

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



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

ISBN 978-1-4315-0200-4

11th Edition

THIS BOOK MAY NOT BE SOLD.



9 781431 502004



STICKERBOOK
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



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

book shelf

table

chair

Hello Thandi.

happy

teacher

Good morning teacher.



Let's do

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

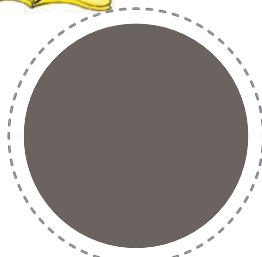


Word box

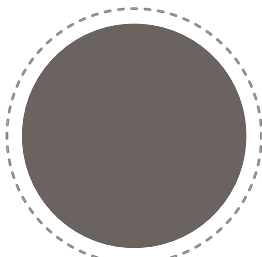
any

are

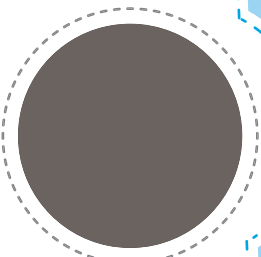
around



happy



sad



angry



mat

bag

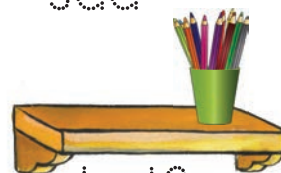
sad

bag



Let's talk

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



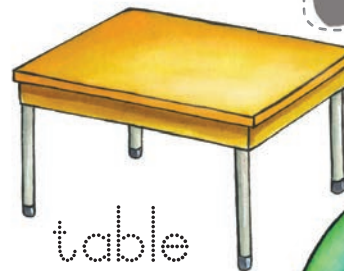
shelf



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.

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 _____.

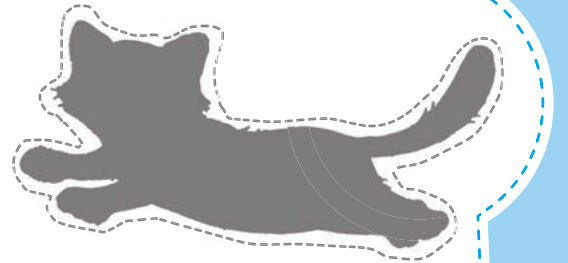
I feel _____.



Word work

Read the words and listen to the sounds

sad	bag	mat
hat	rat	cat



Listen and repeat

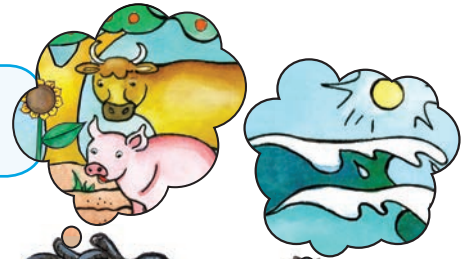
What did you do in the holiday?

I went to the sea.

I went to the zoo.

I went to my grandmother.

I went to the shop.



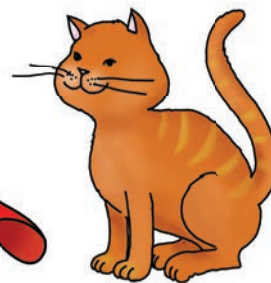
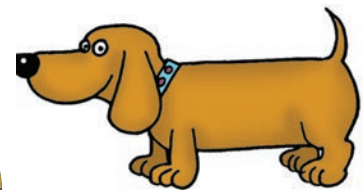
I went to _____



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.

run

medal

sit

goal

runs

kicks

sits

runs

2

3

4





Let's do

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

goal



sings



Word box

at

and

all



cup

hits

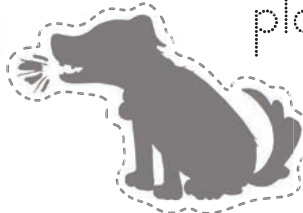


kicks



Let's talk

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



plays



barks



dances



Let's read

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



Let's write

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

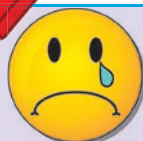


dance

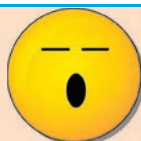
sing



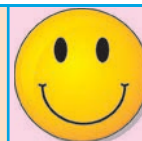
happy



sad



tired



proud

2

TEACHER: Sign

Date



Word work

Read the words and listen to the sounds.

sit

sing

see

socks

star

sun



Let's write

Rewrite the sentence in the open space.

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



Let's talk

Read the sentences aloud.

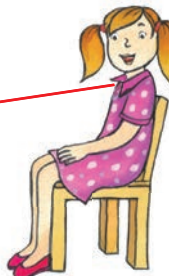
Draw a line from the sentence to the correct picture.

She sits.

He kicks.

She sleeps.

It sings.



She plays.

It barks.

He runs.

She dances.



Let's sing



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

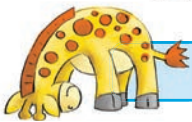


If you're happy and you know it stamp your feet.
 If you're happy and you know it stamp your feet.
 If you're happy and you know it
 and you really want to show it,
 if you're happy and you know it stamp your feet.



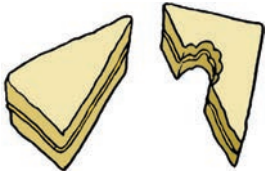
Note to teacher

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



Let's do

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



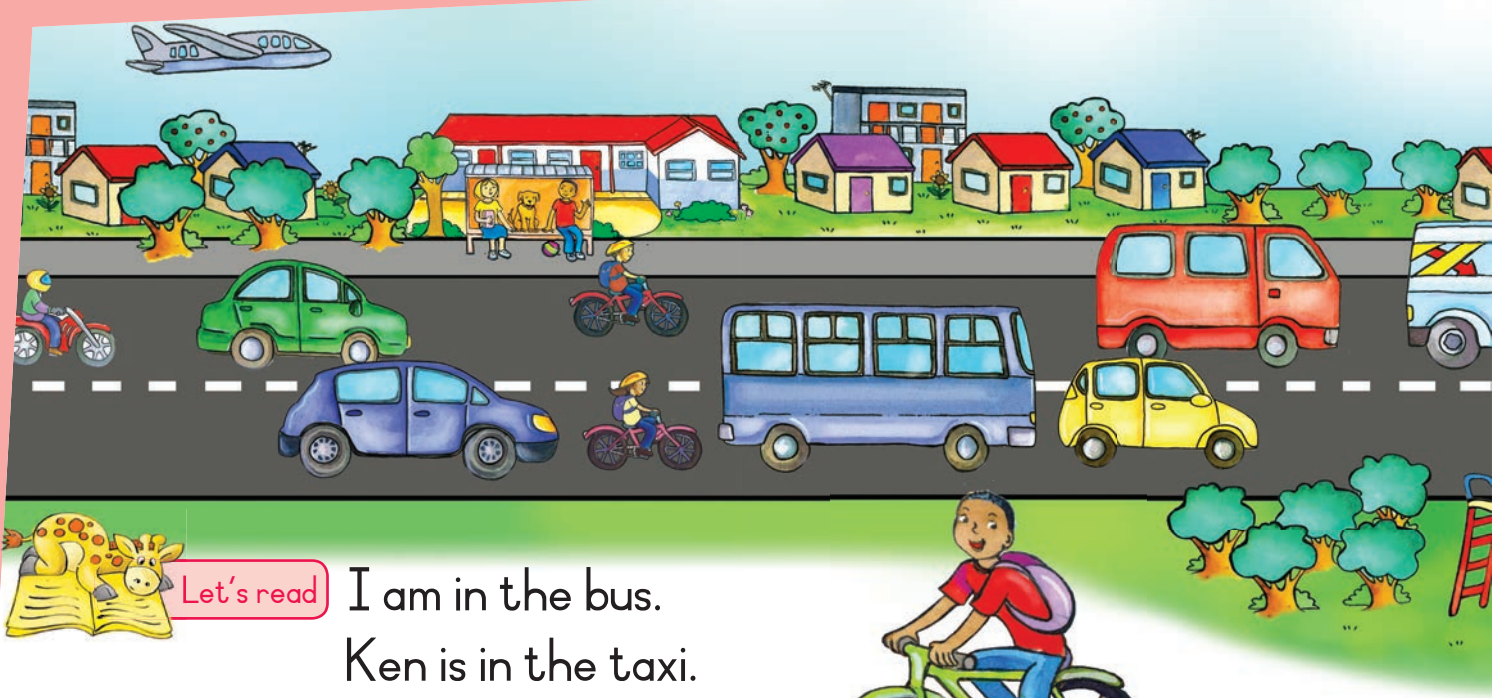
THEME 2. IT HAPPENS AT SCHOOL



5

We go to school by ...

Term 1 – Week 1-2



Let's read

I am in the bus.
Ken is in the taxi.
Sam rides a green bike.









bike



Let's talk

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

How many cars are there? 	How many trees can you see? 
How many bikes are there? 	How many aeroplanes are there? 
How many people are waiting for a bus? 	How many wheels are there? 



Let's write

Form these words.

Word formation activity for 'at':

- Letters: s, c, h, r
- Target word: **at**
- Example word: **sat**
- Three empty boxes for other words.

Word formation activity for 'en':

- Letters: t, d, p, h
- Target word: **en**
- Example word: **ten**
- Three empty boxes for other words.





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



plane



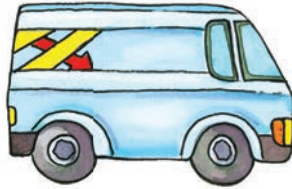
Word box

again

after

about

van



motorbike

train



taxi

bus stop

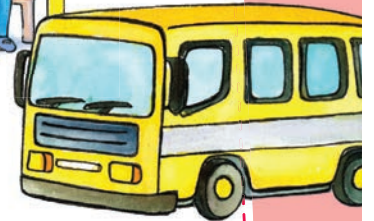


bus

car



bench

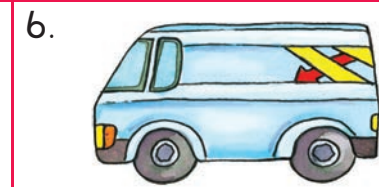


Let's talk

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



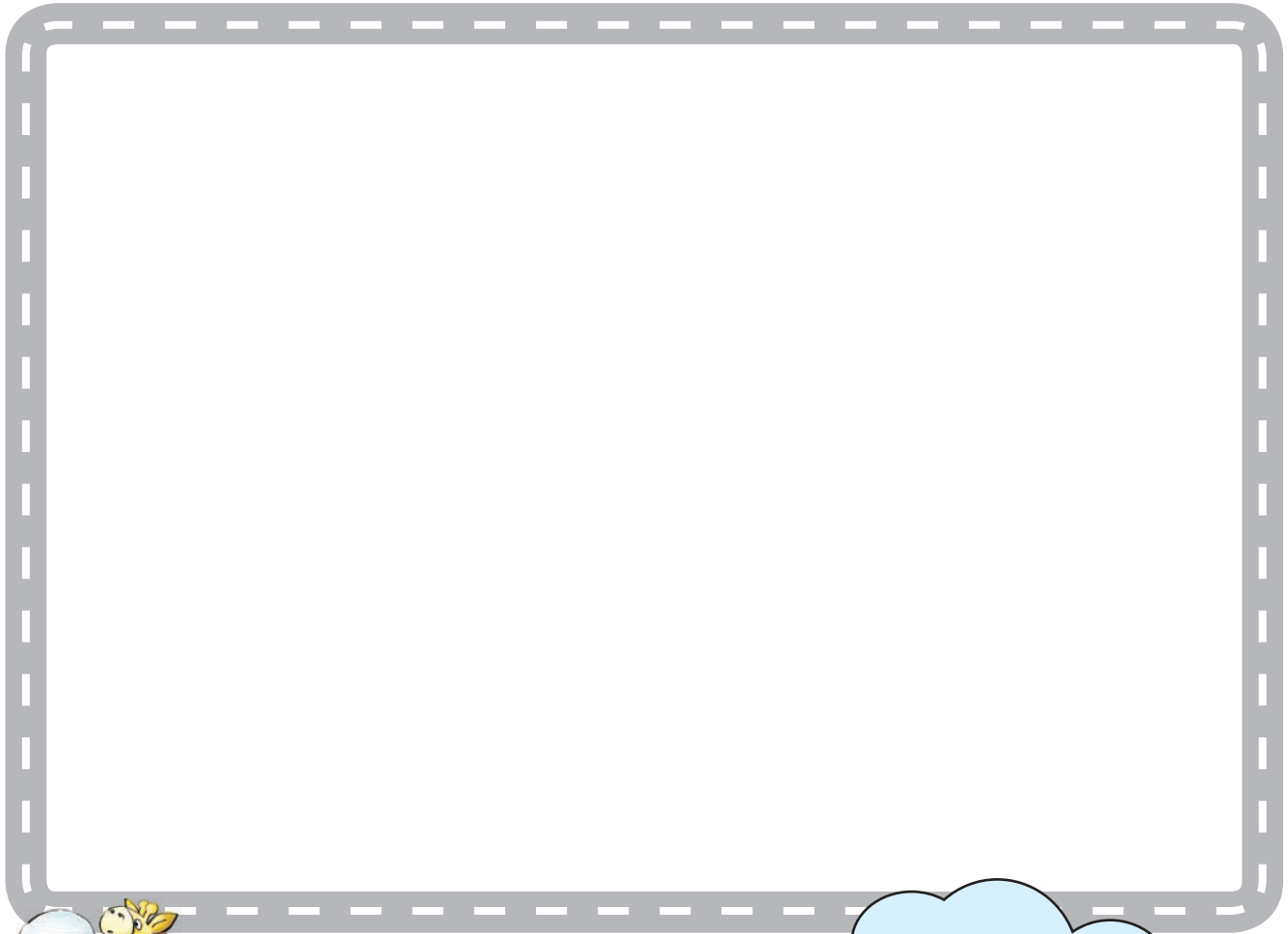
The car is going to the right.
The bike is going to the left.





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.

Blank box for writing a sentence about how you go to school.

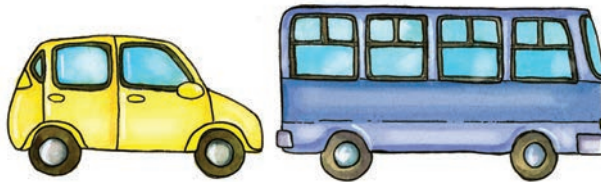
Write 1 sentence about how you go home from school.

Blank box for writing a sentence about how you go home from school.

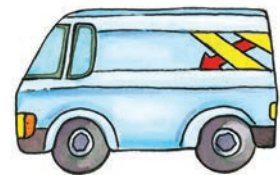


Fun

Draw a blue car in front of the bus.



Draw a bus behind the truck.



Draw a bike between the bus and the car.



Draw a bird on top of the bus.



TEACHER: Sign

Date

We eat at school



Let's talk

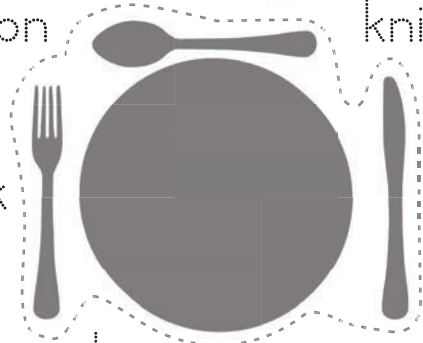
Look at the picture and talk about what the children are doing.

spoon

knife

fork

plate



cup

chicken

plate

banana



Let's do

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



cup

meat



Word box

any

are

around



pap



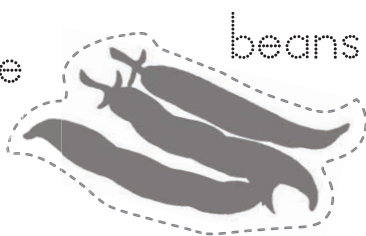
chicken



fruit



cheese



beans



bread



juice



Let's read

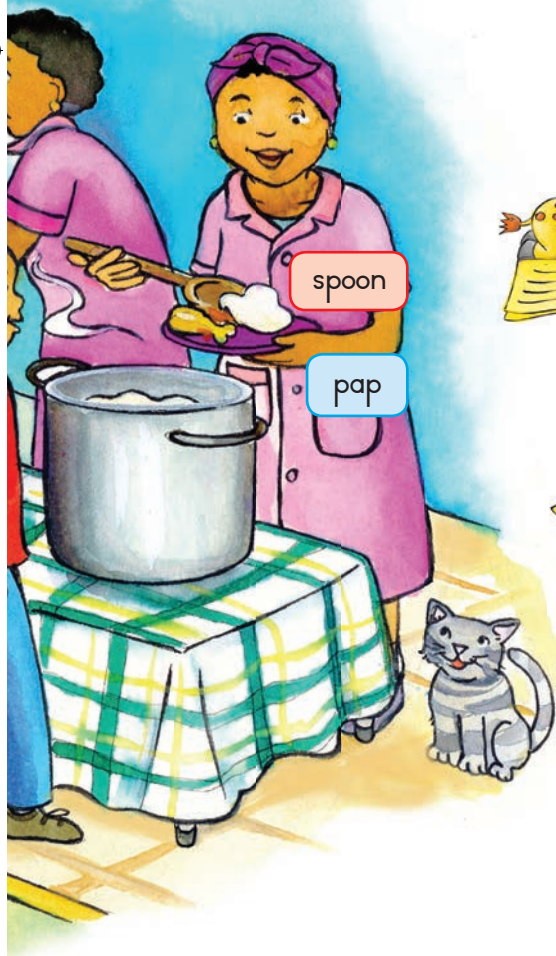
Every day we have lunch at school.

I eat pap and chicken.

I eat bananas.

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

We play after lunch.



spoon

pap



Word work

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

bat	bet	tan	ten	ban	Ben
mat	met	man	men	sand	send



Let's write

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

The children are happy.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
The children have sweets for lunch.	<input type="radio"/> Yes	<input type="radio"/> No
They play after lunch.	<input type="radio"/> Yes	<input type="radio"/> No
The dog is hungry.	<input type="radio"/> Yes	<input type="radio"/> No

TEACHER: Sign

Date

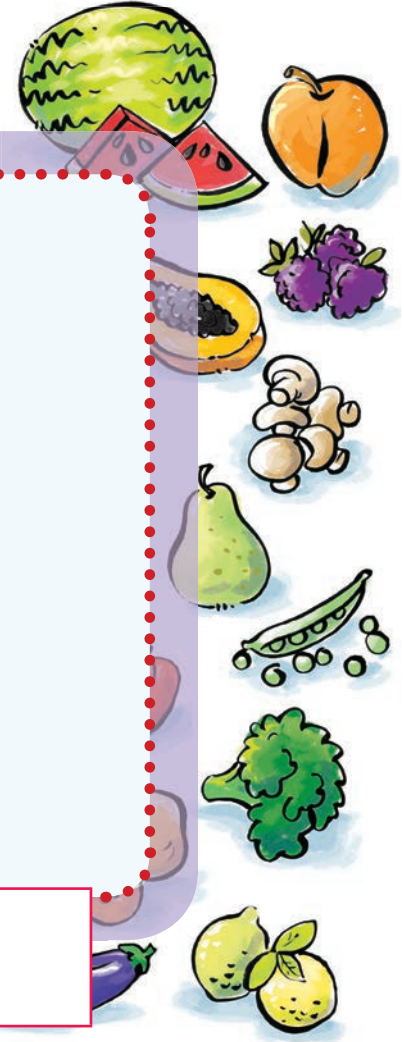
The food we eat



Let's do

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

My favourite food



Let's talk

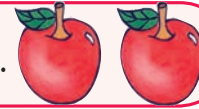
Tell your friend what your
favourite food is.



Listen and repeat



I like apples.



I like bananas.



I like fish.



I like meat.



I like chicken.





Walk and talk

Ask 5 friends what food they like to eat. Say:

What food do you like?



Word work

Read the words and listen to the sounds.

tap	tick	tin
top	tin	tea



Let's write

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



10

 t en



 t op



 t ap



 t ent



Let's write

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

meat

eggs

milk

tomatoes

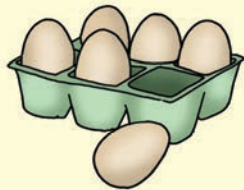
cake

chips

sweets

bread

fish



Complete these sentences.

I like

I don't like

TEACHER: Sign

Date



Listen and repeat

Whose pen is this?

It is my pen.

Whose book is this?

It is my book.

Whose jersey is this?

It is my jersey.



Walk and talk Point to 5 things and ask your friends.

Whose _____ is this?

It is my _____.

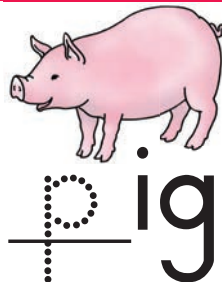
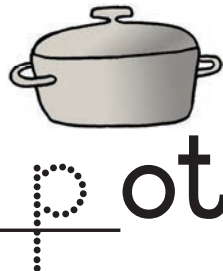
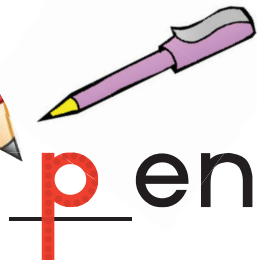


Let's write Now write answers to these questions.

What is your name?		What is your surname?	
Where do you live?			
Who is your friend?		When is your birthday?	



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





Word work

Read the words and listen to the sounds.

pot	pen	pan
post	pet	part



Word box

again

ask

always



Fun

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

Whose ball is this?

Whose pen is this?

This is Dan's ball.



Nomsa

Ken

Ann

Dan

Jabu



hat

ball

book

sweets

jacket

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



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



reading



climbing



How many chicks are there?
Where are the chicks? Use these words:

in front of on behind next to



eating



Let's talk



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

My own family




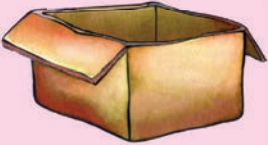




Listen and repeat

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?


<p>pen</p> 	<p>pig</p> 	<p>pan</p> 
 <p>box</p>	 <p>boy</p>	 <p>bed</p>




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



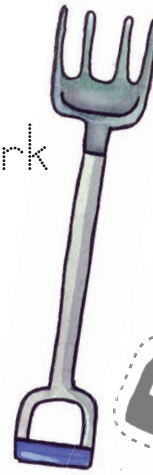


Let's talk

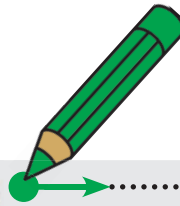
What things can you find in a garden?
Tell your friend what games you play in your garden.



fork

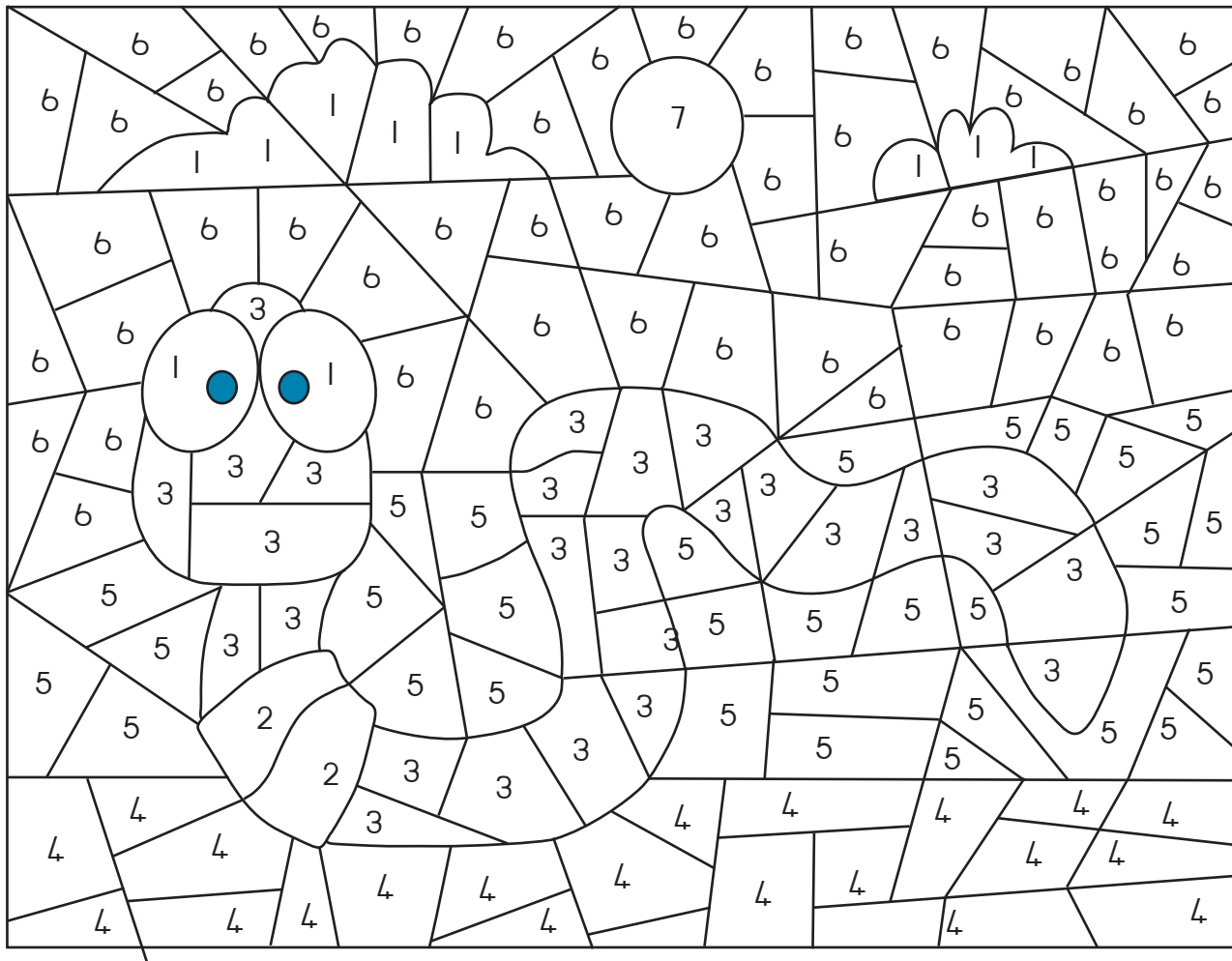


spade



Let's write

Colour the picture according to the numbers.

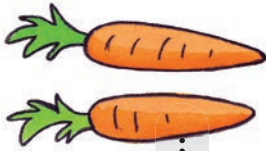




Fun

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

carrots



sun



watering can



hat



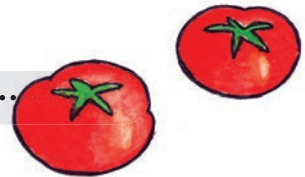
cabbage



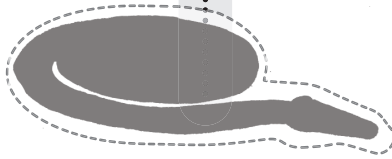
worm



tomatoes

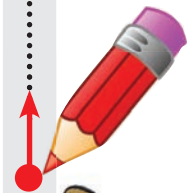


hosepipe



Let's write

Name 3 things you can find in your garden.



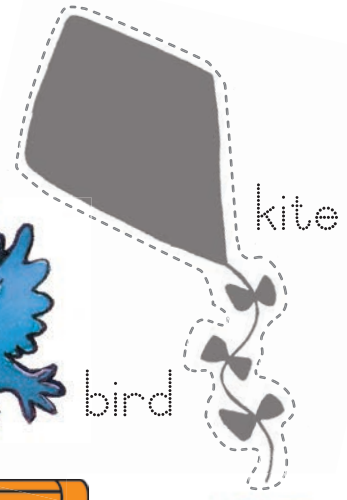
friends



TEACHER: Sign

Date

We go for a picnic



kite



bird



Let's talk

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



Let's do

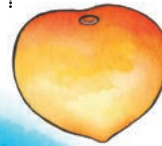
Find all the peaches in the tree.

How many are there? Colour them orange.

How many birds can you see? Colour them blue.



peach



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

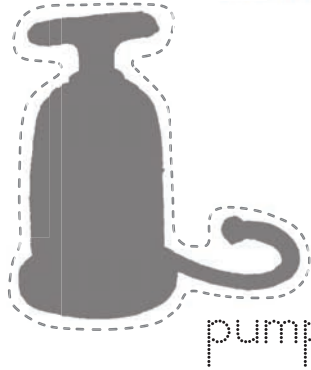
before



blanket



basket



pump



newspaper



dog



Let's talk

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

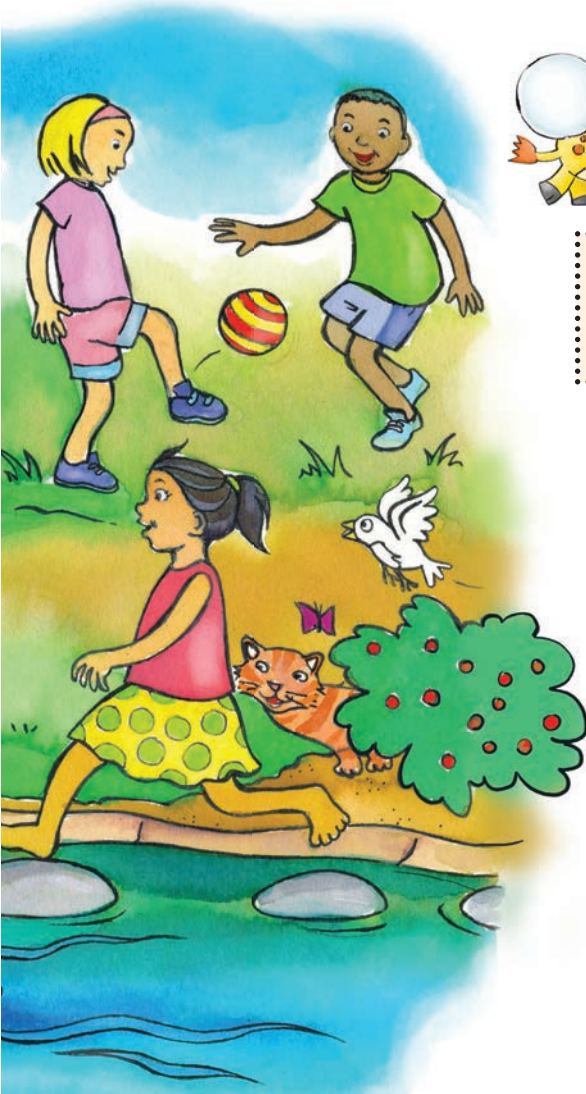


swimming



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.



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

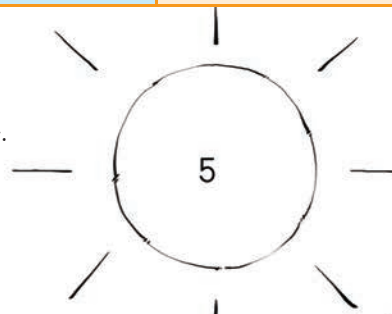
Fill in the missing letters to complete the words.

<p>__nk</p>	<p>t__n</p>	<p>p__n</p>	<p>p__g</p>
<p>__nsect</p>	<p>f__sh</p>	<p>__gloo</p>	<p>s__t</p>



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



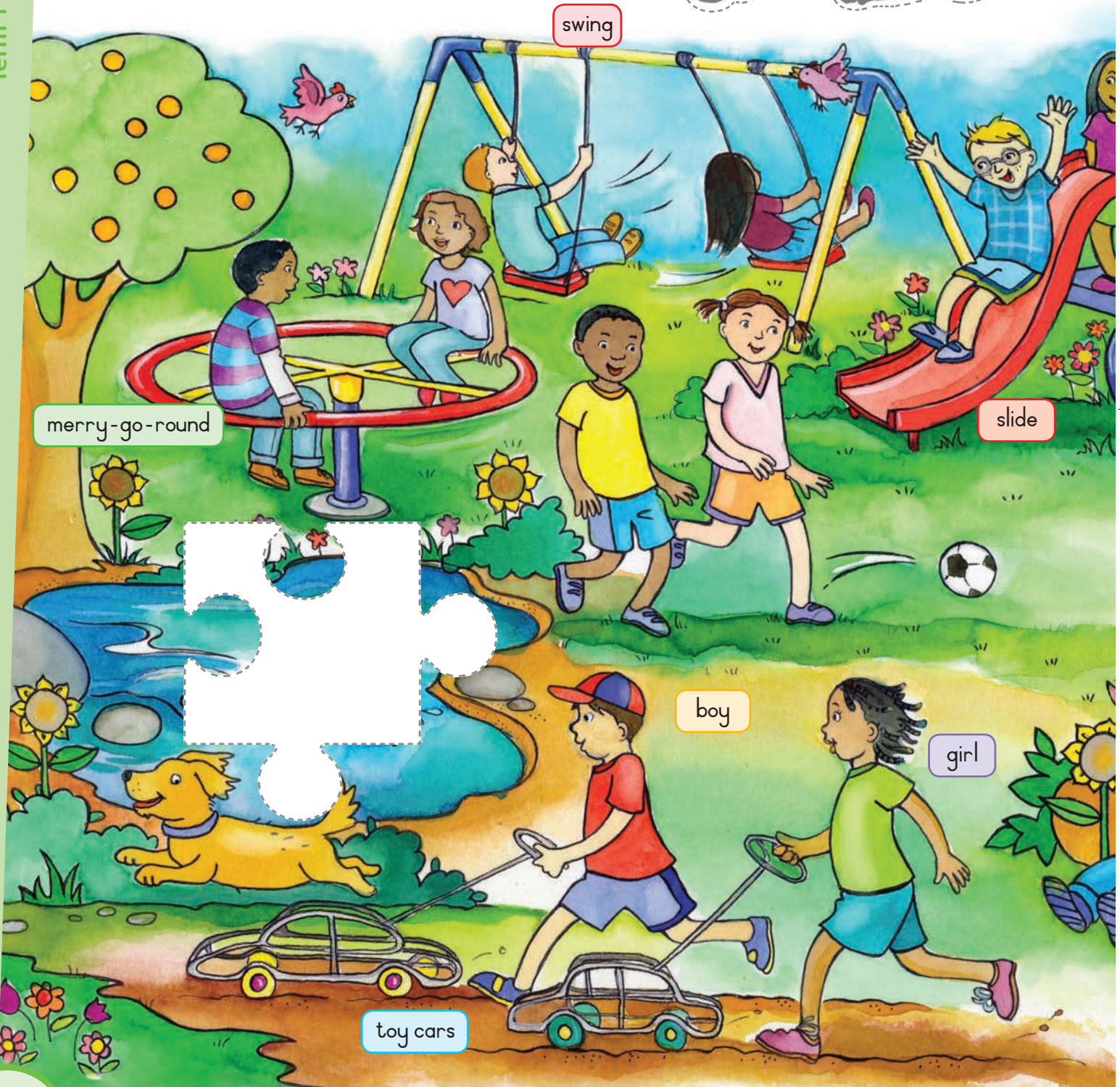
Term 1 – Week 6-10



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

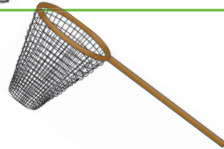


Write a sentence about your picture.

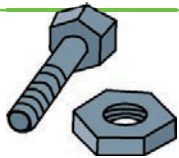


Let's write

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

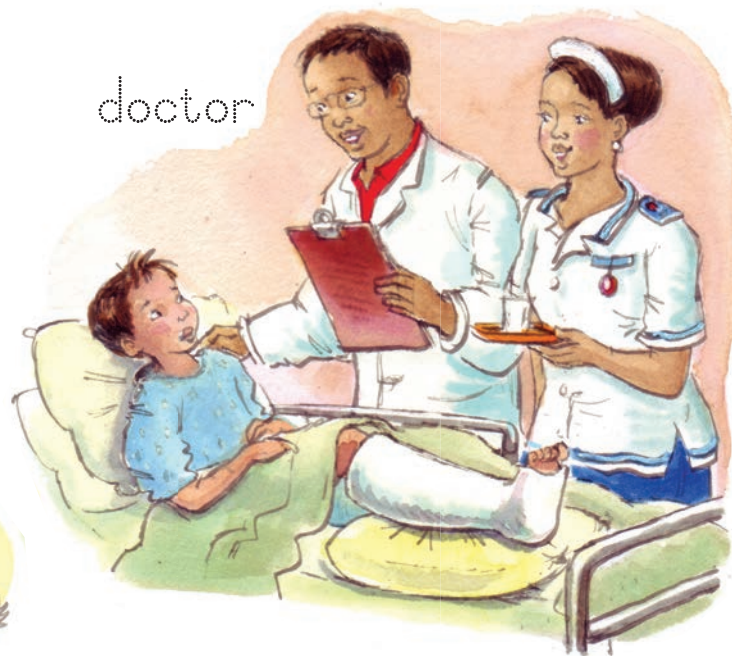


nurse



vet

doctor

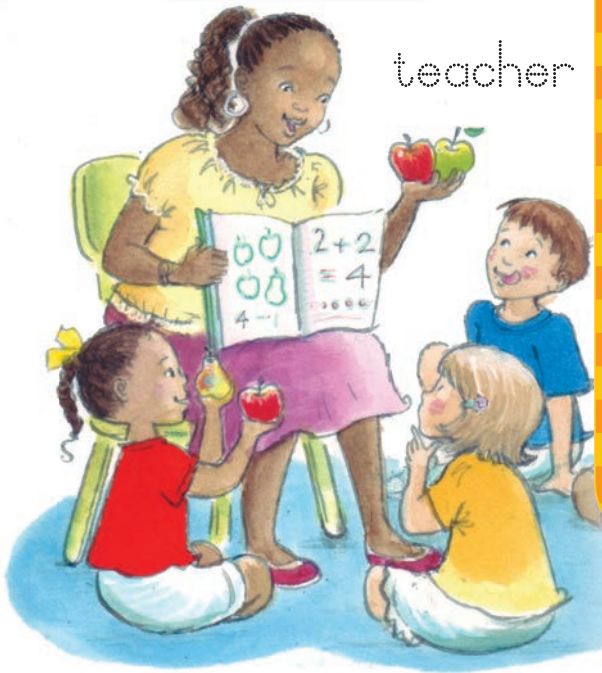




Trace and then say the word that belongs to the picture.



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



teacher

Large empty rectangular box with a dashed orange border for drawing and writing a caption.

Empty rectangular box for writing a caption.



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



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.



dan jumped out of the tree

*D*an jumped out of the tree.

did dan hurt his leg

don't jump dan



 milk



 moon



 ouse



 ealie



Let's talk

Say:

Whose are these?

These are Sam's socks.



Sam



Tim



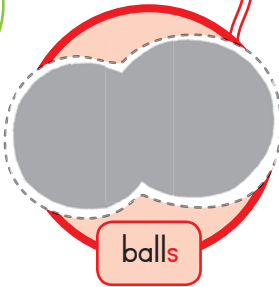
Pam



Nomsa



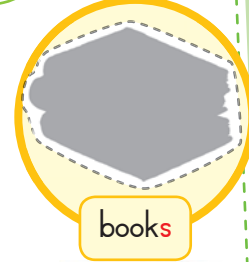
cats



balls



socks



books



Fun

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



TEACHER: Sign

Date



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





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



policeman



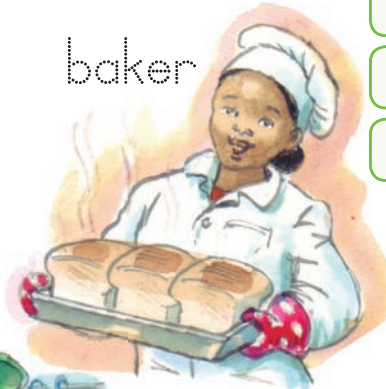
Word box

bring

brown

boy

baker



butcher



Let's talk



librarian

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



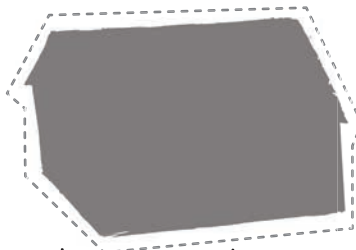
Let's read

Today we went to town.
 We went by bus.
 We saw lots of cars and taxis.
 We borrowed some books at the library.
 When it was late we went home.

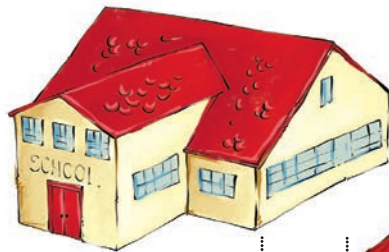


Listen and repeat

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



hospital



school



clinic

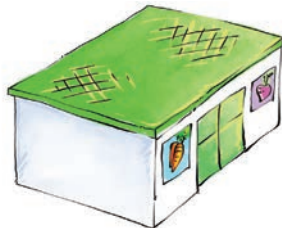


library

taxi rank



bus stop



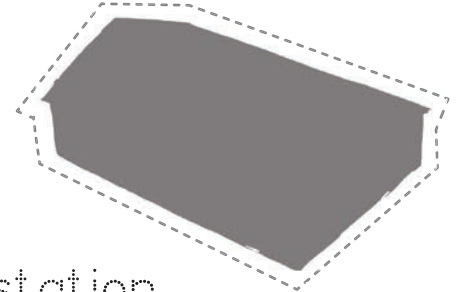
greengrocer



bakery

supermarket

pharmacy



station



butchery



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.

THEME 5. ANIMALS

21

The animal train



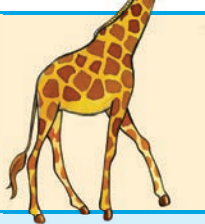






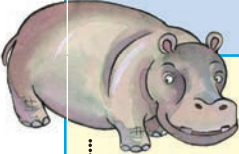




Term 2 – Week 1-5



Word work

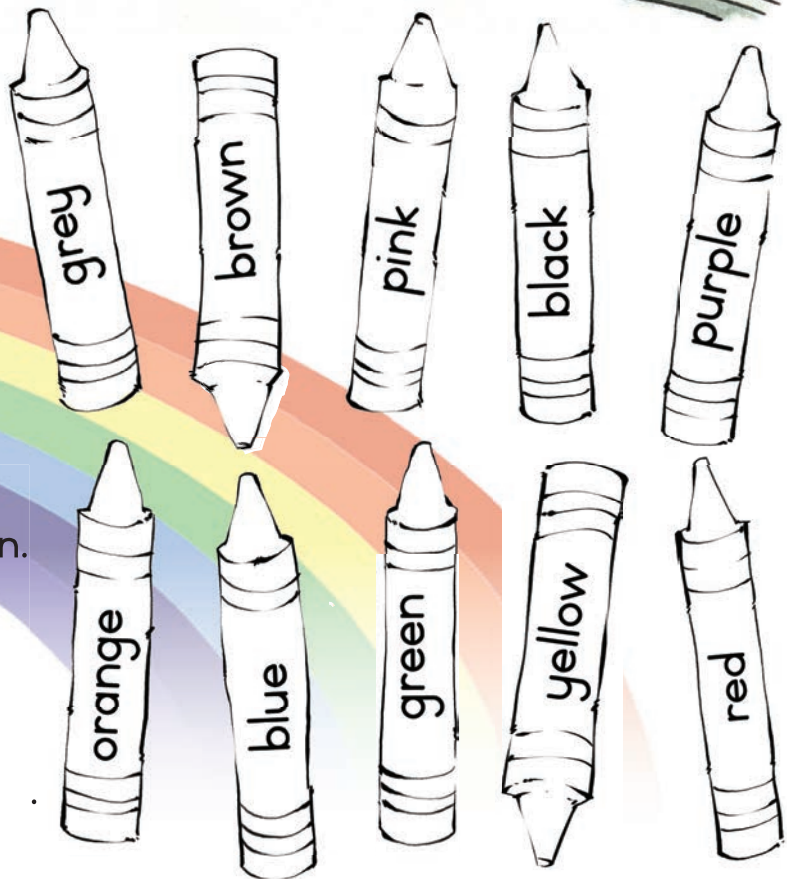
Trace the words, read the words and clap the sounds.

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



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.



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

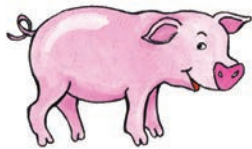
What is your favourite colour?

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



a

e













i

o

u



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

	bowl	bird	
	kennel	hippo	
	river	fish	
	hive	duck	
	nest	cat	
	pond	bee	



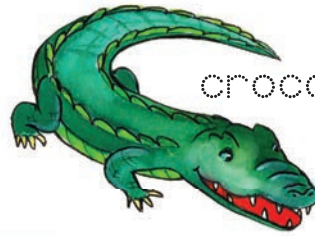
Look at the train on the opposite page and fill in the correct coach number.

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?	



Let's talk

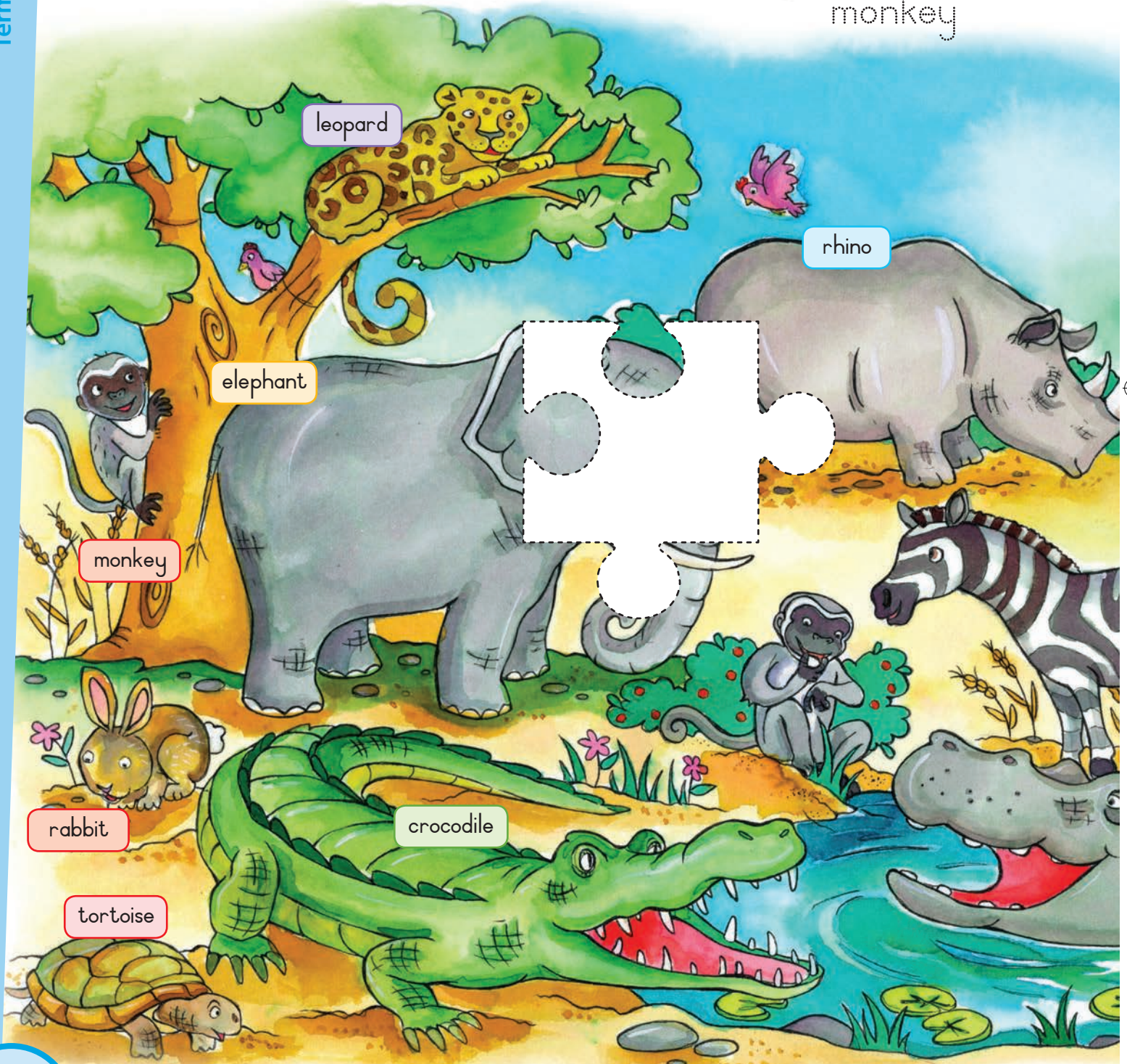
Look at the picture and talk about what you see.



crocodile



monkey



leopard

rhino

elephant

monkey

rabbit

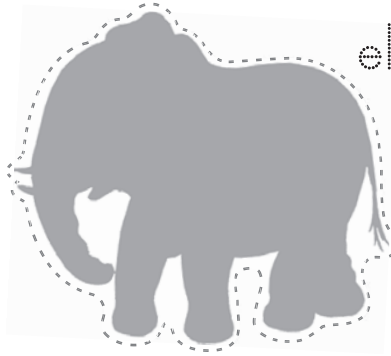
tortoise

crocodile



Let's do

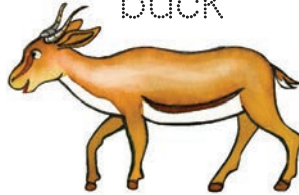
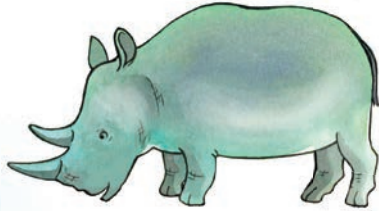
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.



elephant



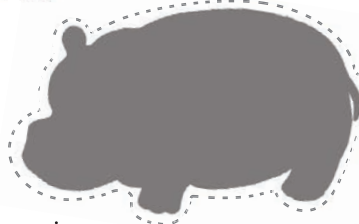
zebra



buck



leopard



hippopotamus



lion



giraffe

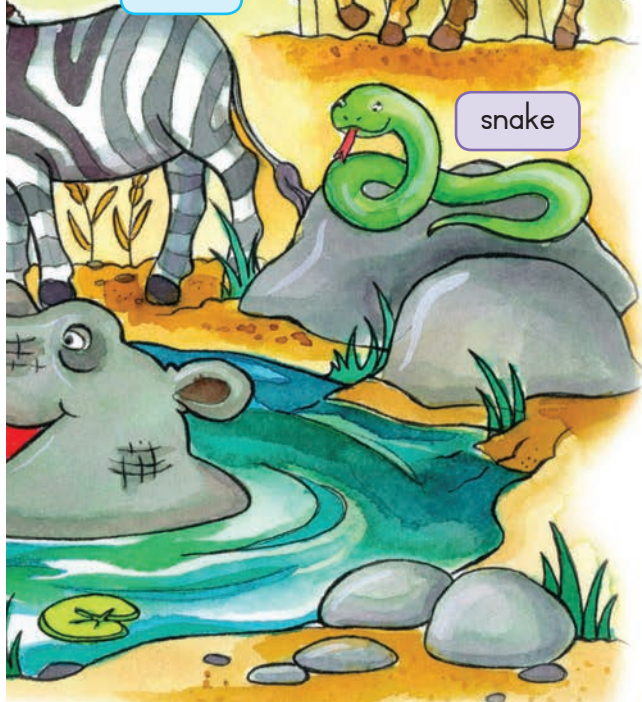


Let's talk

- 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



zebra

snake



Let's read

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



TEACHER: Sign

Date



Listen and repeat

giraffe

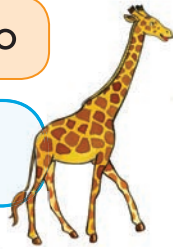
zebra

lion

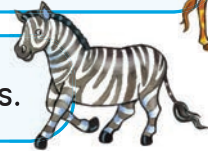
hippo



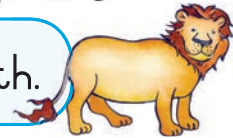
The _____ has a long neck.



The _____ has stripes.



The _____ has big teeth.



The _____ is fat.



Let's talk

Look back at the picture on the previous worksheet. Tell your friend where the monkeys are.



Let's write

Draw these pictures.



A brown crocodile

A green tree



Word work

Read the words and listen to the sounds.

hot	not	lot
on	socks	cobra



Let's write

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

- on
- in
- under
- in front of
- behind



The monkey is _____ the tree.



The monkey is _____ the car.



The monkey is _____ the hut.



The monkey is _____ the bush.



The monkey is _____ the tree.



Let's write

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



b _ o _ x



t _ o _ p



d _ o _ g



f _ o _ x

THEME 6. VISITING PLACES

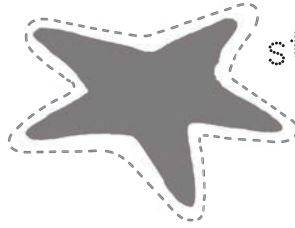
25

At the beach

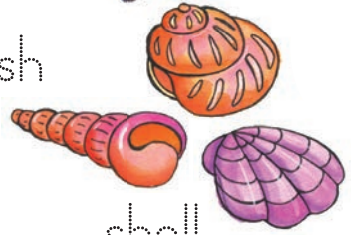


Let's talk

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



starfish



shell

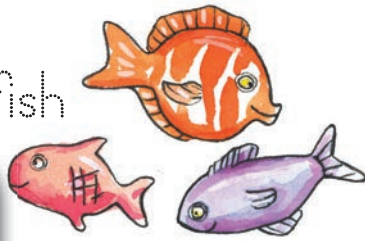




Let's do

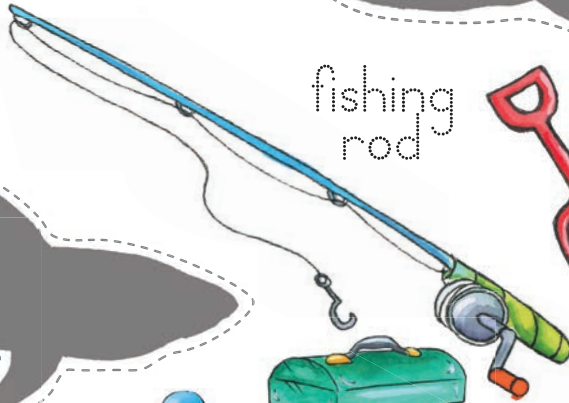
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.

fish



whale

fishing rod



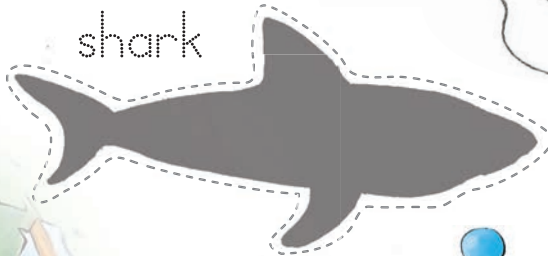
spade



bucket



shark



Fun

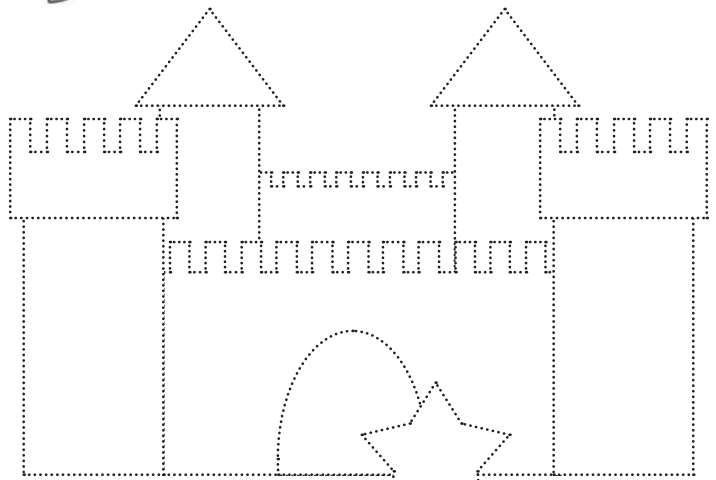
Complete the sandcastle and colour it in.



net



sandals

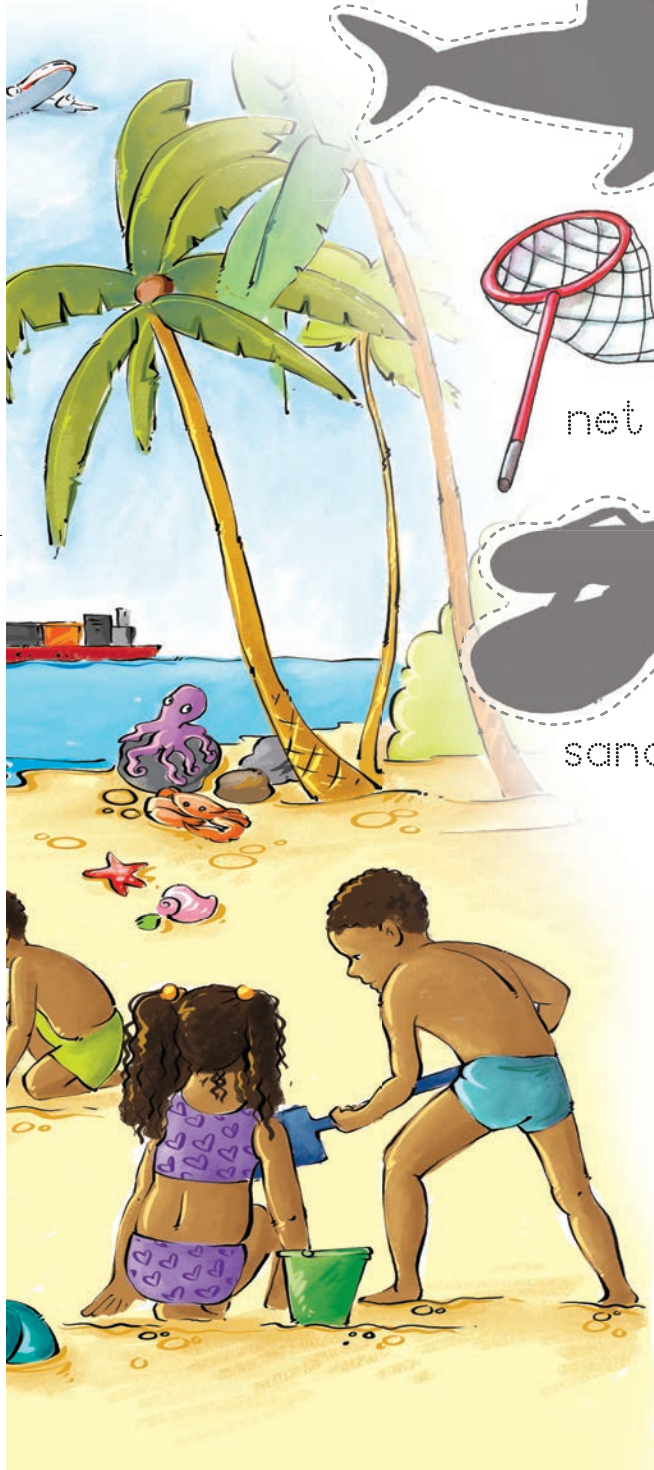


sand castle



Let's read

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



TEACHER: Sign

Date



Listen and repeat

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

Today

Yesterday

I am brushing my teeth.

Yesterday I brushed my teeth.

I am kicking the ball now.

Yesterday I kicked the ball.

I am walking to school now.

Yesterday I walked to school.

We are talking now.

Yesterday we talked.



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 ...

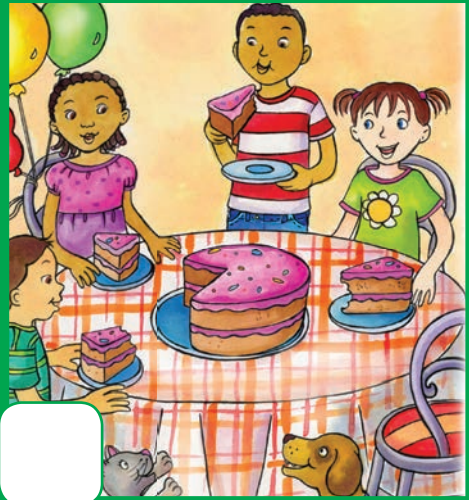


Now write a sentence about each picture.

1.

2.

3.



Now write a sentence about each picture.

1.

2.

3.

27 At the farm visiting Grandmother

Term 2 – Week 1-5

scarecrow



Let's talk

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

goat



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.



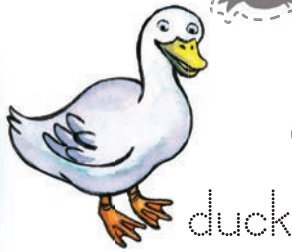
tractor



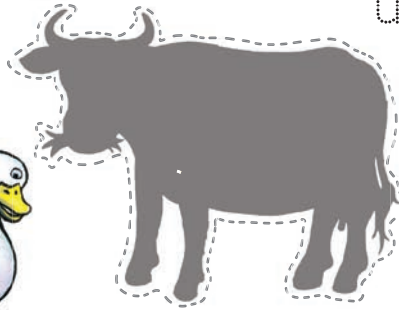
pot



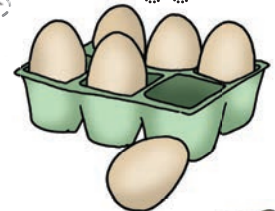
umbrella



duck



cow



eggs



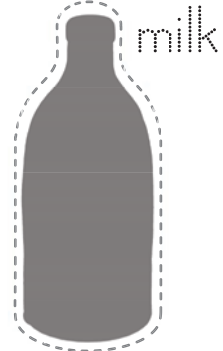
Let's talk

Point to the picture and ask your friend:

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



honey



milk



Let's read

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

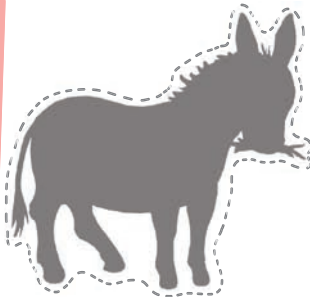
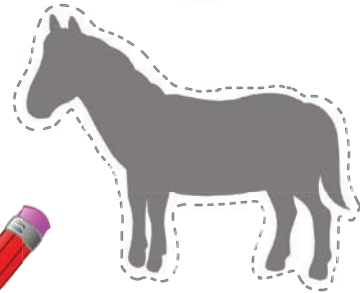




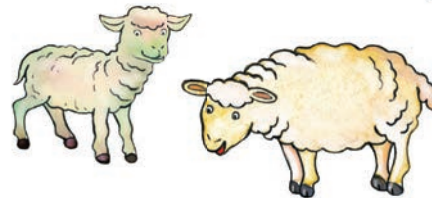
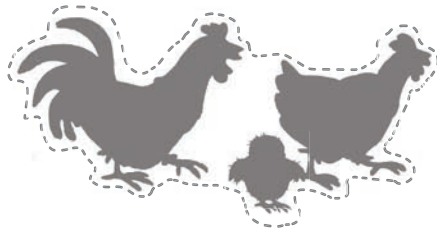
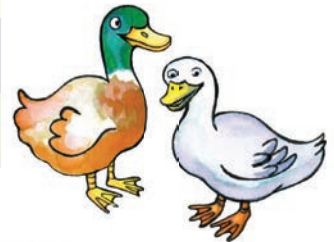
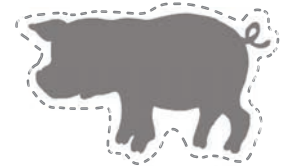
Let's do

How many farm words can you find?

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



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



Let's write

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

p _ e _ n

h _ o _ n

_ o _ gg


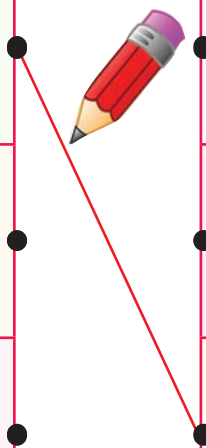







t _ o _ nt



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



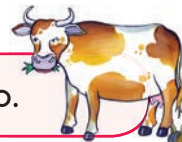
Listen and repeat



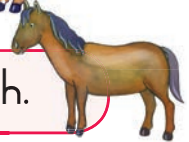
The chicks go cheep cheep.



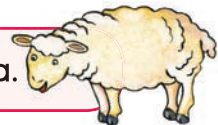
The cow goes moo moo.



The horse goes neigh neigh.



The sheep goes baa baa.



The bees go buzz buzz.

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

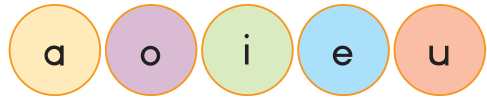
Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

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

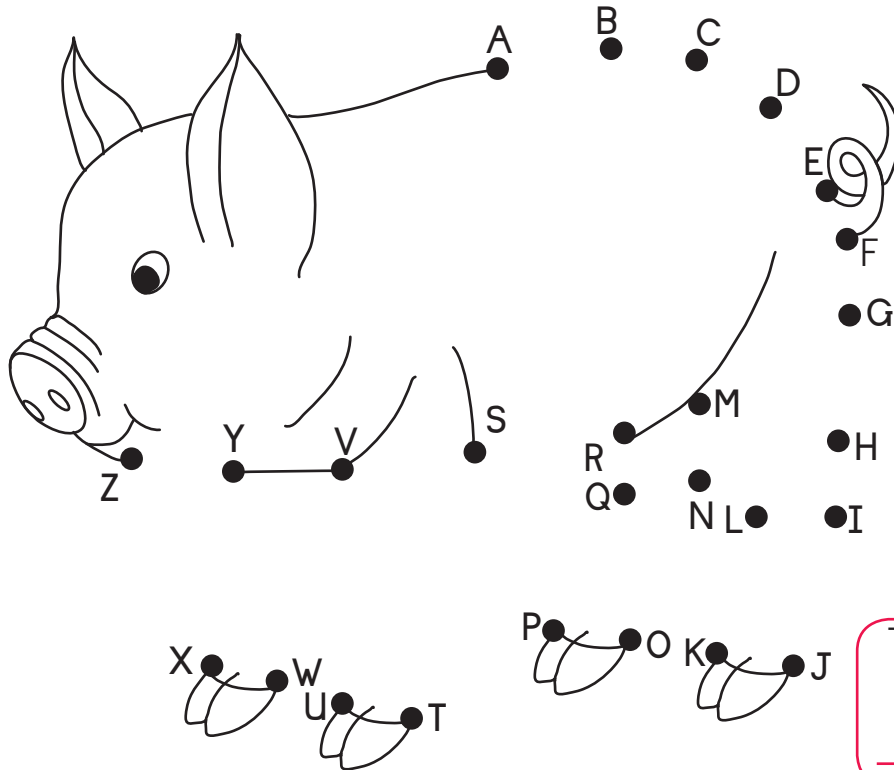


t _ _ n
 s _ _ n
 h _ _ t
 m _ _ t
 l _ _ g



Let's write

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



This is a _____

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



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



Let's write

Answer the questions.

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		



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



wake up



sun



swing



play

go to
school

eat lunch



Let's read

I wake up in the **morning**.

Then I go to school.

I come home in the **afternoon**.

Then I play with my friends.

I eat supper at **night**.

Then I go to sleep.



Let's talk

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



Let's do

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



stars



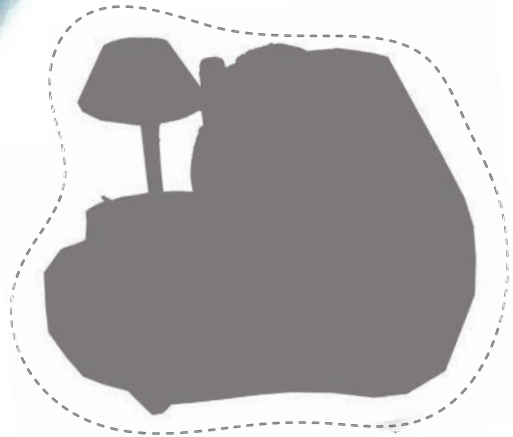
moon



owl



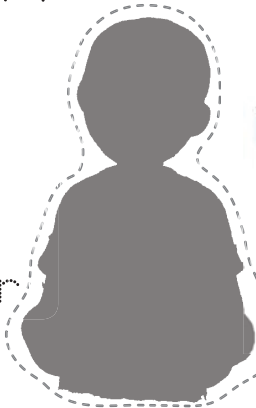
watch TV



go to sleep



eat
supper



sleep



Let's talk

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

	morning	afternoon	night
1			
2			

TEACHER: Sign

Date



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	

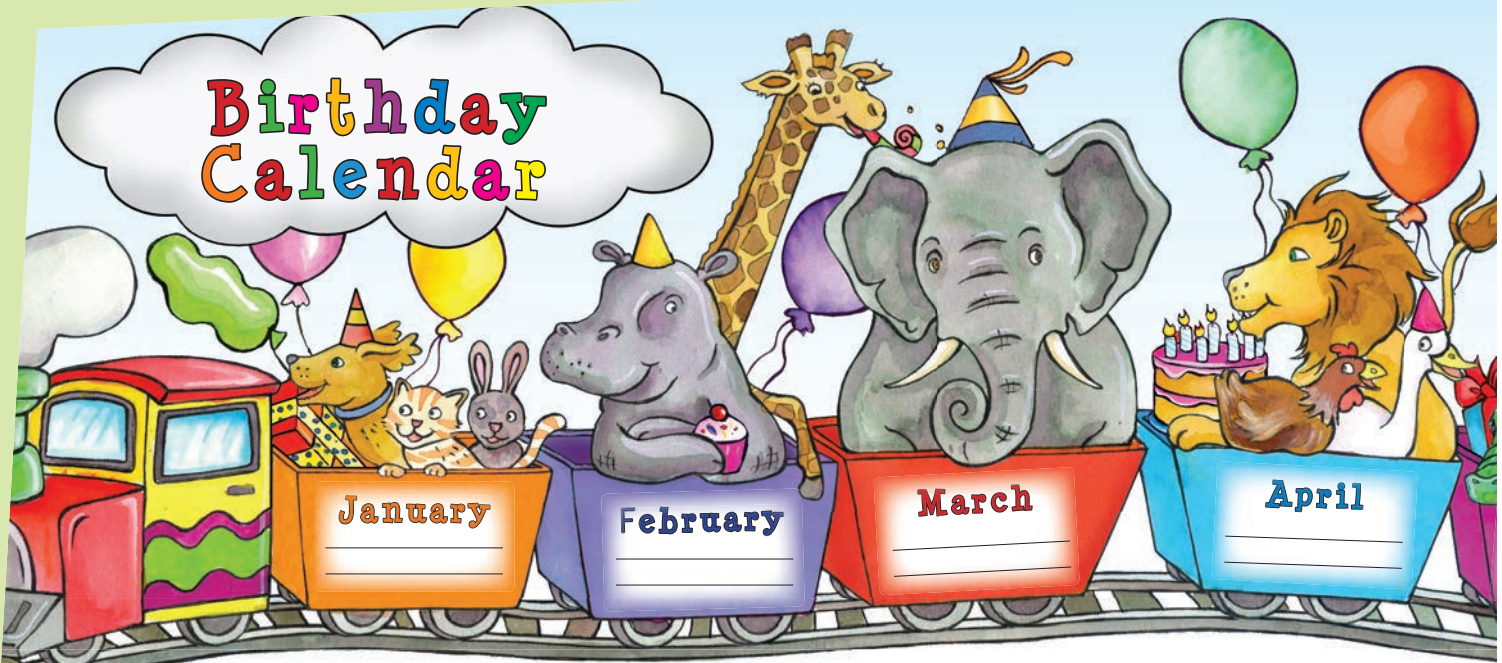
THEME 8. BIRTHDAYS AND SEASONS

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.



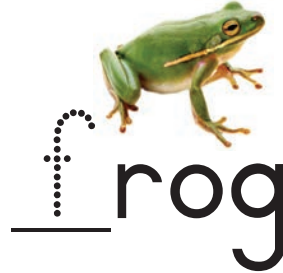
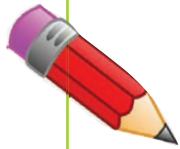
Let's read

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.





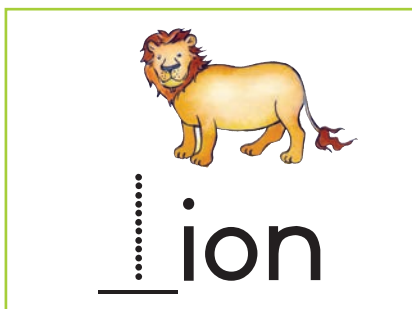
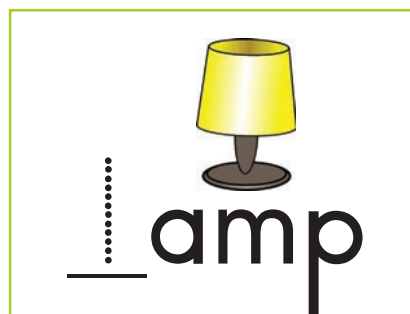
Let's read

I am seven years old today.
My friends came to my party.
I like my presents.



Let's write

Fill in the letters in the spaces so that it makes a word to match a picture.





Word work

Read the words and listen to the sounds.

let	long	love	lost
live	doll	ball	bell



Let's talk

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



wash a pot

It takes a long short time.




go to school

It takes a long short time.




brush my teeth

It takes a long short time.



sleep

It takes a long short time.



eat a sandwich

It takes a long short 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 _____.

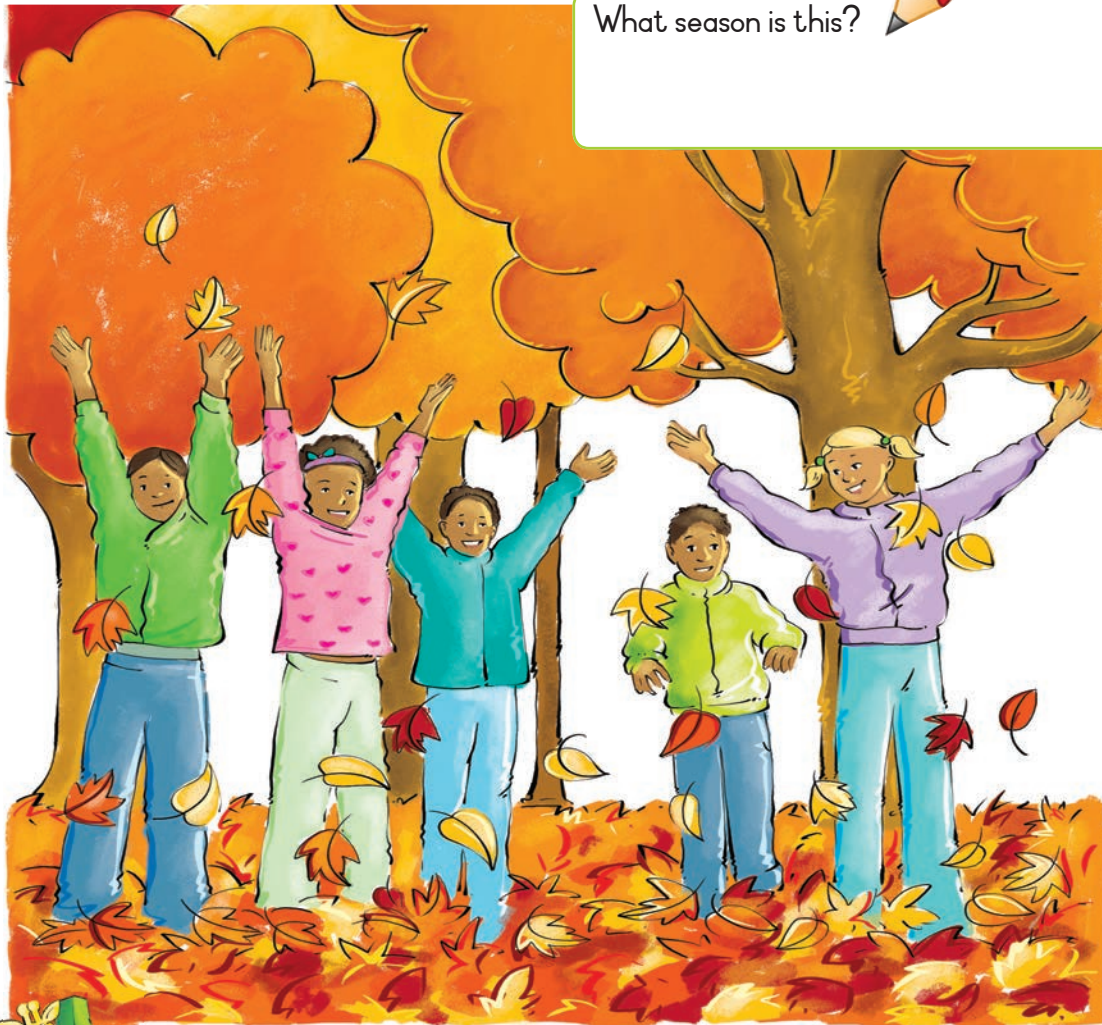


Let's talk

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 children are there in both pictures?	
How many chicks are there?		How many children are wearing green jackets?	
How many frogs are there?		How many pink flowers are there?	

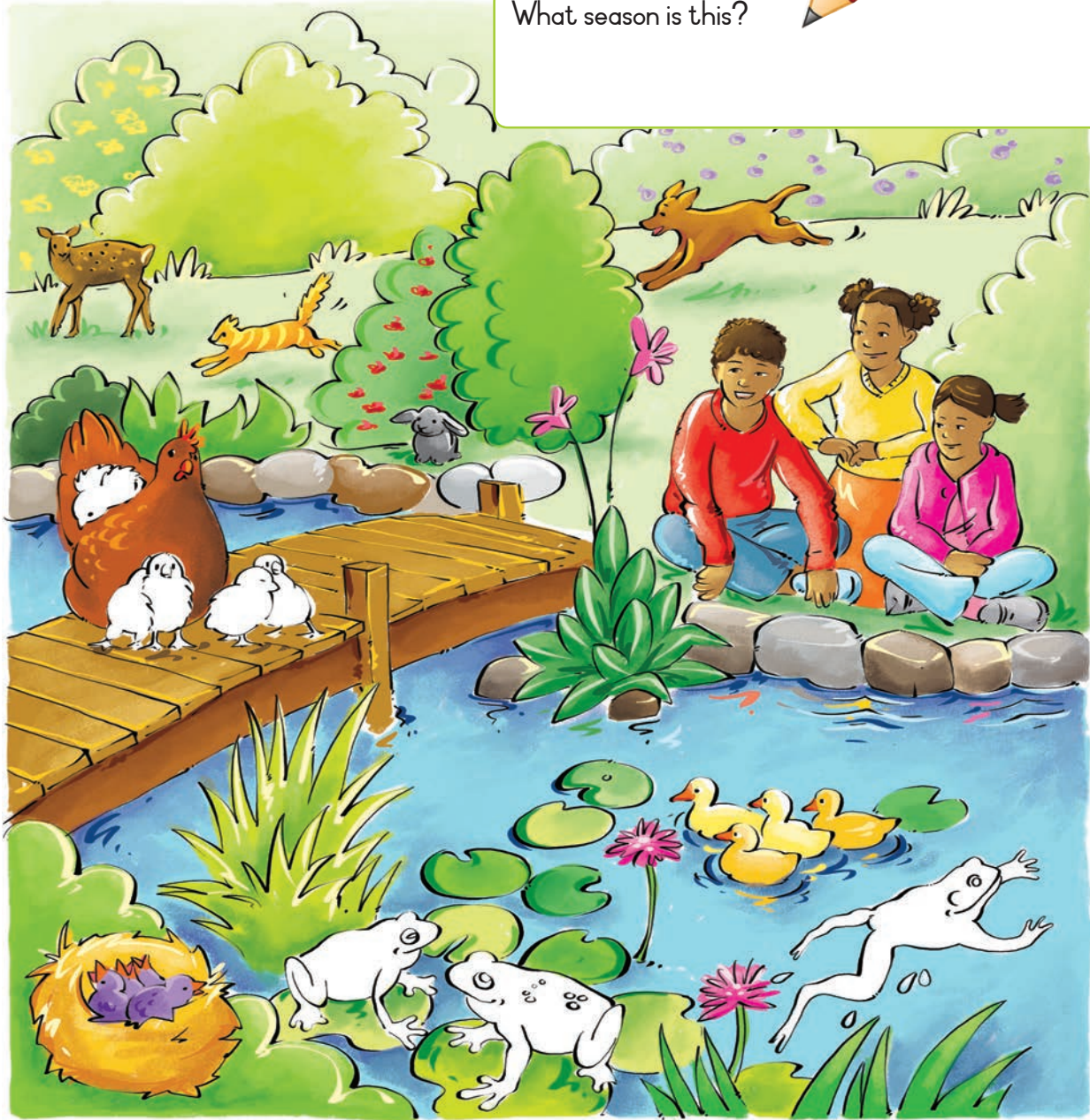


Let's do

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



It is cold.
Can I have a jersey?

It is cold.
Can I have a hat?

It is cold.
Can I have some tea?

What season is this?

Let's write

Rewrite these sentences using the correct punctuation.



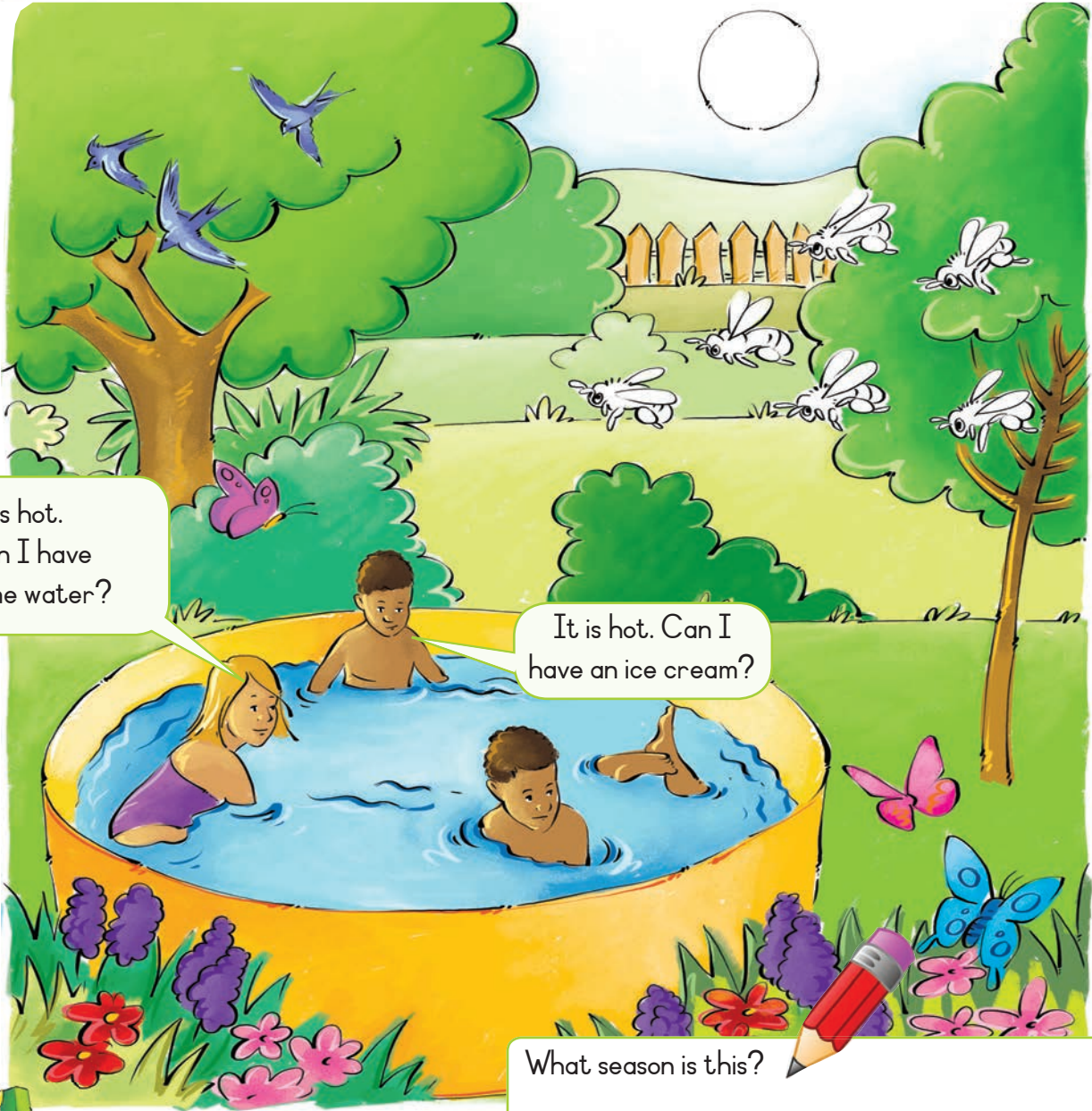
can i swim

i have a hat

don't touch the fire



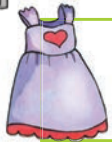
Let's do Colour the sun and the bees yellow.



What season is this?



Let's write Fill in either **this** or **these**.



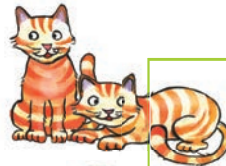
_____ is a dress.



_____ are dresses.



_____ is a cat.



_____ are cats.



_____ are boys.



_____ is a boy.

TEACHER: Sign _____

Date _____



Let's talk

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

spring



summer



autumn



winter



sunshine



Let's do

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



hot day



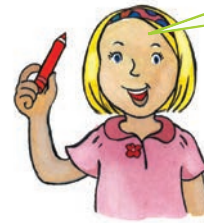
sandals

sandals



Word work Read the words and listen to the sounds.

cake	coke	bike	best	tusk
make	joke	hike	vest	duck



This is my pen.



Let's write Use these word work words to fill in the gaps to match the pictures.

this these



_____ is a jersey.



_____ is a jacket.



_____ are shoes.



_____ are hats.



Let's do

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


- sandals
- swimming costume
- jersey
- shorts
- leggings
- t-shirt
- trousers
- hat
- shoes
- sun hat
- scarf
- cap

snow

cold day



scarf



My dictionary

A a

N n

B b

O o

C c

P p

D d

Q q

E e

R r

F f

S s

G g

T t

H h

U u

I i

V v

J j

W w

K k

X x

L l

Y y

M m

Z z

STICKERS



3



6



7



5



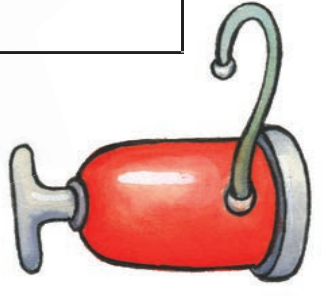
11



14



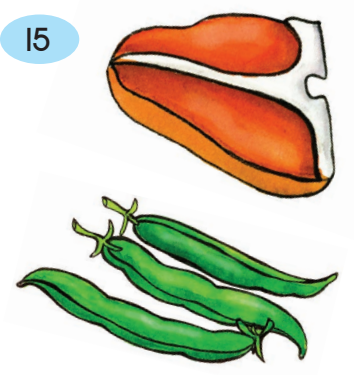
25



26



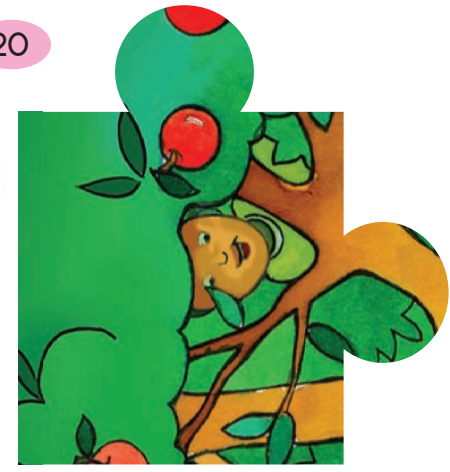
27



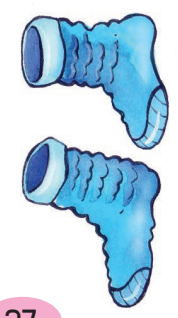
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20



37



37



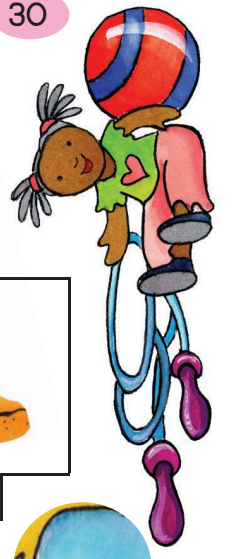
24



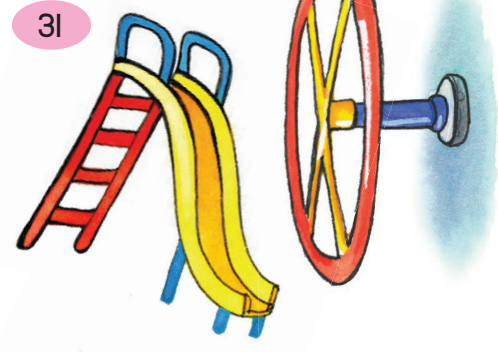
21



30



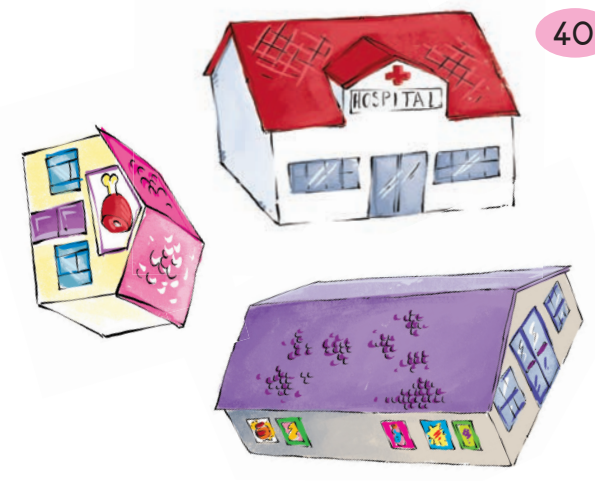
38



31



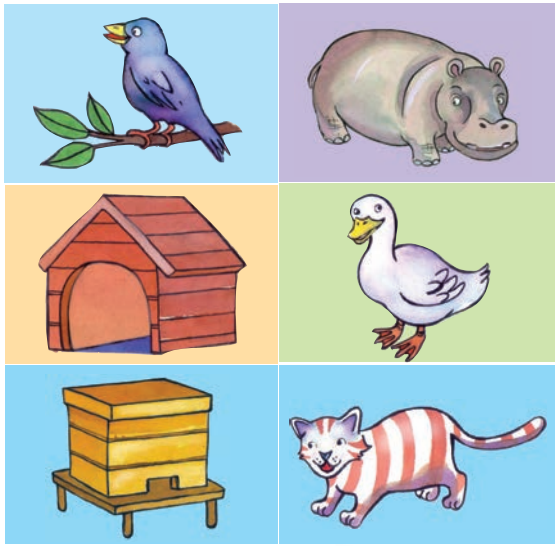
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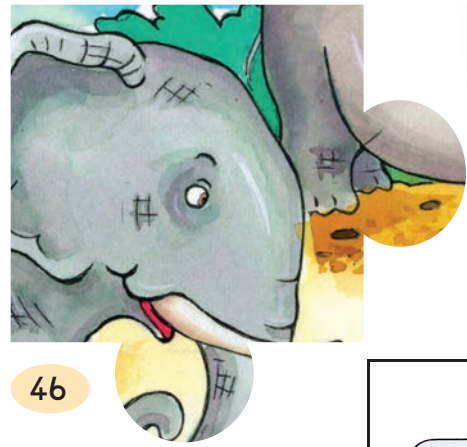
40



42



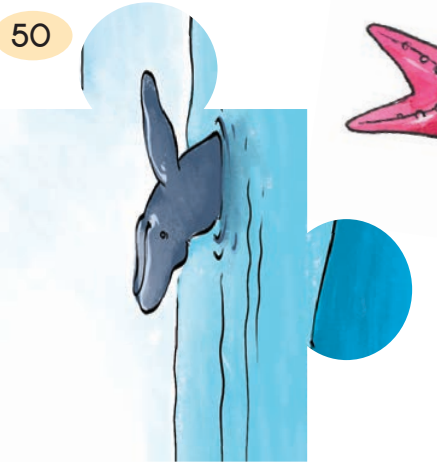
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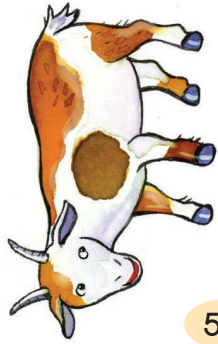
46



55



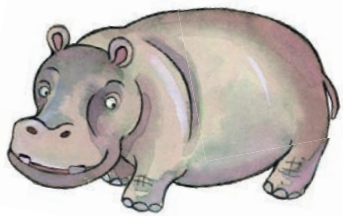
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54



47



56



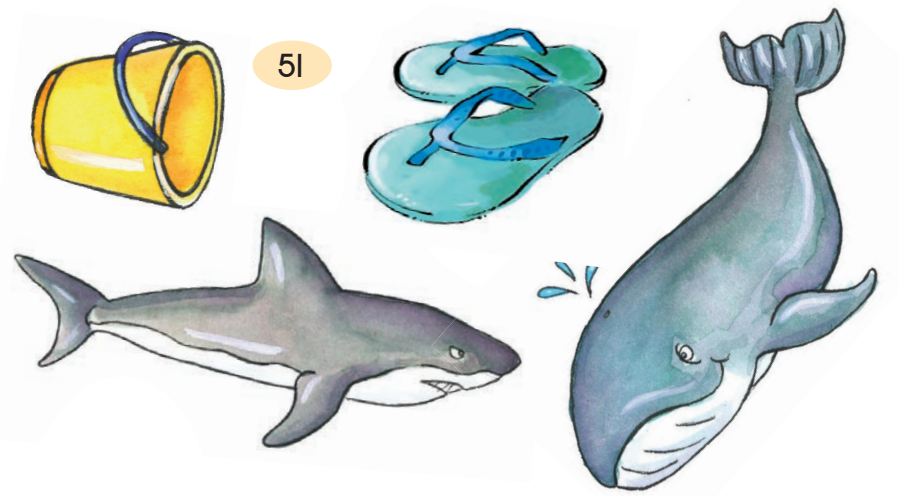
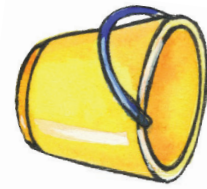
57



60



51



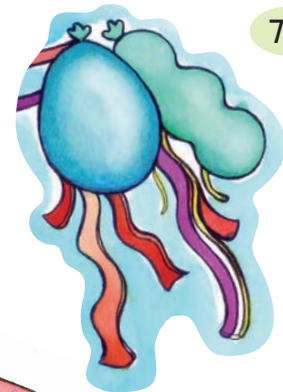
64



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