

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



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

**ISBN 978-1-4315-0194-6**

**14th Edition**

**THIS BOOK MAY NOT BE SOLD.**



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 1 Book 1

Revised and  
CAPS aligned

**Grade 1**

**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

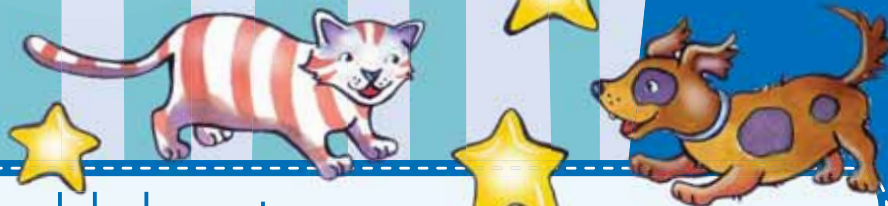


Grade **1**

**ENGLISH**

First Additional Language

Terms 1 & 2



This book belongs to:

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

- 1 Hello, what's your name?** 2  
Reading: Incidental  
Listening & speaking: Talk about the picture  
Practise greetings and introductions  
Foreground/background: Paste the stickers in the correct spaces.
- 2 My body** 4  
Writing: Draw a picture of yourself  
Speaking: Say the name of the number  
Name the body parts  
Reading: Incidental  
Sing: Heads and shoulders  
Draw the body  
Writing: Name
- 3 How I look** 6  
Drawing: Body parts  
Sing: Two eyes  
Writing: Name  
Writing and gender recognition: Boy and girl  
Simon says... different actions
- 4 My birthday** 8  
Listening & speaking: Counting to 10  
Foreground & background: Paste in stickers
- 5 How old are you?** 10  
Reading: Incidental  
Counting and number recognition  
My name is ... I am ... years old.  
Writing: Fill in name and age  
Asks 'what' questions  
The birthday train



## Theme 2: Me at home Term 1: weeks 1–5

- 6 Family** 12  
Speaking: Discuss the picture  
Vocabulary: Naming family members and household items  
Reading: Incidental  
Pastes in stickers to build vocabulary about the family
- 7 My family** 14  
Writing: Draw a picture of your family  
Naming family members. Asking 'who is?' questions. Sentence construction 'This is my ...'
- 8 At home** 16  
Speaking: Using 'Where is the ...'  
Vocabulary: Pastes in stickers to learn words about a household and household chores
- 9 I am clean** 18  
Speaking: Using 'this is'  
Vocabulary: Pasting stickers to build vocabulary about cleanliness
- 10 I wash myself** 20  
Writing: Sequencing pictures to tell a story  
Using the continuous tense 'I am brushing my teeth'  
Drawing how you keep yourself clean  
Match word cards with sentences



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

- 11 Clothes** 22  
Listen & speak: Discussion about what children are wearing  
Vocabulary: Names of clothes, and colours  
Paste stickers in the correct spaces.
- 12 What colour is it?** 24  
Speaking: Naming the colours  
Asking and answering colour questions
- 13 Colours and clothes** 26  
Writing: Count the clothes and circle the correct colour  
Sing: Balloons are red, balloons are blue  
Writing: Draw and colour picture
- 14 Whos's clothes is it** 28  
Reading: Incidental  
Pastes in stickers to build vocabulary about the family
- 15 Buying clothes** 30  
Vocabulary: Paste in stickers to learn words about buying clothing  
Speaking: Play shop  
Writing: Colour picture by number  
Draw your favourite item of clothing



## Theme 4: Me at school

## Term 1: weeks 6–10

- 16 Arriving at school** 32  
Vocabulary: Paste in stickers to build vocabulary transport  
Reading: Labels and sentences  
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How do you get to school?
- 17 How I get to school** 34  
Language: Forms questions 'How do you ...' 'I come to school by ...'  
Sing: The wheels of the bus go round and round
- 18 Road Safety** 36  
Speaking about road safety  
Paste in stickers to build vocabulary about the road signs.  
Reading: Labels and sentences  
Writing: Draw a picture and write a caption  
Colour in robot in the correct colours.
- 19 Crossing the road** 38  
Speaking: Discusses road signs and identifies shapes.  
Laterality: Practise looking left and right

- 20 Getting ready for school** 40  
Speaking about pictures - how to get ready for school.  
Writing: A maze activity  
Speaking about going to school.



## Theme 5: Me in the classroom

### Term 2: weeks 1–5

#### 21 What I do in class 42

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

#### 22 My school bag 44

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

#### 23 Jabo's bag 46

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

#### 24 Days of the week 48

Listen & speak: Discussion about the days of the week

#### 25 Day and night 50

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



## Theme 6: My friends and I

### Term 2: weeks 1–5

#### 26 I like to play with my friends 52

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

#### 27 The games we play 54

Writing: Draw a picture of your favourite game  
Write a caption  
Speaking: 'Do you like? I like ... I don't like ...'  
Writing: Match equipment with sports  
Sing: Two eyes, two ears  
Language: I can ... I can't ...

#### 28 Sport 56

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

#### 29 Let's practise 58

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

#### 30 Let's practise 60

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

## Theme 7: The food we eat

### Term 2: weeks 6–10

#### 31 Fruit and vegetables 62

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

#### 32 Asking at the shop 64

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

#### 33 The food I like 66

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



## Theme 8: Animals

### Term 2: weeks 6–10

#### 34 Our pets 68

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

#### 35 What pets do you have? 70

Speaking: Asking about pets?  
Do you like ...? I have a ...  
Language: Prepositions  
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#### 36 Farm animals 72

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

#### 37 Old MacDonald has a farm 74

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

#### 38 Wild animals 76

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

#### 38 The munchy munchy caterpillar 78



# THEME 1. All about me

1

Hello, what's your name?

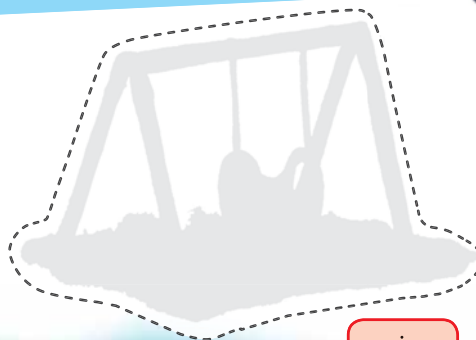


Term 1 – Week 1-5



Let's talk

Look at the picture and talk about what you see.



cat



swing



Hello.



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

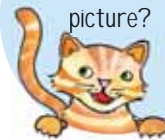
tree



sun



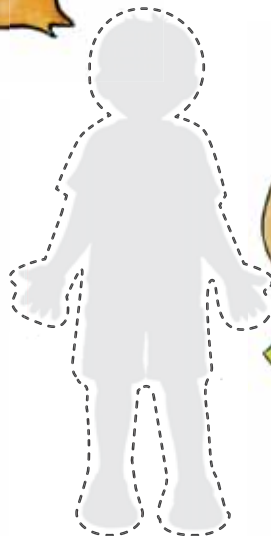
Can you find Tom the cat in the picture?



dog



boy



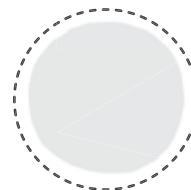
girl



kite



ball



slide



My name is Sam.

Good bye.

flower



Practise in pairs



Hello, what's your name?

My name is

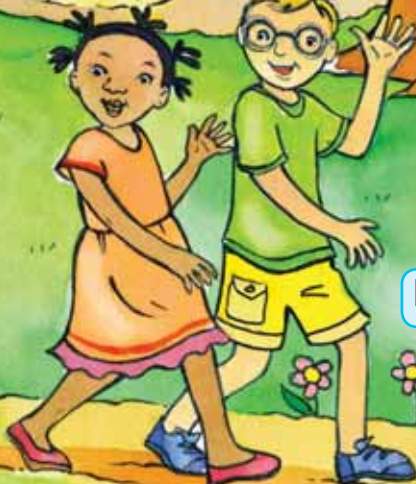
Goodbye.

See you tomorrow.

boy



girl



TEACHER: Sign

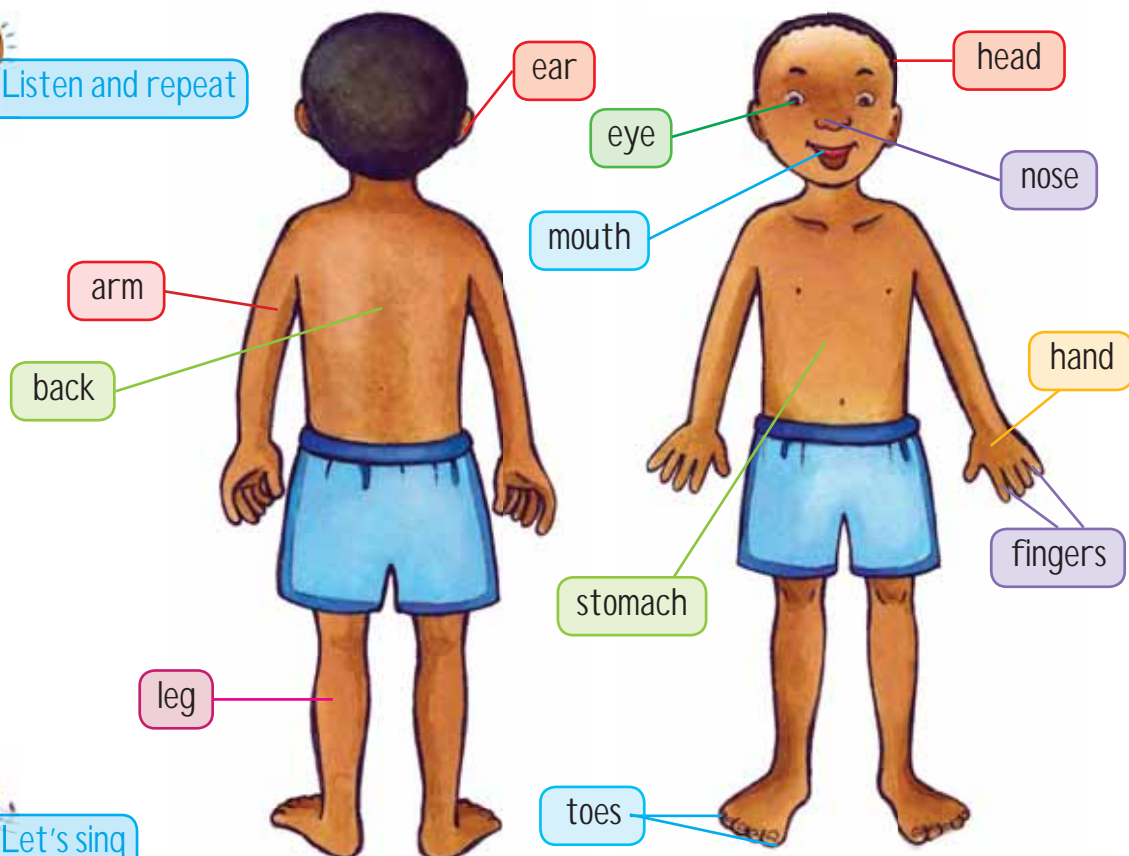
Date



## My body



Listen and repeat



Let's sing





Let's do

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

This is me ...



Let's write

Write your name. Then clap your name according to the sounds.

TEACHER: Sign

Date

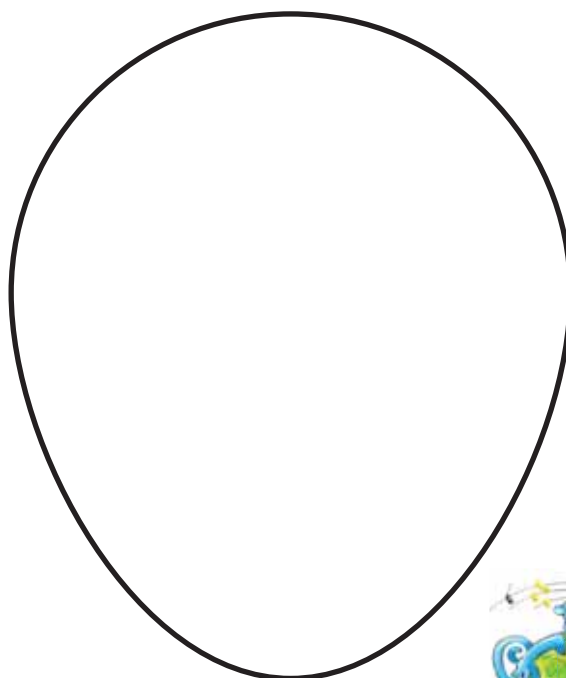


## How I look



Let's do

Draw your face. Show your eyes,  
nose, mouth, ears and hair.

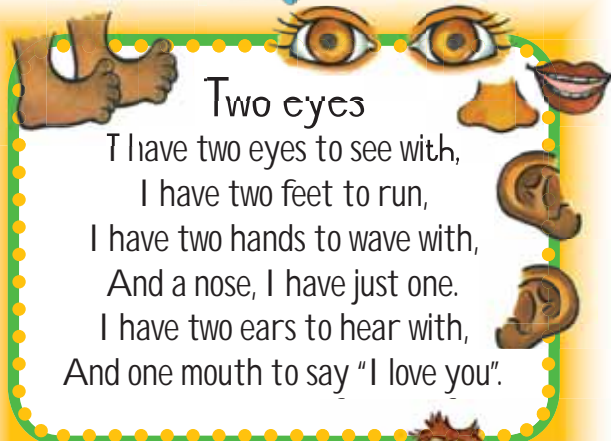


Let's write

Write your name.



Let's sing



Let's write

Trace and colour the label  
to show what you are.



I am a

girl



I am a

boy





Let's do



# Simon Says...

Do what these children are doing.

hands on hips



touch your knees



touch your foot



close your eyes



touch your ears



touch your stomach



touch your nose



touch your toes



put up your arms



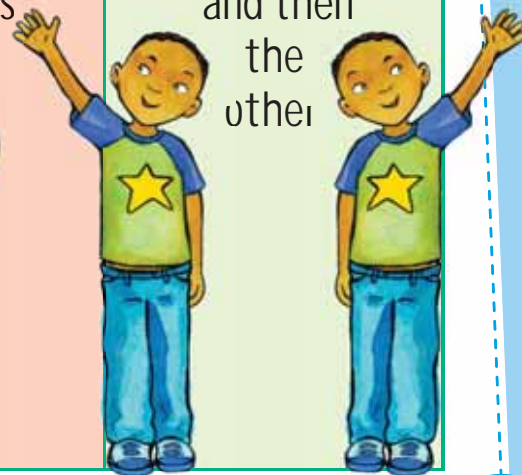
touch your head



touch your shoulders



put out one arm and then the other



TEACHER: Sign

Date



juice



ets





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

candles

cake

present

balloons

cupcakes

cold drink

table



hat

## Numbers.

Count in English.

1

one



2

two



3

three



4

four



5

five



6

six



7

seven



8

eight



9

nine



10

ten



TEACHER: Sign

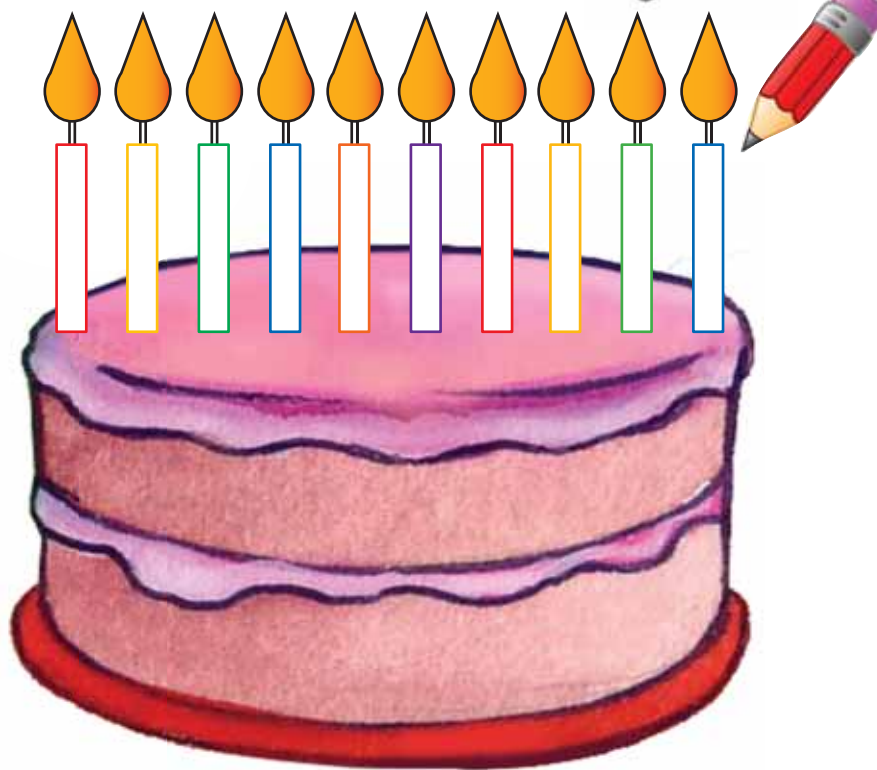
Date

How old are you?

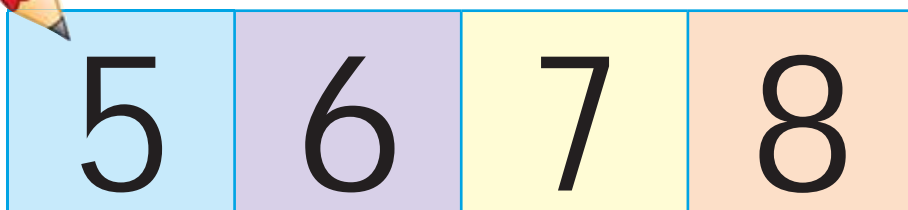


Let's write

Colour the number of  
candles to show how old  
you are



Now trace the number to show how  
old you are.



Say:

I am \_\_\_\_\_.



Let's write

When is your  
birthday?



Teacher

Please help to write the date.

Day:

Month:



Let's do

Fill in your friends' names in the month of their birthday.



Teacher

Learners do not need to memorise the names of the months. They see a birthday calendar in their class and this chart reinforces the concept.

# THEME 2. Me at home

6

Family



Term 1 – Week 1-5



Let's talk

Look at the picture and talk about what you see.



glass



pot plant



bread

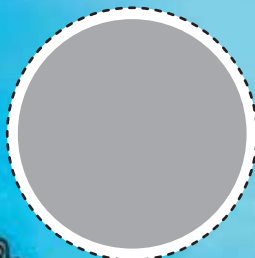
cup



salt

saucer

clock



fridge

friend

sink

cupboard

cup

fruit

chair

floor



Let's do

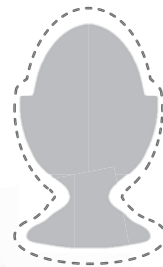
Paste the stickers in the correct spaces. Say the name of each picture.



banana



apple



egg



grapes



kitchen utensils



milk



dishwashing liquid



pot



fork



spoon



knife



plate



Let's do

Look at the pictures and point to the:

mother

father

brother

sister

grandma

baby

friend

cat



Teacher

Look at the picture and talk about what you see.

- Who is cooking?
- Who is eating?
- Who is drinking?
- What are the children eating?
- Who is washing dishes?
- Point to the boys.
- Point to the girls.

TEACHER: Sign

Date

# My family



Let's draw

Draw a picture of your family.

This is my family



Let's write

Write your name.





Listen and repeat



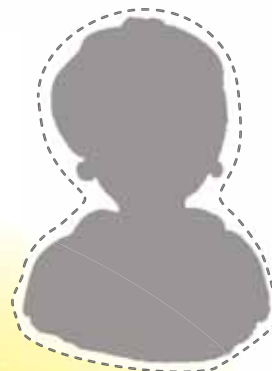
baby



mother



father



grandmother

How many sisters  
do you have?



brothers

How many brothers  
do you have?



sister



Let's talk

Point to each person in your  
drawing. Tell your friend who is  
in your picture. Say:



Look at your  
friend's picture  
and ask your  
friend:

Who is this?

This is my mother.  
This is my father.  
This is my brother.  
This is my sister.  
This is my grandmother.  
This is my friend.  
This is me.



Teacher

Look at the pictures.  
Ask learners to;  
• Point to the father.  
• Point to the mother.



## At home

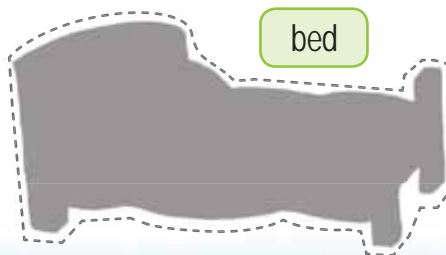


Let's talk

Look at the picture and talk about what you see.

teddy bear

bed



roof

mirror

taps

toilet

towel

bath

basin

bathroom

curtains

table

stove

fridge

kitchen

lamp

TV

lounge



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



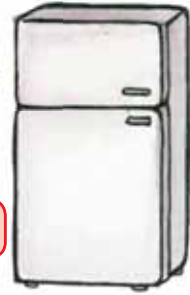
cup



stove



chair



fridge



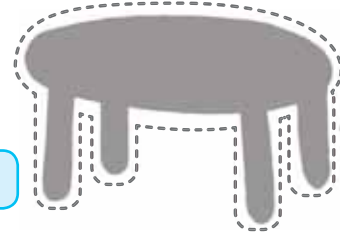
pot



sofa



TV



table

window



glass



curtains

chair



bed



bedroom

sofa



window



Let's talk

Ask your friend to tell you in which room the different things are. Say:

Where is the fridge?

The fridge is in the kitchen.

Where is the bath?

Where is the cat?

Where is the fridge?

Where is the TV?

Where is the table?

TEACHER: Sign

Date

17



# I am clean



comb



brushing

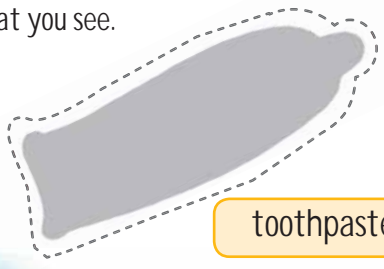


Let's talk

Look at the picture and talk about what you see.



toothbrush



toothpaste



mirror



brush



towel

bath

wash basin





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

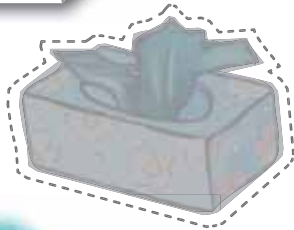


plug

toothbrush



wash basin



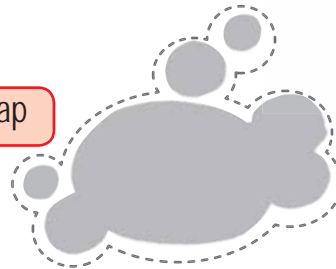
tissues



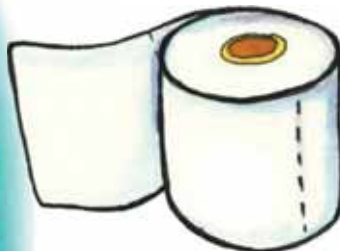
shampoo



tap



soap



toilet paper



Let's talk

Trace over the words and find the item in the big picture.



shower

towel

toilet

This is a brush.  
This is a ...

brush

tap

plug

towel

toothbrush

shower



TEACHER: Sign

Date

## I wash myself



Let's do

Number these pictures in the correct order from 1-5 and then tell your friend what is happening in each picture.



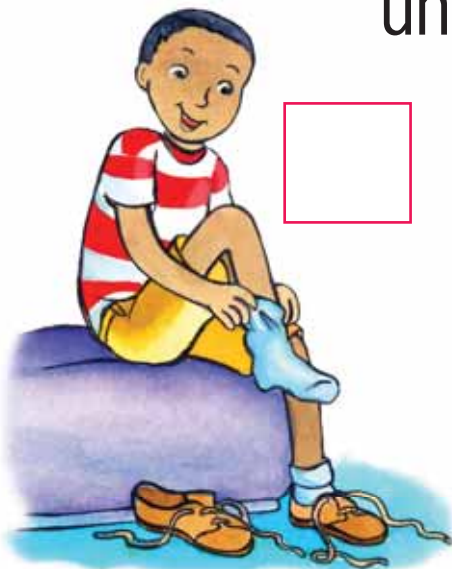
wash



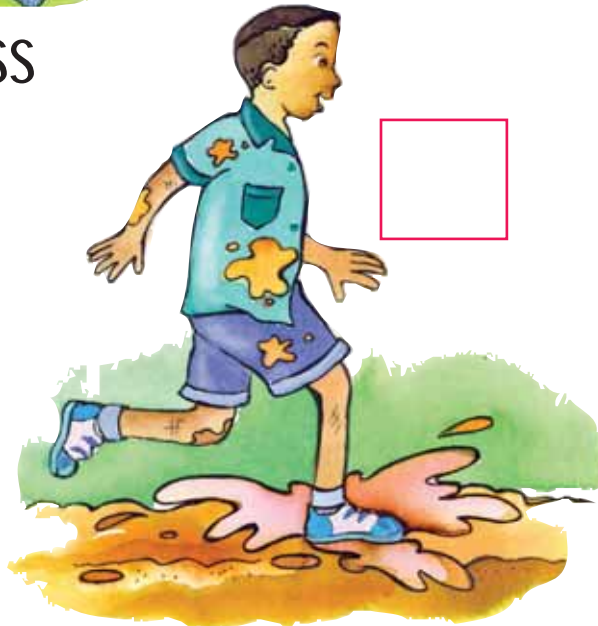
undress



dry



dress



play





Let's do

Paste the stickers to match these sentences.

I brush my teeth.



I wash my face.



I brush my hair.



I wash my hands.



I tie my shoes.



I dress.



Let's draw

Draw a picture of how you keep yourself clean.  
Your teacher will help you to write a sentence to describe what



TEACHER: Sign

Date

21

# THEME 3. Colours and clothes

Clothes



11

Term 1 – Week 6-10



Let's talk

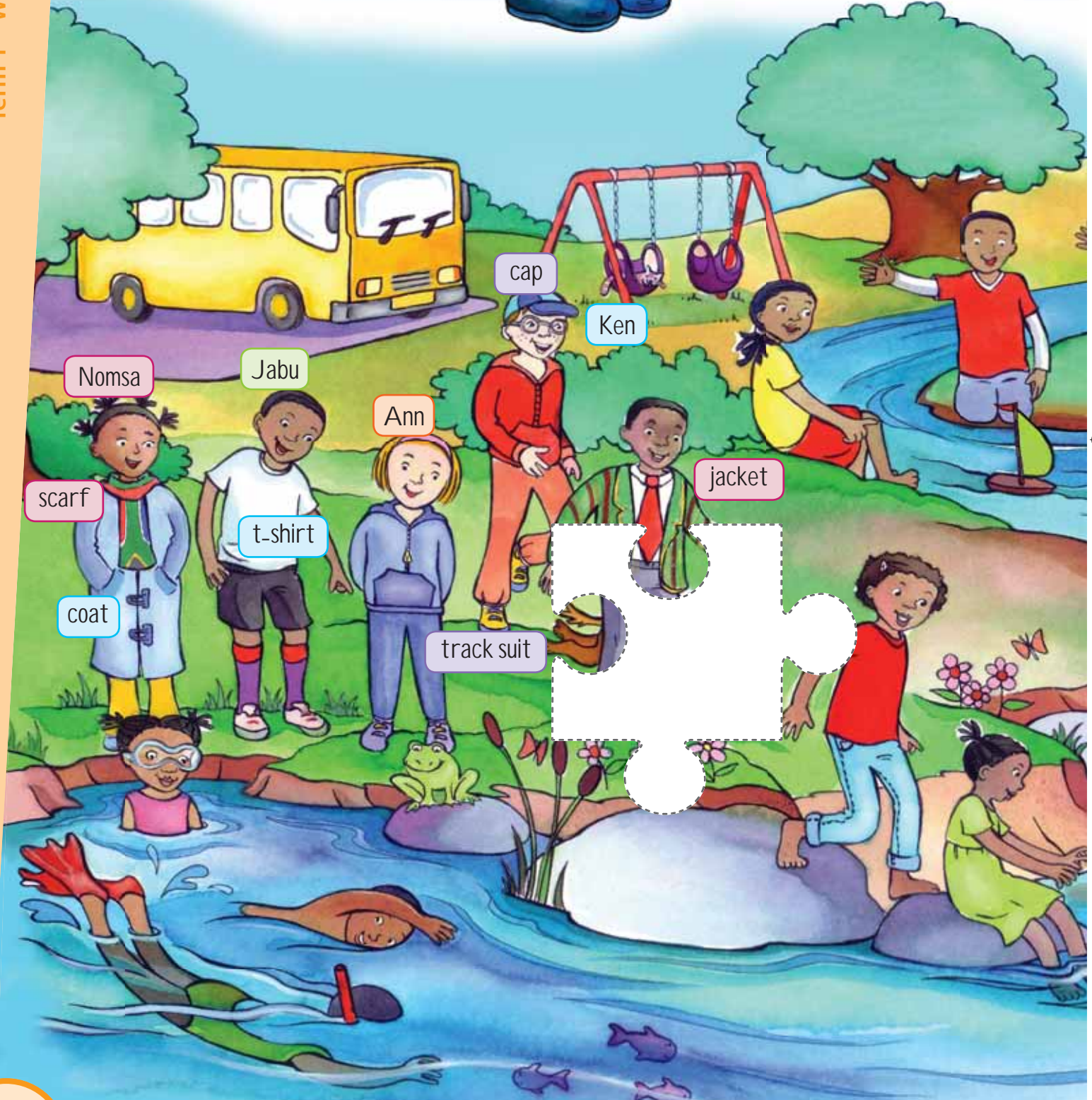
Look at the picture and talk about what you see.



boots



cap



Nomsa

Jabu

Ann

cap

Ken

scarf

coat

t-shirt

track suit

jacket



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



tie

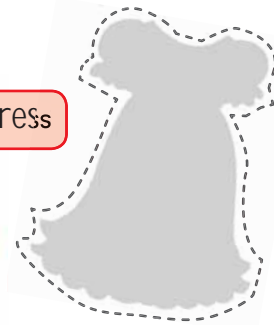
skirt



coat



dress



jeans



shorts



shirt



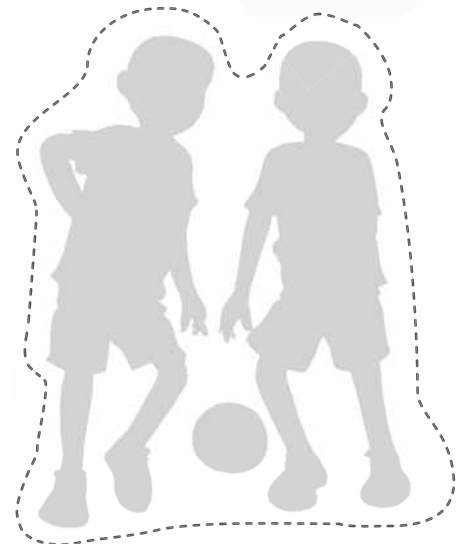
hat



socks

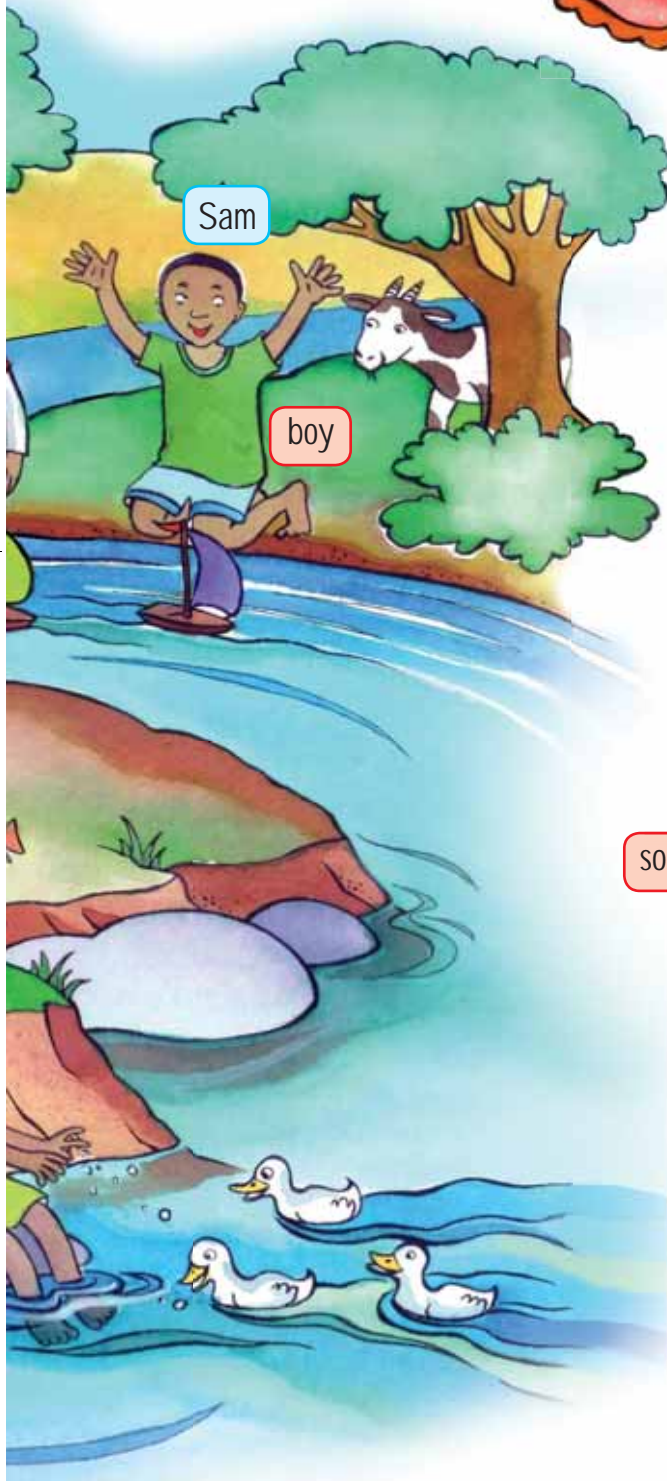


soccer



Sam

boy



Teacher

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

- Show who is wearing clothes for warm weather.
- Show who is wearing clothes for cold weather.
- Who is wearing a coat?
- Who is wearing a t-shirt?
- Who is wearing a cap?

TEACHER: Sign

Date

# What colour is it?



Let's write

Draw a line from the balloons to the children.  
Tell your friend what colour each balloon is.  
Who does not have a balloon?



Let's talk

Point to different things in your classroom and ask your friend:

What is this?

What colour is this?





Practise in pairs

Tell your friend what colours these are.



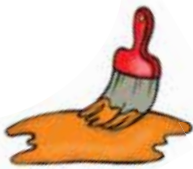
Blue



Red



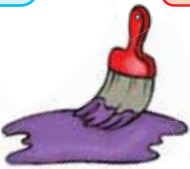
Yellow



Orange



Green



Purple



Pink



Brown



Black



Let's do

Look at the pictures of Nomsa and Ken.  
What clothes are they wearing in each picture?  
What colour are their clothes?  
Which colours do you like?

My favourite  
colour is:

Let's do



1



2

TEACHER: Sign

Date

## Colours and clothes



Let's write

Look at the clothes. Say what they are.  
Circle the correct number and colour in each row.  
Then say the name of the number and the colour.



2 blue socks

1 2 3 4 5



3 green shirts

1 2 3 4 5



4 yellow hats

1 2 3 4 5



5 brown shoes

1 2 3 4 5



1 red dress

1 2 3 4 5



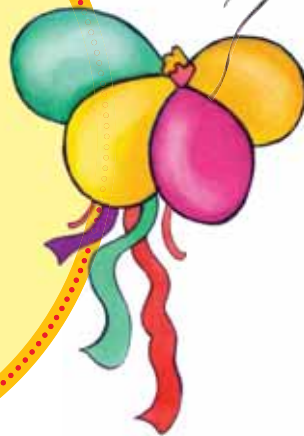


Let's sing



Balloons are red,  
balloons are blue,  
balloons are green  
and yellow too.

Balloons are red,  
balloons are blue,  
balloons are green  
and yellow too.



Let's do

Draw.



2 red socks

3 blue hats



TEACHER: Sign

Date

## Whose clothes?



Let's do



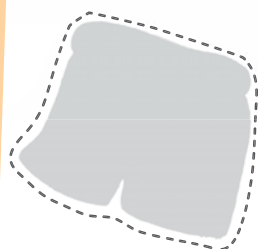
Let's talk

Look at the clothes and say who they belong to.

Paste the stickers in the correct spaces. Say the name of each picture.



jeans



shorts



vest



socks



blouse



dress



shirt



Let's do

Draw a line to show who these clothes belong to.



mother



father



brother



sister



baby



grandma



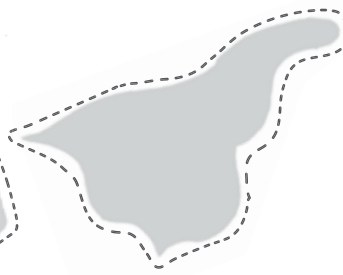
trousers



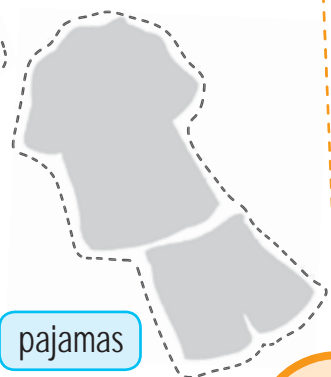
t-shirt



jersey



scarf



pajamas

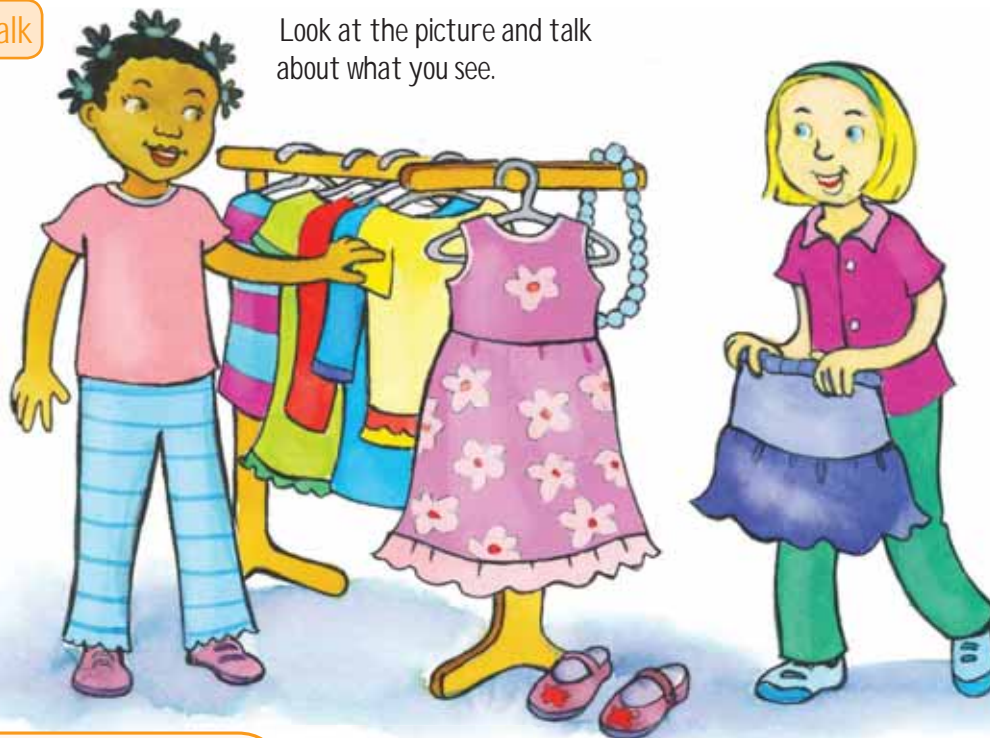
TEACHER: Sign

Date



Let's talk

Look at the picture and talk about what you see.



How much does it cost?



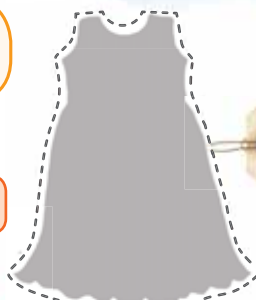
R20

skirt



shoes

R10



R30

dress



socks

R5



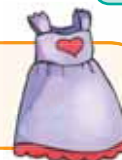
R20

t-shirt



Listen and repeat

Nomsa wants a



Can I have a red



please.

Ann wants a



Can I have a







please.

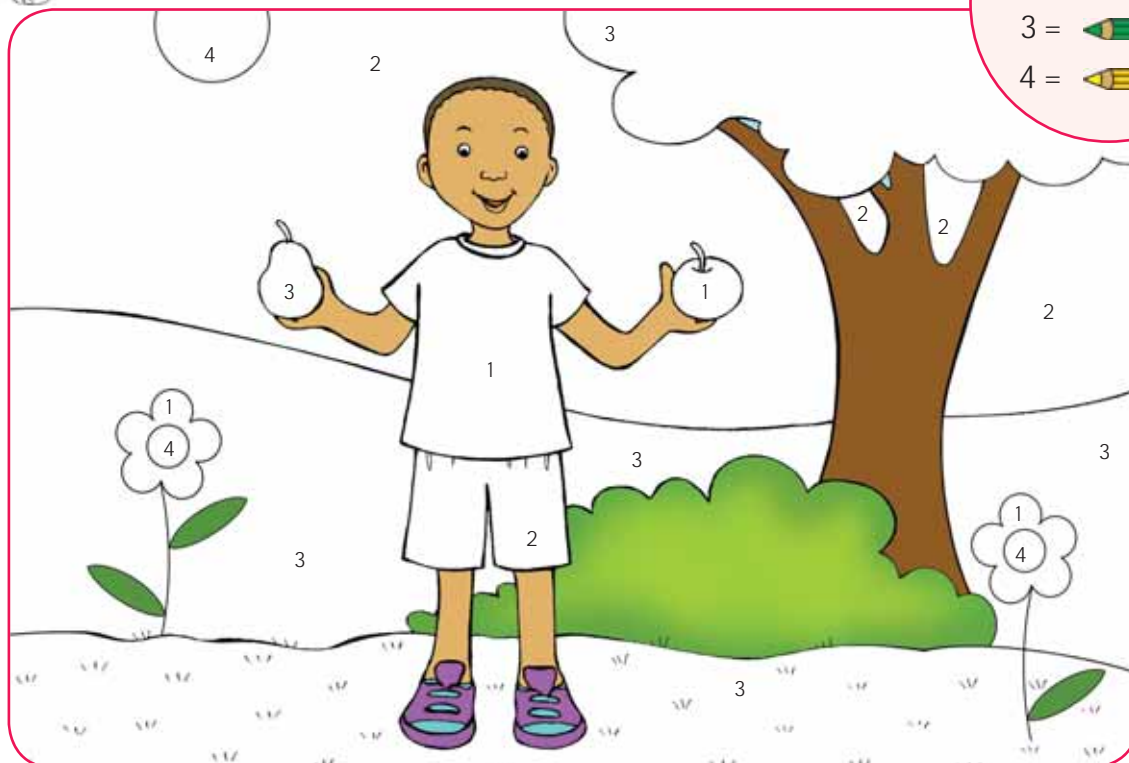




Let's write

Colour in the picture.

- 1 = 
- 2 = 
- 3 = 
- 4 = 



Let's write

Draw a picture of your favourite clothes.  
Tell your friend what colour they are.  
Are they for warm weather or cold weather?

My favourite clothes



TEACHER: Sign

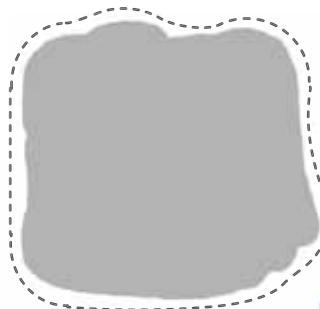
Date



car

bag

boy





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



Let's talk

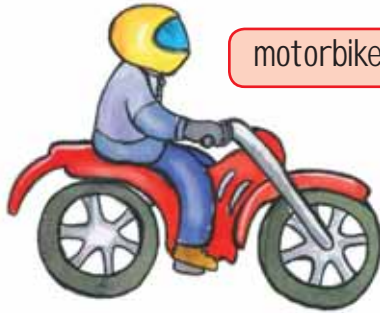
How do the children come to school?  
How do you get to school?

I walk to school.

taxi



motorbike



bike



bus



train



girl



teacher



taxi



TEACHER: Sign

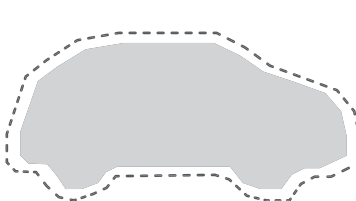
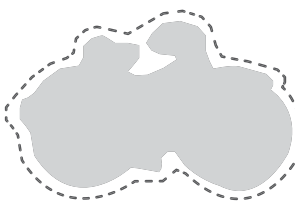
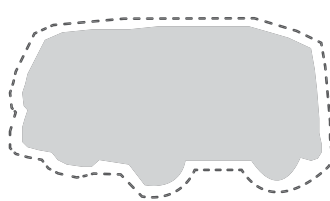
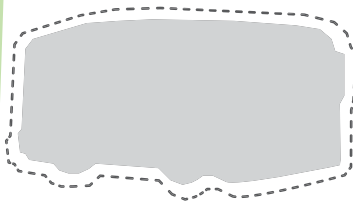
Date

## How I get to school



Let's do

Paste the stickers then point to the pictures and say what they are.  
Then trace the words.



bus

taxi

bike

car



Listen and repeat



I come to school by



I come to school by



I come to school by



I come to school by



Let's talk

Ask 5 friends.

How do you come to school?



I come to school by \_\_\_\_\_.





Let's sing

The wheels of the bus go round and round,  
round and round, round and round.

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

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

The wipers on the bus go swish swish swish,  
All day long.

The hooter on the bus goes beep beep beep,  
beep beep beep, beep beep beep.

The hooter on the bus goes beep beep beep,  
All day long.

# Road safety



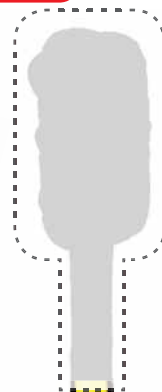
Let's talk

Look at the picture and talk about what you see.

whistle



robot



safety vest



scholar patrol



stop



zebra crossing



Let's talk

Look at the picture and talk about what you see.

Do you ever cross the road on your own?  
What must you do before you cross the road?  
Where should you cross the road?  
When can you cross at the robot?



Let's draw

Draw a picture to show how you come to school.

I come to school by .....



Let's do

Colour in the robot using these colours.  
Trace the words.

I stop when the robot is red.  
I look left and right.

1 = red

2 = orange

3 = green



Let's write

Trace over these words, then say them.

stop

careful

go

TEACHER: Sign

Date

# Crossing the road



Let's do

Do what Ann is doing.

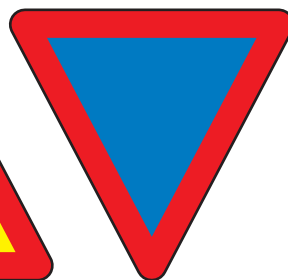
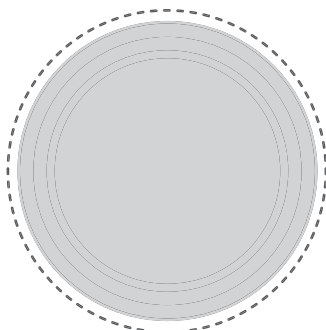


Look right.  
Look left.  
Look right again.  
If the road is clear, you can cross.



Let's talk

What do these road signs tell us?



Let's talk

Which signs are round ● ?

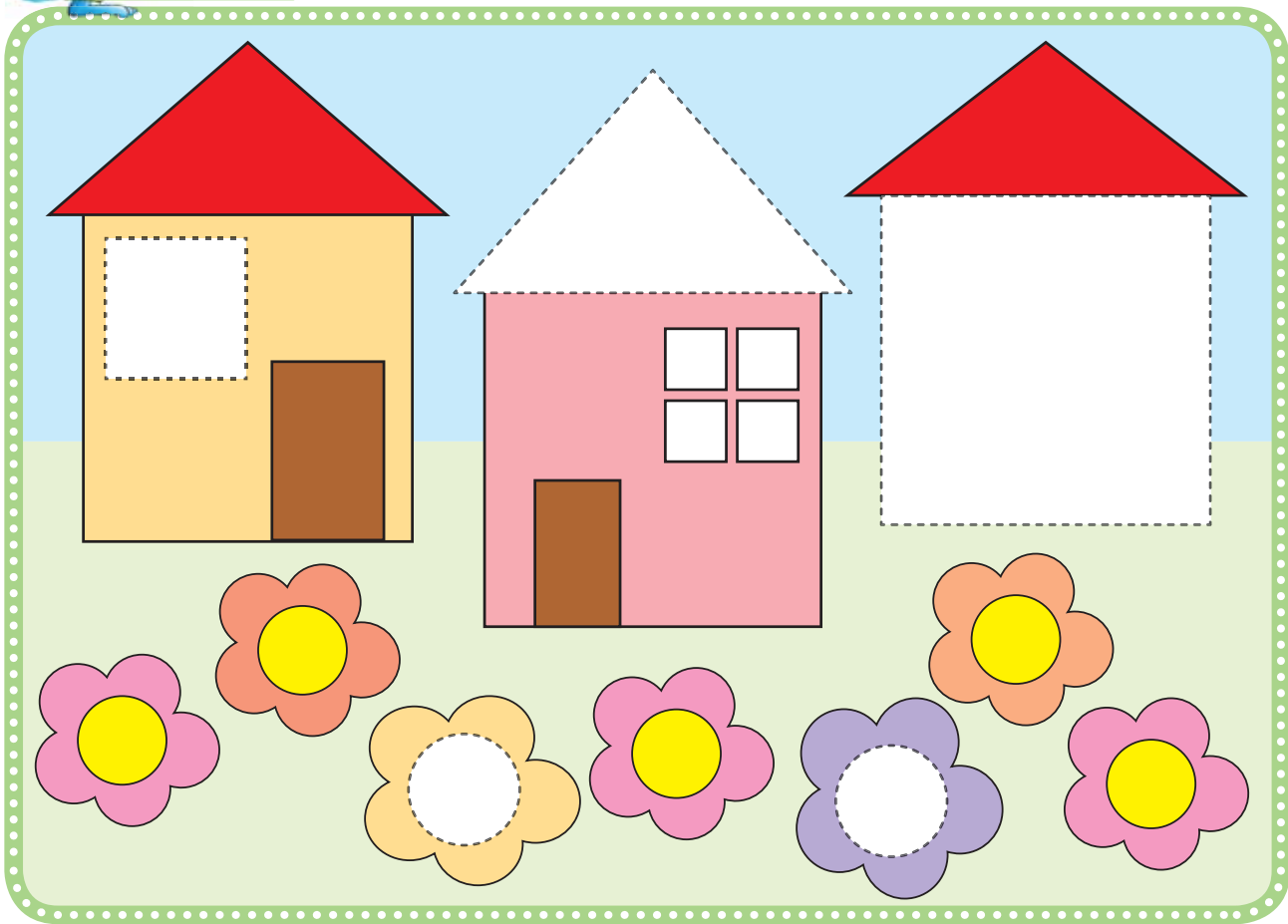
Which are square ■ ?

Which are triangular ▲ ?



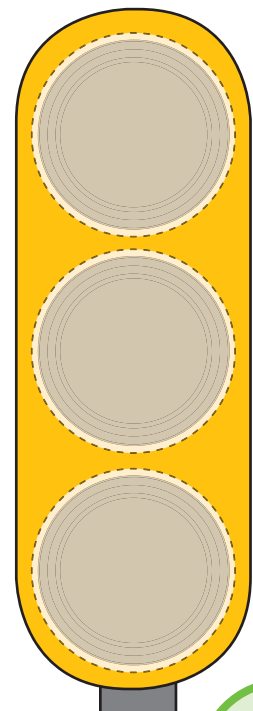
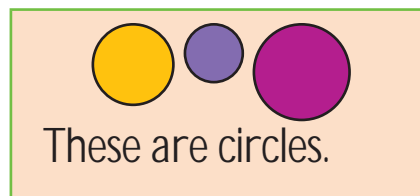
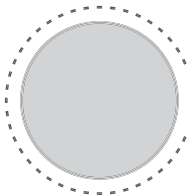
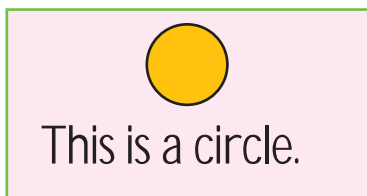
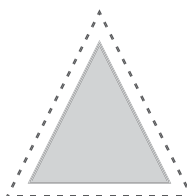
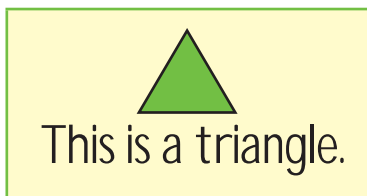
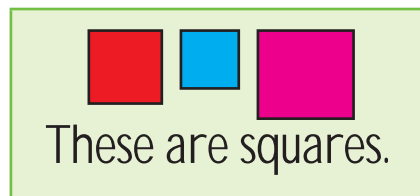
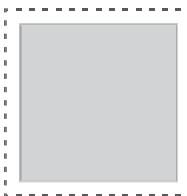
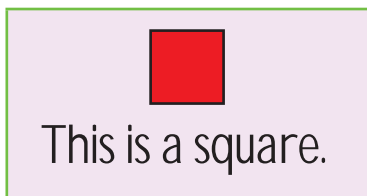
Let's do

Use your stickers to complete this picture.



Listen and repeat

Paste in the correct stickers. Say what colour each shape is.



TEACHER: Sign

Date

39





Let's do

Tell your friend what is happening in each picture.



1



2

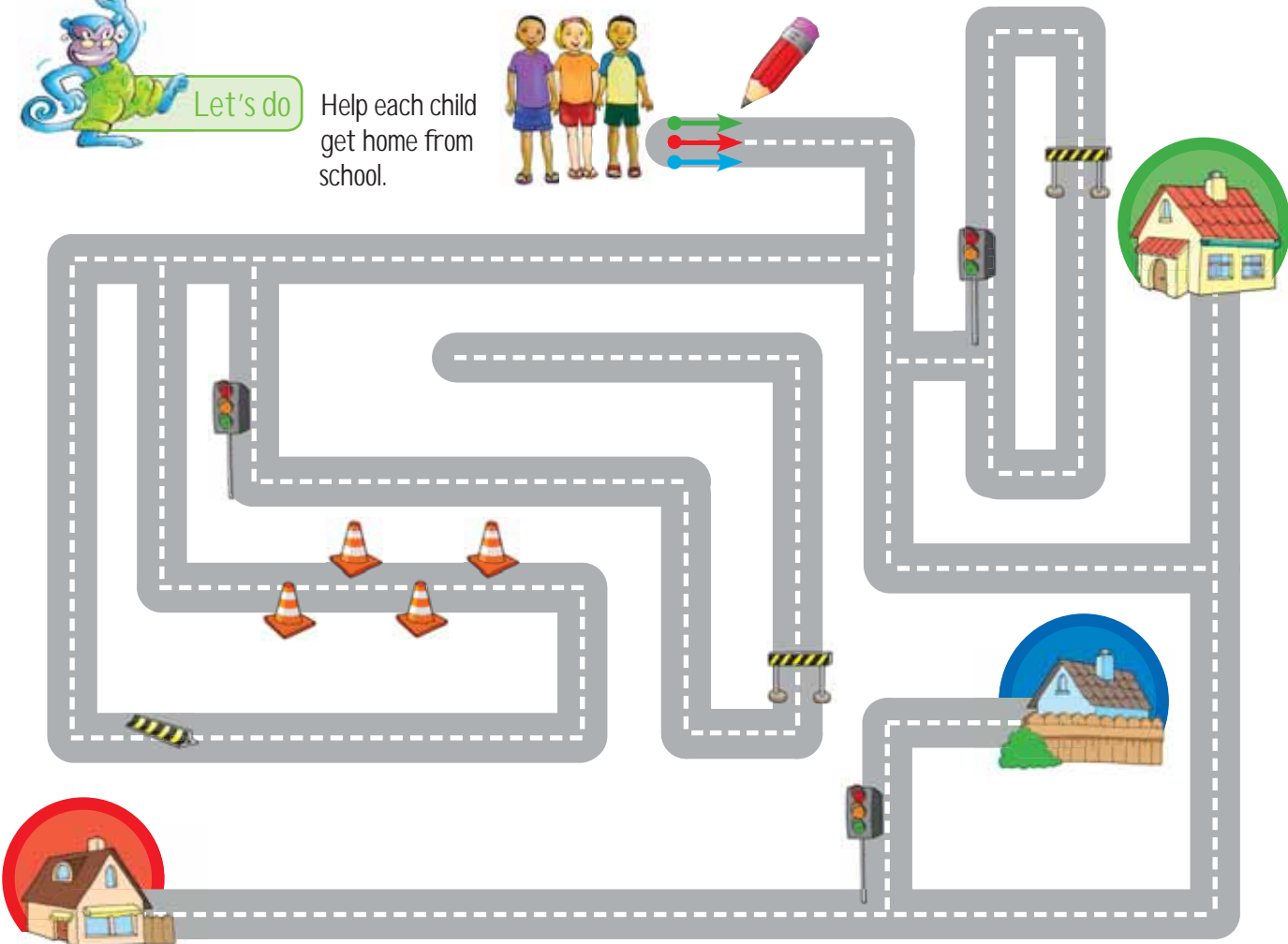
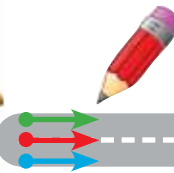


3



Let's do

Help each child get home from school.





Let's write

Draw 4 pictures to show what you do in the morning before you go to school.



I wake up.

I wash.

I dress.

I go to school by \_\_\_\_\_.



Listen and repeat

Ask 5 friends what they do in the morning before they go to school.

I wake up.



I wash.



I dress.



I go to school.



Date

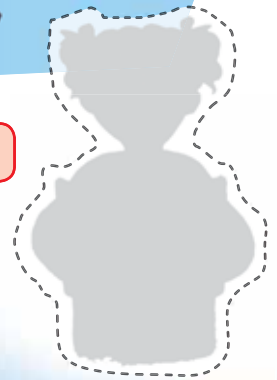
# THEME 5. Me in the classroom

21

What I do in class



reading



Term 2 – Week 1-5



Let's talk

Look at the picture and talk about what you see.  
What are the children doing?  
What do you do at school?

classroom

teacher

listen

cut

read

write



42



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



book



She is painting.  
She is cutting.  
He is writing.



ruler



paint

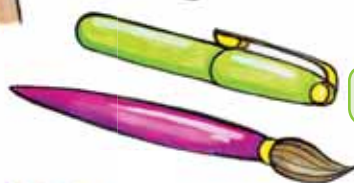
pen



pencils



pen



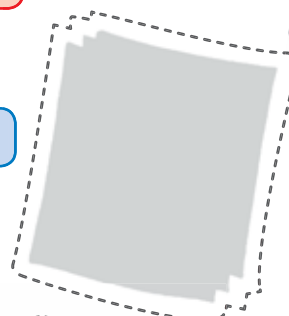
crayons



paintbrush



paper



chair



table



cut



paint



draw



glue



scissors



writing



# My school bag



Let's talk

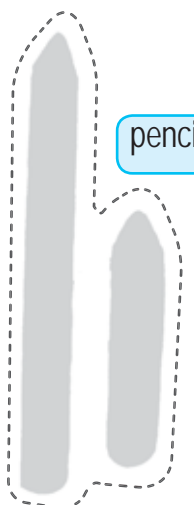
What do you carry in your school bag?  
Do you bring lunch to school?



sharpener



eraser



pencils

pen



Let's write

Write your name  
on the school bag.





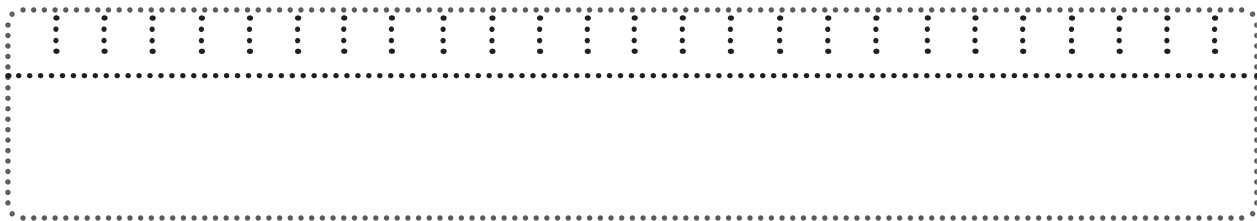
Let's do

Draw one healthy thing you have in your lunch box.



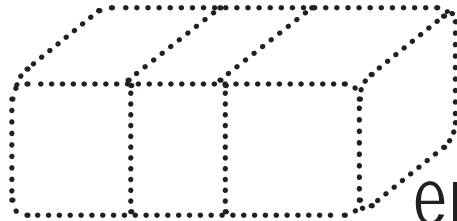
Let's write

Draw and read.



ruler

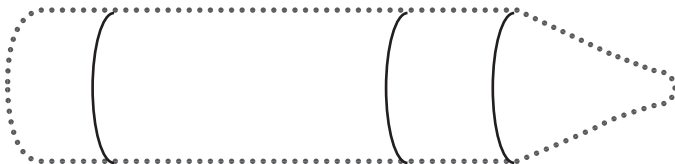
crayon



eraser



pencil



pen



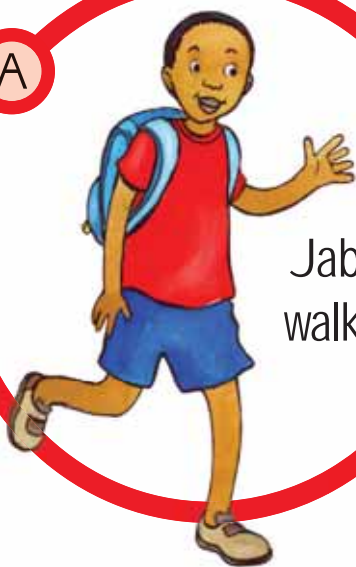
## Jabu's bag



Let's do

Look at these pictures and tell your friend what is happening.

A



Jabu walks.

B

Jabu falls.



bag



Let's talk

Name all the things that fell out of Jabu's bag.

C

Ken and Nomsa help Jabu.





Let's talk



This is my pencil.  
My pencil is red.



This is my book.  
My book is blue.



This is my ruler.  
My ruler is yellow.



Let's write

Trace over these words.

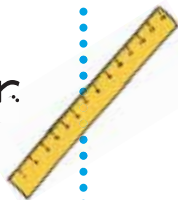
pencil



book



ruler



bag



glue



scissors



pen



Let's write

What can you do?  
Tick what you can do.



I can ...



I can write my name.



I can cut.



I can draw.



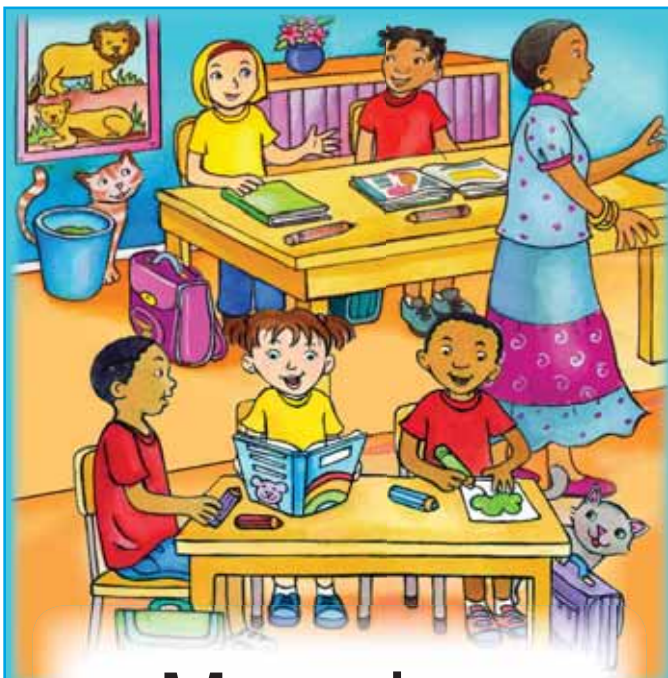
I can paint.



I can read.



## Days of the week



Monday



Tuesday



Wednesday

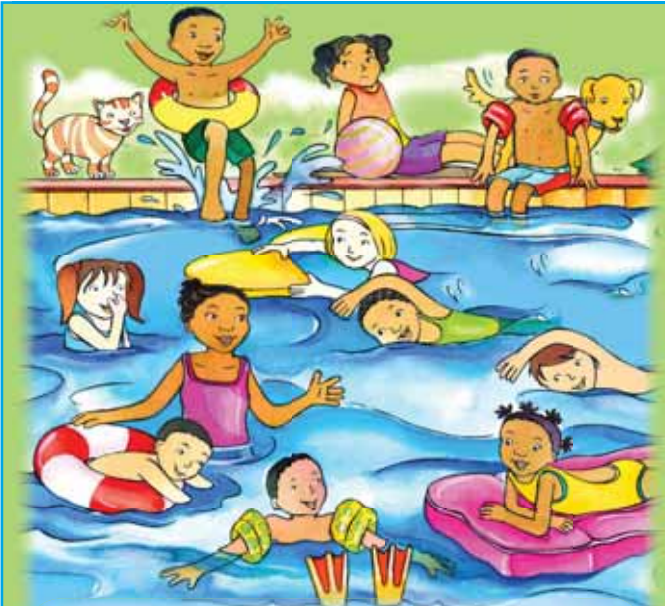


Thursday

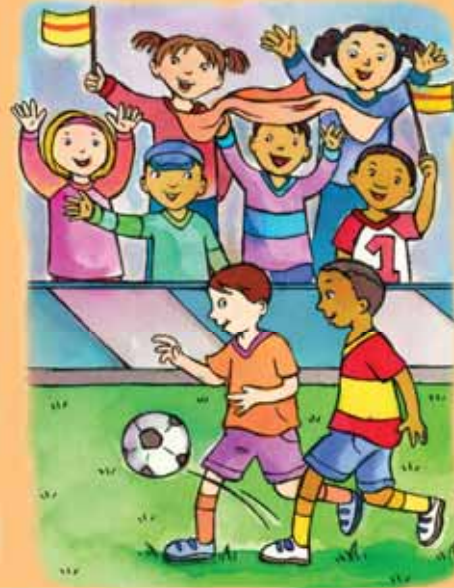


Let's write

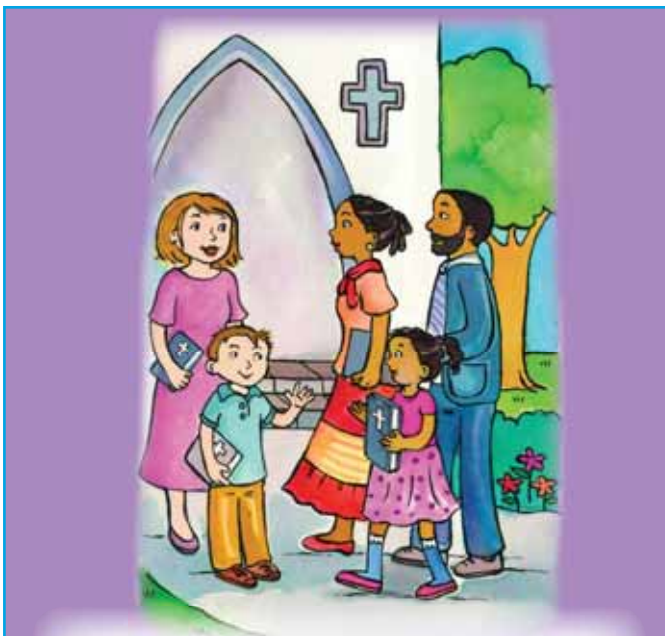
Trace the days and tell your friend what the children are doing each day.



Friday



Saturday



Sunday



Let's talk

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

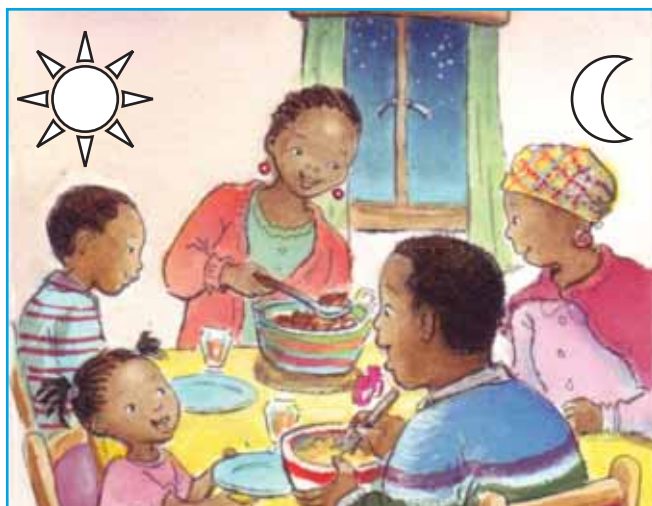
What day is today?  
What will you do today?  
What day was yesterday?  
What did you do yesterday?  
What day will it be tomorrow?  
What will you do tomorrow?

## Day and night



Let's talk

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





Let's do

Draw a picture to  
show what you will do  
each day of the week.



Friday

Monday

Tuesday

Sunday

Monday



Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

# THEME 6. My friends and I

26

I like to play with my friends



Let's talk

Look at the picture and talk about what you see.  
What are the children doing?  
What do you play at school?

Term 2 – Week 1-5





Let's do



Let's talk

Paste the stickers in the correct spaces. Say the name of each picture.

What games are the children playing?  
Point to show:  
Who is skipping?  
Who is jumping?  
Who is running?  
What games do you play at school?  
Are the children happy?  
What makes you happy?

Lulu

treehouse

push

slide

jump

Ken

skip

hop

kick

kick

sing

swing

# The games we play



Let's write

Draw a picture of your favourite game.

My favourite game is



Walk and talk

Ask 5 friends what game they like. Say:

Do you like soccer?



Do you like netball?



Do you like tennis?



Do you like running?



Do you like jumping?



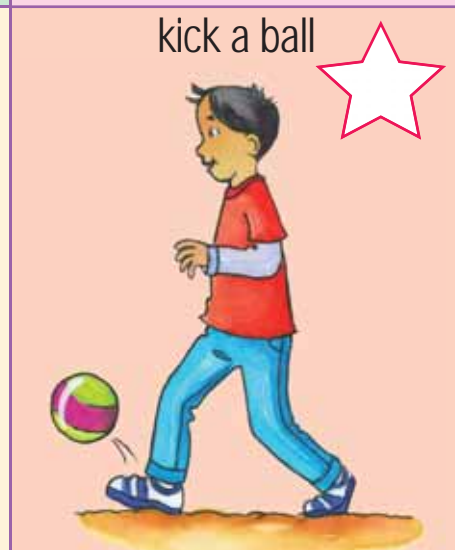
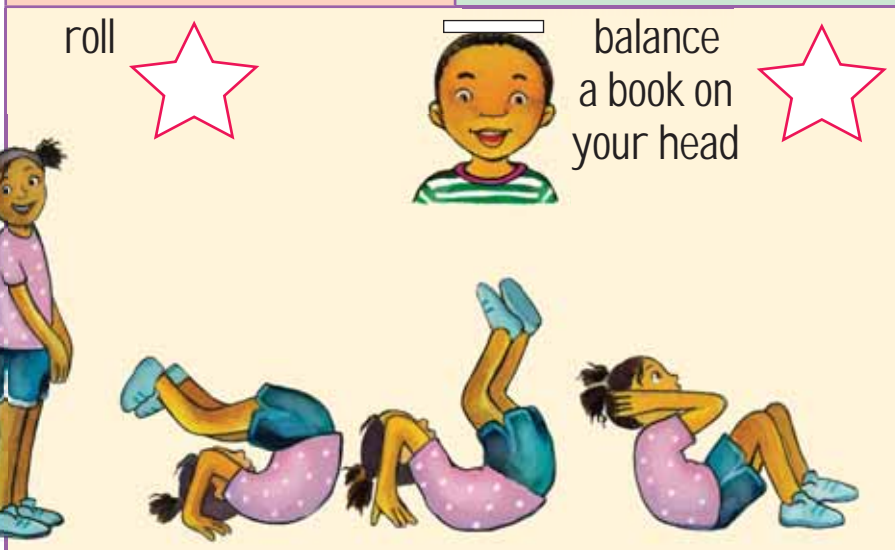
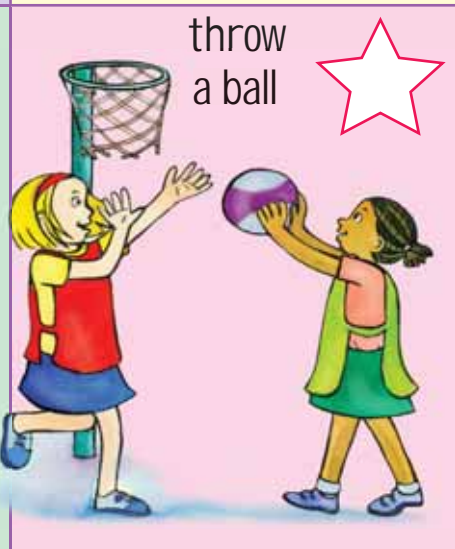


Let's do



# I can do it

Tell your friend what these children are doing. Colour in the stars if you can do these activities. Show that you can do them.



Sport



Let's do

Tell your friend what is happening in each picture.

netball

soccer

hockey

swimming

running



rugby



tennis



Let's talk

cricket

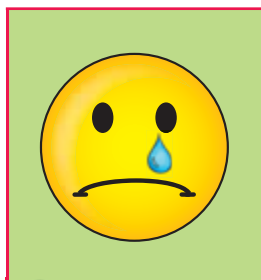
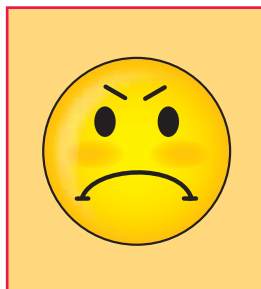
What sports can you see in these pictures?  
which sports do you like?  
Why is playing sport good for us?  
Trace the names of the sports.

## Let's practise



Let's write

Cross the face that has the same meaning as the yellow one(s) given.



Let's draw

Draw a happy face.





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.

Draw something that makes you happy?



Let's write





















Ask your teacher to help  
you write a sentence.

## Let's practise



Let's write

Circle the odd one out and then draw a line to the correct word that says what the other things are.

vegetables

fruit

clothes

transport

animals



Let's talk

Ask 5 friends.



How old are you?

What is your name?

What colour do you like?

What animals do you like?





Let's do

Trace the lines to find out what these friends like.  
Say: "Jabu likes a book."



Gugu



Sue

Jabu

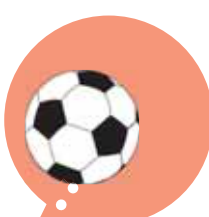


Nomsa

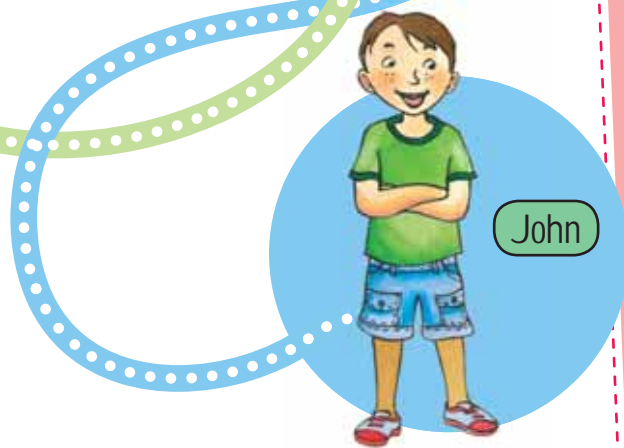
Pat



Sam



Bongi



John

# THEME 7. The food we eat

31

## Fruit and vegetables

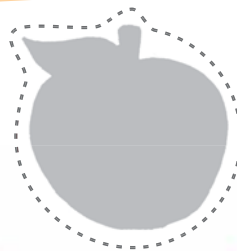


orange



Let's talk

Look at the picture and talk about what you see.



apple

Term 2 – Week 6-10





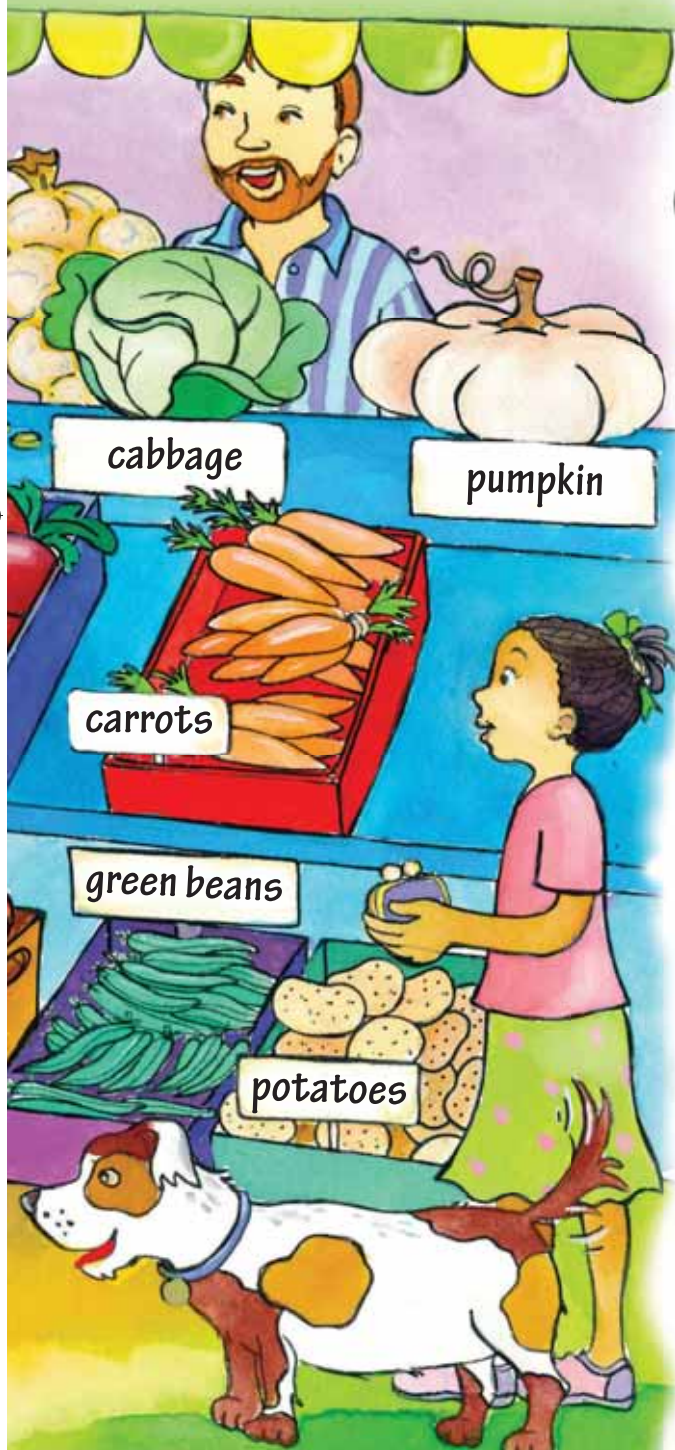
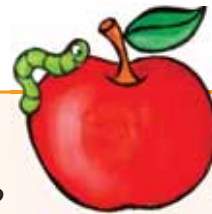
Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



Let's talk

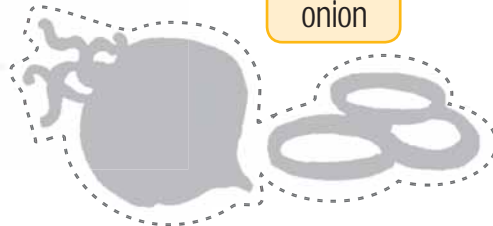
What fruit do you like?  
What vegetables do you like?  
What fruit and vegetables do you not like?  
Which fruits and vegetables are yellow?  
Which fruits and vegetables are green?  
What is the caterpillar eating?



cabbage



onion

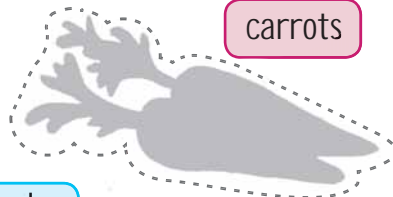


bananas

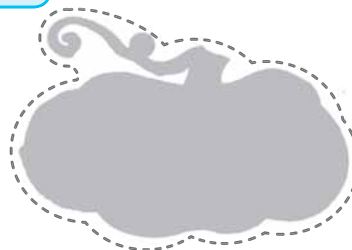
spinach



carrots



pumpkin

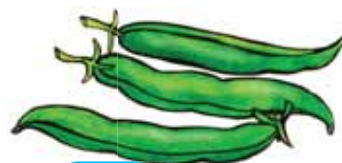
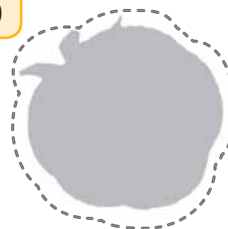


grapes



beetroot

tomato



beans

TEACHER: Sign

Date

# Asking at the shop



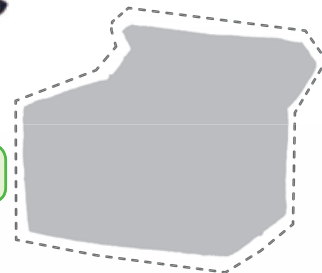
Let's talk

Look at the picture and talk about what you see.



tea

apple



## SPAZA SHOP



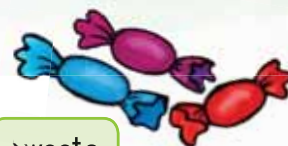
Listen and repeat

Nomsa and Sam go to the shop.  
They want milk.

chips



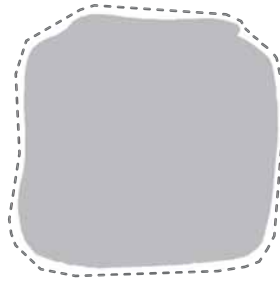
sweets





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



mealie meal

orange juice



milk



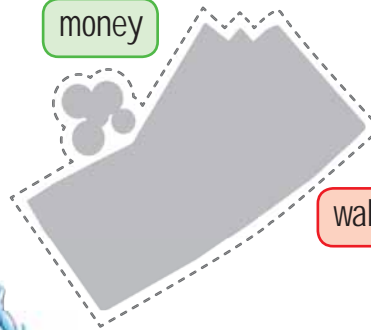
sugar



sandwich



money



oil



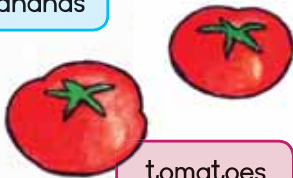
wallet



bananas



orange



tomatoes



paraffin



Let's do

Play shop with your friend.  
Say:

Please can I have ...


How much does it cost?



Listen and repeat

May I have **an** apple  please.

May I have **an** orange  please.

May I have **a** banana  please.

May I have **a** sweet  please.



TEACHER: Sign

Date

## The food I like











Let's write

Tick the food you like.

I like ...





Let's talk

Tell your friend.

I like \_\_\_\_\_.

I do not like \_\_\_\_\_.





Let's draw

Draw one fruit you like.

Draw one vegetable you like.



Let's do

Trace the line to find out what fruit they like. Then say:

Jabu

Ken

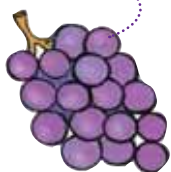
Nomsa

Pam

Sam



Ken likes ...  
Nomsa likes ...



grapes



oranges



apples



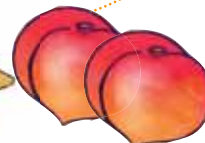
plums



bananas



carrots



peaches

TEACHER: Sign

Date

# THEME 7. Animals

34

Our pets



Term 2 – Week 6–10



Let's talk

Look at the picture and talk about what you see.  
What pet does each child have?



parrot



Peter

hamster

Jabu

bird

monkey

rabbit

Lulu

Nomsa

dog

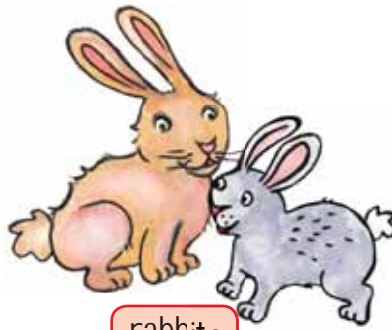
Sam

cat



Let's do

Paste the stickers in the correct spaces. Say the name of each picture.



rabbits



hamster



dog

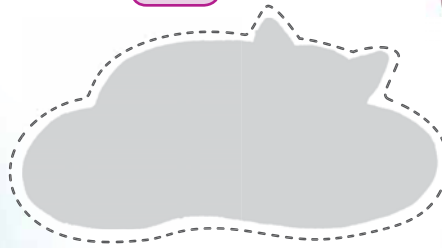


dog bowl

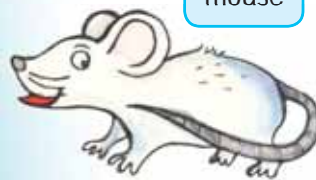


lizard

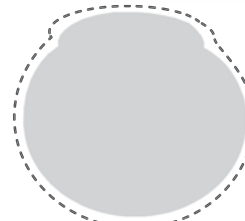
cat



snake



mouse



fish



bird cage

bird

Ann

fish

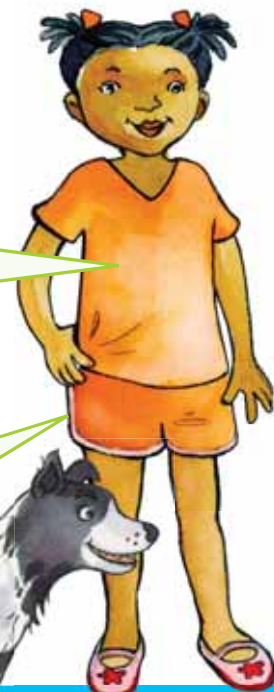


Let's talk

Look at the picture and talk about what you see.

What animals do you see?  
What pets do you have?  
What pet does Sam have?  
What pet does Peter have?  
What pet does Nomsa have?

I hāvē ā dōg.



# What pets do you like?



Walk and talk

Ask 5 friends what pets they like.  
Say:



Do you like birds?



Do you like fish?



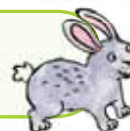
Do you like dogs?



Do you like cats?



Do you like rabbits?



Do you like hamsters?



Listen and repeat

What pets do you have?

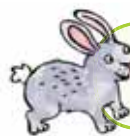
I have a fish.



I have a dog.



I have a hamster.



I have a rabbit.



I have a bird.






I have a cat.



Let's write






Say what each of these pictures is.  
Circle the picture that does not fit in each row.


				children
				dogs
				fruit
				pets








Let's write

Trace the lines to find out what pet each child has.

				
Nomsa	Ken	Ann	Dan	Jabu

				
bird	fish	cat	hamster	dog

## Farm animals



goat



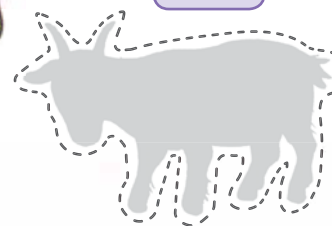
Let's talk

What animals can you see in this picture?

Make the sound each animal makes.

Show your friend the mother animals and their baby animals.

Point to the picture and say which animals are big and which are small.





Let's do

Paste the stickers in the correct spaces. Say the name of each animal.

boy

mealie

farmer

tractor

calf

cow

horse

sheep

pig

donkey

hen

rooster

duck

chicks

kid

pig

horse



Listen and say

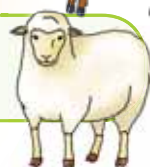
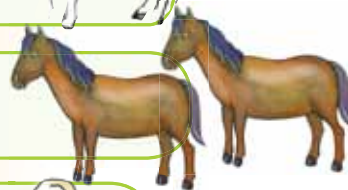
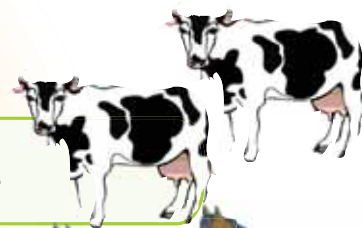
Ask 5 friends what animals they like. Say:



I like cows.

I like horses.

I like sheep.



Let's do

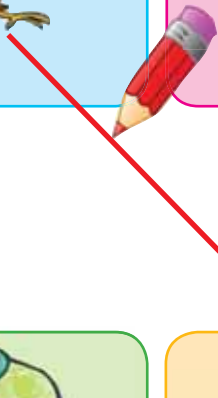
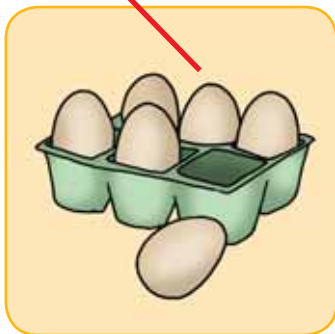
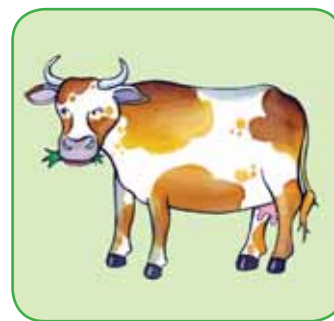
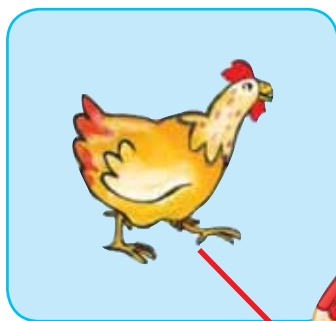
Trace the words and then draw a line to show what we get from these animals.

hen

sheep

bees

cow





Let's sing

## Old Mac Donald had a farm

Old Mac Donald had a farm, hee hi hee hi ho.

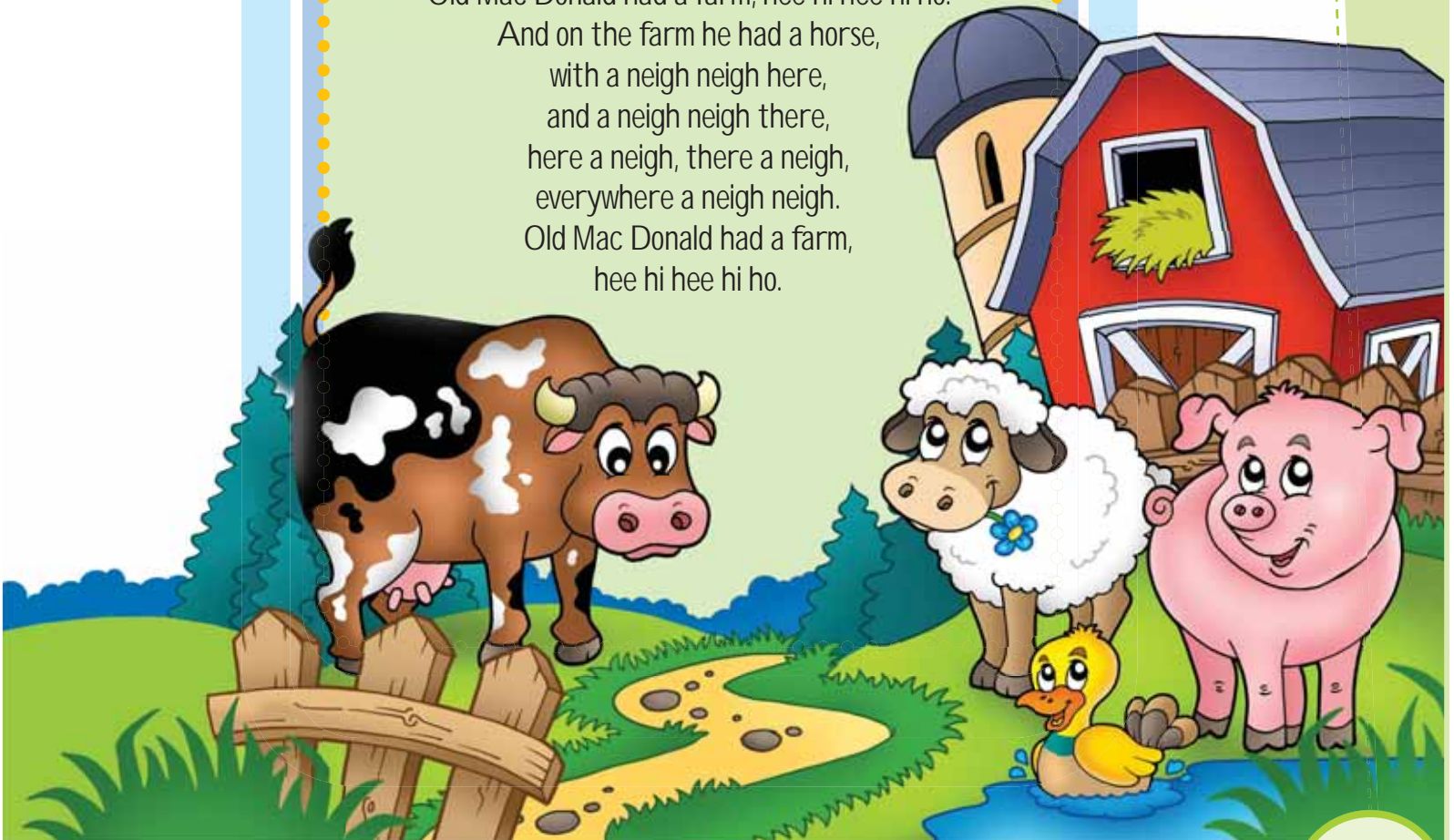
And on the farm he had some cows,  
with a moo moo here and a moo moo there,  
here a moo, there a moo, everywhere a moo moo.  
Old Mac Donald had a farm, hee hi hee hi ho.

Old Mac Donald had a farm, hee hi hee hi ho.

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

Old Mac Donald had a farm, hee hi hee hi ho.

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



## Wild animals



hippopotamus

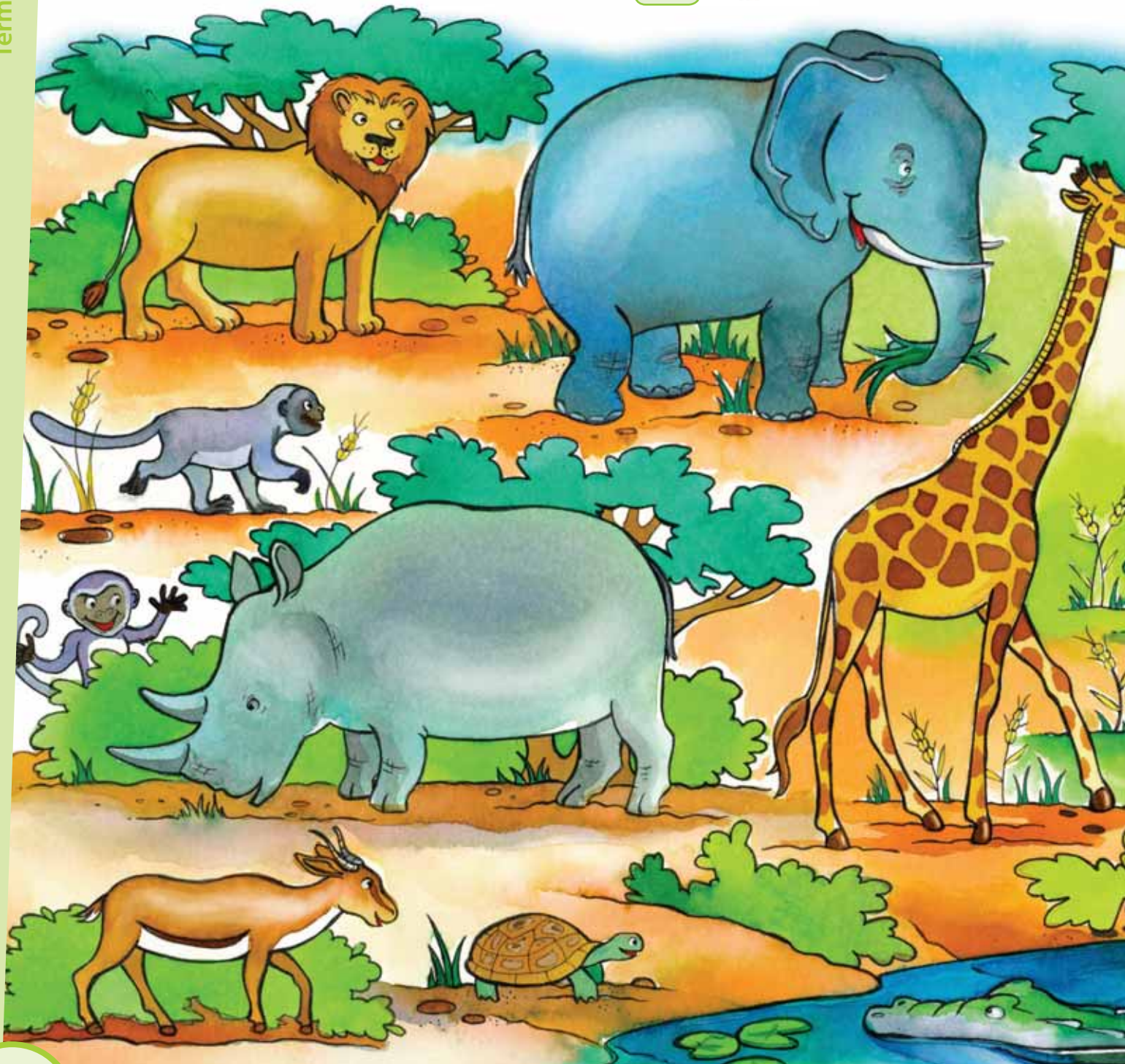
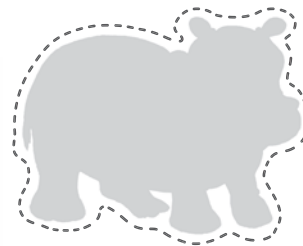


Let's talk

Look at the picture and talk about what you see.  
 What noises do these animals make?  
 How many monkeys can you find?  
 Tell your friend where they are.  
 Use words like **on**, **in** and **under**.



bird





Let's do

Paste the stickers in the correct spaces. Say the name of each picture.

zebra



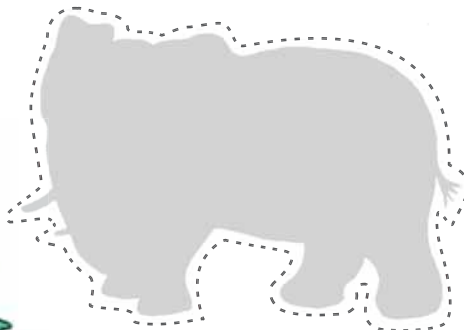
tree



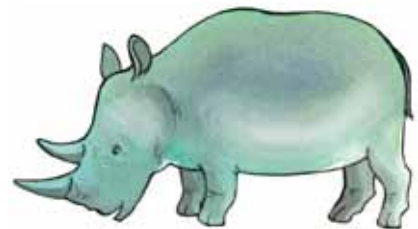
leopard



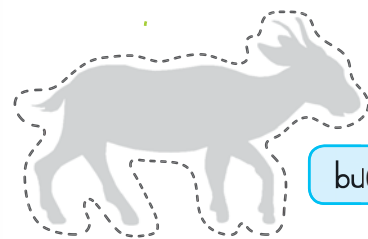
elephant



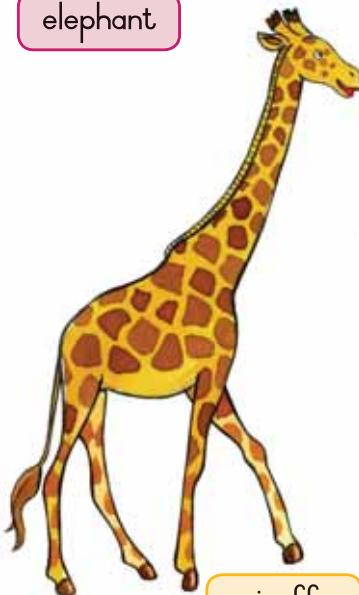
rhinocerus



buck



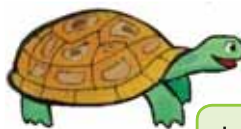
giraffe



lion



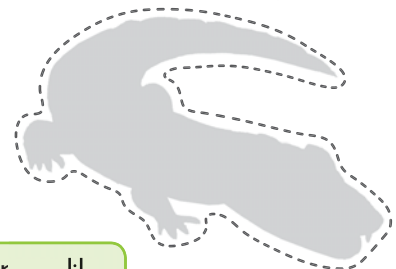
turtle



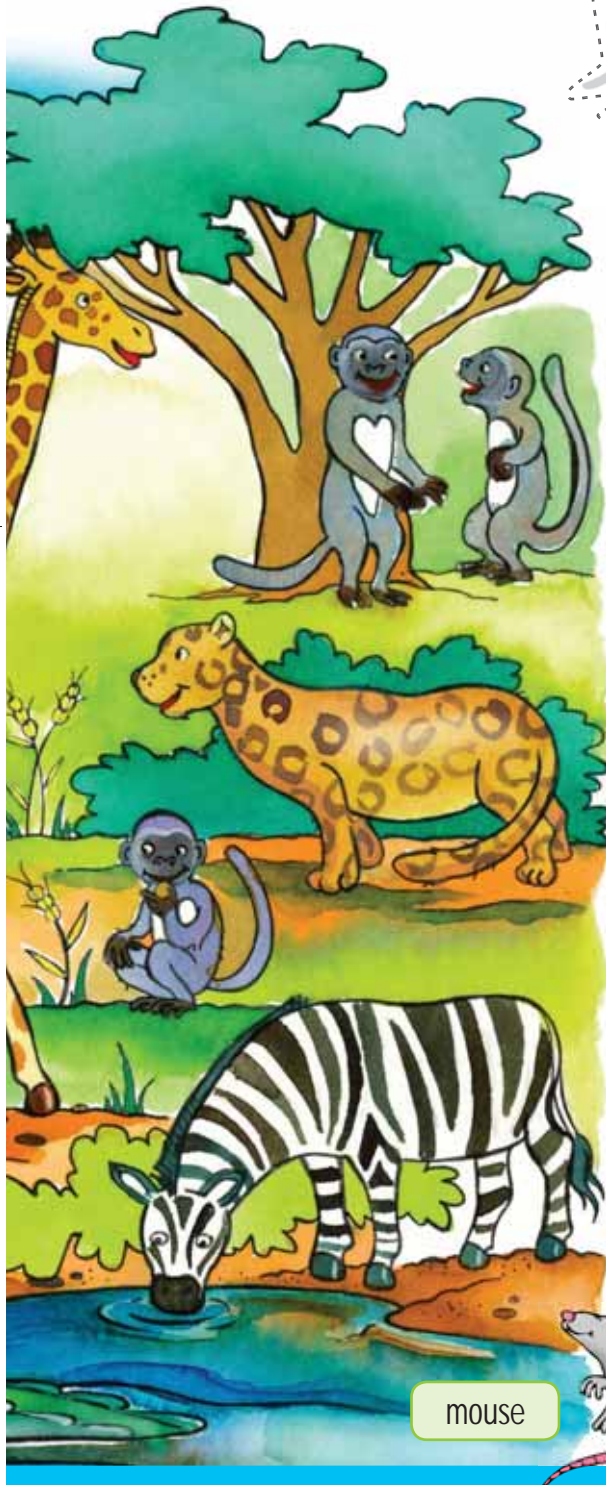
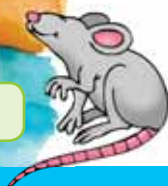
monkey

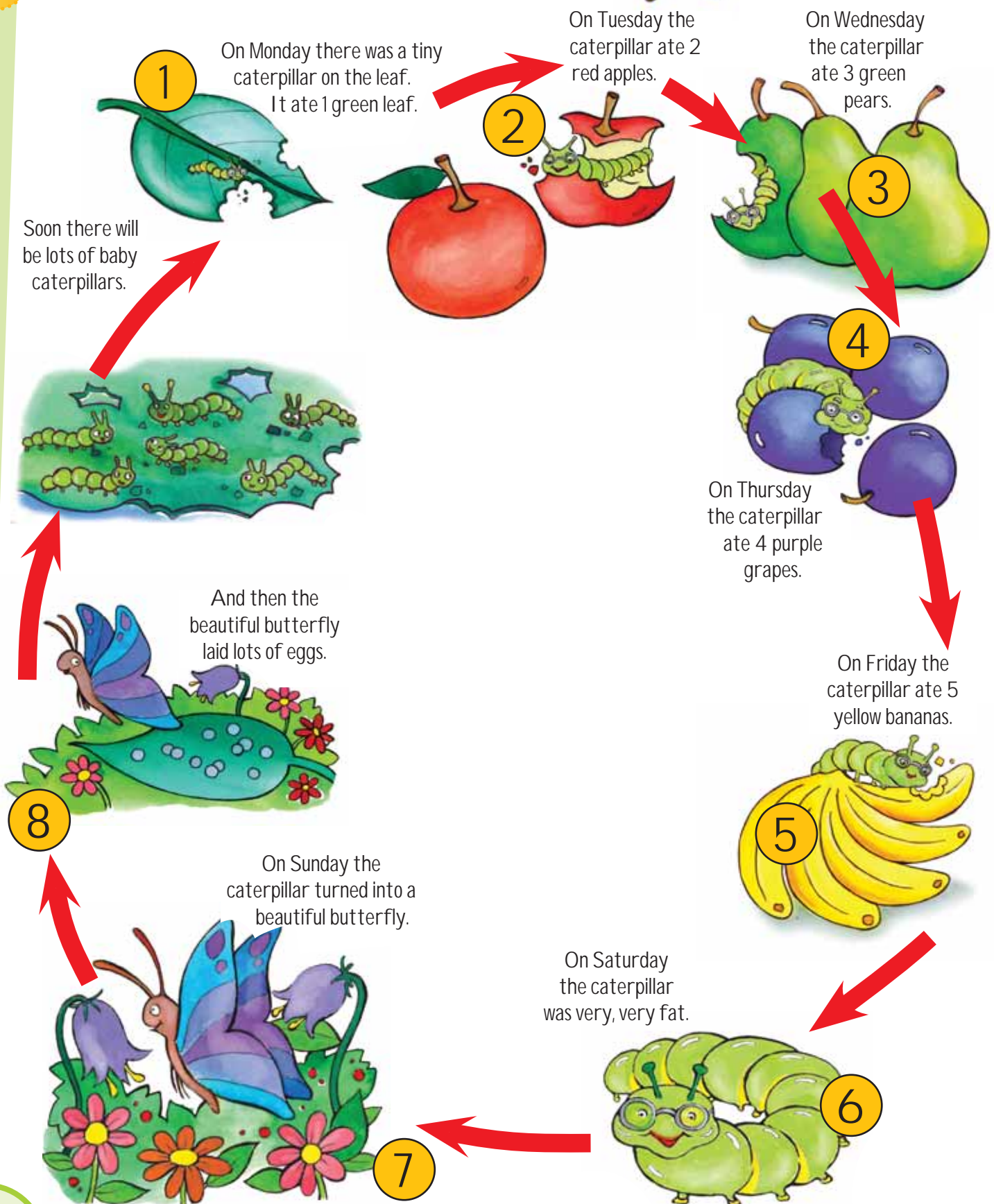


crocodile



mouse





# STICKERS

FAL GR1 BK1

2



3



9



12



13



16



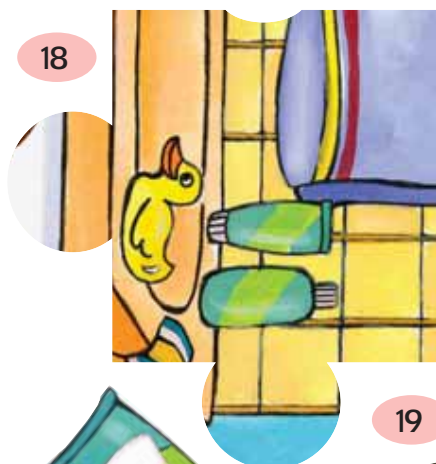
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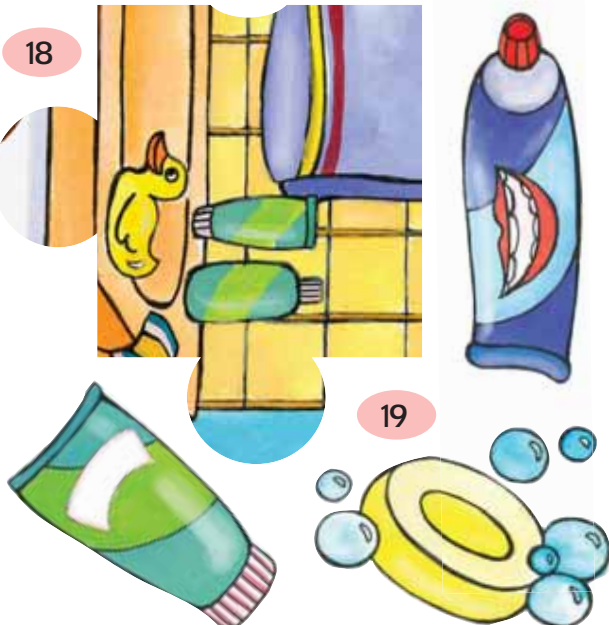
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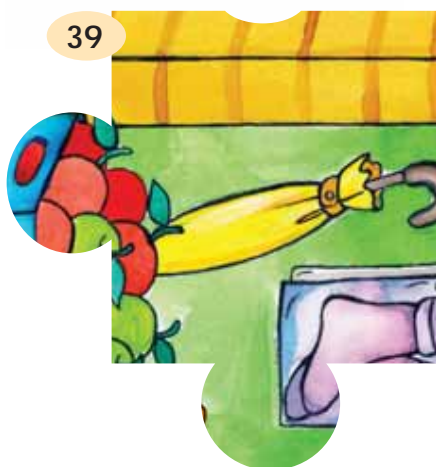
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72



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76



77



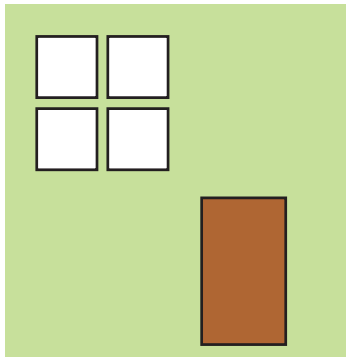
73



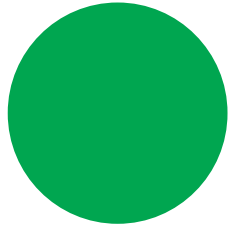
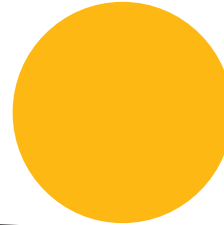
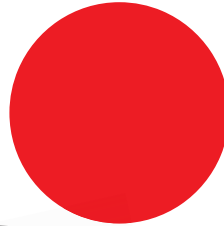
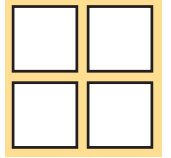
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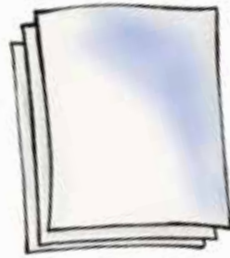
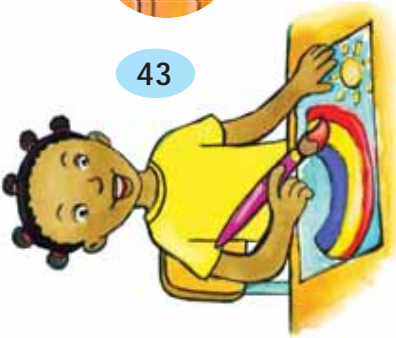
39



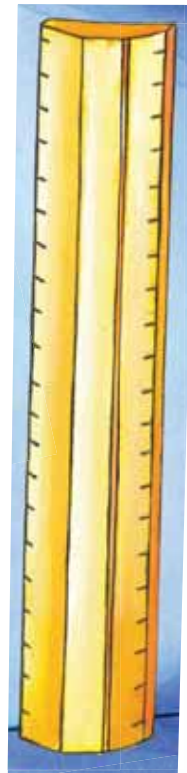
42



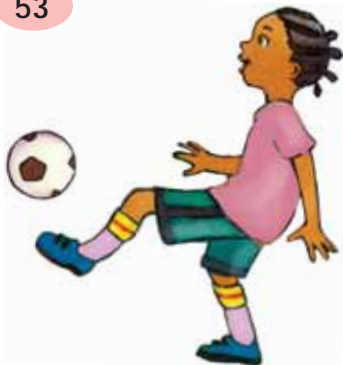
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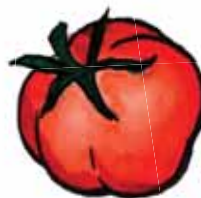
53



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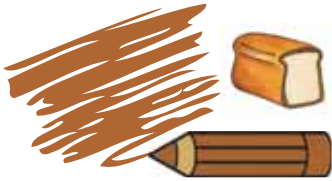




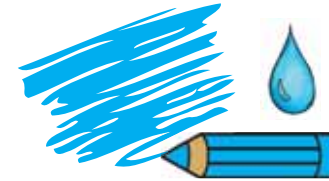
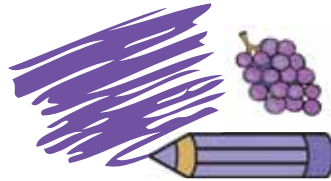
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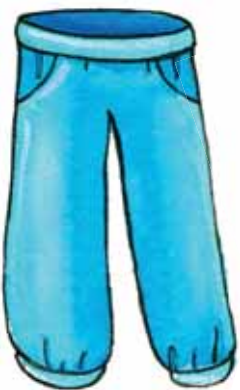
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