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Rainbow WORKBOOKS

FIRST ADDITIONAL

LANGUAGE - ENGLISH

GRADE 1 - TERM 1 - 2

ISBN 978-1-4315-0194-6

THIS BOOK MAY NOT BE SOLD.

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

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

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

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

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

- 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)



Revised and 1 CAPS aligned Grade



basic education Department: **Basic Education**





Published by the Department of Basic Education 222 Struben Street Pretoria South Africa

© Department of Basic Education Fifth edition published in 2016

ISBN 978-1-4315-0194-6

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A BILL OF RESPONSIBILITIES

FOR THE YOUTH OF SOUTH AFRICA

Preamble:

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

MY RESPONSIBILITY IN ENSURING THE RIGHT.



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

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

TO LIVE IN A SAFE **ENVIRONMENT**

promote sustainable development, and the conservation and preservation of the natural environment

• protect animal and plant-life, as well as the responsibility to prevent pollution. • not to litter, and to ensure that our homes,

schools, streets and other public places are kept neat and tidy.

• in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.

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

allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.

 respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.

TO FAMILY OR **PARENTAL CARE**

 honour and respect my parents, and to help them

• to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.

 recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

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



South African Interfaith Council



TO HUMAN DIGNITY

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

TO WORK

- work hard and do our best in everything we do
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- thisrightmustneverbeusedforexploitation by exposing children to child labour.

TO FREEDOM AND SECURITY OF THE PERSON

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

TO FREEDOM OF **EXPRESSION**

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

TO EDUCATION

- attend school regularly, to learn, and to work hard.
- cooperate respectfully with teachers and fellow learners
- adhere to the rules and the Code of Conduct of the school.

AND PLACES ON MY TEACHERS THE

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

TO EQUALITY

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

TO OWN PROPERTY

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

TO CITIZENSHIP

- to participate actively in the activities of the community and affairs of the country.
- obev the laws of our country, ensuring that others do so as well.
- contribute in every possible way to making South Africa a great country.

TO LIFE

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

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

Constitution of the Republic of South Africa.





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

1 Hello, what's your name?

Reading: Incidental Listening & speaking: Talk about the picture

Practise greetings and introductions Foreground/background: Paste the stickers in the correct spaces.

2 My body

Writing: Draw a picture of yourself Speaking: Say the name of the number Name the body parts Reading: Incidental Sing: Heads and shoulders Draw the body Writing: Name

3 How I look

Drawing: Body parts Sing: Two eyes Writing: Name Writing and gender recognition: Boy and girl

Simon says... different actions

4 My birthday

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

5 How old are you?

Reading: Incidental Counting and number recognition My name is ... I am ... years old. Writing: Fill in name and age Asks 'what' questions The birthday train



Theme 2: Me at home Term 1: weeks 1–5

12

14

16

18

20

36

38

6 Family

Speaking: Discuss the picture Vocabulary: Naming family members and household items Reading: Incidental Pastes in stickers to build vocabulary about the family

7 My family

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

8 At home

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

9 I am clean

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

10 I wash myself

10

32

34

Writing: Sequencing pictures to tell a story Using the continuous tense 'I am brushing my teeth'

Drawing how you keep yourself clean Match word cards with sentences

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

Term 1: weeks 6–10

Listen & speak: Discussion about what children are wearing Vocabulary: Names of clothes, and colours Paste stickers in the correct spaces.

12 What colour is it?

Speaking: Naming the colours Asking and answering colour questions

24

26

28

30

13 Colours and clothes

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

14 Whos's clothes is it

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

15 Buying clothes

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



Theme 4: Me at school

16 Arriving at school

Vocabulary: Paste in stickers to build vocabulary transport Reading: Labels and sentences Speaking: Talks about the picture How do you get to school?

17 How I get to school

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

18 Road Safety

Speaking about road safety Paste in stickers to build vocabulary about the road signs. Reading: Labels and sentences Writing: Draw a picture and write a caption

Colour in robot in the correct colours.

19 Crossing the road

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

Term 1: weeks 6–10

 20 Getting ready for school
 40

 Speaking about pictures - how to get ready for school.
 Writing: A maze activity

 Speaking about going to school.
 40



Theme 5: Me in the classroom Term 2: weeks 1–5

21 What I do in class

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

22 My school bag

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

23 Jabo's bag

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

24 Days of the week

Listen & speak: Discussion about the days of the week

25 Day and night

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

Theme 6: My friends and I Term 2: weeks 1–5

26 I like to play with my friends

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

27 The games we play

Writing: Draw a picture of your favourite game Write a caption

Speaking: 'Do you like? I like ... I don't like ... Writing: Match equipment with sports

Sing: Two eyes, two ears Language: I can ... I can't ...

28 Sport

42

44

46

48

50

68

70

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

29 Let's practise

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

30 Let's practise

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

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

31 Fruit and vegetables

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

62

64

66

32 Asking at the shop

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

33 The food I like

52

54

56

58

60

72

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

Speaking: I like ... I don't like ... Track and trace

Term 2: weeks 6–10

38 Wild animals

76

78

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

38 The munchy munchy caterpillar

Theme 8: Animals

34 Our pets

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

35|What pets do you have?

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

36 Farm animals

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

37 Old MacDonald has a farm 74

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

THEME 1. All about me

Hello, what's your name?









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

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







Let's do Do what these children are doing.











THEME 2. Me at home





















THEME 3. Colours and clothes Clothes

Term 1 – Week 6-10









Term 1 – Week 6-10





Term 1 – Week 6-10





Term 1 – Week 6-10







Date






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

et's sing

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

The wipers on the bus go swish swish,

All day long.

The hooter on the bus goes beep beep,

beep beep beep, beep beep.

The hooter on the bus goes beep beep,

All day long.





TEACHER: Sign

Date





TEACHER: Sign

Getting ready for school

Term 1 – Week 6-10

20

Let's do Tell your friend w

Tell your friend what is happening in each picture.



I wake up. I wash.	
I dress.	
Ask 5 friends what they do in the morning before they go to school.	
I dress. I go to school.	















Days of the week

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





Saturday





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

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



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



Let's talk





















tennis

cricket

runnir

NO



rugby

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





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.

Draw something that makes you happy?



Ask your teacher to help you write a sentence.















Term 2 – Week 6-10



TEACHER: Sign
















.et's sing

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

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

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















