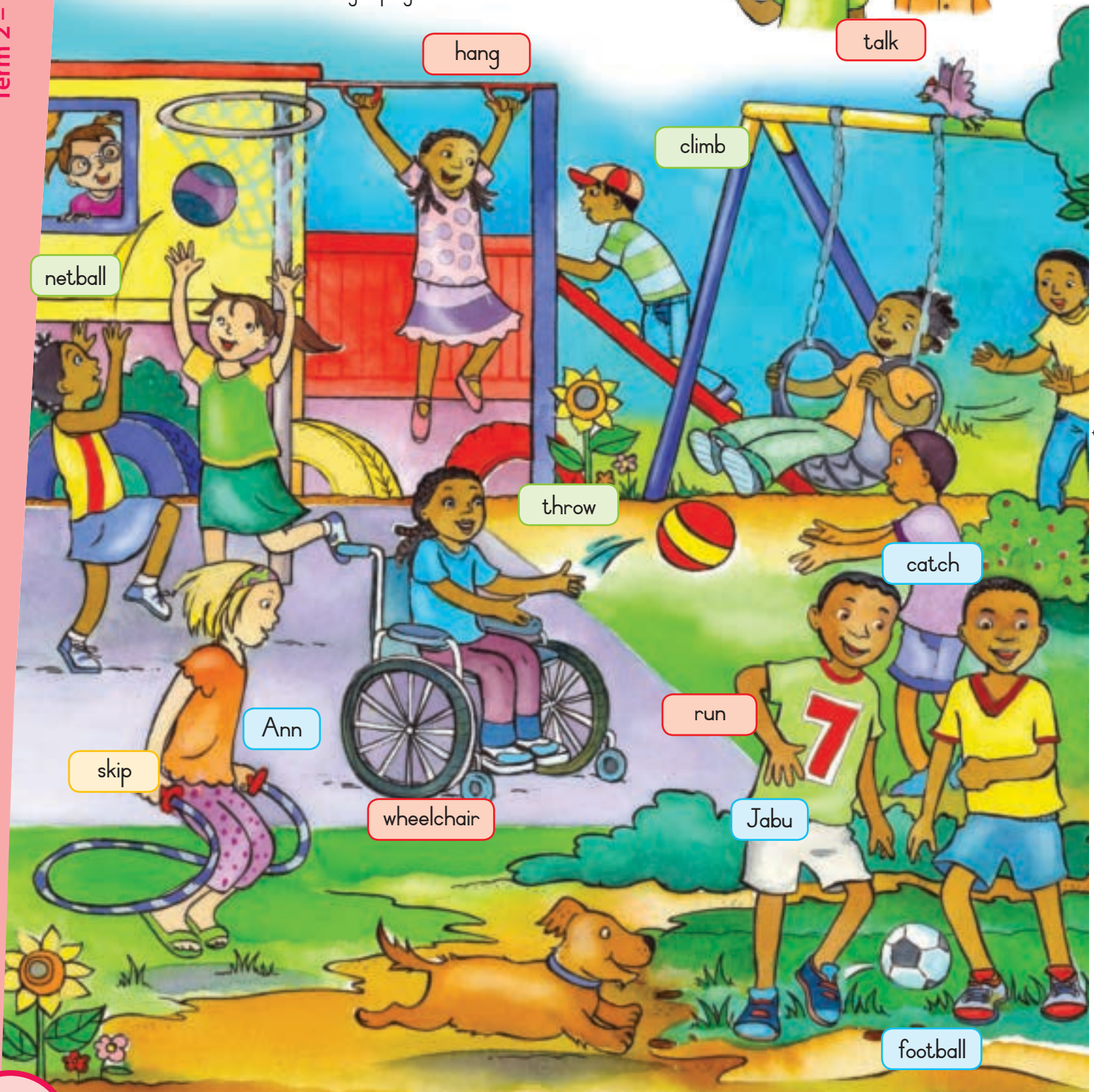
I like to play with my friends



Let's talk

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

Term 2 – Week 1-5





Let's do



Let's talk

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

What games are the children playing?

Point to show:

Who is skipping?

Who is jumping?

Who is running?

What games do you play at school?

Are the children happy?

What makes you happy?

Lulu

treehouse

push

slide

jump

Ken

skip

hop

kick

kick

sing

swing

The games we play



Let's write

Draw a picture of your favourite game.

My favourite game is



Walk and talk

Ask 5 friends what game they like. Say:

Do you like soccer?



Do you like netball?



Do you like tennis?



Do you like running?



Do you like jumping?





Let's do



I can do it

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

<p>sit and read</p>  	  <p>jump</p>	<p>skip</p>  			
<p>run</p>  	<p>hop on one foot</p>  	<p>throw a ball</p>  			
<table border="1"><tbody><tr><td data-bbox="177 1496 628 2045"><p>roll</p></td><td data-bbox="628 1496 1079 2045"><p>balance a book on your head</p></td><td data-bbox="1079 1496 1525 2045"><p>kick a ball</p></td></tr></tbody></table>			<p>roll</p>  	 <p>balance a book on your head</p> 	<p>kick a ball</p>  
<p>roll</p>  	 <p>balance a book on your head</p> 	<p>kick a ball</p>  			



Sport



netball



Let's do

Tell your friend what is happening in each picture.



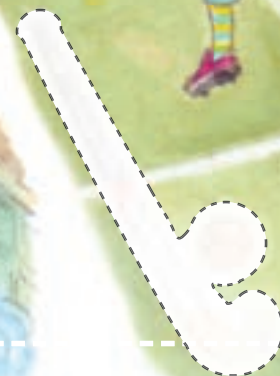
soccer



hockey



swimming



running



rugby



tennis



Let's talk

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

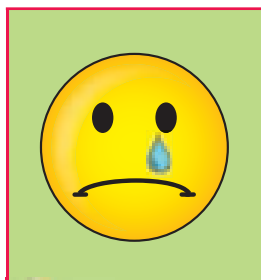
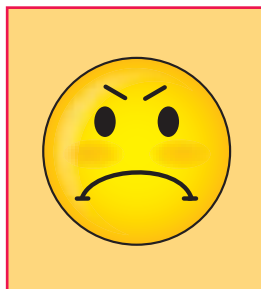
cricket

Let's practise



Let's write

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



Let's draw

Draw a happy face.





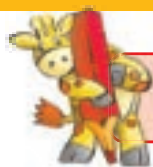
Let's sing



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



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



Note to
teacher

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

Draw something that makes you happy?



Let's write

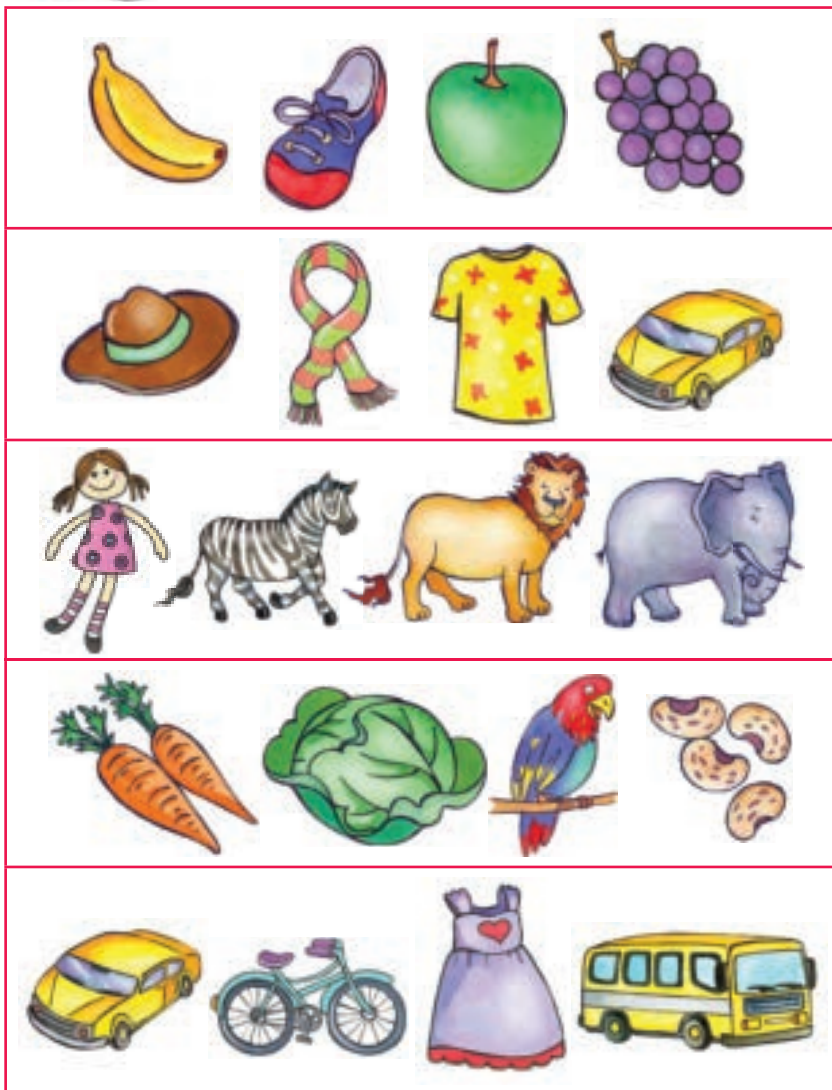
Ask your teacher to help
you write a sentence.

Let's practise



Let's write

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



vegetables

fruit

clothes

transport

animals



Let's talk

Ask 5 friends.

How old
are you?

What is your name?

What colour
do you like?

What animals
do you like?





Let's do

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

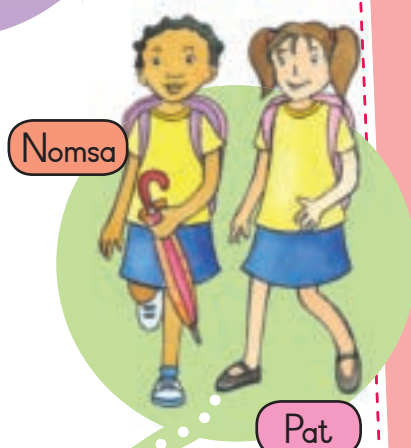


Gugu



Sue

Jabu



Nomsa

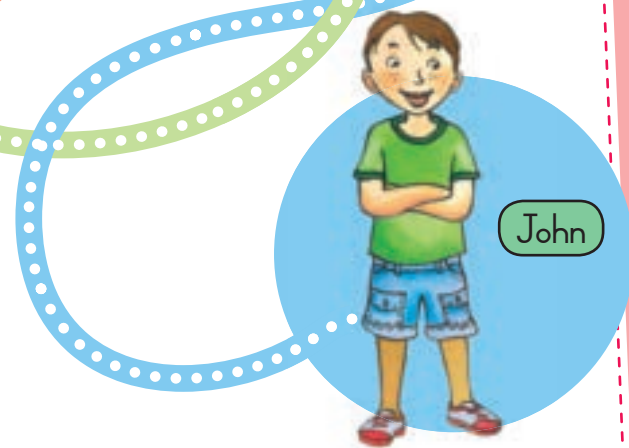
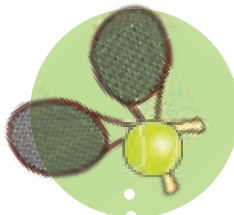
Pat



Sam



Bongi



John

THEME 7. The food we eat

31

Fruit and vegetables



orange



Let's talk

Look at the picture and talk about what you see.



apple

Term 2 – Week 6-10



watermelon

bananas

oranges

green apples

red apples

spinach

beetroot

tomatoes



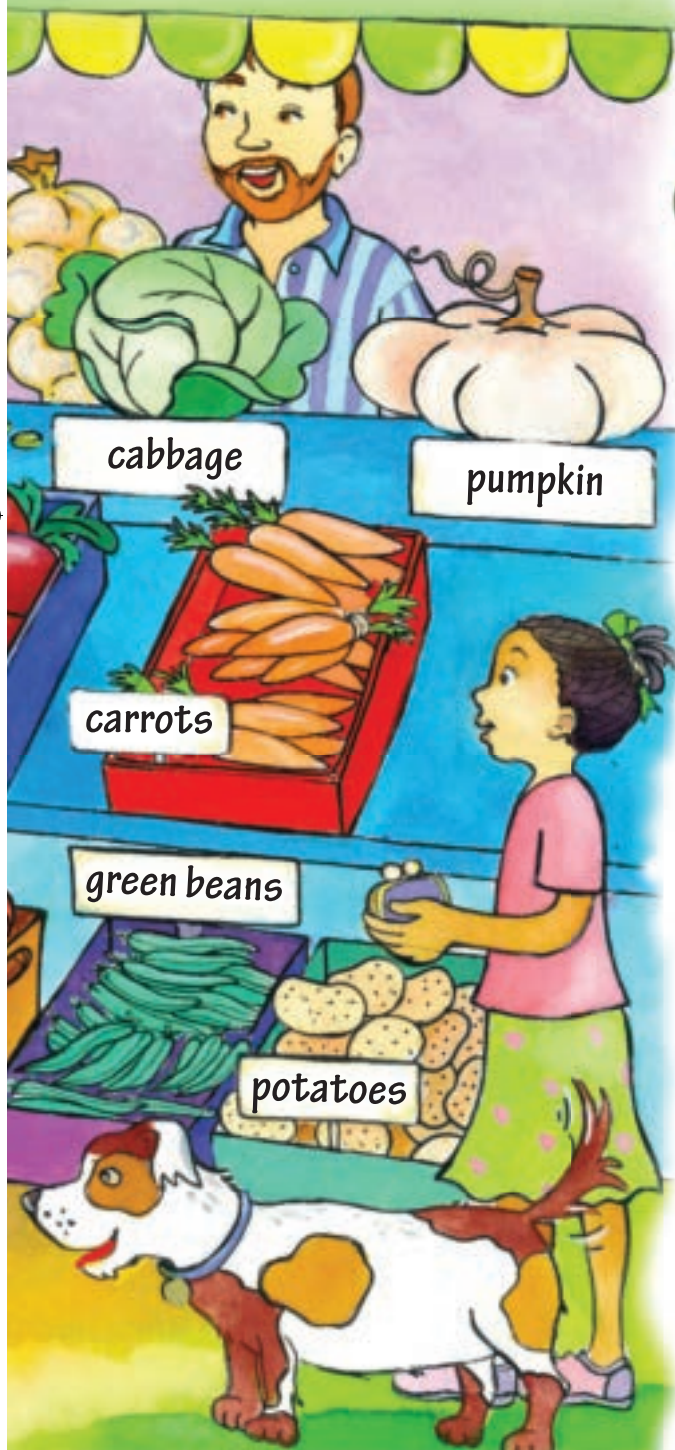
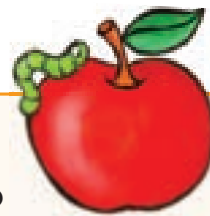
Let's do

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



Let's talk

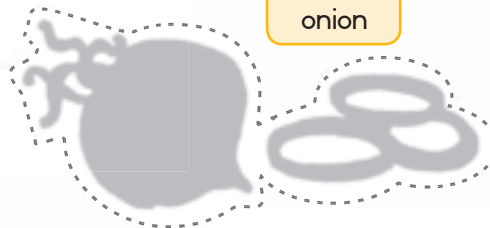
What fruit do you like?
What vegetables do you like?
What fruit and vegetables do you not like?
Which fruits and vegetables are yellow?
Which fruits and vegetables are green?
What is the caterpillar eating?



cabbage



onion



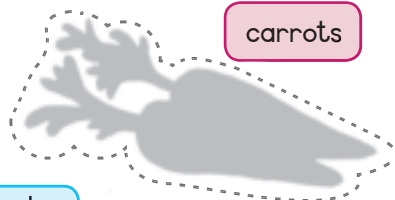
bananas



spinach



carrots



pumpkin



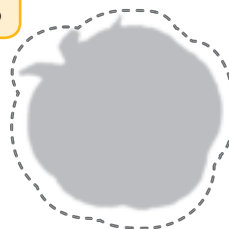
grapes



beetroot



tomato



beans



TEACHER: Sign

Date

Asking at the shop



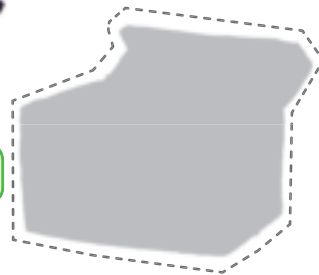
Let's talk

Look at the picture and talk about what you see.



apple

tea



Listen and repeat

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

chips



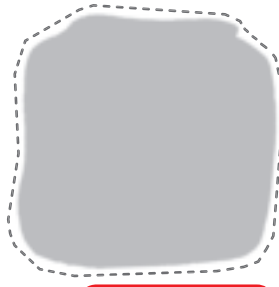
sweets





Let's do

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



mealie meal

orange juice



milk



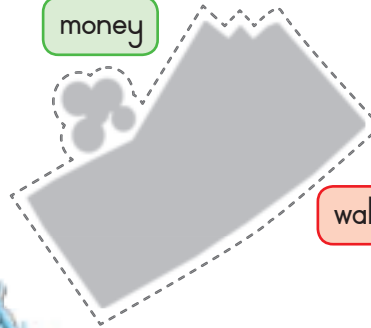
sugar



sandwich



money



oil



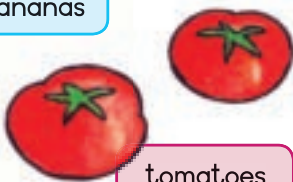
wallet



bananas



orange



tomatoes



paraffin



Let's do

Play shop with your friend.
Say:


Please can I have ...


How much does it cost?




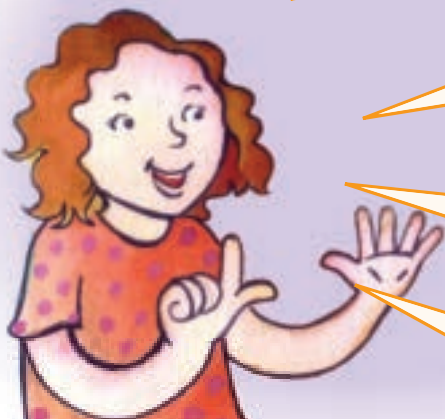
Listen and repeat

May I have **an** apple  please.

May I have **an** orange  please.

May I have **a** banana  please.

May I have **a** sweet  please.



TEACHER: Sign

Date

The food I like



Let's write

Tick the food you like.

I like ...





Let's talk

Tell your friend.

I like _____.

I do not like _____.





Let's draw

Draw one fruit you like.

Draw one vegetable you like.



Let's do

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

Jabu

Ken

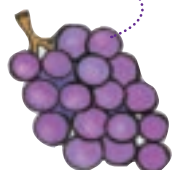
Nomsa

Pam

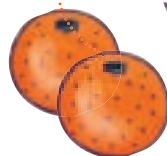
Sam



Ken likes ...
Nomsa likes ...



grapes



oranges



apples



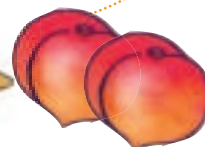
plums



bananas



carrots



peaches

TEACHER: Sign

Date

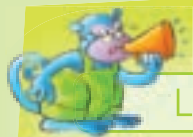
THEME 7. Animals

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Our pets



Term 2 – Week 6–10



Let's talk

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



parrot



Peter

hamster

Jabu

bird

monkey

Lulu

rabbit

Nomsa

Sam

cat

dog

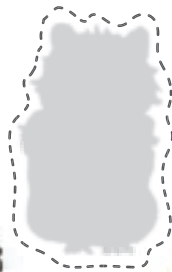


Let's do

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



rabbits

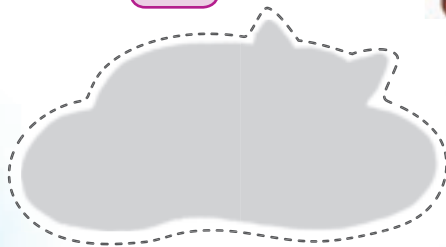


hamster



lizard

cat



dog bowl



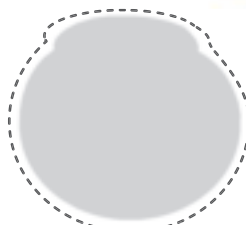
dog



snake



mouse



fish



bird cage

bird

Ann

fish

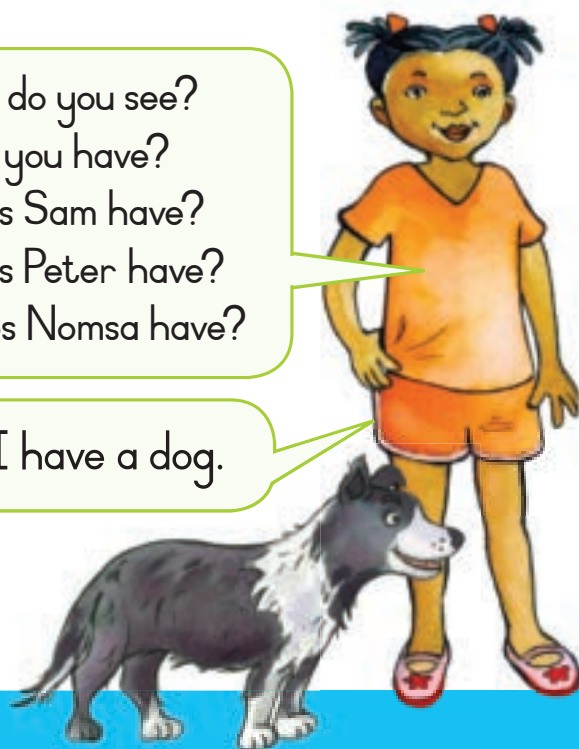


Let's talk

Look at the picture and talk about what you see.

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

I have a dog.



What pets do you like?



Walk and talk

Ask 5 friends what pets they like.

Say:



Do you like birds?



Do you like fish?



Do you like dogs?



Do you like cats?



Do you like rabbits?



Do you like hamsters?



Listen and repeat

What pets do you have?

I have a fish.



I have a dog.



I have a bird.



I have a hamster.



I have a rabbit.



I have a cat.





Let's write

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








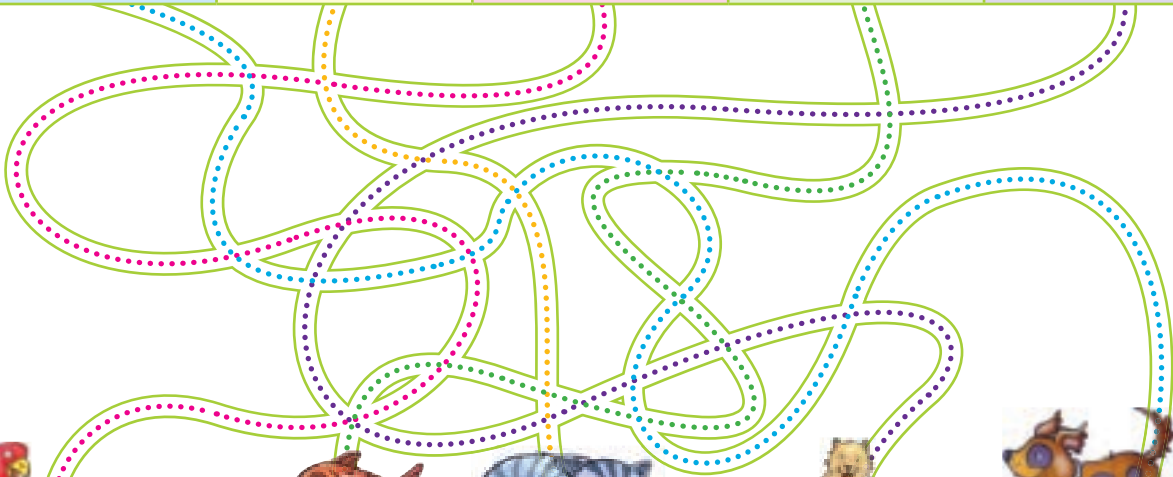
				children
				dogs
				fruit
				pets








Let's write

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

				
Nomsa	Ken	Ann	Dan	Jabu



				
bird	fish	cat	hamster	dog

Farm animals



goat



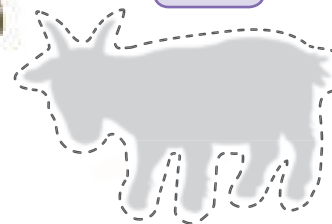
Let's talk

What animals can you see in this picture?

Make the sound each animal makes.

Show your friend the mother animals and their baby animals.

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





Let's do

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

boy

mealie

farmer

tractor

calf

cow

horse

sheep

pig

donkey

chicks

rooster

hen

duck

pig

kid

horse



Listen and say

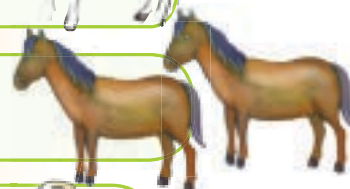
Ask 5 friends what animals they like. Say:



I like cows.

I like horses.

I like sheep.



Let's do

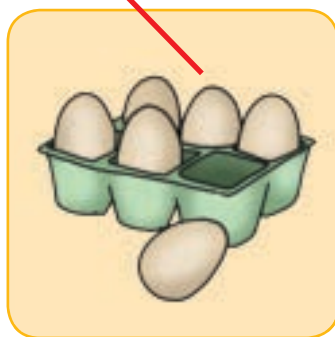
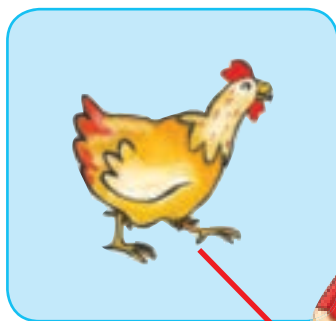
Trace the words and then draw a line to show what we get from these animals.

hen

sheep

bees

cow





Let's sing

Old Mac Donald had a farm

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

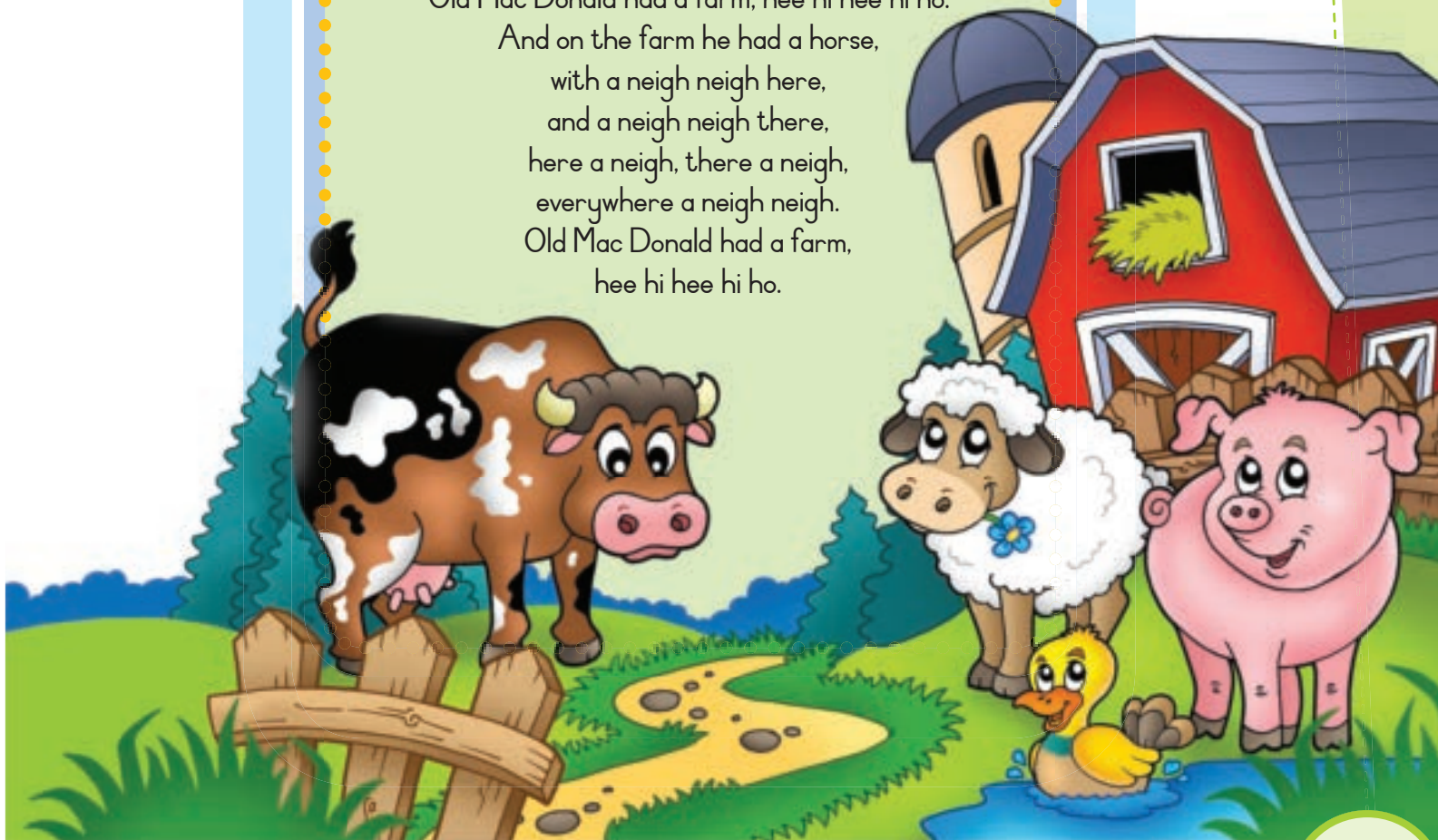
And on the farm he had some cows,
with a moo moo here and a moo moo there,
here a moo, there a moo, everywhere a moo moo.
Old Mac Donald had a farm, hee hi hee hi ho.

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

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

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

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



Wild animals



hippopotamus

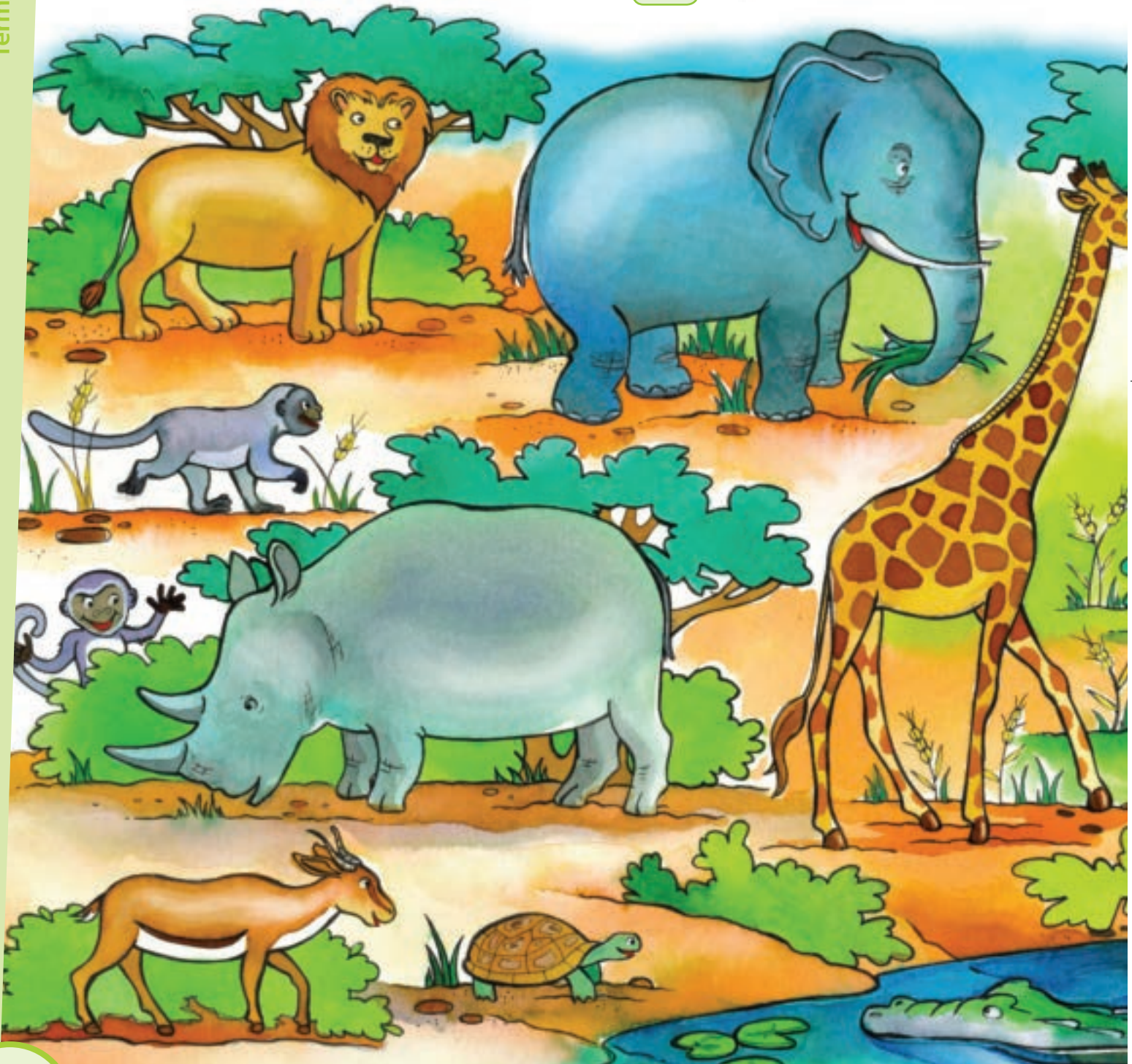
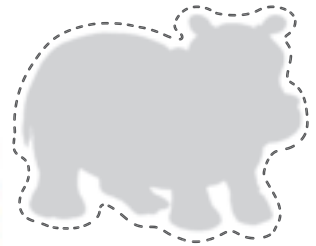


Let's talk

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



bird





Let's do

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

zebra



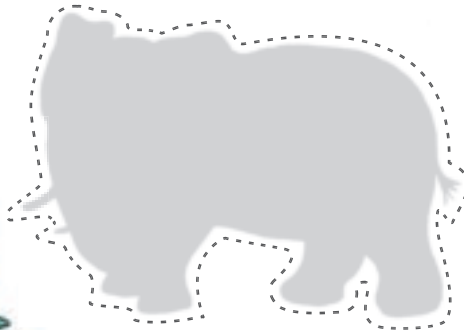
tree



leopard



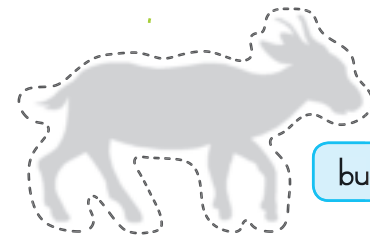
elephant



rhinocerus



buck



giraffe



lion



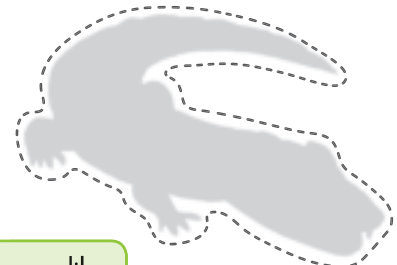
tortoise



monkey

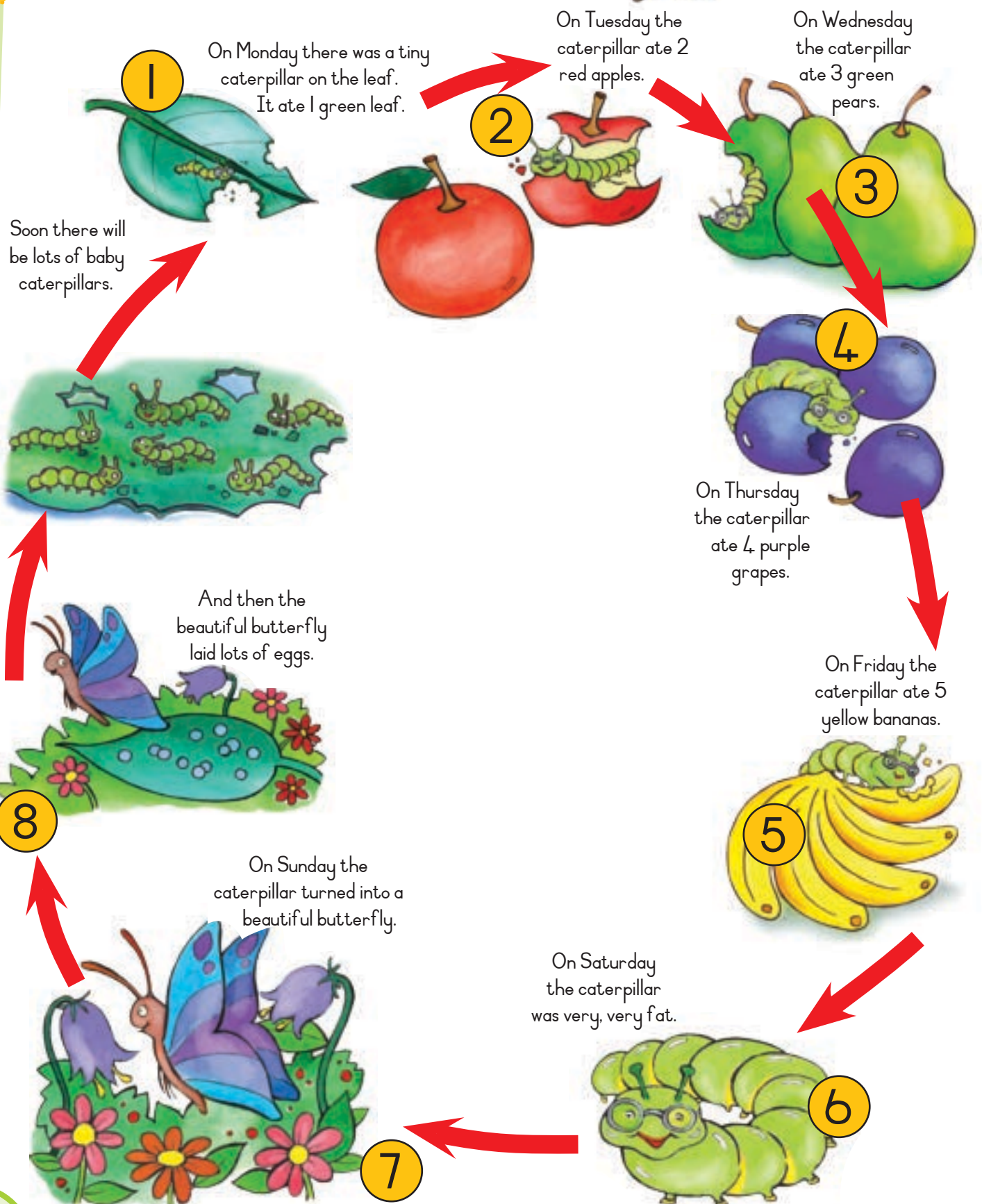


crocodile



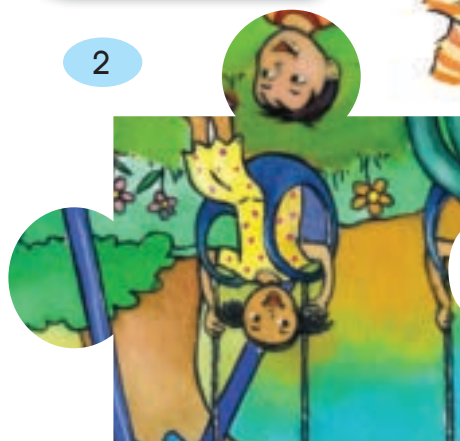
mouse



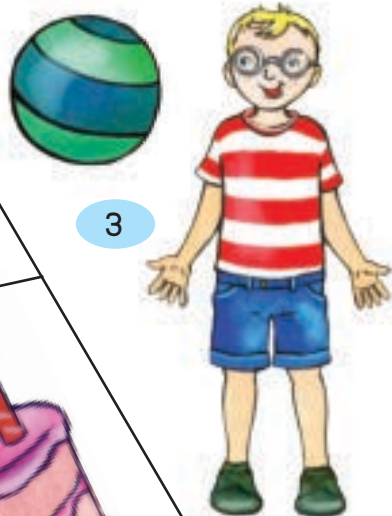


STICKERS FAL GR1 BK1

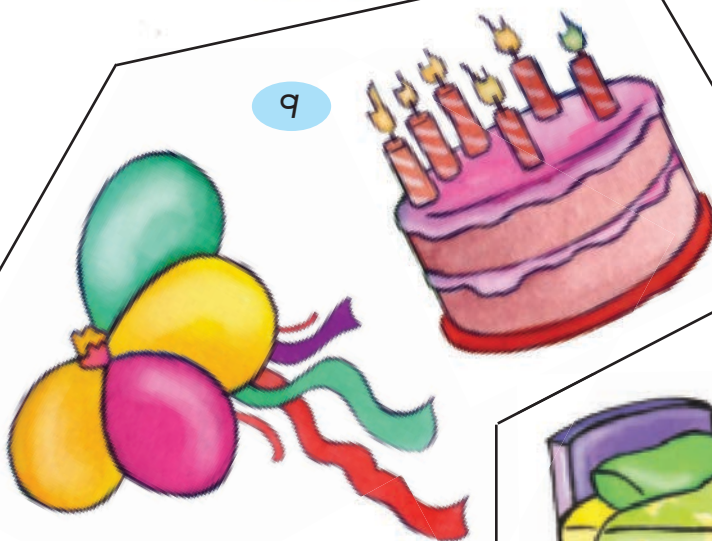
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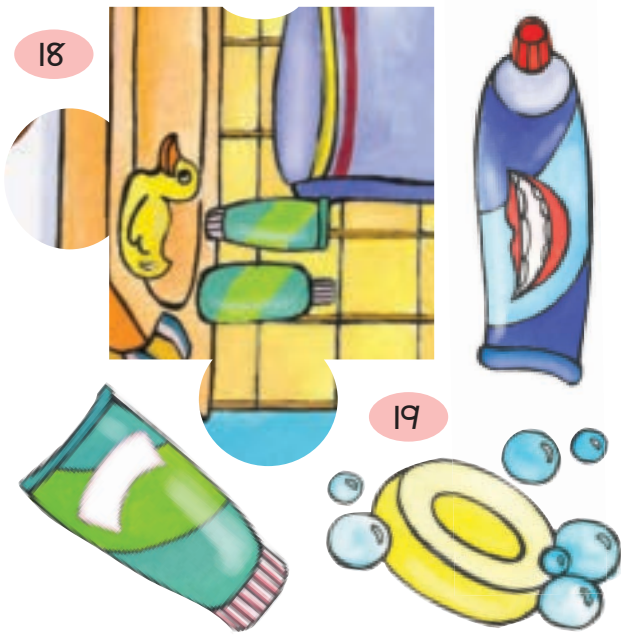
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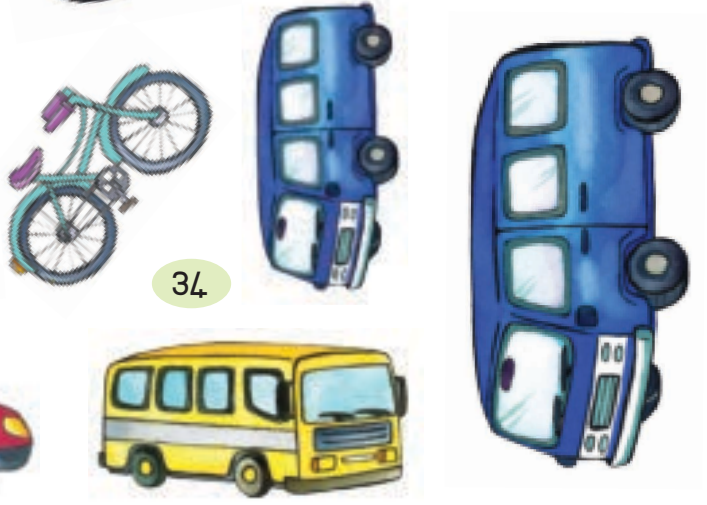
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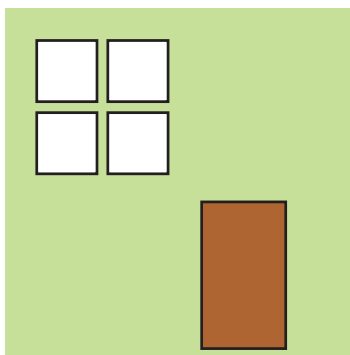


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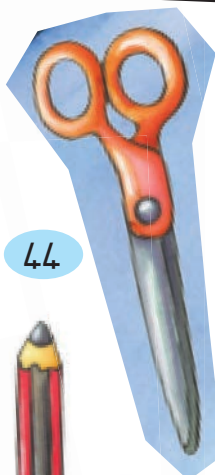
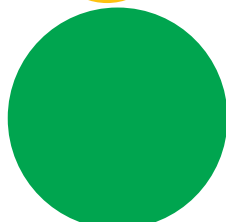
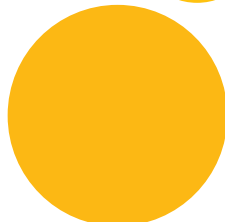
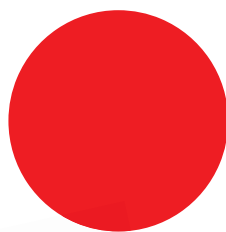
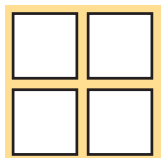
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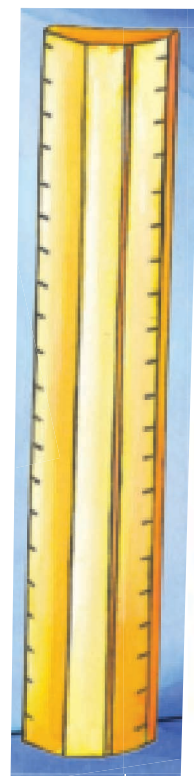
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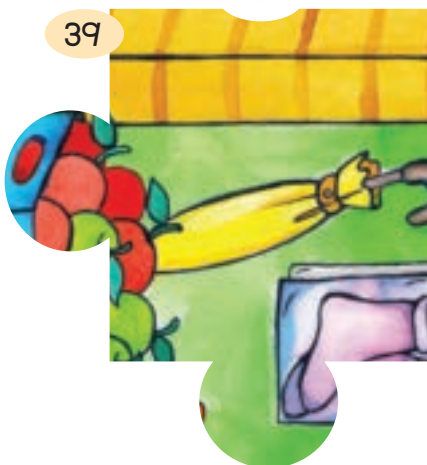
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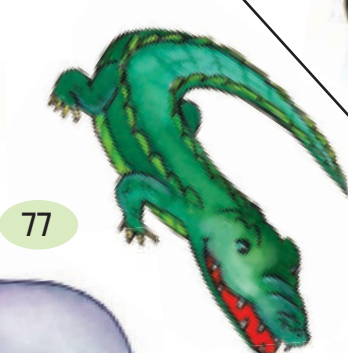
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