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

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

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

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

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

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

Mrs Angie Motshekga,
Minister of Basic Education

Mr Enver Surty,
Deputy Minister of Basic Education

Workbooks available in this series:
• Home Language Grades 1 – 6 (In all official languages)
• Mathematics Grades 1 – 3 (In all official languages)
• Mathematics Grades 4 – 9 (In English and Afrikaans)
• Lifeskills Grades 1 – 3 (In all official languages)
• First Additional Language Grades 1 – 2 (In all official languages)
• First Additional Language Grades 3 – 6 (In English)

ISBN 978-1-4315-0200-4

THIS BOOK MAY NOT BE SOLD.
Theme 1: At school
Term 1: weeks 1–5

1 Back to school
   Vocabulary: Pastes in stickers to build vocabulary about theme on emotions and school/classroom items
   Reading: Labels and narrative text
   Language: Common and abstract nouns

2 Jabu falls at school
   Speaking: Role play activity
   Writing: Draw pictures and write captions
   Speaking: Sequences pictures to tell a story
   Language: Abstract nouns
   Phonics: α-sound

3 After school
   Vocabulary: Pastes in stickers to build vocabulary about emotions theme on after school activities.
   Speaking: Talks about theme picture
   Reading: Labels and narrative text
   Language: Common and abstract nouns

4 We are happy
   Phonics: s-sound
   Reading: Reading sentences aloud
   Language: Present tense
   Sing: If you’re happy

Theme 2: It happens at school
Term 1: weeks 1–5

5 We go to school by ...
   Vocabulary: Pastes in stickers to build vocabulary about school transport
   Speaking: About picture
   Reading: Labels and narrative text
   Comprehension: Based on picture
   Language: Prepositions
   Phonics: α- and en-sounds

6 To school and back
   Writing: Draws a picture
   Speaking: Talks about school transport.
   Asking ‘How many …?’ and ‘How do you come to school?’
   Language: Prepositions
   left and right

7 We eat at school
   Vocabulary: Pastes in stickers to build vocabulary about meals
   Speaking: About picture
   Reading: Labels and narrative text
   Phonics: a- and e-sounds
   Comprehension: Answers questions based on text

8 The food we eat
   Draws a picture and write a caption
   Phonics: ea, sh and ch
   Writing: Labelling foods
   ‘I like …’ ‘I don’t like…’
   Phonics: ι-sound
   who’s is this?

9 Who, what, why and when
   Speaking: Using ‘wh’ words to form questions
   Writing: Complete a form giving personal information
   Trace and track for ownership
   Phonics: p-sound

Theme 3: People in my world
Term 1: weeks 6–10

10 Our family garden
   Vocabulary: Pastes in stickers to build vocabulary about gardening and family
   Reading: Narrative and labels
   Language: Verbs

11 My own family
   Language: Continuous tense.
   Reading: Narrative
   Phonics: α-sound
   Vocabulary: Naming of family members
   Phonics: ι and b-sounds

12 We grow food
   Speaking: About games you play in the garden
   Writing: Colour by number
   Trace and track: Finding garden implements

13 We go for a picnic
   Speaking about theme picture
   Asking ‘wh’ questions
   Vocabulary: Pasting in stickers to build vocabulary

14 What we like to do
   Reading: Narrative
   Asking ‘Can you … ?’ ‘I can …’
   Phonics: i-sound
   Writing: Initial and final sounds
   Vocabulary: Names of colours.
   Colour by number

Theme 4: Friendship
Term 1: weeks 6–10

15 At the park
   Vocabulary: Pastes in stickers to build vocabulary about the playground
   Reading: Narrative and labels
   Language: Verbs and common nouns
   Oral comprehension

16 We like to play
   Speaking about a friend
   Language: ‘This is…’, pronouns, verbs, continuous tense
   Phonics: n-sound

17 People who help
   Speaking about theme picture on the work people do
   Comprehension based on a given picture

18 How they help us
   Speaking: Telling a story based on the pictures
   Writing: Punctuation
   Phonics: m-sound
   Track and trace

19 People who help
   Speaking about theme picture on the work people do
   Vocabulary: Names of places
   Reading: Narrative

20 Places in town
   Vocabulary: Names of different places
   Language: Sentence structure ‘I want some …’ ‘I want a …’ ‘I need …’
   Phonics: α- , e- , o-, i- , and u-sounds
   Find your way
Theme 5: Animals
Term 2: weeks 1–5
21 The animal train 42
Vocabulary: Number, colour and animal names
Reading: Narrative and captions
22 The animal train 44
Comprehension based on picture
Phonics: g-sound, vowels
Vocabulary: Matching animals to their homes
23 Wild animals 46
Vocabulary: Names of wild animals
Animal sounds
24 All about animals 48
Language: Prepositions
Phonics: o-sound

Theme 6: Visiting
Term 2: weeks 1–5
25 At the beach 50
Vocabulary: Pastes in stickers to build vocabulary about the seaside
Speaking: About picture
Reading: Labels and narrative text
Comprehension: Answers questions based on text
26 Things we do 52
Language: Continuous tense. Verbs
Filling in the missing nouns
Phonics: u-sound
27 At the farm visiting gran 54
Vocabulary: Pastes in stickers to build vocabulary about a farm
Language: Proper nouns
Speaking: About picture
Reading: Labels and narrative text
28 Farm life 56
Vocabulary: Word soup
Matching animals and their products
Animal sounds
Phonics: e-sound
29 Just checking 58
Writing: Filling in personal information on a form
Phonics: Revision of vowel sounds, filling in vowels to complete words
Language: Using alphabetical order to complete a drawing.

Theme 3: About time
Term 2: weeks 6–10
30 Our busy week 60
Vocabulary: Pastes in stickers to build vocabulary about events in a calendar
Reading: Narrative and labels
Language: Verbs
Asking 'When did …?'
Reading: Reading a diary
Comprehension questions based on diary
Writing: I like… I don’t like
31 Days of the week 62
Vocabulary: Days of the week
Speaking: Drawing activities for each day of the week.
Speaking: What you do each day.
Phonics: r-sound
32 Day and night 64
Vocabulary: day and night
Language: Continuous tense verbs
Speaking: Asking friends what they do at different times of the day
33 What we do 66
Matching the time of day with events
Asking 'When do you…?'
Phonics: h-, p-, b- and s-sound

Theme 8: Birthdays and Seasons
34 Calendars 68
Reading: A calendar
Vocabulary: The months of the year
Writing: Filling in birthdays of friends and family
Phonics: f-sound
35 When is your birthday? 70
Asking friends ‘When is your birthday?’ and filling this in on calendar
Vocabulary: A long time, a short time
Phonics: l-sound
36 Autumn and spring 72
Comprehension based on picture
Reading: Narrative
Language: Adjectives
37 Summer and winter 74
Writing: Punctuation
Language: This is… These are …
 Singular and plural
38 The clothes we wear 76
Sorting clothes for different seasons
Using stickers to extend vocabulary about weather
Language:
Using ‘this’ and ‘that’
Phonics: Revision of vowel sounds.
Good morning teacher.

Hello Thandi.

Let’s talk. Look at the picture and talk about what the children are doing.

Back to school

1. AT SCHOOL

1. AT SCHOOL

Term 1 – Week 1-2

Hello Thandi.

Good morning teacher.
Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Word box

any
are
around

happy
sad
angry

Let’s talk

How many children are there?
Do the children look happy?
Who looks sad?
Why is he sad?
Were you happy to come back to school?

Let’s read

We are back at school. Nomsa and Ann are very happy. Ken is happy too. He has a new school bag. Jabu is sad. He fell on the mat.
Jabu falls at school

Make up a role play about what happened to Jabu. Show how his friends help him. Then tell the story in the correct sequence.

1. Jabu feels ___________.
2. Draw a picture to show how Jabu feels.
3. I feel _______________.

Let's write

Let's write
What did you do in the holiday?

I went to the sea.
I went to the zoo.
I went to my grandmother.
I went to the shop.

I went to ________________________

Say what the pictures are. Then circle the pictures that start with the a-sound.
Look at the picture and talk about what the children are doing. Colour the flags in your favourite colours.
Let's talk

What are the children doing?
What is the dog doing?
Who is sleeping?

Let's do

Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let's read

Ann plays netball.
Jabu plays soccer.
Ken sits.
The cat sleeps.

Let's write

Fill in the number of the child who feels happy, sad, tired or proud.

Word box
at
and
all

cup
hits
sings
dances
kicks
plays
barks

happy
sad
tired
proud

2
We are happy

Word work
Read the words and listen to the sounds.

- sit
- sing
- see
- socks
- star
- sun

Let's write
Sam sits in the sun.

Let's talk
Read the sentences aloud.
Draw a line from the sentence to the correct picture.

- She sits.
- He kicks.
- She sleeps.
- It sings.
- She plays.
- It barks.
- He runs.
- She dances.
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.

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

Note to teacher:

Let’s sing

Say what the pictures are.
Then circle the pictures that start with the S-sound.
How many cars are there? How many trees can you see?
How many bikes are there? How many aeroplanes are there?
How many people are waiting for a bus? How many wheels are there?

Let’s talk
Look at the picture and then fill in the answers to these questions.

<table>
<thead>
<tr>
<th>How many cars are there?</th>
<th>How many trees can you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many bikes are there?</td>
<td>How many aeroplanes are there?</td>
</tr>
<tr>
<td>How many people are waiting for a bus?</td>
<td>How many wheels are there?</td>
</tr>
</tbody>
</table>

Let’s read
I am in the bus.
Ken is in the taxi.
Sam rides a green bike.

Let’s write
Form these words.

sat
- s
- a
- t

ten
- t
- e
- n

dp
- d
- p

en
- e
- n

at
- a
- t

ph
- p
- h
**Let's do**

Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

**Word box**
- again
- after
- about

**Let's talk**

Look at the following pictures and then say whether the vehicle is going left or right.

1. The car is going to the right.
2. The bike is going to the left.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
</tbody>
</table>

- The car is going to the right.
- The bike is going to the left.
To school and back

Let’s do
Draw a picture of how you get to school and back each day.

Let’s talk
Tell your friend how you come to school.

Listen and repeat
I go to school **by bus**.
I go to school **by taxi**.
I go to school **by car**.
I go to school **by bike**.
I go to school **on foot**.
Ask 5 friends how they come to school.
Say:

How do you come to school?
How do you go home?

Write 1 sentence about how you go to school.

Write 1 sentence about how you go home from school.

Draw a blue car in front of the bus.

Draw a bus behind the truck.

Draw a bike between the bus and the car.

Draw a bird on top of the bus.
We eat at school

Let’s talk
Look at the picture and talk about what the children are doing.
Every day we have lunch at school.
I eat pap and chicken.
I eat bananas.
I drink juice in my cup. My cup is red.
We play after lunch.
The food we eat

Let’s do
Draw a picture of the food that you like to eat.
Write the name of the food in the space.

My favourite food

I like apples.
I like bananas.
I like fish.
I like meat.
I like chicken.

Let’s talk
Tell your friend what your favourite food is.

Listen and repeat
Walk and talk
Ask 5 friends what food they like to eat. Say:

What food do you like?

Word work
Read the words and listen to the sounds.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tap</td>
<td>tick</td>
<td>tin</td>
</tr>
<tr>
<td>top</td>
<td>tin</td>
<td>tea</td>
</tr>
</tbody>
</table>

Let's write
Trace the letter in the spaces so that it makes a word to match a picture.

Let's write
Read these words. Then copy the correct word under the correct picture.

I like

I don't like
Listen and repeat

Whose pen is this? It is my pen.

Whose book is this? It is my book.

Whose jersey is this? It is my jersey.

Walk and talk

Point to 5 things and ask your friends.

Whose _________ is this?

It is my ________.

Let’s write

Now write answers to these questions.

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>What is your surname?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live?</td>
<td></td>
</tr>
<tr>
<td>Who is your friend?</td>
<td>When is your birthday?</td>
</tr>
</tbody>
</table>

Let’s write

Trace the letter in the spaces so that it makes a word to match a picture.

pen  pot  pig  puppy
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>pot</th>
<th>pen</th>
<th>pan</th>
</tr>
</thead>
<tbody>
<tr>
<td>post</td>
<td>pet</td>
<td>part</td>
</tr>
</tbody>
</table>

Trace the string to find out whose things these are. Then say:

Whose ball is this?
Whose pen is this?

This is Dan’s ball.

Nomsa       Ken       Ann       Dan       Jabu

hat       ball       book       sweets       jacket

TEACHER: Sign ___________________________ Date ___________________________
Our family garden

Let’s do
Count and colour the chickens. Colour the tomatoes on the bushes.

drinking

ing
Let’s talk

Point to the people in this family?
Point to the mother?
Point to the father?
Point to the brother?
Point to the sister?
Point to the grandmother?
Point to the grandfather?
Point to the friends?
What are they all doing?
What is the dog doing?
What is the cat doing?

We are in the garden.
Jabu and Sam are in the tree.
The sun is hot.
Dad has a hat.
The dog stands on the log.
The cat runs after the birds.
We have lots of carrots in our garden.
Listen and repeat

Mom is watering the plants.
Dad is digging.
The dog is standing.
Grandmother is reading.
Grandfather is drinking tea.
The boys are sitting in the tree.
The cat is running.

What sound does each word start with?

<table>
<thead>
<tr>
<th>pen</th>
<th>pig</th>
<th>pan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>box</th>
<th>boy</th>
<th>bed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s write

What sound does each word start with?

<table>
<thead>
<tr>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Let’s write

Fill in the missing words.

The [ ] dog is on the log.

Dad has his [ ] on.

The [ ] is hot.
Walk and talk
Point to the picture on the previous page and ask your friend:
Who is this?
What is he doing?
What is she doing?

Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>dog</th>
<th>cot</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>log</td>
<td>lot</td>
<td>dot</td>
</tr>
</tbody>
</table>

Let’s write
Draw your family. Fill in who each person is. Use these words to help you.

sister  brother  mother  father  grandmother  grandfather  aunt  uncle

My family

TEACHER: Sign ___________________ Date ___________________
What things can you find in a garden?
Tell your friend what games you play in your garden.

Let’s write
Colour the picture according to the numbers. 1 2 3 4 5 6 7
What will the children find in this garden? Trace the lines. Say what each thing is.

Name 3 things you can find in your garden.

friends

tomatoes

cabbage

carrots

Let’s write

hat

hosepipe

worm

watering can

tomatoes

cabbage

Fun
We go for a picnic

Let’s talk
Look at the picture and talk about what the children are doing.

Let’s do
Find all the peaches in the tree. How many are there? Colour them orange.
How many birds can you see? Colour them blue.

- peach
- bird
- kite
- ball
Let's do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let's talk
What is Grandfather doing?
What is the baby doing?
What are the children doing?

Let's read
We like to go for **picnics**.
We **sit** in the sun.
Jabu **kicks his ball**.
Pam and Dan **swim**.
They have fun **in the dam**.
Ken is **in the tree**.
The **insects** hum.
What we like to do

Listen and repeat

Ann likes to kick a ball.
The children like to swim.
Ken likes to sit in the tree.
The baby likes to sleep.
It is fun to run in the sun.

Walk and talk
Ask your friend:

Can you swim?
Can you sing?
Can you make a cake?
Can you catch a fish?

Let’s write
What can you do? Colour in either yes or no.

<table>
<thead>
<tr>
<th>I can bake a cake.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can swim.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can run.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can fly a kite.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can draw a picture.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can drive a car.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can speak Zulu.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
**Word work**

Read the words and listen to the sounds.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>sit</td>
<td>tin</td>
</tr>
<tr>
<td>ink</td>
<td>pin</td>
<td>win</td>
</tr>
</tbody>
</table>

**Let’s write**

Paste in the correct stickers and then fill in the missing letters to complete the words.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nk</td>
<td>t</td>
<td>n</td>
</tr>
<tr>
<td>p</td>
<td>n</td>
<td>p</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nsect</td>
<td>f</td>
<td>sh</td>
</tr>
<tr>
<td>gloo</td>
<td>s</td>
<td>t</td>
</tr>
</tbody>
</table>

**Let’s draw**

Colour by number.

1. blue
2. orange
3. red
4. brown
5. yellow
6. pink
7. grey
8. green
9. purple
10. black

TEACHER: Sign __________________ Date ____________
Look at the picture and talk about what the children are doing.
Let's do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

friends

Let's write
Colour 8 apples red.

merry-go-round
girl boy
eating
slide
swing

Word box
best
better
big

Let's talk
What are the children doing? How many children are there in the picture? Have you ever been to a park?

Let's read
We like to play in the park. We sit and read. We play soccer in the sun. We swim, slide and swing. We play with toys.
We like to play

Let’s talk
Who is your friend?
How old is your friend?
Is your friend a boy or a girl?

Tell your friend what you see in this picture. Say:

This is a tree. It is a plant.
This is Ken. He is a boy.
This is Nomsa. She is a girl.

We are happy.

Let’s do

This is Ken. He is a boy.
This is Nomsa. She is a girl.

Let’s write
Use the following words to complete these sentences.

She is ____________  He is ________________
He is ______________  They are ____________
It is ________________ She is ______________

Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>nut</th>
<th>nose</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>net</td>
<td>nest</td>
<td>can</td>
</tr>
</tbody>
</table>

Term 1 – Week 6-10
Let’s write

Draw a picture of what you and your friend like to do.

My friend and I

Write a sentence about your picture.

Let’s write

Trace the letter in the spaces so that it makes a word to match a picture.

net  nut  nap  nose

Let’s write

Draw a line to match the words with the pictures.

he  she  they  it

She is ____________
He is _____________
They are___________
It is ______________
She is __________
People who help

Look at the picture and talk about what you see.

Word box
- black
- blue
- both

fireman
vet
doctor
nurse

Let’s talk
Let’s do
Trace and then say the word that belongs to the picture.

Let’s talk
Who are the people we see in the picture?
How do they help us?
Have you ever been helped by one of these people?
Why is the doctor helping the boy?

Let’s write
Look at the picture and then circle yes or no.

<table>
<thead>
<tr>
<th>The dog is at the vet.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy cut his arm.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The car is burning.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The teacher is a man.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The policewoman talks to the girl.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Let’s talk
Tell your friend what is happening in these pictures.
Then role play what happened to Dan.

Let’s write
Tell your friend what is happening in these pictures.
Then role play what happened to Dan.

Punctuate these sentences. Use capital letters and these punctuation marks:

? ! .

dan jumped out of the tree

Dan jumped out of the tree.

did dan hurt his leg

don’t jump dan

Trace the letter in the spaces so that it makes a word to match a picture.

milk
moon
ouse
earlie
Lindy is lost. Help the policewoman to take her home.
About town

Look at the picture and talk about all the places you see. Paste in a sticker to show what you can get at the different places.

Let’s talk

Term 1 – Week 6-10
Today we went to town.
We went by bus.
We saw lots of cars and taxis.
We borrowed some books at the library.
When it was late we went home.
Places in town

Listen and repeat:
Paste the stickers in the correct spaces.
Trace and then say the word that belongs to the picture.

hospital
school
clinic
taxi rank
bus stop
library
supermarket
station
greengrocer
pharmacy
bakery
butchery
spaza shop

Let’s write:
Make lists of places you can go to.

<table>
<thead>
<tr>
<th>Where I can go if I am sick.</th>
<th>Where I can go to get food.</th>
<th>Where I can go if I need transport.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let’s write

Fill in the letter d to make the word match the picture. Then trace the vowel in red.

desk

Fun

Help Jabu to find the different places on the map. Tell your friend about the places he walks past.

POLICE STATION

HOSPITAL

SCHOOL

CLINIC

STATION

PHARMACY

LIBRARY

POLICE STATION

START
THEME 5. ANIMALS

The animal train

Word work: Trace the words, read the words and clap the sounds.

train  chick  giraffe
rabbit  elephant  crocodile
tortoise  lion  zebra
hippopotamus  duck  rhinoceros

Term 2 - Week 1-5

5.

ANIMALS

THEME
Let’s do
Colour the crayons.

Let’s read
All the animals are on the train. They are going for a picnic in the park. The elephant must sit alone. Not even a mouse can fit into coach 4.
The animal train

Let's talk

How many animals are there on the train?
Tell your friend what number is written on each coach.
Tell your friend what colour each coach is.
Tell your friend what animals are in each coach.
Tell your friend what animals you like best.

Let's write

What is your favourite colour?

What is your favourite animal?

Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>pig</th>
<th>dog</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>dig</td>
<td>log</td>
<td>get</td>
</tr>
<tr>
<td>goat</td>
<td>goose</td>
<td>give</td>
</tr>
</tbody>
</table>

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

1. cat
2. beg
3. kit
4. not
5. sun

hot  but  hat  up  leg  sit  mat
beg  not  sun  box  kit  cat
hit  bed

____  ____  ____  ____  ____  ____
Let’s do
Paste the stickers in the correct spaces.
Trace the words and then draw a line from the animal to where it lives.

Let’s do

bowl

kennel

river

hive

nest

pond

bird

hippo

fish

duck

cat

bee

Let’s write

Look at the train on the opposite page and fill in the correct coach number.

<table>
<thead>
<tr>
<th>Which coach has the most animals?</th>
<th>In which coach is the elephant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which coach has the least animals?</td>
<td>In which coach is the crocodile?</td>
</tr>
<tr>
<td>In which coach is the tortoise?</td>
<td>In which coach is the rabbit?</td>
</tr>
</tbody>
</table>

TEACHER: Sign __________________ Date __________________
Wild animals

Let’s talk

Look at the picture and talk about what you see.

- crocodile
- monkey
- leopard
- elephant
- rabbit
- tortoise
- rhino
Let’s talk
What animals do you see in the picture?
What noises do these animals make?
Which animals are big and which are small?
Which animals are you afraid of?
Where are the monkeys?

Let’s read
We see lots of animals.
I like the zebra and the cobra.
The hippo and the crocodile swim in the dam.
The buck jumps away from the lion.
The lion wants to eat the buck.
He is looking for his supper.
All about animals

Listen and repeat:
- The ____________ has a long neck.
- The ____________ has stripes.
- The ____________ has big teeth.
- The ____________ is fat.

Let’s talk: Look back at the picture on the previous worksheet. Tell your friend where the monkeys are.

Let’s write: Draw these pictures.

A brown crocodile

A green tree
Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>hot</th>
<th>not</th>
<th>lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>socks</td>
<td>cobra</td>
</tr>
</tbody>
</table>

Let’s write
Fill in one of these words to say where the monkey is.

- The monkey is _______ the tree.
- The monkey is _______ the car.
- The monkey is _______ the hut.
- The monkey is _______ the bush.
- The monkey is _______ the tree.

Let’s write
Trace the letter in the spaces so that it makes a word to match a picture.

- box
- top
- dog
- fox
6. VISITING PLACES

At the beach

Let's talk

Look at the picture and talk about what the children are doing.
Let’s do
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s read

We are at the beach.
It is fun in the sun.
We like to swim in the sea.
Then we dig in the sand.
I can dig with my hand.
I can see a ship.
I hope I don’t see a shark!
Listen and repeat

Today

I am brushing my teeth.

I am kicking the ball now.

I am walking to school now.

We are talking now.

Yesterday

Yesterday I brushed my teeth.

Yesterday I kicked the ball.

Yesterday I walked to school.

Yesterday we talked.

Let's do

Say what the pictures are. Then circle the pictures that start with the U sound.

Images of various objects including clothes, animals, and stationery.
Now write a sentence about each picture.

1.

2.

3.

Now write a sentence about each picture.

1.

2.

3.
At the farm visiting Gran

**Let's talk**
Look at the picture and talk about what the children are doing.

**Let's sing**

When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said!

**chorus:** I'm a dingle, dangle scarecrow
With a flippy, floppy hat
I can shake my hands like this
And shake my feet like that.

When all the hens were roosting
And the moon behind the cloud
Up jumped the scarecrow
And shouted very loud!

**sing chorus: (red verse)**

When the dogs were in the kennels
And the doves were in the loft
Up jumped the scarecrow
And whispered very soft

**sing chorus: (red verse)**
Let’s talk

Whose house is this?
Whose tractor is this?
Whose cap is this?
Whose umbrella is this?
Which is the biggest animal in the picture?
Which is the smallest animal in the picture?

Let’s do

Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s read

We visit our grandmother.
She lives on a farm.
She has lots of animals.
We get eggs from the hens.
We get milk from the cows.
We get food from the garden.
She has a big tractor.

TEACHER: Sign

Date
Farm life

Let’s do: How many farm words can you find?

cow pig calf donkey hen cat duck
rooster chicken lamb sheep goat horse

Let’s write: Trace the letter in the spaces so that it makes a word to match a picture.

pen hen egg tent
Let's do

Trace the words and then draw a line from the animal to the product.

<table>
<thead>
<tr>
<th>bee</th>
<th>eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>wool</td>
</tr>
<tr>
<td>cow</td>
<td>honey</td>
</tr>
<tr>
<td>chicken</td>
<td>milk</td>
</tr>
</tbody>
</table>

Paste the stickers in the correct spaces.

Word work

Read the words and listen to the sounds. Then use 5 of these words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>egg</th>
<th>hen</th>
<th>ten</th>
<th>pen</th>
<th>men</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>bent</td>
<td>tent</td>
<td>rent</td>
<td>sent</td>
</tr>
</tbody>
</table>

Listen and repeat

The chicks go cheep cheep.

The bees go buzz buzz.

The cow goes moo moo.

The horse goes neigh neigh.

The sheep goes baa baa.

What other farm animal sounds can you make?
Just checking

Let’s write

Draw a picture of yourself and fill in your details.

My name is

My surname is

My age

I am in Grade

My school

My friend is

My birthday is on

I like

I don’t like

Word work

Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>cap</th>
<th>dog</th>
<th>tin</th>
<th>ten</th>
<th>hut</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>log</td>
<td>pin</td>
<td>pen</td>
<td>sun</td>
</tr>
<tr>
<td>hat</td>
<td>hot</td>
<td>sit</td>
<td>hen</td>
<td>cup</td>
</tr>
</tbody>
</table>
Let’s write
Fill in the missing letters to complete these words so that they match the picture.

pen

d__g

p__g

c__t

h__n

t__n

s__n

h__t

m__t

l__g

Let’s write
Join the dots to complete the picture. Then colour the picture.

This is a
Let’s talk. Look at the pictures and talk about what the children are doing.

**MY DIARY**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>I go to school.</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>I go to the library.</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>We play netball.</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>We go to the shop.</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>We play soccer.</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>I watch TV.</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>We go to church.</td>
</tr>
</tbody>
</table>

What is your favourite day and why?

__________________________
__________________________
Every day we like to play. I like to go to the library to get books to read. I like to play soccer. I like to play netball. I like to play with my dog. I like to sing but I don’t like to swim. We all like to play in the park.

Let’s do Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

Let’s read

Let’s write Answer the questions.

<table>
<thead>
<tr>
<th>On what day did the children go to church?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On what day did Jabu watch TV?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On what day did they play netball?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On what day did they play soccer?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Let’s talk Ask 3 friends what they like and what they do not like.

<table>
<thead>
<tr>
<th>I like ________________</th>
<th>I do not like ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Days of the week

Some days of the week fell off this calendar. Fill in the missing days.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What day is today?

**Listen and repeat**

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

**Let’s talk**

Tell your friend 5 things you like and 5 things you do not like. Say:

- I like ______.
- I don’t like ______.
Let's do Draw what you like to do on these days.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Run jump sing sit
Sleep rest eat play

Walk and talk Tell 3 friends what you do each day.
Say:

On Monday I go to school.
On Tuesday I ______.

Let's write

Read these verbs and use them to make sentences.

<table>
<thead>
<tr>
<th>run</th>
<th>jump</th>
<th>sing</th>
<th>sit</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>rest</td>
<td>eat</td>
<td>play</td>
</tr>
</tbody>
</table>

TEACHER: Sign ___________________ Date ___________
I wake up in the **morning**.
Then I go to school.
I come home in the **afternoon**.
Then I play with my friends.
I eat supper at **night**.
Then I go to sleep.
Let's talk

Look at the pictures and talk about what the children are doing.

- stars
- moon
- owl
- watch TV
- go to sleep
- eat
- supper
- sleep

Let's do

Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

- moon
- stars
- owl
- watch TV
- go to sleep
- eat
- supper
- sleep

Ask 2 friends to tell you what they do in the morning, in the afternoon and at night.

<table>
<thead>
<tr>
<th>morning</th>
<th>afternoon</th>
<th>night</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHER: Sign ___________________________ Date ___________________________
Let’s write
Draw a line to match the pictures with the time when we do these things.

morning    afternoon    night

Let’s do
Say what the pictures are. Then circle the pictures that start with the h-sound.

Word work
Read the words and listen to the sounds.

hut  ham  house  horse  helicopter
hat  hand  horse  hamster  hippopotamus
Let's write

When do you go to school?
I go to school in the morning.

When do you wake up?
I wake up in the

When do you go to sleep?
I go to sleep in the

When do you play with your friends?
I play with my friends in the

Let's write
Do these word sums.

```
ug → bug
b → ed
 ig

us → ed
b → ud

in
p → en
 an

it
s → ad
 un
```
Let’s write When is your birthday?

- day: [ ]
- month: [ ]
- year: [ ]
Listen and repeat
Say the names of the months.
Then fill in the names of your friends in the months of their birthdays.

My sister Alice has a birthday in **June**.
She will be **6**.
Jim has a birthday in **September**.
He will be **8**.

Let’s read

Let’s write
Trace the letter in the spaces so that it makes a word to match a picture.

fly
frog
flower
fish
fire
flag
I am seven years old today. My friends came to my party. I like my presents.

Let's write: Fill in the letters in the spaces so that it makes a word to match a picture.

- letter
- lamp
- lorry
- lion
- leaf
- lizard
Let's talk

Does it take a long time or a short time? Point to the picture and ask your friend “How long does it take?” Colour in the correct word.

Word work

Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>let</th>
<th>long</th>
<th>love</th>
<th>lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>doll</td>
<td>ball</td>
<td>bell</td>
</tr>
</tbody>
</table>

Walk and talk

Ask 10 friends when their birthdays are. Fill in their names under the correct month on the calendar on the previous page. Say:

When is your birthday? It is in June.

It is in ________________________.
Let's talk
What season is this?
What do you see in the two pictures?
How are the two pictures different from each other?
Which season is hotter?

Let's write
Count and answer:

<table>
<thead>
<tr>
<th>How many ducks are there?</th>
<th>How many children are there in both pictures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many chicks are there?</td>
<td>How many children are wearing green jackets?</td>
</tr>
<tr>
<td>How many frogs are there?</td>
<td>How many pink flowers are there?</td>
</tr>
</tbody>
</table>
In the spring we see funny baby animals. There are pretty flowers in the garden. There is a silly bunny. In the summer it is sunny. My family likes to swim.

Let's do: Colour the baby chicks yellow and the frogs green.

What season is this?
### Summer and winter

#### Listen and repeat

| It is cold. Can I have a jersey? |
| It is cold. Can I have a hat? |
| It is cold. Can I have some tea? |

#### What season is this?

| What season is this? |

#### Let’s write

Rewrite these sentences using the correct punctuation.

| can I swim |
| i have a hat |
| don’t touch the fire |
It is hot. Can I have some water?

It is hot. Can I have an ice cream?

What season is this?

Let's do Colour the sun and the bees yellow.

Let’s write Fill in either this or these.

________ is a dress.

____ are dresses.

______ is a cat.

________ are cats.

_______ are boys.

_______ is a boy.
The clothes we wear

Let’s talk
Look at the pictures and talk about what the children are doing.

spring
summer
autumn
winter

sunshine

Let’s do
Which clothes do you wear on a hot day? Stick these clothes into the correct box. Then write the names of the clothes next to the box.

hot day
sandals
Read the words and listen to the sounds.

cake  coke  bike  best  tusk
make  joke  hike  vest  duck

This is my pen.

Let's write

Use these word work words to fill in the gaps to match the pictures.

_______ is a jersey.
_______ is a jacket.
_______ are shoes.
_______ are hats.

Which clothes do you wear on a cold day? Stick these clothes into the correct box. Then write the names of the clothes in the spaces next to the correct boxes. Use these words to help you.

sandals  swimming costume  jersey  shorts  leggings

t-shirt  trousers  hat  shoes  sun hat  scarf  cap

snow

cold day  scarf
<table>
<thead>
<tr>
<th>Aa</th>
<th>Nn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb</td>
<td>Oo</td>
</tr>
<tr>
<td>Cc</td>
<td>Pp</td>
</tr>
<tr>
<td>Dd</td>
<td>Qq</td>
</tr>
<tr>
<td>Ee</td>
<td>Rr</td>
</tr>
<tr>
<td>Ff</td>
<td>Ss</td>
</tr>
<tr>
<td>Gg</td>
<td>Tt</td>
</tr>
<tr>
<td>Hh</td>
<td>Uu</td>
</tr>
<tr>
<td>Ii</td>
<td>Vv</td>
</tr>
<tr>
<td>Jj</td>
<td>Ww</td>
</tr>
<tr>
<td>Kk</td>
<td>Xx</td>
</tr>
<tr>
<td>Ll</td>
<td>Yy</td>
</tr>
<tr>
<td>Mm</td>
<td>Zz</td>
</tr>
</tbody>
</table>