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

ISBN 978-1-4315-0200-4

9th Edition

THIS BOOK MAY NOT BE SOLD.



9 781431 502004



Paste the stickers in the
correct spaces.

AU Anthem

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

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

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

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

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

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

Workbooks available in this series:

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

ENGLISH First Additional Language – Grade 2 Book 1

**Revised and
CAPS aligned**



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

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

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

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

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

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

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

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.

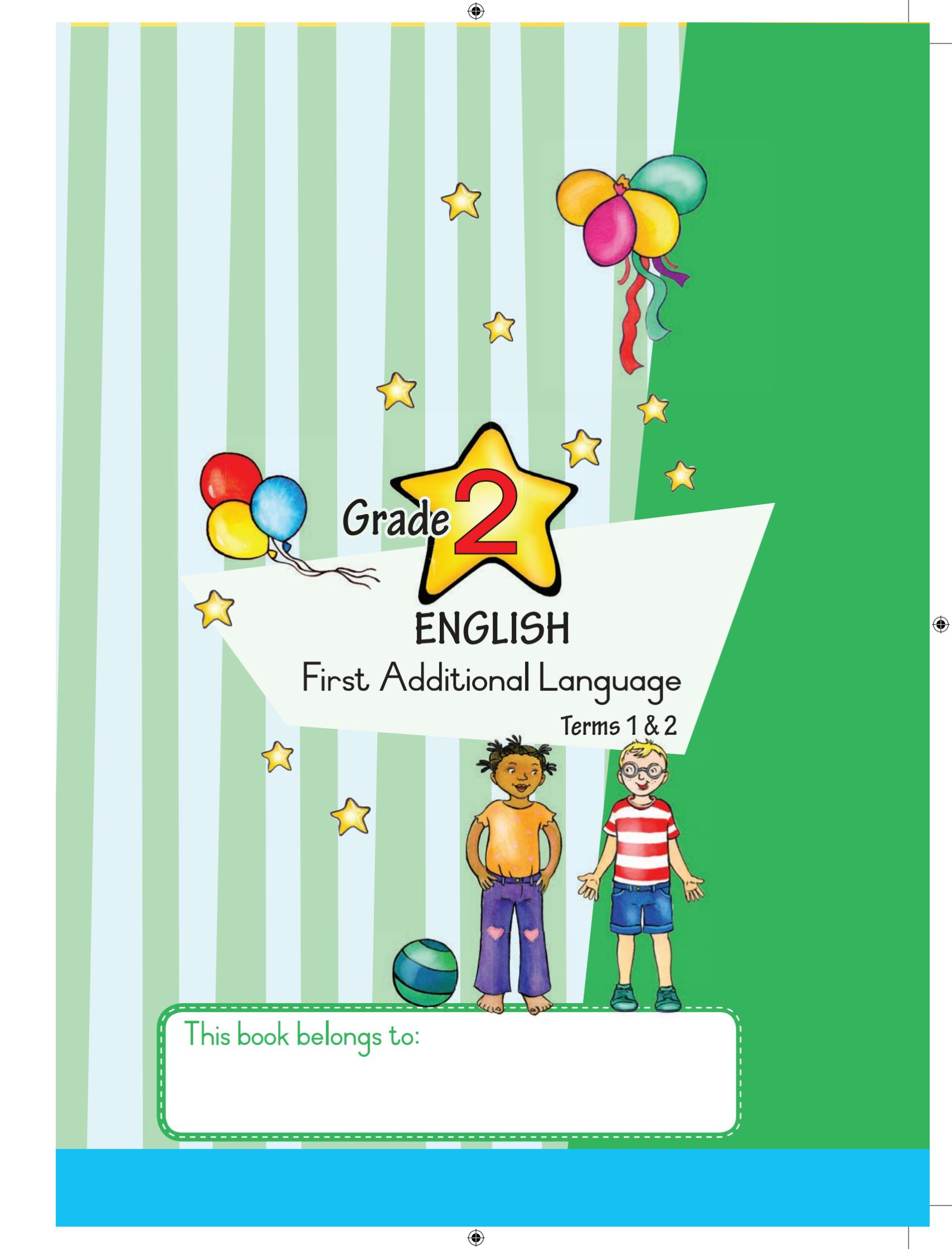


Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa
© Department of Basic Education
Ninth edition 2019

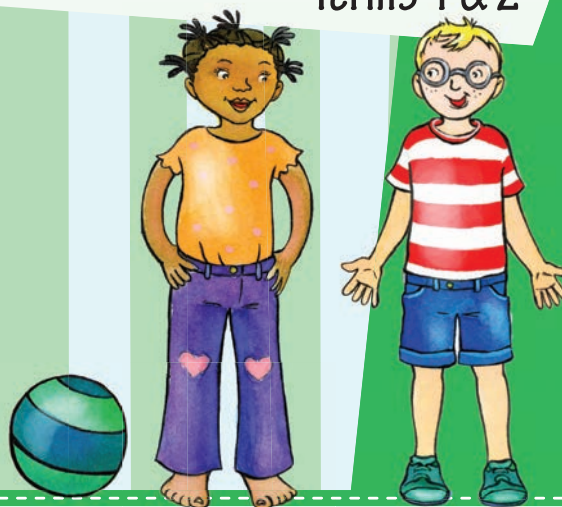
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Grade **2**
ENGLISH
First Additional Language
Terms 1 & 2



This book belongs to:

Theme 1: At school Term 1: weeks 1–5

- 1 Back to school** 2
Vocabulary: Pastes in stickers to build vocabulary about theme on emotions and school/classroom items
Speaking: About picture
Reading: Labels and narrative text
Language: Common and abstract nouns
- 2 Jabu falls at school.** 4
Speaking: Role play activity
Writing: Draw pictures and write captions
Speaking: Sequences pictures to tell a story
Language: Abstract nouns
Phonics: **a**-sound
- 3 After school** 6
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** 8
Phonics: **s**-sound
Reading: Reading sentences aloud
Language: Present tense
Using verbs
Sing: If you're happy



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

- 5 We go to school by ...** 10
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: **-at** and **-en** sounds
- 6 To school and back** 12
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** 14
Vocabulary: Pastes in stickers to build 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** 16
Draws a picture and write a caption
Phonics: **ea**, **sh** and **ch**
Writing: Labelling foods
'I like ...' 'I don't like...'
Phonics: **t**-sound
who's is this?
- 9 Who, what, why and when** 18
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

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Reading: Narrative and labels
Language: Verbs
- 11 My own family** 22
Language: Continuous tense.
Reading: Narrative
Phonics: **o** sound
Vocabulary: Naming of family members
Phonics: **p**- and **b**-sounds
- 12 We grow food** 24
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Writing: Colour by number
Name things in the garden
Trace and track: Finding garden implements
- 13 We go for a picnic** 26
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Asking 'what' questions
Vocabulary: Pasting in stickers to build vocabulary
- 14 What we like to do** 28
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Asking 'Can you ...?' 'I can ...'
Phonics: **i**-sound
Writing: Initial and final sounds
Vocabulary: Names of colours.
Colour by number



Theme 4: Friendship

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Language: 'This is...', pronouns, verbs, continuous tense
Phonics: **n**-sound
- 17 People who help** 34
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- 18 How they help us** 36
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22 The animal train 44

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Vocabulary: Matching animals to their homes

23 Wild animals 46

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Animal sounds

24 All about animals 48

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Phonics: **o**-sound



Theme 6: Visiting Term 2: weeks 1–5

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Reading: Labels and narrative text

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26 Things we do 52

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Filling in the missing nouns

Phonics: **u**-sound

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Language: Proper nouns

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Reading: Labels and narrative text

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Vocabulary: Word soup

Matching animals and their products

Animal sounds

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29 Just checking 58

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Phonics: Revision of vowel sounds, filling in vowels to complete words

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Language: Verbs

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31 Days of the week 62

Vocabulary: Days of the week

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Speaking: What you do each day.

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32 Day and night 64

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Speaking: Asking friends what they do at different times of the day

33 What we do 66

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Asking 'When do you...?'

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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

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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



Term 2: weeks 6–10

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!



THEME 1. AT SCHOOL

Back to school



book



Let's talk

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

Term 1 – Week 1-2

book

book shelf

chair

Hello Thandi.

happy

teacher

Good morning teacher.



Let's do

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

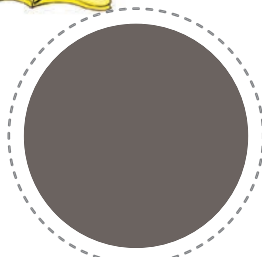


Word box

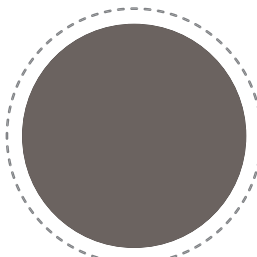
any

are

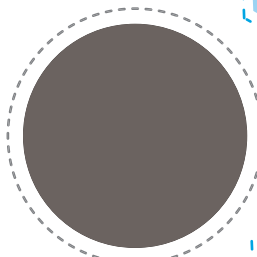
around



happy



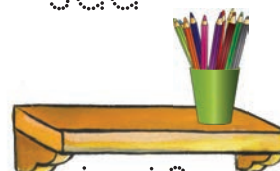
sad



angry



Let's talk



shelf

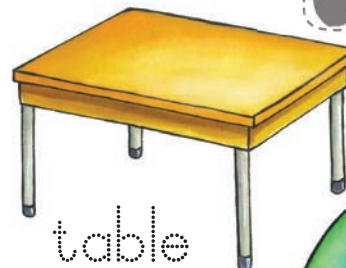
How many children are there?
Do the children look happy?
Who looks sad?
Why is he sad?
Were you happy to come back to school?



teacher



chair



table



mat



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.



mat

bag

sad

bag

TEACHER: Sign

Date



Role play

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



1



2



3



Let's write

Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

Jabu feels _____.

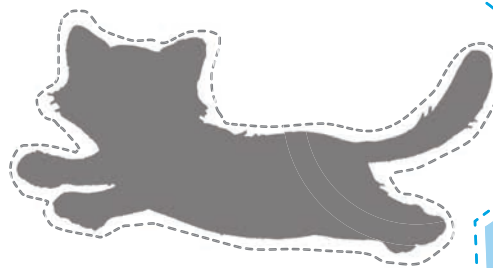
I feel _____.



Word work

Read the words and listen to the sounds

sad	bag	mat
hat	rat	cat



Listen and repeat

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 _____



Let's do

Say what the pictures are.

Then circle the pictures that start with the **a**-sound.





A 7x7 grid of dots forming the letters 'sit'. The 's' is on the left, 'i' is in the middle, and 't' is on the right.

medal



runs

kicks

sits

runs

2

3

4



Let's do

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

goal



sings



Word box

at

and

all



cup

hits

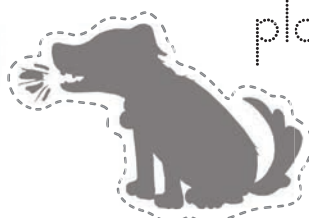


kicks



Let's talk

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



barks

plays



dances



Let's read

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



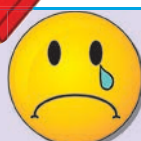
Let's write

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

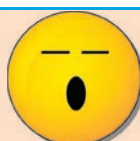


happy

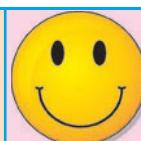
2



sad



tired



proud

TEACHER: Sign

Date



Word work

Read the words and listen to the sounds.

sit

sing

see

socks

star

sun



Let's write

Rewrite the sentence in the open space.

Sam **sits** in the **sun**.


Let's talk

Read the sentences aloud.

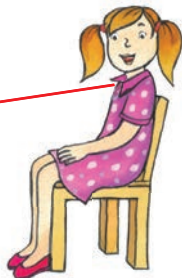
Draw a line from the sentence to the correct picture.

She sits.

He kicks.

She sleeps.

It sings.



She plays.

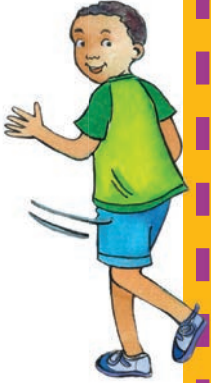
It barks.

He runs.

She dances.



Let's sing



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

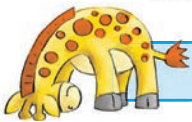


If you're happy and you know it stamp your feet.
 If you're happy and you know it stamp your feet.
 If you're happy and you know it
 and you really want to show it,
 if you're happy and you know it stamp your feet.



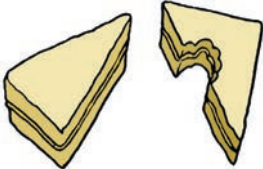
Note to teacher

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



Let's do

Say what the pictures are.
 Then circle the pictures that start with the **S**-sound.



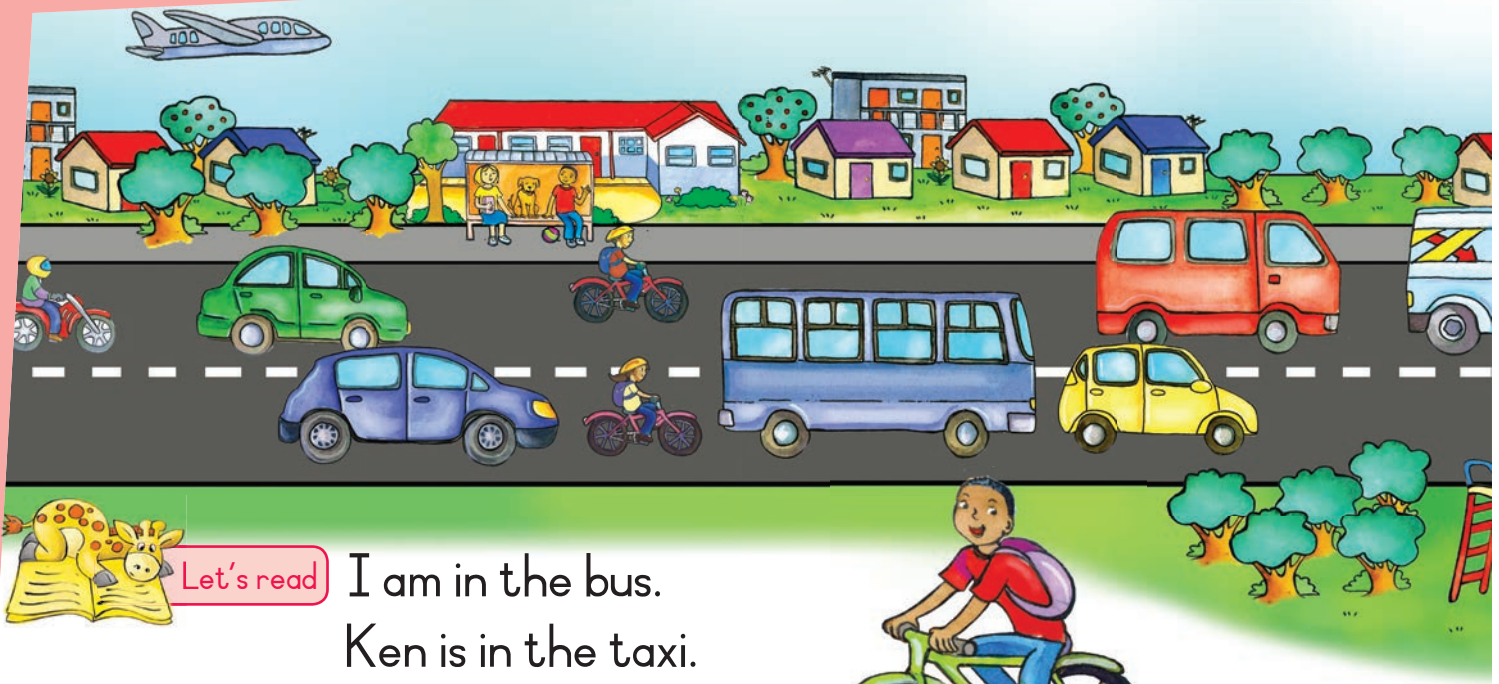
THEME 2. IT HAPPENS AT SCHOOL

5

We go to school by ...



Term 1 – Week 1-2



Let's read

I am in the bus.

Ken is in the taxi.







Sam rides a green bike.

bike



Let's talk

Look at the picture and then fill in the answers to these questions.

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 write

Form these words.

Word formation activity for 'at':

- s
- c
- h
- r
- at
- sat
-
-
-

Word formation activity for 'en':

- t
- d
- p
- h
- en
- ten
-
-
-





Let's do

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



plane



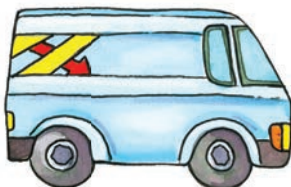
Word box

again

after

about

van



motorbike

train



bus stop

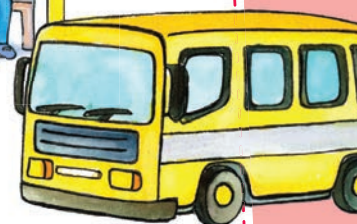


taxi



bench

bus



car



Let's talk

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



left

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

right



1.



2.



3.



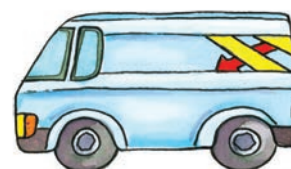
4.



5.



6.



7.



8.



9.



TEACHER: Sign

Date

To school and back



Let's do

Draw a picture of how you get to school and back each day.



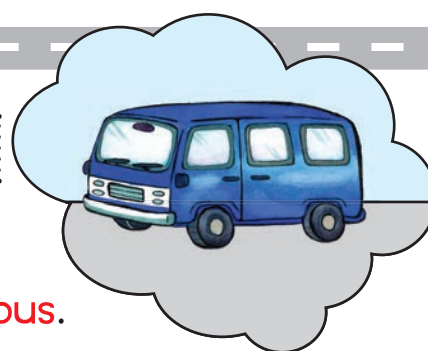
Let's talk

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**.





Walk and talk

Ask 5 friends how they come to school.
Say:

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



Let's write

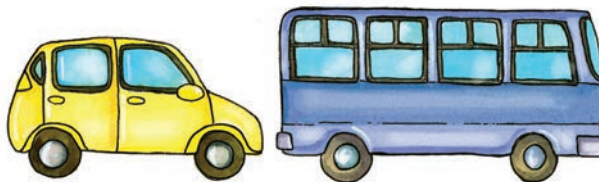
Write 1 sentence about how you go to school.

Write 1 sentence about how you go home from school.

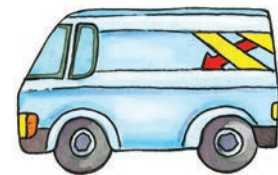


Fun

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.



TEACHER: Sign

Date

We eat at school



Let's talk

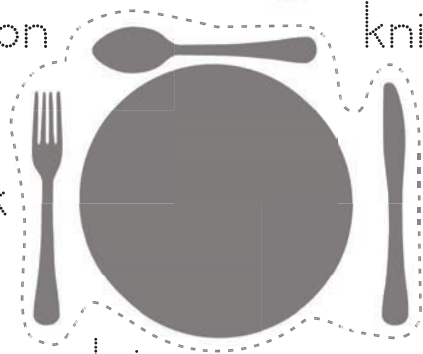
Look at the picture and talk about what the children are doing.

spoon

knife

fork

plate



cup

chicken

plate

banana



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



cup

meat



Word box

any

are

around



pap



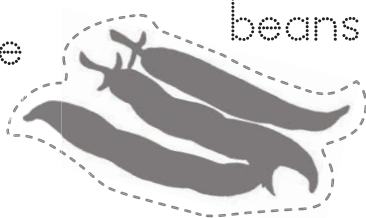
chicken



fruit



cheese



beans



bread



juice



Let's read

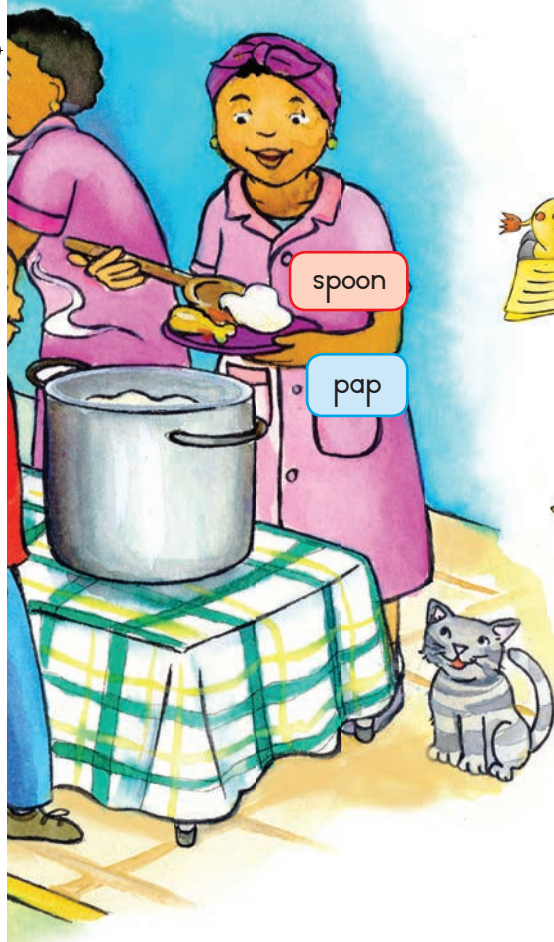
Every day we have lunch at school.

I eat pap and chicken.

I eat bananas.

I drink juice in my cup. My cup is red.

We play after lunch.



spoon

pap



Word work

Read the words and listen to the **a** and **e** -sound.

bat

bet

tan

ten

ban

Ben

mat

met

man

men

sand

send



Let's write

Look at the picture and then circle **yes** or **no**.

The children are happy.

Yes

No

The children have sweets for lunch.

Yes

No

They play after lunch.

Yes

No

The dog is hungry.

Yes

No

TEACHER: Sign

Date

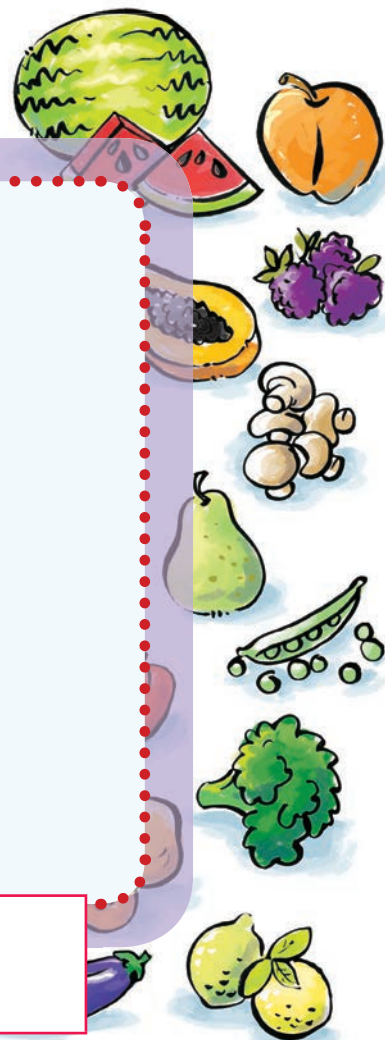
The food we eat



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



Let's talk

Tell your friend what your favourite food is.



Listen and repeat



I like apples.



I like bananas.



I like fish.



I like meat.



I like chicken.





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.

tap	tick	tin
top	tin	tea



Let's write

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



10

t en



t op



t ap



t ent



Let's write

Read these words. Then copy the correct word under the correct picture.

meat

eggs

milk

tomatoes

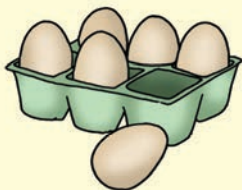
cake

chips

sweets

bread

fish



Complete these sentences.

I like

I don't like

TEACHER: Sign

Date



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.

What is your name?

What is your surname?

Where do you live?

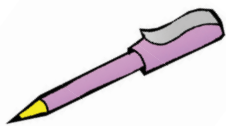
Who is your friend?

When is your birthday?



Let's write

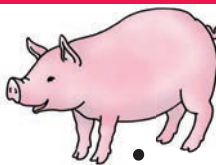
Trace the letter in the spaces so that it makes a word to match a picture.



p en



p ot



p ig



p uppy



Word work

Read the words and listen to the sounds.

pot	pen	pan
post	pet	part



Fun

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



Word box

again

ask

always

THEME 3. PEOPLE IN MY WORLD

10

Our family garden



Term 1 – Week 1-5



Let's do

Count and colour the chickens.
Colour the tomatoes on the bushes.

drinking



drinking

watering

digging

standing

spade

sitting

watering can

carrots

tomatoes

basket



Let's do

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



reading



Let's talk



climbing



Let's talk

How many chicks are there?

Where are the chicks? Use these words:

in front of

on

behind

next to



eating



digging

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?



Let's read

We are in the garden.

Jabu and Sam are in the tree.

The sun is hot.

Dad has a hat.

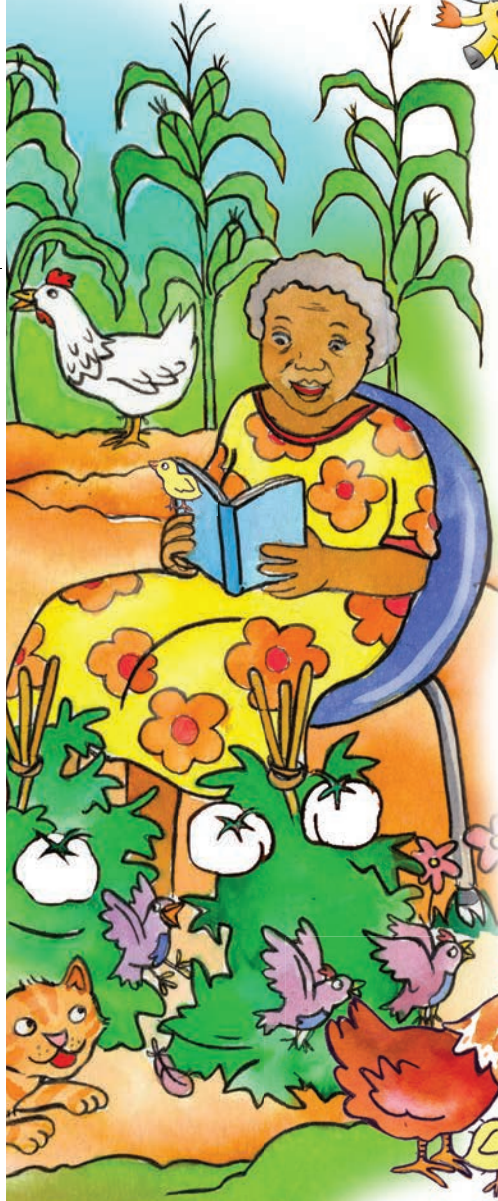
The dog stands on the log.

The cat runs after the birds.

We have lots of carrots in our garden.



watering



TEACHER: Sign

Date

My own family



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**.

Let's write

What sound does each word start with?

pen



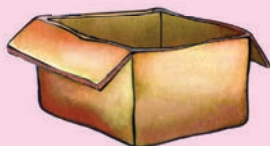
pig



pan



box



boy



bed



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?



Who is this?



Word box

ate

away

be



Word work

Read the words and listen to the sounds.

dog	cot	hot
log	lot	dot



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

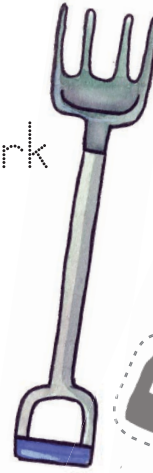


Let's talk

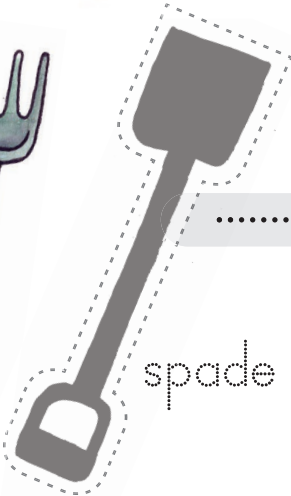
What things can you find in a garden?
Tell your friend what games you play in your garden.



fork

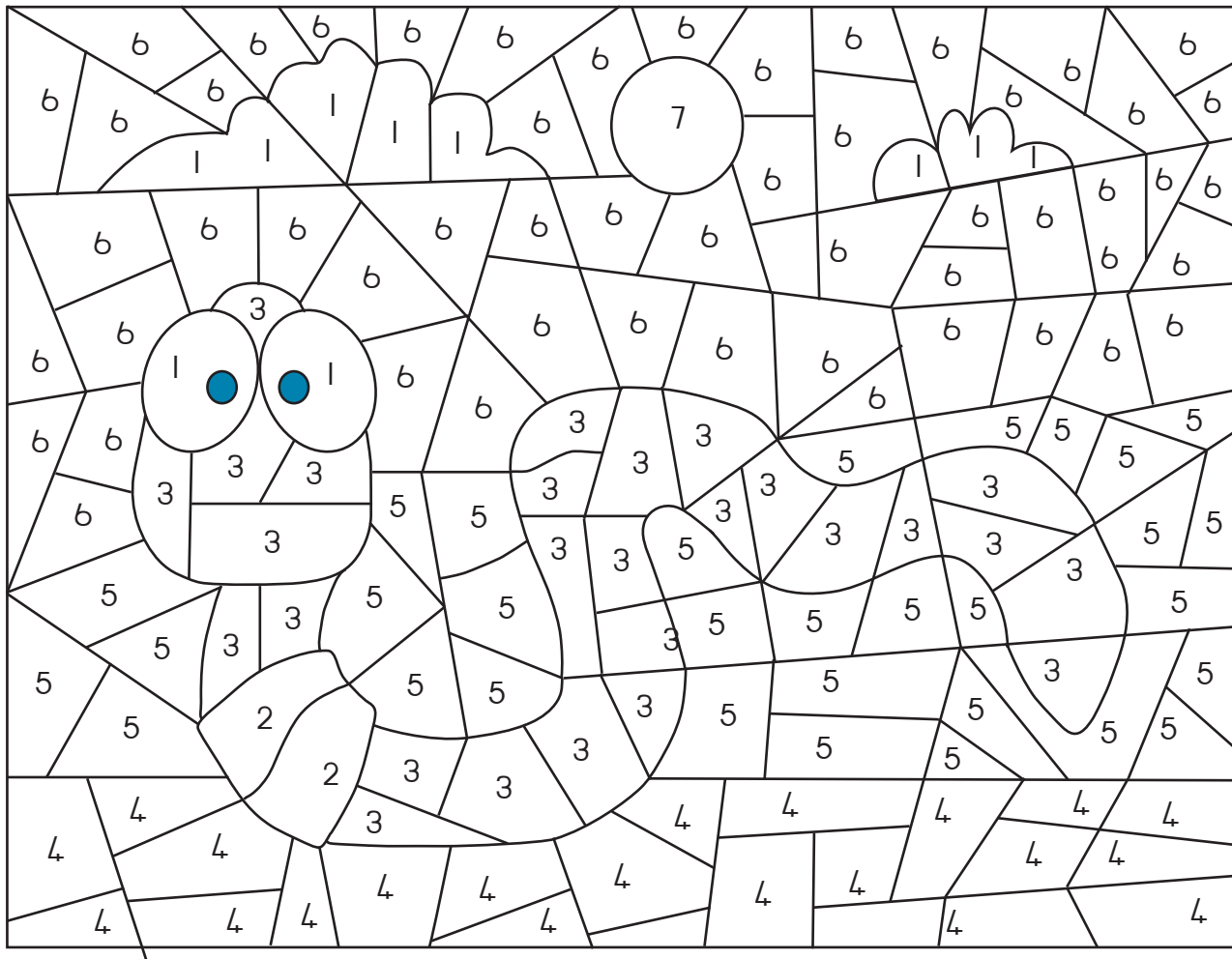


spade



Let's write

Colour the picture according to the numbers.



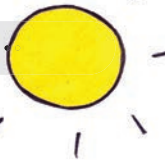


Fun

carrots



sun



What will the children find in this garden? Trace the lines. Say what each thing is.



hat

watering can



cabbage



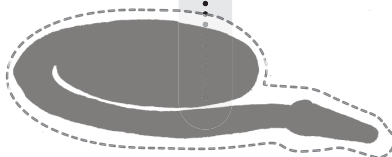
worm



tomatoes

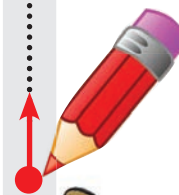


hosepipe



Let's write

Name 3 things you can find in your garden.



friends



TEACHER: Sign

Date

We go for a picnic



kite



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.



bird



peach



ball





Let's do

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



flower



Word box

because

been

before

blanket



basket



pump



newspaper



dog



Let's talk

What is Grandfather doing?
What is the baby doing?
What are the children doing?



swimming



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.



TEACHER: Sign

Date

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 bake a cake?
 Can you catch a fish?



Let's write

What can you do? Colour in either **yes** or **no**.

I can bake a cake.	Yes	No	I can fly a kite.	Yes	No
I can read.	Yes	No	I can draw a picture.	Yes	No
I can swim.	Yes	No	I can drive a car.	Yes	No
I can run.	Yes	No	I can speak Zulu.	Yes	No



Word work

Read the words and listen to the sounds.

in	sit	tin
ink	pin	win



Let's write

Fill in the missing letters to complete the words.



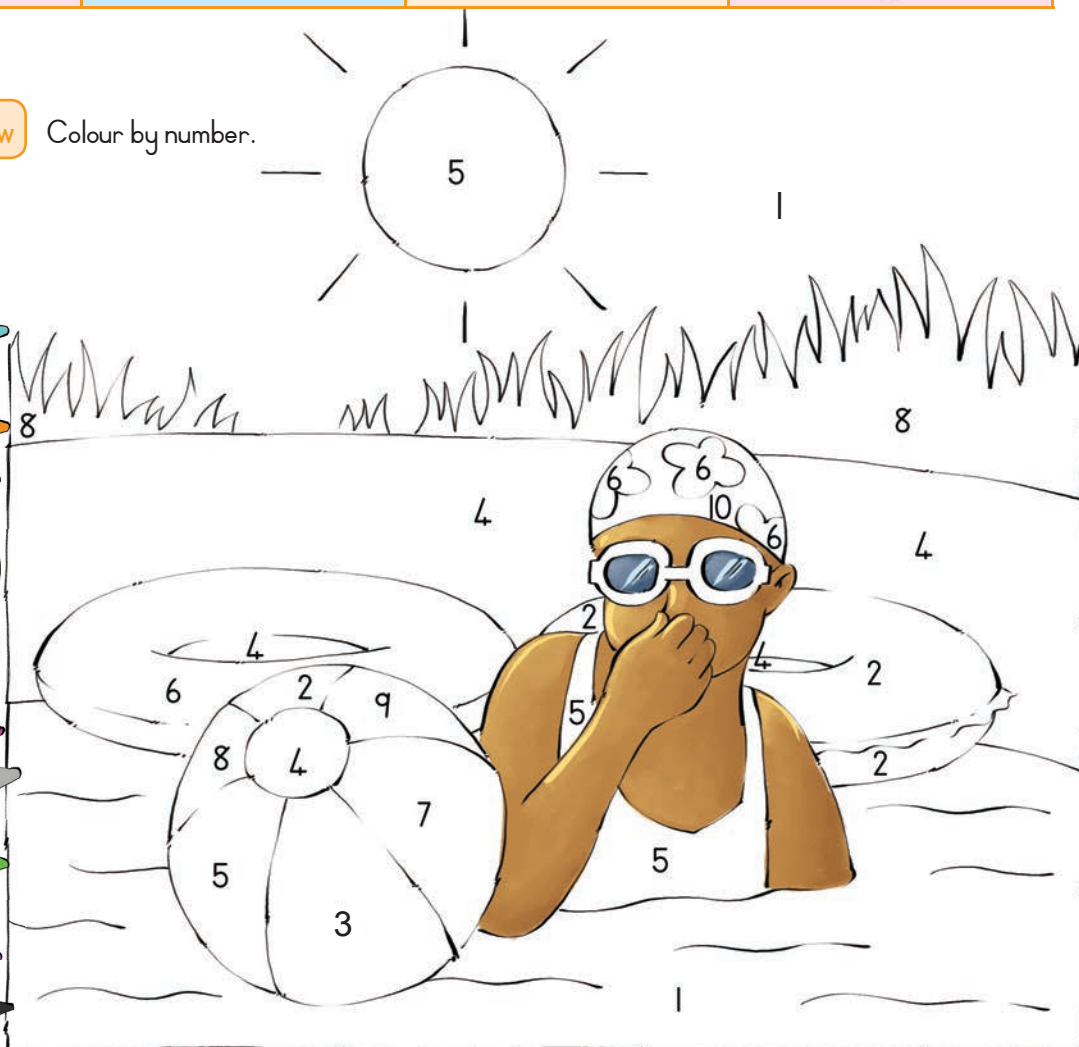
_nk 	t _ n 	p _ n 	p _ g
_nsect 	f _ sh 	_gloo 	s _ t



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



THEME 4. FRIENDSHIP

15

At the park



Term 1 – Week 6-10



Let's talk

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

toys





Let's do

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



Let's write

Colour 8 apples red.



Word box

best

better

big

friends



merry-go-round



girl

boy



eating
ice cream

friends



swing



slide



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.



TEACHER: Sign

Date



Let's talk

Who is your friend?
How old is your friend?
Is your friend a boy or a girl?



Let's do

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 write

Use the following words
to complete these
sentences.

kicking

running

singing

swimming

reading

playing

She is _____

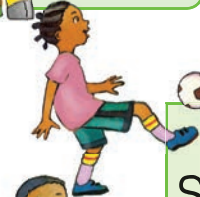
He is _____

He is _____

They are _____

It is _____

She is _____



Word work

Read the words and listen to the sounds.

nut

nose

man

net

nest

can





Let's write

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



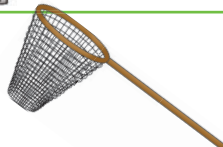
My friend and I

Write a sentence about your picture.

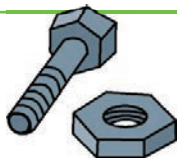


Let's write

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



TEACHER: Sign

Date



Let's talk

Look at the picture and talk about what you see.



Word box

black

blue

both

fireman

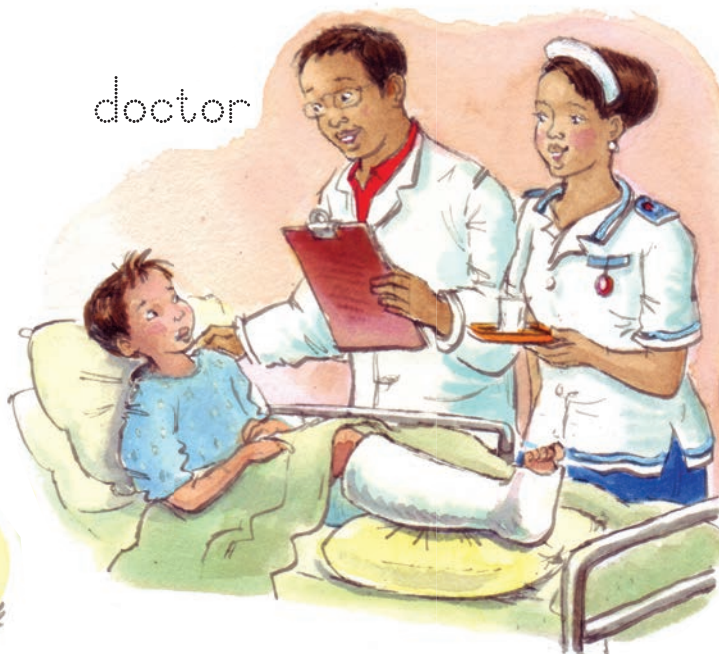


nurse



vet

doctor



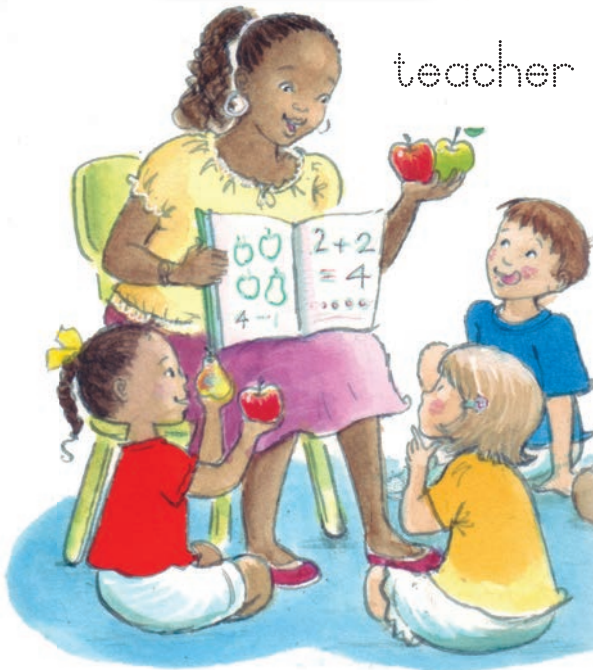


Let's do

Trace and then say the word that belongs to the picture.



Draw a picture of what you want to be one day and write a caption.



teacher



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**.



policewoman

The dog is at the vet.	Yes	No
The boy cut his arm.	Yes	No
The car is burning.	Yes	No
The teacher is a man.	Yes	No
The policewoman talks to the girl.	Yes	No

TEACHER: Sign

Date



Let's talk

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



Let's write

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



Let's write

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

?

!

.


milk

moon

dan jumped out of the tree

Dan jumped out of the tree.

did dan hurt his leg

don't jump dan


 ouse

 ealie



Let's talk

Say:

Whose are these?

These are Sam's socks.



Sam



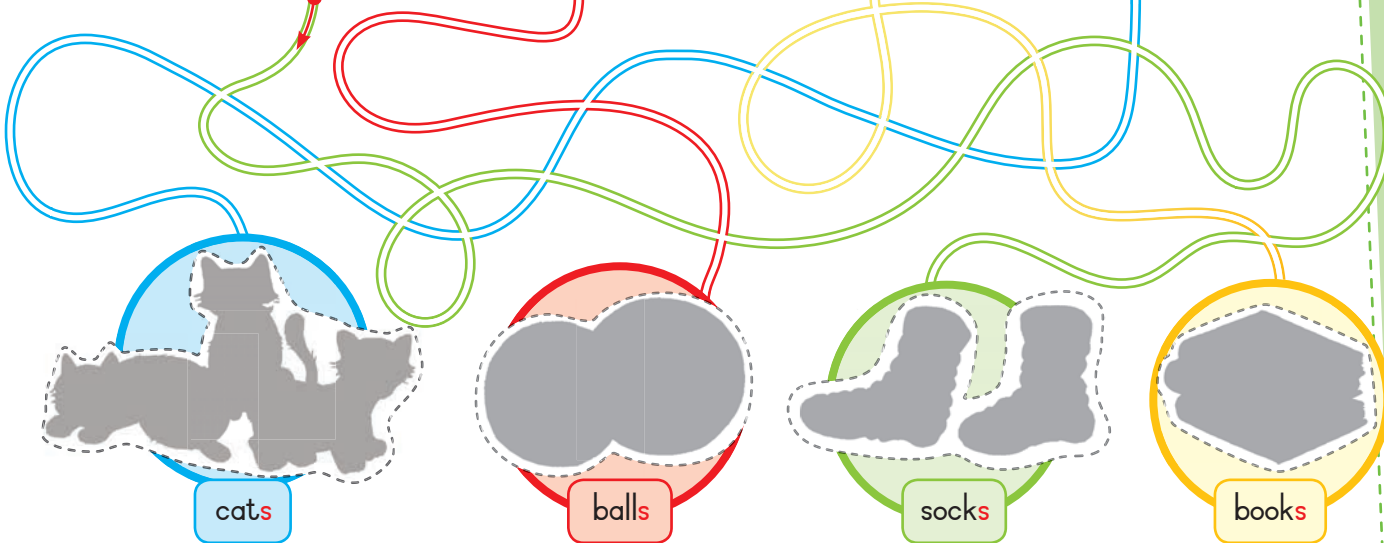
Tim



Pam

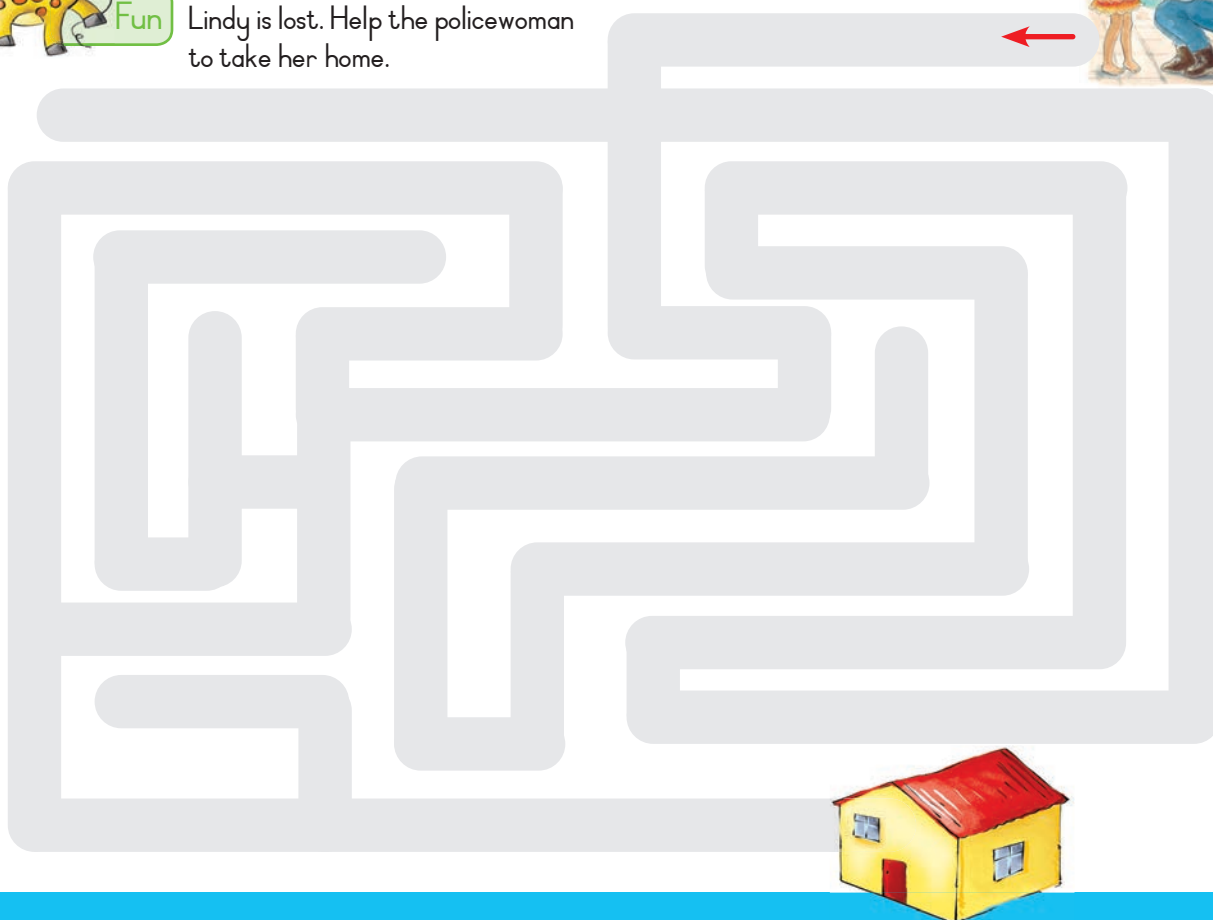


Nomsa



Fun

Lindy is lost. Help the policewoman to take her home.



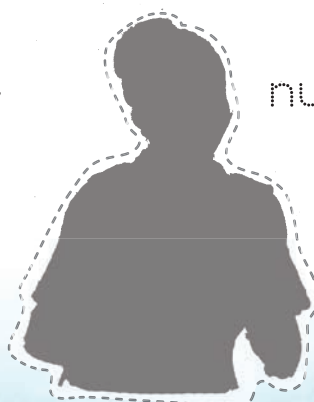
TEACHER: Sign

Date



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.

nurse





Let's do

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



policeman



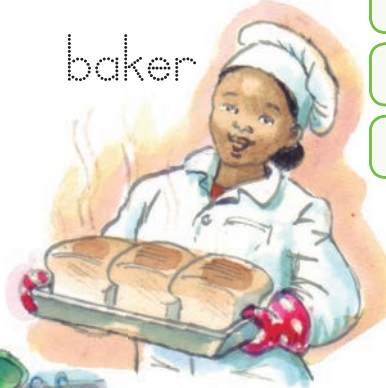
Word box

bring

brown

boy

baker



butcher



Let's talk



librarian



- What places can you see in the picture?
- What kinds of transport can you see in the picture?
- What shops do you go to in town?
- What kind of transport do you use when you go to town?
- Where can you buy food?
- Where can you go if you are sick?



Let's read

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.

TEACHER: Sign

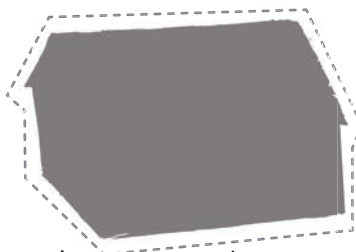
Date



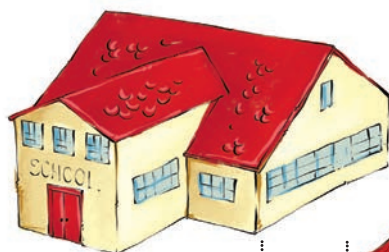
Listen and repeat

Paste the stickers in the correct spaces.

Trace and then say the word that belongs to the picture.



hospital



school



clinic



library

taxi rank



bus stop



greengrocer

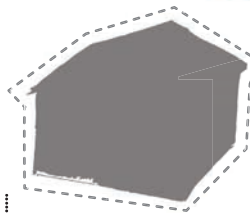


bakery

supermarket



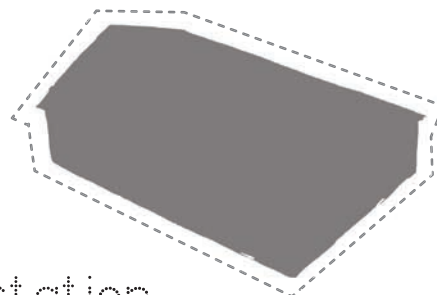
pharmacy



butchery



spaza shop



station



Let's write

Make lists of places you can go to.

Where I can go if I am sick.

Where I can go to get food.






Where I can go if I need transport.

Where I can go if I am sick.	Where I can go to get food.	Where I can go if I need transport.



Let's write

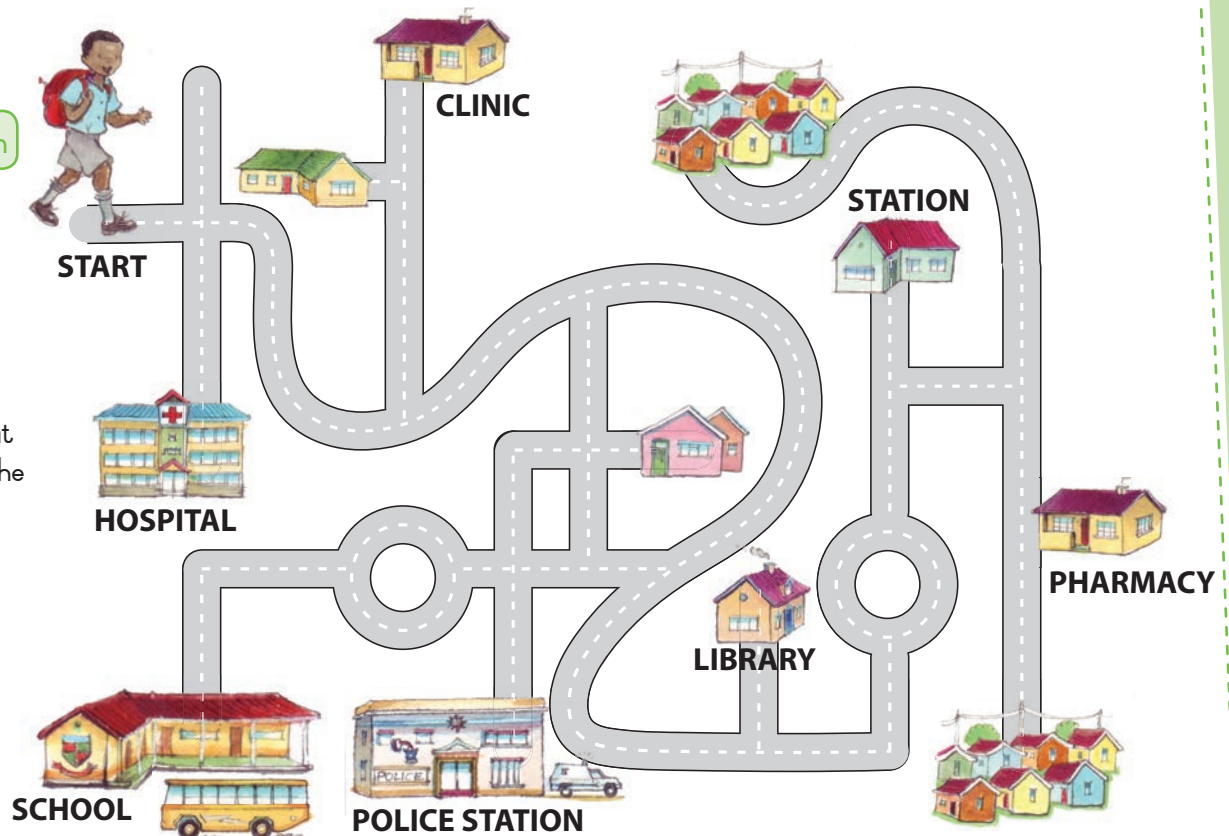
Fill in the letter d to make the word match the picture.
Then trace the vowel in red.

		d <u>e</u> sk	a
		d _ g	e
		d _ g	o
		d _ ck	i
		d _ d	u



Fun

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



TEACHER: Sign

Date

THEME 5. ANIMALS

21

The animal train



Term 2 – Week 1-5



Word work

Trace the words, read the words and clap the sounds.

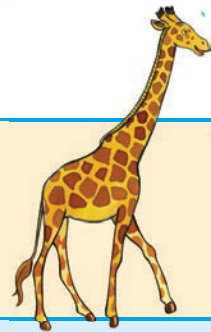
train



chick



giraffe



rabbit



elephant



crocodile

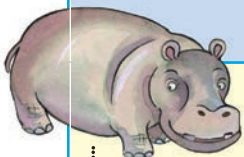
tortoise



lion

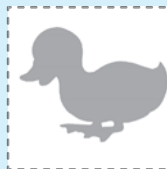


zebra



hippopotamus

duck



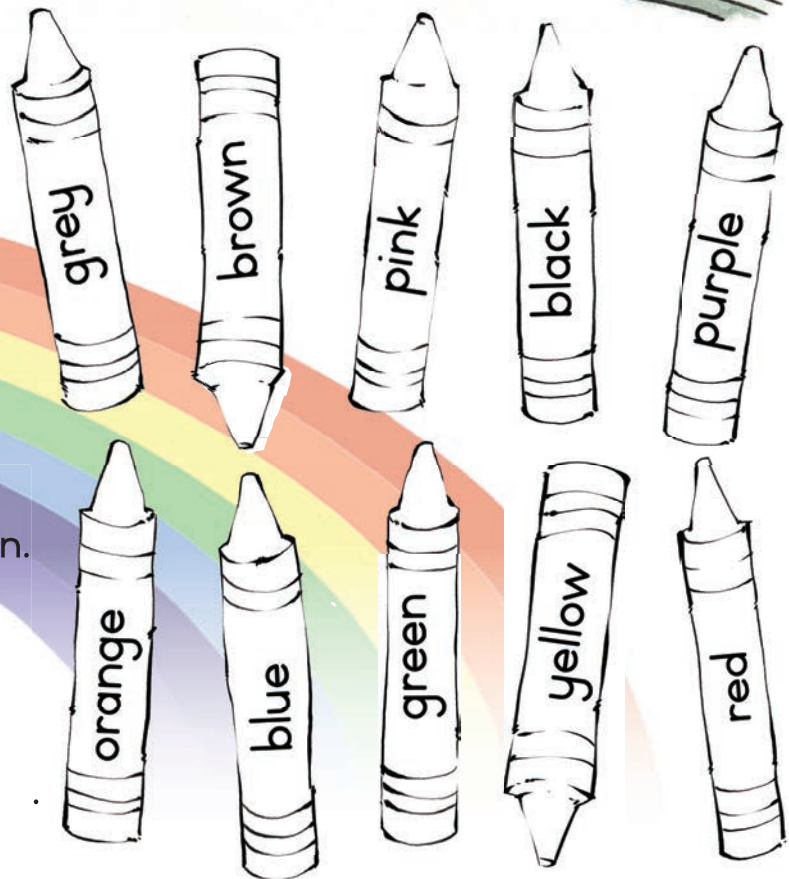
rhinoceros





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.



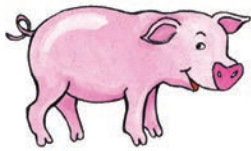
Let's write

What is your favourite colour?



Word work

Read the words and listen to the sounds.



pig

dog

go

dig

log

get

goat

goose

give

What is your favourite animal?



Let's write

Fill in these words
 into the correct
 sound coaches.

hot

but

hat

up

leg

sit

mat

beg

not

sun

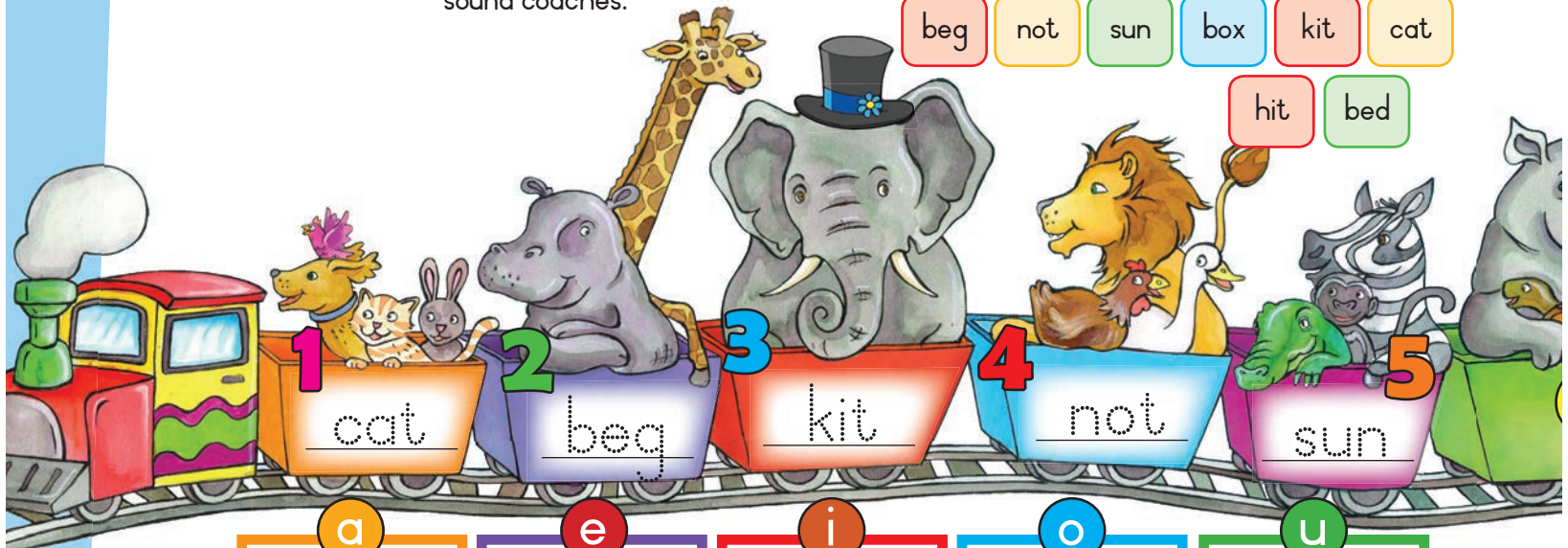
box

kit

cat

hit

bed



a

e







i







o

u



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

	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.

Which coach has the most animals?		In which coach is the elephant?	
Which coach has the least animals?		In which coach is the crocodile?	
In which coach is the tortoise?		In which coach is the rabbit?	

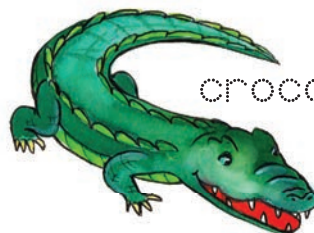
TEACHER: Sign

Date



Let's talk

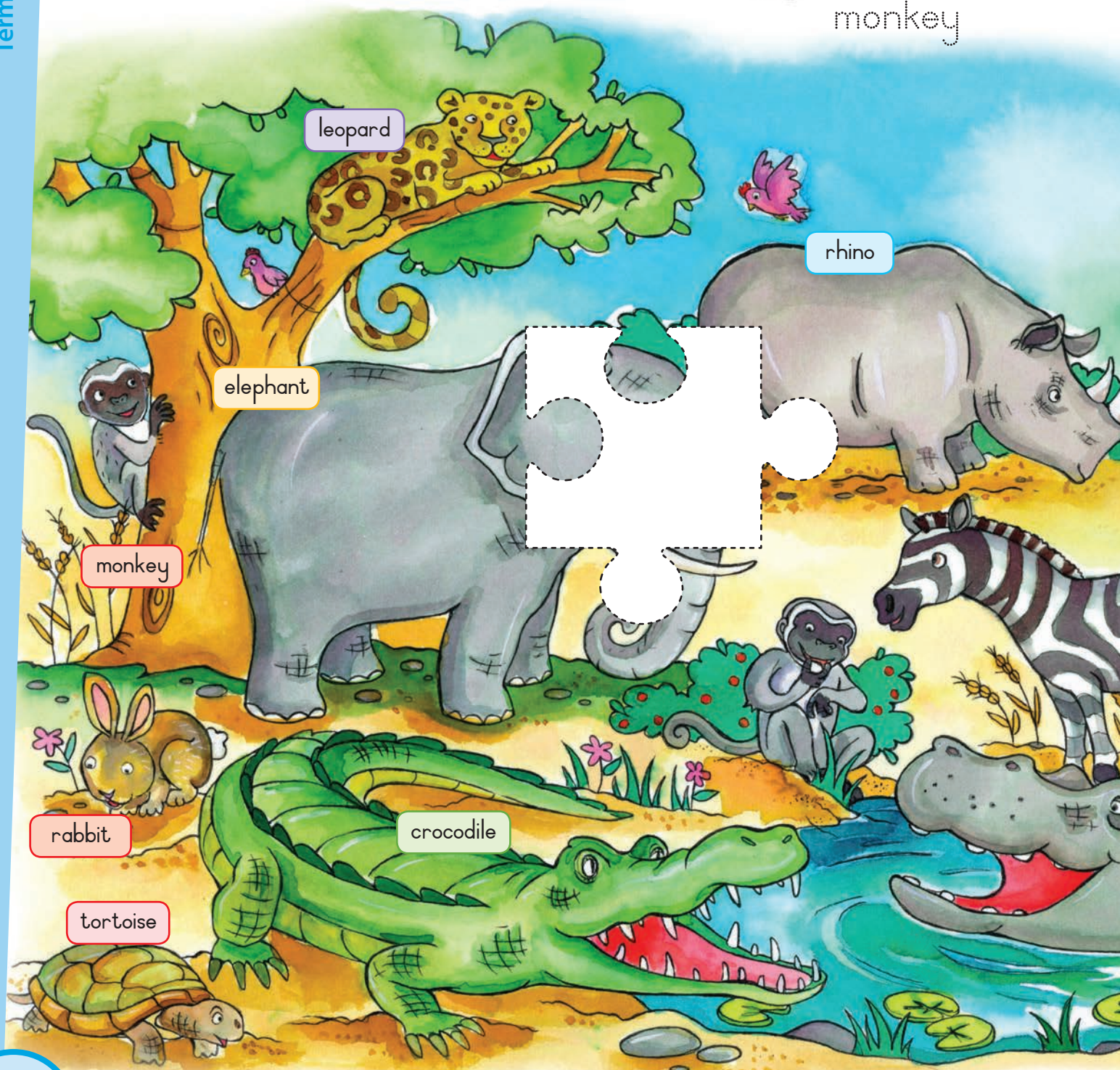
Look at the picture and talk about what you see.



crocodile



monkey



leopard

elephant

rhino

monkey

rabbit

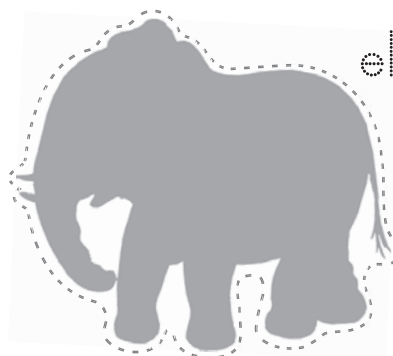
tortoise

crocodile



Let's do

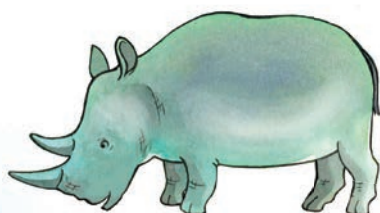
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.



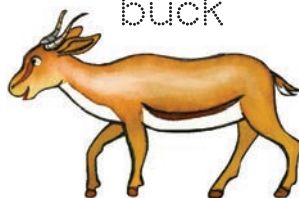
elephant



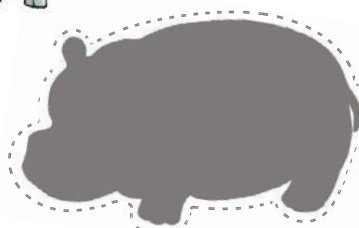
zebra



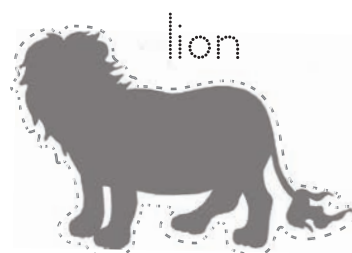
buck



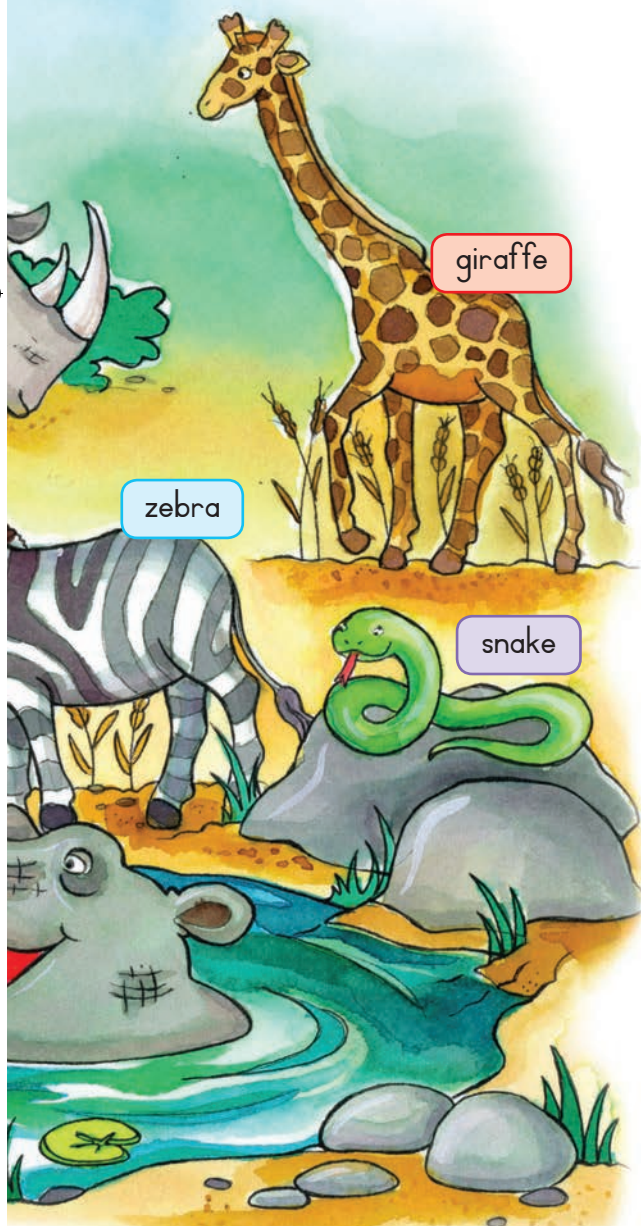
leopard



hippopotamus



lion



giraffe

zebra

snake



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?



giraffe



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.



TEACHER: Sign

Date



Listen and repeat

giraffe

zebra

lion

hippo

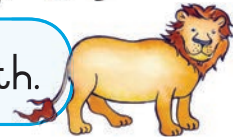
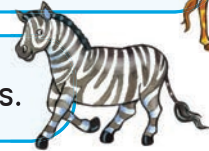
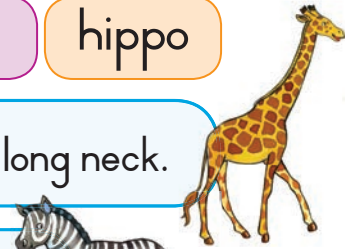


The _____ has a long neck.

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.

hot	not	lot
on	socks	cobra



Let's write

Fill in one of these words to say where the monkey is.

on in under in front of behind



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.



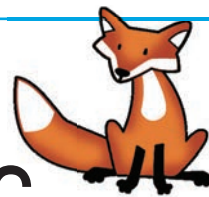
b _ o _ x



t _ o _ p



d _ o _ g



f _ o _ x

TEACHER: Sign _____

Date _____

THEME 6. VISITING PLACES

25

At the beach

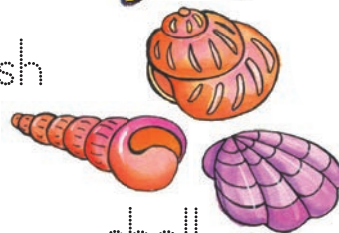


Let's talk

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



starfish



shell

Term 2 – Week 1-5

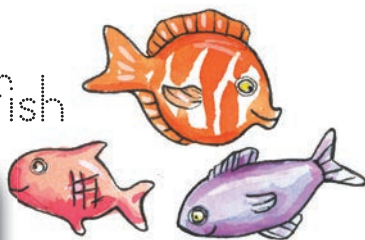




Let's do

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

fish



whale

fishing rod



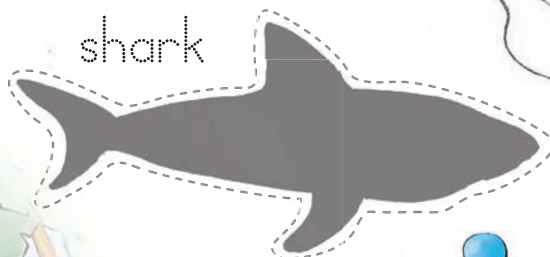
spade



bucket



shark

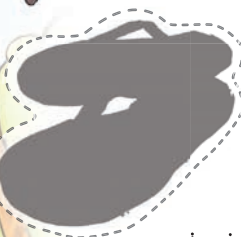


Fun

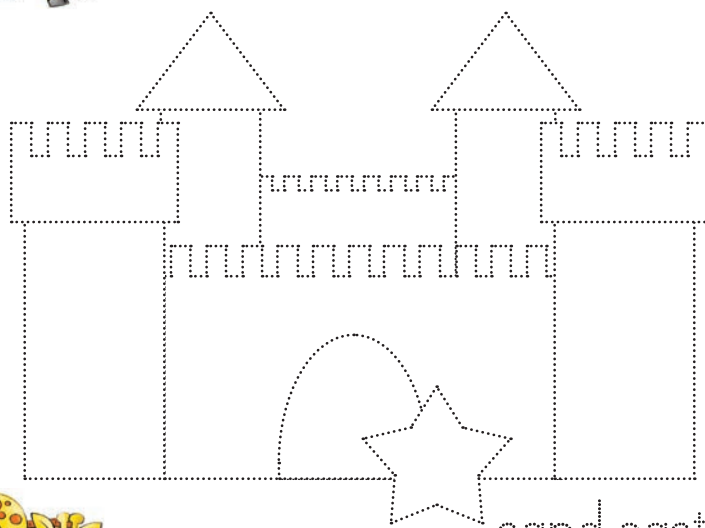
Complete the sandcastle and colour it in.



net



sandals



sand castle



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!

TEACHER: Sign

Date



Listen and repeat

When you see **-ed** at the end of a word it sounds like a **t**.

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^{ed} my teeth.

Yesterday I kicked^{ed} the ball.

Yesterday I walked^{ed} to school.

Yesterday we talked^{ed}.



Let's do

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





Let's write

Number these pictures in the correct sequence to form a story. Then tell your friend what is happening in each story. Say: First ..., then ..., lastly ...

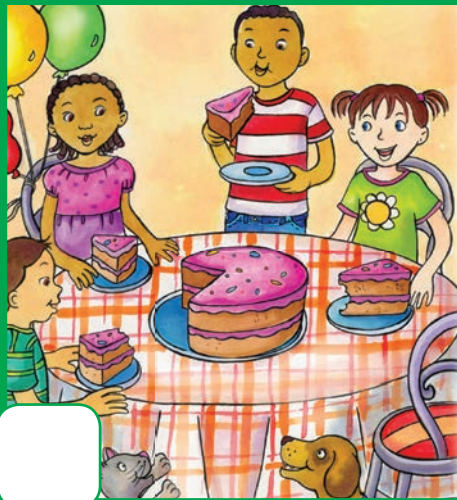
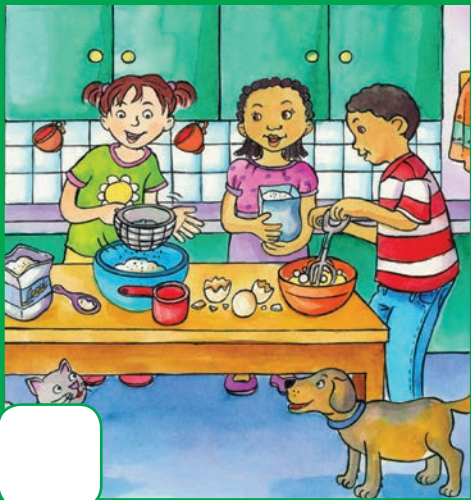


Now write a sentence about each picture.

1.

2.

3.



Now write a sentence about each picture.

1.

2.

3.

27 At the farm visiting Grandmother

Term 2 – Week 1-5



Let's talk

Look at the picture and discuss what the children can see and do on the farm.

goat



scarecrow



Uncle Jim

tractor



Grandmother



Let's sing

Ken

Nomsa



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 floppy, 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)



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



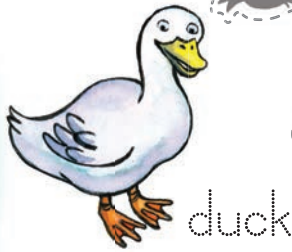
tractor



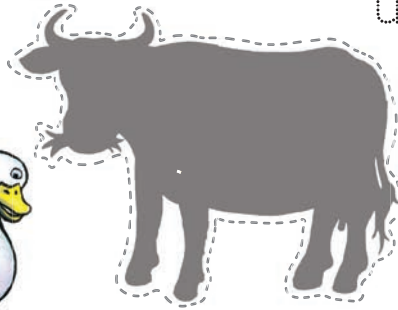
pot



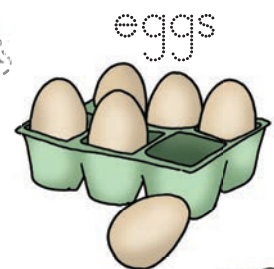
umbrella



duck



cow



eggs



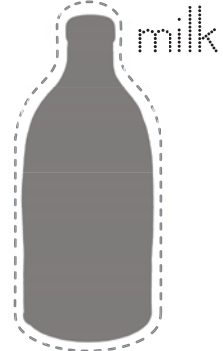
Let's talk

Point to the picture and ask your friend:

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



honey



milk



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.





Let's do

How many farm words can you find?

cow

pig

calf

donkey

hen

cat

duck

rooster

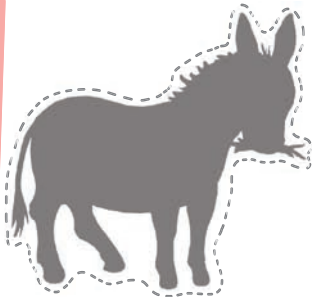
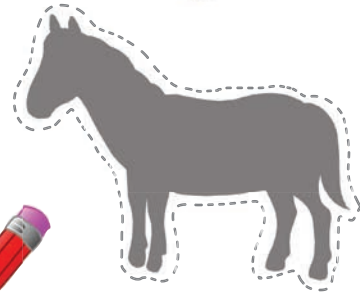
chicken

lamb

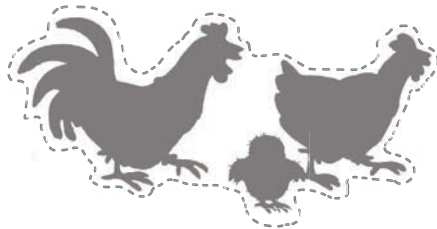
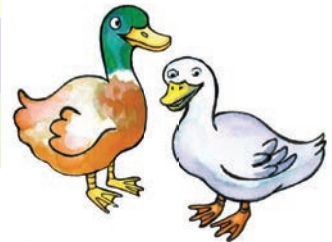
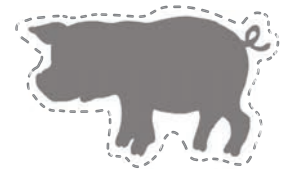
sheep

goat

horse

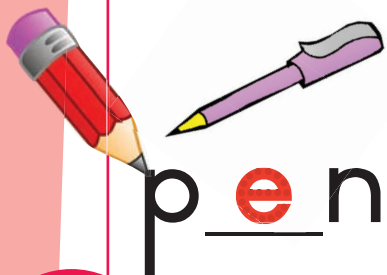


k	c	u	d	i	c	a	l	f	n
w	o	c	h	i	c	k	e	n	y
a	t	a	o	g	o	a	t	b	e
y	l	l	i	f	d	u	c	k	k
p	k	c	a	t	a	e	p	i	g
g	s	s	h	e	e	p	e	g	u
m	r	o	o	s	t	e	r	o	t
y	a	d	o	n	k	e	y	o	p
h	o	r	s	e	n	e	h	e	n
l	a	m	b	l	t	a	c	o	w



Let's write

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



p _ e _ n



h _ e _ n



_ e _ gg












t _ e _ nt



Let's do

Paste the stickers in the correct spaces.

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

	bee		eggs	
	sheep		wool	
	cow		honey	
	chicken		milk	



Word work

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

egg	hen	ten	pen	men
when	bent	tent	rent	sent



Listen and repeat



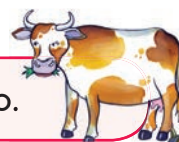
The chicks go cheep cheep.



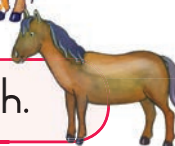
The bees go buzz buzz.



The cow goes moo moo.



The horse goes neigh neigh.



The sheep goes baa baa.



What other farm animal sounds can you make?

Sign

Date



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

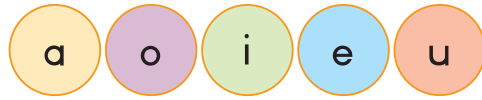
Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

cap	dog	tin	ten	hut
cat	log	pin	pen	sun
hat	hot	sit	hen	cup



Let's write

Fill in the missing letters to complete these words so that they match the picture.



p _ e _ n
d _ _ g
p _ _ g
c _ _ t
h _ _ n

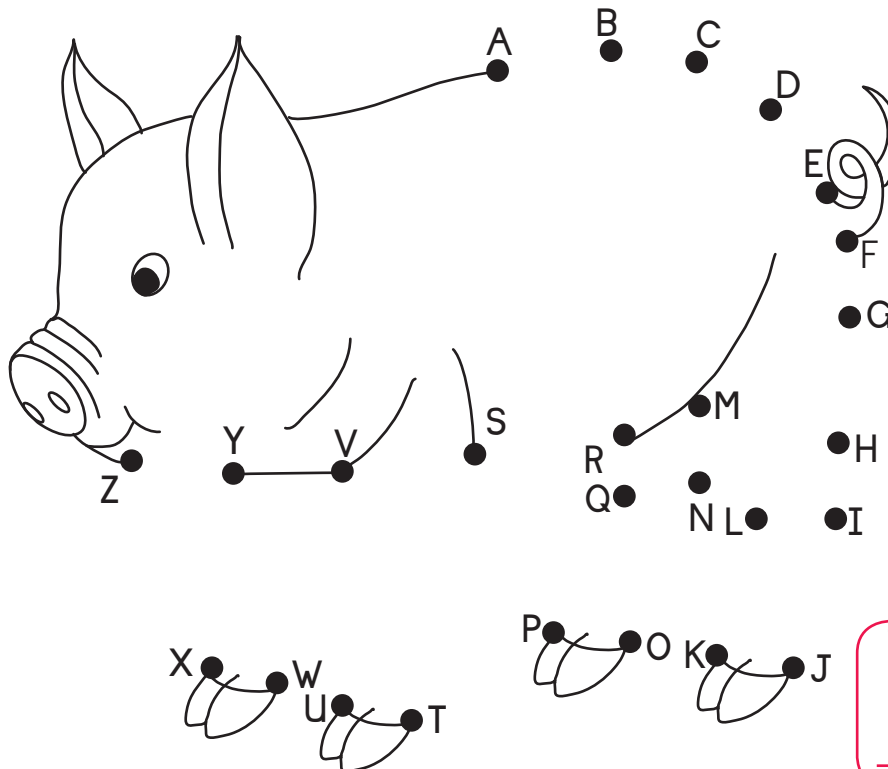


t _ _ n
s _ _ n
h _ _ t
m _ _ t
l _ _ g



Let's write

Join the dots to complete the picture. Then colour the picture.



This is a

TEACHER: Sign

Date

THEME 7. ABOUT TIME

30

Our busy week



Term 2 – Week 1–5



Let's talk

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

MY DIARY

Monday



I go to school.

Tuesday



I go to the library.

Wednesday



We play netball.

Thursday



We go to the shop.

Friday



We play soccer.

Saturday



I watch TV.

Sunday



We go to church.

What is your favourite day and why?



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.

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.

On what day did the children go to church?	
On what day did Jabu watch TV?	
On what day did they play netball?	
On what day did they play soccer?	



Let's talk

Ask 3 friends what they like and what they do not like.

	I like _____	I do not like _____
1		
2		
3		

TEACHER: Sign

Date



Let's write

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

Friday

Monday

Wednesday

	Tuesday	
Thursday		Saturday
Sunday	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



Walk and talk

Tell 3 friends what you do each day.
Say:



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



Let's write

Now fill in on what you do
each day in the spaces in
the diary on page 60.



Word work

Read these verbs and use them to make sentences.

run	jump	sing	sit
sleep	rest	eat	play

TEACHER: Sign

Date



wake up



sun



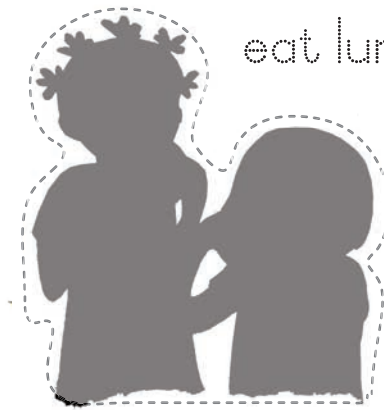
swing



play

go to
school

eat lunch



Let's read

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.



Let's do

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



stars



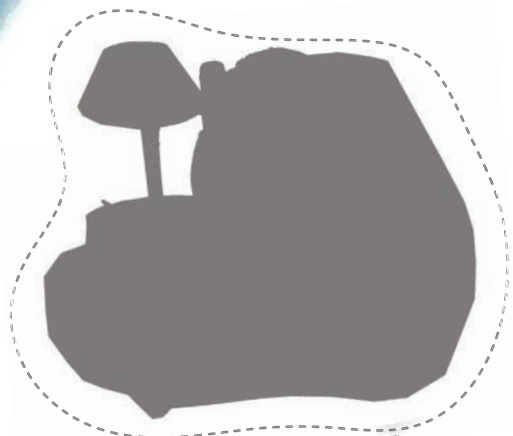
moon



owl



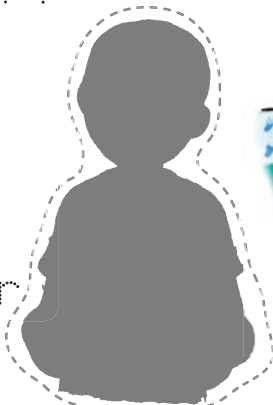
watch TV



go to sleep



eat
supper



sleep



Let's talk

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

	morning	afternoon	night
1			
2			

TEACHER: Sign

Date

What we do



Let's write

Draw a line to match the pictures with the time when we do these things.



morning



afternoon

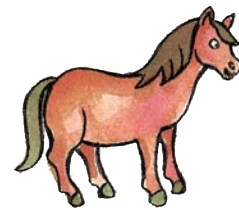
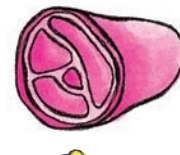


night



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.

Word sum for 'bug':

b	ug	bug
	ed	
	ig	

Word sum for 'bus':

b	us	
	ed	
	ud	

Word sum for 'pin':

p	in	
	en	
	an	

Word sum for 'sad':

s	ad	
	un	
	it	

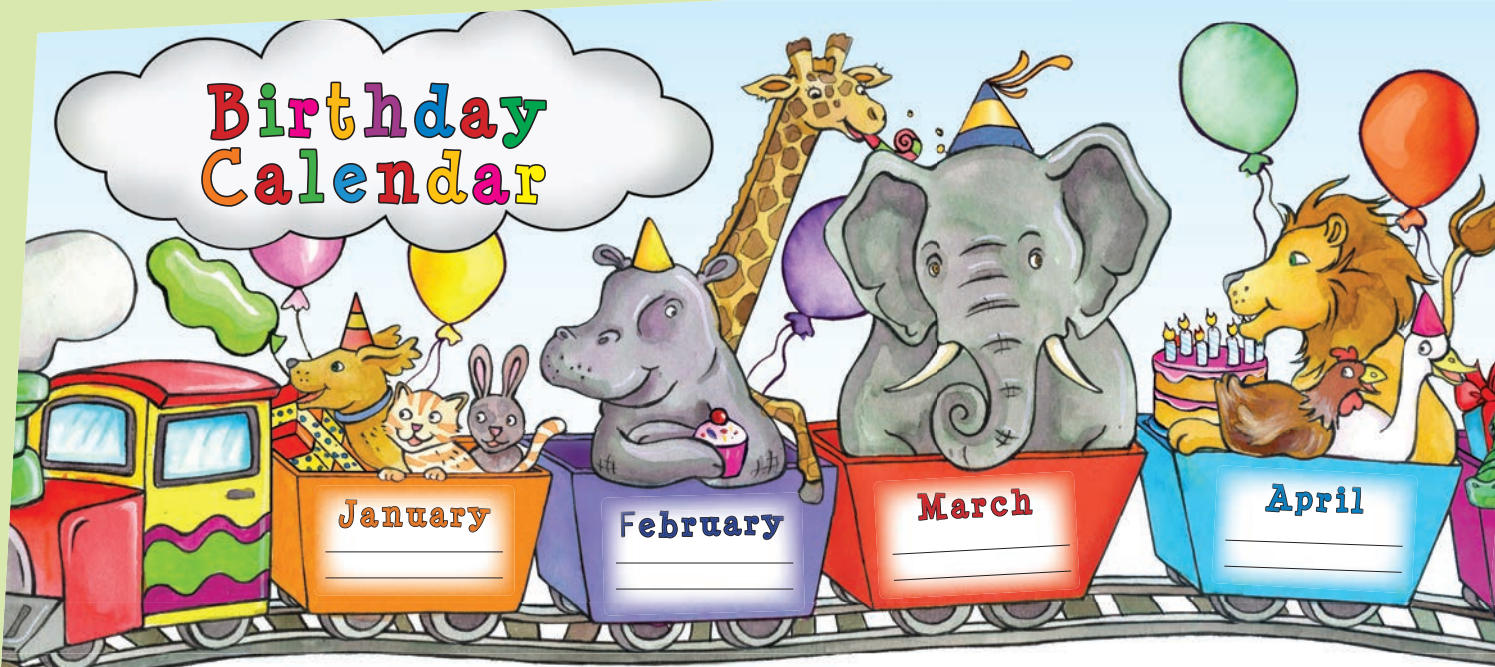
THEME 8. BIRTHDAYS AND SEASONS

34

Calendars



Term 2 – Week 6-10



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.



Let's read

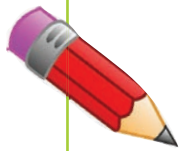
My sister Alice has a birthday in **June**.
She will be 6.

Jim has a birthday in **September**.
He will be 8.



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

TEACHER: Sign

Date

When is your birthday?



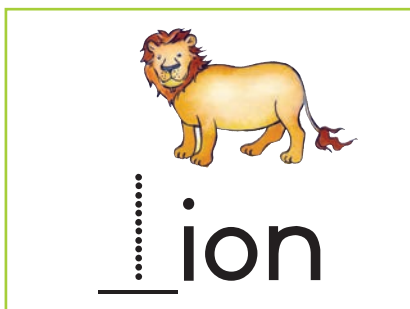
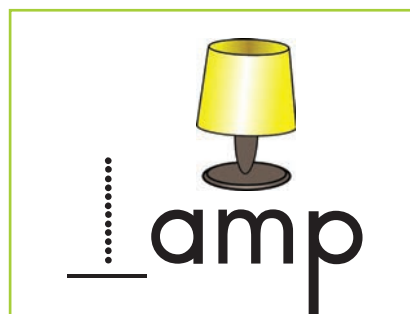
Let's read

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.





Word work

Read the words and listen to the sounds.

let	long	love	lost
live	doll	ball	bell



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.



wash a pot

It takes a time.



go to school

It takes a time.



brush my teeth

It takes a time.



sleep

It takes a time.

eat a sandwich



It takes a time.



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 _____.

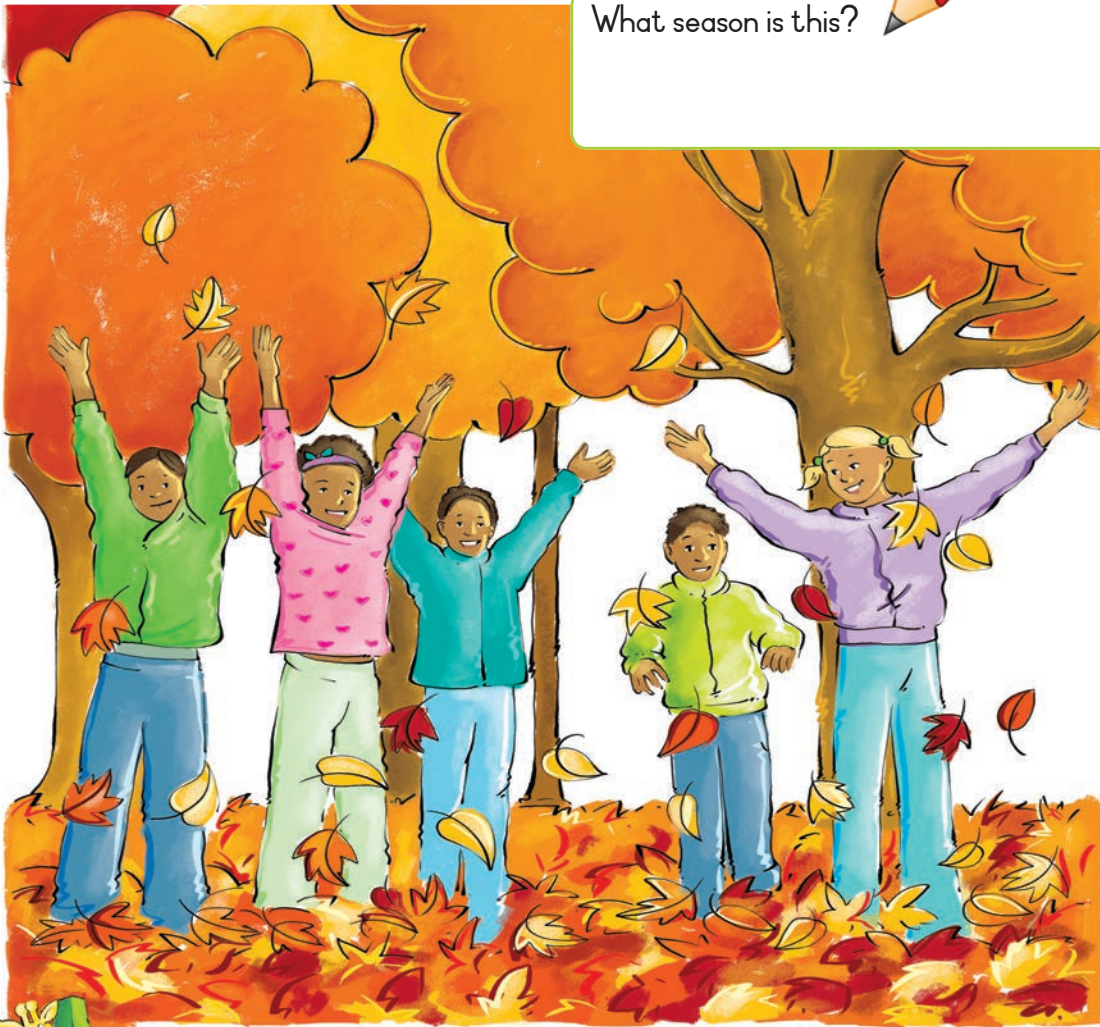


Let's talk

What do you see in the two pictures?
How are the two pictures different from each other?
Which season is hotter?



What season is this?



Let's write

Count and answer.



How many ducks are there?

How many chicks are there?

How many frogs are there?

How many children are there in both pictures?

How many children are wearing green jackets?

How many pink flowers are there?

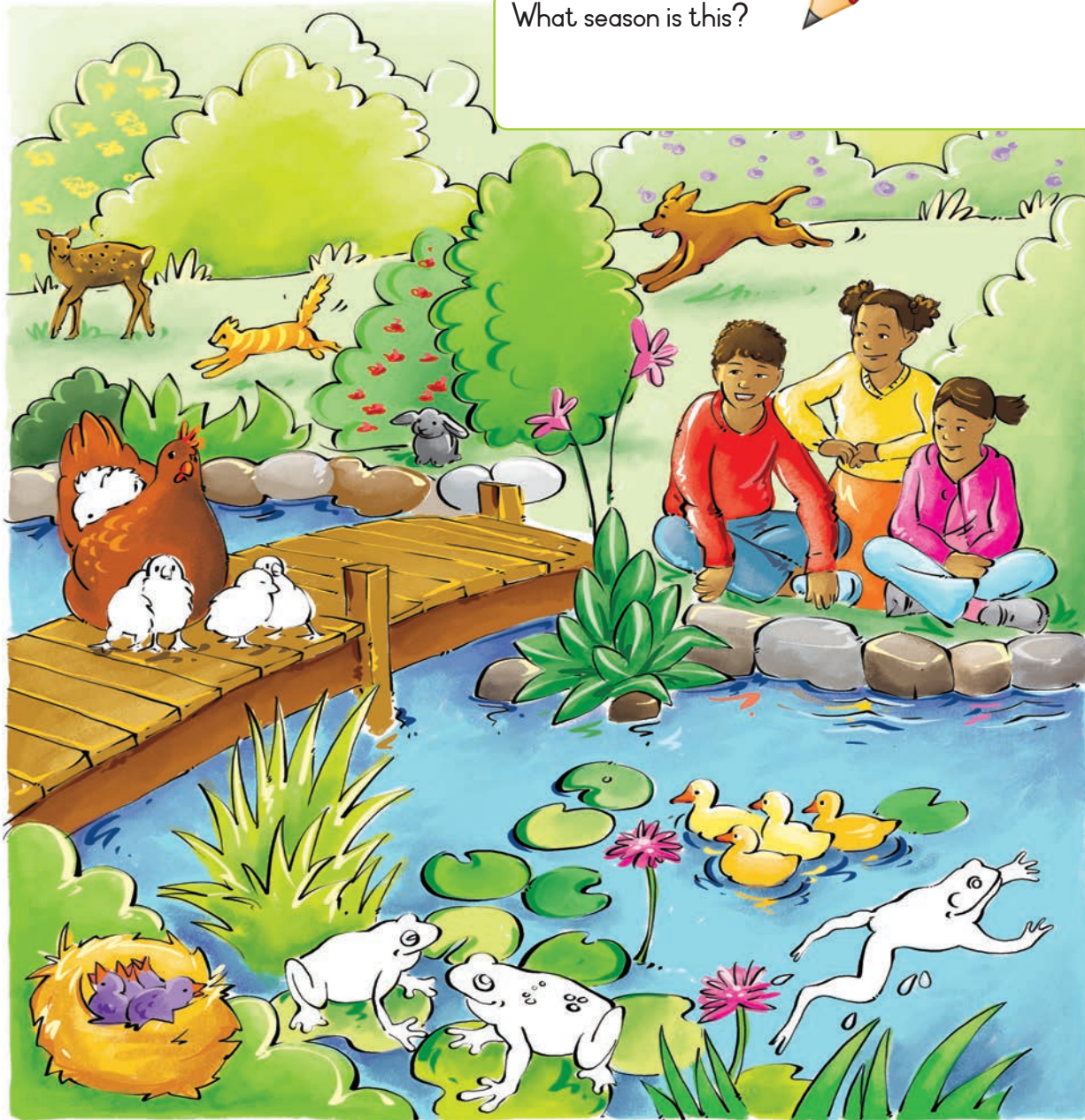


Let's do

Colour the baby chicks yellow and the frogs green.



What season is this?



Let's read

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.

TEACHER: Sign

Date

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?



Let's write

Rewrite these sentences using
the correct punctuation.

?

!

.

can i swim

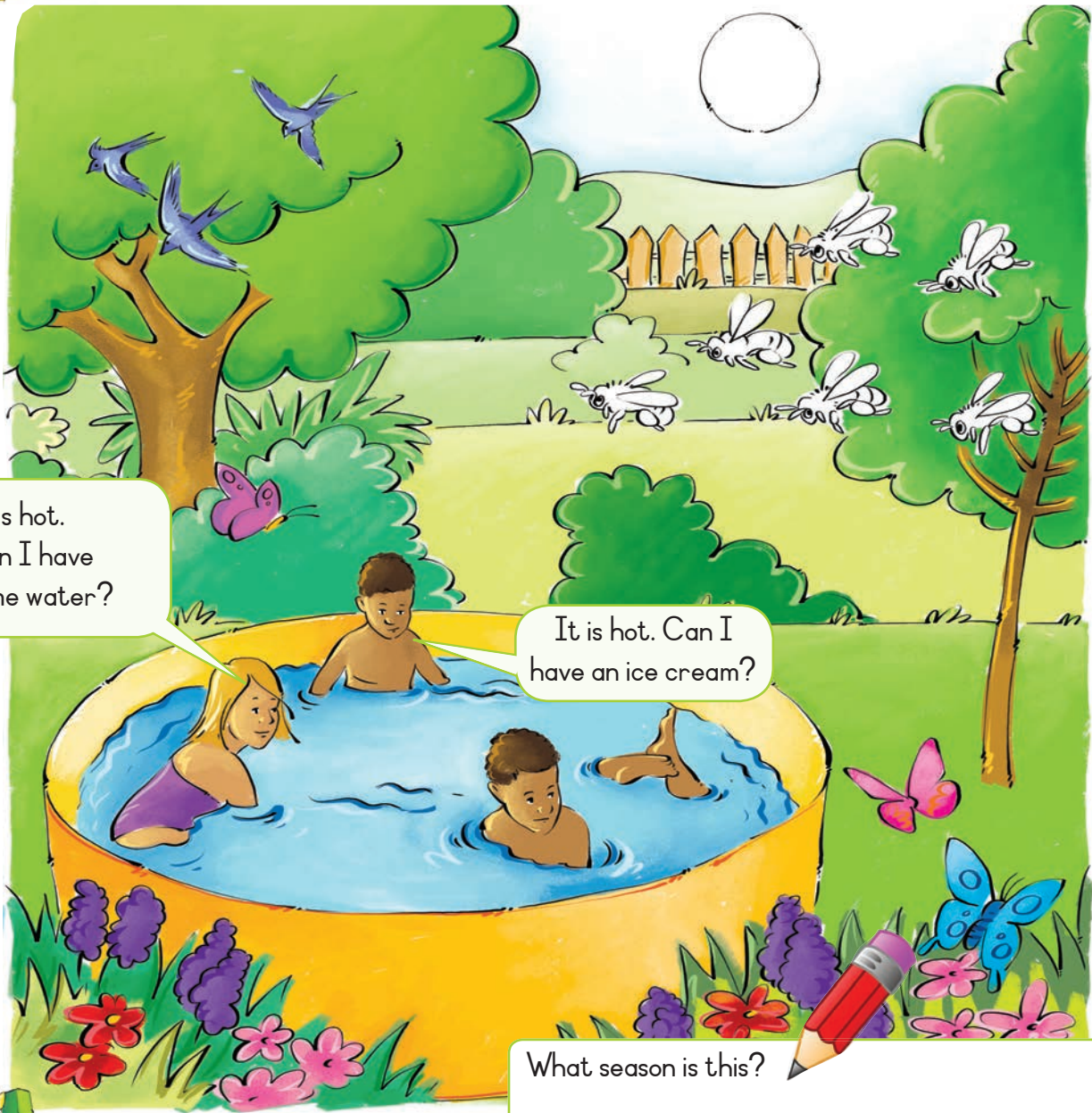
i have a hat

don't touch the fire



Let's do

Colour the sun and the bees yellow.

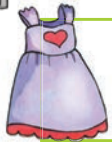


What season is this?



Let's write

Fill in either **this** or **these**.



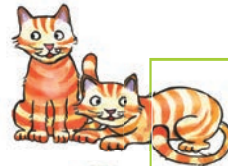
_____ is a dress.



_____ are dresses.



_____ is a cat.



_____ are cats.



_____ are boys.



_____ is a boy.

TEACHER: Sign _____

Date _____

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

sandals



Word work

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.

this

these



_____ is a jersey.



_____ is a jacket.



_____ are shoes.



_____ are hats.



Let's do

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



TEACHER: Sign _____

Date _____



My dictionary

A a

N n

B b

O o

C c

P p

D d

Q q

E e

R r

F f

S s

G g

T t

H h

U u

I i

V v

J j

W w

K k

X x

L l

Y y

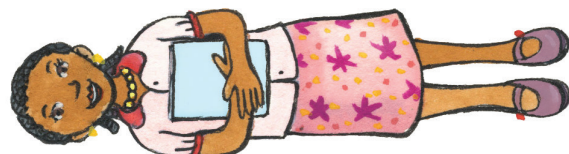
M m

Z z

STICKERS



3



6



7



5



11



14



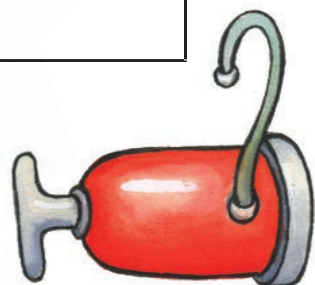
25



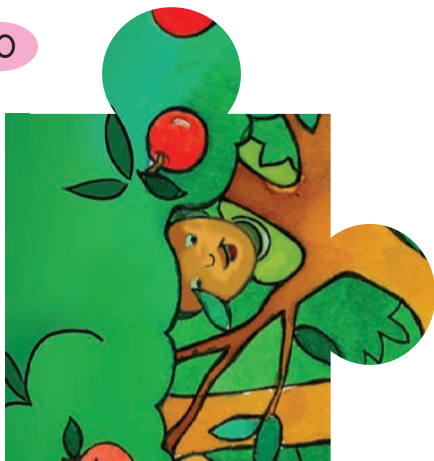
26



27



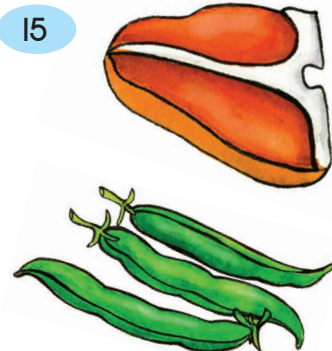
20



37



15



37



24



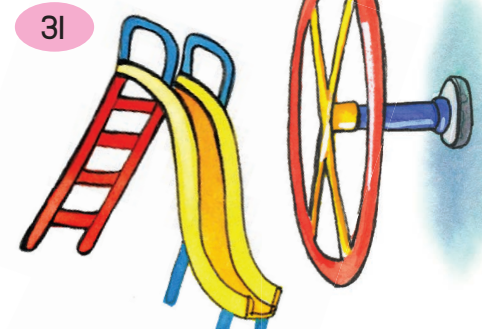
21



30



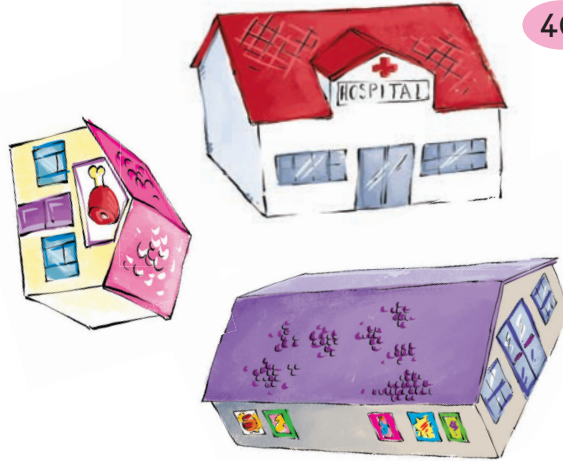
38



31



39



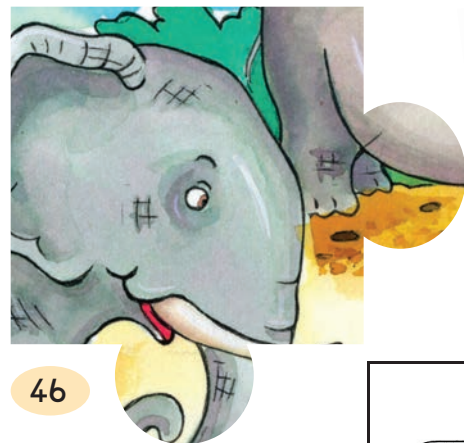
40



42



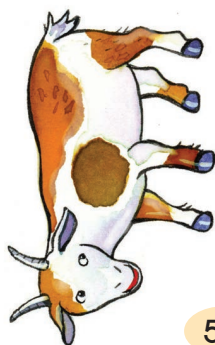
45



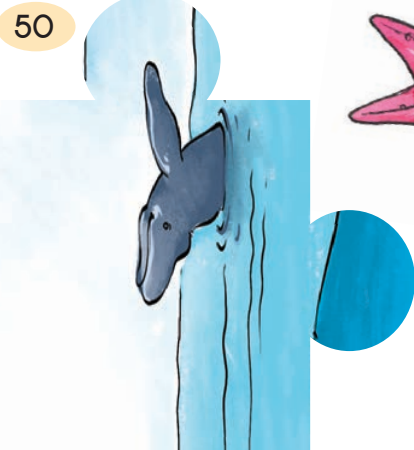
46



55



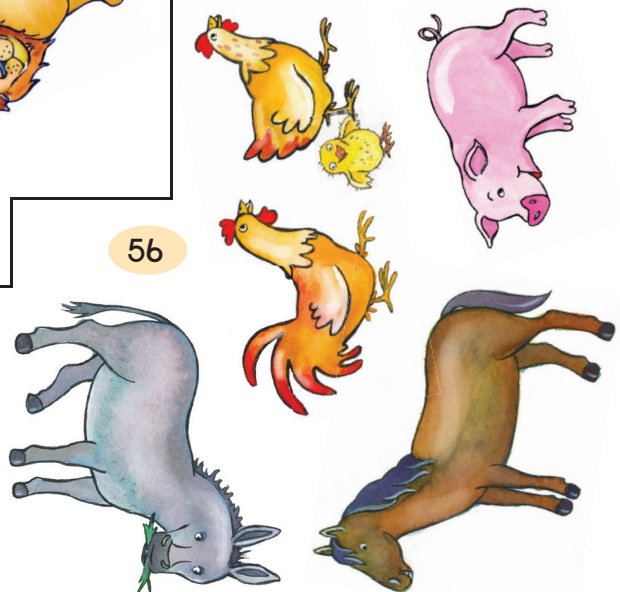
54



50



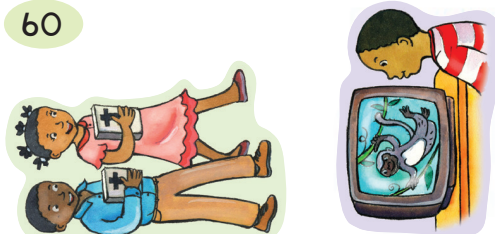
47



56



60



60



64



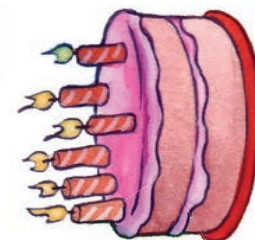
65



70



71



76



77

57



