



Life can be difficult sometimes, if you  
need someone to talk to



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

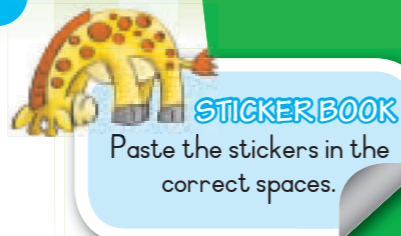
ISBN 978-1-4315-0200-4

13th 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



Grade 2

ENGLISH  
First Additional Language  
Book 1  
Term 1-2

Name:

Class:



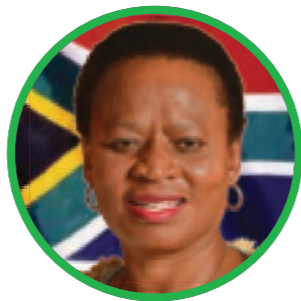
basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH



Mrs Angie Motshekga,  
Minister of Basic Education



Dr Reginah Mhaule,  
Deputy Minister of Basic Education

*This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series.*

*The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.*

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

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

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

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

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

## We, the people of South Africa,

Recognise the  
injustices of  
our past;

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

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

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

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

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

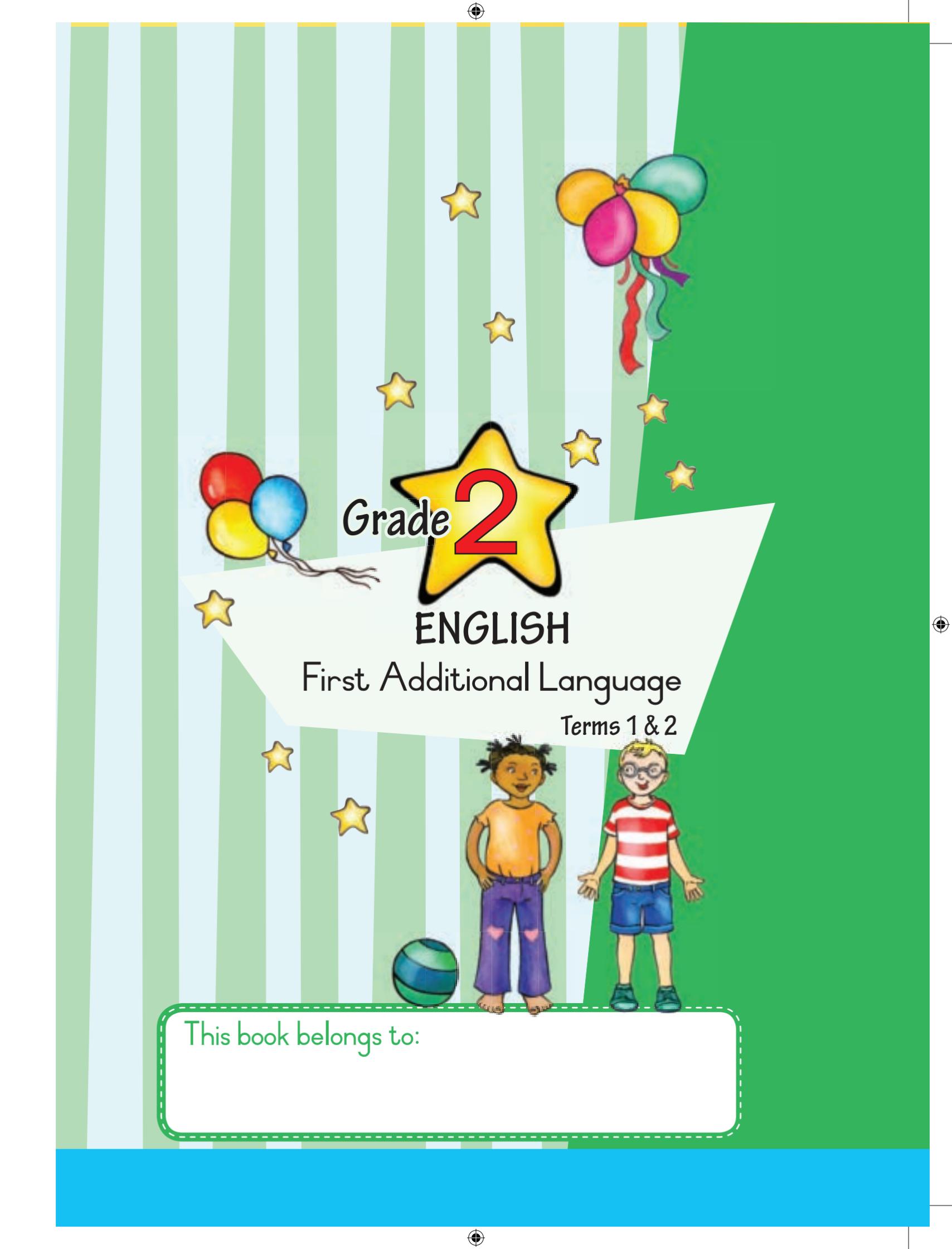
Lay the foundations for a democratic and open society in which government  
is based on the will of the people and every citizen is equally protected by  
law;

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

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

May God protect our people.

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

The book cover features a background of vertical stripes in light blue and light green, transitioning into a solid green area on the right. A large yellow star with a black outline is the central focus, with the number '2' in red inside it. The word 'Grade' is written in a black, sans-serif font to the left of the star. Below the star, the word 'ENGLISH' is written in a bold, black, sans-serif font. Further down, 'First Additional Language' is written in a smaller, black, sans-serif font, and 'Terms 1 & 2' is written in an even smaller, black, sans-serif font. There are several yellow stars of different sizes scattered across the cover. On the left, there are two clusters of balloons: one with red, yellow, and blue balloons, and another with orange, pink, and yellow balloons. At the bottom, there are two cartoon children: a girl with dark skin and pigtails wearing an orange shirt and purple pants, and a boy with light skin and glasses wearing a red and white striped shirt and blue shorts. A blue and green striped ball is on the ground between them.

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

### 10 Our family garden 20

Vocabulary: Pastes in stickers to build vocabulary about gardening and family  
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

Speaking: About games you play in the garden  
Writing: Colour by number  
Name things in the garden  
Trace and track: Finding garden implements

### 13 We go for a picnic 26

Speaking about theme picture  
Asking 'what' questions  
Vocabulary: Pasting in stickers to build vocabulary

### 14 What we like to do 28

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

### 15 At the park 30

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 32

Speaking about a friend  
Language: 'This is...', pronouns, verbs, continuous tense  
Phonics: **n**-sound

### 17 People who help 34

Speaking about theme picture on the work people do  
Comprehension based on a given picture

### 18 How they help us 36

Speaking: Telling a story based on the pictures  
Writing: Punctuation  
Phonics: **m**-sound  
Track and trace

### 19 People who help 38

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

### 20 Places in town 40

Vocabulary: Names of different places  
Language: Sentence structure 'I want some ...' 'I want a ...' 'I need ...'  
Phonics: **a**-, **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 Grandmother 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



## 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.

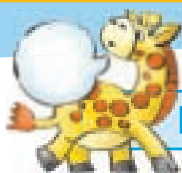


# THEME 1. AT SCHOOL

Back to school



Term 1 – Week 1-2



Let's talk

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

book



book shelf

book

table

chair

Hello Thandi.

teacher

Good morning teacher.

happy



Let's do

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

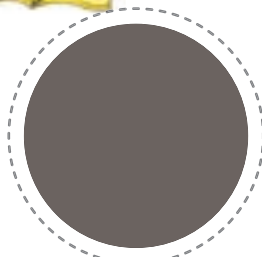


Word box

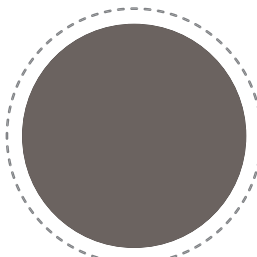
any

are

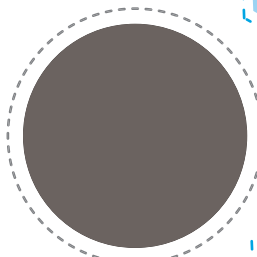
around



happy



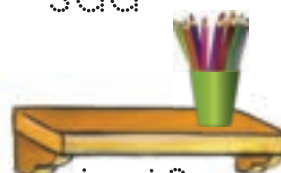
sad



angry



Let's talk



shelf

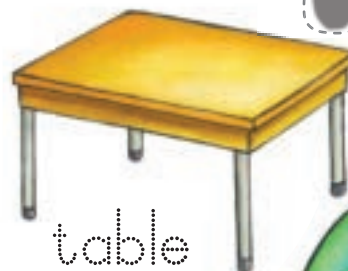
How many children are there?  
Do the children look happy?  
Who looks sad?  
Why is he sad?  
Were you happy to come back to school?



teacher



chair



table

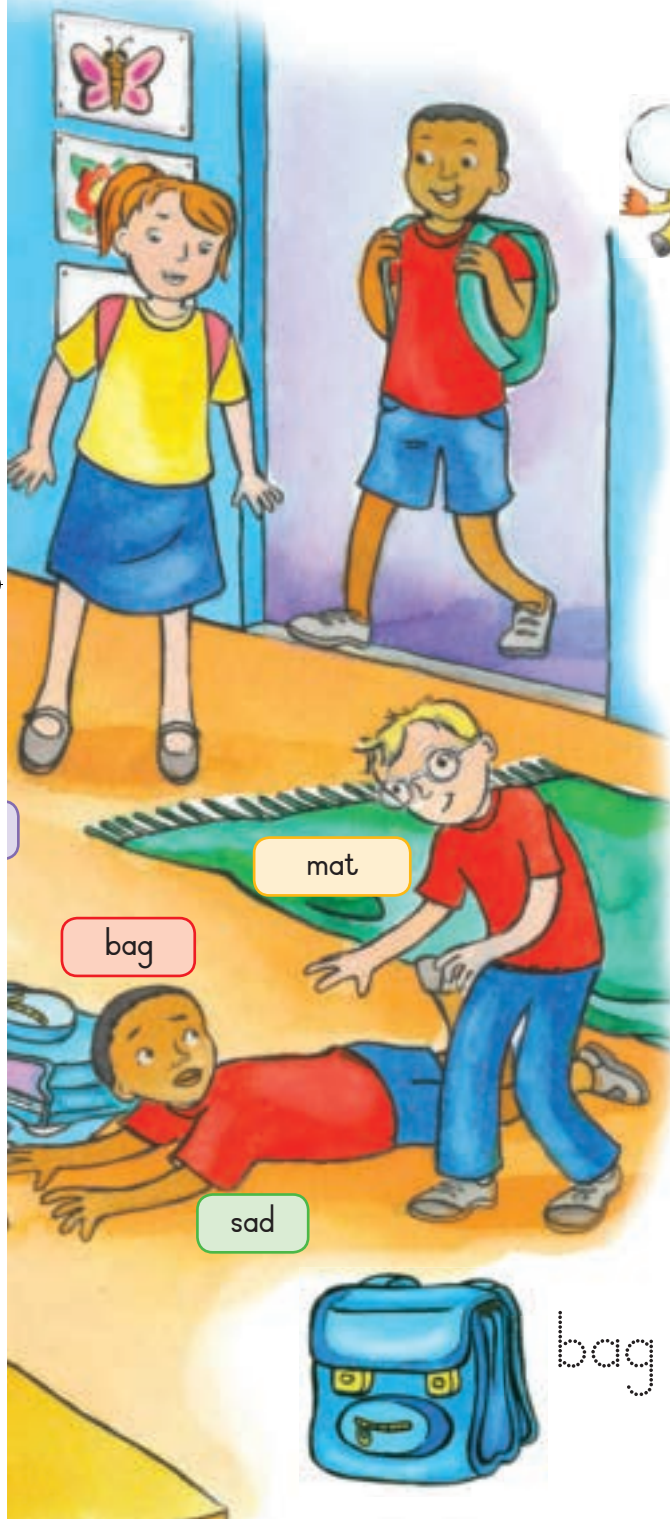


mat



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.



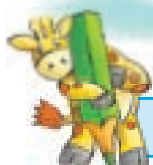
①



②



③



Let's write

Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

Jabu feels \_\_\_\_\_.

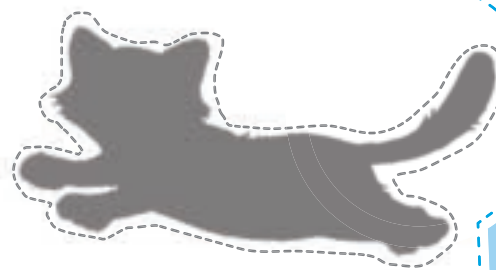
I feel \_\_\_\_\_.



### 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.



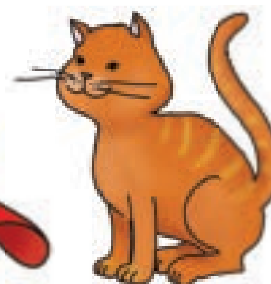
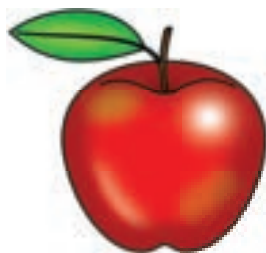
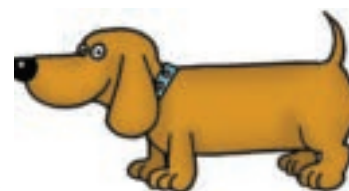
I went to \_\_\_\_\_



### Let's do

Say what the pictures are.

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



## After school



Let's talk

Look at the picture and talk about what the children are doing. Colour the flags in your favourite colours.

sit

run

medal



runs

kicks

sits

runs

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



Let's talk

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

kicks



dances

plays



barks



Let's read

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

sing

dance



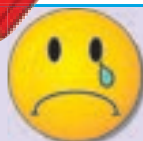
Let's write

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

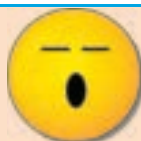


happy

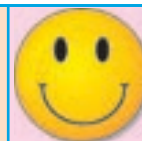
2



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.

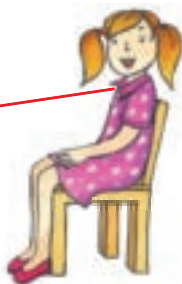
Draw a line from the sentence to the correct picture.

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

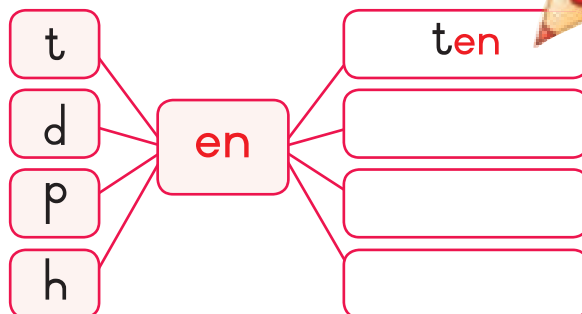
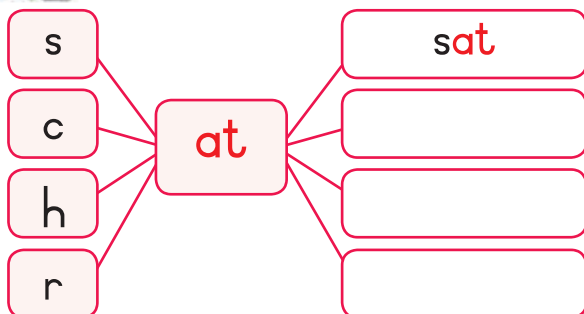
Look at the picture and then fill in the answers to these questions.

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.





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



taxi

bus stop



bus



car



bench



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

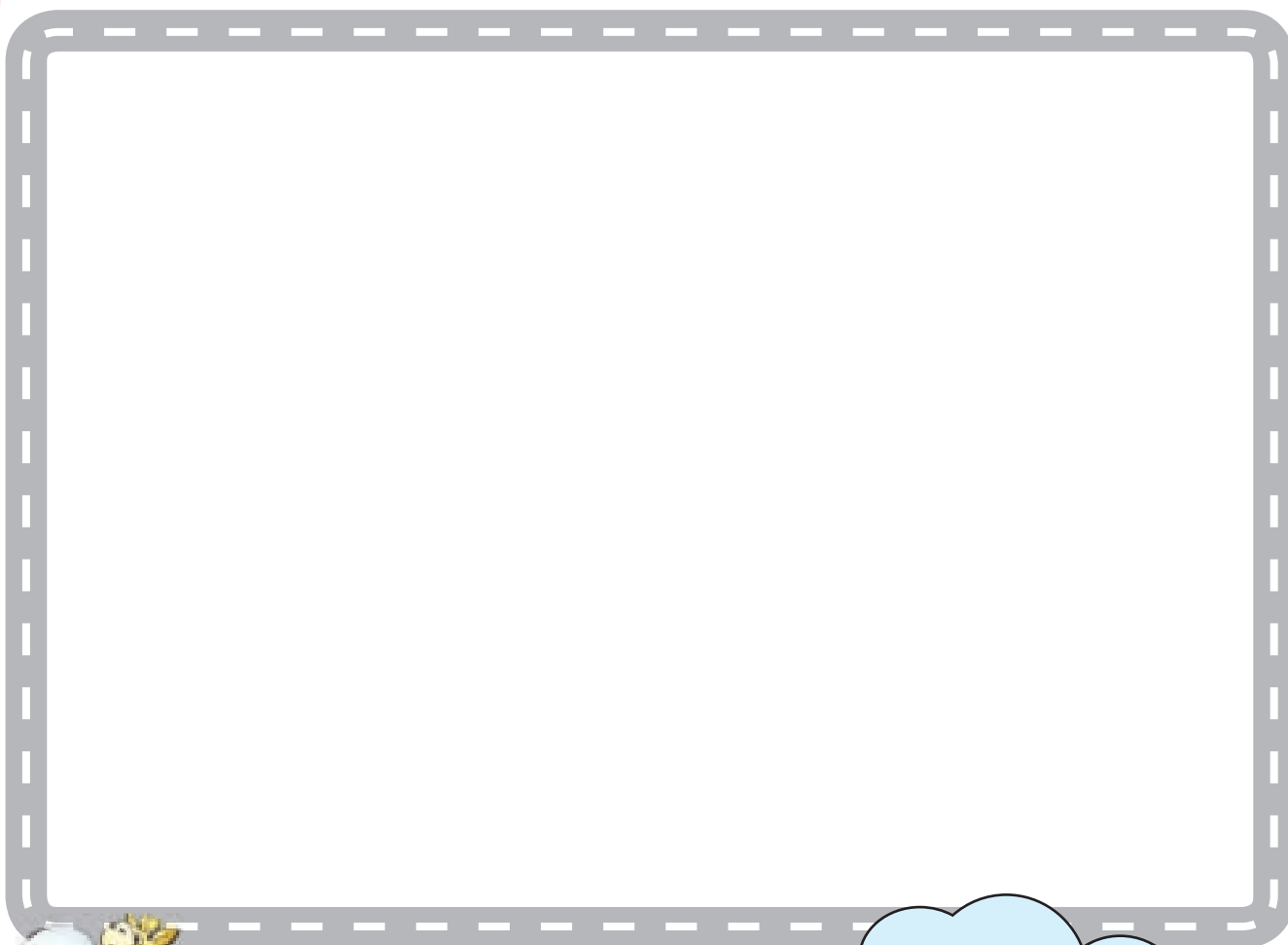
Date

## To school and back



Let's do

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



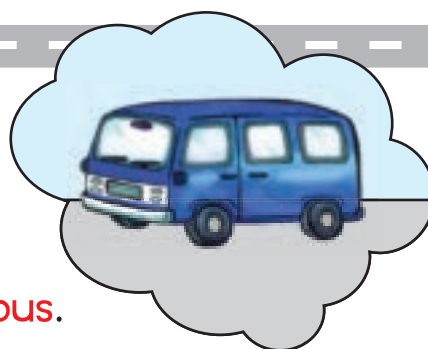
Let's talk

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



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

knife

plate



cup

plate

banana



Let's do

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



cup

meat



chicken



Word box

any

are

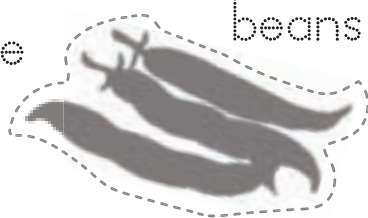
around



pap



cheese



beans



bread



fruit



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

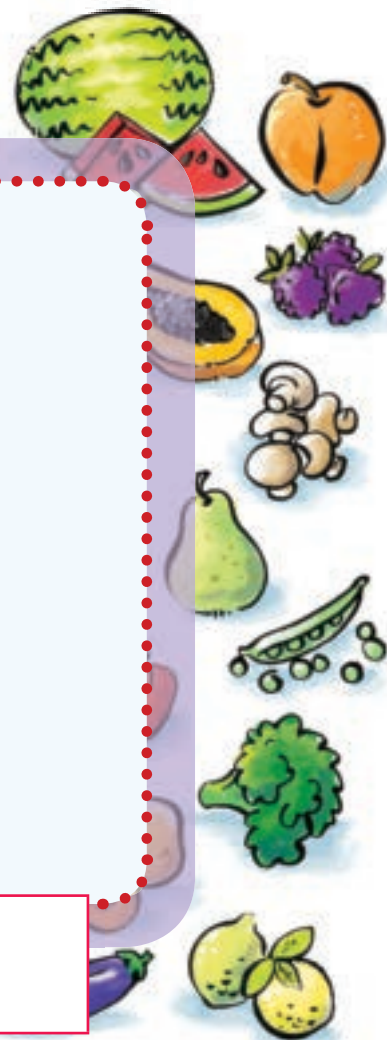
# The food we eat



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

ten



top



tap



tent



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

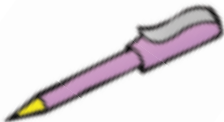
Now write answers to these questions.

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:



### Word box

again

ask

always

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

# 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

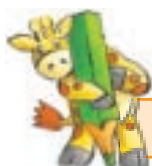
be



### 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





Let's talk

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



fork

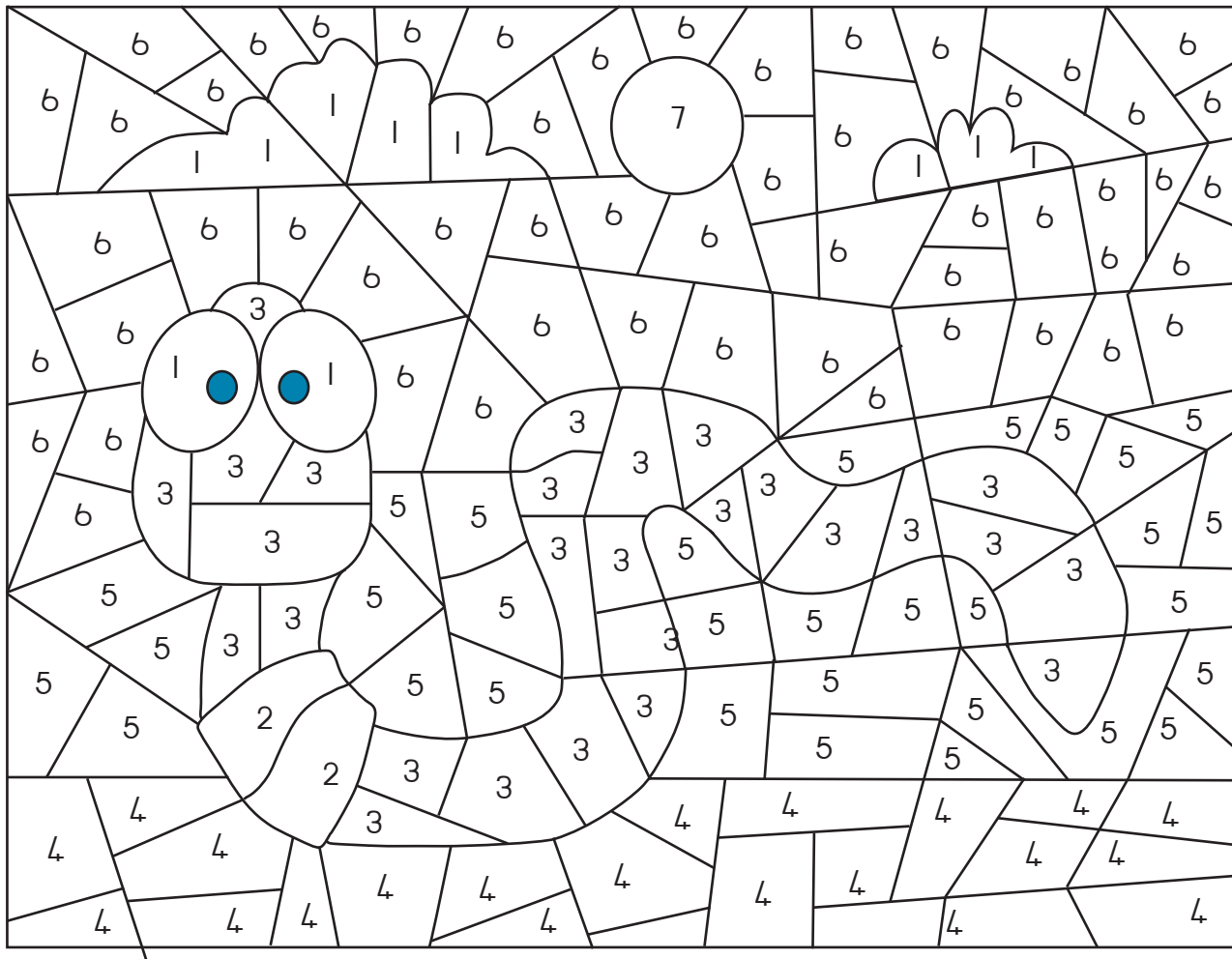


spade



Let's write

Colour the picture according to the numbers.





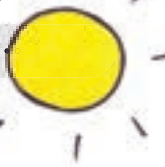
Fun

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

carrots



sun



hat

watering can



cabbage



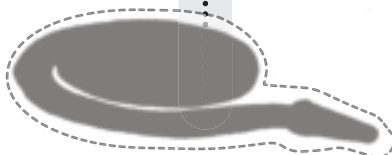
worm



tomatoes

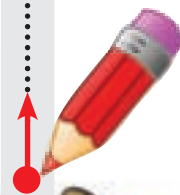


hosepipe



Let's write

Name 3 things you can find in your garden.

friends



TEACHER: Sign

Date

## We go for a picnic



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.



kite



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**.

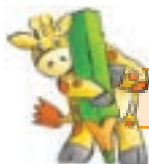
I can bake a cake.	Yes	No	I can fly a kite.	Yes	No
I can read.	Yes	No	I can draw a picture.	Yes	No
I can swim.	Yes	No	I can drive a car.	Yes	No
I can run.	Yes	No	I can speak Zulu.	Yes	No



### 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



swing

merry-go-round

slide

boy

girl

toy cars



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

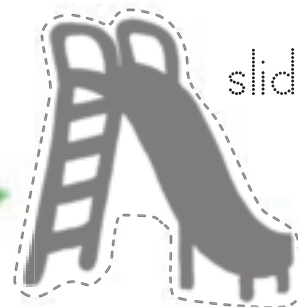


eating  
ice cream

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.



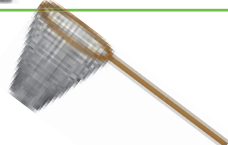
## My friend and I

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

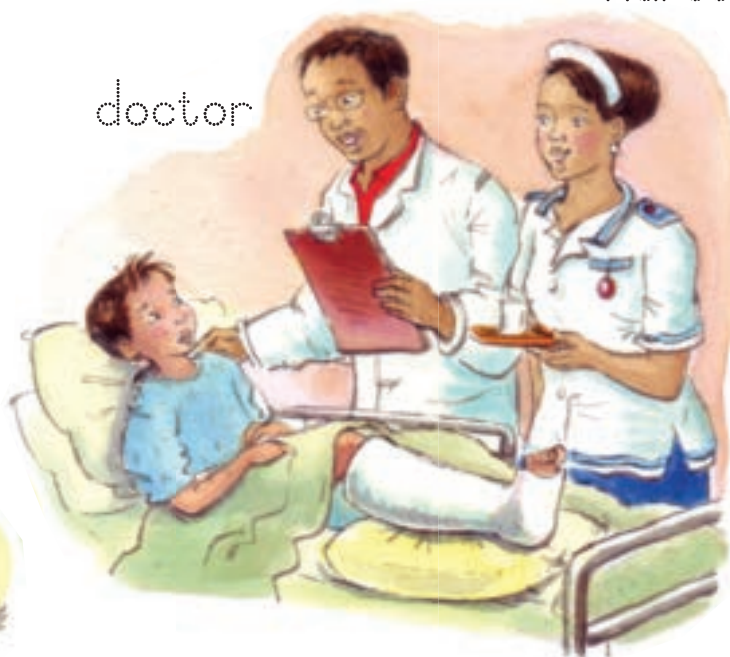


nurse



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



policewoman



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**.



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.

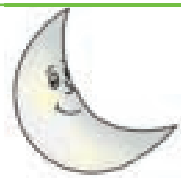
**Let's write**

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



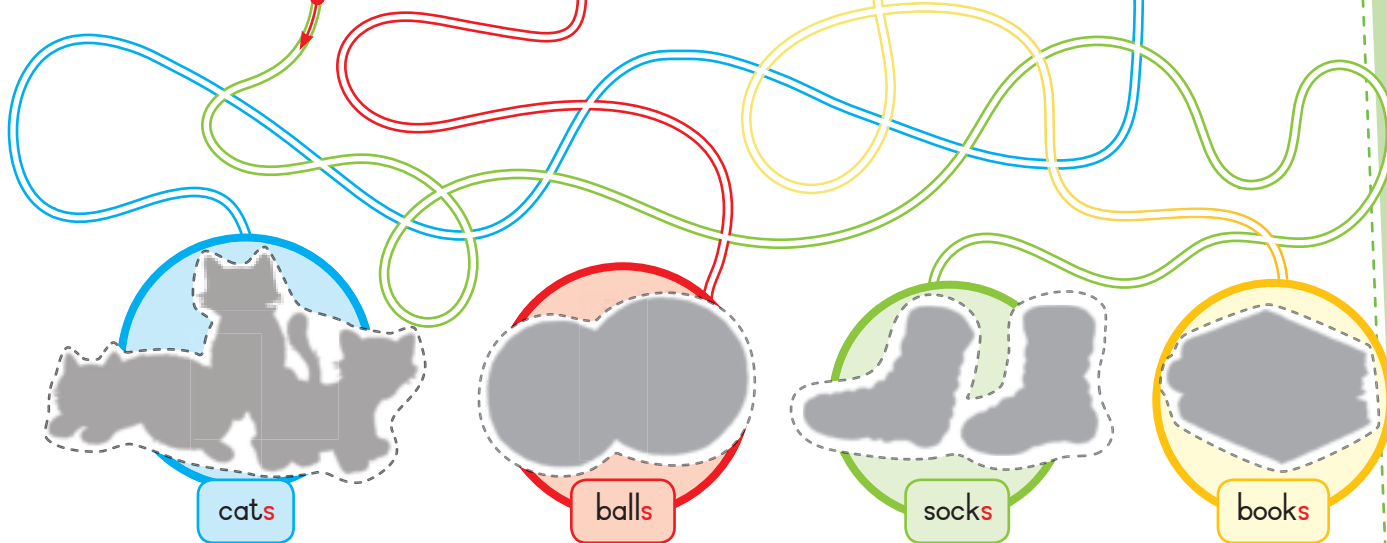
Tim



Pam

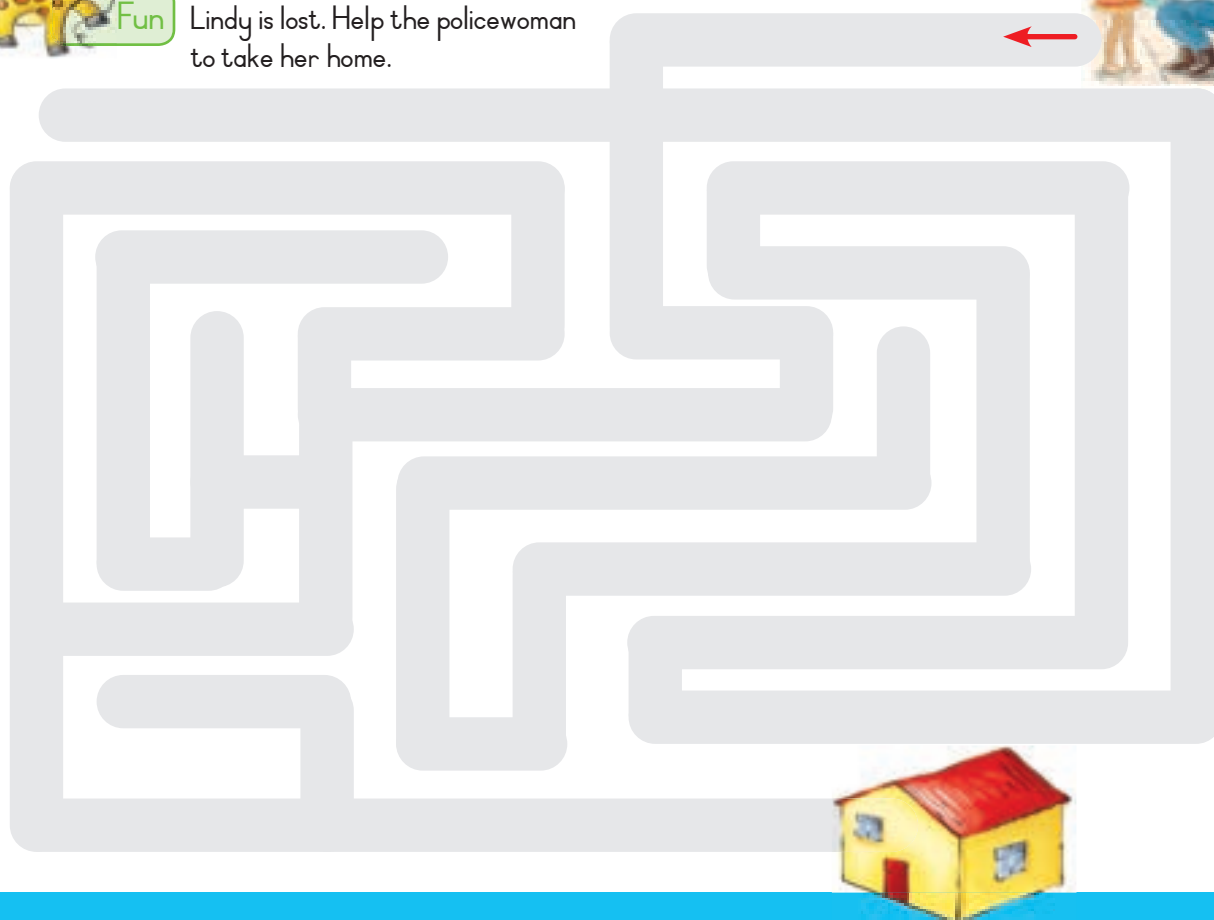


Nomsa



Fun

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



TEACHER: Sign

Date

## About town



Let's talk

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



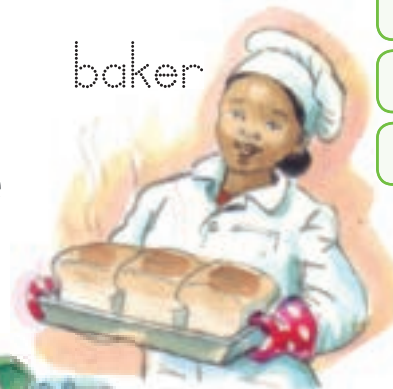
Word box

bring

brown

boy

baker



butcher



Let's talk



librarian



butchery

spaza shop

clinic

- 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

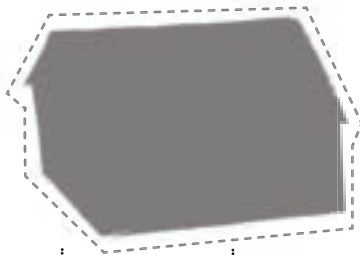
Date



Listen and repeat

Paste the stickers in the correct spaces.

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



hospital



school



clinic



taxi rank



greengrocer



bus stop

library

supermarket

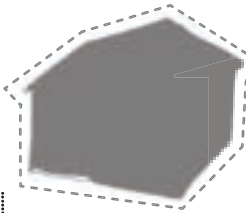


pharmacy

bakery



butchery



station



spaza shop



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.




Let's write

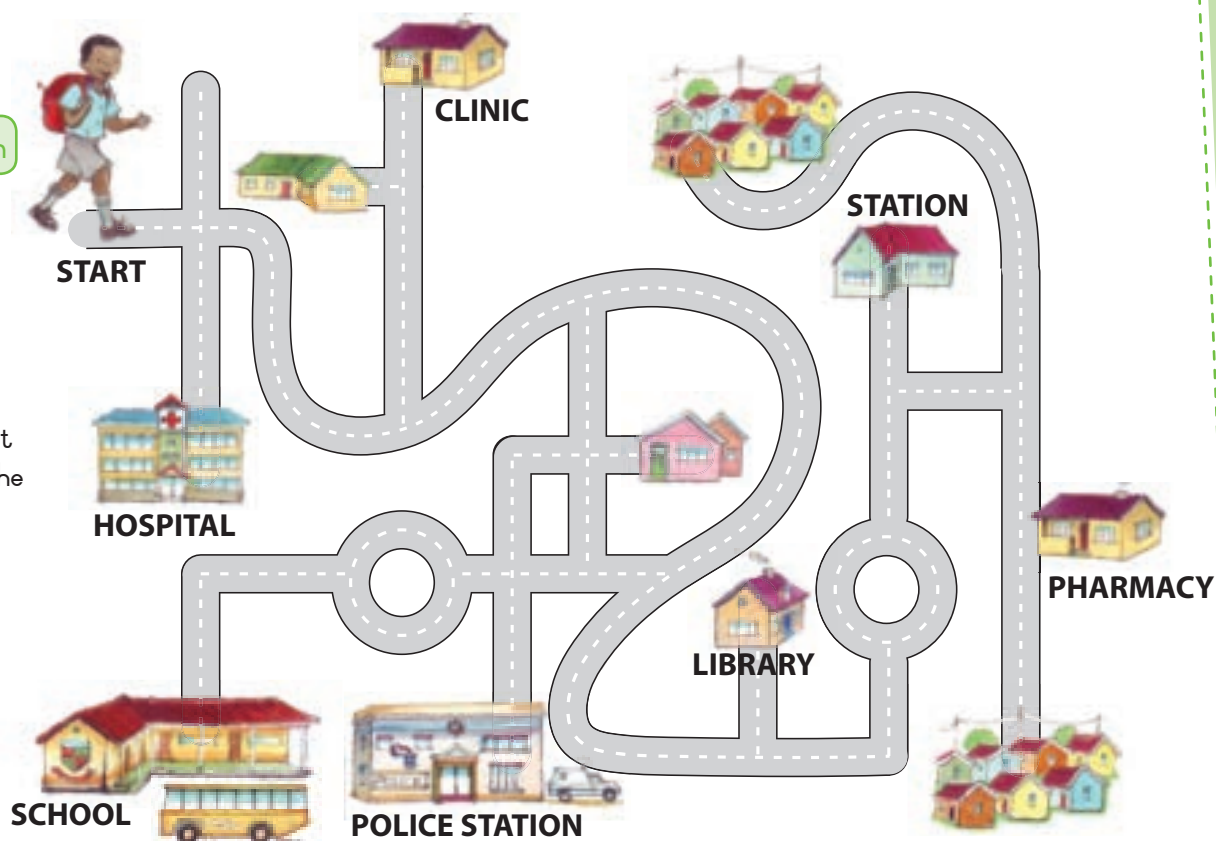
Fill in the letter d to make the word match the picture.  
Then trace the vowel in red.

		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





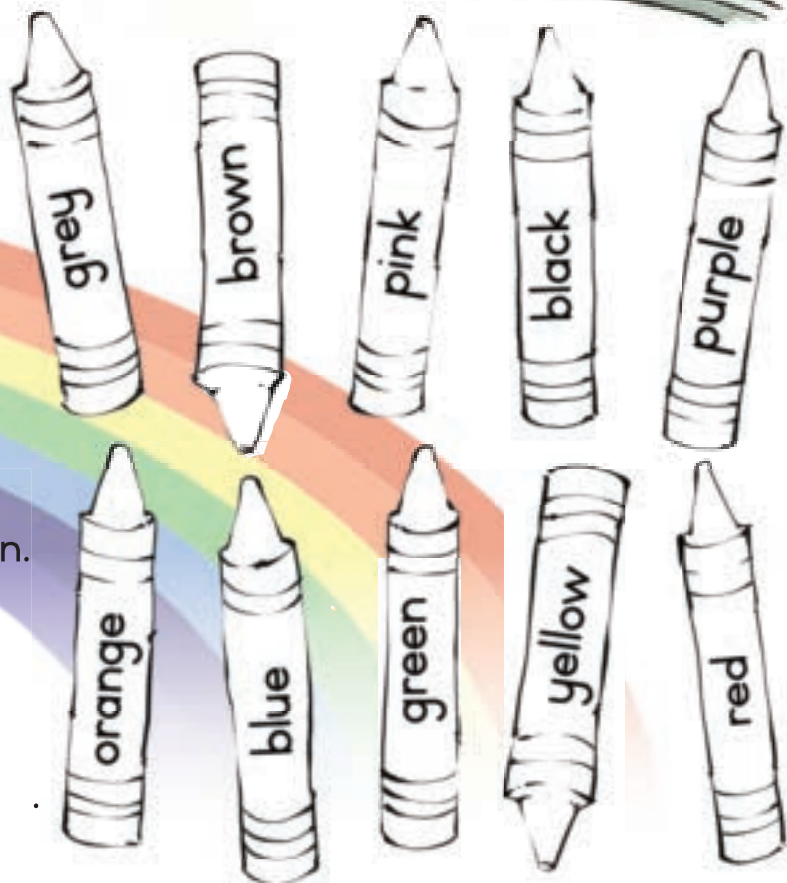
Let's do

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?

What is your favourite animal?



Word work

Read the words and listen to the sounds.



pig

dog

go

dig

log

get

goat

goose

give



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

1

cat

2

beg

3

kit

4

not

5

sun

a

e

i

o







u









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.

	bowl
	kennel
	river
	hive
	nest
	pond

bird	
hippo	
fish	
duck	
cat	
bee	



6



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

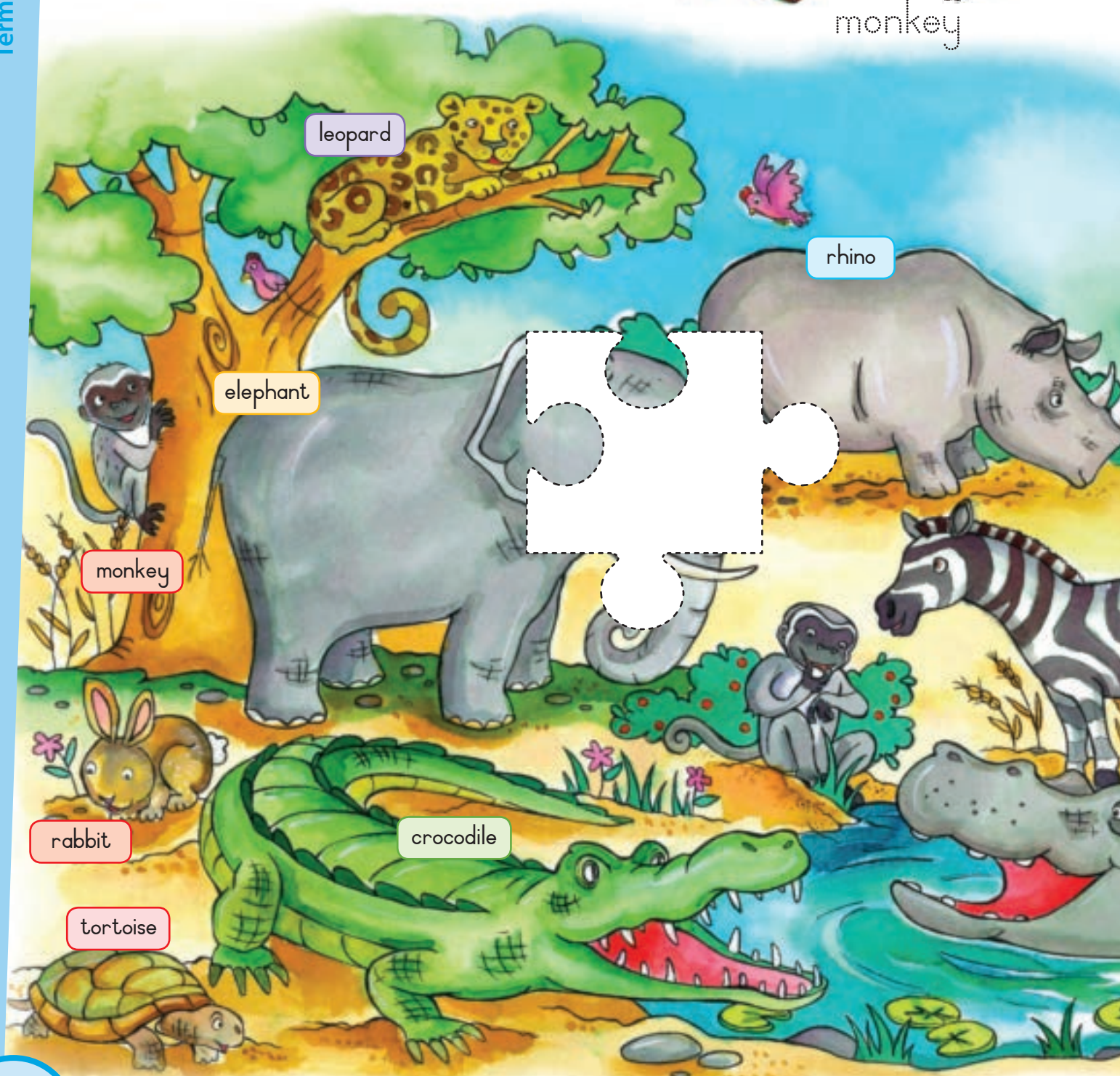
Look at the picture and talk about what you see.



crocodile



monkey



leopard

elephant

monkey

rabbit

tortoise

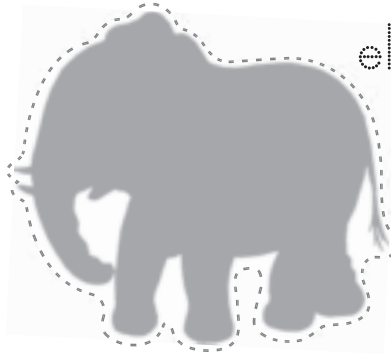
crocodile

rhino



Let's do

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



elephant



zebra



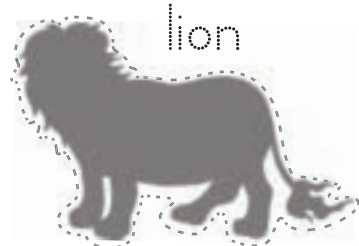
buck



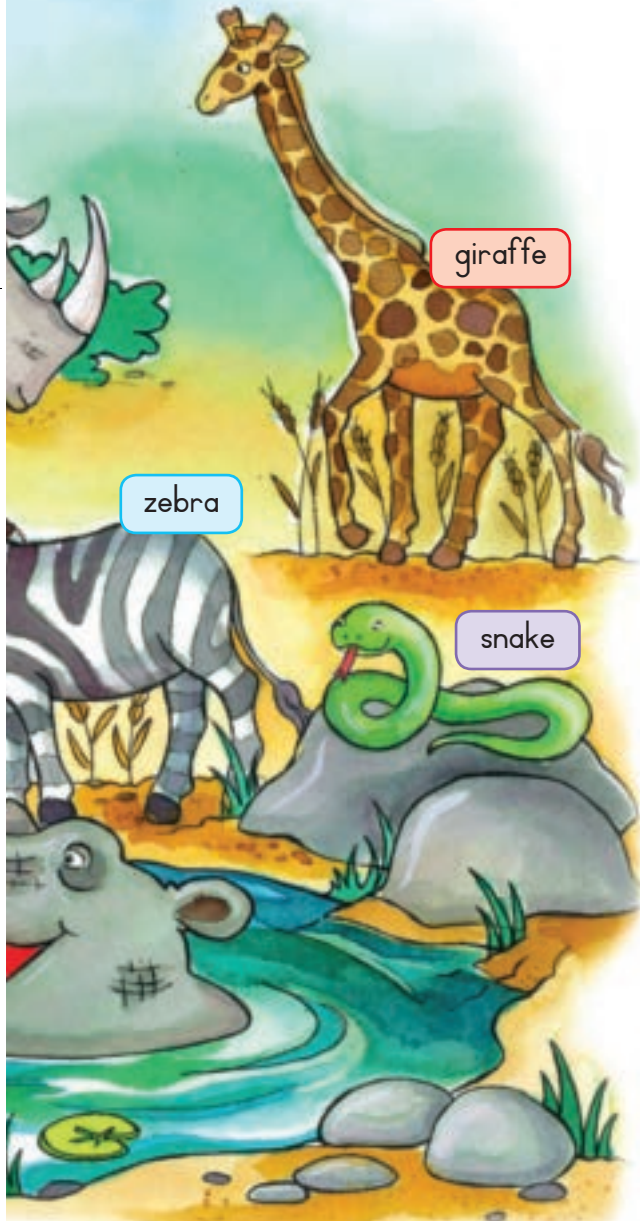
leopard



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

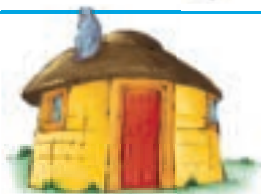
Fill in one of these words to say where the monkey is.



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

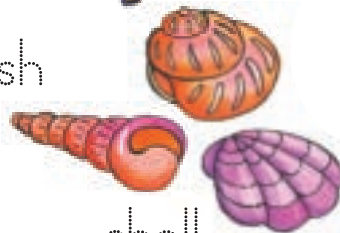


Let's talk

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



starfish



shell





Let's do

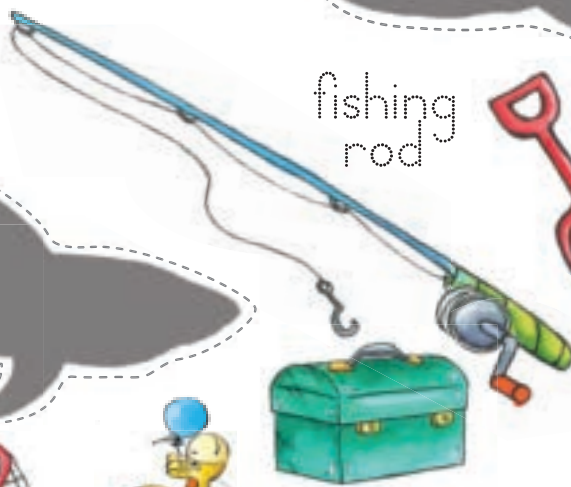
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

fish



whale

fishing rod



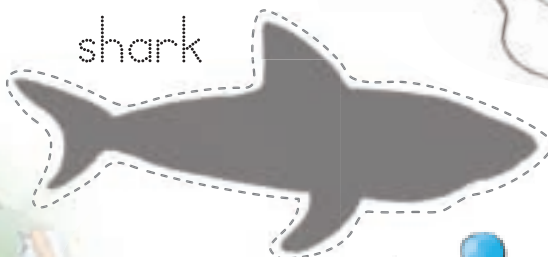
spade



bucket



shark

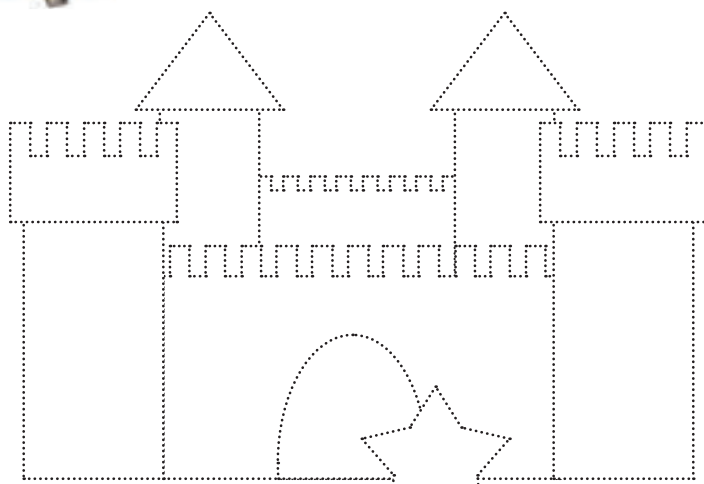


net



Fun

Complete the sandcastle and colour it in.



sandals

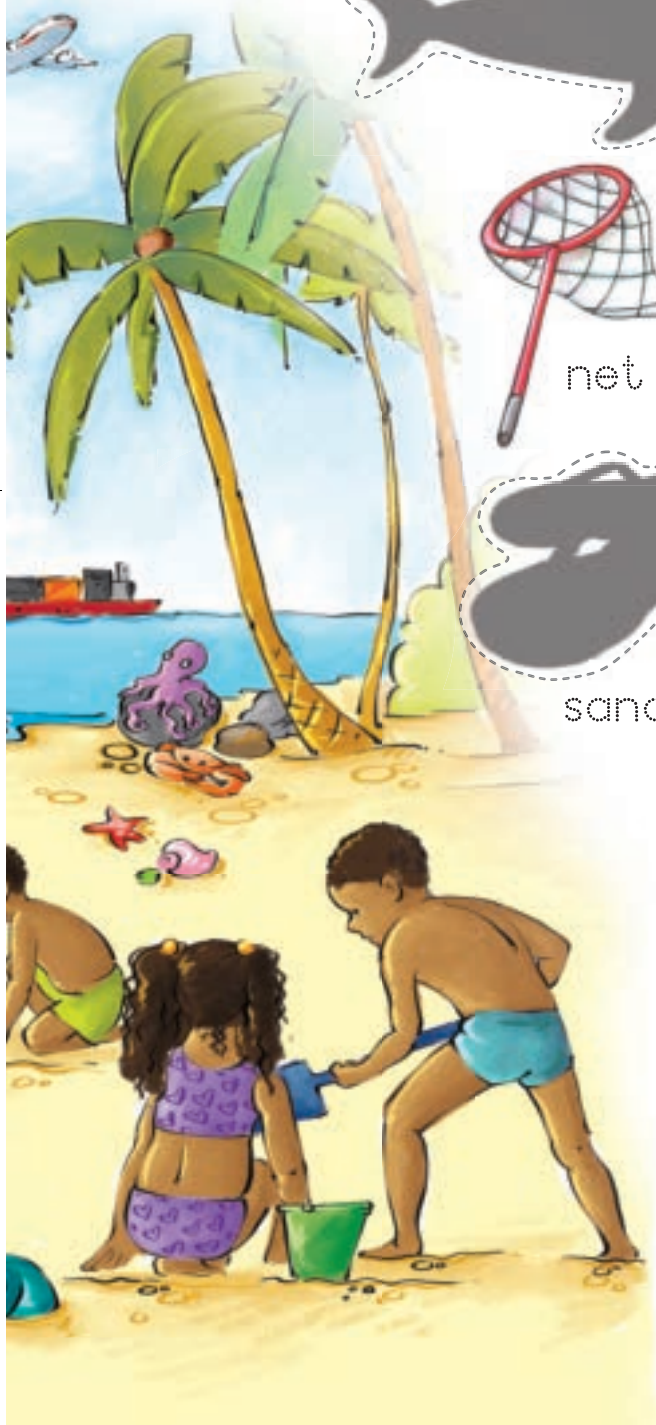


sand castle



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

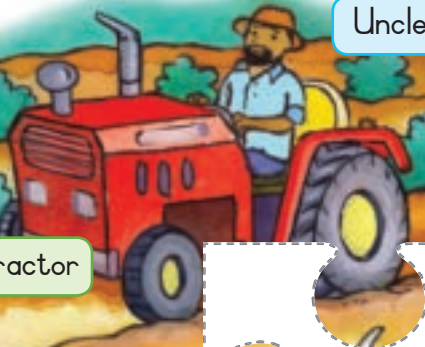


scarecrow



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)



Let's do

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



farmer

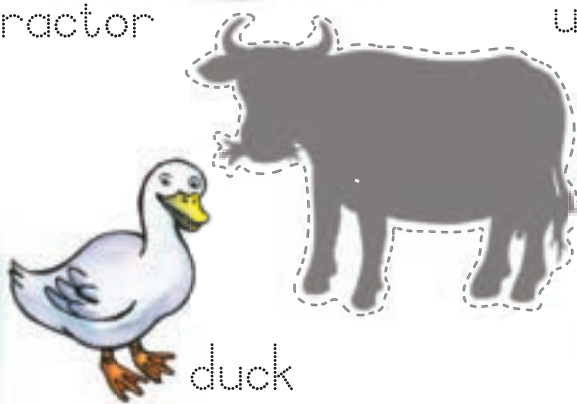


pot



umbrella

tractor



cow

eggs



duck



Let's talk

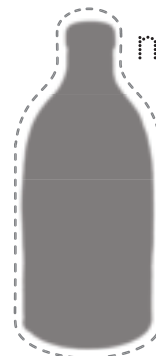
Point to the picture and ask your friend:

honey



- 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?

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.



TEACHER: Sign

Date



Let's do

How many farm words can you find?

cow

pig

calf

donkey

hen

cat

duck

rooster

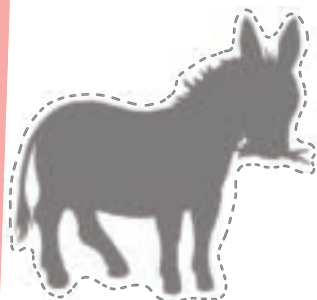
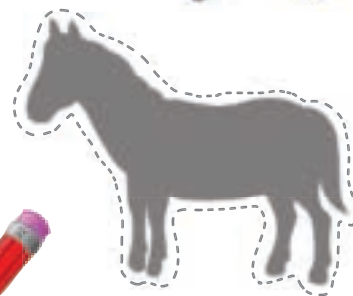
chicken

lamb

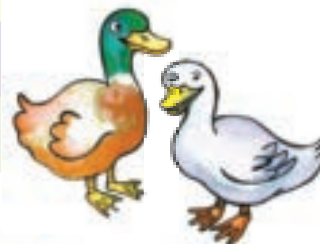
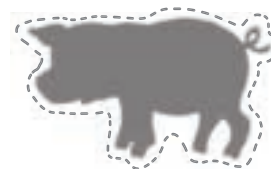
sheep

goat

horse

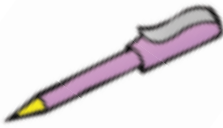


k	c	u	d	i	c	a	l	f	n
w	o	c	h	i	c	k	e	n	y
a	t	a	o	g	o	a	t	b	e
y	l	l	i	f	d	u	c	k	k
p	k	c	a	t	a	e	p	i	g
g	s	s	h	e	e	p	e	g	u
m	r	o	o	s	t	e	r	o	t
y	a	d	o	n	k	e	y	o	p
h	o	r	s	e	n	e	h	e	n
l	a	m	b	l	t	a	c	o	w



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



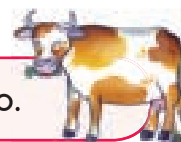
The chicks go  
cheep cheep.



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**

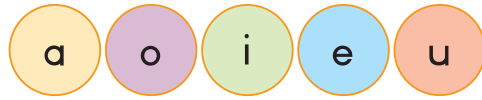
Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

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

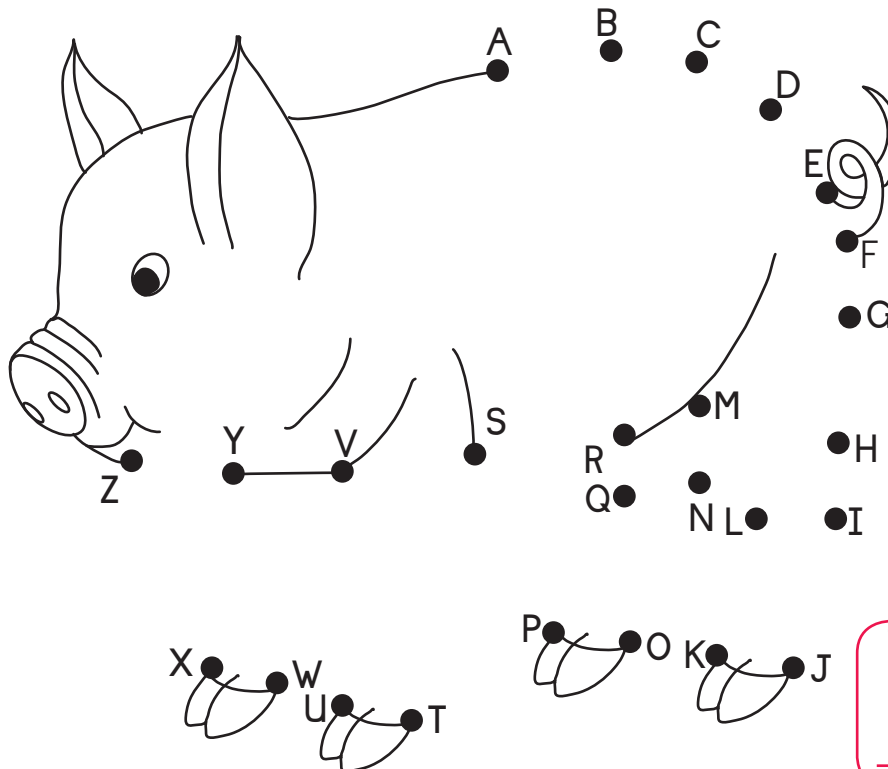


t \_ \_ n  
s \_ \_ n  
h \_ \_ t  
m \_ \_ t  
l \_ \_ g



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			



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.

b	ug	bug
	ed	
	ig	

b	us	
	ed	
	ud	

p	in	
	en	
	an	

s	it	
	ad	
	un	

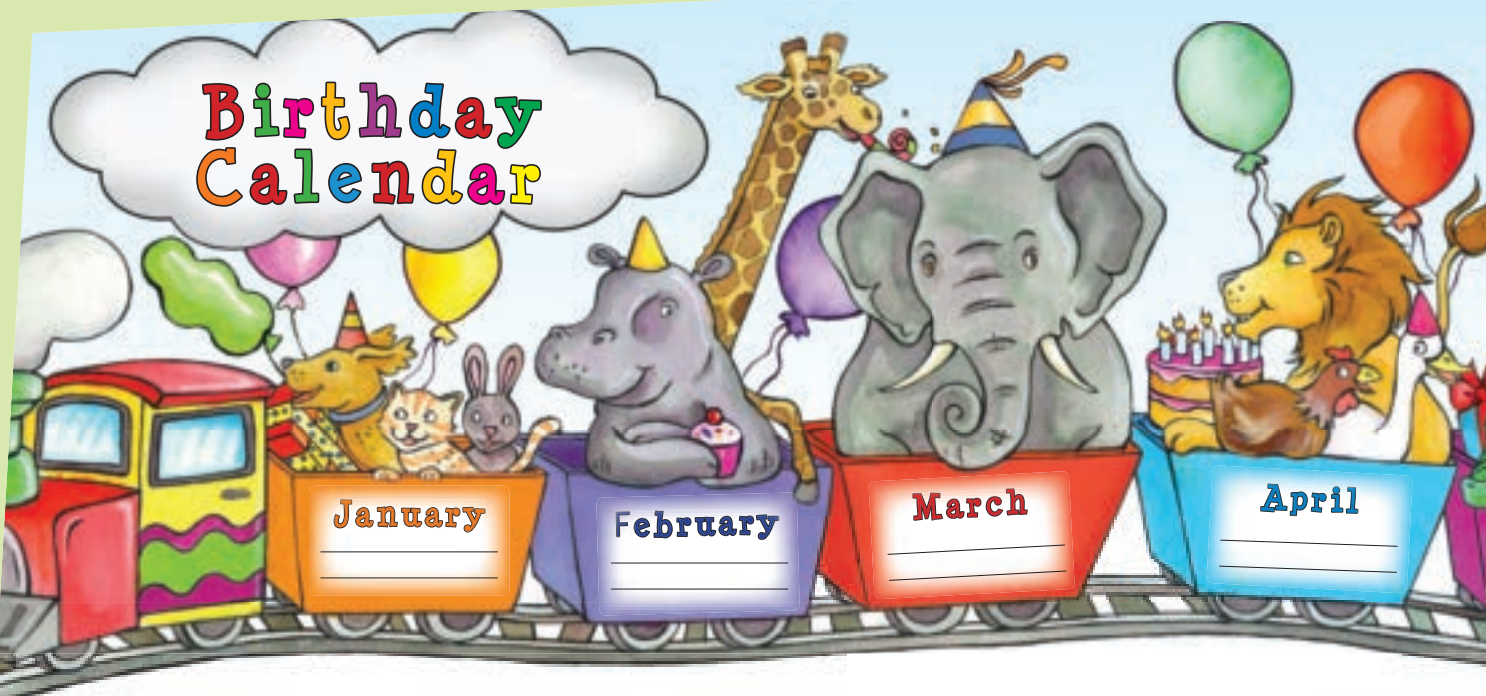
# THEME 8. BIRTHDAYS AND SEASONS

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

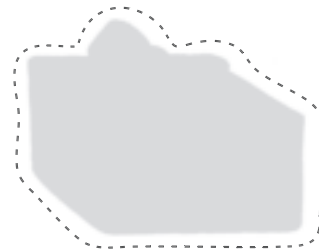
Date

# 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.



letter



lamp



lorry



lion



leaf



lizard



### Word work

Read the words and listen to the sounds.

let	long	love	lost
live	doll	ball	bell

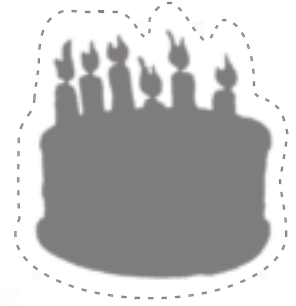


### Let's talk

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.



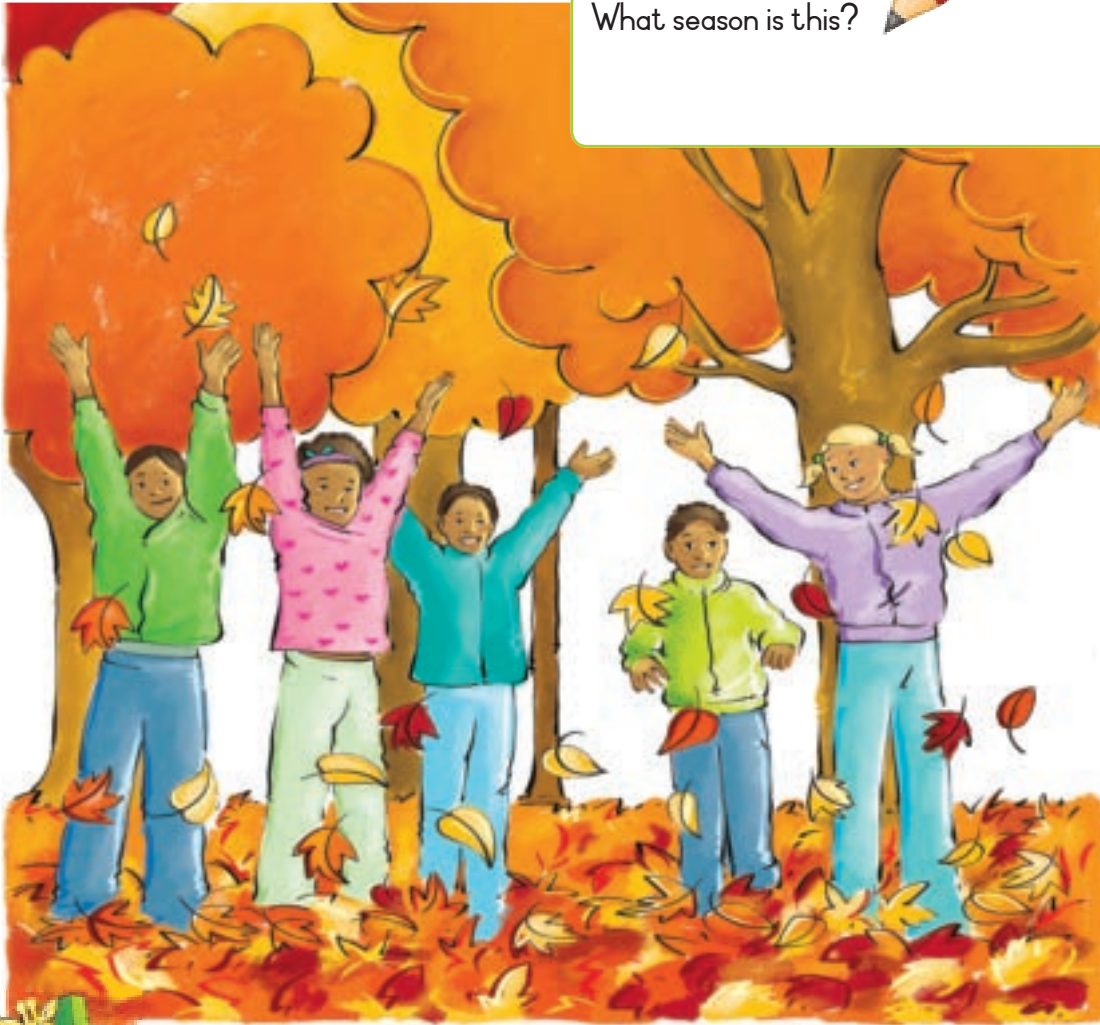
It is in \_\_\_\_\_.



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?

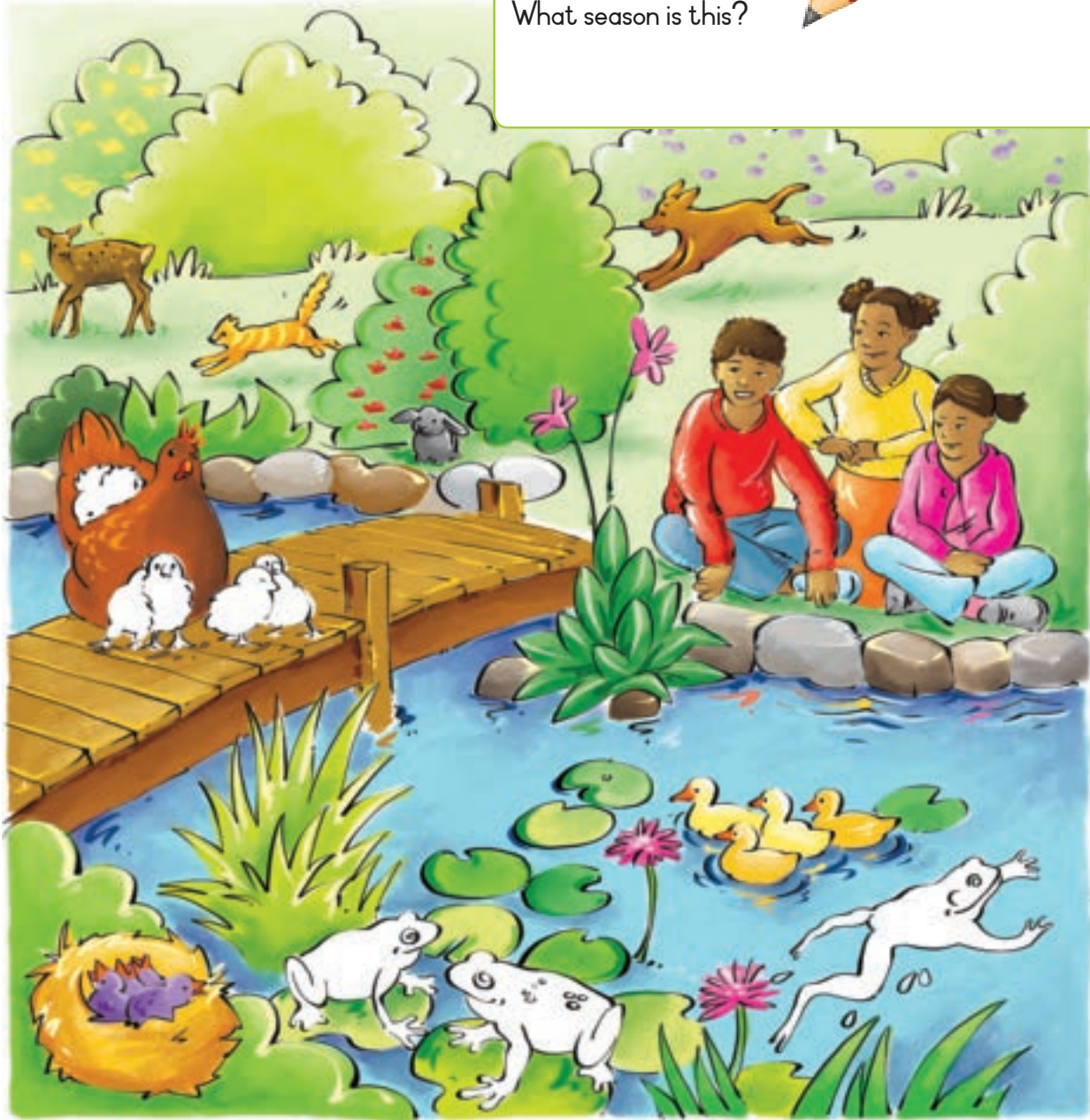


Let's do

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



Listen and repeat



What season is this?

It is cold.  
Can I have a jersey?

It is cold.  
Can I have a hat?

It is cold.  
Can I have some tea?

Let's write

Rewrite these sentences using  
the correct punctuation.



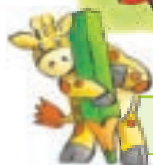
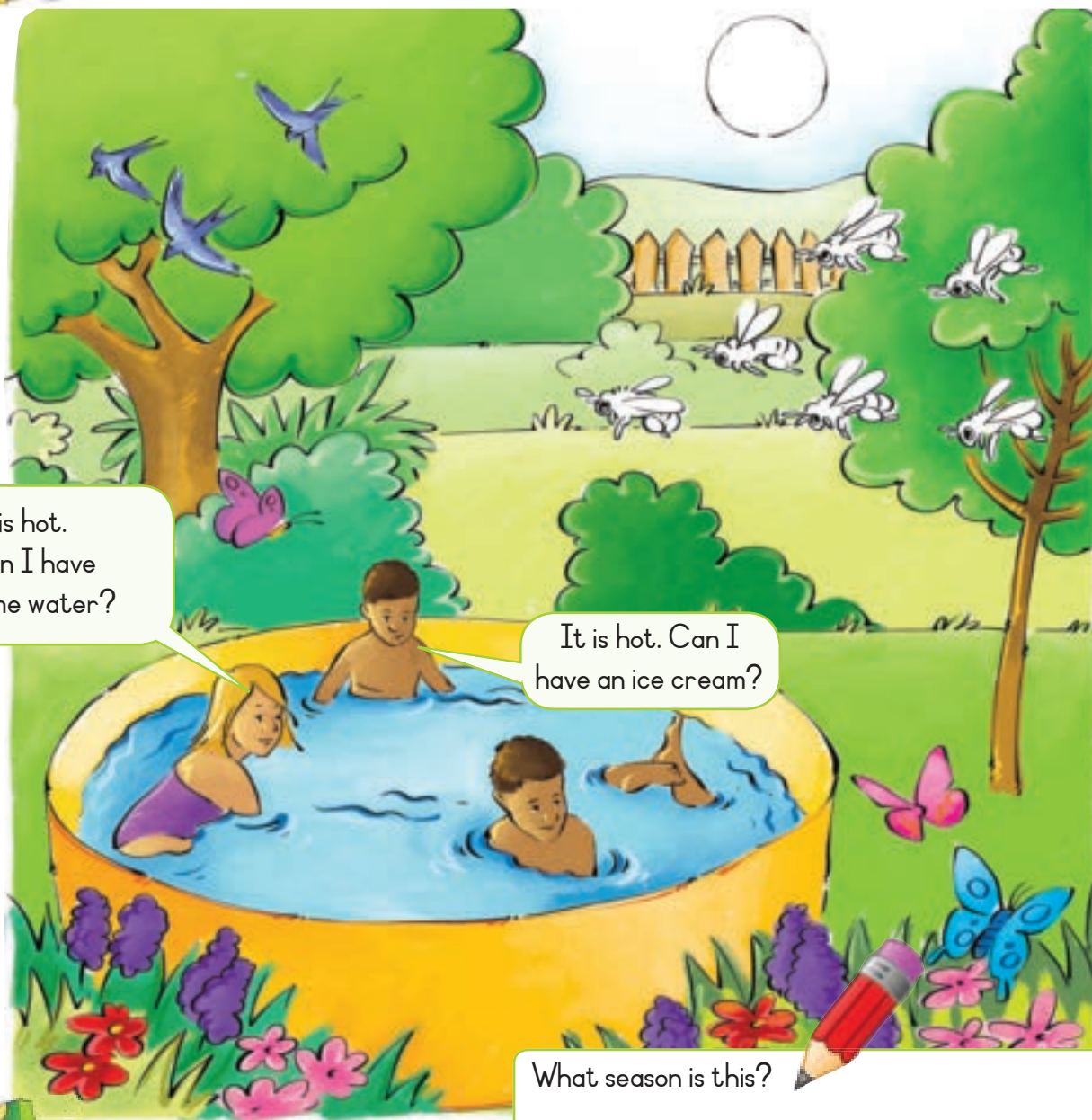
can i swim

i have a hat

don't touch the fire



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



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



### 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

snow

t-shirt

trousers

hat

shoes

sun hat

scarf

cap

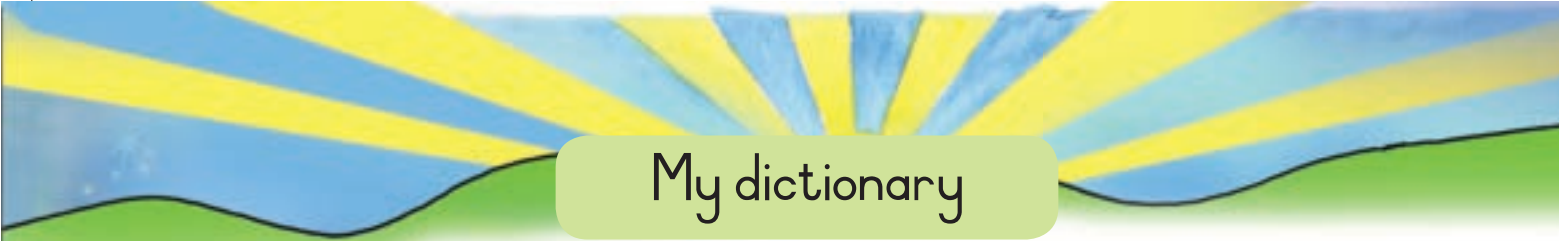
cold day



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



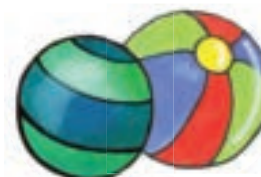
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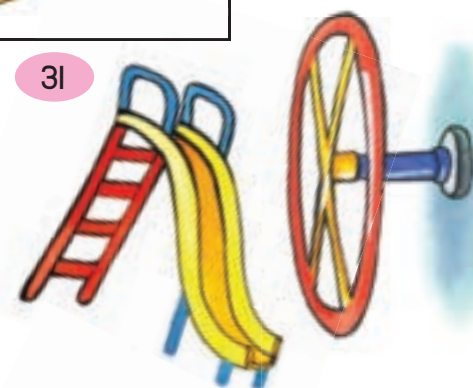
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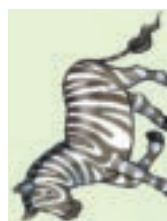
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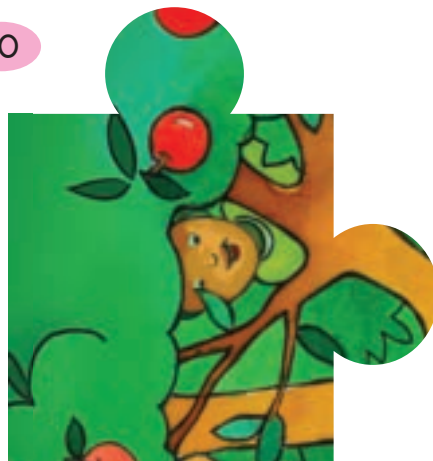
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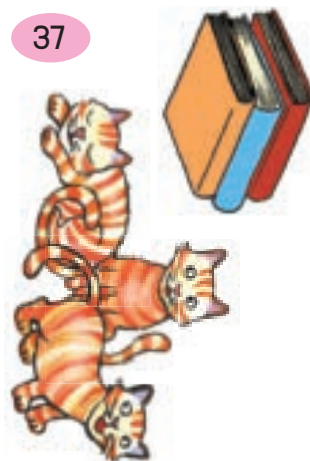
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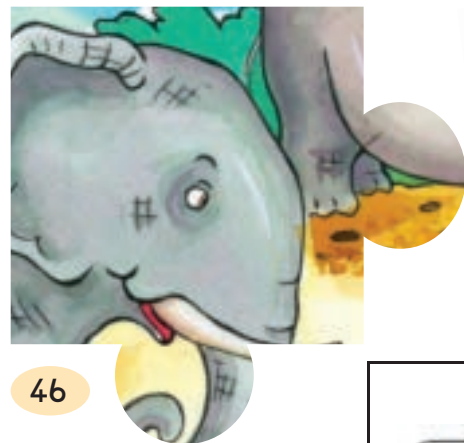


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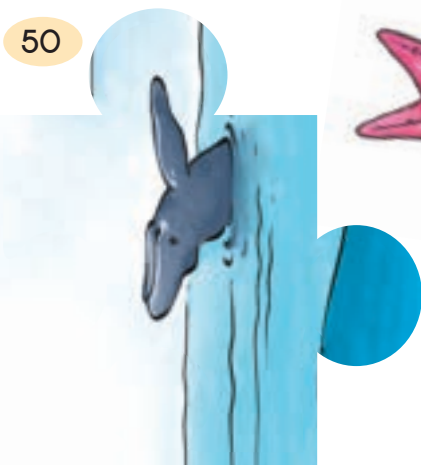
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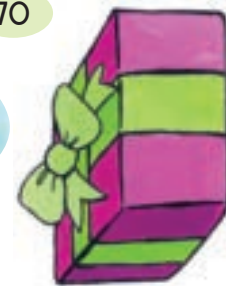
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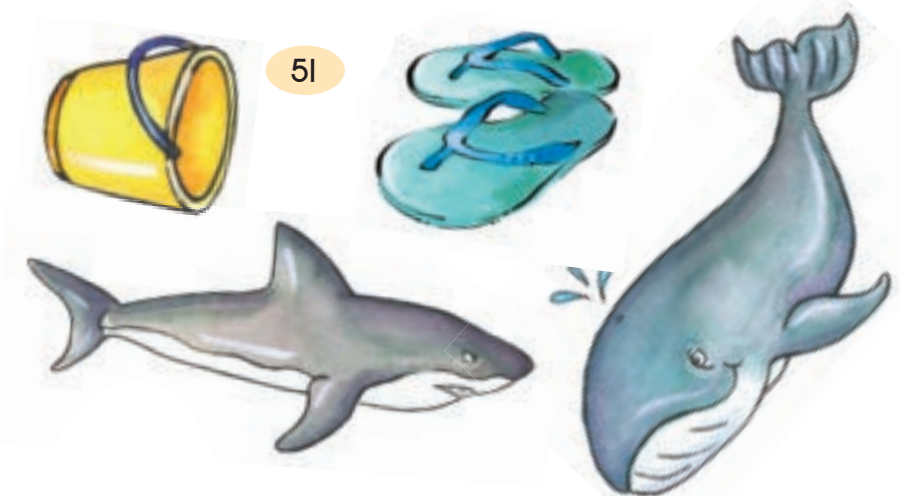


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