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FIRST ADDITIONAL LANGUAGE – ENGLISH

GRADE 3 – TERM 3 – 4

ISBN 978-1-4315-0206-6

8th Edition

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STICKERBOOK

Paste the stickers in the correct spaces.

Revised and CAPS aligned

ENGLISH First Additional Language – Grade 3 Book 2

ISBN 978-1-4315-0206-6



Grade 3



ENGLISH  
First Additional Language  
Book 2  
Term 3-4



Name:

Class:



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH



Mrs Angie Motshekga,  
Minister of  
Basic Education



Mr Enver Surty,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.



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## Celebrating 100 years of courageous leadership

Nelson Rolihlahla Mandela  
1918-2013

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

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



Photo: NMF/Matthew Willman

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

Oliver Reginald Kaizana Tambo  
1917-1993

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

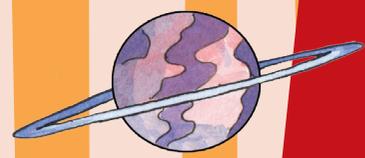


On his first day at school, Kaizana's teacher asked him to come to school with an English name. His parents chose Oliver. This, and a host of experiences with some of his teacher's strict nature, made him hate school. A meeting with a smart, young man, who was a member of the debating society in a different school, changed his attitude towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flagstaff, where he became one of their star students. He moved on to St Peter's

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

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

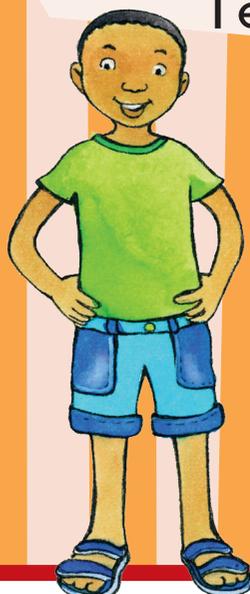
Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for all people, seemed to bring out the best in them. His life was remarkable for the profound influence he had on the ANC during the difficult years of struggle, sadness and uncertainty.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



Grade **3**

**ENGLISH**

First Additional Language  
Book 2  
Terms 3 and 4



This book belongs to:

**Theme 1:**  
**Back to school again**  
**Term 3: Weeks 1 – 5**

**1 School in winter** 2

Discusses the picture.  
Reads a dialogue.  
Answers multiple choice questions based on the dialogue.  
Phonics: oi and oy-sounds.  
Uses given words to write sentences.  
Writes sentences about the cold weather.

**2 The seasons** 4

Draws a picture of himself/herself dressed for the day's weather.  
Tells a friend what clothes they are wearing.  
Writes five sentences about their picture.  
Uses expressions about the weather.  
Joins the sentences and then underlines oi and oy sounds.  
Paste stickers and traces and reads words.

**3 The school market** 6

Discusses the picture.  
Reads text about school market.  
Answers specific based on the text and the poster.  
Classifies different food types.  
Writes sentences about the school market.

**4 About my weekend** 8

Draws what they did the previous weekend.  
Explains drawing to a friend.  
Writes sentences about the picture in the past tense.  
Phonics (ai-sounds).  
Rewrites sentences in the past tense.  
Writes a postcard in the past tense.

**5 The school concert** 10

Reads school concert programme and text  
Underlines and counts frequency of "will" used in text.  
Answers questions based on the text.  
Phonics (ay-sounds).  
Chooses five words and uses them in sentences.  
Paste the stickers to match the words in word box.  
Writes sentences about a school concert.

**Theme 2:**  
**Health and safety**  
**Term 3: Weeks 1 – 5**

**6 Safety Day** 12

Reads pamphlets on safety.  
Uses the words "First you must ... Then ... Lastly ..."  
Performs a role play about safety.  
Completes the maze to help the fireman collect all his equipment.

**7 Staying safe** 14

Draws a picture to depict what the fire and road safety messages.  
Writes sentences about their picture.  
Phonics (i and ea-sounds).  
Writes sentences using given words.  
Writes words with the i- and ee-sounds copies them into the correct sound boxes.  
Listen and repeat. (How much?)  
Paste the stickers in the correct spaces.

**8 Health Day** 16

Reads text about health day.  
Tabulates what foods should be eaten and what foods should be avoided.  
Discusses the food pyramid with a friend.  
Paste stickers to build vocabulary about the different food types.

**9 Don't get lost** 18

Writes a diary entry about a problem they had.  
Writes their personal information required in an emergency.  
Sorts and writes the words into the correct sound boxes (tch, ss, sh, ch, str, ur, ea, oa-sounds)

**10 Just checking** 20

Practise "I like" and "I don't like"  
Lists food they like and don't like.  
Reads their friends' lists.  
Fills in the plurals.  
Phonics (ou-sounds).  
Chooses five words and uses them in sentences.  
Fills in "these" or "those".  
Makes suggestions (Let's play, Let's run, Let's go)

**Theme 3:**  
**The outdoors**  
**Term 3: Weeks 6 – 10**

**11 We go camping** 22

Reads text on camping.  
Paste stickers to build vocabulary on camping.  
Answers questions based on the text.  
Phonics (a, e, sh ch-sounds).  
Breaks up the words into their sounds  
Writes the words in alphabetical order.

**12 At night** 24

Sings Twinkle twinkle little star.  
Rewrites sentences in past tense.  
Phonics (str-sounds).  
Chooses five words and uses them in sentences.  
Completes the maze by following the footprints of each animal to see what they find.

**13 We go fishing** 26

Reads a letter.  
Answers questions about the letter.  
Phonics (ll, ss and ff sounds).  
Uses given words to write sentences.  
Fun activity.

**14 After fishing** 28

Discusses school news and home news with a friend.  
Writes a letter to a friend about their news.  
Phonics (tch-sounds).  
Uses given words to write sentences.  
Completes the words with these sounds ch, tch and str.

**15 The fun fair** 30

Reads a diary entry.  
Discusses questions based on the diary entry.  
Phonics (ph-sounds).  
Paste stickers to match words in box.  
Writes sentences in the past, present and future tense.



**Theme 4: Fun with friends**

**Term 3: Weeks 6 – 10**

**16 The fancy-dress party** 32

Reads text and invitation about a party.  
Answers questions based on the text.  
Formulates questions and then asks friends the questions.

**17 Getting it right** 34

Concord using "is" or "are".  
Identifies a pronoun for the underlined word.  
Phonics (ch-sounds).  
Chooses five words and uses them in sentences.  
Fills in the correct punctuation marks.

Makes requests (Please can you ... Please would you ...)

**18 Bongzi and her friends build a tree house** 36

Reads narrative text.  
Answers specific questions based on the text.  
Tabulates answers in a table.  
Matches adjectives and nouns.



**19 Fun with a friend** 38

Plays language game.  
Uses a, an or some.  
Forms sentences in future tense.  
Forms sentences in the past tense  
Gives correct plurals.

**20 Your friends are my friends** 40

Sings a song.  
Creates a verse for the song.  
Fills in the commands in the correct speech bubble.

**Theme 5:**  
**Under the sea**  
**Term 4: Weeks 1 – 5**

**21 We go deep-sea diving** 42

Discusses picture.  
Reads narrative text.  
Labels diagram of a fish.  
Answers questions based on the text.  
Phonics (ar-sounds).  
Chooses five words and uses them to write sentences.

**22 Getting it right** 44

Uses stickers to show degrees of comparison.  
Writes a caption for a picture.  
Matches sentences to the correct picture.  
Uses pronouns to complete the sentences.  
Word game: Finds and circles the hidden words.  
Paste the stickers (starfish, fish)

**23 Make a shoe-box aquarium** 46

Reads instructions to make a shoe-box aquarium.  
Explains the instructions to a friend.  
Answers specific questions based on the text.

**24 I can make a ...** 48

Writes instructions to make an item.  
Explains instructions to a friend.  
Phonics (ur, er and ir-sounds).  
Chooses five words and uses them to write sentences.  
Tell your friend how many things there are in each circle.  
Identifies plurals.

**25 What we will do** 50

Trace the lines to say what they will do on the weekend.  
Practises sentences in the future tense.  
Asks questions and records the answers.  
Matches the antonyms.

**Theme 6:**  
**Storybooks**  
**Term 4: Weeks 1 – 5**

**26 Making up a story** 52

Chooses a book cover for the book they would like to read.  
Writes in group what the book is about.  
Answers questions about the book.  
Rewrites sentences in past and future tense.  
Fun activity – maize.

**27 Dragon and alien stories** 54

Draws a picture of a dragon or alien.  
Writes adjectives to describe the dragon or alien.  
Completes the dialogue bubbles.  
Writes own story using a frame.  
Paste stickers in correct order.

**28 About the characters** 56

Writes a diary entry summarising what happens to a character.  
Formulates questions to ask the characters.  
Asks questions based on a chart.  
Uses stickers to show degrees of comparison.

**29 Telling the Pooh story** 58

Reads story of Winnie the Pooh and tells a friend the story using "First ...", "Then ...", "Then after that ...", "Then finally ...".  
Answers specific questions based on the text.

**30 Tear-out book** 59

Takes turns to read and role play the poem about Christopher Robin.



**Theme 7:**  
**About time**  
**Term 4: Weeks 6 – 10**

**31 The months of the year** 62

Answers questions about the months of the year.  
Fills in on the calendar things showing what they happened in each month.  
Writes about your favourite month.

**32 What we do** 64

Discusses pictures with a friend.  
Categorises what each child is doing and write a caption.  
Phonics (ing-sounds).  
Puts picture of story into sequence.  
Writes a sentence for each picture.  
Makes up a role play about the story.

**33 Telling the time** 66

Discusses with a friend the things done at different times.  
Paste stickers to show what is done in the day or at night.  
Identifies day and night-time activities.  
Uses clock hands to show different times and discusses these with a friend.  
Phonics (y-sounds).  
Draws different times on the clock and writes sentences for activities done at these times.  
Practises (Say it again. Excuse me. Please could you say that again).

**34 What we like to do** 68

Write sentences about what each child likes and does not like.  
Underline all words ending in -ing.  
Writes a letter about what they did the previous weekend.  
Draws a picture about what they did the previous weekend.



**Theme 8: Celebrations**

**Term 3: Weeks 6 – 10**

**35 Little drummer boy** 70

Sings the Christmas song Little Drummer Boy.  
Paste the stickers to make a Christmas alphabet.  
Tells a friend what each letter stands for.  
Writes the words for a celebration song.

**36 Christmas time** 72

Identifies which sentences are correct based on the picture.  
Phonics (str, cr, dr, gr, br)  
Writes Christmas cards with special messages for friends and for teacher.

**37 Words and sounds** 74

Forms words by joining the sounds (eam, ick, str, gr and tch-sounds).  
Fills in card.  
Makes requests (Do you have? May I have?)  
Use the sounds to complete the words so that they match the pictures.

**38 Enter a drawing competition** 75

Draws a picture and writes a paragraph about it.  
Post the form.  
Certificate for completing FAL Grade 3.



# THEME 1 BACK TO SCHOOL AGAIN

School in winter



Term 3 – Week 1 – 5



Let's talk

Look at the picture and talk about what you see.



Let's read

It is July. It's very cold and we are back at school after the school holidays.

**Nomsa:** I wish I had a hot-water bottle. I am very cold.

**Ken:** I wish I had a cup of hot soup.

**Teacher:** Now, children, we are going to learn about the different seasons.

**Lulu:** Brrrr! It's freezing!

**Teacher:** What season is it now? And how do we know this?

**Sam:** There are no leaves on the trees and it is the middle of July.

**Ann:** And it was below zero degrees last night.

We have a thermometer in our garden and it was minus two degrees last night.

**Nomsa:** We had frost in our garden and it killed the plants.





Let's write

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



What season was it?	
1	Summer
2	Autumn
3	Winter

Who wished for a hot-water bottle?	
1	Nomsa
2	Sam
3	Ken

How did Ann know that it was freezing?	
1	There was frost in the garden.
2	She saw the temperature on the thermometer.
3	The plants died.

Who wished for a cup of hot soup?	
1	Ken
2	Ann
3	Sam



Word work

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

boil	soil
toil	coin
oil	spoil

soya	toys
coy	boy
Roy	annoy

Circle the words in the word box that match the picture.



Let's write

Write five sentences about what the children wanted to do to get warm.






Let's do

Draw a picture of yourself dressed for today's weather.  
Tell your friend what clothes you are wearing.



Let's write

Write five sentences about your picture.



Listen and repeat



It is very cold.  
I am shivering.  
I am as cold as ice.  
My fingers are cold.  
I wish I had a hot-water bottle.





Let's write

Draw a line that joins the sentence in the blue box to a sentence in the pink box. Then circle all the words with an **oi** and an **oy**-sound.

I had nothing to play with so

The boy was hungry so

I could not pay because

We boil water and then



we made tea.

I bought a toy.

he boiled an egg.

I did not have money.

Sight words

- like
- little
- live
- long



Let's do

Use your stickers to show what we need when it is cold.

Paste the stickers in the correct spaces.



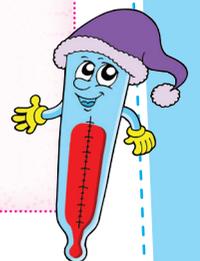
To wear



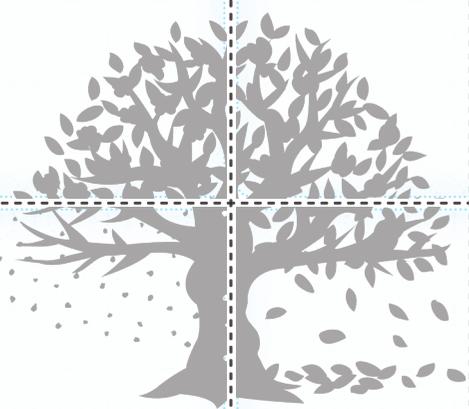
To sleep

To eat

To measure the temperature



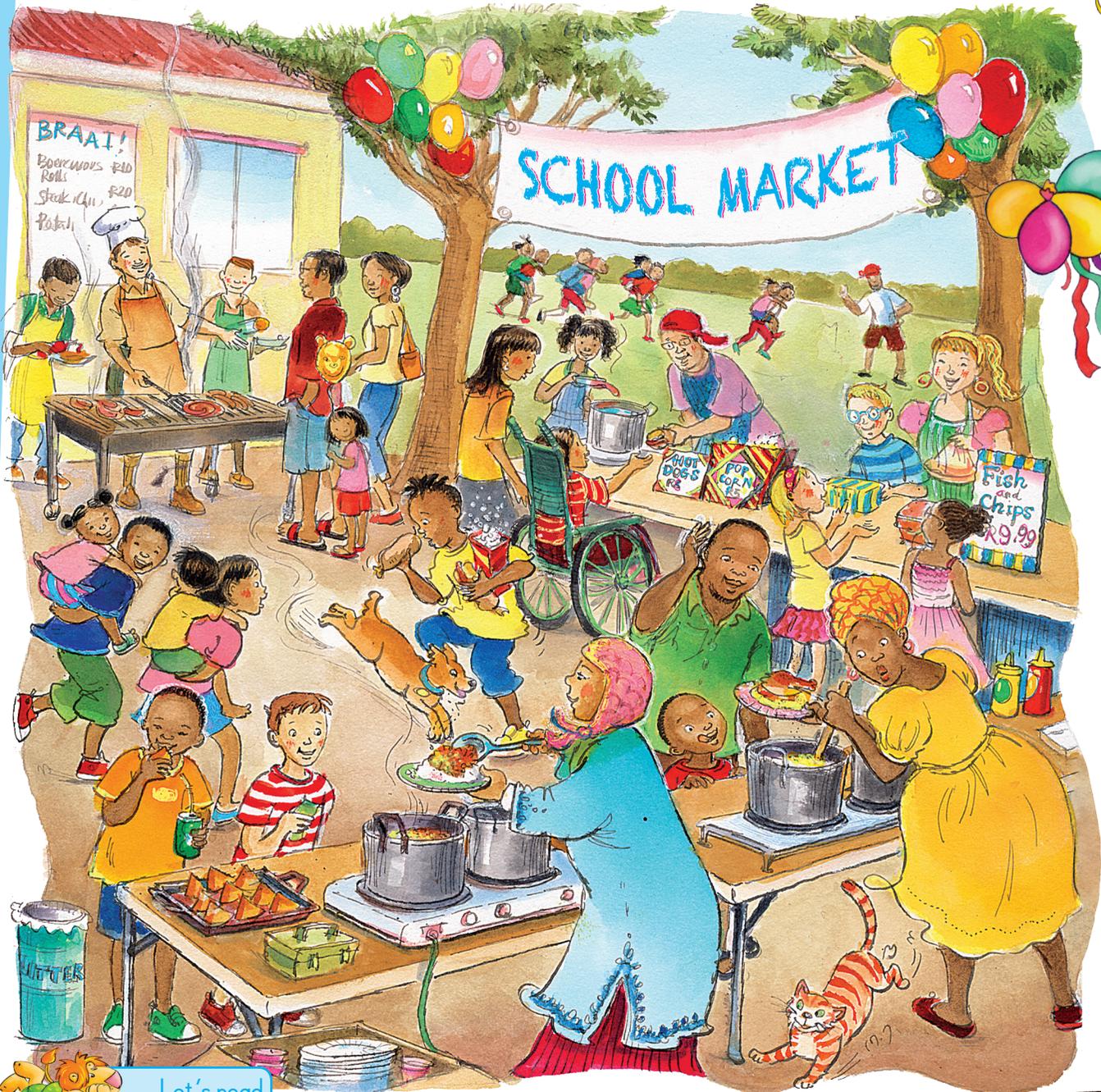
Now paste in the correct stickers to show the four seasons.

	Spring	Summer	
	Winter	Autumn	



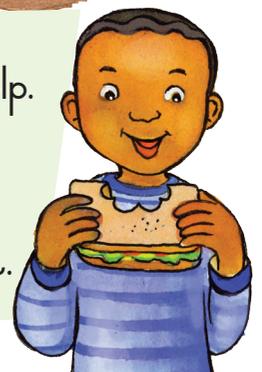
Let's talk

Look at the picture and then talk to your friend about the school market.



Let's read

Every year in August our school has a market to **raise** money. We all help. Even our parents and teachers help. They cook the food and the children play games and have different kinds of races. We always enjoy the market. There is always lots do and so much to eat. We hope that it will not **rain**.





Let's write

Read the poster and the story and then fill in the correct answers.

**New Town School Market**  
 Join us for a day of fun in the sun.  
 Lots to eat and lots to buy.

Pap and Chicken   
 Curry and Rice  
 Braai   
 Samosas   
 Hot Dogs   
 Fish and Chips   
 Cake and Candy   
 Popcorn 

**Date:** 1 August 2015  
**From:** 09:00 to 16:00  
**Fun for young and old.**  
**Entrance is free!**

On what date is the school market?

What time will the school market start and end?

How much is the entry fee?

Will you see old people or young people at the market? Why?



Let's write

Make a list of different foods that you can buy at the school market.

Meals	Snacks	Sweet food



Let's write

Write five sentences about the school market.

Five horizontal lines for writing sentences.





Let's do

Draw three things you did last weekend.

Show your friend your pictures and tell him or her what you did.



Let's write

Now write a sentence about each picture. You must write them in the past tense.

1

2

3



Word work

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



rain	pail	stain
main	trail	strain
pain	grain	train

Circle the words in the word box that match the pictures.





Sight words

look

made

make

many



Let's write

Use these words to help you to write these sentences in the past tense.

was

went

walked

It is cold.

Yesterday it was

It is raining.

Yesterday

I go to school by bus.

Yesterday

John walks to school.

Yesterday



Let's write

Now write a postcard to your friend and tell her or him what you did last weekend.



When we talk about things that happened in the past we usually add -ed to the verb.

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

From \_\_\_\_\_



\_\_\_\_\_

Friend's name

\_\_\_\_\_

House number and street

\_\_\_\_\_

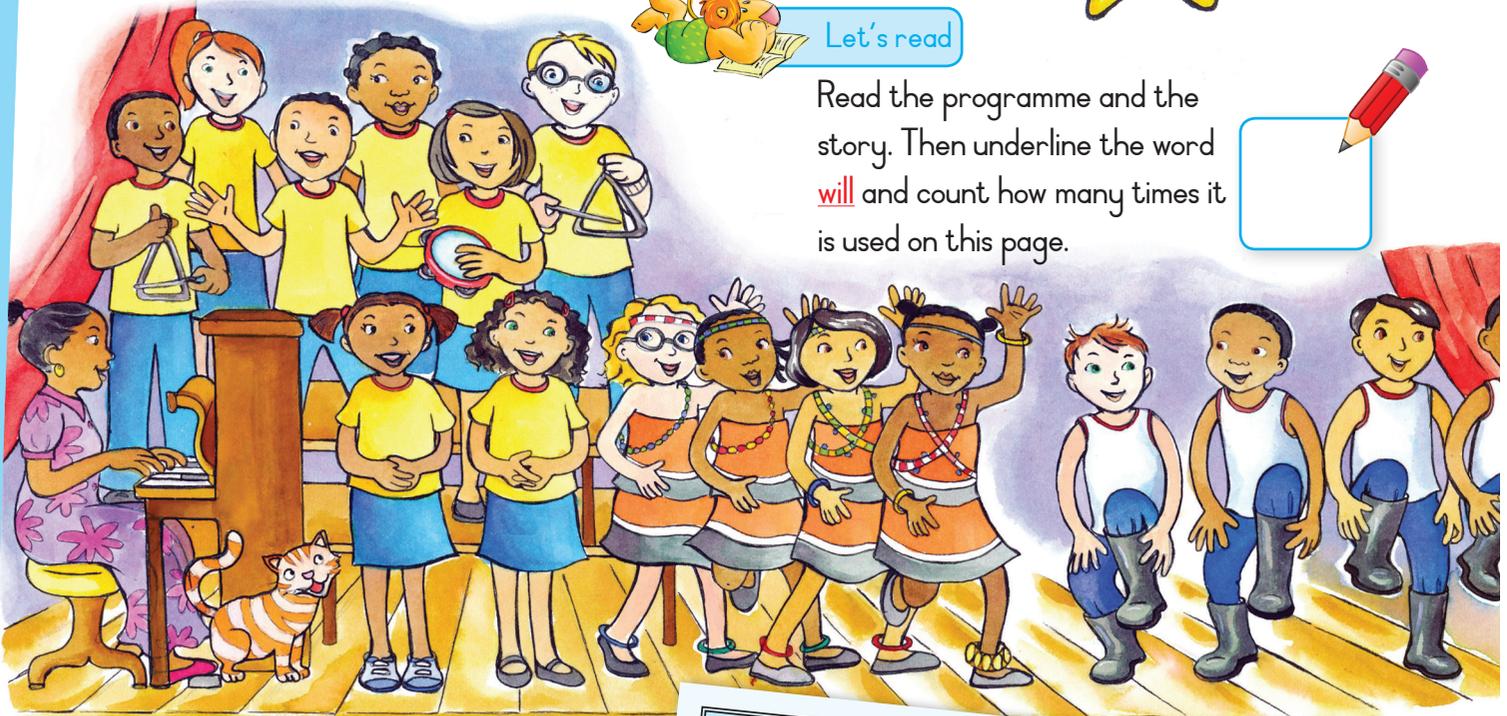
City or town

\_\_\_\_\_

Postal code

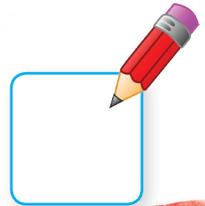


## The school concert



## Let's read

Read the programme and the story. Then underline the word **will** and count how many times it is used on this page.



What will you see?

### New Town School Concert

Date: 1 September  
Time: 12:00  
Where: New Town School Hall



### Programme

Grade 4	Choir
Grade 3	Gumboot dancers
Grade 2	Spring dance
Grade 5	The cat and the mouse
	Prizegiving

When we talk about things that will happen in the future we use the future tense.

Next month New Town School will have its Spring Concert. The children will sing and dance. First the choir will sing. They will sing *The Lion King* and *Twinkle Twinkle Little Star*.

Then Nomsa and Ann will do a special dance about the Cat and the Mouse.

Lastly, the principal will hand out prizes. I hope that I will get a prize.





Let's write

Read the programme and the story and then answer these questions.



Which class will sing in the choir?	
What songs will they sing?	
Which class will do the Gumboot Dance?	
Which class will do the Spring Dance?	
Who will do the Cat and the Mouse Dance?	
On what date will the concert be held?	
At what time will it start?	

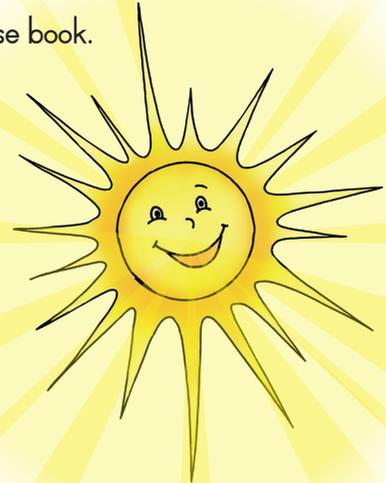


Word work

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

Circle the word in the word box that match the picture.

day	pay	ray
may	bay	gay
say	lay	hay



Let's write

Write five sentences about a school concert.

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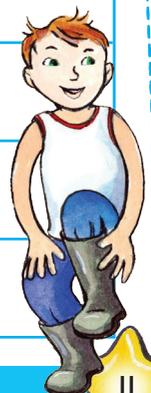
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# THEME 2 HEALTH AND SAFETY

6

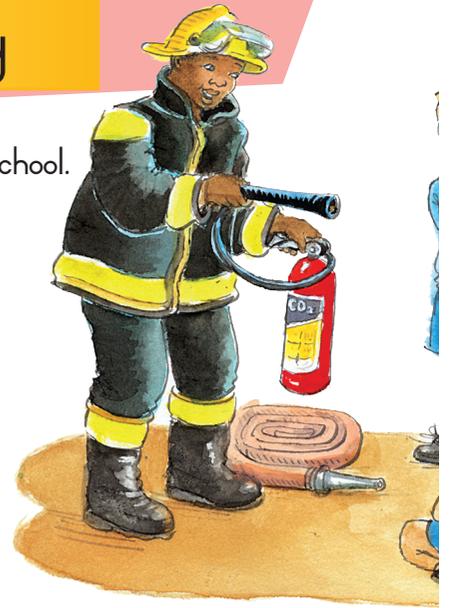
## Safety Day

Term 3 – Week 1 – 5



Let's read

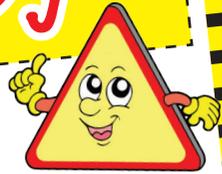
Today a fireman and a traffic officer came to our school. They gave us these pamphlets to read.



### Road safety



① Look for a safe place to cross. Look all around you before you cross a road.



② Listen for any traffic. If you hear any traffic coming, WAIT. Then look all around again.

③ If there is no traffic, walk across the road. Look and listen for traffic while you cross the road.



Use the words:  
First you must ...  
Then you must ...  
Lastly you must ...



Let's do

- Make up a role play to tell your friends what the traffic officer says.
- Then make up a role play to tell your friends what the fireman says.



# Fire safety

- ① Do not play with matches.
- ② You must always have 2 ways of getting out of a room in case there is a fire.



- ③ If there is a fire in your house and lots of smoke you must crawl to avoid smoke and heat. Get out fast.
- ④ Phone the fire brigade as soon as you get outside.



Fun

Help the fireman to collect all his equipment before he gets to the fire.





Let's do

Now draw a picture to show one of the warnings the fireman or the traffic officer gave the children.



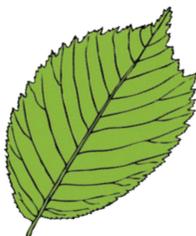
Let's write

Now write five sentences about your picture.



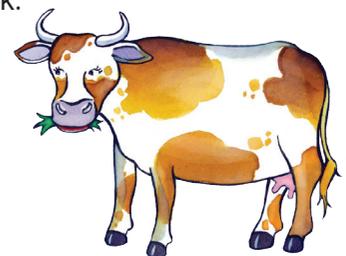
Word work

Read the words and listen to the sounds. Listen to how the words in the blue boxes sound different to those in the pink boxes. Use five words to write five sentences in your exercise book.



hip	heap
lip	leaf
nit	neat

rip	reap
tip	teat
clip	clean





Let's write

Write ten words with the **i**-sound and ten with the **ee**-sound in the correct boxes.



Sight words

my

myself

never

new

green

dip

deep

fit

feet

grin

spit

seep

slip

crib

meet

pip

creep

sheep

sip

keep

sleep

mist

peep

ship

i-sounds	
crib	

ee-sounds	
creep	



Listen and repeat

Paste the stickers in the correct spaces.



How much does it cost?

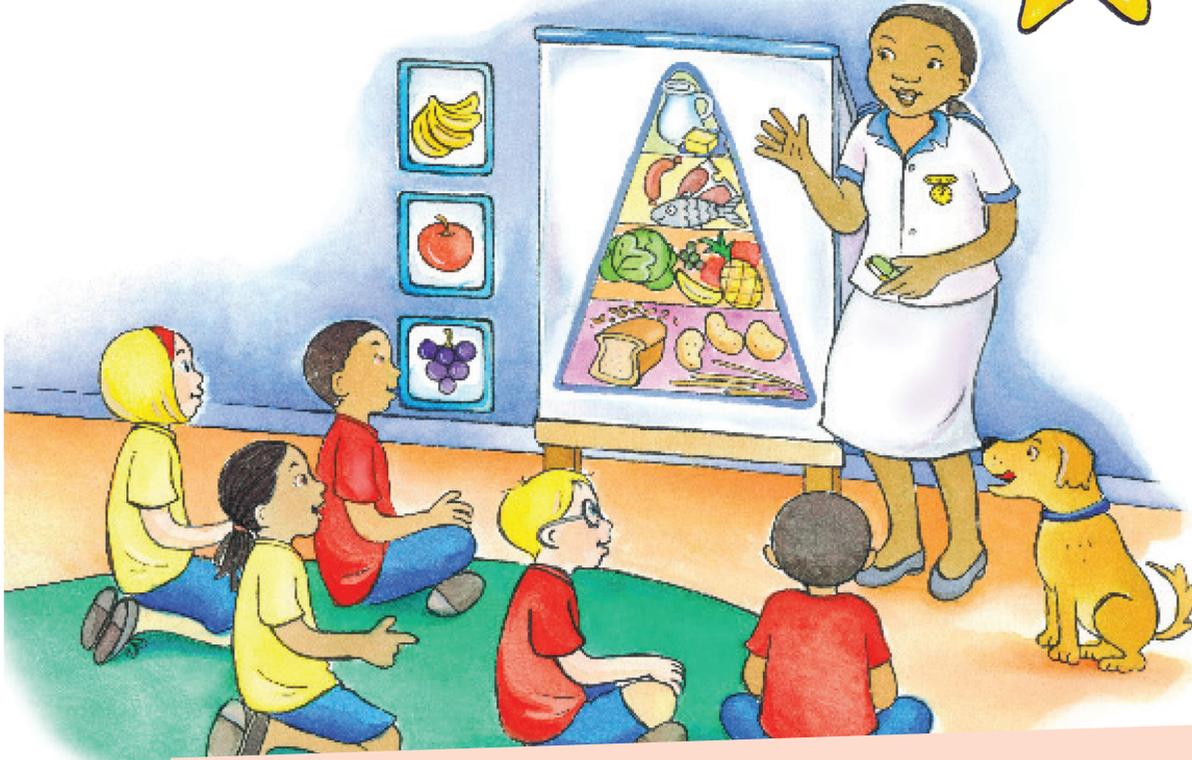
How much is this chocolate?

How much is this doll?

How much is this book?

How much is this truck?





## Let's read

Today the nurse came to our school. She said that we must eat good food to stay healthy. She showed us a food chart. We must eat more food from the bottom of the food pyramid. We must not eat sweets or chips, and we must not drink fizzy cold drinks. We must rather drink milk and water. We should eat fruit and vegetables every day. We should start a vegetable garden and grow vegetables around our house.



## Let's write

In the first column write down what foods we should eat every day. Then in the second column write down the foods that we should not eat.

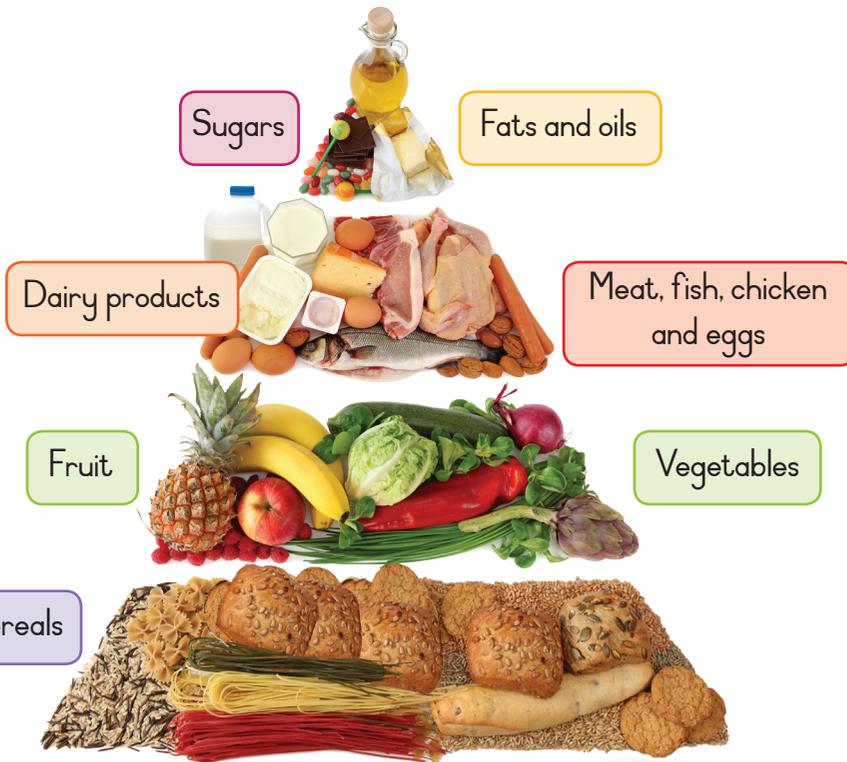
Should eat


Should not eat




Let's talk

Look at the food pyramid and talk about the healthy foods and the foods that are less healthy. Which foods should we eat every day?



Let's do

Now paste your stickers in the correct food box.

Paste the stickers in the correct spaces.

Fruit and vegetables

Grains and cereals

Meat, fish, chicken and eggs

Dairy products





Let's write

Write a diary entry about how you got lost and what happened next.

Date: \_\_\_\_\_

Dear Diary

Lined area for writing a diary entry

POLICE:



10111



Let's write

Write down the details you should know if you get lost. Try to memorise the information.

NAME AND SURNAME:

TELEPHONE:

ADDRESS:

MY FINGERPRINTS:

Use lipstick or ink and press your left and right thumbprint here.

LEFT

RIGHT



Fun

Write these words into the correct sound boxes.

boat	burn	mess	curl	chip	seat	straw	shin
chin	fuss	shine	witch	match	street	strong	shop
chimp	string	hurt	coat	catch	miss	ship	beat
chop	goat	heat	meat	turn	latch	toad	kiss

A Ferris wheel with 10 cars. Each car has a sound box and is occupied by a child or animal. The sound boxes are labeled with phonics: tch, ss, sh, ch, str, ur, ea, oa, and ss.

- Top car (red): Girl with dog, sound box labeled 'tch'.
- Top-right car (green): Boy with glasses, sound box labeled 'ss'.
- Right car (yellow): Girl with cat, sound box labeled 'sh'.
- Bottom-right car (blue): Two boys, sound box labeled 'ch'.
- Bottom car (orange): Boy, sound box labeled 'str'.
- Bottom-left car (pink): Boy, sound box labeled 'ur'.
- Left car (blue): Boy and girl, sound box labeled 'ea'.
- Top-left car (purple): Boy, sound box labeled 'oa'.



Let's write

Now make a list of foods you like, and foods you don't like. Then read your friend's lists and say what foods he or she likes and does not like.

I like ...

carrots

I do not like ...

beans



Let's talk

Tell your friend what foods you like, and what foods you don't like.  
Say: I like carrots but I don't like beans.



Plurals



Let's write

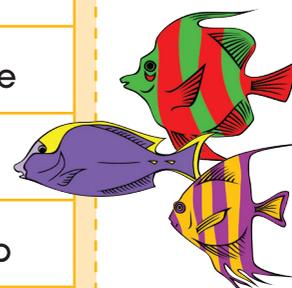
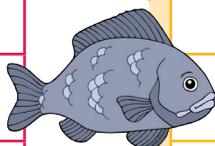
Fill in the plurals.

Singular	Plural
cat	cats
dog	
star	
apple	
book	
lip	
pet	

Remember

Some unusual plurals to remember:

Singular	Plural
tooth	teeth
child	children
foot	feet
man	men
person	people
fish	fish
sheep	sheep





Word work

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



round	sound	mouse
found	loud	house
bound	out	count

Circle the words in the word box that match the picture.



Let's write

Fill in either *these* or *those*.



If things are near, use *these*.  
If they are far, use *those*.

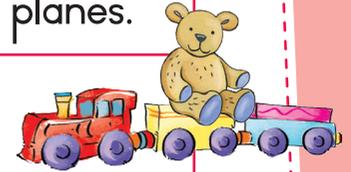


*These* are my books.

\_\_\_\_\_ are planes.



\_\_\_\_\_ are stars.



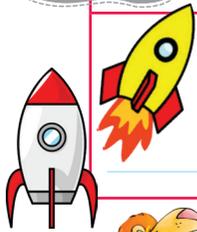
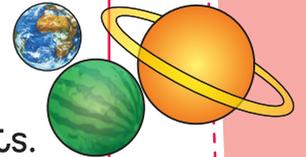
\_\_\_\_\_ are toys.



\_\_\_\_\_ are pets.

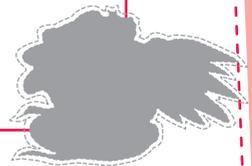


\_\_\_\_\_ are planets.



\_\_\_\_\_ are rockets.

\_\_\_\_\_ are vegetables.



Listen and repeat

Making suggestions

Let's play in the park.

Let's play soccer.

Let's go to the beach.

Let's run to class.

Let's read a story.

Let's go to the library.



# THEME 3 THE OUTDOORS

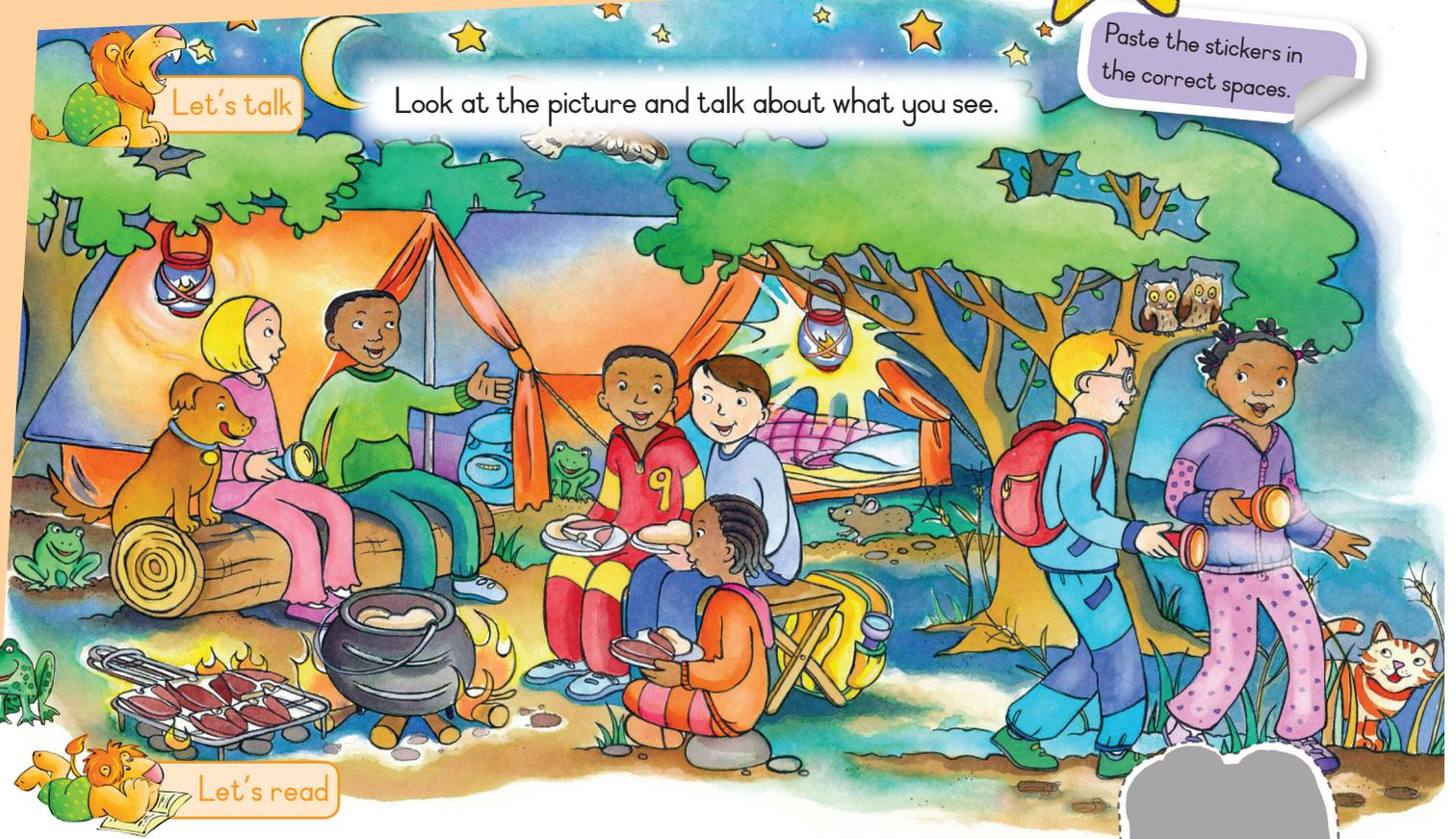
II

## We go camping



Paste the stickers in the correct spaces.

Term 3 – Week 6 – 10



Let's talk

Look at the picture and talk about what you see.

Let's read

Have you ever been camping? We are at a school camp in a game park and we are having a good time. We cook our food on a fire and we sleep in a tent. Tonight it is very, very dark and so we have to use our torches for light.

We hear the animal noises all the time. The owls hoot and the frogs and toads croak.

Ken and Nomsa want to follow the animal footprints to see if they can find a lion or an elephant. I hope that they don't find any lions near our tent.

Because it is a dark night we can see millions of stars shining through the trees.

We all sing "Twinkle, twinkle little star".





Let's write

Read the story and then answer the questions.



Sight words

no

now

of

off

Where are the children?

How do they cook their food?

What do Ken and Nomsa want to do? Why?

Would you like to find a lion near your tent? Why?

What noises do they hear?

Circle the words in the word box that match the pictures.



Word work

Read the words and listen to the sounds. The sounds of the words in the blue boxes are different from the sounds of the words in the pink boxes.



bad	bed	ship	chip
fad	fed	shop	chop
lad	led	shin	chin
tan	ten	shun	chum



Let's do

Break up these words into their sounds. Then clap the sounds.

different      elephant      shining

animal      tonight      camping



Let's write

Now write the words in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1		4	
2		5	
3		6	



At night



Let's sing



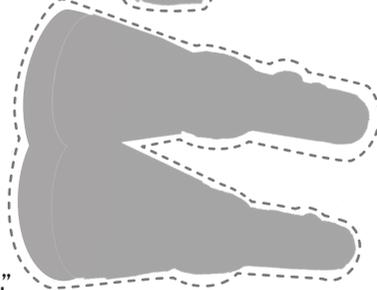
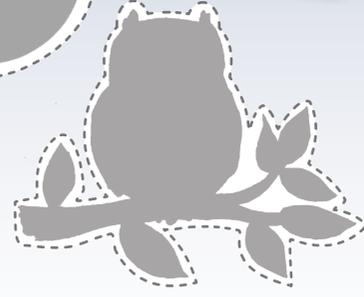
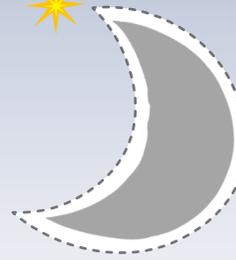
### Twinkle, twinkle little star

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.

Twinkle, twinkle, little star.  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.

Paste the stickers in  
the correct spaces.



Let's write

Re-write these sentences starting with "Yesterday".  
We have done the first one for you.

We walk in the dark.

Yesterday we walked in the dark. 

We cook our food on the fire.

Yesterday

Nomsa and Ken look for a lion.

Yesterday

Today we are at a camp.

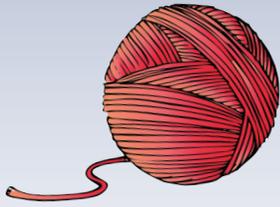
Yesterday



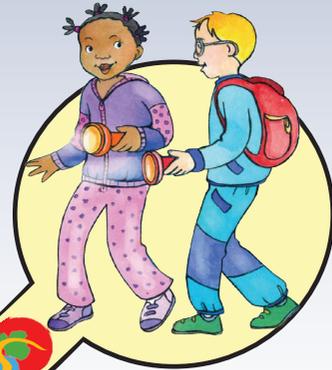
Word work

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

Circle the word in the word box that match the picture.

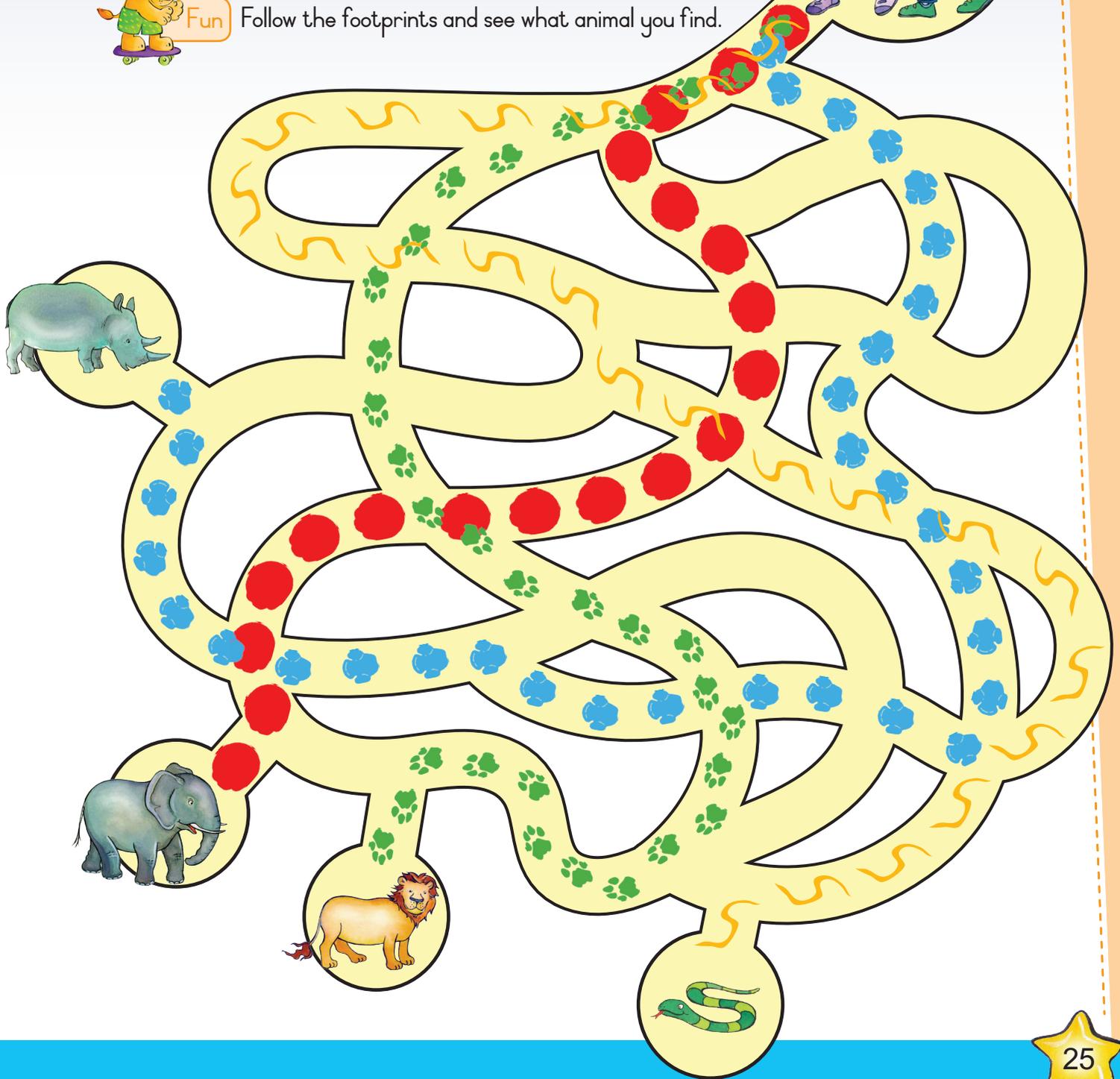


street	stretch	strut
stroll	stress	stream
string	strum	strong



Fun

Follow the footprints and see what animal you find.





Let's read



27 Lake Road  
New Town  
3074  
6 September 2015

Dear John

We had a long weekend and so my father took us to the dam to fish. We took our fishing rods. We also took a big pot and pan to cook the fish that we caught.

We waited and waited but we did not catch anything.

Then Nomsa played with the frogs. Sam climbed the tree and Ann fed the ducks.

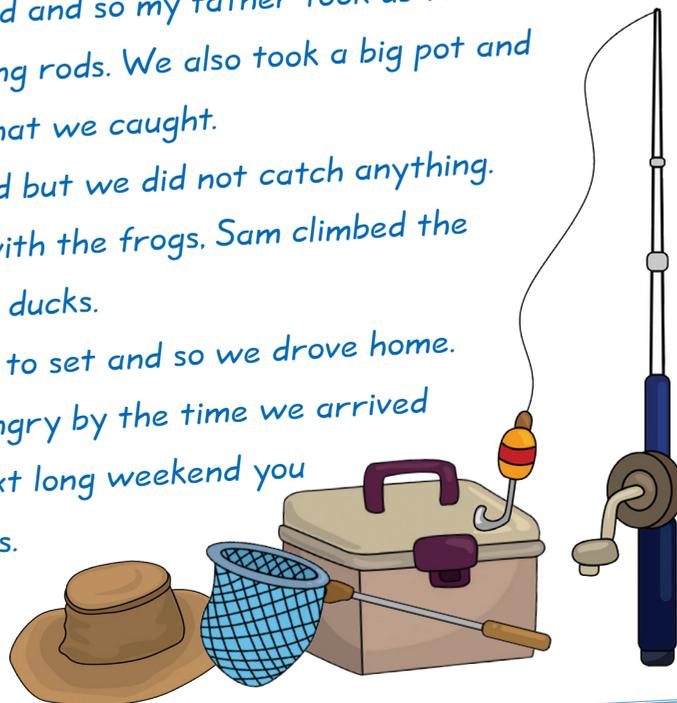
Soon the sun started to set and so we drove home.

We were all very hungry by the time we arrived home. I hope that next long weekend you

will go fishing with us.

Your friend

Jabu





Let's write



Sight words

jump

just

keep

kind

Who wrote the letter?

Who did he write the letter to?

On what date did he write the letter?

Why did they take a pot and pan to the river?



Word work

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



bell	fuss	stuff
tell	mess	bluff
smell	miss	cuff
well	bless	fluff

Circle the words in the word box that match the picture.

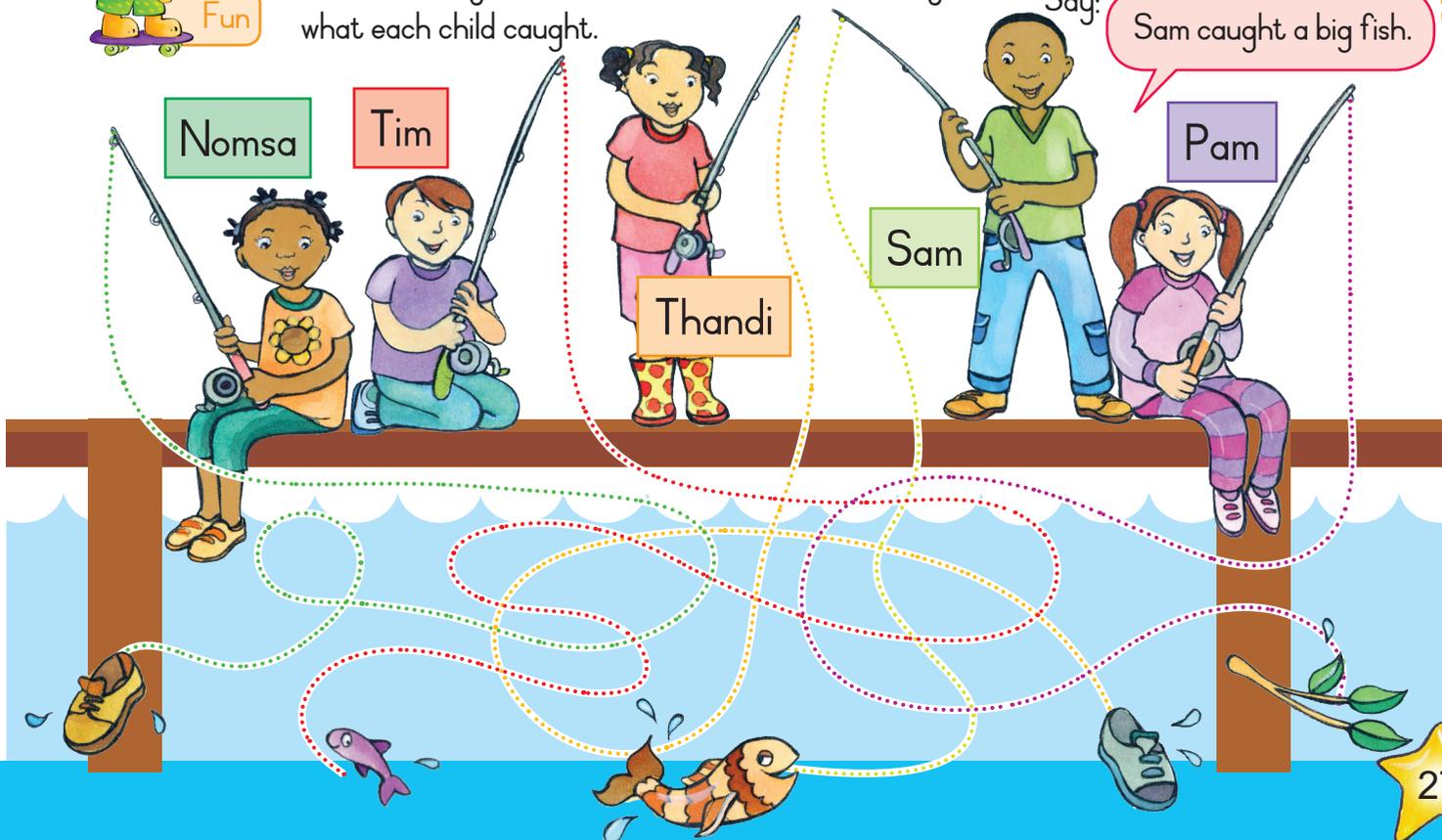


Fun

What did they catch? Trace the lines and then say what each child caught.

Say:

Sam caught a big fish.



# After fishing



Let's talk

Talk with your friend about your news.  
Talk about things that happened at school and at home.



Let's write

Now write a letter to tell your friend all your news.

House number and name of street

City or town

Postal code

Write the date here

Dear \_\_\_\_\_

From \_\_\_\_\_

Write your name here






Word work

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

hatch	witch	latch
catch	hitch	patch
match	kitchen	watch

Circle the words in the word box that match the picture.



Let's write

Complete these words by adding **ch**, **tch** or **str**.

ch

tch

str



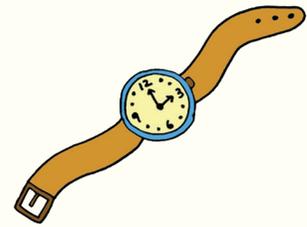
hatch



\_\_\_\_\_ong



bun\_\_\_\_\_



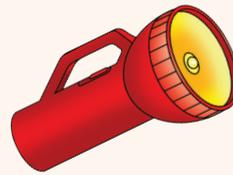
wa\_\_\_\_\_



\_\_\_\_\_eet



ca\_\_\_\_\_



tor\_\_\_\_\_



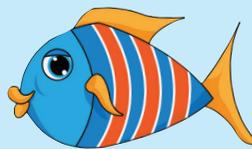
wi\_\_\_\_\_



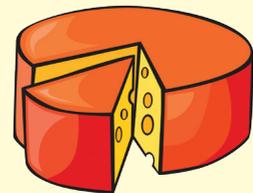
\_\_\_\_\_aw



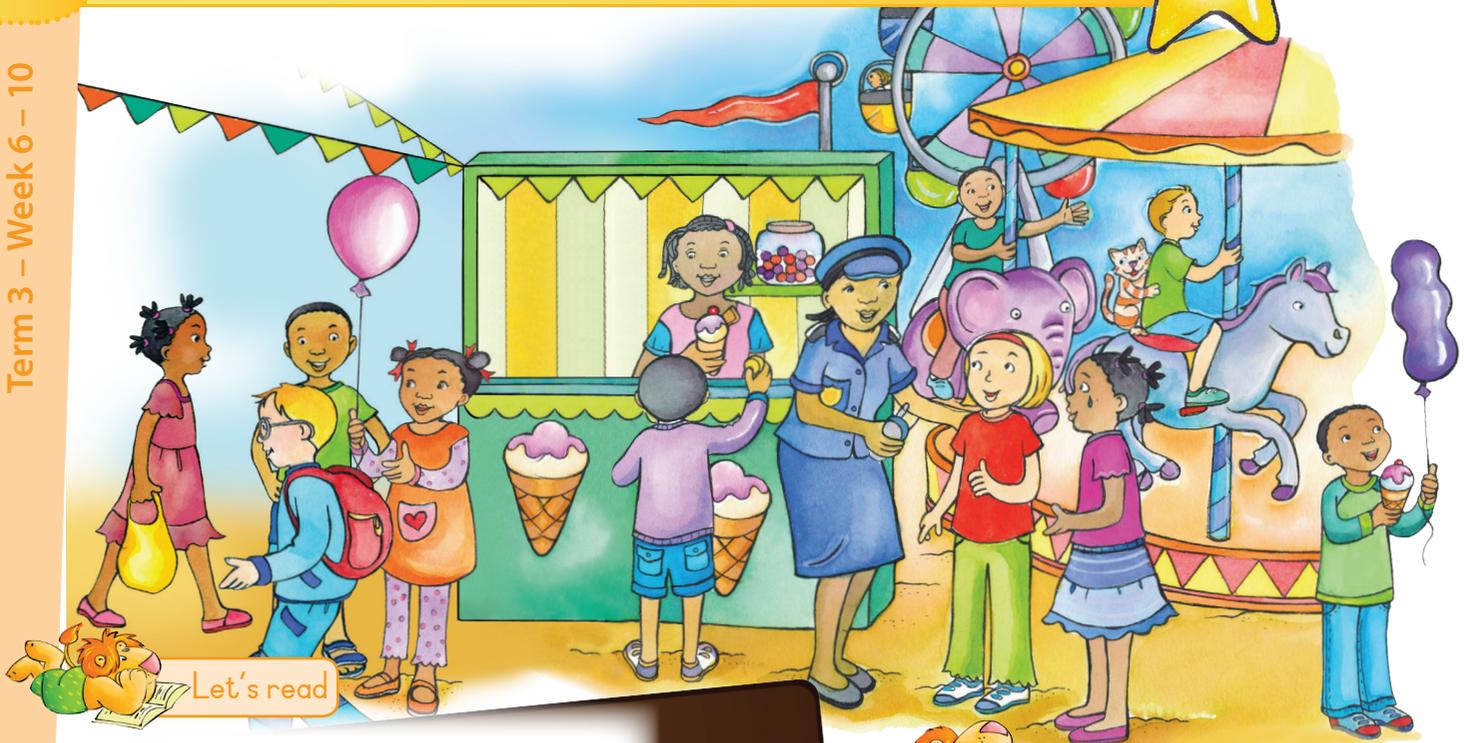
scra\_\_\_\_\_



\_\_\_\_\_ipes



\_\_\_\_\_eese



Let's read

Read this page from Ann's diary.

15 September

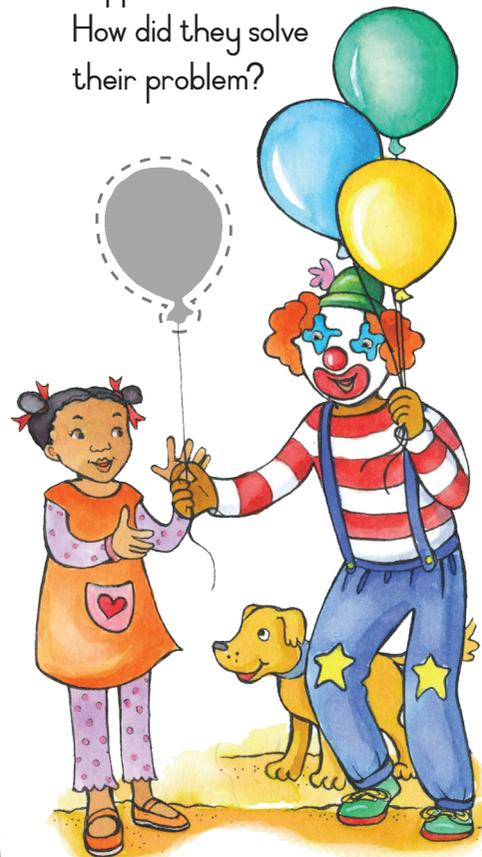
Dear Diary

Today we went with our friends to the fun fair. We went for lots of rides on the big wheel and on the merry-go-round. Later, Nomsa and I got lost. We did not know where to find the others. We looked all over and we called our teacher's name, but we could not find them. It was starting to get dark and I was afraid. Nomsa started to cry. Then we saw a police woman. She helped us to find our teacher. We had one more ride and then we got back on the bus and we drove home. I never want to be lost again.

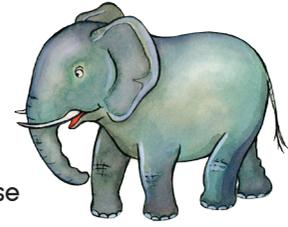
30

Let's talk

Talk to your friend about what happened to Nomsa and Ann. How did they solve their problem?



Circle the words in the word box that match the picture.



Word work

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



phone	phonics	geography	elephant
phase	phony	nephew	dolphin
photo	orphan	trophy	alphabet



Let's write

Write sentences about each of the pictures. We have started one of the sentences for you. Use these words to help you.

- sing
- sang
- singing
- ride
- rode
- riding
- paint
- painted
- painting



Yesterday I

Today I

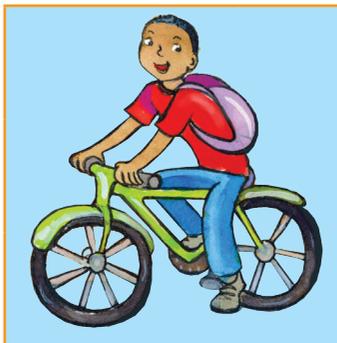
Tomorrow I will sing.



Yesterday I

Today I

Tomorrow I will



Yesterday I

Today I

Tomorrow I will

# THEME 4 FUN WITH FRIENDS

16

## The fancy-dress party



Term 3 – Week 6 – 10



Let's talk

Look at the picture and talk about what you see.

Let's read

Today Jabu turned nine.  
We had a party under the trees next to the lake.  
Spring is a good time to have a party because it is not too hot or too cold.  
Everyone dressed up for the party. We had Superman and Spiderman and Minnie Mouse and even Winnie the Pooh.  
We could not recognise our friends.



Please come to my party

Date: 20 September  
Time: 14:00 - 17:00  
Place: Boksburg Lake

What to wear:  
**Fancy dress**

From: Jabu



Let's write

Read the story and the invitation.  
Then answer these questions.



Sight words

know

laugh

let

light

Whose birthday is it?



How old will he be?



Where is the party?



How long is the party?



What should children wear?



If you were going, what would you wear?



Let's talk

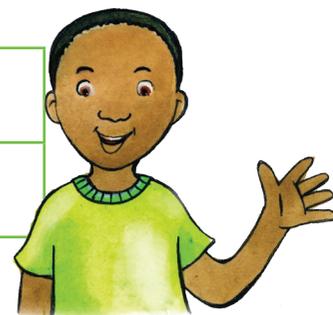
Make up questions starting with these words.  
Then ask three friends the questions and fill in their answers.

What is your name?			
Where _____?			
When _____?			
Why _____?			
Who _____?			
How _____?			



Let's write

Choose and colour in the correct word.

The girl  is  are lost.They  is  are at the fun fair.He  is  are the driver.The police woman  is  are taking the girl home.The children  is  are going to school.The dog  is  are barking at the boy.

Let's write

Read each sentence, then circle the pronoun that you can use instead of the underlined word.

<u>Ken</u> is my best friend.	You	<input checked="" type="checkbox"/> He	She	We	They	It
<u>Nomsa and I</u> went to visit Ann.	You	He	She	We	They	It
<u>The netball team</u> will be going to Durban.	You	He	She	We	They	It
<u>The dog</u> came into the class today.	You	He	She	We	They	It
<u>Nomsa</u> needed a jersey.	You	He	She	We	They	It
<u>Ken and Nomsa</u> are my best friends.	You	He	She	We	They	It
<u>Ann and I</u> went fishing.	You	He	She	We	They	It
<u>Jabu and Ken</u> play soccer.	You	He	She	We	They	It
<u>The cat</u> ate a fish.	You	He	She	We	They	It
<u>Ken</u> caught a fish.	You	He	She	We	They	It



### Word work

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

change	church	bunch	chair
chase	child	lunch	cheese
charge	chop	crunch	chain

Circle the words in the word box that match the stickers.



### Let's write

Fill in the correct punctuation mark at the end of each of these sentences.

Congratulations, you are the new champion	!
How old are you	
I live in Limpopo	
When is your birthday	
Where do you live	
No, don't do that	
Will you give me a lift, please	
Ken is my best friend	

**Remember**  
we use a question mark ? or an exclamation mark ! or a full stop . at the end of a sentence.

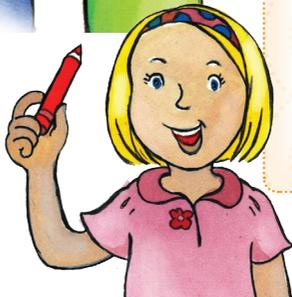


### Listen and repeat



#### Asking for help

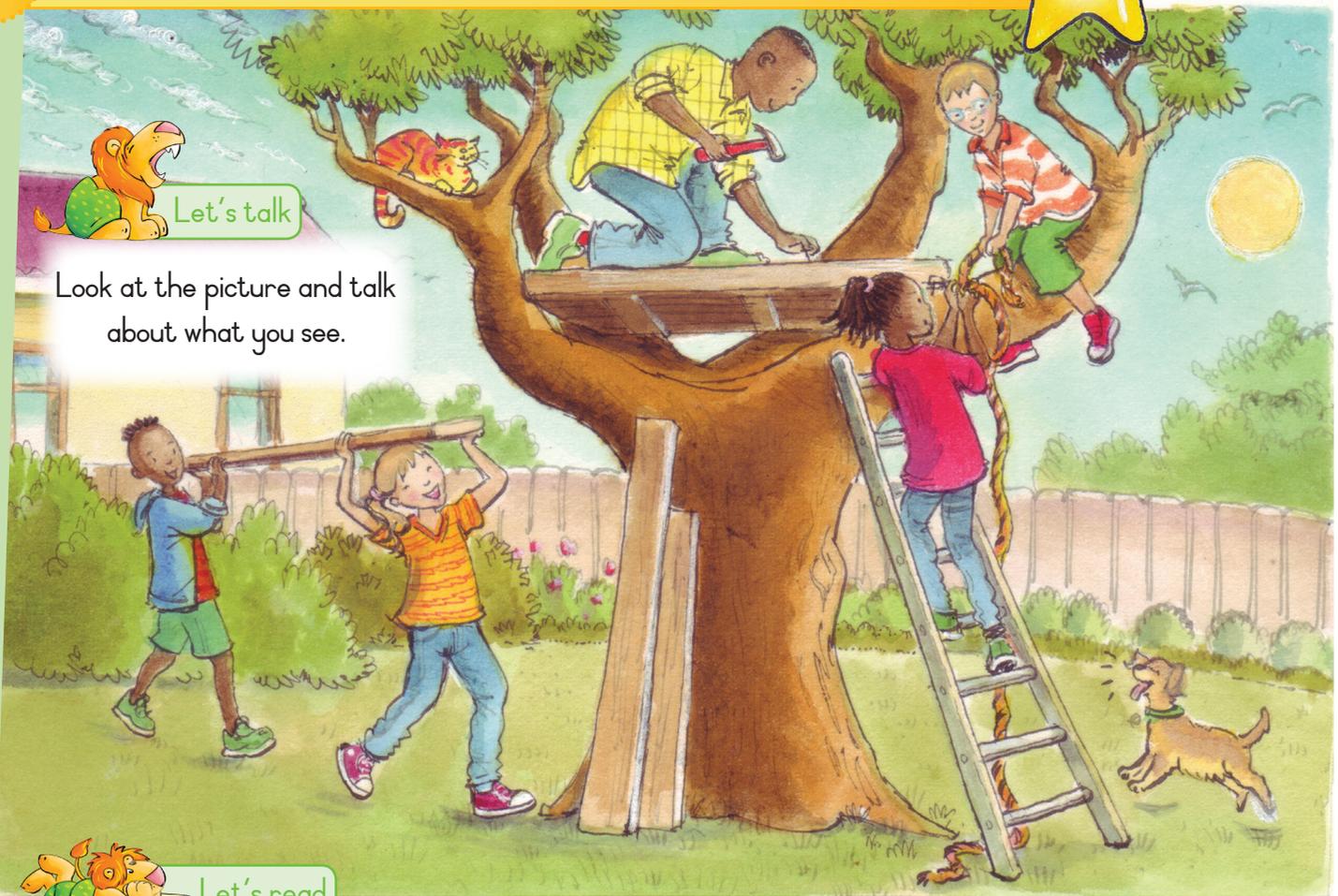
- Please can you help me? I am lost.
- Please can you show me the way?
- Please would you switch on the light?
- Will you give me a lift, please?
- Please would you bring back my book?
- Please would you send my mom an SMS?
- Please would you open the door?
- Please would you sharpen my pencil?





Let's talk

Look at the picture and talk about what you see.



Let's read

Today the children decide to make a tree house. Ann brings some long planks and Jabu brings some sharp nails, a thick rope and some heavy tools.

They want to build a tree house in the big green tree in Bongi's garden. Bongi's dad helps them to cut the wood and nail it to the strong branches. They tie the thick rope to the branch so they can climb up to the tree house.

"This will be a good place to sit and read," Ann says excitedly.

"Yes!" says Jabu with delight. "On the weekend I will bring my computer games and sit and play them in the tree house."

"I will bring a soft pillow and my blue blanket and have a sleep," says Bongi as she yawns.

"You'd better be careful not to fall asleep," her father warns.

And then, just as they are about to climb up into the tree house, the dark clouds cover the sky. There is a loud clap of thunder and it begins to pour with rain.

"Oh no!" Ann wails.



Let's write

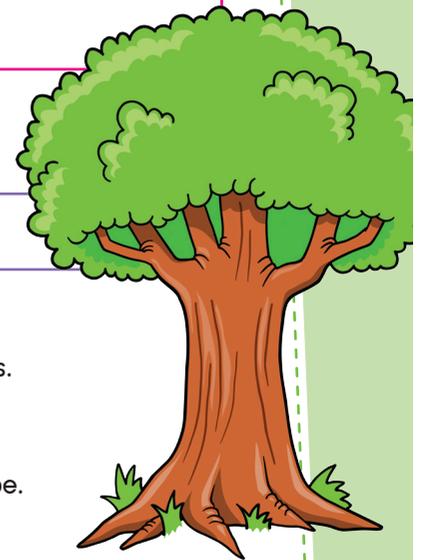
Write what each child brought to make the tree house.  
Then write what each child wanted to do in the tree house.



Name	What did he/she bring to build the tree house?	What did he/she want to do in the tree house?
Bongi		
Ann		
Jabu		

Why did Bongi's father warn them not to fall asleep in the tree house?

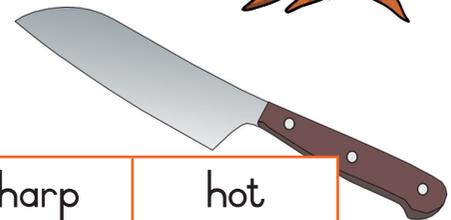
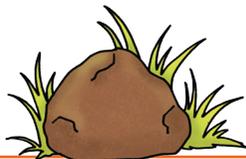
Why could they not climb into the tree house on that day?



Let's write

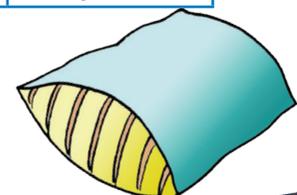
Look at the words in bold in the story. They are adjectives.  
Circle the nouns they describe.

Then draw lines to match the adjectives in the top row with the nouns they describe.



soft	hard	cold	sweet	sharp	hot
------	------	------	-------	-------	-----

ice cream	pillow	rock	knife	fire	cupcake
-----------	--------	------	-------	------	---------





Play this game with your friend. Throw a dice and then say the correct answer. Then fill in the answer in the correct space. The first one to complete the game is the winner.

Play this game again to make sure you fill in all the answers.

**Level 1:** Fill in the missing words. Choose from **a, an** or **some**.

**Level 2:** Form sentences in the future tense (**will**).

**Level 3:** Form sentences in the past tense.

**Level 4:** Give the correct plurals for these words.



<p>One foot</p> <p>Two _____</p>	<p>One tooth</p> <p>Two _____</p>	<p>One child</p> <p>Two _____</p>	<p>One lady</p> <p>Two _____</p>
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Level 3

<p>He _____ last Saturday.</p>	<p>Yesterday he _____</p>	<p>Yesterday they _____</p>	<p>I _____ to the dentist yesterday.</p>
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Move to the next level.

<p>Mary _____ tomorrow.</p>	<p>I _____ tomorrow.</p>	<p>Jabu _____ after school.</p>	<p>I _____ for my birthday.</p>
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Start here Level 1

<p>May I have _____ water.</p>	<p>May I have _____ sweets.</p>	<p>May I have _____ apple.</p>	<p>May I have _____ salad.</p>
--------------------------------	---------------------------------	--------------------------------	--------------------------------



<p>One man </p> <p>Two _____</p>	<p>One cherry </p> <p>Two _____</p>	<p>One fox </p> <p>Two _____</p>	<p>One baby </p> <p>Two _____</p>
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Level 4

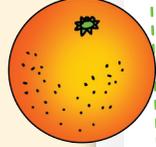
Move to the next level.

<p>It _____</p> <p>its food at midday. </p>	<p>We _____</p> <p>yesterday. </p>	<p>They _____</p> <p>to Polokwane. </p>	<p>Ann and Bongi _____</p> <p>read a book. </p>
--	---	--	--

<p>She _____</p> <p>tomorrow. </p>	<p>We _____</p> <p>on the weekend. </p>	<p>She _____</p> <p>on Saturday. </p>	<p>She _____</p> <p>tomorrow. </p>
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Level 2

Move to the next level.

<p>May I have _____</p> <p>milk. </p>	<p>May I have _____</p> <p>cheese. </p>	<p>May I have _____</p> <p>sandwich. </p>	<p>May I have _____</p> <p>orange. </p>
--	--	--	--



Let's sing

The more we get together,  
Together, together.  
The more we get together,  
The happier we'll be.

**Chorus**

For your friends are my friends,  
And my friends are your friends.

The more we get together,  
The happier we'll be.

The more we play together,  
Together, together.

The more we play together,  
The happier we'll be.

**Chorus**

The more we sing together,  
Together, together.

The more we clap together,  
The happier we'll be.



Let's write

Now make up your own verses by filling in verbs.

The more we \_\_\_\_\_ together,  
Together, together.

The more we \_\_\_\_\_ together,  
The happier we'll be.

**Chorus**



Let's write

Copy these commands into the correct speech bubbles.



Sight words

start

stop

take

tell

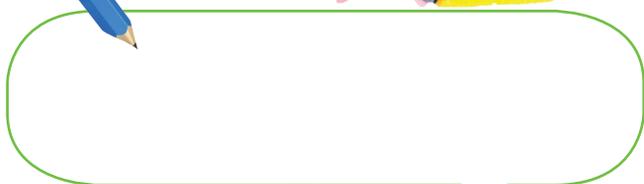
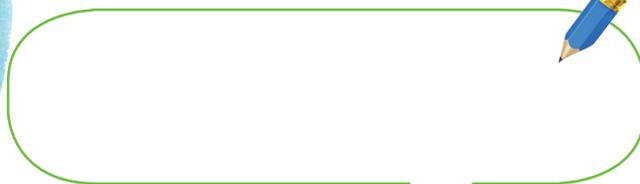
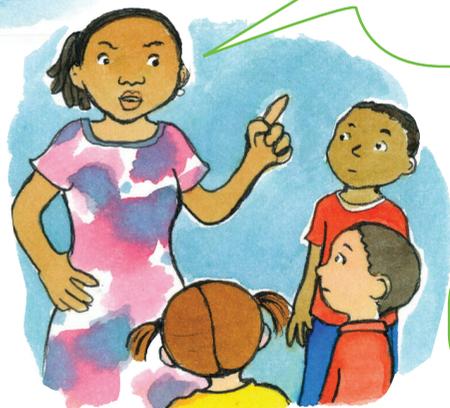
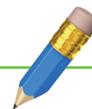
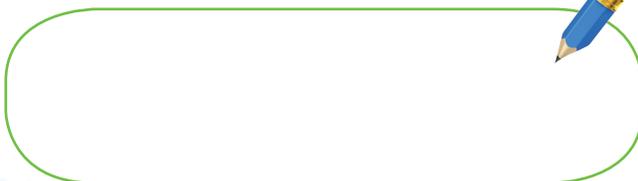
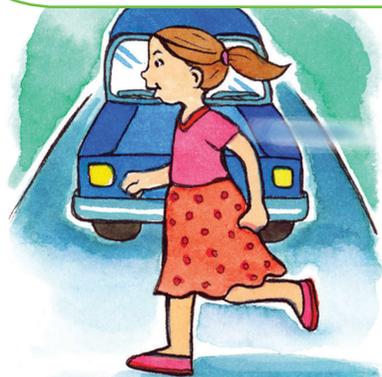
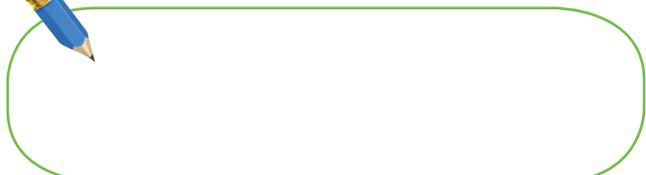
Stop fighting!

Don't play with matches!

Don't cross the road!

Don't touch the broken glass!

Don't litter!



# THEME 5 UNDER THE SEA

21

## We go deep-sea diving

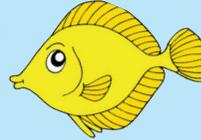
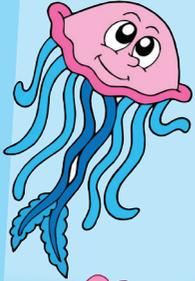


Term 4 – Week 1 – 5

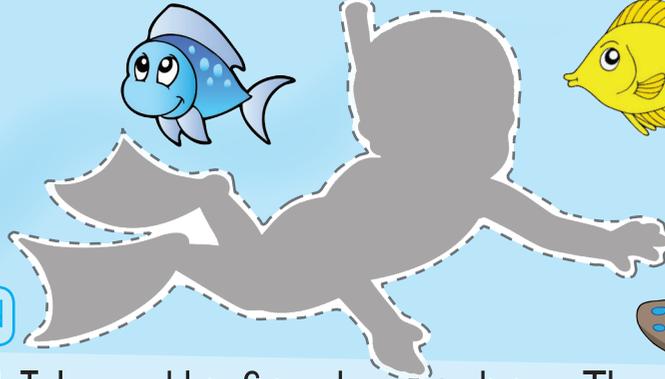


Let's talk

Have you ever wondered what lives under the sea? Look at the picture and tell your friends what kinds of fish you see.



Let's read



Paste the sticker in the correct space.

Last weekend Jabu and his friends went diving. They went under the sea. They wore flippers on their feet to help them swim strongly. They also wore goggles so that they could see under the water. They saw hundreds of different fish swimming in and out of the seaweed.



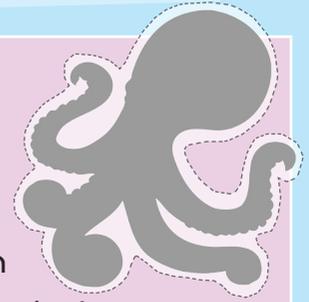
### Sea horses

They can change their colour to protect themselves. Their eyes move separately so they can see all around them.



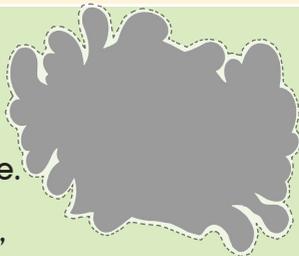
### Octopus

They can also change colour. They are soft and can squeeze through small spaces. They have eight long arms that help them swim very fast.



### Clown fish

They are quite small, but they are easy to see. They are orange or red, with big white stripes all over their bodies.



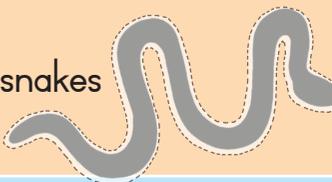
### Starfish

They have five arms. If one arm breaks off, another one just grows in its place.



### Sea snakes

They look like stripey snakes swimming in the sea.



### Jellyfish

They look like big blobs of jelly floating around.





Let's do

Label this fish. We have filled in some of the labels for you. Write the rest into the correct spaces.



Sight words

- old
- on
- once

- nostrils
- gill
- eye
- lower jaw
- belly
- tail
- fin
- scales

Labels on the fish: fin (with pencil icon), scales

Empty boxes for labeling: 3 on the left, 3 on the right.



Let's write

Answer these questions.



Name three different fish that Jabu and his friends saw in the sea.

What happens if a starfish loses one of its arms?

Why do sea horses change their colour?



Word work

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

Circle the words in the word box that match the pictures.



star	hard	alarm	car
jar	barn	far	card
yard	harm	smart	farm





Let's do

Paste in the missing stickers in the correct order.

hot

hotter

hottest

high

higher

highest

Paste the stickers in the correct spaces.

Now write a sentence about one of the pictures.



Listen and repeat

Say the sentence aloud. Then draw a line from the sentence to the correct picture.



- I have my book.
- You have your toothbrush.
- He has his ruler.
- She has her pen.
- It has its bone.
- We have our books.
- They have their dolls.





Let's write

These words are pronouns. Use them to help you complete these sentences.

your

its

his

her

their

my

our

He did his homework.

She took \_\_\_\_\_ book to school.

They ate \_\_\_\_\_ supper.

I ate \_\_\_\_\_ lunch.

You must do \_\_\_\_\_ homework.

It ate \_\_\_\_\_ food.

We did \_\_\_\_\_ homework.



Let's write

Find and circle the hidden words.

s e a i o d s t  
t r e a s u r e  
a a o c f i s h  
r e i r o e r s  
f s h a r k i h  
i n s b s y u i  
s a f i n w m p  
h o o c e a n z

Paste the sticker in the correct space.

sea

fish

crab

starfish

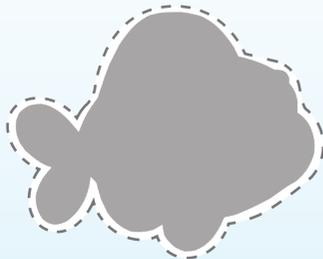
ocean

ship

treasure

fin

shark

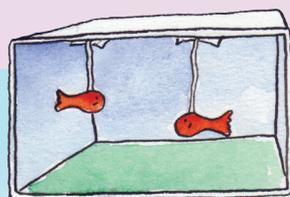
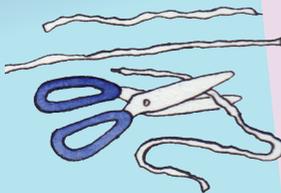
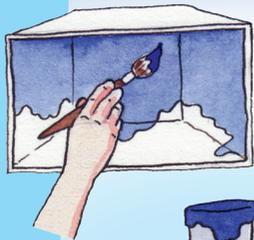
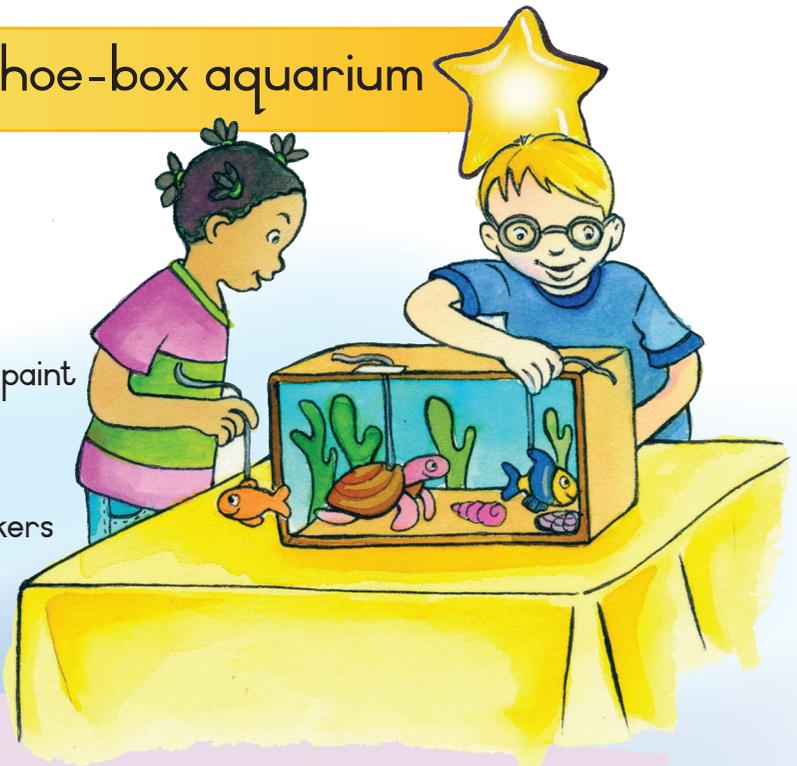




Let's do

**What you need**

- A shoe box
- A paint brush
- Some blue and green paint
- Sticky tape
- A pair of scissors
- Fish and seaweed stickers
- Stones and shells

**What you must do**

1. Paint the inside of a shoe box using blue and green paint.
2. Turn the box on its side.
3. When the paint is dry, paste the seaweed stickers on the back and sides of the box.
4. Cut out the fish on the next page.
5. Cut five pieces of string about 10 cm to 15 cm long.
6. Stick a piece of string onto each fish using sticky tape.
7. Stick the other end of the string onto the top of the shoe box so that the fish hang down.
8. Put stones and shells onto the bottom of the box so that it looks like the sea bed.



Let's talk

Now explain to your friend what you need and what you must do to make the shoe-box aquarium. Take it in turns to say:

First you must ...

Then you must ...



Let's write

Look at the instructions and then write down answers to these questions.



Sight words

one

only

onto

What is the first thing you must do?

What is the last thing you must do?

What do you need the sticky tape for?

Why do you need blue and green paint?

What do you do after the paint is dry?



Cut out these fish and hang them in your shoe box aquarium.





Let's write

Write instructions for something you can make. Then explain them to your friend.

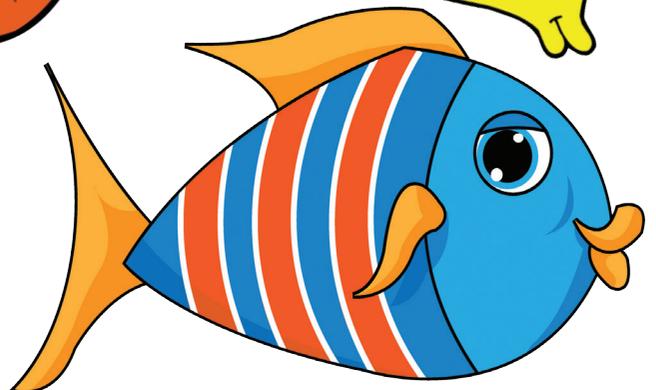
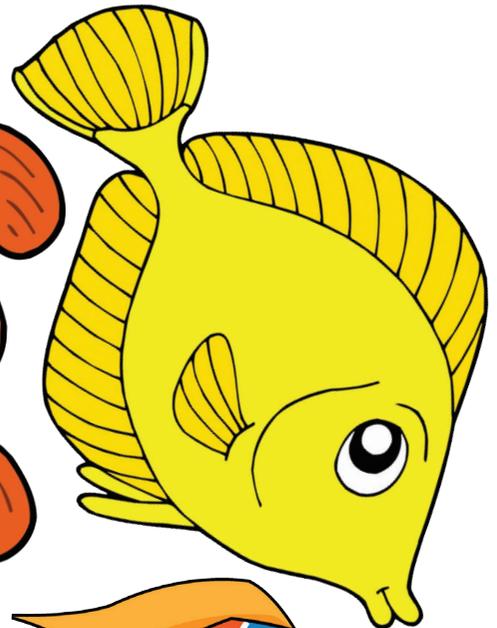
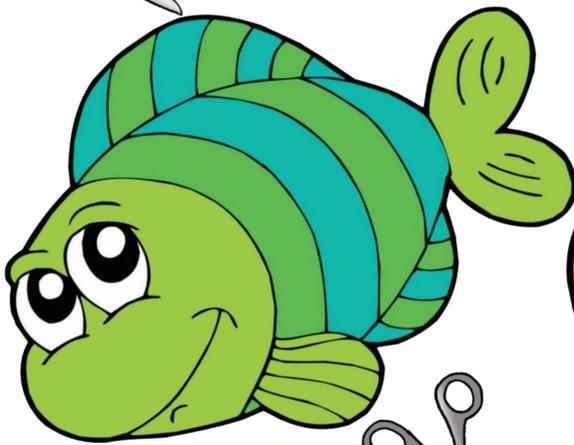
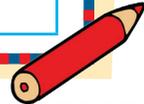


How to make a \_\_\_\_\_

What you need


What you must do

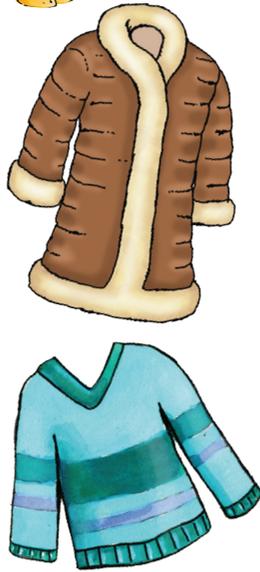
- 1
- 2
- 3
- 4
- 5





Word work

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



turn	her	bird
return	swerve	dirt
burn	germ	shirt
nurse	fern	first
hurt	jerk	flirt
fur	herd	girl
burst	jersey	skirt



Circle the words in the word box that match the pictures.



Word work

Tell your friend how many things there are in each circle. Say:

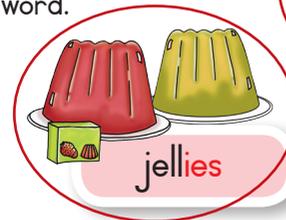


This is a cherry.

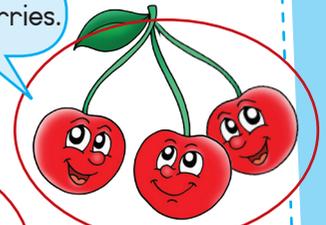
These are cherries.

Now complete this table. Look at the pictures on the right to find the plural of each word in the column on the left. Rewrite the word.

Singular	Plural
 a cherry	3 cherries 
 a baby	
 a puppy	
 a jelly	
 a strawberry	
 a family	
 a dummy	



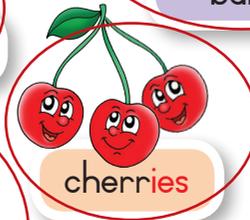
jellies



babies



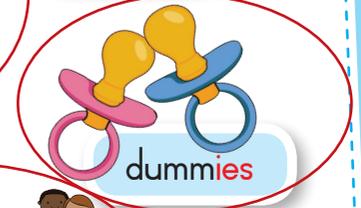
strawberries



cherries



puppies



dummies



families



Let's write

Paste the stickers in the correct spaces.

Trace the lines to find out what they will do on the weekend.  
Then say:



Nomsa will play with the cat.



Nomsa



Sam and Dan



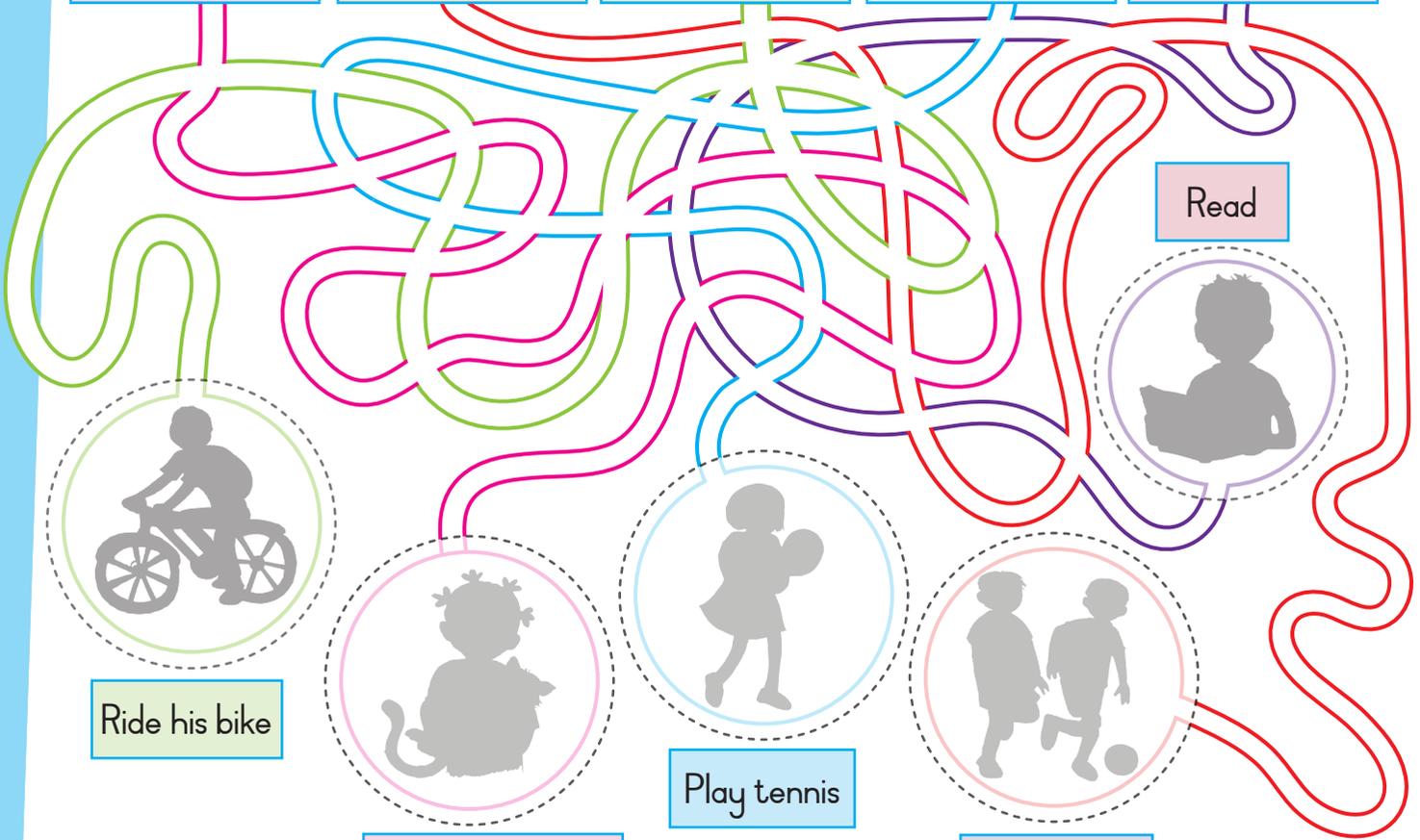
Jabu



Ann



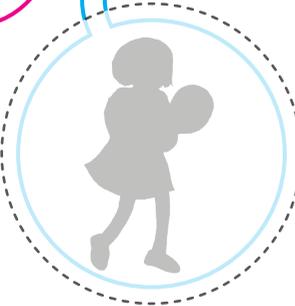
Ken



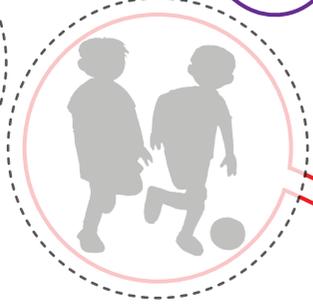
Ride his bike



Play with the cat



Play tennis



Play soccer



Read



Listen and repeat



Tomorrow I will do my homework.  
Tomorrow he will go to soccer.  
Tomorrow she will go to school.  
Next week we will have a concert.  
Next week they will go to Durban.





Walk and talk

Ask five of your friends what they will do on the weekend.



Sight words

may

me

much

must

Name	What will he or she do?
John	Play soccer

Now say what each of your friends will do on the weekend.



John will play soccer.



fat



thin

Opposites are words that have contrary meanings.



Let's write

Draw a line to match the words that have opposite meanings.

big	good	fat	happy	pretty
bad	thin	small	ugly	sad

A red line connects the word 'big' in the top row to the word 'small' in the bottom row. A red pencil is shown drawing this line.



# THEME 6 STORYBOOKS

26

## Making up a story



Let's do



Choose a book cover for the book the children are reading. Paste the correct sticker onto the book cover to cover the incorrect title.



Let's talk



Now look at the book cover and talk to your group about what you think the book is about.



Let's write

Use your imagination to write the answers in the spaces below.

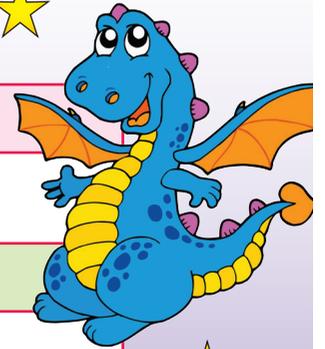
Who do you think the characters in the book are?

Are they all humans?

What are their names?

Where does the story take place?

What happens in the story?





Let's write

Re-write these sentences in the past tense and then in the future tense.



Sight words

open

or

our

out

Today I am meeting a dragon.

Yesterday

Next week

I am flying to space to see an alien now.

Yesterday

Tomorrow

I am doing my homework.

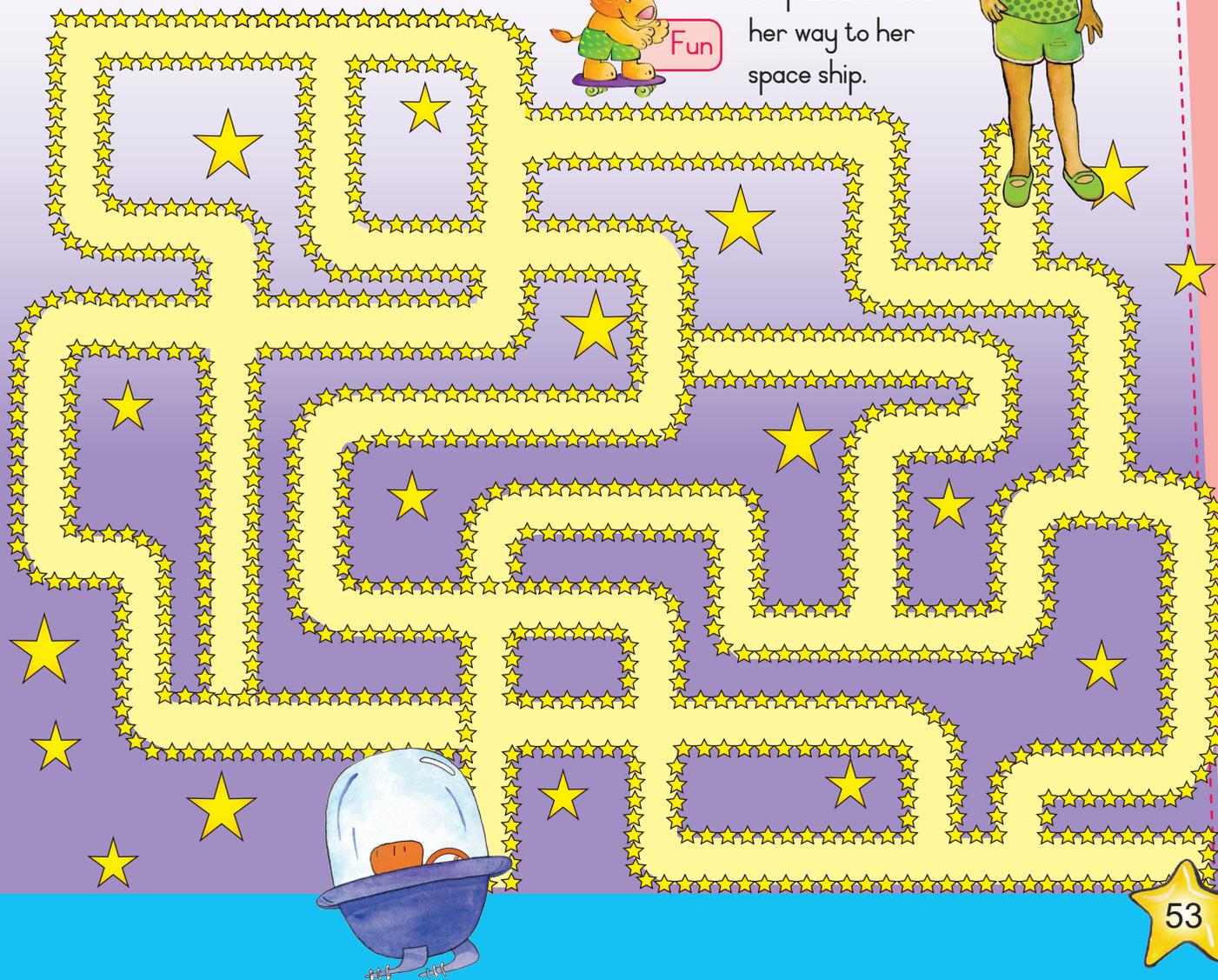
Yesterday

Tomorrow



Fun

Help Lulu to find her way to her space ship.



# Dragon and alien stories



Let's write

Draw a picture of a dragon or an alien. Then write **adjectives** to describe the dragon and the alien.


Adjectives are words that describe things. Big, small, green, slimy are examples of adjectives.




Let's write

Fill in what the dragon and Ben say to each other.



Speech bubble for Ben:

Speech bubble for Dragon:

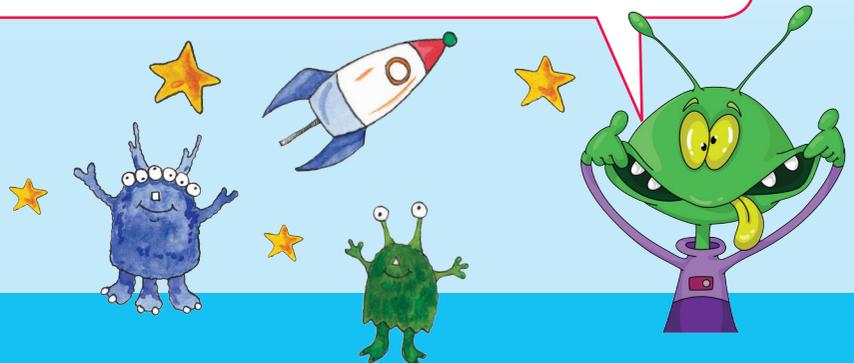


Let's write

Now fill in what Lulu and the alien say to each other.

Speech bubble for Lulu:

Speech bubble for Alien:





Walk and talk

Find out from the children in your class how many of them chose the dragon book and how many chose the book about the alien.

Draw a chart to show which book the children chose.

Colour in one block on the left for each child who chose the dragon book.

Colour in one block on the right for each child who chose the alien book.

Start at the bottom.



10	<input type="checkbox"/>
9	<input type="checkbox"/>
8	<input type="checkbox"/>
7	<input type="checkbox"/>
6	<input type="checkbox"/>
5	<input type="checkbox"/>
4	<input type="checkbox"/>
3	<input type="checkbox"/>
2	<input type="checkbox"/>
1	<input type="checkbox"/>

10	<input type="checkbox"/>
9	<input type="checkbox"/>
8	<input type="checkbox"/>
7	<input type="checkbox"/>
6	<input type="checkbox"/>
5	<input type="checkbox"/>
4	<input type="checkbox"/>
3	<input type="checkbox"/>
2	<input type="checkbox"/>
1	<input type="checkbox"/>



Sight words

- over
- own
- pick
- play



Let's write

How many children chose each book? Which book did most children choose?

Why do you think most children chose this book?

Totals



Let's do

Paste in the missing stickers in the correct order. Then write a sentence about one of the pictures.

Paste the stickers in the correct spaces.

fast

faster

fastest

slow

slower

slowest

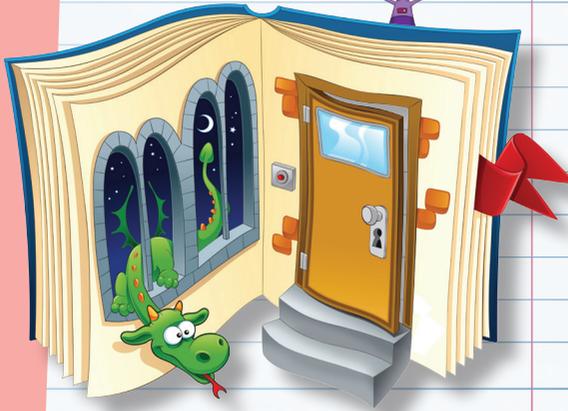


## Let's write

Imagine you are either Ben or Lulu.

Write a diary entry about what happened to you today.

Say how you felt when you met the dragon or the alien.



Dear Diary

Today I



## Let's write

Write down the questions you would ask the alien or the dragon.

Start with these words and remember to use a question mark ? at the end of each question.

What

Where

Why

When

Who

How

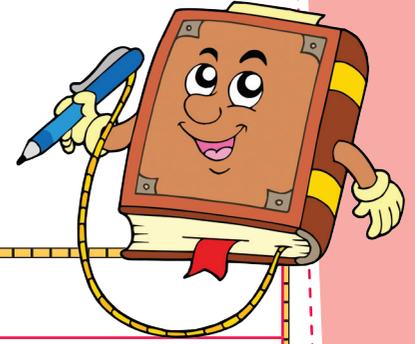
# Can you write a story?



Let's write

Write a story about meeting an alien or meeting a dragon.

Use some of the stickers from the sticker page to illustrate your story.



Today I

Then

After that

Finally



Let's talk

Read the story of *Winnie the Pooh* and tell your friend what happened. Say:

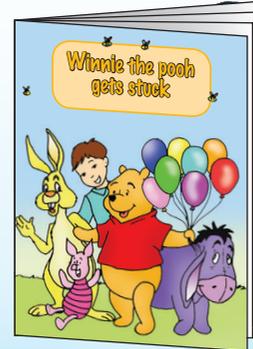


First ...

Then ...

Then after that ...

Then finally ...



Now fill in the answers to these questions.

Who are the characters in the story?

Three blank lines for writing the answer to the first question.

Where did the story happen? What is the setting?

Three blank lines for writing the answer to the second question.

What happened at the end of the story?

Three blank lines for writing the answer to the third question.

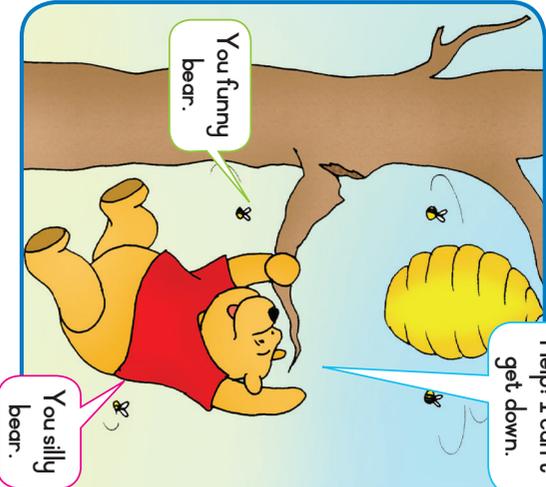
12

Let me read a story to you.



5

One day Pooh climbed a tree to get honey from a beehive. The branch broke and he was stuck in the tree.



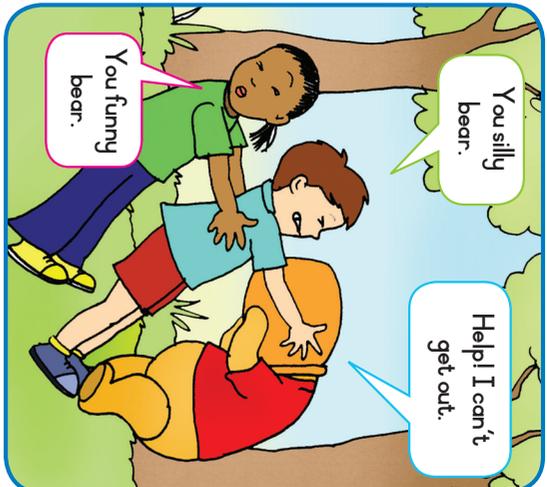
You silly bear.

You funny bear.

Help! I can't get down.

4

One day Pooh's honey was finished. He licked the bottom of his pot and his head got stuck.



You funny bear.

You silly bear.

Help! I can't get out.

13

Then after one week, his friends tried to pull him out again. They pulled and pulled ...

Poor Pooh had to wait until he was thin enough to get out of the hole. His friends Bongji and Christopher Robbin came to read to him every day.

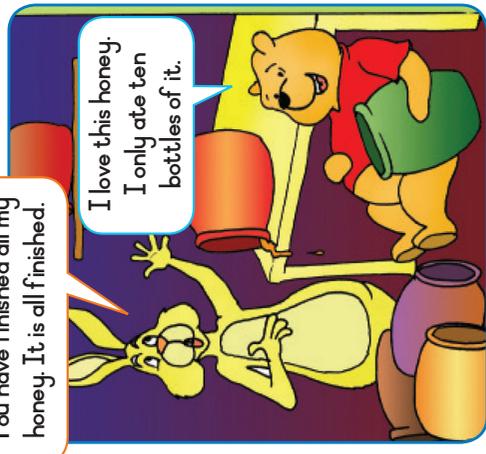
Don't worry. Soon you will be free.

9

Pooh ate all Rabbit's honey and Rabbit was very cross. Pooh's tummy was very full and he was very fat from eating so much honey.

You have finished all my honey. It is all finished.

I love this honey. I only ate ten bottles of it.



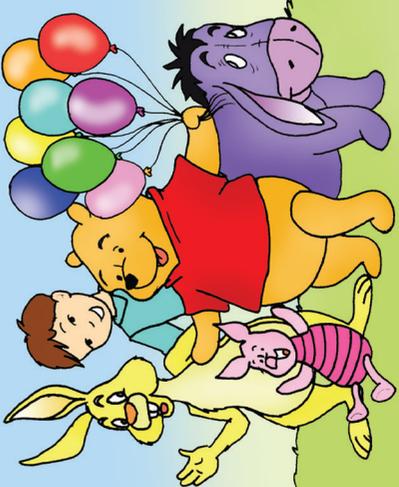
8

Today Pooh went to visit Rabbit in his hole. He could not get down through the door because it was very narrow.

I want to visit Rabbit. He has lots of honey.



### Winnie the Pooh gets stuck



My make and take home book.



PULL! PULL!

Pooh came popping out. What did he do? He ran off to get some honey. His tummy was rumbling.

Pooh's tummy is always hungry for honey. He is always looking for some more honey to eat.



My name is Winnie the Pooh. I love to eat honey.

Pop the balloon and you will come down.

The bees will sting him.

One day Pooh used some balloons to float up the tree to get his honey. He called for help when the bees began to sting him.

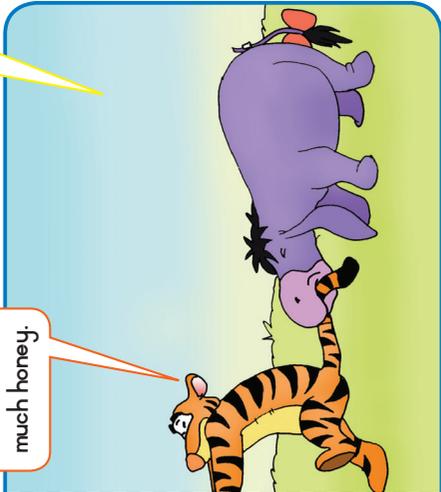


Help! I can't get away from the bees.

His friends tried to help him but he could not get in or out of the rabbit hole.

You ate too much honey.

You will have to wait for a week until you are thin. Then we will get you out.

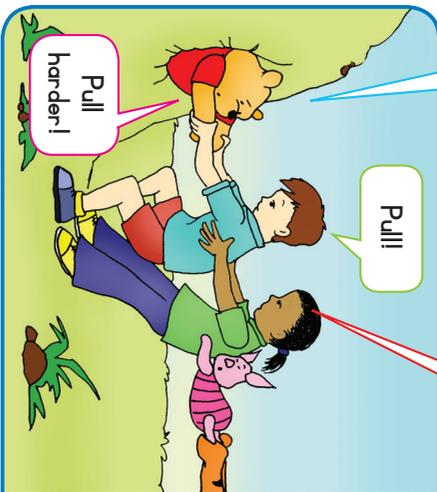


Tell Rabbit to push you.

Help! I am stuck.

Pull!

Pull harder!



And so Pooh bear was stuck in the hole for one whole week.

These are my friends.



Winnie the Pooh lives in the forest. He has lots of friends. They are all shapes and sizes.



Let's read

Read this poem aloud while your friend pretends to be Christopher Robbin and hops around. Then your friend must read while you hop around pretending to be Christopher Robbin.



Christopher Robin goes  
Hoppity, hoppity,  
Hoppity, hoppity, hop.  
Whenever I tell him  
Politely to stop it, he  
Says he can't possibly stop.

If he stopped hopping,  
He couldn't go anywhere,  
Poor little Christopher  
Couldn't go anywhere...  
That's why he always goes  
Hoppity, hoppity,  
Hoppity,  
Hoppity,  
Hop.

A A Milne

# THEME 7 ABOUT TIME

31

## The months of the year



Term 4 – Week 6 – 10



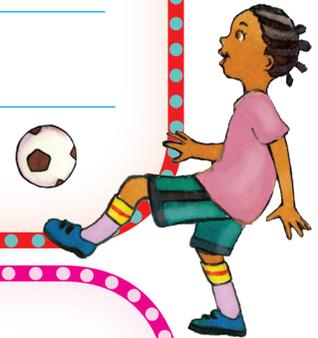
Let's talk

- ☆ In which months is the weather hot?
- ☆ In which months is the weather cold?
- ☆ Talk to your friend about the activities the calendar shows in each month.
- ☆ Talk about things you have done so far this year. Fill them in on the calendar.
- ☆ Talk about what you plan to do for the rest of the year. Fill these activities in as well.

### January



### February



### March



### April



### May

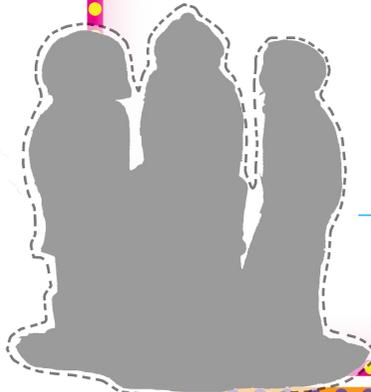


### June



62

# July



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# August



Sight words

please

pretty

pull

put

woman's day



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# September




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# October



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# November



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# December



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write

Which is your favourite month. Why is it your favourite?

\_\_\_\_\_



Let's talk

Look at what these children are doing.  
Talk to your friend about what each child is doing.



Let's write

Now fill in the number of the picture under the correct heading.  
Then write a caption next to the number saying what they are doing.



Schoolwork

13 reading

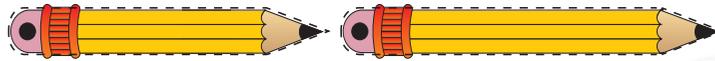
Playing

Caring for myself

Using transport

Housework





Word work

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

Circle the words in the word box that match the pictures.



swimming	walking	baking	dancing
singing	talking	waking	skipping
running	joking	taking	jumping

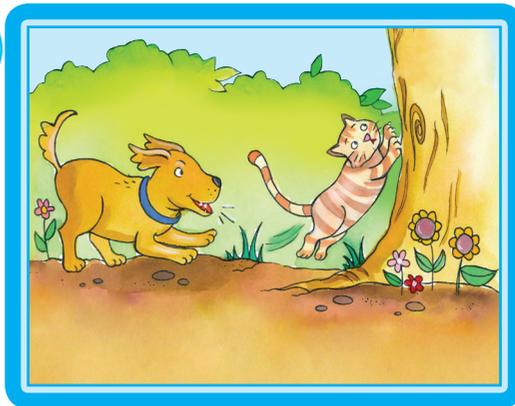


Let's write

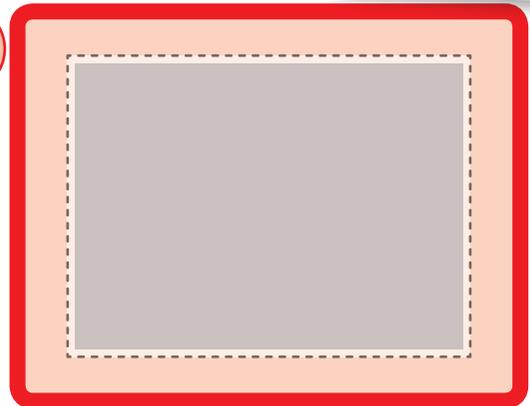
Put these picture stickers in the correct order and then write a sentence about what is happening in each picture.

Paste the stickers in the correct spaces.

1



2



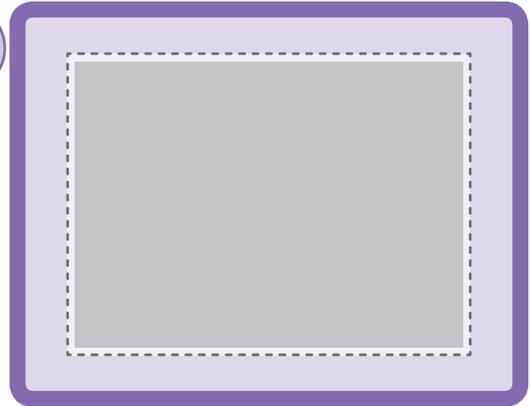
The dog chased the cat up the tree.

Blank writing lines for a sentence.

3



4



Blank writing lines for a sentence.

Blank writing lines for a sentence.



Roleplay

Make up a role play about this story. Decide how many role players you will need. Then present your role play to the class.



Paste the stickers in the correct spaces.



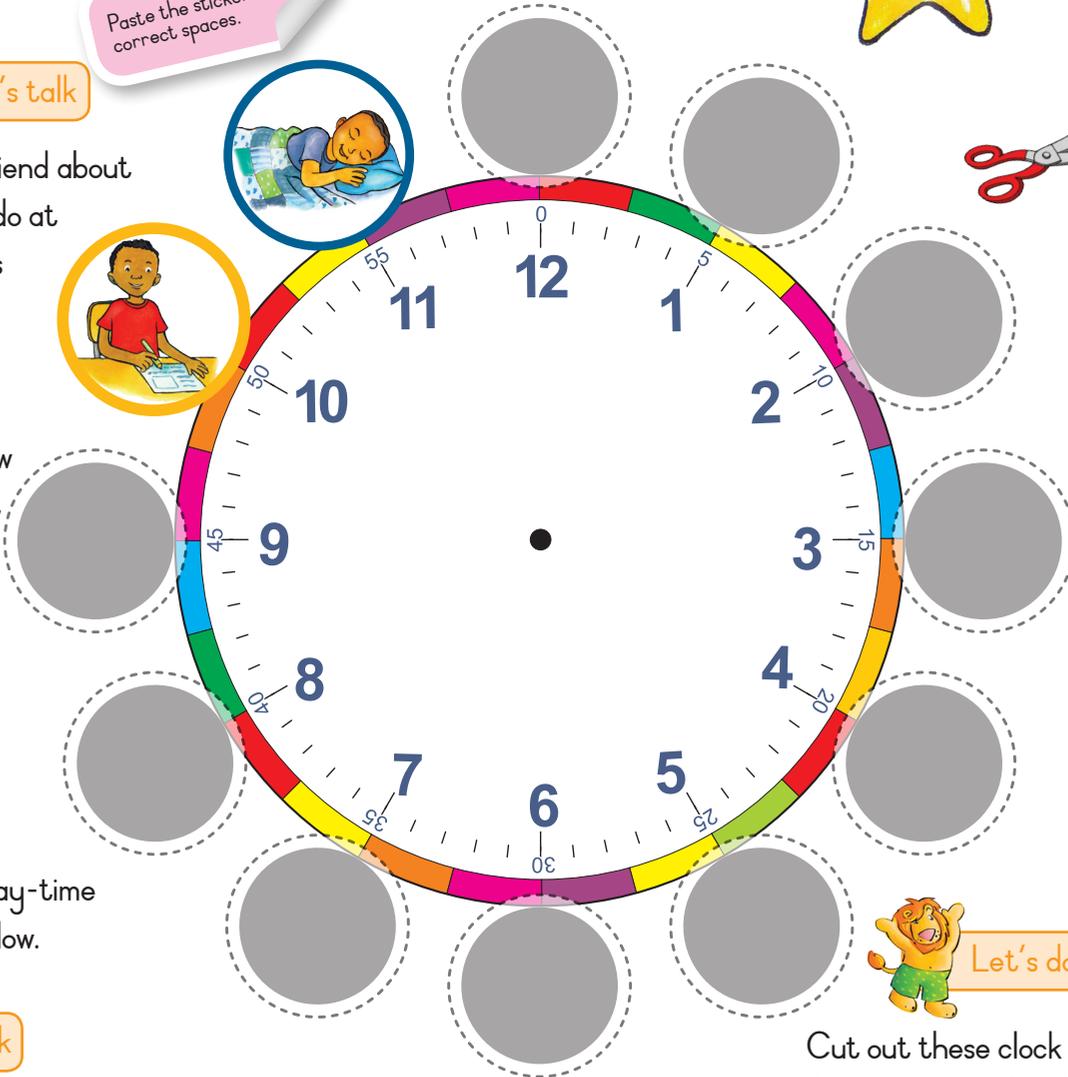
Let's talk

Talk to your friend about the things we do at different times of the day.



Paste the stickers to show what you do at the different times of the day or night.

Circle the night-time activities in blue and the day-time activities in yellow.



Let's do

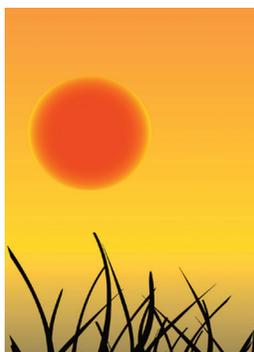
Cut out these clock hands. Stick them on the clock with a pin to show some different times. Tell your friend what times you are showing.



Let's talk

Talk to your friend about what you do at each of the times shown in the pictures. Then fill in these words under the correct picture.

- dusk
- day
- night
- dawn





Word work

Read the words and listen to how the letter **y** in the blue box sounds different from the letter **y** in the yellow box. Then choose five words and use them to write five sentences in your exercise book.



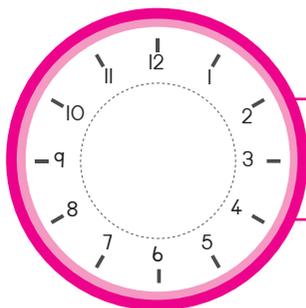
dummy	berry	why	fly
bunny	silly	try	cry
funny	puppy	my	sly

Circle the words in the word box that match the pictures.

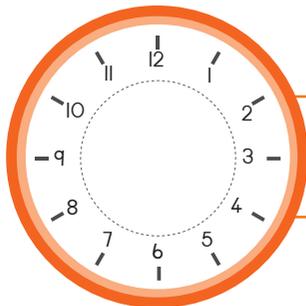
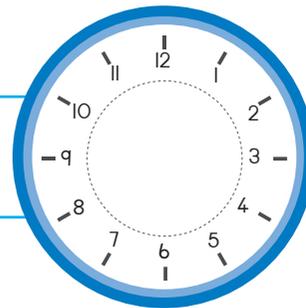


Let's write

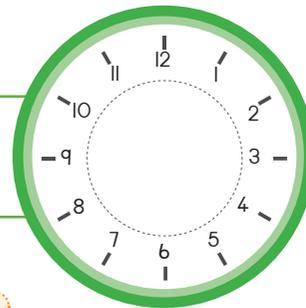
Draw the clock hands to show different times on these clocks. Then write a sentence about what you usually do at those times.



Blank writing line for the first clock.



Blank writing line for the second clock.



Listen and repeat

Say it again!

I am sorry, I did not hear you.

Excuse me, I did not hear you.

Please could you say that again.

Please repeat what you said.



# What we like to do



Let's talk

Look at the pictures and tell your friend what the children like or don't like.

Say:

Ann likes **riding** a bike and **eating** bananas.

Ann does not like **watching** TV and **eating** chips.

	Likes	Doesn't like	Likes	Doesn't like
Ann				
Ken				
Sam				
Nomsa				



Let's write

Now write one sentence about what each child likes and does not like. Then underline all the words that end in **-ing**.






Let's sing



Sing this Christmas song.

## Little Drummer Boy

Come they told me, pa rum pum pum pum,  
 A new born King to see, pa rum pum pum pum.  
 Our finest gifts we bring, pa rum pum pum pum,  
 To lay before the King, pa rum pum pum pum,  
 rum pum pum pum, rum pum pum pum,

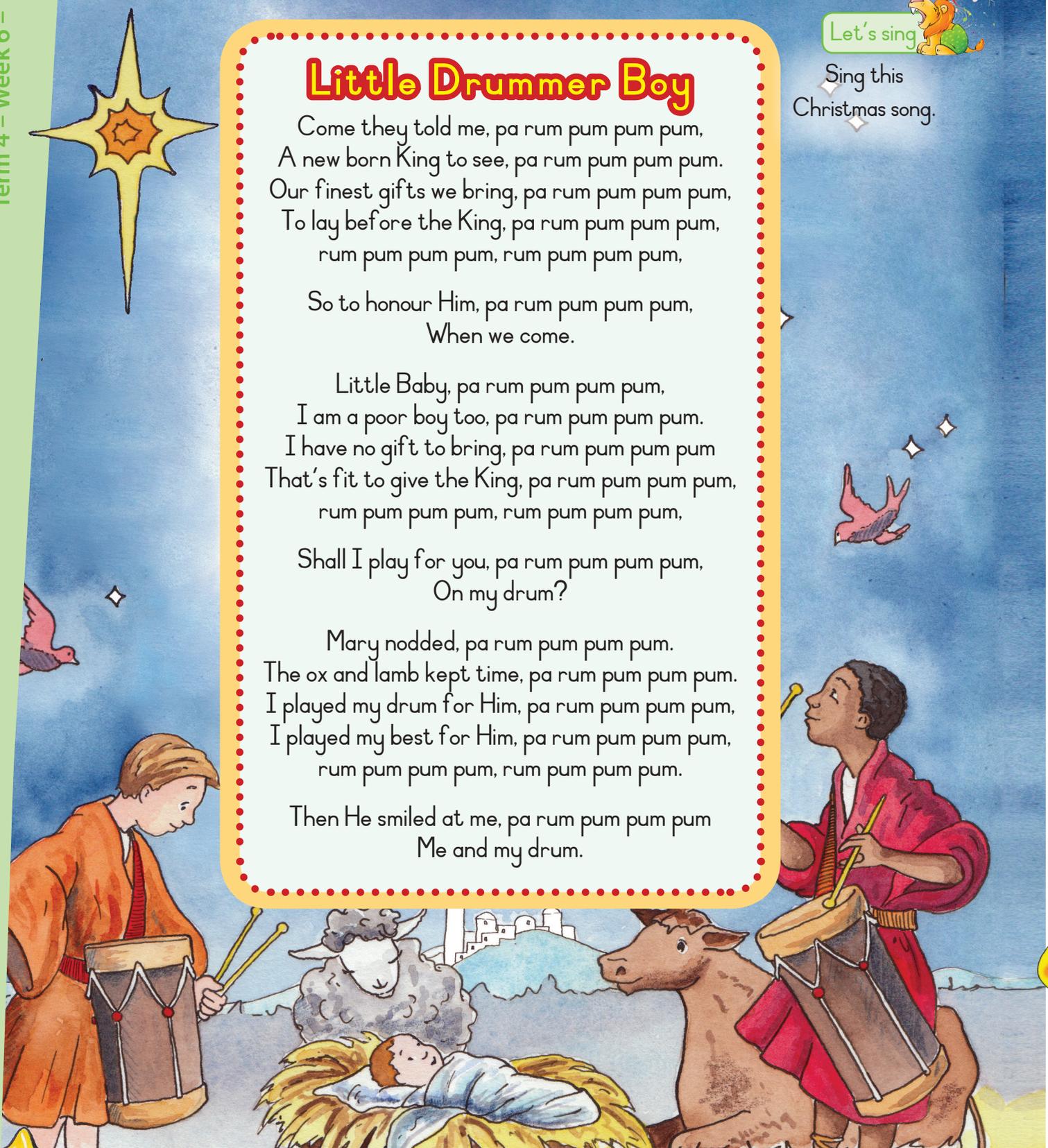
So to honour Him, pa rum pum pum pum,  
 When we come.

Little Baby, pa rum pum pum pum,  
 I am a poor boy too, pa rum pum pum pum.  
 I have no gift to bring, pa rum pum pum pum  
 That's fit to give the King, pa rum pum pum pum,  
 rum pum pum pum, rum pum pum pum,

Shall I play for you, pa rum pum pum pum,  
 On my drum?

Mary nodded, pa rum pum pum pum.  
 The ox and lamb kept time, pa rum pum pum pum.  
 I played my drum for Him, pa rum pum pum pum,  
 I played my best for Him, pa rum pum pum pum,  
 rum pum pum pum, rum pum pum pum.

Then He smiled at me, pa rum pum pum pum  
 Me and my drum.





Let's do

Paste the stickers and make a Christmas alphabet.  
Tell your friend what each letter stands for.



1 a	2 b	3 c	4 d	5 e
6 f	7 g	8 h	9 i	10 j
11 k	12 l	13 m n	14 o	15 p
16 q	17 r	18 s	19 t	20 u v
21 w	22 x	23 y	24 z	



Let's write

Do you know any other Christmas songs?  
Write the words of another song that is sung for a celebration.




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Listen and repeat

Tick ✓ the sentences that are correct. If they are not correct, put an ✗ and then write the correct answer.

There are ten people in this picture.	✓ 	
The baby is crying.		
The cat is running from the dog.		
There are ten presents under the tree.		
There is a star on the girl's pink blouse.		
Everyone looks unhappy.		
It is night time.		
Three children are about to come through the door.		





Let's write

Fill in one of these sounds so that you make words to match each picture.

- str
- cr
- dr
- gr
- br



Sight words

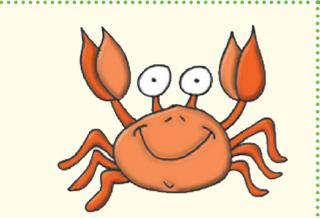
- jump
- just
- keep
- kind



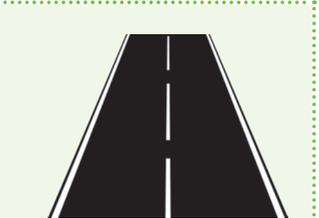
\_\_ \_\_ ess



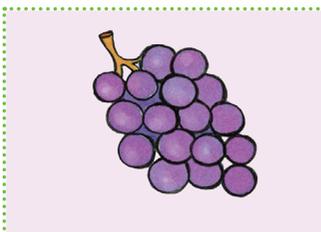
\_\_ \_\_ ass



\_\_ \_\_ ab



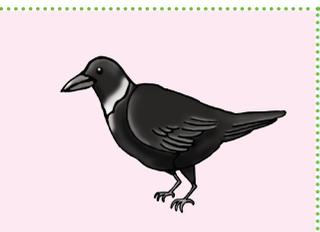
\_\_ \_\_ \_\_ eet



\_\_ \_\_ apes



\_\_ \_\_ um



\_\_ \_\_ ow



\_\_ \_\_ idge



Let's write

Write Christmas cards for each of your friends and your teacher.  
Write a special message on each.



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Word work

Do these word sums.

cr      cream

dr      eam

str

br

ch      ick

fl

ing

str      eet

etch

eak

br      ave

ead

ass

gr      een

ab

wi

wa      tch

ma



This card was made by:

[Empty box for name]

Cut out and fold the competition form and post it to.



# Enter a drawing competition



Let's do

## Enter this competition.

- Have you enjoyed learning English?
- Have you benefited from learning English?
- Have you been able to use English outside of the classroom?
- Enter this competition and tell the Minister of Education about a special experience you had using English.

Cut out and fold the competition form and post it to.

Minister of Basic Education  
 222 Struben Street  
 Pretoria  
 0001

stamp

# Drawing competition

Name:	Grade:
Surname:	School:
Phone number:	School phone number:
Home language:	Address:
Address:	Teacher's name:



Let's write

Draw a picture to show a situation where you have needed to use English.

glue here

glue here

A large rectangular area defined by a dashed green border, intended for drawing a picture related to the prompt.

Write a paragraph explaining your picture.

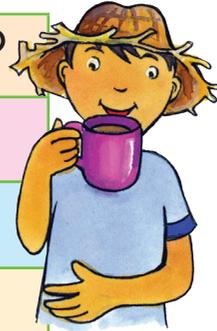
A series of five horizontal lines within a rectangular box, providing space for writing a paragraph.

# Words and sounds (continued)



Listen and repeat

Do you have any sugar?	May I have some sugar, please?
Do you have any milk?	May I have some milk, please?
Do you have any tea?	May I have some tea, please?
Do you have any juice?	May I have some juice, please?



Word work

Use one of these sounds to complete these words so that they match the pictures. Then use five words to make sentences, and write them in your exercise book.

- ma
- pa
- ha
- ca
- la
- wa
- sna
- wi
- sti
- di



h a tch



\_\_\_ tch



\_\_\_ tch



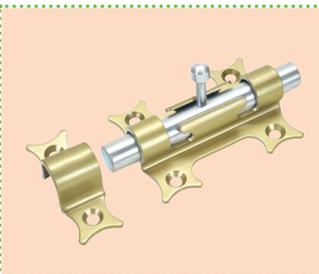
\_\_\_ tch



\_\_\_ tch



\_\_\_ tch



\_\_\_ tch



\_\_\_ tch



Listen and repeat

## Asking for directions

- Can you tell me the way to the bus stop?
- Can you tell me the way to the park?
- Can you tell me the way to the principal's office?





**You are special.**  
**Your whole body is special.**  
**Your body belongs to you!**



**NOBODY  
should touch  
your private  
parts.**

**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**

**Who to call for help:**

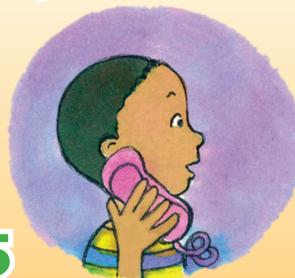
**Child Line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

**Child Protection Unit: 012 393 2359/2362/2363**



STICKERS

