

English First Additional Language Grade 1

By:
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Online:

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 English with Kitty (Beacon Readers)¹

1.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.1.2 English with little Kitty

1.1.3 EDUCATOR SECTION

1.1.4 Memorandum

1.1.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

1.1.5.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

"Funny little Kitty Cat" tells the story of Little Kitty finding her body parts – eyes, paws, ears, nose, mouth and with Mother Cat's help determines what they are used for.

The pictures are shown in sequence to enable learners to retell the story in sequence.

With a variety of rhymes and activities basic vocabulary of the body, counting, colours and forms of greetings are learnt. Sentences with a frame, "I can . . ." are repeated and initial verbs such as swim, hop, walk, run are introduced.

¹This content is available online at <<http://cnx.org/content/m24347/1.1/>>.

1.1.5.2 Integration of themes

- Social Justice

As we consider our body parts, questions about disabled people can arise. There should be no discrimination made between them and others. (Inclusively)

- Human rights

The child must be protected in the home and school environment and dangers that occur when children have to cross busy roads, must be addressed.

- A Healthy environment

Must be established with learners respecting and protecting nature.

- Learners acquire an additional language – in this case – English, mainly through listening and later through repeating words and phrases. It is therefore important that much repetition will take place as well as constant revision of the vocabulary to which learners are being exposed. The story, Funny Little Kitty pages 1 and 2, should therefore be told over and over for the learners to become familiar with the words and phrases used.
- The story can be told while learners look at the picture on page. This picture can also be used to encourage them to talk and use the new language. They can also follow the story and join in with the educator.
- To make the dialogue interesting, the educator can make simple finger puppets or pictures on sticks for puppets. Learners, who want to speak English and have the confidence, can take turns to be the characters in the story. Miming and acting can also be used to encourage understanding etc.
- After much practice the learners can retell the story.
- Sing songs: Twinkle Twinkle; Heads and Shoulders.
- Say rhymes: See learning unit.
- Greet your learners in English regularly.

1.1.6 LEARNER SECTION

1.1.7 Content

1.1.7.1 Funny Little Kitty Cat (Beacon Readers)

One day funny little Kitty Cat ran to Mummy and said, “Look, Mummy, I have found my two little eyes. What can I do with my two little eyes?”

“Oh, you funny little Kitty Cat,” said Mummy.

“You can see with your two little eyes.”

“I can see with my two little eyes. I can see the tree and four apples. I can see YOU, Mummy!” said little Kitty Cat.

“Mummy, Mummy! I have found my two little ears. What can I do with my two little ears?” said little Kitty Cat.

“Oh, you funny little Kitty Cat,” said Mummy.

“You can hear with your two little ears.”

“I can hear with my two little ears. I can hear a bird and the cars go by. I can hear YOU, Mummy!” said little Kitty Cat.

“Mummy, Mummy! I have found my one little nose. What can I do with my one little nose?” said little Kitty Cat.

“Oh you funny little Kitty Cat,” said Mummy. “You can smell with your one little nose.”

“I can smell with my one little nose. I can smell a rose and an apple pie. I can smell YOU, Mummy!” said little Kitty Cat.

“Mummy, Mummy! I have found my four little paws. What can I do with my four little paws?” said little Kitty Cat.

“Oh you funny little Kitty Cat,” said Mummy.

“You can run with your four little paws.”

“I can run with my four little paws. I can run up the tree and I can run to my basket. I can run to YOU, Mummy,” said little Kitty Cat.

“Mummy, Mummy! I have found my one little mouth. What can I do with my one little mouth?” said little Kitty Cat.

“Oh you funny little Kitty Cat,” said Mummy. “You can eat with your one little mouth.”

“I can eat with my one little mouth. I can eat my fish and I can eat a MOUSE!” said little Kitty Cat.

And so he did!

How well did you listen? The educator will ask the learners questions about the story, which require one or two word answers, e.g.

1. Who is the story about?
2. What can Little Kitty Cat do with his two little eyes? What can you do with your two little eyes?
3. Ears? Paws? Nose? Mouth?

LO 1.1.1	LO 1.1.2	LO 1.1.5	LO 1.5
----------	----------	----------	--------

Table 1.1



Figure 1.1

LO 1.1.5	LO 2.7
----------	--------

Table 1.2

1.1.7.2 Funny Little Kitty Cat

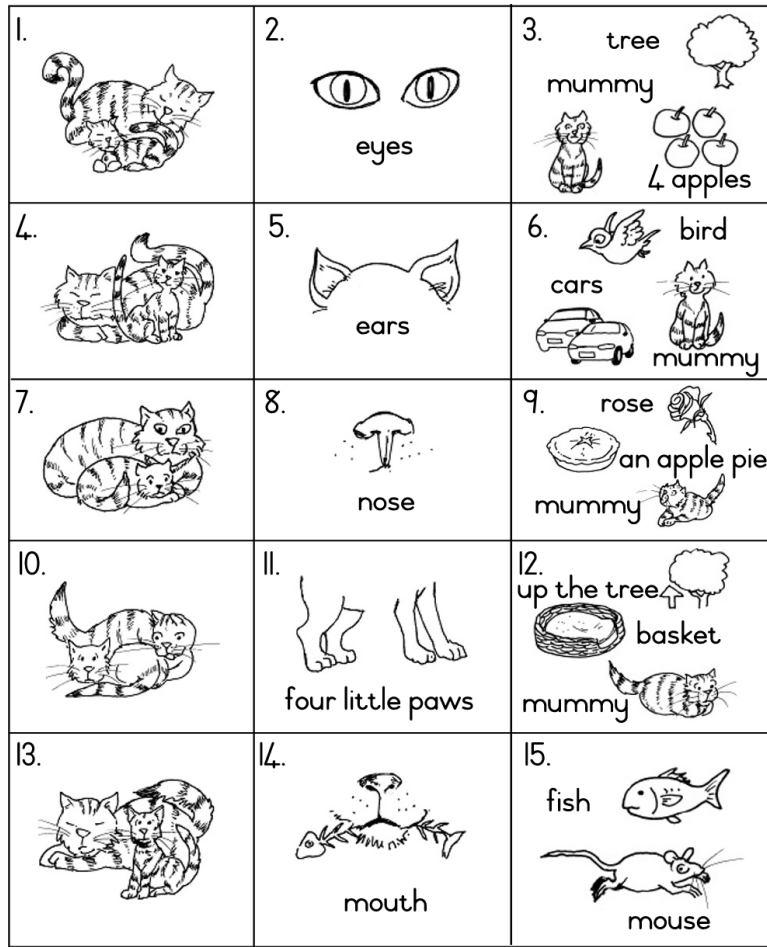


Figure 1.2

LO 2.7	LO 3.1.2
--------	----------

Table 1.3

1.1.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.1 mimes the story;

1.1.2 joins in choruses at appropriate points;

1.1.5 answers simple, literal “yes/no” and open questions with one-word answers;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.7: We know this when the learner retells a familiar story.

1.2 English with kitty - Counting²

1.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.2.2 English with little Kitty

1.2.3 EDUCATOR SECTION

1.2.4 Memorandum

1.2.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

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The pictures are shown in sequence to enable learners to retell the story in sequence.

With a variety of rhymes and activities basic vocabulary of the body, counting, colours and forms of greetings are learnt. Sentences with a frame, “I can . . .” are repeated and initial verbs such as swim, hop, walk, run are introduced.

Integration of themes

- Social Justice

As we consider our body parts, questions about disabled people can arise. There should be no discrimination made between them and others. (Inclusively)

- Human rights

The child must be protected in the home and school environment and dangers that occur when children have to cross busy roads, must be addressed.

²This content is available online at <<http://cnx.org/content/m24348/1.1/>>.

- A Healthy environment

Must be established with learners respecting and protecting nature.

- Learners acquire an additional language – in this case – English, mainly through listening and later through repeating words and phrases. It is therefore important that much repetition will take place as well as constant revision of the vocabulary to which learners are being exposed. The story, Funny Little Kitty pages 1 and 2, should therefore be told over and over for the learners to become familiar with the words and phrases used.
- The story can be told while learners look at the picture on page. This picture can also be used to encourage them to talk and use the new language. They can also follow the story and join in with the educator.
- To make the dialogue interesting, the educator can make simple finger puppets or pictures on sticks for puppets. Learners, who want to speak English and have the confidence, can take turns to be the characters in the story. Miming and acting can also be used to encourage understanding etc.
- After much practice the learners can retell the story.
- Sing songs: Twinkle Twinkle; Heads and Shoulders.
- Say rhymes: See learning unit.
- Greet your learners in English regularly.

1.2.6 LEARNER SECTION

1.2.7 Content

- Let's count the fish

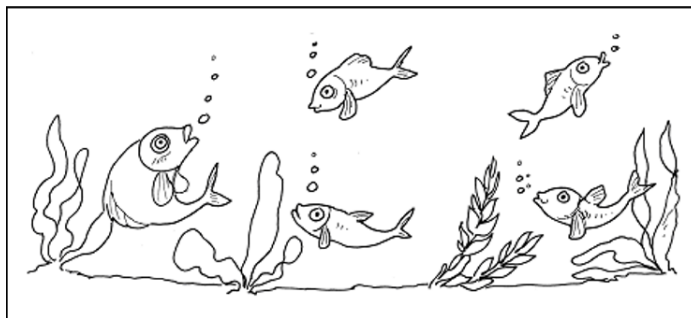


Figure 1.3

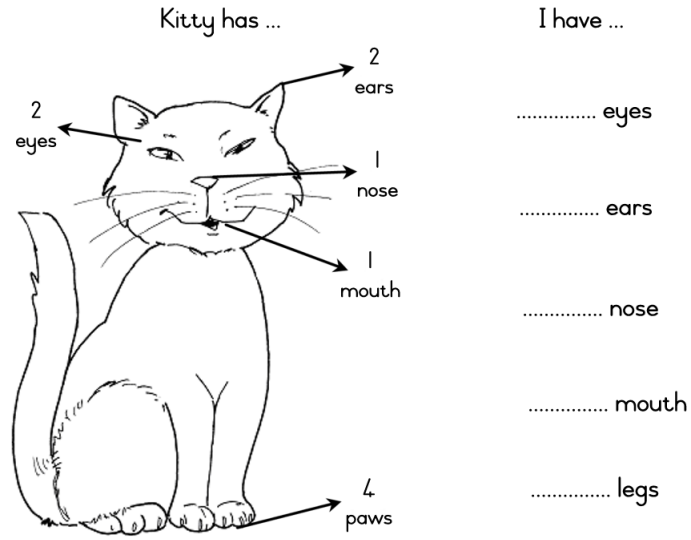


Figure 1.4

LO 3.1.2	LO 5.1.2
----------	----------

Table 1.4

Say "Good morning" to a friend.

Say: "What is your name?"

Say: My name is Write it.

- Draw you and your friend.
- An action rhyme

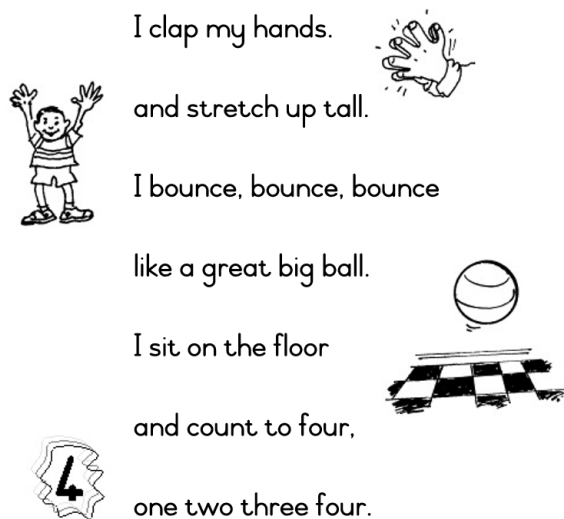


Figure 1.5

LO 2.2	LO 2.4	LO 4.2	LO 5.1.1
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Table 1.5

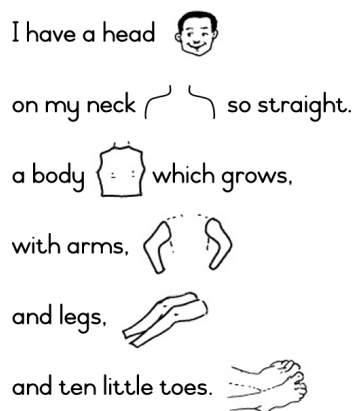


Figure 1.6

- Draw me and dress me with bits of material.

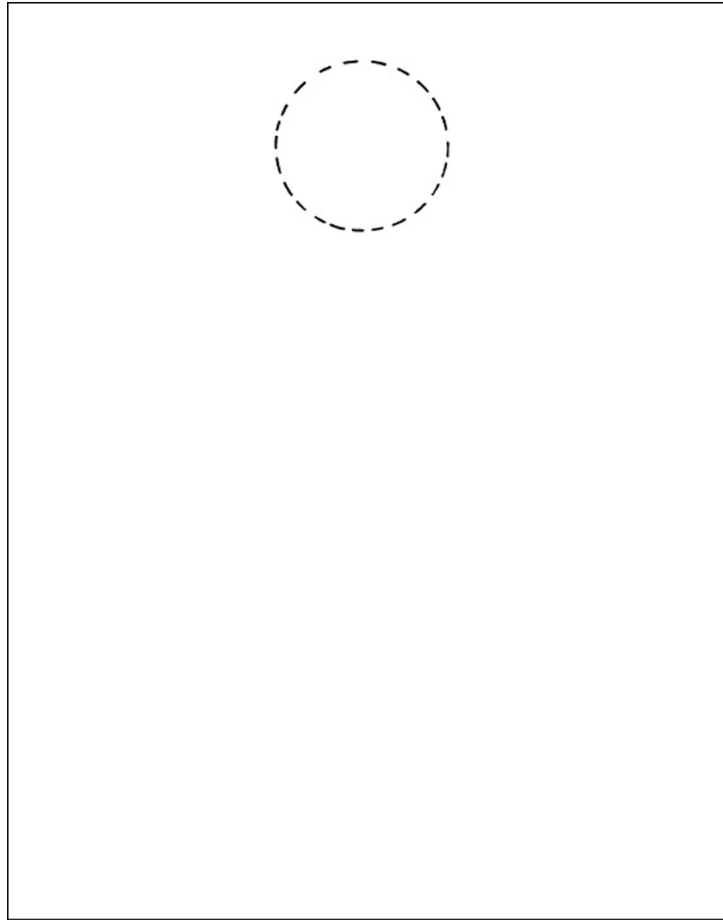


Figure 1.7

LO 2.2	LO 3.1.2	LO 6.2
--------	----------	--------

Table 1.6

- Greet your friend: "Good morning,

And how are you?"

- Say: "I'm fine thank you.

..... (Name)

- And how are you?"

..... (Friend's name)

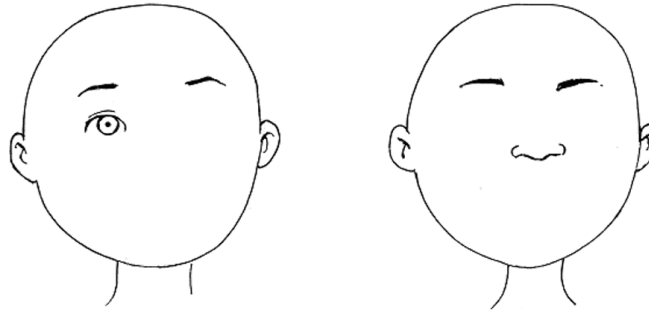


Figure 1.8

- What is missing?

LO 2.4	LO 4.2
--------	--------

Table 1.7

- An action rhyme

My friend and I

 both have two eyes

 a nose to smell,
 a mouth, 

Figure 1.9

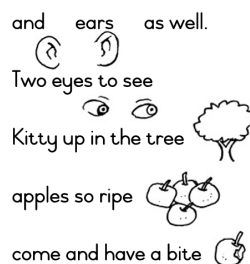


Figure 1.10

1.2.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.4: We know this when the learner uses and responds to simple greetings, farewells, makes simple requests and thanks people;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:
 3.1.2 matches pictures and words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses simple familiar words to complete sentence frames.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.1 identity (His name);

5.1.2 number (Counts to 10);

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral text.

1.3 English with Kitty - Things I can see, hear, etc.³

1.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.3.2 English with little Kitty

1.3.3 EDUCATOR SECTION

1.3.4 Memorandum

1.3.5 Introduction

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Integration of themes

- Social Justice

As we consider our body parts, questions about disabled people can arise. There should be no discrimination made between them and others. (Inclusively)

- Human rights

The child must be protected in the home and school environment and dangers that occur when children have to cross busy roads, must be addressed.

- A Healthy environment

Must be established with learners respecting and protecting nature.

³This content is available online at <<http://cnx.org/content/m24350/1.1/>>.

- Learners acquire an additional language – in this case – English, mainly through listening and later through repeating words and phrases. It is therefore important that much repetition will take place as well as constant revision of the vocabulary to which learners are being exposed. The story, Funny Little Kitty pages 1 and 2, should therefore be told over and over for the learners to become familiar with the words and phrases used.
- The story can be told while learners look at the picture on page. This picture can also be used to encourage them to talk and use the new language. They can also follow the story and join in with the educator.
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- After much practice the learners can retell the story.
- Sing songs: Twinkle Twinkle; Heads and Shoulders.
- Say rhymes: See learning unit.
- Greet your learners in English regularly.

1.3.6 LEARNER SECTION

1.3.7 Content

- Things I can see.

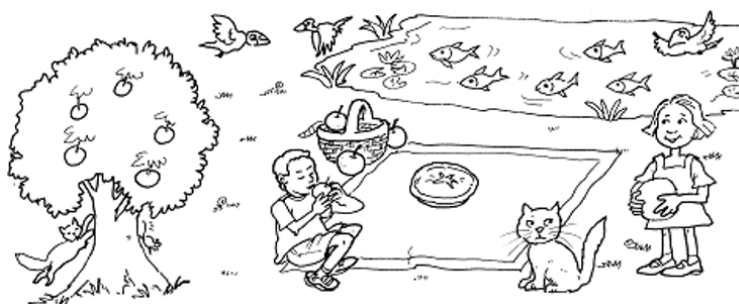


Figure 1.11

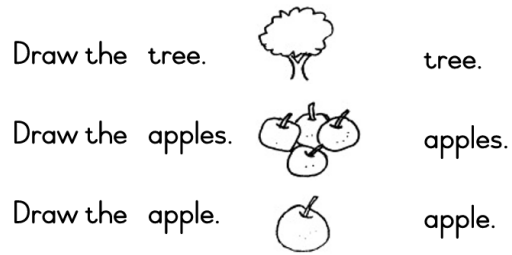


Figure 1.12

LO 2.2	LO 2.6	LO 3.1.2	LO 3.1.3	
--------	--------	----------	----------	--

Table 1.8

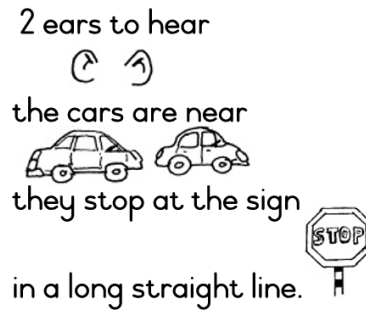


Figure 1.13

-
- Things I can hear.



Figure 1.14

- I can hear a

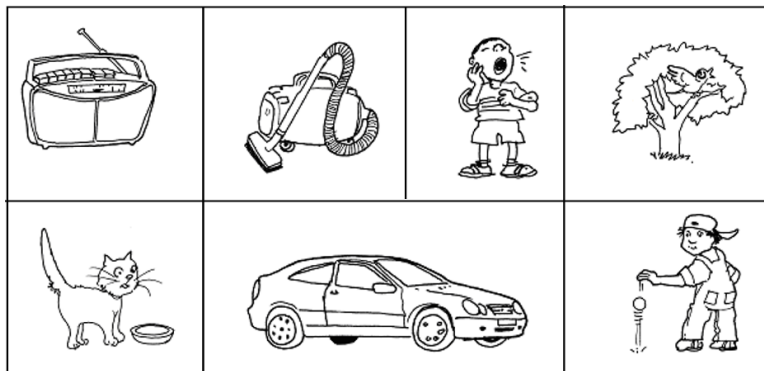


Figure 1.15

LO 2.2	LO 2.6	LO 3.5	LO 4.1
--------	--------	--------	--------

Table 1.9





I smell a  rose
 with my little nose 
 and jelly  and apple pie  too
 Yum! Yum! Yum!

Figure 1.16

- What can you smell with your little nose ?

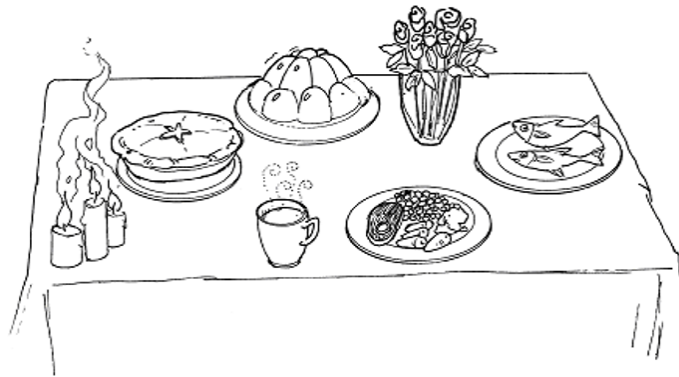


Figure 1.17

-
- Cut out some things from a magazine and paste them here.
 - I can smell ...



Figure 1.18

LO 2.2	LO 2.7	LO 3.3
--------	--------	--------

Table 1.10

- Draw round the fingers of your two hands. Count your fingers.

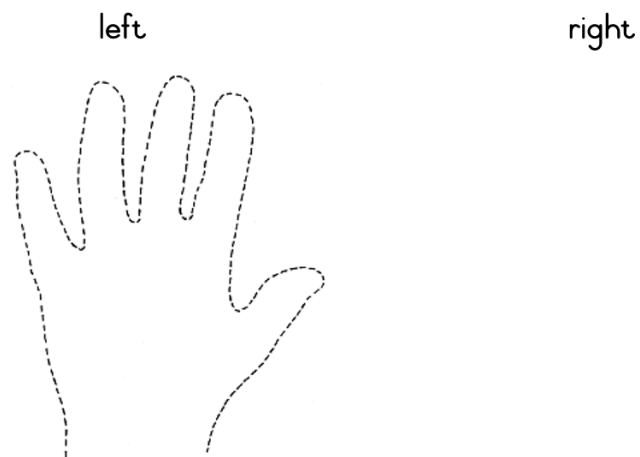


Figure 1.19

- I have 10 little fingers on my two little hands.

1 2 3 4 5 6 7 8 9 10

LO 5.1.2	
----------	--

Table 1.11

- Draw round your 10 toes. Count them.



Figure 1.20

- I have 10 little toes on my two little feet.

1 2 3 4 5 6 7 8 9 10

LO 5.1.2	
----------	--

Table 1.12

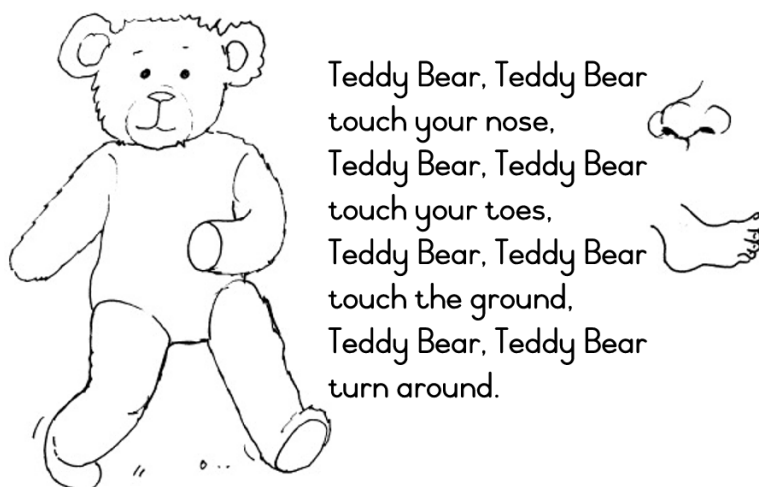


Figure 1.21

1.3.8 Assessment

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Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Assessment Standard 2.7: We know this when the learner retells a familiar story.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions in story books;

Assessment Standard 3.3: We know this when the learner follows printed instructions on one-word flash cards;

Assessment Standard 3.5: We know this when the learner builds up sight recognition of common words.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner writes with increasing legibility;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number (Counts to 10).

1.4 English with Kitty - Colours⁴

1.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.4.2 English with little Kitty

1.4.3 EDUCATOR SECTION

1.4.4 Memorandum

1.4.5 Introduction

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The child must be protected in the home and school environment and dangers that occur when children have to cross busy roads, must be addressed.

- A Healthy environment

Must be established with learners respecting and protecting nature.

⁴This content is available online at <<http://cnx.org/content/m24353/1.1/>>.

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- Say rhymes: See learning unit.
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1.4.6 LEARNER SECTION

1.4.7 Content

- Colours

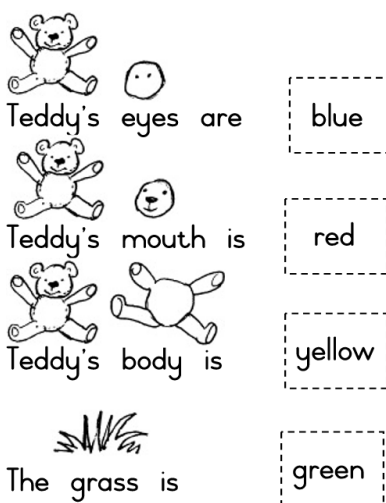


Figure 1.22

LO 1.1.5	LO 2.2	LO 3.3	
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Table 1.13

- Colour the beads.

- Say the colours.

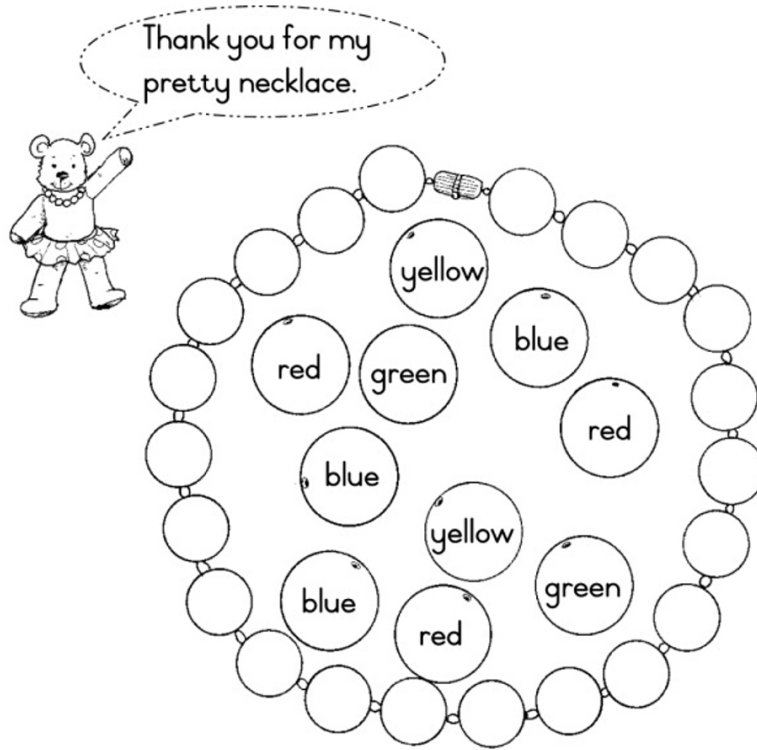


Figure 1.23

LO 1.3	LO 3.3	LO 6.2	
--------	--------	--------	--

Table 1.14

- Draw the butterflies.
- Colour them green, white, red, orange and blue.



Figure 1.24

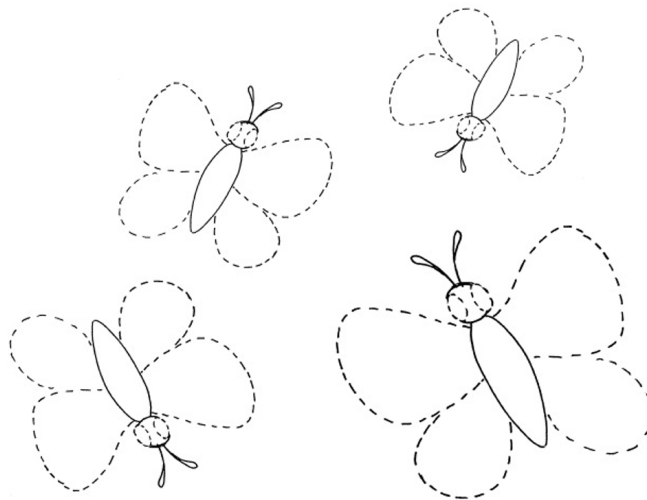


Figure 1.25

LO 3.1.3	LO 3.3	LO 6.2	
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Table 1.15

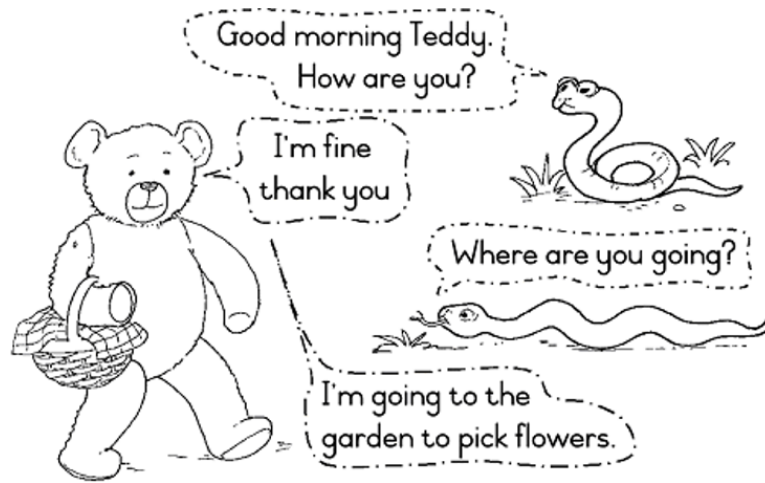


Figure 1.26

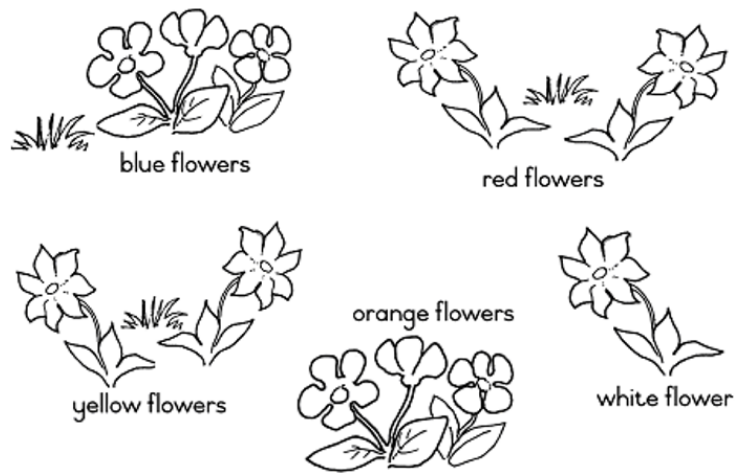


Figure 1.27

LO 2.4	LO 3.1.2	LO 3.1.3	
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Table 1.16

1.4.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple, literal “yes/no” and open questions with one-word answers;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically;understanding:

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.4: We know this when the learner uses and responds to simple greetings, farewells, makes simple requests and thanks people;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions in story books;

Assessment Standard 3.3: We know this when the learner follows printed instructions on one-word flash cards;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral text.

1.5 English with Kitty - 02⁵

1.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.2 English with little Kitty

1.5.3 EDUCATOR SECTION

1.5.4 Memorandum

1.5.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

1.5.5.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

⁵This content is available online at <<http://cnx.org/content/m24354/1.1/>>.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

“Funny little Kitty Cat” tells the story of Little Kitty finding her body parts – eyes, paws, ears, nose, mouth and with Mother Cat’s help determines what they are used for.

The pictures are shown in sequence to enable learners to retell the story in sequence.

With a variety of rhymes and activities basic vocabulary of the body, counting, colours and forms of greetings are learnt. Sentences with a frame, “I can . . .” are repeated and initial verbs such as swim, hop, walk, run are introduced.

Integration of themes

- Social Justice

As we consider our body parts, questions about disabled people can arise. There should be no discrimination made between them and others. (Inclusively)

- Human rights

The child must be protected in the home and school environment and dangers that occur when children have to cross busy roads, must be addressed.

- A Healthy environment

Must be established with learners respecting and protecting nature.

- Learners acquire an additional language – in this case – English, mainly through listening and later through repeating words and phrases. It is therefore important that much repetition will take place as well as constant revision of the vocabulary to which learners are being exposed. The story, Funny Little Kitty pages 1 and 2, should therefore be told over and over for the learners to become familiar with the words and phrases used.
- The story can be told while learners look at the picture on page. This picture can also be used to encourage them to talk and use the new language. They can also follow the story and join in with the educator.
- To make the dialogue interesting, the educator can make simple finger puppets or pictures on sticks for puppets. Learners, who want to speak English and have the confidence, can take turns to be the characters in the story. Miming and acting can also be used to encourage understanding etc.
- After much practice the learners can retell the story.
- Sing songs: Twinkle Twinkle; Heads and Shoulders.
- Say rhymes: See learning unit.
- Greet your learners in English regularly.

1.5.6 LEARNER SECTION

1.5.7 Content

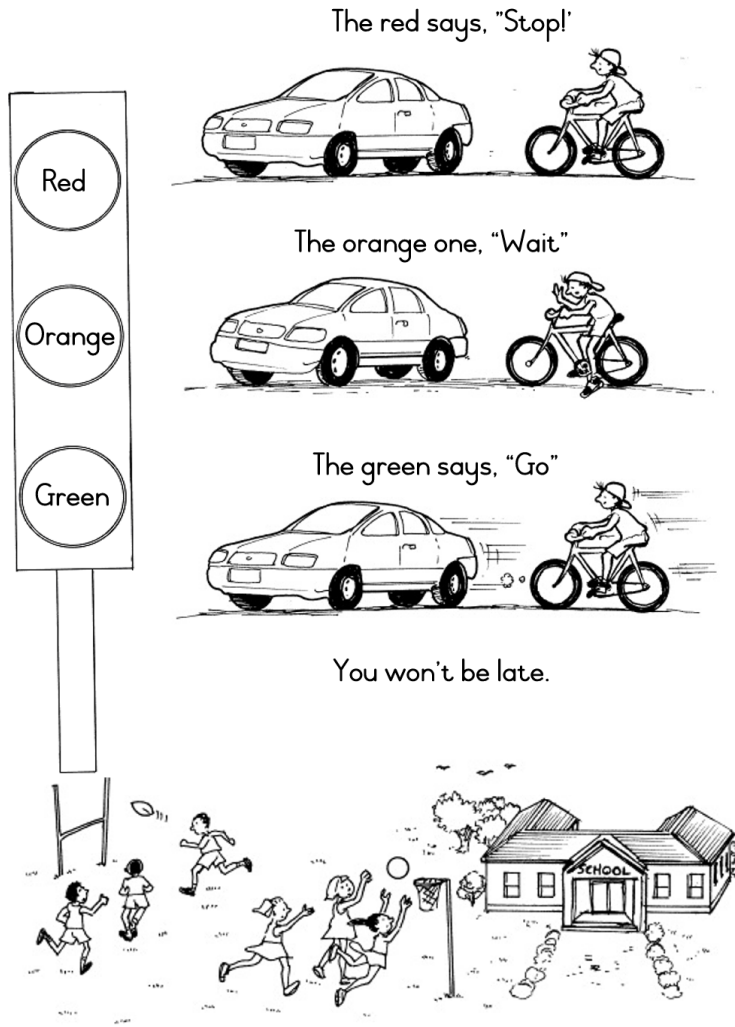


Figure 1.28

LO 2.4	LO 3.1.2	LO 3.3
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Table 1.17

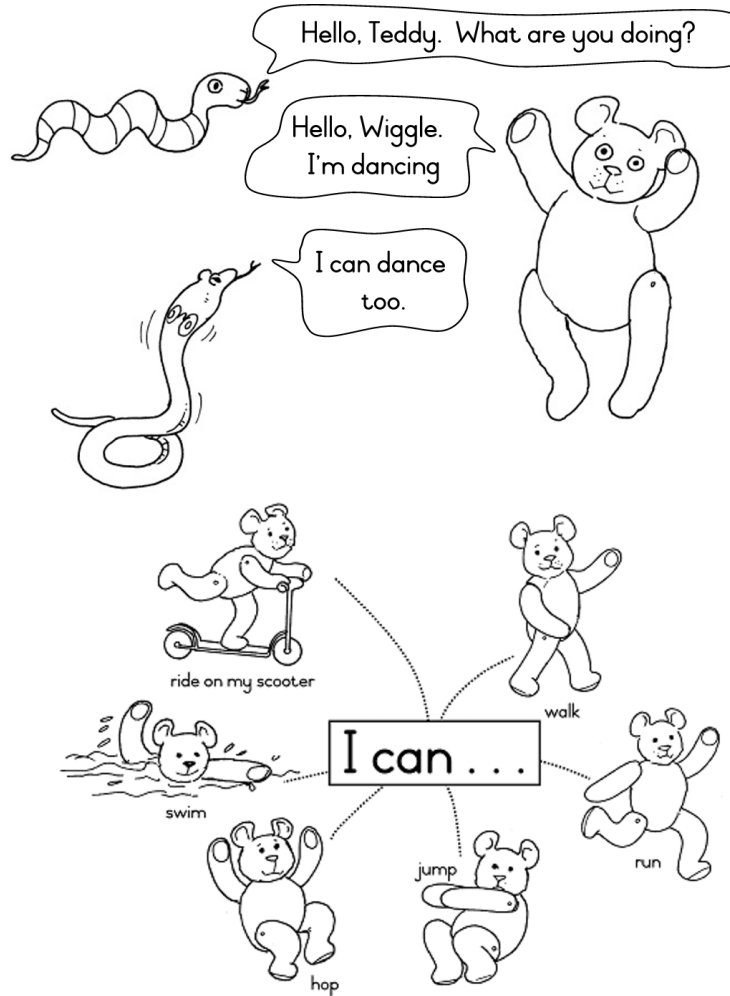


Figure 1.29

LO 2.4	LO 3.1.2	LO 3.3
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Table 1.18

- Follow the paths.

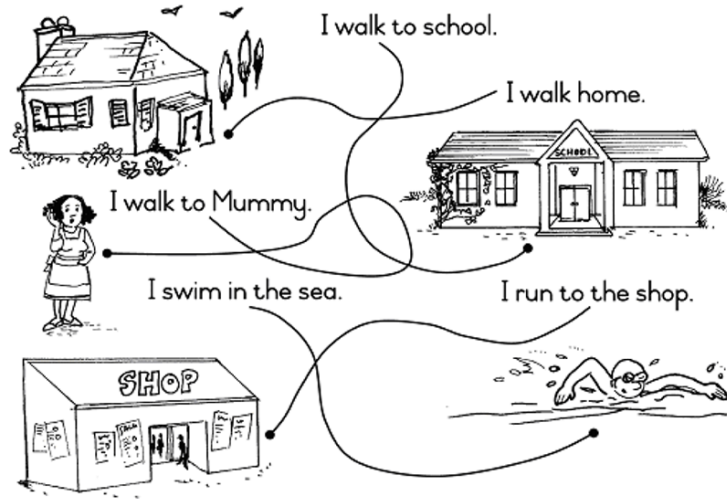


Figure 1.30

LO 3.1.3	LO 5.1.9	LO 6.2	
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Table 1.19

- I know these in English.

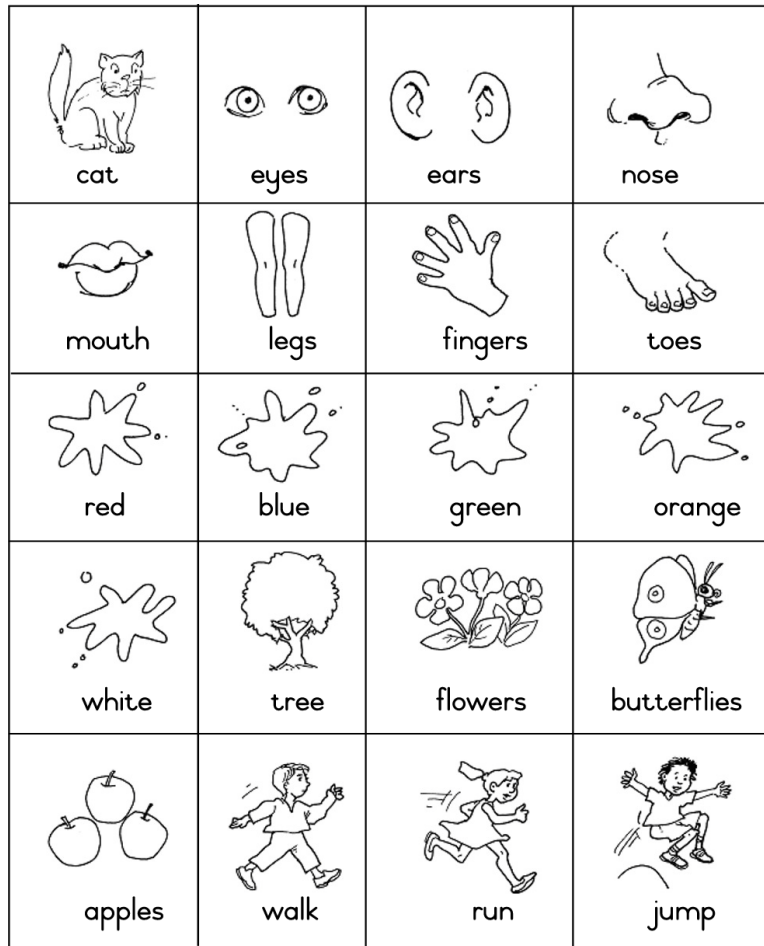


Figure 1.31

LO 3.1.2	LO 6.11
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Table 1.20

1.5.8 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner uses and responds to simple greetings, farewells, makes simple requests and thanks people;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions in story books;

Assessment Standard 3.3: We know this when the learner follows printed instructions on one-word flash cards;

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral text;

Assessment Standard 6.11: We know this when the learner understands between 500 and 1 000 common spoken words in context by the end of Grade 1.

1.6 English with three little pigs - Three little pigs⁶

1.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.6.2 English with the three little pigs

1.6.3 EDUCATOR SECTION

1.6.4 Memorandum

1.6.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

1.6.5.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

"The home" is the topic introduced with the story of the three little pigs.

The sequential pictures will help the learners to retell the story in the correct order once they have listened to the story several times.

Vocabulary about the house is introduced as well as the family living in the house. Learners are exposed to "reading" and "writing" with activities relating to number, shape, direction and ordering.

The lists of words introduced in this module serve to consolidate the speaking vocabulary rather than to facilitate their reading ability. Many learners will however pick up "reading" incidentally.

1.6.5.2 Integration of themes

- Social Justice

⁶This content is available online at <<http://cnx.org/content/m24356/1.1/>>.

In the context of the home all learners should be able to live in a respectable home with electricity and running water available.

- Human rights

All learners should be made aware of abuse even in the context of home and family life. It is primarily the parents responsibility to feed and clothe the learners to the best of their ability.

- A healthy environment

The rights of people to homes, food and clothes are subject to keeping the environment they live in, healthy and safe.

1.6.6 LEARNER SECTION

1.6.7 Content

- Listen to the story.
- Look at the pictures.

1.6.7.1 The Three Little Pigs

Once upon a time there were three little pigs. 1, 2, 3.

The first little pig left home. He met a man with some straw. He said, "Please, Sir, sell me some straw for a house." And he did. So the little pig built his house of straw.

The next day the second little pig left home. He met a man with some sticks. He said, "Please, Sir, sell me some sticks for a house." And he did. So the little pig built his house of sticks.

Then the third little pig left home. He met a man with some bricks. He said, "Please Sir, sell me some bricks for a house." And he did. So the little pig built his house of bricks.

Along came Mr Wolf. He saw the straw house and said, "Little Pig, Little Pig, let me in!" "No, no, no, said the little Pig. "By the hair of my chimney chin chin, I will not let you in!"

"Then I'll huff and I'll puff and I'll blow your house in!" So he huffed and he puffed and he blew in the straw house. The first little pig ran to the second little pig's house of sticks.

Along came Mr Wolf. He saw the house of sticks and said, "Little Pig, Little Pig, let me in." No, no, no, "said the second little pig, " By the hair of my chimney chin chin, I will not let you in!"

"Then I'll huff and I'll puff and I'll blow your house in!" So he huffed and he puffed and he blew in the house of sticks. The two little pigs ran to the third little pig's house of bricks.

Along came Mr Wolf. He saw the house of bricks and said, "Little Pig, Little Pig, let me in!" No, no, no," said the third little pig." By the hair of my chimney chin chin, I will not let you in!" Then I'll huff and I'll puff and I'll blow your house in!" So he huffed and he puffed and he huffed and he puffed, but he could not blow in the house of bricks.

Mr Wolf climbed onto the roof. He went down the chimney, but the little pigs lit a fire and boiled a big pot of water. Splash! Mr Wolf fell into the water and that was the end of him.

The three little pigs joined hands and danced around in a circle singing, "Who's afraid of the big bad wolf, the big bad wolf, the big bad wolf? Who's afraid of the big bad wolf?"

Tra - la - la - la - la.

LO 1.1.2	
----------	--

Table 1.21

- Look at the pictures.

- Say the story with your teacher.
- Now you can tell us the story. Begin with Once upon a time . .



Figure 1.32

LO 1.5	LO 2.2	LO 2.6	LO 3.1.1	
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Table 1.22

- How well did you listen?
1. How many pigs were there?
There were
 2. The three little pigs left . . .
their car / their trees / their home
 3. The first little pig built his house with . . .
bricks / straw / sticks
 4. The second little pig built his house with

5. What did the third little pig use to build his house?
He used
6. Who wanted to eat the little pigs?
The
7. Mr Wolf fell into the pot of . . .
tea / water / soup
8. Sing the song that the three little pigs sang. Sit in a circle O.
Who's

LO 2.1		LO 6.1		LO 5.1.8	
--------	--	--------	--	----------	--

Table 1.23

9. NOW LET US ACT OUT THE STORY.

We need:

..... little pigs, men and wolf

- Draw the pictures
- Cut them out
- Paste them in the correct order.






<p>The house of bricks. </p>	<p>The three little pigs. </p>
<p>Who's afraid of the big bad wolf? </p>	<p>The house of straw. </p>
<p>The house of sticks. </p>	<p>The end of the big bad wolf.</p>

Figure 1.33

LO 1.1.3	LO 1.1.4
----------	----------

Table 1.24

1.6.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story;

1.1.4 puts pictures in the right sequence;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.1 makes sense of a picture story;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.8 sequence: first, second, third;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts.

1.7 English with three little pigs - The three little pigs⁷

1.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.7.2 English with the three little pigs

1.7.3 EDUCATOR SECTION

1.7.4 Memorandum

1.7.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

⁷This content is available online at <<http://cnx.org/content/m24357/1.1/>>.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

“The home” is the topic introduced with the story of the three little pigs.

The sequential pictures will help the learners to retell the story in the correct order once they have listened to the story several times.

Vocabulary about the house is introduced as well as the family living in the house. Learners are exposed to “reading” and “writing” with activities relating to number, shape, direction and ordering.

The lists of words introduced in this module serve to consolidate the speaking vocabulary rather than to facilitate their reading ability. Many learners will however pick up “reading” incidentally.

Integration of themes

- Social Justice

In the context of the home all learners should be able to live in a respectable home with electricity and running water available.

- Human rights

All learners should be made aware of abuse even in the context of home and family life. It is primarily the parents responsibility to feed and clothe the learners to the best of their ability.

- A healthy environment

1.7.6 The rights of people to homes, food and clothes are subject to keeping the environment they live in, healthy and safe.

1.7.7 LEARNER SECTION

1.7.8 Content

- An Action Rhyme – to listen to and to learn.

1.7.8.1 My House

Here is a house

And the roof goes so.

Two little chimneys

All in a row.

Clouds of smoke

From the chimneys go,

Squiggle Squiggle Squiggle

So, so, so
 One round window,
 Two three four,
 And right in the middle
 Is a small door
 (Author unknown)

- Talk about the house.
- Read the words and sentences.

This is a house.

I live in a house.
 The house has walls.
 The house has a roof.
 There is a chimney on the roof.
 The house has windows.
 I open the door and go inside.

LO 3.1.2	LO 3.1.3	LO 5.3.2	LO 6.2
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Table 1.25

- Let's make a house.
- What do we need?

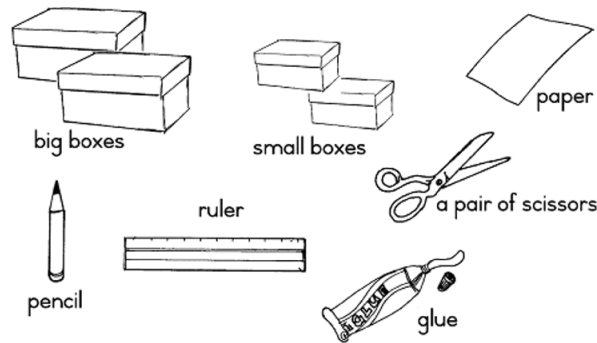


Figure 1.34

1. Draw and plan your house.
2. How will you make the roof?
 I will
3. How will you make the windows?
 I will
4. How will you make the chimney?
 I will
5. How will you make the door?
 I will

LO 1.1.5	LO 3.1.3	LO 6.10
----------	----------	---------

Table 1.26

- I draw and plan my house.

**Figure 1.35**

-
- Colour the roof red
 - Colour the walls yellow
 - Colour the windows blue
 - Colour the door orange

LO 1.1.3	LO 5.3.3
----------	----------

Table 1.27**1.7.8.2 My house.**

- My family lives in our house.
- Here is a list of my family.

1. My M name	2. My name
3. My D name	4. My name
5. My br name	6. My name
7. My name	8. My name

Table 1.28

- Our family photo. Draw it.



Figure 1.36

LO 1.1.3		LO 4.3		LO 6.8	
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Table 1.29

1.7.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple, literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions in story books;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.3: We know this when the learner writes lists with titles.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language for thinking;

5.3.2 identifies parts of a whole (house);

5.3.3 classifies things.

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.8: We know this when the learner understands some personal pronouns in oral texts;

Assessment Standard 6.10: We know this when the learner understands a few adjectives and adverbs in oral texts.

1.8 English with little pigs - Finger rhymes⁸

1.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.8.2 English with the three little pigs

1.8.3 EDUCATOR SECTION

1.8.4 Memorandum

1.8.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

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Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

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The sequential pictures will help the learners to retell the story in the correct order once they have listened to the story several times.

Vocabulary about the house is introduced as well as the family living in the house. Learners are exposed to “reading” and “writing” with activities relating to number, shape, direction and ordering.

The lists of words introduced in this module serve to consolidate the speaking vocabulary rather than to facilitate their reading ability. Many learners will however pick up “reading” incidentally.

Integration of themes

- Social Justice

In the context of the home all learners should be able to live in a respectable home with electricity and running water available.

⁸This content is available online at <<http://cnx.org/content/m24362/1.1/>>.

- Human rights

All learners should be made aware of abuse even in the context of home and family life. It is primarily the parents responsibility to feed and clothe the learners to the best of their ability.

- A healthy environment

1.8.6 The rights of people to homes, food and clothes are subject to keeping the environment they live in, healthy and safe.

1.8.7 LEARNER SECTION

1.8.8 Content

- A finger rhyme to sing or say.
1. This is the father, tall and stout. (thumb)
 2. This is the mother, with children about. (all the fingers)
 3. This is the brother, tall you see,
 4. This is the sister, with the dolly on her knee.
 5. This is the baby, still to grow,
- 1-5 And here is the family all in a row.
(Author unknown)

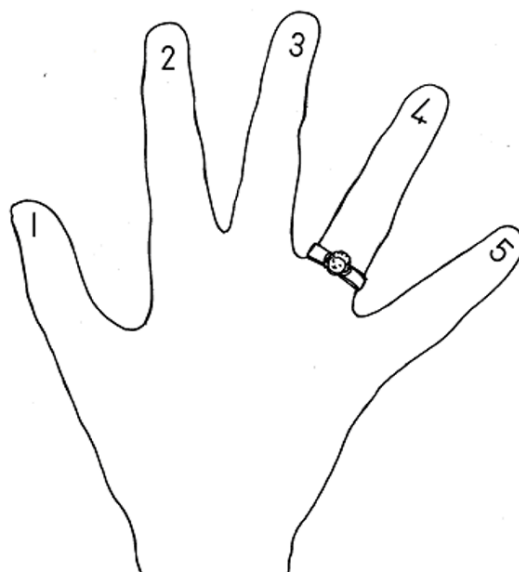


Figure 1.37

LO 2.2	LO 5.1.2	
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Table 1.30

- What can they do? Draw pictures to show what each can do. Talk about their jobs.

My Daddy can . . .

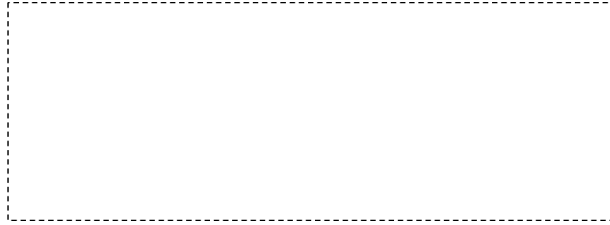


Figure 1.38

My Mummy can . . .



Figure 1.39

My brother can . . .

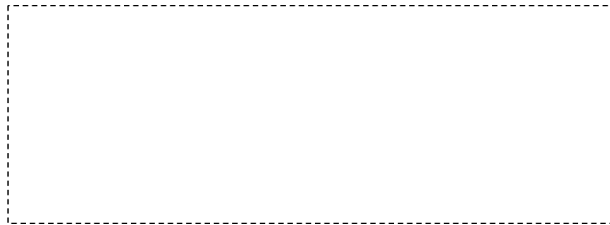


Figure 1.40

My sister can . . .



Figure 1.41

LO 1.1.3		LO 2.6		LO 6.5	
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Table 1.31

- The rooms in my house.

<ul style="list-style-type: none"> • My house has a bedroom. <p>I sleep in the bedroom.</p>	(Draw) My bedroom
<ul style="list-style-type: none"> • My house has a lounge. <p>I watch TV in the lounge.</p>	My lounge
<ul style="list-style-type: none"> • My house has a dining room. <p>I eat in the dining room.</p>	My dining room
<ul style="list-style-type: none"> • My house has a kitchen. <p>Mummy cooks the food in the kitchen.</p>	My kitchen
<ul style="list-style-type: none"> • My house has a bathroom. <p>I bath in the bathroom.</p>	My bathroom

Table 1.32

LO 2.6		LO 3.1.3		LO 6.2	
--------	--	----------	--	--------	--

Table 1.33

- Sort the furniture into my rooms.
- The Furniture in . . .



Figure 1.42

my bedroom	my lounge
my dining room	my kitchen
my bathroom	not furniture

Table 1.34

LO 5.3.1	LO 5.3.3	
----------	----------	--

Table 1.35

- A finger rhyme to learn
- Draw the pictures



Figure 1.43

1. This little pig went to market.



Figure 1.44

2. This little pig stayed at home.



Figure 1.45

3. This little pig had roast beef.



Figure 1.46

4. This little pig had none.



Figure 1.47

5. This little pig cried, “Wee, wee!” all the way home.

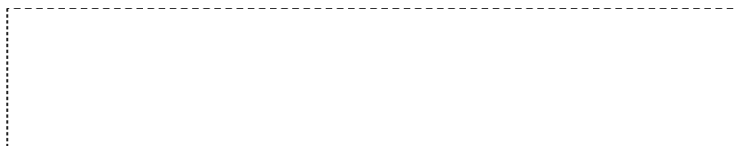


Figure 1.48

LO 1.1.3		LO 2.2	
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Table 1.36

1.8.9 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.3 uses illustrations to understand simple captions in story books;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.3: We know this when the learner writes lists with titles.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner uses language for thinking;

5.1.2 number;

Assessment Standard 5.3: We know this when the learner uses language for thinking;

5.3.1 identifies similarities and differences;

5.3.3 classifies things.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.5: We know this when the learner understands some models in oral texts.

1.9 English with little pigs - Talk and count⁹

1.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.9.2 English with the three little pigs

1.9.3 EDUCATOR SECTION

1.9.4 Memorandum

1.9.5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

"The home" is the topic introduced with the story of the three little pigs.

The sequential pictures will help the learners to retell the story in the correct order once they have listened to the story several times.

Vocabulary about the house is introduced as well as the family living in the house. Learners are exposed to "reading" and "writing" with activities relating to number, shape, direction and ordering.

The lists of words introduced in this module serve to consolidate the speaking vocabulary rather than to facilitate their reading ability. Many learners will however pick up "reading" incidentally.

Integration of themes

- Social Justice

In the context of the home all learners should be able to live in a respectable home with electricity and running water available.

- Human rights

All learners should be made aware of abuse even in the context of home and family life. It is primarily the parents responsibility to feed and clothe the learners to the best of their ability.

- A healthy environment

⁹This content is available online at <<http://cnx.org/content/m24367/1.1/>>.

1.9.6 The rights of people to homes, food and clothes are subject to keeping the environment they live in, healthy and safe.

1.9.7 LEARNER SECTION

1.9.8 Content

- Talk
- Count and read
- What did the first little pig see when he walked down the road to the market?
- He saw

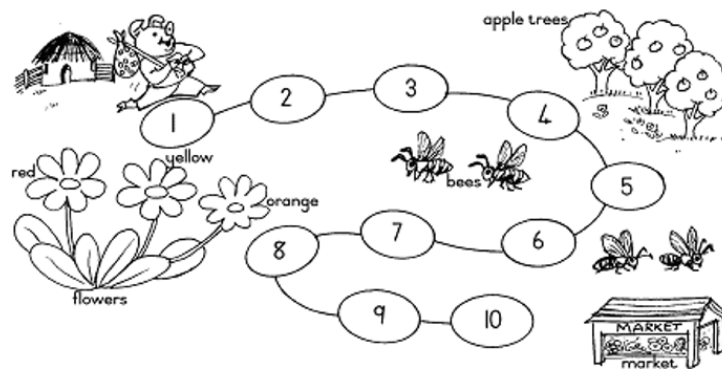


Figure 1.49

- Draw the things he saw.
- Label them.



Figure 1.50

LO 1.3	LO 3.1.1	LO 5.1.2	LO 4.1
--------	----------	----------	--------

Table 1.37

- Talk
- Count and read
- What did the second little pig see when he stayed at home and climbed up the ladder?

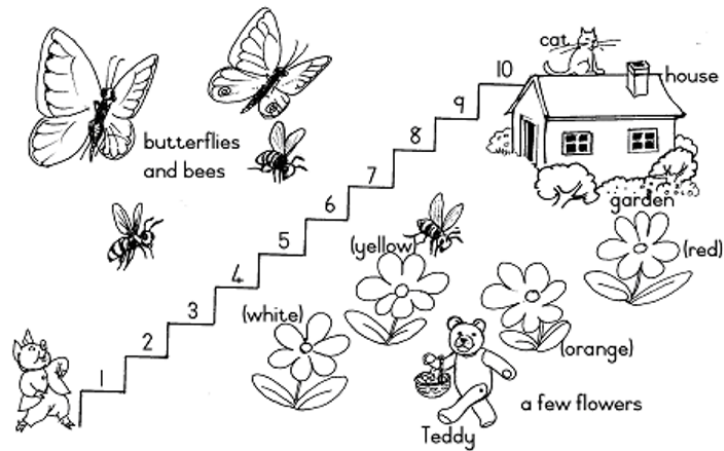


Figure 1.51

LO 3.1.3	LO 4.1	LO 5.1.2	LO 5.1.7
----------	--------	----------	----------

Table 1.38

- Draw the things he ate.
- Label them.



Figure 1.52

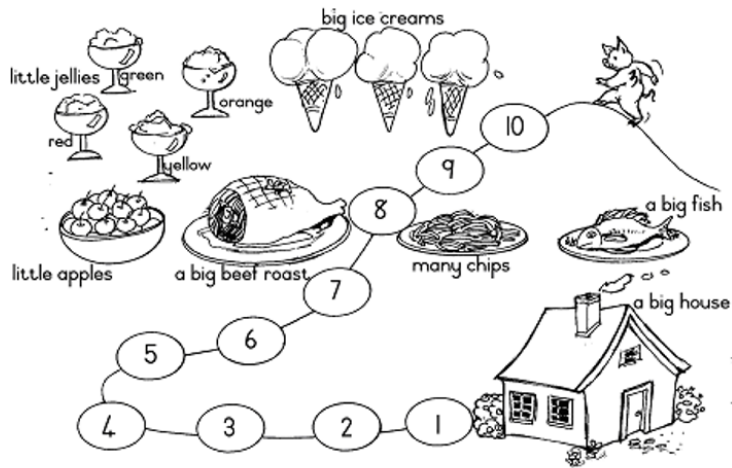


Figure 1.53


little jellies	big	a big
		
a big	little	Many

Table 1.39

LO 3.1.3	LO 4.1	LO 5.1.2
----------	--------	----------

Table 1.40

- I know these English words.
- Read them and keep them in your file.
- You can also play games with them.





























 pigs	 built	 house	 straw
 sticks	 bricks	 wolf	 up
 down	 danced	 sing	 blow
 circle	 big	 little	 few
 many	 draw	 window	 walls
 door	 roof	 chimney	 smoke
 mother	 father	 sister	 brother

Figure 1.54

LO 3.1.3

Table 1.41

- More English words.
- Read them and keep them in your file.
- Play games with them.










 baby	 family	 Mummy	 Daddy
 bedroom	 kitchen	 dining room	 lounge
 bathroom	 furniture	 market	 roast beef
 ice cream	 jelly	 chips	 eat
 first	 second	 third	 ladder
 climbed	 ran	 knee	 road

Figure 1.55

LO 3.1.3

Table 1.42

1.9.9 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner uses and responds to simple greetings, farewells, makes simple requests and thanks people;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:
3.1.2 matches pictures and words;

Assessment Standard 3.3: We know this when the learner follows printed instructions on one-word flash cards;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner uses language for thinking;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral text.

Assessment Standard 6.10: We know this when the learner understands a few adjectives and adverbs in oral texts.

Chapter 2

Term 2

2.1 English with Tim and Tina¹

2.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.1.2 English with Tim and Tina

2.1.3 EDUCATOR SECTION

2.1.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.1.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off to school. Days of the week and their order are introduced through a poem which the learners can repeatedly listen to and eventually memorise. Tim and Tina teach learners to use words relating to: direction, e.g. up, down, round, across, into; clothes; classrooms; writing tools and how to make a sandwich.

The correct pronunciation is important at this stage and the educator will ensure that pupils put their tongues between their front teeth for words with th ("the").

2.1.4.2 Integration of themes

- Human Rights and Inclusively

¹This content is available online at <<http://cnx.org/content/m24391/1.1/>>.

Education is a basic right for everybody. Therefore schools should be there to educate learners, irrespective of status.

- A healthy environment

The school environment needs to be attractive, well cared for and safe.

It is suggested that the educator records sounds in the school environment. Learners listen to the tape and identify, e.g., a bell ringing, children singing, someone reading, children playing and an educator talking. Learners can identify the school as the place where these sounds occur.

When the vocabulary, e.g. pencil, book, ruler, etc., are introduced, the educator can put these articles in a bag. The learners can take turns to feel an article, try to describe it, name it and then take it out to see whether they are correct. Flashcards with the words, can help with word recognition.

Pages which are to be kept in their files, can be used for the game "Flip the Coin", to be played with a friend. Encourage learners to read these pages to friends and also at home for practice.

Correct pronunciation is important and the educator should particularly take note that learners pronounce the "th" as in "the" correctly.

Whenever the word "read" occurs, the class say the lines with the educator. They can point to the words as they are read.

The school situation lends itself to much practical work as regards the correct form of greeting someone, as well as politeness when saying "thank you" and "please".

Messages taken by the learners to other educators or to the school secretary can be opportunities for reinforcing the terms for politeness and the correct greeting forms. These can be practised on a daily basis, even in the second language.

LO 2.4

Learners will enjoy making their own sandwiches. This lesson can be preceded by group discussions where learners plan their own sandwiches and decide how they are going to make them (Technology). They need not all make cheese sandwiches. They should be encouraged to bring a variety of fillings and then to talk about them.

2.1.5 LEARNER SECTION

2.1.6 Content

- Listen to the poem a few times. Say it together.



Figure 2.1

LO 1.1.2	LO 2.2	LO 2.6	LO 5.1.8	
----------	--------	--------	----------	--

Table 2.1

2.1.6.1 Days of the week

- Let's learn the names of the days.

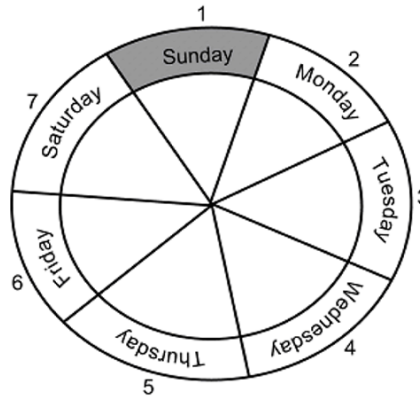


Figure 2.2

- Listen
- Count the days. 1
- Say their names. Sunday,
- On which days do you go to school?
- Colour the names of those days in red.
- On which days do you stay home?
- Colour the names of those days in yellow.
- What do you do on a Sunday? Monday? etc.
- Draw a picture in the shape to show what you do on that day.

LO 1.1.3		LO 2.5		LO 5.1.2		LO 5.1.8	
----------	--	--------	--	----------	--	----------	--

Table 2.2

- Listen. Listen again.
- Read and do.

This is Tim. Draw Tim.



Figure 2.3

This is Tina. Draw Tina.



Figure 2.4

- It is Sunday.
- Sunday is the 1st or 2nd day of the week.



Figure 2.5

LO 1.1.3	LO 2.6	LO 4.1	LO 5.1.2
----------	--------	--------	----------

Table 2.3

- Listen and learn the candle counting rhyme.

Tim and Tina are seven years old.

Mummy has baked a beautiful chocolate cake.

There are candles on the cake.

There are seven candles on the cake.

Tim and Tina count the candles.

1 candle

2 candles

3 candles

4 candles

5 candles

6 candles

7 candles

more!

LO 1.1.2	LO 2.2	LO 5.1.2	LO 5.1.6
----------	--------	----------	----------

Table 2.4

- Draw the chocolate cake with seven candles.
- Decorate the cake.



Figure 2.6

- Listen.

Tim and Tina enjoyed their birthday.

There were many friends.

They played games and ate the chocolate cake.

Daddy bought balloons for all their friends.

There were red balloons, blue balloons, yellow balloons and green balloons.

The balloons had different shapes. Some were long, some were round, some were big and some were small.

- Draw the balloons.



Figure 2.7

LO 1.1.3	
----------	--

Table 2.5

2.1.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story.

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

Learning Outcome 5:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

- 5.1.6 age;
- 5.1.8 sequence.

2.2 English with Tim and Tina - School clothes²

2.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.2.2 English with Tim and Tina

2.2.3 EDUCATOR SECTION

2.2.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.2.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off to school. Days of the week and their order are introduced through a poem which the learners can repeatedly listen to and eventually memorise. Tim and Tina teach learners to use words relating to: direction, e.g. up, down, round, across, into; clothes; classrooms; writing tools and how to make a sandwich.

The correct pronunciation is important at this stage and the educator will ensure that pupils put their tongues between their front teeth for words with th ("the").

2.2.4.2 Integration of themes

- Human Rights and Inclusively

Education is a basic right for everybody. Therefore schools should be there to educate learners, irrespective of status.

- A healthy environment

The school environment needs to be attractive, well cared for and safe.

It is suggested that the educator records sounds in the school environment. Learners listen to the tape and identify, e.g., a bell ringing, children singing, someone reading, children playing and an educator talking. Learners can identify the school as the place where these sounds occur.

²This content is available online at <<http://cnx.org/content/m24392/1.1/>>.

When the vocabulary, e.g. pencil, book, ruler, etc., are introduced, the educator can put these articles in a bag. The learners can take turns to feel an article, try to describe it, name it and then take it out to see whether they are correct. Flashcards with the words, can help with word recognition.

Pages which are to be kept in their files, can be used for the game "Flip the Coin", to be played with a friend. Encourage learners to read these pages to friends and also at home for practice.

Correct pronunciation is important and the educator should particularly take note that learners pronounce the "th" as in "the" correctly.

Whenever the word "read" occurs, the class say the lines with the educator. They can point to the words as they are read.

The school situation lends itself to much practical work as regards the correct form of greeting someone, as well as politeness when saying "thank you" and "please".

Messages taken by the learners to other educators or to the school secretary can be opportunities for reinforcing the terms for politeness and the correct greeting forms. These can be practised on a daily basis, even in the second language.

LO 2.4

Learners will enjoy making their own sandwiches. This lesson can be preceded by group discussions where learners plan their own sandwiches and decide how they are going to make them (Technology). They need not all make cheese sandwiches. They should be encouraged to bring a variety of fillings and then to talk about them.

2.2.5 LEARNER SECTION

2.2.6 Content

2.2.6.1 School clothes for Tim and Tina

- See what Tim wears. Mark with 1.
- See what Tina wears. Mark with 2.

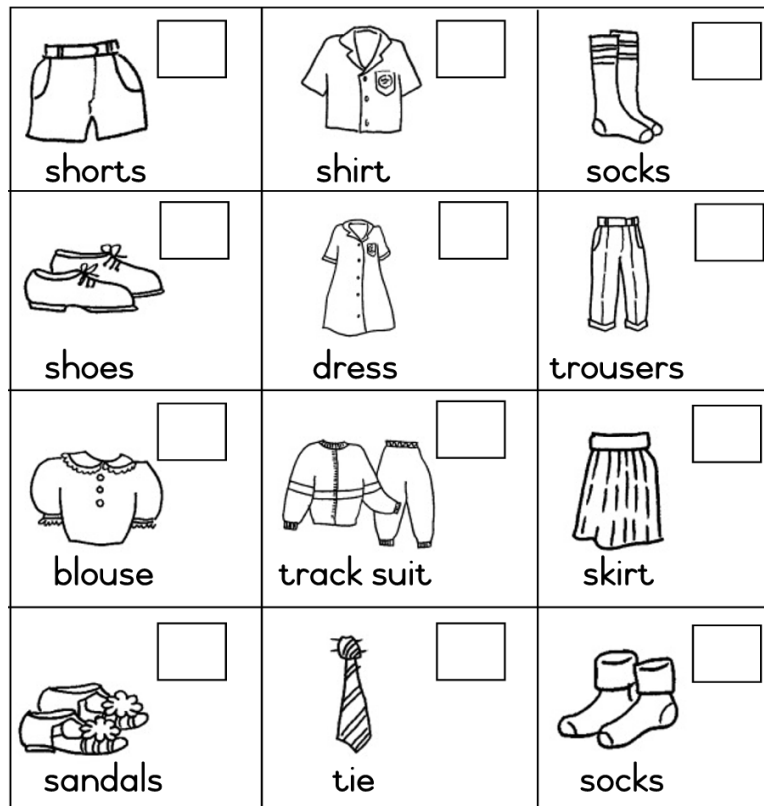


Figure 2.8

LO 3.1.3

Table 2.6

- It is Monday.
- Monday is the day of the week. (1st or 2nd)
- Tim and Tina are going to school.
- Draw Tim and Tina's clothes.

Tim



Figure 2.9

Tina



Figure 2.10

LO 1.1.3	
----------	--

Table 2.7

2.2.6.2 Tim and Tina go to school

- Listen and listen again.
- Try and remember the way to school.
- Say it with your teacher.
- "Read" it with your teacher.

Tim and Tina go up the hill.

Tim and Tina go down the hill.

Tim and Tina go over the river.
Tim and Tina go round the tree.
Tim and Tina go across the field.
Tim and Tina go into the school.

- Use your hands and fingers to show Tim and Tina the way to school.
- When you know the way to school you can help Tim and Tina on the next page.

LO 1.1.2	LO 3.1.3	LO 6.9
----------	----------	--------

Table 2.8

- Draw the road to school for Tim and Tina.
- Use red.

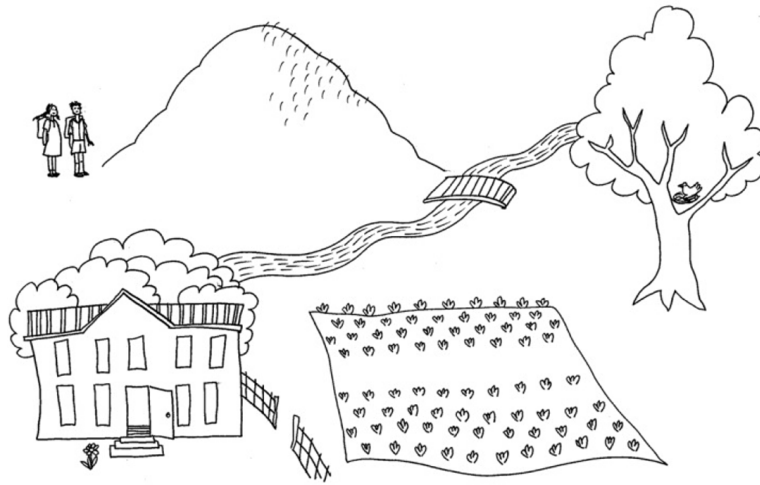


Figure 2.11

LO 5.1.7	LO 6.9
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Table 2.9

- Read these road signs.
- Draw the pictures of Tim and Tina going

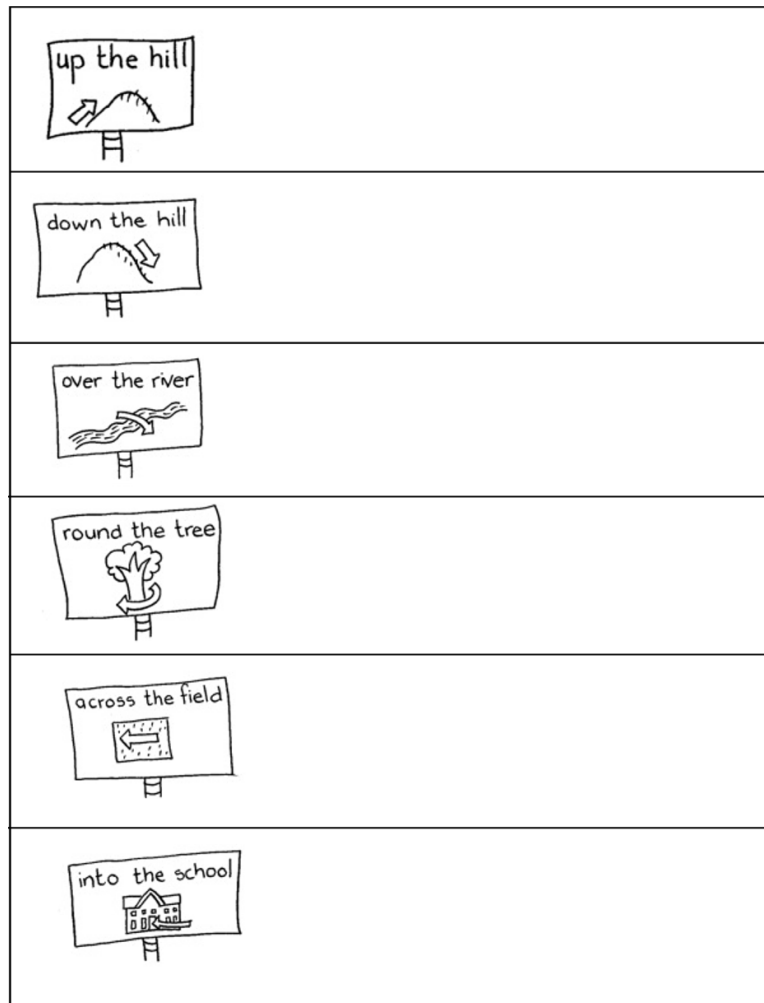


Figure 2.12

LO 1.1.3	LO 5.1.7	
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Table 2.10

2.2.7 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story.

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.3 uses illustrations to understand simple captions in story books;

Learning Outcome 5:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.7 direction;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.9: We know this when the learner understands some prepositions in oral texts.

2.3 English with Tim and Tina - The School 01³

2.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.3.2 English with Tim and Tina

2.3.3 EDUCATOR SECTION

2.3.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.3.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off to school. Days of the week and their order are introduced through a poem which the learners can repeatedly listen to and eventually memorise. Tim and Tina teach learners to use words relating to: direction, e.g. up, down, round, across, into; clothes; classrooms; writing tools and how to make a sandwich.

The correct pronunciation is important at this stage and the educator will ensure that pupils put their tongues between their front teeth for words with th ("the").

³This content is available online at <<http://cnx.org/content/m24393/1.1/>>.

2.3.4.2 Integration of themes

- Human Rights and Inclusively

Education is a basic right for everybody. Therefore schools should be there to educate learners, irrespective of status.

- A healthy environment

The school environment needs to be attractive, well cared for and safe.

It is suggested that the educator records sounds in the school environment. Learners listen to the tape and identify, e.g., a bell ringing, children singing, someone reading, children playing and an educator talking. Learners can identify the school as the place where these sounds occur.

When the vocabulary, e.g. pencil, book, ruler, etc., are introduced, the educator can put these articles in a bag. The learners can take turns to feel an article, try to describe it, name it and then take it out to see whether they are correct. Flashcards with the words, can help with word recognition.

Pages which are to be kept in their files, can be used for the game "Flip the Coin", to be played with a friend. Encourage learners to read these pages to friends and also at home for practice.

Correct pronunciation is important and the educator should particularly take note that learners pronounce the "th" as in "the" correctly.

Whenever the word "read" occurs, the class say the lines with the educator. They can point to the words as they are read.

The school situation lends itself to much practical work as regards the correct form of greeting someone, as well as politeness when saying "thank you" and "please".

Messages taken by the learners to other educators or to the school secretary can be opportunities for reinforcing the terms for politeness and the correct greeting forms. These can be practised on a daily basis, even in the second language.

LO 2.4

Learners will enjoy making their own sandwiches. This lesson can be preceded by group discussions where learners plan their own sandwiches and decide how they are going to make them (Technology). They need not all make cheese sandwiches. They should be encouraged to bring a variety of fillings and then to talk about them.

2.3.5 LEARNER SECTION

2.3.6 Content

- Listen and talk about

2.3.6.1 The School



Figure 2.13

- Where is the roof? (show)

(Say) The school has a roof.

- Where is the door? (show)

(Say) The school has a door.

- Where are the windows? (show)

(Say) The school has many windows.

- Where is the garden? (show)

(Say) The school has a garden.

- Where are the trees? (show)

(Say) There are trees in the garden.

- Where are the flowers? (show)

(Say) There are flowers in the garden.

LO 2.6	LO 3.1.3	
--------	----------	--

Table 2.11



Figure 2.14

2.3.6.2 At School

- Look at the next page. The numbers will help you.
- Count and fill in the correct numbers.
- Tim and Tina see

1. long passage.	<input type="text" value="1"/>	passage
2. many classrooms.	<input type="text"/>	classrooms
3. the boys' toilet.	<input type="text"/>	toilet
4. the girls' toilet.	<input type="text"/>	toilet
5. the headmaster's office.	<input type="text"/>	office
6. the secretary's office.	<input type="text"/>	office
7. the hall.	<input type="text"/>	hall
8. many trees.	<input type="text"/>	trees
9. many children.	<input type="text"/>	children

Figure 2.15

LO 3.1.3	LO 5.1.2
----------	----------

Table 2.12

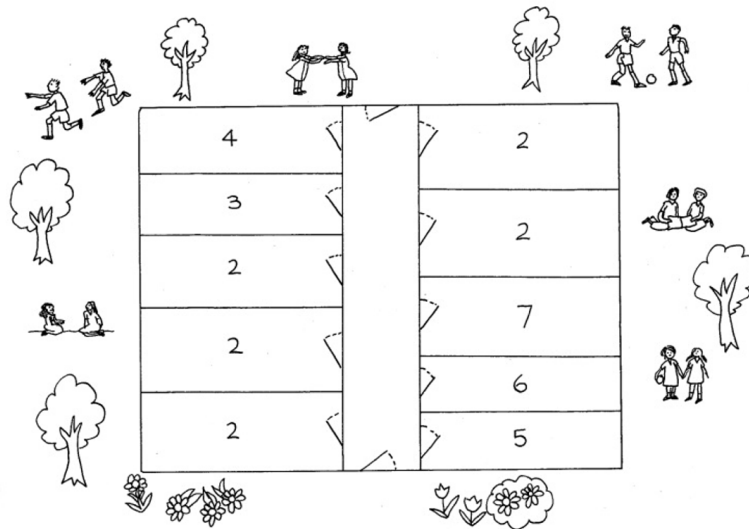


Figure 2.16

LO 2.6

Table 2.13

- Find these in the classroom.
- Read and draw.

2.3.6.3 The Classroom has

a cupboard	a board
a mat	a table
chairs	desks
windows	a door

Figure 2.17

LO 2.6	LO 3.1.1	
--------	----------	--

Table 2.14

2.3.7 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.1 makes sense of a picture story;

3.1.3 uses illustrations to understand simple captions in story books;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

Learning Outcome 5:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number.

2.4 English with Tim and Tina - The School 02⁴

2.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.4.2 English with Tim and Tina

2.4.3 EDUCATOR SECTION

2.4.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.4.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off to school. Days of the week and their order are introduced through a poem which the learners can repeatedly listen to and eventually memorise. Tim and Tina teach learners to use words relating to: direction, e.g. up, down, round, across, into; clothes; classrooms; writing tools and how to make a sandwich.

The correct pronunciation is important at this stage and the educator will ensure that pupils put their tongues between their front teeth for words with th ("the").

2.4.4.2 Integration of themes

- Human Rights and Inclusively

Education is a basic right for everybody. Therefore schools should be there to educate learners, irrespective of status.

- A healthy environment

The school environment needs to be attractive, well cared for and safe.

⁴This content is available online at <<http://cnx.org/content/m24394/1.1/>>.

It is suggested that the educator records sounds in the school environment. Learners listen to the tape and identify, e.g., a bell ringing, children singing, someone reading, children playing and an educator talking. Learners can identify the school as the place where these sounds occur.

When the vocabulary, e.g. pencil, book, ruler, etc., are introduced, the educator can put these articles in a bag. The learners can take turns to feel an article, try to describe it, name it and then take it out to see whether they are correct. Flashcards with the words, can help with word recognition.

Pages which are to be kept in their files, can be used for the game "Flip the Coin", to be played with a friend. Encourage learners to read these pages to friends and also at home for practice.

Correct pronunciation is important and the educator should particularly take note that learners pronounce the "th" as in "the" correctly.

Whenever the word "read" occurs, the class say the lines with the educator. They can point to the words as they are read.

The school situation lends itself to much practical work as regards the correct form of greeting someone, as well as politeness when saying "thank you" and "please".

Messages taken by the learners to other educators or to the school secretary can be opportunities for reinforcing the terms for politeness and the correct greeting forms. These can be practised on a daily basis, even in the second language.

LO 2.4

2.4.5 Learners will enjoy making their own sandwiches. This lesson can be preceded by group discussions where learners plan their own sandwiches and decide how they are going to make them (Technology). They need not all make cheese sandwiches. They should be encouraged to bring a variety of fillings and then to talk about them.

2.4.6 LEARNER SECTION

2.4.7 Content

- Listen to these sentences.
- Talk about these sentences.
- Read them.
- Draw the pictures.

The bell rings

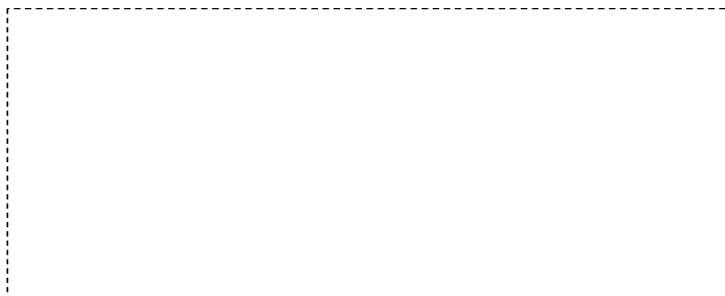


Figure 2.18

Tim and Tina walk down the passage.



Figure 2.19

Tim and Tina find their classroom.



Figure 2.20

Tim and Tina sit on their chairs.



Figure 2.21

There are many chairs.



Figure 2.22

Tim and Tina sit at their desks.



Figure 2.23

There are many desks.



Figure 2.24

Teacher has a table.



Figure 2.25

There are flowers on the teacher's table.



Figure 2.26

There are many flowers.



Figure 2.27

LO 1.1.3		LO 2.6	
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Table 2.15

- Listen and read.

2.4.7.1 Tim's suitcase has

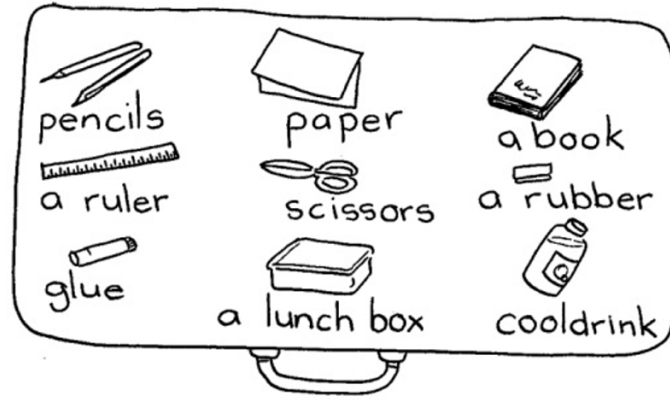


Figure 2.28

- What does Tina have in her suitcase?
- Draw the things.

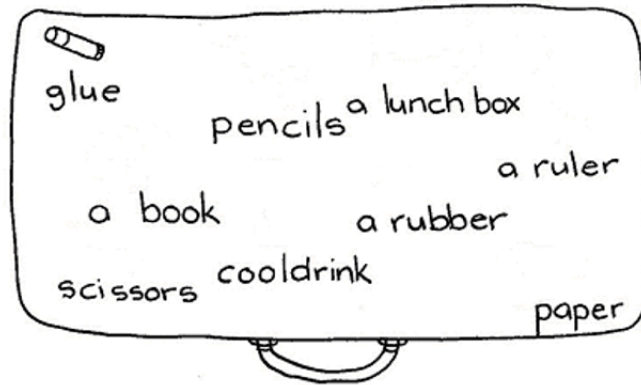


Figure 2.29

LO 1.1.3	LO 2.5	LO 3.1.2	LO 3.1.3
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Table 2.16

- Listen.

- Read and draw.

Tim and Tina write with a.....
 I write with a pencil.
 Tim and Tina write on
 I write on paper.
 Tim and Tina read a
 I read a book. book
 Tim and Tina rub out with a
 I rub out with a rubber.
 Tim and Tina draw a line with a
 I draw a line with a ruler.

LO 4.1	
--------	--

Table 2.17

- Listen.
- Read.

Tim and Tina cut with a pair of
 I cut with a pair of scissors.
 Tim and Tina paste their pictures with
 I paste my picture with glue.
 Tim and Tina eat their
 I eat my lunch. lunch
 Tim and Tina drink their
 I drink my cool drink. cool drink

LO 4.1	
--------	--

Table 2.18

2.4.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story.

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions in story books;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

2.5 English with Tim and Tina - Make a sandwich⁵

2.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.5.2 English with Tim and Tina

2.5.3 EDUCATOR SECTION

2.5.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.5.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off to school. Days of the week and their order are introduced through a poem which the learners can repeatedly listen to and eventually memorise. Tim and Tina teach learners to use words relating to: direction, e.g. up, down, round, across, into; clothes; classrooms; writing tools and how to make a sandwich.

The correct pronunciation is important at this stage and the educator will ensure that pupils put their tongues between their front teeth for words with th ("the").

2.5.4.2 Integration of themes

- Human Rights and Inclusively

Education is a basic right for everybody. Therefore schools should be there to educate learners, irrespective of status.

- A healthy environment

The school environment needs to be attractive, well cared for and safe.

It is suggested that the educator records sounds in the school environment. Learners listen to the tape and identify, e.g., a bell ringing, children singing, someone reading, children playing and an educator talking. Learners can identify the school as the place where these sounds occur.

⁵This content is available online at <<http://cnx.org/content/m24395/1.1/>>.

When the vocabulary, e.g. pencil, book, ruler, etc., are introduced, the educator can put these articles in a bag. The learners can take turns to feel an article, try to describe it, name it and then take it out to see whether they are correct. Flashcards with the words, can help with word recognition.

Pages which are to be kept in their files, can be used for the game "Flip the Coin", to be played with a friend. Encourage learners to read these pages to friends and also at home for practice.

Correct pronunciation is important and the educator should particularly take note that learners pronounce the "th" as in "the" correctly.

Whenever the word "read" occurs, the class say the lines with the educator. They can point to the words as they are read.

The school situation lends itself to much practical work as regards the correct form of greeting someone, as well as politeness when saying "thank you" and "please".

Messages taken by the learners to other educators or to the school secretary can be opportunities for reinforcing the terms for politeness and the correct greeting forms. These can be practised on a daily basis, even in the second language.

LO 2.4

Learners will enjoy making their own sandwiches. This lesson can be preceded by group discussions where learners plan their own sandwiches and decide how they are going to make them (Technology). They need not all make cheese sandwiches. They should be encouraged to bring a variety of fillings and then to talk about them.

2.5.5 LEARNER SECTION

2.5.6 Content

2.5.6.1 Make a sandwich

- Listen and talk.
- Read and do.

- You need

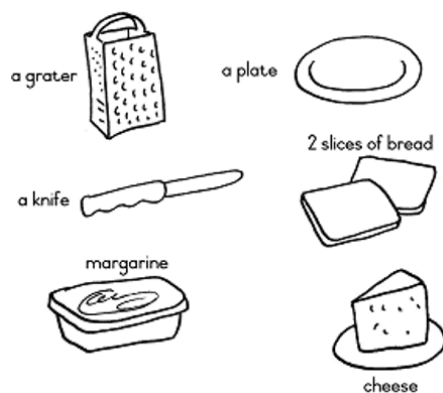


Figure 2.30

- What to do

1. Put the two slices of bread on a plate.



2. Spread the margarine.



3. Grate the cheese.



4. Spread the cheese on the bread.



5. Close the sandwich.



6. Cut the sandwich.



7. Eat the sandwich.



8. The sandwich tastes nice, good, delicious!

Figure 2.31

LO 3.1.1		LO 3.2	
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Table 2.19

2.5.6.2 Words I know

- Keep this page in your file.
- Read these words.

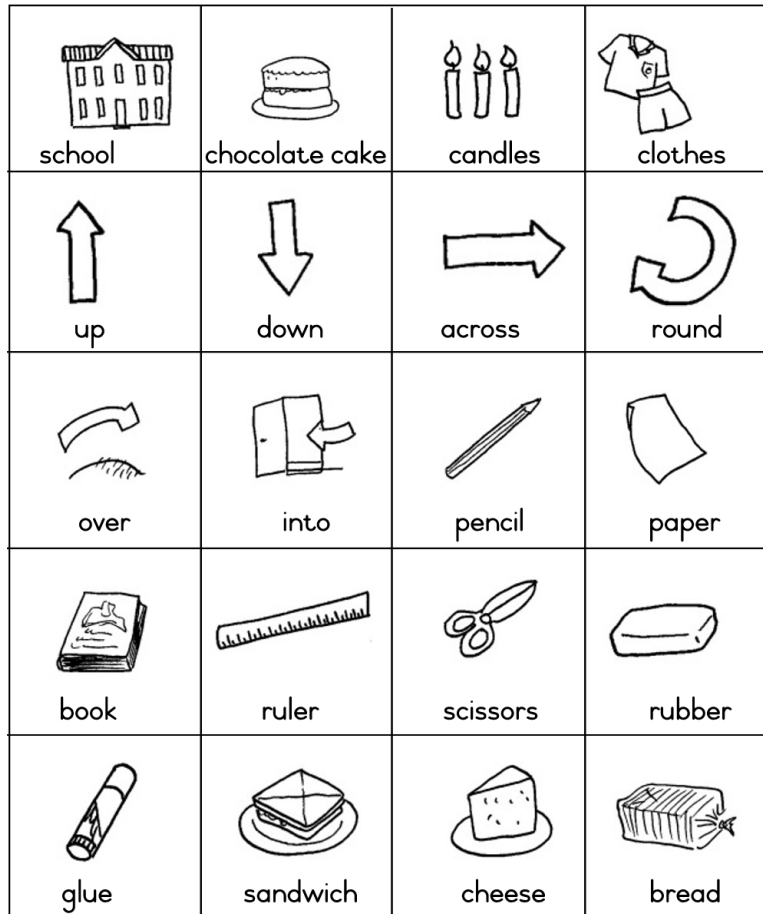


Figure 2.32

- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
- 1st, 2nd, 3rd, 4th, 5th.

LO 3.1.3	LO 5.1.8
----------	----------

Table 2.20

2.5.6.3 Words I know

- Keep this page in your file.
- Read these words.



Figure 2.33

LO 3.1.3

Table 2.21

2.5.7 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:
3.1.1 makes sense of a picture story;

3.1.3 uses illustrations to understand simple captions in story books;

Assessment Standard 3.2: We know this when the learner matches words and objects by sticking labels on objects, starting with those that are similar in the home language.

Learning Outcome 5:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.8 sequence.

2.6 English in Town 01⁶

2.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.6.2 English in Town

2.6.3 EDUCATOR SECTION

2.6.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.6.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem "Time for tea" in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.6.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners

⁶This content is available online at <<http://cnx.org/content/m24396/1.1/>>.

know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the “reading” of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.6.5 LEARNER SECTION

2.6.6 Content



Figure 2.34

- Listen.
- Read.



Figure 2.35

I can wiggle.

- I can wiggle to my house.
- I can wiggle to the flowers.
- I can wiggle on the leaf.
- I can wiggle on the grass.



Figure 2.36

I can hop.
 I can hop on the log.
 I can hop on the leaf.
 I can hop to the river.
 I can hop to the house.



Figure 2.37

I can run.
 I can run up the hill.
 I can run down the hill.
 I can run over the river.
 I can run round the tree.
 I can run across the field.

LO 3.4	LO 6.9	
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Table 2.22



Figure 2.38

-
- Read.
 - Copy the sentences.
 - Draw the pictures.

I am a worm.



Figure 2.39

I can wiggle.

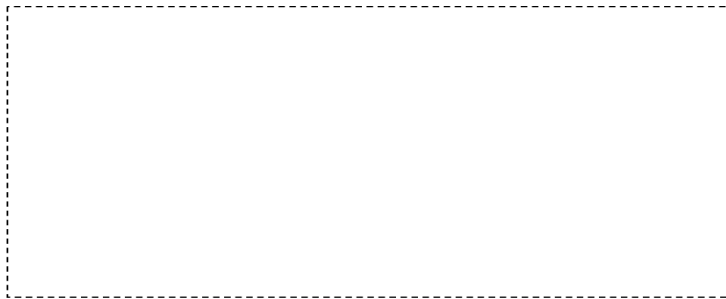


Figure 2.40

I am a frog.



Figure 2.41

I can hop.



Figure 2.42

I am a mouse.

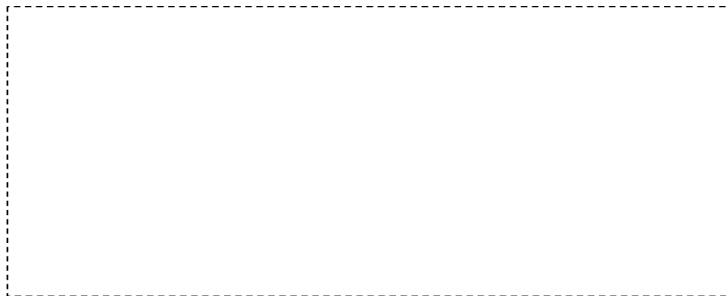


Figure 2.43

I can run.

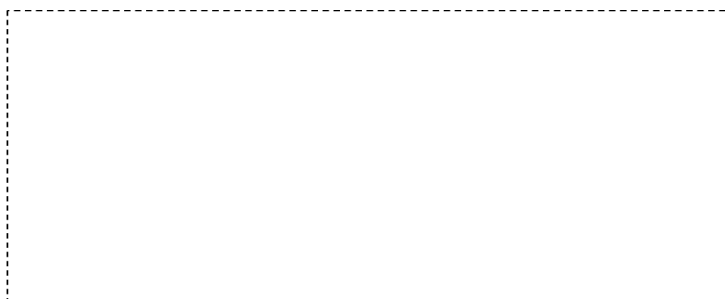


Figure 2.44

2.6.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner read picture books with simple one-word or two-word captions.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.9: We know this when the learner understands some prepositions in oral texts.

2.7 English in Town - 02⁷

2.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.7.2 English in Town

2.7.3 EDUCATOR SECTION

2.7.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more

⁷This content is available online at <<http://cnx.org/content/m24398/1.1/>>.

familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.7.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem “Time for tea” in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.7.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the “reading” of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

2.7.5 New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.7.6 LEARNER SECTION

2.7.7 Content

- Listen and listen again.
- Say it and read it.
- Act it.

2.7.7.1 Time for Tea? Part 1

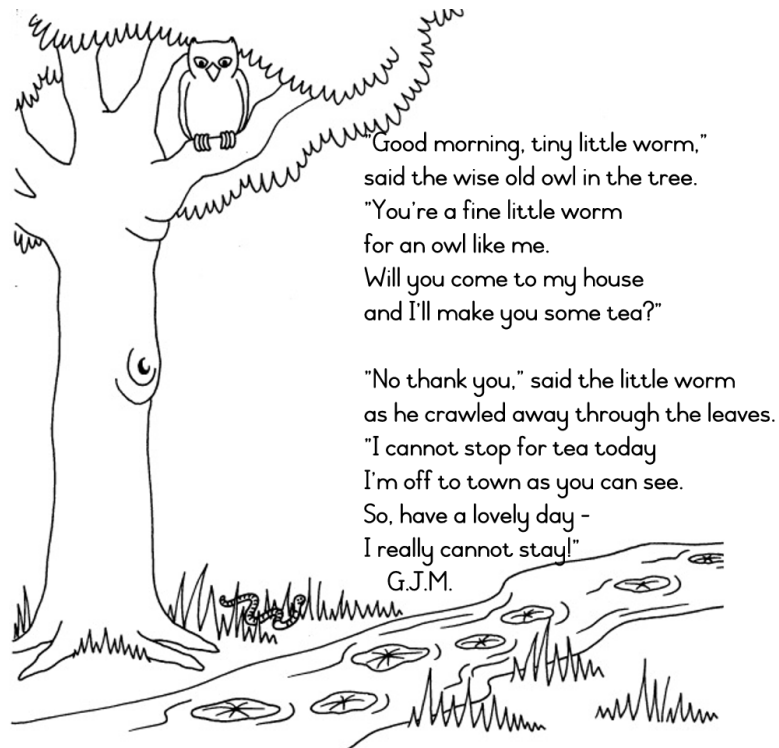


Figure 2.45

LO 1.1.1	LO 2.2	LO 2.6
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Table 2.23

Let’s talk about the poem.

1. Where is the owl?
2. Where is the worm?
3. Is it morning, afternoon or evening? How do you know?
4. Does the owl want to give the worm some tea?
5. Does the worm want to have tea with the owl?
6. Why not?
7. Where is the worm going?
8. What colour is a worm?
9. Can your wiggle like a worm?
10. Draw . . .
a fat worm



Figure 2.46

a thin worm



Figure 2.47

a long worm



Figure 2.48

a short worm



Figure 2.49

LO 1.1.3		LO 6.1	
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Table 2.24

- Listen and listen again.
- Say it and read it.
- Act it.

2.7.7.2 Time for Tea? Part 2

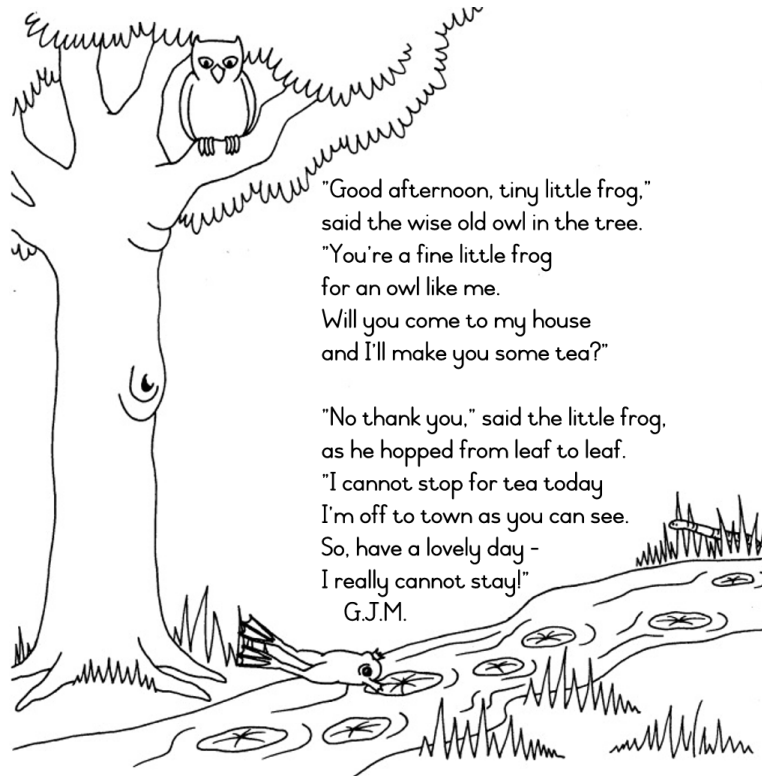


Figure 2.50

LO 1.1.2	LO 2.2	LO 2.4	LO 6.6
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Table 2.25

Let's talk about the poem.

1. Where is the frog?
2. Is it morning, afternoon or evening? How do you know?
3. Does the frog want to have tea with the owl?
4. Why not?
5. Where is the frog going?
6. What colour is a frog?
7. Can you hop like a frog?
8. Can you croak like a frog?
9. Draw . . .
a big frog



Figure 2.51

a little frog



Figure 2.52

a frog hopping



Figure 2.53

a frog sitting



Figure 2.54

LO 1.1.3	LO 1.1.5	LO 2.3	
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Table 2.26

- Listen and listen again.
- Say it and read it.
- Act it.

2.7.7.3 Time for Tea? Part 3

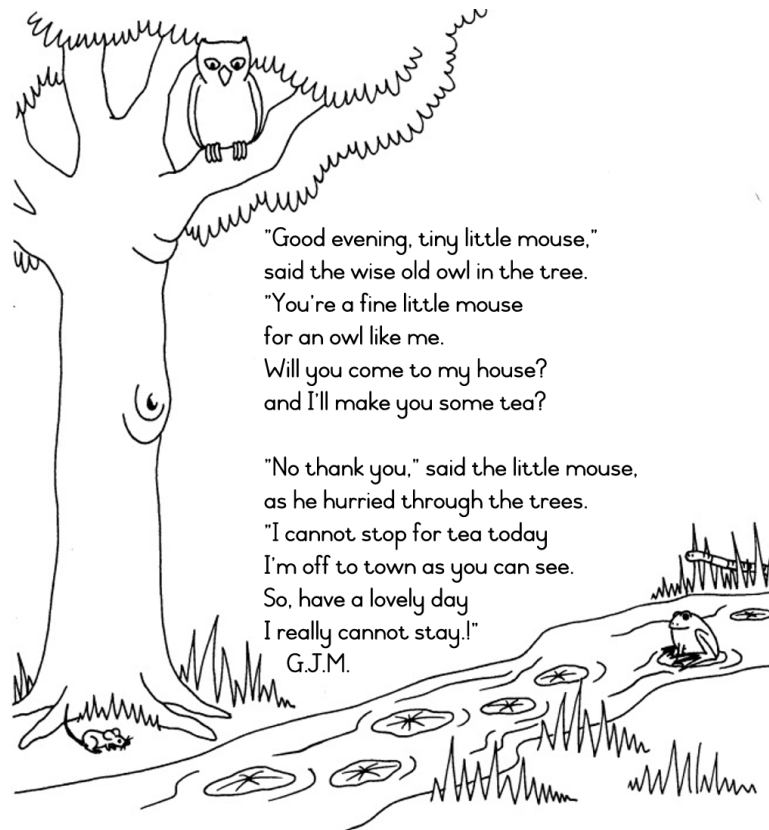


Figure 2.55

LO 2.2

LO 2.6

Table 2.27

Let's talk about the poem.

1. Where is the mouse?
2. Is it morning, afternoon or evening? How do you know?
3. Does the mouse want to have tea with the owl?
4. Why not?
5. Where is the mouse going?
6. What colour is a mouse?
7. Can you run like a mouse?
8. Can you squeak like a mouse?
9. Draw . . .
a fat mouse



Figure 2.56

a thin mouse



Figure 2.57

a mouse with a long tail

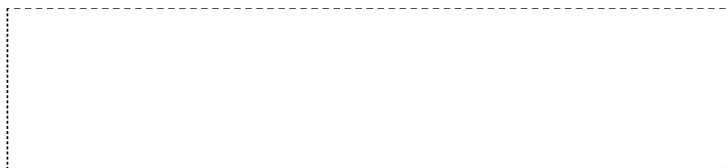


Figure 2.58

a mouse with a short tail



Figure 2.59

LO 1.1.5		LO 2.1		LO 5.1.4	
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Table 2.28

2.7.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.1 mimes the story;

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story;

1.1.5 answers simple literal 'yes/no' and open questions with one-word answers;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.3: We know this when the learner uses polite forms such as 'please', 'thank you', and 'sorry';

Assessment Standard 2.4: We know this when the learner uses and responds appropriately to simple greetings and farewells;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.4 size;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts;

Assessment Standard 6.6: We know this when the learner understands some negative forms in oral texts.

2.8 English in Town 03⁸

2.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.8.2 English in Town

2.8.3 EDUCATOR SECTION

2.8.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.8.4.1 Time scheduled for the modules 1 to 8

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Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

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2.8.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the "reading" of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

⁸This content is available online at <<http://cnx.org/content/m24401/1.1/>>.

2.8.5 New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.8.6 LEARNER SECTION

2.8.7 Content

- Draw the picture.

Who did the owl meet . . .



Figure 2.60

in the morning?



Figure 2.61

in the afternoon?

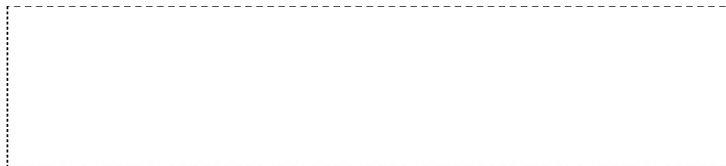


Figure 2.62

in the evening?



Figure 2.63

LO 1.1.5	LO 2.1	LO 5.1.5
----------	--------	----------

Table 2.29

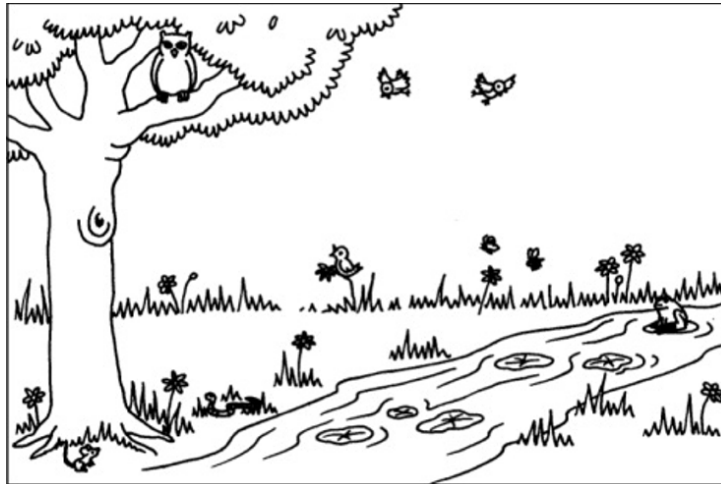


Figure 2.64

-
- Colour the picture.
 - Match the names to the pictures.
 - Point to the picture at the top of the page then ask your friend,

“Is it a mouse?”

“Is it a tree?”

“Is it an owl?”

“Is it a worm?”

“Is it a frog?”

“Is it a flower?”
 “Is it a butterfly?”
 “Is it a bird?”
 “Is it a bee?”
 “Is it a river?”

LO 1.1.5		LO 3.1.2		LO 3.1.3	
----------	--	----------	--	----------	--

Table 2.30

- Listen.
- Read and draw.

So the worm went to town.



Figure 2.65

So the frog went to town.



Figure 2.66

So the mouse went to town.



Figure 2.67

They all went to town.



Figure 2.68

LO 1.1.3		LO 3.4		LO 6.5	
----------	--	--------	--	--------	--

Table 2.31

- Listen.



Figure 2.69

We saw many cars in town.

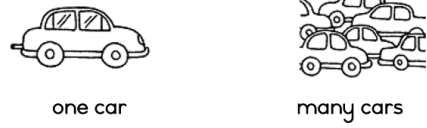


Figure 2.70



Figure 2.71

-
- Draw the cars.

LO 1.1.3		LO 6.1		LO 6.7	
----------	--	--------	--	--------	--

Table 2.32

- Read.

There were white cars.

There were red cars.

There were blue cars.

There were yellow cars.

There were green cars.

There were big cars.

There were small cars.

There were many cars in town.

“I don’t like cars” said the worm.

- Draw a worm in a car.



Figure 2.72

LO 1.1.3		LO 3.4	
----------	--	--------	--

Table 2.33

2.8.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple literal 'yes/no' and open questions with one-word answers;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions;

Assessment Standard 3.4: We know this when the learner read picture books with simple one-word or two-word captions.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.5 time;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts;

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.7: We know this when the learner understands plurals or nouns in oral texts.

2.9 English in Town 04⁹

2.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.9.2 English in Town

2.9.3 EDUCATOR SECTION

2.9.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.9.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem "Time for tea" in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.9.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the "reading" of the pages. The more practice the learners

⁹This content is available online at <<http://cnx.org/content/m24402/1.1/>>.

get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.9.5 LEARNER SECTION

2.9.6 Content

- Listen.



Figure 2.73

We saw many trucks in town.



one truck



many trucks

Figure 2.74

- Draw the trucks.



Figure 2.75

LO 1.1.3		LO 2.6		LO 6.7	
----------	--	--------	--	--------	--

Table 2.34

- Read.

There were white trucks.

There were red trucks.

There were blue trucks.

There were yellow trucks.

There were green trucks.

There were big trucks.

There were small trucks.

There were long trucks.

There were short trucks.

There were many trucks in town.

“I don’t like trucks” said the frog.

- Draw a frog under a truck.



Figure 2.76

LO 1.1.3		LO 5.1.4	
----------	--	----------	--

Table 2.35

- Listen.



Figure 2.77

We saw many lorries in town.



Figure 2.78

- Draw the lorries.



Figure 2.79

LO 1.1.3		LO 2.6		LO 3.4	
----------	--	--------	--	--------	--

Table 2.36

- Read.

There were white lorries.

There were red lorries.

There were blue lorries.

There were yellow lorries.

There were green lorries.

There were big lorries.

There were small lorries.

There were long lorries.

There were short lorries.

There were many lorries in town.

“I don’t like lorries” said the mouse.

- Draw a mouse on a lorry.



Figure 2.80

LO 1.1.2	LO 1.1.3	LO 3.4	
----------	----------	--------	--

Table 2.37

2.9.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner read picture books with simple one-word or two-word captions.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.4 size;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.7: We know this when the learner understands plurals or nouns in oral texts.

2.10 English in Town 05¹⁰

2.10.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.10.2 English in Town

2.10.3 EDUCATOR SECTION

2.10.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.10.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem "Time for tea" in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.10.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the "reading" of the pages. The more practice the learners

¹⁰This content is available online at <<http://cnx.org/content/m24405/1.1/>>.

get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.10.5 LEARNER SECTION

2.10.6 Content

- Listen.

We saw many trains in town.



Figure 2.81

- Draw the trains.



Figure 2.82

LO 1.1.3		LO 5.5	
----------	--	--------	--

Table 2.38

Read.

There were long trains.

There were short trains.

There were wide trains.

There were narrow trains

There were many trains in town.

“I like trains,” said the worm.
 “I can ride in trains.”
 So the worm rode in a train.

- Draw a worm in a train.



Figure 2.83

LO 5.1.4		LO 6.2		LO 6.5	
----------	--	--------	--	--------	--

Table 2.39

- Listen.



Figure 2.84

We saw many buses in town.

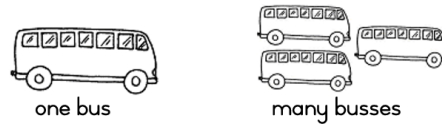


Figure 2.85

- Draw the buses.



Figure 2.86

LO 1.1.3	LO 1.3	LO 3.1.3
----------	--------	----------

Table 2.40

- Read.

There were big buses.

There were small buses.

There were long buses.

There were short buses.

There were closed buses.

There were open buses.

There were many buses in town.

“I like buses,” said the frog.

“I can ride in buses.”

So the frog rode in a bus.

- Draw the frog in a bus.



Figure 2.87

LO 1.1.3	LO 6.5	LO 6.9
----------	--------	--------

Table 2.41

2.10.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.3 uses illustrations to understand simple captions;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.4 size;

Assessment Standard 5.5: We know this when the learner understands and uses some mathematical language.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.9: We know this when the learner understands some prepositions in oral texts.

2.11 English in Town 06¹¹

2.11.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.11.2 English in Town

2.11.3 EDUCATOR SECTION

2.11.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.11.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

¹¹This content is available online at <<http://cnx.org/content/m24411/1.1/>>.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem “Time for tea” in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.11.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the “reading” of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.11.5 LEARNER SECTION

2.11.6 Content

- Listen.



Figure 2.88

We saw many aeroplanes in town.



Figure 2.89

- Draw the aeroplanes.

LO 1.3	LO 5.5
--------	--------

Table 2.42

- Read.

There were big aeroplanes with white wings.

There were big aeroplanes with red wings.

There were small aeroplanes with blue wings.

There were small aeroplanes with yellow wings.

There were high aeroplanes with wide wings.

There were low aeroplanes with narrow wings.

There were many aeroplanes in town.

“I like aeroplanes,” said the mouse.

“I can fly in aeroplanes.”

So the mouse flew in an aeroplane.

- Draw the mouse in an aeroplane.



Figure 2.90

LO 3.1.3	LO 5.5	LO 6.5	LO 6.7
----------	--------	--------	--------

Table 2.43

- Listen.
- Read.

- Draw

the worm in the train,
the frog on the train,
the mouse under the train.



Figure 2.91

- Draw

the frog in the bus,
the mouse on the bus,
the worm under the bus.



Figure 2.92

- Draw

the mouse in the aeroplane,
the worm on the aeroplane,
the frog under the aeroplane.



Figure 2.93

LO 1.1.3		LO 6.9	
----------	--	--------	--

Table 2.44

- Listen.
- Read and draw.



Figure 2.94

We saw many



Figure 2.95

boys on bicycles,



Figure 2.96

girls on bicycles,



Figure 2.97



Figure 2.98

men on bicycles,



Figure 2.99

women on bicycles.

- We saw many bicycles in town.
- Let's count the bicycles in English. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 one, two, three, four, five, six, seven, eight, nine, ten.
- Let's count the bicycles in Afrikaans. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 een, twee, drie, vier, vyf, ses, sewe, ag, nege, tien.

“We can speak English” said the worm, the frog and the mouse.

- Can you speak English?

Yes or No

- Draw yourself here.

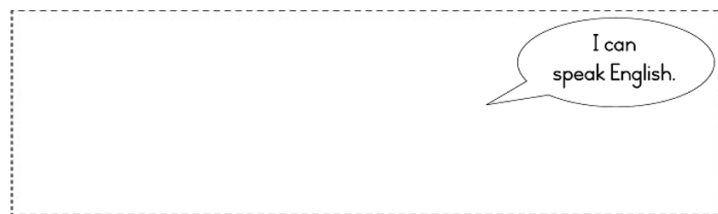


Figure 2.100

LO 1.1.5	LO 5.1.2
----------	----------

Table 2.45

2.11.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.3 uses illustrations to understand simple captions;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

Assessment Standard 5.5: We know this when the learner understands and uses some mathematical language.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.7: We know this when the learner understands plurals or nouns in oral texts;

Assessment Standard 6.9: We know this when the learner understands some prepositions in oral texts.

2.12 English in Town 07¹²

2.12.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.12.2 English in Town

2.12.3 EDUCATOR SECTION

2.12.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.12.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

¹²This content is available online at <<http://cnx.org/content/m24415/1.1/>>.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem “Time for tea” in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.12.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the “reading” of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

2.12.5 New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.12.6 LEARNER SECTION

2.12.7 Content

- Listen.
- Read and draw.

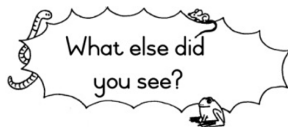


Figure 2.101

We saw many
tall people



Figure 2.102

short people



Figure 2.103

thin people



Figure 2.104

fat people



Figure 2.105

happy people



Figure 2.106

sad people



Figure 2.107

- We saw many people in town.

LO 1.1.3		LO 6.10	
----------	--	---------	--

Table 2.46

- Draw a happy face.



Figure 2.108

- Draw a sad face.



Figure 2.109

- Write.

happy sad

Figure 2.110

LO 4.1	LO 6.10	
--------	---------	--

Table 2.47

- Listen.
- Read.

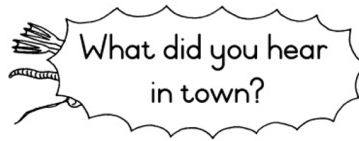


Figure 2.111

-
- We heard many sounds in town.

“Toot-toot,” went the cars.

“Toot-toot,” went the trucks.

“Toot-toot,” went the lorries.

“Toot-toot,” went the trains.

“Toot-toot,” went the buses.

“Zoom-Zoom,” went the aeroplanes.

“Tring-tring,” went the bicycles.

There were TOO MANY sounds in town!

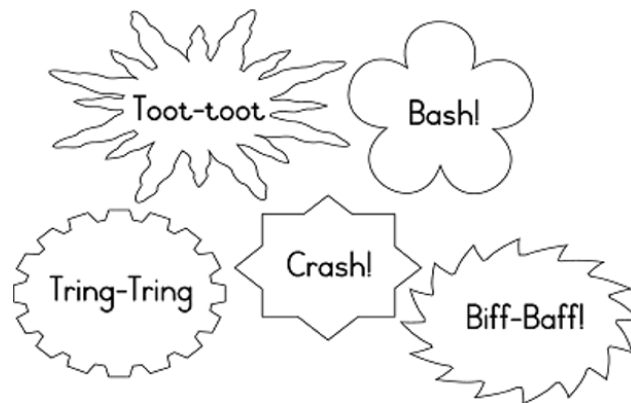


Figure 2.112

LO 1.1.2	
----------	--

LO 6.5	
--------	--

Table 2.48

- Draw the cars, the trucks, the lorries, the trains, the buses the aeroplanes and the bicycles.



Figure 2.113

LO 1.1.3		LO 3.4		LO 6.7	
----------	--	--------	--	--------	--

Table 2.49

2.12.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner read picture books with simple one-word or two-word captions.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.7: We know this when the learner understands plurals or nouns in oral texts;
Assessment Standard 6.10: We know this when the learner understands a few adjectives and adverbs in oral texts.

2.13 English in Town 08¹³

2.13.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.13.2 English in Town

2.13.3 EDUCATOR SECTION

2.13.4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

2.13.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem "Time for tea" in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

2.13.4.2 Integration of themes

- Human rights

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners

¹³This content is available online at <<http://cnx.org/content/m24416/1.1/>>.

know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the “reading” of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

2.13.5 LEARNER SECTION

2.13.6 Content

- Listen.
- Say it and read it.
- Draw the pictures.

2.13.6.1 Noises in Town!

There’s a - hooting
 and a - tooting
 of cars that come and go!
 Stop! Stop! Stop!
 Go! Go! Go!
 There’s a - hustling
 and a - bustling
 of people on the go!
 Stop! Stop! Stop!
 Go! Go! Go!
 There’s a - droning
 and a - groaning
 of aeroplanes to and fro!
 Stop! Stop! Stop!
 Go! Go! Go!
 Stop! Stop! STOP!
 G.J.M.

LO 1.1.3		LO 2.2	
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Table 2.50

- Listen.
- Read.



Figure 2.114

“I want to go home,” said the worm.

“I want to go home,” said the frog.

“I want to go home,” said the mouse.

“I don’t like the noise in the town,” said the worm.

“I don’t like the noise in the town,” said the frog.

“I don’t like the noise in the town,” said the mouse.

So the worm went home.

The frog went home.

The mouse went home.

They all went home.

- Draw the picture.



Figure 2.115

LO 3.1.3	
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Table 2.51

- Listen and listen again.
- Say it and read it.
- Act it.

2.13.6.2 We're back!

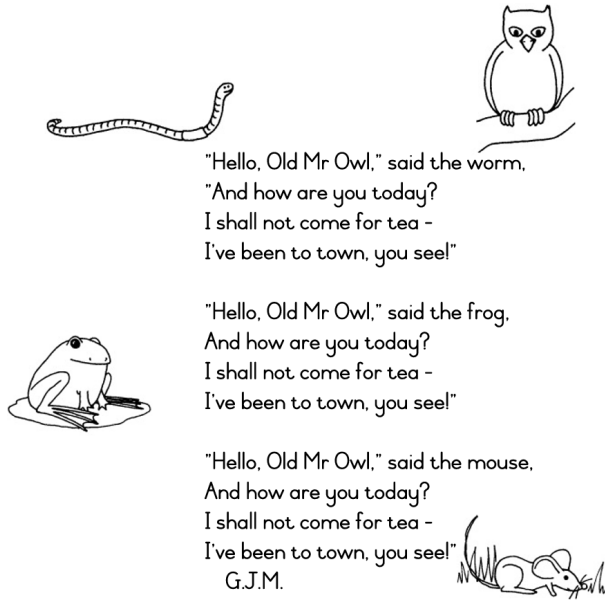


Figure 2.116

LO 1.1.2		LO 2.2	
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Table 2.52



Figure 2.117

- Read.
- Keep this page in your file.

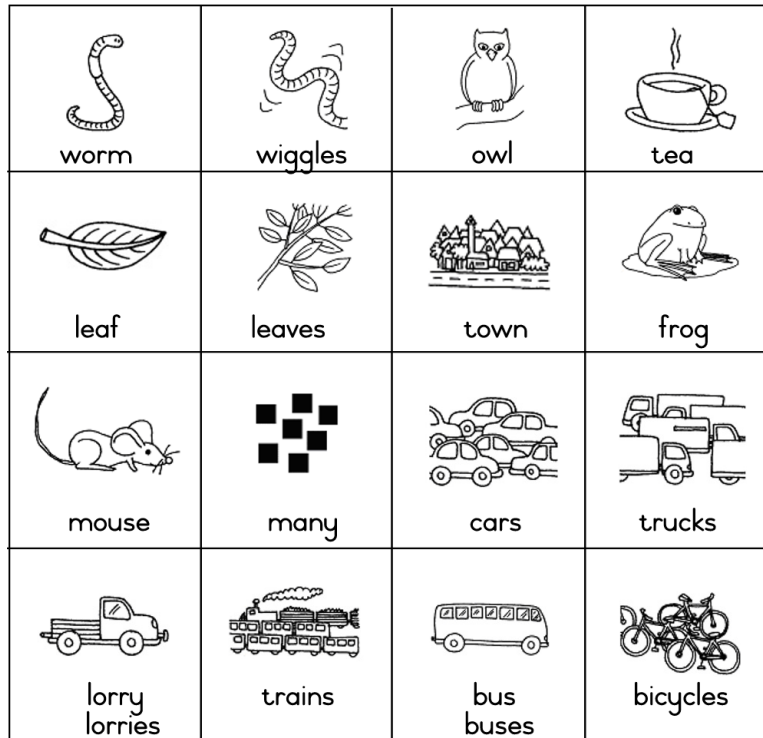


Figure 2.118

LO 6.7	LO 6.11	
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Table 2.53

2.13.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 joins in choruses at appropriate points;

1.1.3 draws a picture of the story;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.3 uses illustrations to understand simple captions;

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.7: We know this when the learner understands plurals or nouns in oral texts;

Assessment Standard 6.11: We know this when the learner understands between 500 and 1 000 common spoken words in context by the end of Grade 1.

Chapter 3

Term 3

3.1 English in Shops 01¹

3.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.1.2 English in shops

3.1.3 EDUCATOR SECTION

3.1.4 Memorandum

3.1.4.1 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

3.1.4.2 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off on a shopping spree on a rainy day in winter. They visit many different kinds of shops. Learners colour articles which boys/girls would like to buy. They answer yes or no to questions and complete a graph about the traffic.

Integration of themes

- Social Justice

This module lends itself to the discussion of such issues as job opportunities for all including disabled persons; the acquiring of wealth; the results of unemployment.

¹This content is available online at <<http://cnx.org/content/m24417/1.1/>>.

3.1.5 LEARNER SECTION

3.1.6 Content

- Listen to the story.
- Listen again.
- Say it with your teacher.
- Look en read.

Tim and Tina go to town.

Mummy and Daddy will take them to town.

Tim wants a new pair of shoes.

He also wants a rugby ball.

Tina wants a new dress.

She also wants a new umbrella.

Daddy will take them in the car.

Questions: Did you listen?

1. Who wants to go to town?
2. Who will take them?
3. What does Tim want?
4. What does Tina want?
5. Clap when you hear a word beginning with the same sound as tap.
6. Count as you clap.

LO 1.1		LO 1.1.7		LO 2.1		LO 2.6	
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Table 3.1

- Listen and listen again.
- Listen and say the poem.
- Read it.

Mummy says,

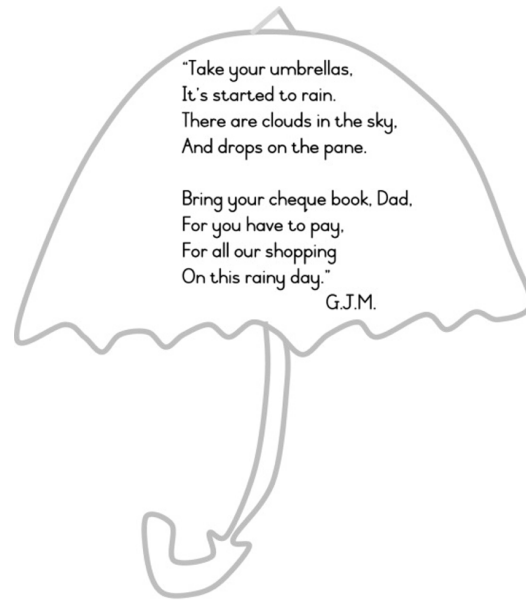


Figure 3.1

Listen and do:

- Come here, stand next to the table, sit down.
- Take your book, take your pencil, take your chair.
- Bring your book, bring your chair, bring your pencil.
- Walk to your chair, hop on one leg, turn around.

LO 1.3	LO 2.2	LO 3.7	
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Table 3.2

- Read.
- Draw the pictures.
- Write the words.



Figure 3.2

umbrella
rain



Figure 3.3

clouds

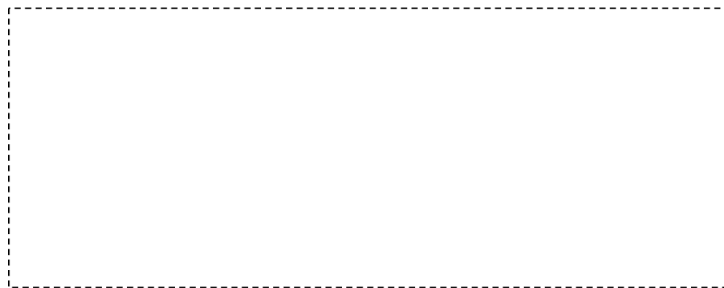


Figure 3.4

Dad



Figure 3.5

shopping

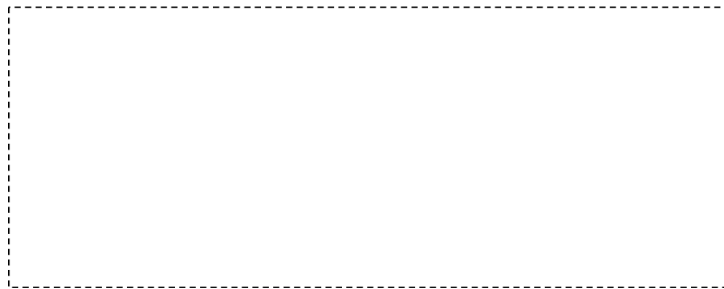


Figure 3.6

cheque book



Figure 3.7

window pane



Figure 3.8

a rainy day

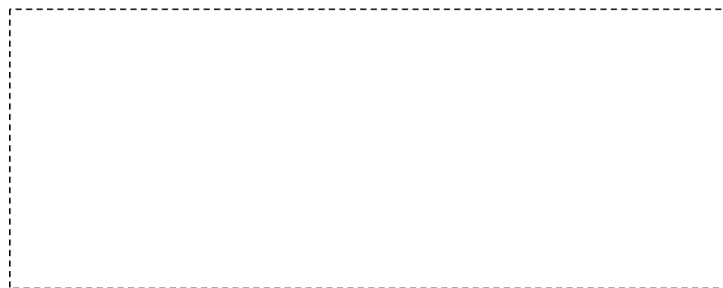


Figure 3.9

LO 3.1.2		LO 4.1	
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Table 3.3

- Listen and listen again.
- Say it together.
- Read it.

Tim says,

“Splish, Splash, Splish!

A drop on my nose!

Here’s another one too

It’s right here on the rose.

Tina says,

“Splish, Splash, Splish!

It’s raining much faster.

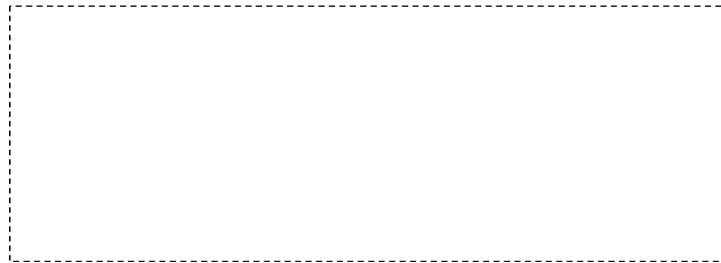
The splishes are bigger

The puddles much larger!

Splish, Splash, Splish!

G.J.M.

- Draw the picture.

**Figure 3.10**

LO 1.1.3		LO 2.2		LO 3.7	
----------	--	--------	--	--------	--

Table 3.4

- Listen.
- Listen, say and read.

To get to town, Dad has to drive
 over the hill,
 through the tunnel,
 under the bridge
 down to the river
 and along the road
 into town.

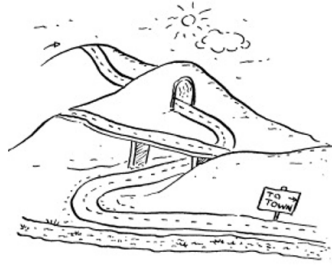


Figure 3.11

- Tell a friend how Dad gets to town.
- Draw Dad driving:-

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
over the hill	through the tunnel	under the bridge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
along the road	down to the river	into town

Figure 3.12

- Number them in the right order.

LO 1.1.3	LO 1.1.4	LO 3.1.1	LO 5.1.8	LO 6.9
----------	----------	----------	----------	--------

Table 3.5

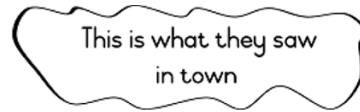


Figure 3.13

-
- Discuss what they saw.

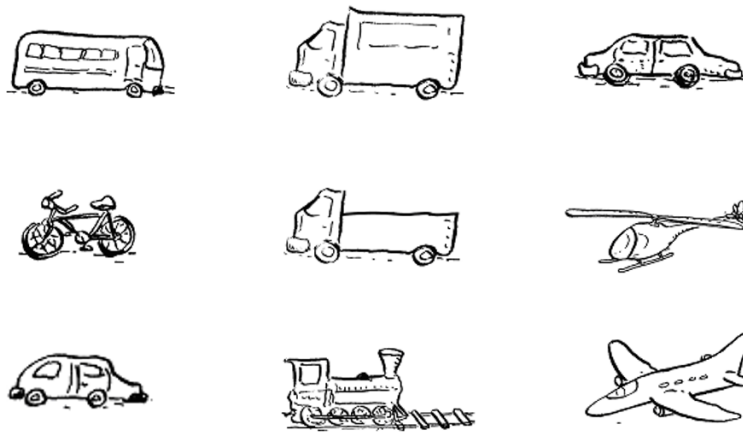


Figure 3.14

- Listen and do.
- Colour the first bus red.
- Colour the truck brown.
- Colour the little car yellow.
- Colour the big car blue.
- Colour the train green.
- Colour the bicycle black.
- Colour the second bus pink.
- Colour the aeroplane purple.
- Colour the helicopter red.

LO 1.3	LO 1.5	LO 2.6
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Table 3.6

3.1.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.4 puts pictures in the right sequence;

1.1.7 shows awareness of boys and girls in conventional roles;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.1 makes sense of a picture story;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.9: We know this when the learner understands some prepositions in oral texts.

3.2 English in Shops 02²

3.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.2.2 English in shops

3.2.3 EDUCATOR SECTION

3.2.4 Memorandum

3.2.4.1 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

3.2.4.2 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

²This content is available online at <<http://cnx.org/content/m24442/1.1/>>.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off on a shopping spree on a rainy day in winter. They visit many different kinds of shops. Learners colour articles which boys/girls would like to buy. They answer yes or no to questions and complete a graph about the traffic.

3.2.4.3 Integration of themes

- Social Justice

This module lends itself to the discussion of such issues as job opportunities for all including disabled persons; the acquiring of wealth; the results of unemployment.

3.2.5 LEARNER SECTION

3.2.6 Content

- Answer “yes” or “no”.
- Colour in the “yes” pictures.
- Ask each one, e.g. “Earthworm, do you like the rain?”

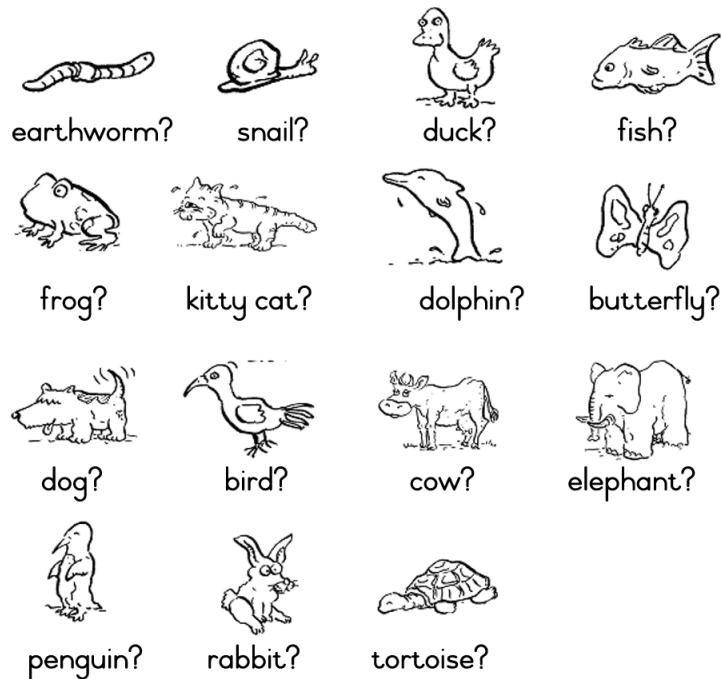


Figure 3.15

- Do you like the rain? Why?/Why not?

LO 1.1.5	LO 2.1	LO 2.5	LO 6.6
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Table 3.7

- Listen, say and read.

Mom said, “Look at all the cars!”

Tim said, “Look at all the trucks and lorries.”

Tina said, “Look at all the buses and trains.”

Dad said, “Look at all the”

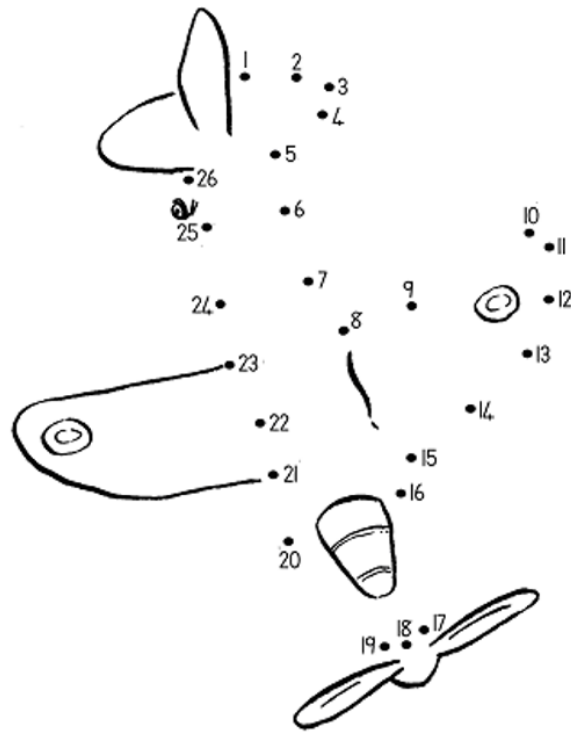


Figure 3.16

- Join the dots in the right order to find out what Dad saw.
- Colour it.
- Draw more

LO 1.3	LO 4.2	LO 5.1.2
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Table 3.8

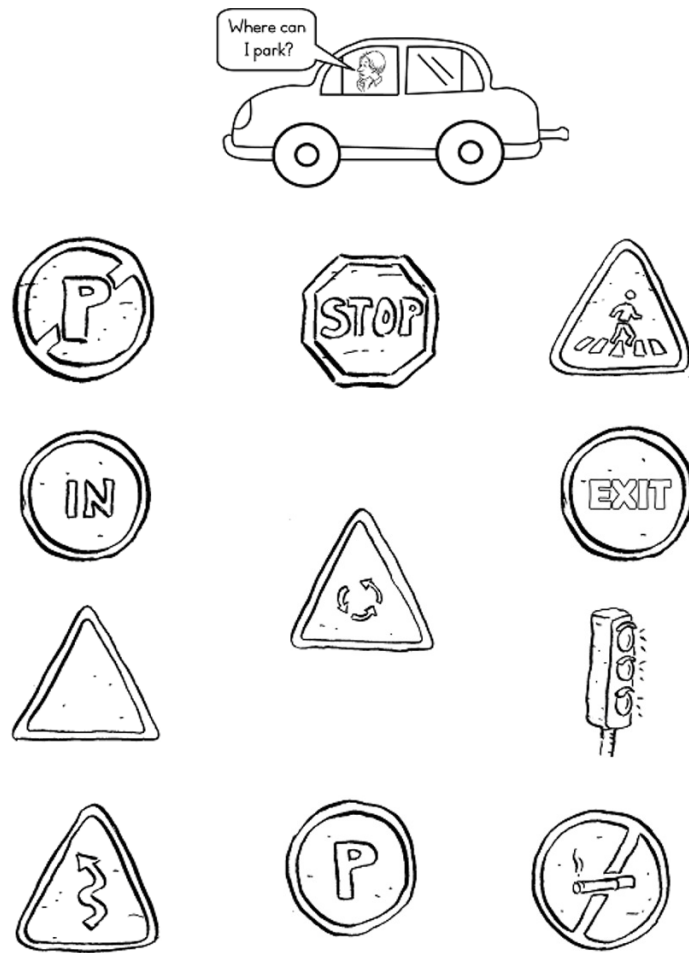


Figure 3.17

- Look! Listen! Discuss!

LO 1.1.5	LO 2.1	LO 3.5
----------	--------	--------

Table 3.9

- Read.
- Draw raindrops:

big	bigger	biggest
a few	more	many

Figure 3.18

- Draw trains:

long	longer	longest
------	--------	---------

Figure 3.19

- Draw cars:

short	shorter	shortest
-------	---------	----------

Figure 3.20

LO 1.1.3		LO 6.10	
----------	--	---------	--

Table 3.10

3.2.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple, literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically;

Learning Outcome 2:SPEAKING: The learner The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses simple, familiar words to complete sentence frames.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.6: We know this when the learner understands negative forms in oral texts;

Assessment Standard 6.10: We know this when the learner understands some adjectives and adverbs in oral texts.

3.3 English in Shops 03³

3.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.3.2 English in shops

3.3.3 EDUCATOR SECTION

3.3.4 Memorandum

3.3.4.1 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more

³This content is available online at <<http://cnx.org/content/m24449/1.1/>>.

familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

3.3.4.2 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off on a shopping spree on a rainy day in winter. They visit many different kinds of shops. Learners colour articles which boys/girls would like to buy. They answer yes or no to questions and complete a graph about the traffic.

3.3.4.3 Integration of themes

- Social Justice

3.3.5 This module lends itself to the discussion of such issues as job opportunities for all including disabled persons; the acquiring of wealth; the results of unemployment.

3.3.6 LEARNER SECTION

3.3.7 Content

- Look and tell the story.

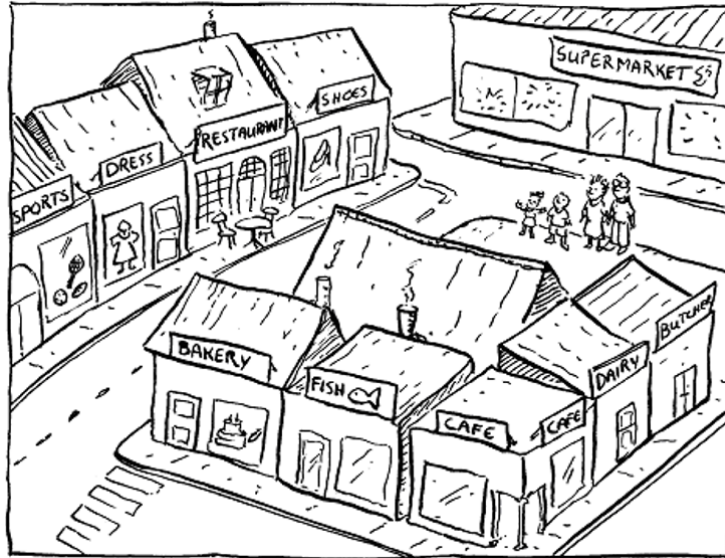


Figure 3.21

LO 1.1	LO 1.5	LO 2.6	LO 3.5
--------	--------	--------	--------

Table 3.11

- Look at the picture on the previous page.
- Listen and find the shops.
- Read.
- We can see many shops in town.

There is a dress shop.

There is a shoe shop.

There is a sports shop.

There is a fish shop.

There is a butcher's shop.

There is a supermarket.

There is a bakery.

There is a café.

There is a restaurant.

"I like shopping in town," said Tina.

"I like shopping in town," said Tim.

- What can you buy at these shops?
- Draw the pictures.



Figure 3.22

a sports shop



Figure 3.23

a fish shop

LO 1.1.5	LO 2.1	LO 3.7	LO 6.1	
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Table 3.12

- What can you buy at these shops?
- Draw the pictures.



Figure 3.24

a butcher's shop



Figure 3.25

a bakery

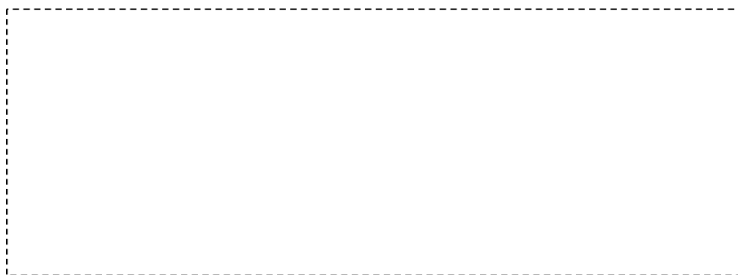


Figure 3.26

a café



Figure 3.27



Figure 3.28

a supermarket



Figure 3.29

a dairy a restaurant



Figure 3.30

a dress shop



Figure 3.31

a shoe shop

LO 3.1.2	
----------	--

Table 3.13

- Colour the things that Tim would like to buy because he is a boy.



Figure 3.32

LO 1.1.7	LO 5.3.1
----------	----------

Table 3.14

- Colour the things that Tina would like to buy because she is a girl.



Figure 3.33

LO 1.1.7	LO 5.3.1
----------	----------

Table 3.15

3.3.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple, literal 'yes/no' and open questions with one-word answers;

1.1.7 shows awareness of boys and girls in conventional roles;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

Assessment Standard 3.5: We know this when the learner builds up sight recognition of common words;

Assessment Standard 3.7: We know this when the learner reads a poem/story with the teacher.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language for thinking;

5.3.1 identifies similarities and differences;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts.

3.4 English in Shops 04⁴

3.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.4.2 English in shops

3.4.3 EDUCATOR SECTION

3.4.4 Memorandum

3.4.4.1 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

3.4.4.2 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

⁴This content is available online at <<http://cnx.org/content/m24452/1.1/>>.

Tim and Tina are off on a shopping spree on a rainy day in winter. They visit many different kinds of shops. Learners colour articles which boys/girls would like to buy. They answer yes or no to questions and complete a graph about the traffic.

3.4.4.3 Integration of themes

- Social Justice

3.4.5 This module lends itself to the discussion of such issues as job opportunities for all including disabled persons; the acquiring of wealth; the results of unemployment.

3.4.6 LEARNER SECTION

3.4.7 Content

- Listen and say.
- Read the question.
- Answer “yes” or “no”.
- Write the sentence.
- Draw the picture.

1. Do you like apples?

.....

2. Do you like milk?

.....

3. Do you like fish?

.....

4. Do you like hotdogs?

.....

LO 1.1.5		LO 2.5	
----------	--	--------	--

Table 3.16

- Listen and read.

Tina saw 2 cars.

Tina saw 4 cars.

Tina saw 1 train.

Tim saw 1 train.

Tina saw 2 buses.

Tim saw 1 bus.

Tina saw 3 bicycles.

Tim saw 2 bicycles.

Tina saw 1 aeroplane.

Tim saw 1 helicopter.

- Fill in your “Traffic Graph”.
- Draw dots for all the traffic Tim and Tina saw.
- Count the cars, the trains, the buses, etc.

traffic	cars	[U+25CF]					
	trains						
	buses						
	bicycles						
	aeroplanes						
	helicopters						
		1	2	3	4	5	6

Table 3.17

- Talk about your graph

LO 5.1.2		LO 5.4		LO 6.7	
----------	--	--------	--	--------	--

Table 3.18

- Listen and read.

Tim says,

“There are so many shoes.
 There are brown shoes.
 There are black shoes.
 There are high shoes.
 There are low shoes.
 There are big shoes.
 There are small shoes.
 Which shoes shall I choose?”

- Draw the shoes.



Figure 3.34

- Draw:



Figure 3.35

one shoe



Figure 3.36

many shoes

LO 1.1.3		LO 3.7		LO 6.7	
----------	--	--------	--	--------	--

Table 3.19

- Listen and read.

Tina says,

“There are so many dresses.
 There are white dresses.
 There are pink dresses.
 There are blue dresses.
 There are long dresses.
 There are short dresses.
 There are dresses with dots.”

There are dresses with stripes.
There are dresses with buttons.
There are dresses with bows.
Which dress shall I choose?

- Draw the dresses.



Figure 3.37

- Draw:



Figure 3.38

one dress



Figure 3.39

many dresses

LO 1.1.3		LO 3.7		LO 6.2		LO 6.5	
----------	--	--------	--	--------	--	--------	--

Table 3.20

3.4.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple, literal ‘yes/no’ and open questions with one-word answers;

Learning Outcome 2:SPEAKING: The learner The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.7: We know this when the learner reads a poem/story with the teacher.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.5: We know this when the learner understands some modal verbs in oral texts;

Assessment Standard 6.7: We know this when the learner understands some plurals in oral texts.

3.5 English in Shops 05⁵

3.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.5.2 English in shops

3.5.3 EDUCATOR SECTION

3.5.4 Memorandum

3.5.4.1 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

3.5.4.2 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

Tim and Tina are off on a shopping spree on a rainy day in winter. They visit many different kinds of shops. Learners colour articles which boys/girls would like to buy. They answer yes or no to questions and complete a graph about the traffic.

3.5.4.3 Integration of themes

- Social Justice

3.5.5 This module lends itself to the discussion of such issues as job opportunities for all including disabled persons; the acquiring of wealth; the results of unemployment.

3.5.6 LEARNER SECTION

3.5.7 Content

- Read and draw.

There are so many umbrellas.

⁵This content is available online at <<http://cnx.org/content/m24457/1.1/>>.



Figure 3.40

a red umbrella



Figure 3.41

a blue umbrella

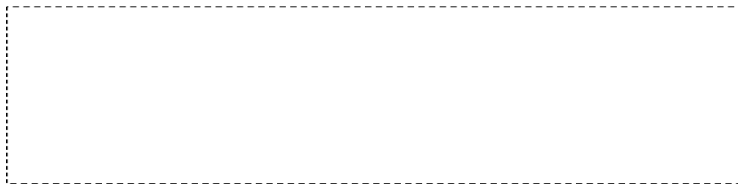


Figure 3.42

an umbrella with stripes



Figure 3.43

an umbrella with dots



Figure 3.44

a small umbrella
a big umbrella

- Which umbrella shall I choose?

LO 1.1.3	LO 2.1	LO 5.1.4	
----------	--------	----------	--

Table 3.21

- Listen and listen again.
- Read the poem.
- Retell the story.
- Can you act it?

3.5.7.1 A Day out Shopping

What fun we had
out shopping this day!
We spent all Dad's money
but he said, "It's Okay!"
We piled all our parcels
up high in the car
and off we went home

which was ever so far!
 Down to the river
 and under the bridge,
 through the long tunnel
 and over the ridge.
 At last we were home
 and tucked into bed.
 “Thanks, Mom! For this day,
 Thanks, Dad!” we all said.
 G.J.M.

- Discuss Tim and Tina’s feelings.
- Tell the class about your “Shopping Day.”

LO 2.2	LO 2.7	LO 3.7
--------	--------	--------

Table 3.22

- Read these words.
- Keep this page in your file.






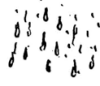
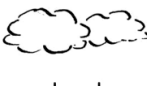












 take	 wants	 new	 a pair of shoes
 umbrella	 rain	 clouds	 window pane
 shopping	 rainy day	 puddles	 through the tunnel
 under the bridge	 along the road	 helicopter	 earthworm
 snail	 elephant	 dolphin	 penguin

Figure 3.45

LO 3.1.2

Table 3.23

3.5.7.2 My dictionary page

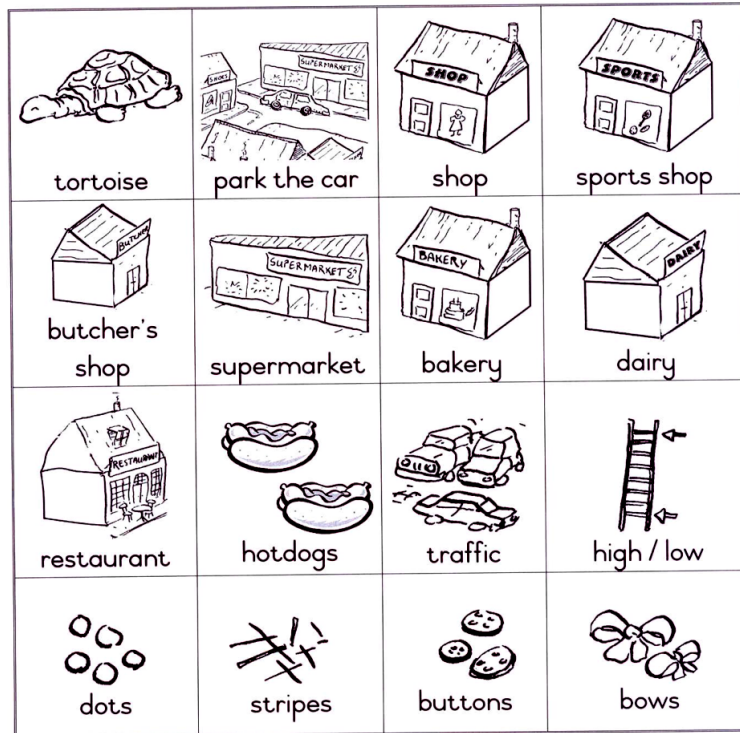


Figure 3.46

LO 3.1.2

Table 3.24

3.5.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.7: We know this when the learner re-tells a story;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:
3.1.2 matches pictures and words;

Assessment Standard 3.7: We know this when the learner reads a poem/story with the teacher.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.4 size.

3.6 English with Daddies⁶

3.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.6.2 English with Daddies

3.6.3 EDUCATOR SECTION

3.6.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module focuses on Dads; their jobs around the house and occupations. Through these topics the vocabulary in previous modules are revised, captions are read and illustrated.

⁶This content is available online at <<http://cnx.org/content/m24462/1.1/>>.

The illustrations on page 19 give learners the opportunity to discuss what is happening and to make up their own stories orally.

A game on page 20 to be played with a friend, will encourage learners to identify words.

Integration of themes

- Human Rights and a Healthy environment

Here we focus on the role of the father in the home; as provider, protector and role model.

Discuss: How can we keep our home tidy?

3.6.5 LEARNER SECTION

3.6.6 Content

- Listen and discuss.
 - Read.
 - Draw the pictures.
-
- Daddy can do many things.

Daddy drives a car.	Daddy cuts the lawn.
Daddy paints the house.	Daddy reads the newspaper.

Figure 3.47

-
1. What else can Daddy do? Jogs, shaves, plays, washes his car?
 2. Mime some of the things Daddy can do. Let your friends guess what you are doing.

LO 1.1.1	LO 1.1.7	LO 3.7	
----------	----------	--------	--

Table 3.25

- Choose three things on page 1 that your Daddy can do.
- Complete the sentences.
- Draw the pictures.

3.6.6.1 My Daddy

- My daddy



Figure 3.48

.....

- My daddy



Figure 3.49

.....

- My daddy



Figure 3.50

.....

LO 1.1.3		LO 4.2	
----------	--	--------	--

Table 3.26

3.6.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.1 mimes actions;

1.1.3 draws a picture of the story;

1.1.7 shows awareness of men and women in conventional roles;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.7: We know this when the learner reads reads simple sentences.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses familiar words to complete sentence frames.

3.7 English with daddies - My Daddy⁷

3.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.7.2 English with Daddies

3.7.3 EDUCATOR SECTION

3.7.4 Memorandum

3.7.4.1 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

⁷This content is available online at <<http://cnx.org/content/m24465/1.1/>>.

This module focuses on Dads; their jobs around the house and occupations. Through these topics the vocabulary in previous modules are revised, captions are read and illustrated.

The illustrations on page 19 give learners the opportunity to discuss what is happening and to make up their own stories orally.

A game on page 20 to be played with a friend, will encourage learners to identify words.

Integration of themes

- Human Rights and a Healthy environment

Here we focus on the role of the father in the home; as provider, protector and role model.

Discuss: How can we keep our home tidy?

3.7.5 LEARNER SECTION

3.7.6 Content

- Listen to the poem.
- Say it with your teacher.
- Read it.

3.7.6.1 My Daddy



My daddy's tall
and strong
and clever.
That's my daddy!



My daddy's brave
and funny
and hairy.
That's my daddy!
My daddy laughs
and sings
and whistles.
That's my daddy!



I love my daddy!
G.J.M.

Figure 3.51

- Answer the questions.

1. My daddy is not short, he is
2. My daddy is not stupid, he is
3. My daddy will fight a lion; he is
4. My daddy songs.
5. Can your daddy whistle? Can you whistle?

LO 1.1.5		LO 2.2		LO 4.2	
----------	--	--------	--	--------	--

Table 3.27

- Listen and discuss.
- Read and draw.

My daddy has a car.

My daddy drives a car.

Is it a big car? Yes or no.

Is it a little car? Yes or no.

Is it a yellow car? Yes or no.

Is it a white car? Yes or no.

What colour is your daddy's car?

- Draw your daddy's car.



Figure 3.52

LO 1.1.3		LO 2.1		LO 3.7	
----------	--	--------	--	--------	--

Table 3.28

- Read and draw the pictures.

a big car	a little car
a yellow car	a blue car
a red car	a white car
a green car	a purple car

Figure 3.53

LO 1.1.3		LO 1.2	
----------	--	--------	--

Table 3.29

3.7.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with right intonation, rhythm and pronunciation;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.7: We know this when the learner reads simple sentences.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses familiar words to complete sentence frames.

3.8 English with Daddies - My Daddy works⁸

3.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.8.2 English with Daddies

3.8.3 EDUCATOR SECTION

3.8.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

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The quick learners can be extended and given more tasks and activities to complete.

This module focuses on Dads; their jobs around the house and occupations. Through these topics the vocabulary in previous modules are revised, captions are read and illustrated.

The illustrations on page 19 give learners the opportunity to discuss what is happening and to make up their own stories orally.

A game on page 20 to be played with a friend, will encourage learners to identify words.

⁸This content is available online at <<http://cnx.org/content/m24466/1.1/>>.

3.8.4.1 Integration of themes

- Human Rights and a Healthy environment

Here we focus on the role of the father in the home; as provider, protector and role model.

Discuss: How can we keep our home tidy?

3.8.5 LEARNER SECTION

3.8.6 Content

- Listen and discuss.
- Read and draw.

3.8.6.1 My Daddy works

My daddy works all day.

My daddy works in an office.

Is he a policeman? Yes or no.

Is he a fireman? Yes or no.

Is he a postman? Yes or no.

Is he a doctor? Yes or no.

Is he a dentist? Yes or no.

- What does your daddy do?
- Draw your daddy at work.



Figure 3.54

LO 1.1.3		LO 2.1	
----------	--	--------	--

Table 3.30

- Read and draw the pictures.

a policeman	a fireman
a postman	a doctor
a dentist	an office
a soldier	a sailor

Figure 3.55

LO 1.1.3		LO 1.2	
----------	--	--------	--

Table 3.31

- Listen and discuss.
- Read and draw.

3.8.6.2 My Daddy works in the garden

On Saturdays my daddy works
in the garden.

He mows the lawn.

He sows the seeds.

He pulls out the weeds.

He waters the plants.

He pushes the wheelbarrow.

He rakes the leaves.

I help my daddy in the garden.

- Draw Daddy working in the garden.



Figure 3.56

LO 2.6	LO 3.7	LO 6.2	
--------	--------	--------	--

Table 3.32

- Read and draw the pictures.

the lawn	the seeds
the weeds	the plants
the wheelbarrow	the flowers
the leaves	the trees

Figure 3.57

LO 1.1.3	LO 1.2	LO 3.1.2	
----------	--------	----------	--

Table 3.33

- Listen and discuss.
- Read and draw.

3.8.6.3 Daddy paints the house

My daddy paints the house.

He paints the walls.
He paints the roof.
He paints the chimney.
He paints the door.
He paints the windows.
He paints the fence.
He paints the gate.
I help my daddy paint the house.

- Draw Daddy painting the house.



Figure 3.58

LO 1.1.3		LO 3.7		LO 6.5	
----------	--	--------	--	--------	--

Table 3.34

- Read and draw the pictures.

the house	the chimney
the roof	the door
the windows	the walls
the fence	the gate

Figure 3.59

LO 1.1.3	LO 3.1.2
----------	----------

Table 3.35

3.8.7 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts.

3.9 English with Daddies - My Daddy shaves⁹

3.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.9.2 English with Daddies

3.9.3 EDUCATOR SECTION

3.9.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

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The quick learners can be extended and given more tasks and activities to complete.

This module focuses on Dads; their jobs around the house and occupations. Through these topics the vocabulary in previous modules are revised, captions are read and illustrated.

The illustrations on page 19 give learners the opportunity to discuss what is happening and to make up their own stories orally.

A game on page 20 to be played with a friend, will encourage learners to identify words.

Integration of themes

- Human Rights and a Healthy environment

Here we focus on the role of the father in the home; as provider, protector and role model.

Discuss: How can we keep our home tidy?

⁹This content is available online at <<http://cnx.org/content/m24467/1.1/>>.

3.9.5 LEANER SECTION

3.9.6 Content

- Listen and discuss.
- Read and draw.

3.9.7 My Daddy shaves

My daddy shaves his face.

He shaves the left cheek.

He shaves the right cheek.

He shaves below his nose.

He shaves his chin.

He shaves under his chin.

His face is smooth.

He pulls funny faces when he shaves.

- Draw Daddy's funny faces when he shaves.



Figure 3.60

LO 5.1.7		LO 6.2		LO 6.5		LO 6.8	
----------	--	--------	--	--------	--	--------	--

Table 3.36

- Read and draw the pictures.

a face	a nose
a chin	a neck
an eye	a mouth
an ear	a leg

Figure 3.61

LO 1.1.3	LO 3.1.2
----------	----------

Table 3.37

- Listen and discuss.
- Read and draw.

3.9.8 My Daddy watches television

My daddy watches the news.

He watches the sport.
He watches the weather.
He watches the stories.
He likes to watch TV
I like to watch TV with my daddy.

- Draw you and your daddy watching TV.



Figure 3.62

LO 3.3		LO 3.7	
--------	--	--------	--

Table 3.38

- Read and draw the pictures.

a TV	the sun
a cloud	an umbrella
a rugby ball	a soccer ball
a rainy day	a sunny day

Figure 3.63

LO 1.1.3	LO 3.1.3	
----------	----------	--

Table 3.39

- Talk about your daddy.
- Draw a picture about your daddy.

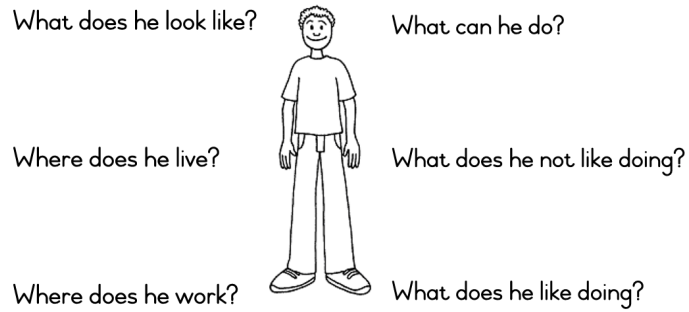


Figure 3.64

3.9.9 My Daddy



Figure 3.65

LO 1.1.7	LO 2.1	LO 2.6	LO 6.1
----------	--------	--------	--------

Table 3.40

3.9.9.1 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.7 shows awareness of men and women in conventional roles;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

3.1.3 uses illustrations to understand simple captions in story books;

Assessment Standard 3.3: We know this when the learner follows printed instructions on one-word flash cards;

Assessment Standard 3.7: We know this when the learner reads simple sentences;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.7 direction;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts;

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.8: We know this when the learner understands some personal pronouns in oral texts.

3.10 English with Daddies - Who is my Daddy?¹⁰

3.10.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.10.2 English with Daddies

3.10.3 EDUCATOR SECTION

3.10.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

¹⁰This content is available online at <<http://cnx.org/content/m24474/1.1/>>.

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module focuses on Dads; their jobs around the house and occupations. Through these topics the vocabulary in previous modules are revised, captions are read and illustrated.

The illustrations on page 19 give learners the opportunity to discuss what is happening and to make up their own stories orally.

A game on page 20 to be played with a friend, will encourage learners to identify words.

Integration of themes

- Human Rights and a Healthy environment

Here we focus on the role of the father in the home; as provider, protector and role model.

Discuss: How can we keep our home tidy?

3.10.5 LEARNER SECTION

3.10.6 Content

- Talk about their daddies.
- What do their daddies do?
- Where do they live?
- What do they look like?

3.10.6.1 Who is my Daddy?

- Draw their daddies.

This is my daddy.

This is my daddy.

This is my daddy.

This is my daddy.





	This is my daddy.
	This is my daddy.
	This is my daddy.
	This is my daddy.

Figure 3.66

LO 6.1	LO 6.5	
--------	--------	--

Table 3.41

- Look at the pictures.
- Make up a story about the pictures.
- Tell the class your story.



Figure 3.67

LO 2.5	LO 3.1
--------	--------

Table 3.42

- Play the game, “Dad goes to work,” with a friend.
- You need two counters and a dice.
- Read the words in the blocks as you move along.
- If you land on a black dot begin again.
- The first “Dad” to reach the work wins.



32 	31 office	30 an	29 in
25 the	26 car	27 ● Daddy	28 works
24 washes	23 ● Daddy	22 newspaper	21 the
17 the	18 house	19 Daddy	20 reads
16 paints	15 Daddy	14 lawn	13 the
9 the	10 car	11 ● Daddy	12 cuts
8 drives	7 ● Daddy	6 Things	5 many
1 	2 Daddy	3 can	4 do

Figure 3.68

LO 1.3	LO 6.11	
--------	---------	--

Table 3.43

3.10.6.2 My Dictionary Page

- Read them.
- Keep them in your file.

Daddy	many	do	things
works	office	garden	drives
car	weeds	seeds	plants
mows	lawn	policeman	postman
doctor	dentist	fireman	paints
house	reads	newspaper	washes
shaves	beard	jogs	watches
plays	chin	cheeks	wheelbarrow

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.3: We know this when the learner writes lists with titles.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts;

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.11: We know this when the learner understands between 500 and 1 000 common spoken words in context by the end of Grade I.

Chapter 4

Term 4

4.1 English with Mummies 01¹

4.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.1.2 English with Mummies

4.1.3 EDUCATOR SECTION

4.1.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to "mothers in nature" with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

4.1.4.1 Integration of themes

- Human rights and a Healthy environment

The focus is on the role of the mother in the home; as provider, protector and role model.

Discuss: How can we help Mom to keep our home clean, tidy and organised?

¹This content is available online at <<http://cnx.org/content/m24477/1.1/>>.

4.1.5 LEARNER SECTION

4.1.6 Content

4.1.6.1 Find my mummy

- Listen to the stories.
- Match the story to the right picture.
- Read the stories.

<p>I live under the ground. I'm tiny and black. Where is my mummy?</p>	
<p>I live in the sea and swim in the waves. Where is my mummy?</p>	
<p>I'm warm in my nest high up in the tree. Where is my mummy?</p>	
<p>I curl up in my basket. I purr and purr. Where is my mummy?</p>	
<p>I live in the forest and swing in the trees. Where is mummy?</p>	

Figure 4.1

LO 1.1	LO 1.2	LO 2.6	LO 3.1	
--------	--------	--------	--------	--

Table 4.1

4.1.6.2 I have a mummy

- Listen and read.

- Draw the picture.

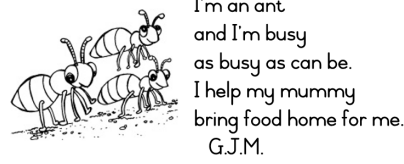


Figure 4.2



Figure 4.3

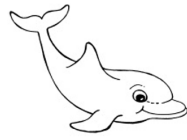
- Answer the questions.

1. What do ants eat?
2. Where do they live?
3. True or false: - Ants are big.
4. Ants are not big, they are
5. What does Mummy Ant do?

LO 1.1.3	LO 2.1	LO 3.5	LO 6.2
----------	--------	--------	--------

Table 4.2

- Listen and read.
- Draw the picture.



I'm a dolphin
and I play in the waves.
My mummy protects me
from sharks in the caves.
G.J.M.

Figure 4.4



Figure 4.5

- Answer the questions.

1. Where do dolphins live?
2. What does a dolphin look like?
3. What colour is the sea?
4. How does Mummy Dolphin care for her baby?

LO 1.1.5	LO 2.6	LO 3.5	LO 5.3	
----------	--------	--------	--------	--

Table 4.3

- Listen and read.
- Draw the picture.



Figure 4.6

- Answer the questions.

1. Birds build
2. Baby birds have no
3. What do baby birds eat?
4. How does Mummy Bird care for her baby?

LO 1.1.3		LO 1.2		LO 2.1		LO 3.5	
----------	--	--------	--	--------	--	--------	--

Table 4.4

4.1.6.3 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

- 1.1.3 draws a picture of the story;
- 1.1.5 answers simple literal 'yes/no' and open questions with one-word answers;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases such as 'I'm fine';

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

Assessment Standard 3.5: We know this when the learner s up sight recognition of common words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language for thinking;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts.

4.2 English with Mummies 02²

4.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.2.2 English with Mummies

4.2.3 EDUCATOR SECTION

4.2.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to "mothers in nature" with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

Integration of themes

- Human rights and a Healthy environment

The focus is on the role of the mother in the home; as provider, protector and role model.

Discuss: How can we help Mom to keep our home clean, tidy and organised?

4.2.5 LEARNER SECTION

4.2.6 Content

4.2.6.1 I have a mummy

- Listen and read.
- Draw the picture.

²This content is available online at <<http://cnx.org/content/m24481/1.1/>>.

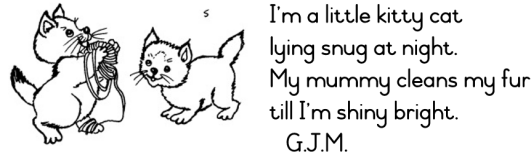


Figure 4.7



Figure 4.8

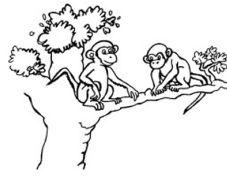
- Answer the questions.

1. What do cats like to eat?
2. Their fur is not hard, it is
3. A baby cat is called a
4. How does Mummy Cat care for her kitten?

LO 1.1.5		LO 1.3		LO 3.5	
----------	--	--------	--	--------	--

Table 4.5

- Listen and read.
- Draw the picture.



I swing and I screech
high up in the trees.
Mummy watches over me
and catches all my fleas.
G.J.M.

Figure 4.9



Figure 4.10

- Answer the questions.

1. What did you draw?
2. Who is swinging in the trees?
3. What do monkeys eat?
4. How does Mummy Monkey care for her baby?

LO 1.1	LO 2.6	LO 3.5	
--------	--------	--------	--

Table 4.6

- Complete the sentences.
- Write the sentences over on the next page.

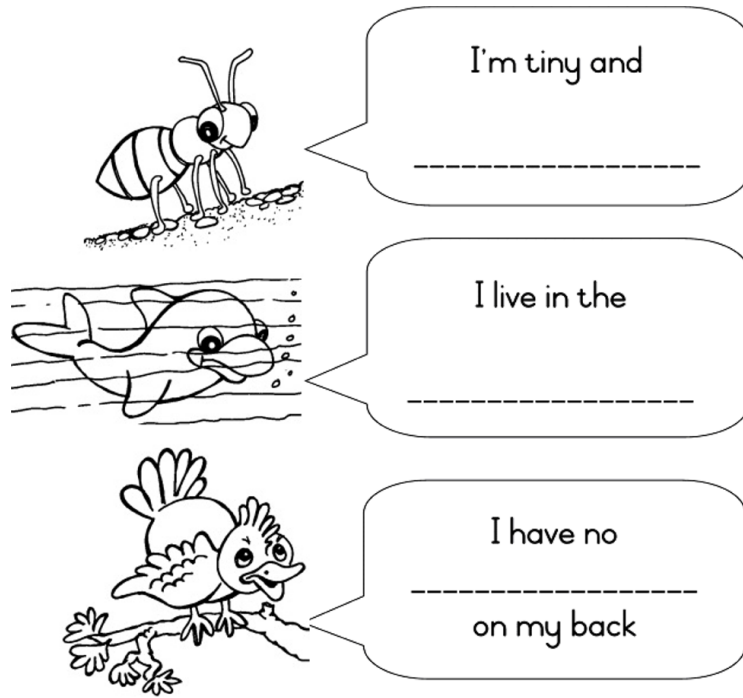


Figure 4.11

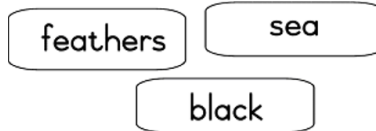


Figure 4.12

LO 3.1	LO 4.2	
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Table 4.7

4.2.6.2 Sentences

.....

.....

.....

4.3 English with Mummies 03³

4.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.3.2 English with Mummies

4.3.3 EDUCATOR SECTION

4.3.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to "mothers in nature" with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

4.3.4.1 Integration of themes

- Human rights and a Healthy environment

The focus is on the role of the mother in the home; as provider, protector and role model.

4.3.5 Discuss: How can we help Mom to keep our home clean, tidy and organised?

4.3.6 LEANER SECTION

4.3.7 Content

- Complete the sentences.
- Write the sentences.

³This content is available online at <<http://cnx.org/content/m24489/1.1/>>.

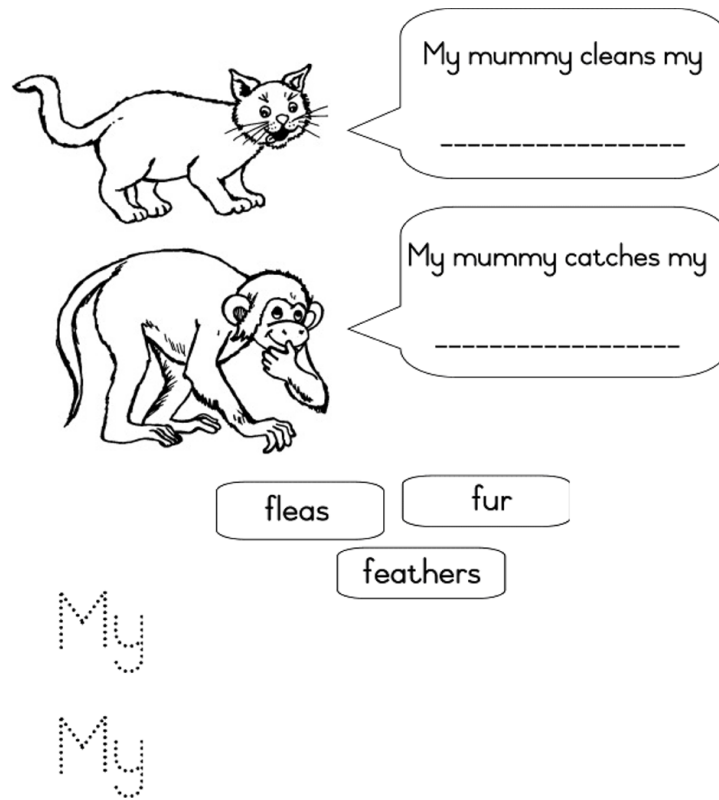


Figure 4.13

LO 3.1	LO 4.2	
--------	--------	--

Table 4.9

- Talk about your mummy.
- Draw a picture of your mummy.

4.3.7.1 My Mummy



Figure 4.14

LO 1.1.3		LO 2.1	
----------	--	--------	--

Table 4.10

- Listen and discuss.
- Read.
- Draw the pictures.
- Mummy can do many things.



Figure 4.15

Mummy cooks the food.



Figure 4.16

Mummy washes the dishes.



Figure 4.17

Mummy drives a car.



Figure 4.18

Mummy bakes a cake.

LO 1.1.3		LO 3.1		LO 3.5	
----------	--	--------	--	--------	--

Table 4.11

- Listen and discuss.



Figure 4.19

- Read.
- Draw the pictures.



Figure 4.20

Mummy cleans the house.



Figure 4.21

Mummy goes to work.



Figure 4.22

Mummy watches television.



Figure 4.23

Mummy reads books.



Figure 4.24

Mummy listens to my homework.

LO 1.1.3		LO 3.1		LO 3.5	
----------	--	--------	--	--------	--

Table 4.12

4.3.7.2 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases such as ‘I’m fine’;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

Assessment Standard 3.5: We know this when the learner s up sight recognition of common words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses familiar words to complete sentence frames.

4.4 English with Mummies 04⁴

4.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.4.2 English with Mummies

4.4.3 EDUCATOR SECTION

4.4.4 Memorandum

Introduction

⁴This content is available online at <<http://cnx.org/content/m24490/1.1/>>.

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to "mothers in nature" with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

Integration of themes

- Human rights and a Healthy environment

The focus is on the role of the mother in the home; as provider, protector and role model.

Discuss: How can we help Mom to keep our home clean, tidy and organised?

4.4.5 LEARNER SECTION

4.4.6 Content

- Listen to the poem.
- Say it with your teacher.
- Read it.

4.4.6.1 My Mummy

My Mummy's pretty
and kind
and witty
That's my Mummy!
My Mummy's clever
and loving
and caring.
That's my Mummy!
My Mummy has pretty things
and dances
and sings.
That's my Mummy!
I love my Mummy!
G.J.M.

- Answer the questions.

1. My Mummy is not ugly, she is
2. My Mummy is not stupid, she is
3. Can Mummy dance?
4. Can Mummy sing?
5. Is Mummy kind? Are you kind?

LO 2.2		LO 2.6		LO 6.1		LO 6.6	
--------	--	--------	--	--------	--	--------	--

Table 4.13

- Listen and discuss.
- Read and draw.

4.4.6.2 My mummy cooks

My Mummy cooks the food.
 She cooks the vegetables.
 She cooks the rice.
 She cooks the meat.
 She cooks the food in the kitchen.
 I help Mummy cook the food.

- Draw Mummy cooking the food.

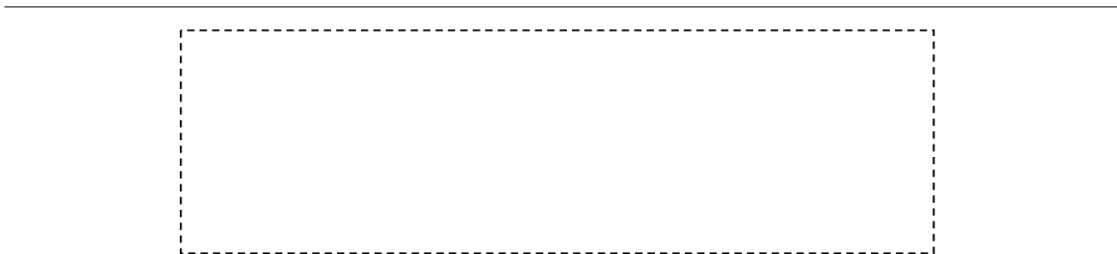


Figure 4.25

LO 1.1.3		LO 3.5		LO 6.8	
----------	--	--------	--	--------	--

Table 4.14

- Listen and discuss.
- Read and draw.

4.4.6.3 My mummy cleans the house

My Mummy cleans the house.

She cleans the bedrooms.

She cleans the bathrooms.

She cleans the kitchen.

She cleans the lounge.

I help Mummy clean the house.

- Draw Mummy cleaning the house.

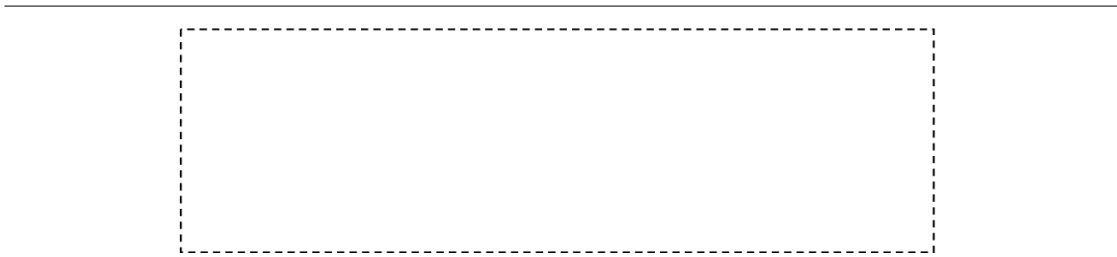


Figure 4.26

LO 1.1.5		LO 3.5		LO 6.8	
----------	--	--------	--	--------	--

Table 4.15

- Listen and discuss.
- Read and draw.

4.4.6.4 My mummy cares for us

My Mummy washes our clothes.

She irons our clothes.

She listens to our homework.

She takes us to school.

She plays with us.

- Draw Mummy caring for us.

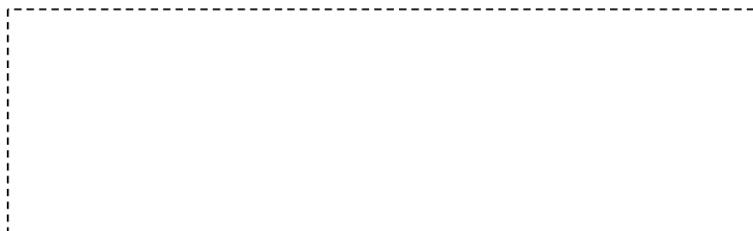


Figure 4.27

LO 2.1		LO 3.5		LO 6.2	
--------	--	--------	--	--------	--

Table 4.16

4.4.6.5 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases such as ‘I’m fine’;

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner s up sight recognition of common words;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts;

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.6: We know this when the learner understands some negative forms in oral texts;

Assessment Standard 6.8: We know this when the learner understands some personal pronouns in oral texts.

4.5 English with Mummies - 05⁵

4.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.5.2 English with Mummies

4.5.3 EDUCATOR SECTION

4.5.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to "mothers in nature" with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

4.5.4.1 Integration of themes

- Human rights and a Healthy environment

The focus is on the role of the mother in the home; as provider, protector and role model. Discuss: How can we help Mom to keep our home clean, tidy and organised?

4.5.5 LEARNER SECTION

4.5.6 Content

- Follow the path and read the story.
- Draw the pictures.

⁵This content is available online at <http://cnx.org/content/m24491/1.1/>.

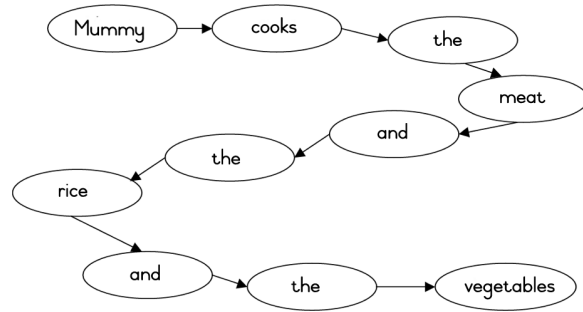


Figure 4.28



Figure 4.29

meat



Figure 4.30

rice



Figure 4.31

vegetables

LO 2.6		LO 3.1.2		LO 3.5	
--------	--	----------	--	--------	--

Table 4.17

- Follow the path and read the story.
- Draw the pictures.

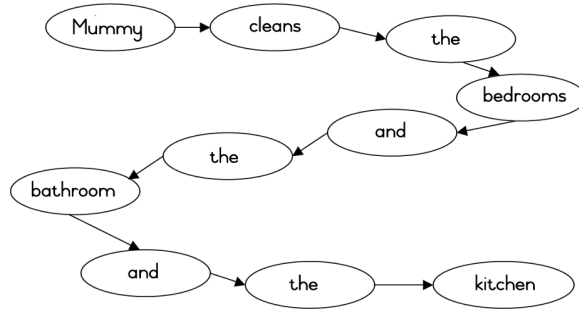


Figure 4.32



Figure 4.33

bedroom



Figure 4.34

bathroom



Figure 4.35

kitchen

LO 1.1.5		LO 3.1.2	
----------	--	----------	--

Table 4.18

- Follow the path and read the story.
- Draw the pictures.

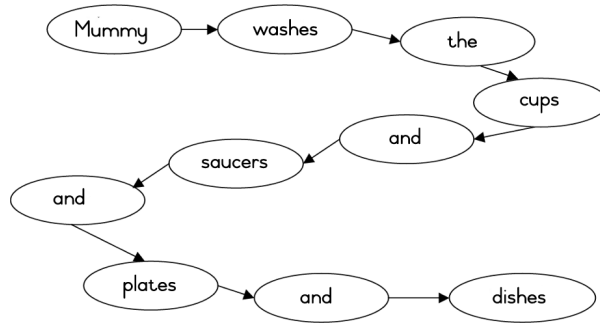


Figure 4.36



Figure 4.37

cups



Figure 4.38

saucers



Figure 4.39

plates



Figure 4.40

dishes

LO 1.1		LO 3.5	
--------	--	--------	--

Table 4.19

- Read.
- Draw a circle around the things Mummy can do.

mows the lawn

washes the car

reads a book

irons our clothes

cooks the food

drives the car

shaves

bakes a cake

washes the dishes

cleans the house.

Figure 4.41

LO 2.1		LO 3.1		LO 5.3.3	
--------	--	--------	--	----------	--

Table 4.20

4.5.6.1 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:
1.1.5 answers simple literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases such as ‘I’m fine’;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.2 matches pictures and words;

Assessment Standard 3.5: We know this when the learner s up sight recognition of common words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language for thinking;

5.3.3 classifies things.

4.6 English with Mummies 06⁶

4.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.6.2 English with Mummies

4.6.3 EDUCATOR SECTION

4.6.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing ± two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to “mothers in nature” with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

4.6.4.1 Integration of themes

- Human rights and a Healthy environment

⁶This content is available online at <<http://cnx.org/content/m24534/1.1/>>.

The focus is on the role of the mother in the home; as provider, protector and role model. Discuss: How can we help Mom to keep our home clean, tidy and organised?

4.6.5 LEARNER SECTION

4.6.6 Content

- Complete the sentences.
- Draw the pictures.



Figure 4.42

My Mummy bakes a
(clothes, cake, book)



Figure 4.43

My Mummy reads a
(cake, house, book)



Figure 4.44

My Mummy cleans the
(book, house, clothes)



Figure 4.45

My Mummy washes my
(book, cake, clothes)

LO 1.1.5		LO 4.2	
----------	--	--------	--

Table 4.21

- Listen and read.
- Draw the pictures.

4.6.6.1 My Mummy likes**Figure 4.46**

to go shopping.

**Figure 4.47**

to cook food.

**Figure 4.48**

to make pancakes.



Figure 4.49

to pick flowers.



Figure 4.50

to drive a car.



Figure 4.51

to eat cake.

LO 1.2	LO 1.3	LO 3.1	LO 6.2	
--------	--------	--------	--------	--

Table 4.22

- Look at the pictures.
- Read the words.
- Use each word in a sentence.
- Colour in the pictures.
- Cut out the pictures.
- Sort them into things found in the

bedroom; bathroom; kitchen

- Paste them into the right rooms on the next page.

bed	toothbrush	kettle
cup	blanket	cupboard
towel	food	bath
table	slippers	tap

Table 4.23

LO 1.3		LO 3.1		LO 5.3.3	
--------	--	--------	--	----------	--

Table 4.24

4.6.6.2 The Bedroom

**Figure 4.52**

4.6.6.3 The Bathroom

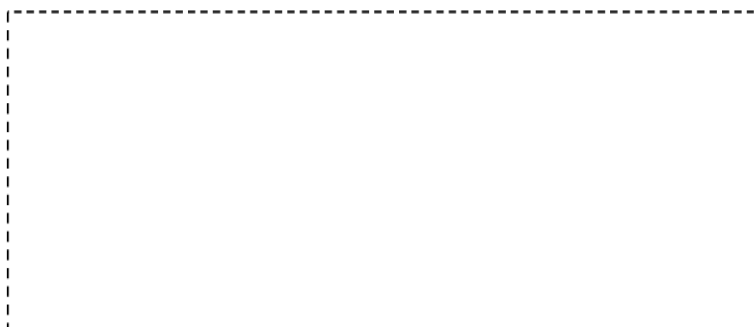


Figure 4.53

4.6.6.4 The Kitchen

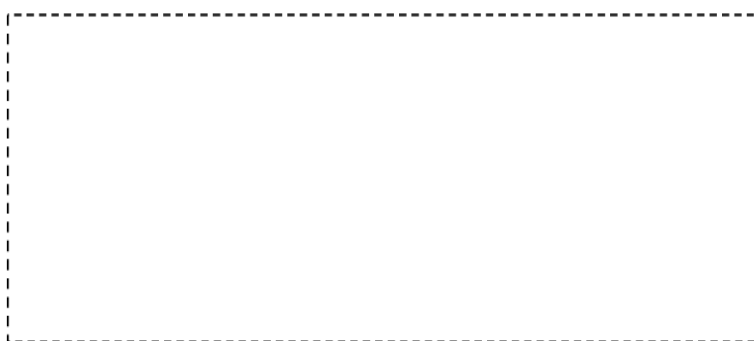


Figure 4.54

LO 5.3.1	
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Table 4.25

4.6.6.5 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple literal 'yes/no' and open questions with one-word answers;

Assessment Standard 1.2: We know this when the learner understands simple descriptions;

Assessment Standard 1.3: We know this when the learner draws a picture of the story;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses familiar words to complete sentence frames.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language for thinking;

5.3.1 identifies similarities and differences;

5.3.3 classifies things;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts.

4.7 English with Mummies⁷

4.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.7.2 English with Mummies

4.7.3 EDUCATOR SECTION

4.7.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

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The quick learners can be extended and given more tasks and activities to complete.

The emphasis falls on Mum; her jobs and occupation.

The topic is extended to "mothers in nature" with short rhymes questions to answer and illustrations to be made. A twirly-whirly rainbow snake with a story to be read, is coloured in and exhibited in the classroom.

⁷This content is available online at <<http://cnx.org/content/m24535/1.1/>>.

4.7.4.1 Integration of themes

- Human rights and a Healthy environment

The focus is on the role of the mother in the home; as provider, protector and role model.

Discuss: How can we help Mom to keep our home clean, tidy and organised?

4.7.5 LEARNER SECTION

4.7.6 Content

4.7.6.1 Make a twirly-whirly rainbow snake

- Read the story.
- Colour in the parts of the snake in different colours.
- Cut along the dotted lines.
- Tie a piece of cotton onto the snake's tail.
- Hang the snake in the classroom.

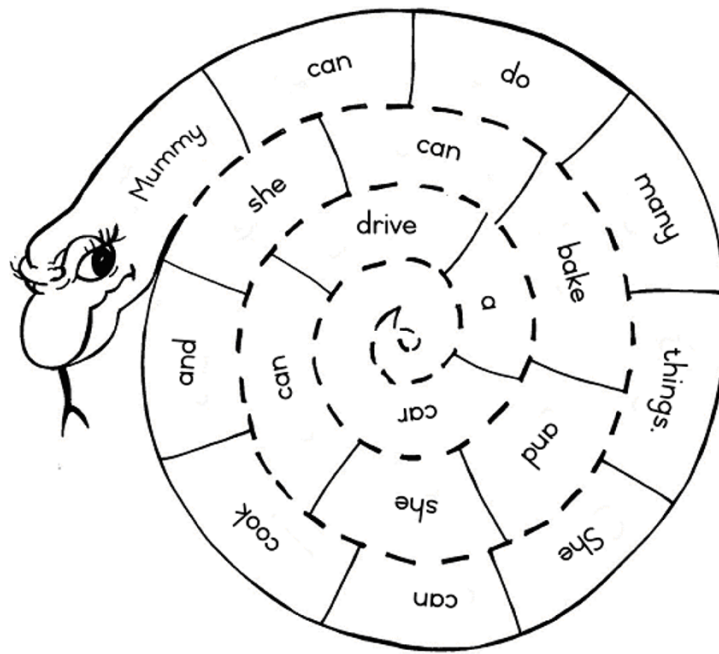


Figure 4.55

LO 1.3	
--------	--

Table 4.26

4.7.6.2 My Dictionary Page

- Read the words.
- Keep the page in your file.

where	is	my	Mummy
live	sea	swim	waves
ant	dolphin	monkey	bird
cooks	washes	drives	bakes
cleans	clothes	reads	homework
she	pretty	clever	rice
meat	vegetables	kitchen	bathroom
bedroom	school	cups	saucers
plates	dishes	cake	pancakes

Table 4.27

LO 2.6		LO 3.5	
--------	--	--------	--

Table 4.28

- Use the words on “My dictionary Page” to complete the sentences.
- Draw the pictures.



Figure 4.56



Figure 4.57

The dolphin swims in the



Figure 4.58

Mummy a book.
Mummy drives me to



Figure 4.59

Mummy is clever and p.....



Figure 4.60

Mummy washes the

LO 3.5		LO 4.2	
--------	--	--------	--

Table 4.29

4.7.6.3 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner builds up sight recognition of common words.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses familiar words to complete sentence frames.

4.8 English with Pets - My Dog⁸

4.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.8.2 English with Pets

4.8.3 EDUCATOR SECTION

4.8.4 Memorandum

Introduction

⁸This content is available online at <<http://cnx.org/content/m24536/1.1/>>.

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

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This module begins with a poem about Oscar the dog who wants to play. He has, however, to wait until Saturday before his "master" has time to play with him. It serves as introduction to the topic of "pets" and lends itself to discussion of pets and their basic needs.

Terry and his friends, John, Nicky and Tom go off to the pet shop to choose a pet. there are many different kinds, each living in its own "home". Learners will find the repetitive rhymes said by the pets, easy to memorise and the situations can be acted/mimed giving those learners who confidently communicate in English, the opportunity to speak English while the others listen to the words.

Riddles allow for much discussion to find the answers.

The module concludes with a graph about the pets classmates have.

At the end of module 8, learners will have been exposed to \pm 500 to 1 000 words in context in English as their additional language.

Integration of themes

- A healthy environment

This must be created and attained where the keeping of pets is concerned. Animals have needs and these should be respected when keeping them as pets.

4.8.5 LEARNER SECTION

4.8.6 Content

- Listen while your teacher reads the poem several times.
- Say it with your teacher.
- Point to the words as she reads it again.
- Try and read it yourself.

4.8.6.1 My dog



Figure 4.61

LO 1.3	LO 2.2	LO 3.7
--------	--------	--------

Table 4.30

- Listen carefully as your teacher reads this page.
- Read it with your teacher.
- Try and read it to your teacher.

4.8.6.2 Terry's friends

Today is Saturday.

Terry's friends will come and play.

"Come, John!" said Terry.

"Come with me to the pet shop.

I want a pet.

"I want a pet too." said John.

So they went to the pet shop.

- Draw Terry and John going to the pet shop.



Figure 4.62

- Read the days of the week.
- Draw a circle around the day they went to the pet shop.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

LO 1.1.3		LO 3.7		LO 5.1	
----------	--	--------	--	--------	--

Table 4.31

- Listen.
- Read.

On the way they met Nicky.

“Hello, Nicky,” said Terry and John.

“Come Nicky! said Terry.

“Come with us to the pet shop.

I want a pet.

John wants a pet.”

“I want a pet too,” said Nicky.

So they went to the pet shop.

- Draw Terry and John and Nicky going to the pet shop.
- Draw the road to the pet shop.
- Draw trees and flowers along the road.



Figure 4.63

LO 1.3	LO 3.7
--------	--------

Table 4.32

- Listen.
- Read.

On the way they met Tom.

“Hello, Tom,” said Terry and John and Nicky.

“Come, Tom!” said Terry.

“Come with us to the pet shop.

“I want a pet.

John wants a pet.

Nicky wants a pet.”

”I want a pet too,” said Tom.

So they went to the pet shop.

- Draw the four friends: write their names.



Figure 4.64

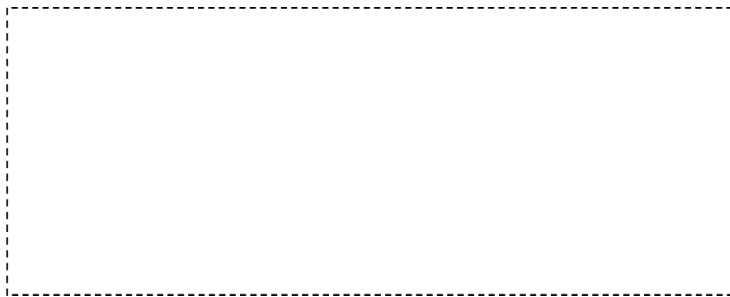


Figure 4.65



Figure 4.66

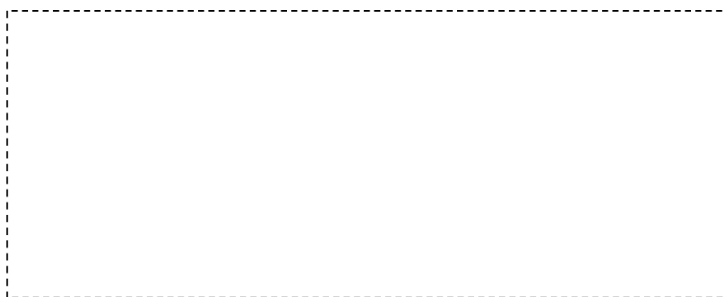


Figure 4.67

LO 1.1.3	LO 3.1.2	LO 4.1	
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Table 4.33

4.8.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically (e.g. ‘put up your hand’);

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.2 matches pictures and words;

Assessment Standard 3.7: We know this when the learner reads a poem / story / sentences with the teacher.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to number, size, time.

4.9 English with Pets - A game to play⁹

4.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.9.2 English with Pets

4.9.3 EDUCATOR SECTION

4.9.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

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Terry and his friends, John, Nicky and Tom go off to the pet shop to choose a pet. there are many different kinds, each living in its own "home". Learners will find the repetitive rhymes said by the pets, easy to memorise and the situations can be acted/mimed giving those learners who confidently communicate in English, the opportunity to speak English while the others listen to the words.

Riddles allow for much discussion to find the answers.

The module concludes with a graph about the pets classmates have.

At the end of module 8, learners will have been exposed to \pm 500 to 1 000 words in context in English as their additional language.

Integration of themes

- A healthy environment

This must be created and attained where the keeping of pets is concerned. Animals have needs and these should be respected when keeping them as pets.

4.9.5 LEARNER SECTION

4.9.6 Content

4.9.6.1 A game to play

- Sit in a circle.
- You greet a friend and talk to him as below.
- Your friend begins and asks someone else.

⁹This content is available online at <<http://cnx.org/content/m24539/1.1/>>.

- Give each friend a turn.

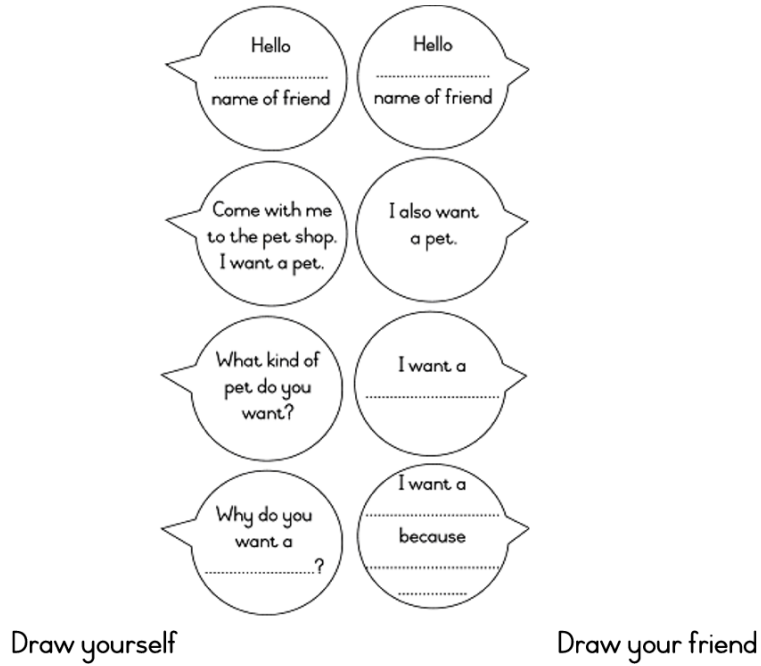


Figure 4.68

LO 1.1.5	LO 2.4	LO 2.5	
----------	--------	--------	--

Table 4.34

- Listen.
- Read.
- Draw the pictures.

There were many pets at the pet shop.
There were:



Figure 4.69

dogs in kennels



Figure 4.70

cats in baskets

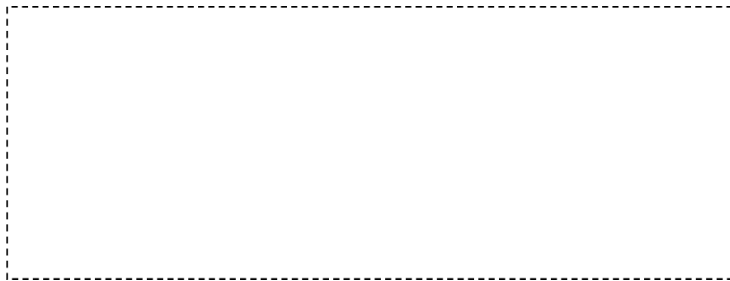


Figure 4.71

birds in cages



Figure 4.72

rabbits in hutches



Figure 4.73

fishes in tanks and

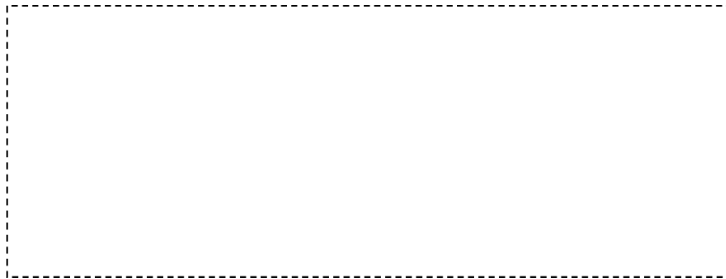


Figure 4.74

mice under the straw.

LO 1.1.3	LO 3.1.2	LO 3.4	
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Table 4.35

4.9.6.2 At the pet shop

- Listen, read and do.
- The animals live in their own homes.
- Take the animals to their homes.

The dogs live in	hutches
The cats live in	tanks
The birds live in	kennels
The fish live in	the straw
The rabbits live in	baskets
The mice live under	cages

Figure 4.75

LO 1. 3	LO 3.7	LO 4.2	
---------	--------	--------	--

Table 4.36

- Copy the sentence and draw the pictures.
- Dogs live in kennels.

D

Figure 4.76

- Cats live in baskets.



Figure 4.77

- Copy the sentence and draw the pictures.
- Birds live in cages.



Figure 4.78

- Fish live in tanks.



Figure 4.79

- Copy the sentence and draw the pictures.
- Rabbits live in hutches.



Figure 4.80

- Mice live under the straw.



Figure 4.81

LO 3.4		LO 4.1	
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Table 4.37

4.9.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

1.1.5 answers simple, literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically (e.g. ‘put up your hand’);

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner uses and responds appropriately to simple greetings and farewells, makes simple requests and thanks people:

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure:

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.2 matches pictures and words;

Assessment Standard 3.4: We know this when the learner reads picture books with simple one-word or two-word captions:

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

4.10 English with Pets - The Dogs¹⁰

4.10.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.10.2 English with Pets

4.10.3 EDUCATOR SECTION

4.10.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

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Terry and his friends, John, Nicky and Tom go off to the pet shop to choose a pet. there are many different kinds, each living in its own "home". Learners will find the repetitive rhymes said by the pets, easy to memorise and the situations can be acted/mimed giving those learners who confidently communicate in English, the opportunity to speak English while the others listen to the words.

Riddles allow for much discussion to find the answers.

The module concludes with a graph about the pets classmates have.

At the end of module 8, learners will have been exposed to \pm 500 to 1 000 words in context in English as their additional language.

Integration of themes

- A healthy environment

This must be created and attained where the keeping of pets is concerned. Animals have needs and these should be respected when keeping them as pets.

¹⁰This content is available online at <<http://cnx.org/content/m24543/1.1/>>.

4.10.5 LEARNER SECTION

4.10.6 Content

4.10.6.1 The Dogs

- Listen and read the story several times.

Here are the dogs and their puppies.

The dogs and puppies are barking.

Some dogs have long tails.

Some dogs have short tails.

Some dogs have small ears.

Some dogs have big ears.

Some dogs have spots.

Some dogs have no spots.

Some dogs are black.

Some dogs are brown.

Some dogs are white.

- How well did you listen?
- Tell you teacher about the dogs at the pet shop.

LO 2.5		LO 3.7		LO 5.1		LO 6.10	
--------	--	--------	--	--------	--	---------	--

Table 4.38

- Draw the dogs at the pet shop.



Figure 4.82

LO 1.1.3	
----------	--

Table 4.39

- Listen and read.
- Say the poem.

Said the little dog:

“Will you buy a little dog like me
to be your favourite pet?
I’m not very big as you can see
but I’m as good as good can be.”
G.J.M.

Will Terry buy the little dog?

“No thank you,” said Terry.

“I don’t want a little dog.”

Will John buy the little dog?

“No thank you,” said John.

“I don’t want a little dog.”

Will Nicky buy the little dog?

“No thank you,” said Nicky.

“I don’t want a little dog.”

Will Tom buy the little dog?

“Yes please,” said Tom.

“I will pay R30 for the little dog.”

- Count in tens.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

- Draw R30

LO 1.1.3	LO 2.1	LO 3.7	LO 5.5
----------	--------	--------	--------

Table 4.40

4.10.6.2 The Rabbits

- Listen and read the story several times.

Here are the rabbits and their babies.

Their whiskers are twitching.

Some rabbits are white.

Some rabbits are black.

Some rabbits are brown.

Some rabbits are grey.

They all have long ears.

They all have short, fluffy tails.

They all have twitching whiskers.

- How well did you listen?
- Tell your teacher about the rabbits at the pet shop.
- Draw the rabbits at the pet shop.



Figure 4.83

LO 1.1.3	LO 2.5	LO 5.2	LO 6.2
----------	--------	--------	--------

Table 4.41

- Listen and read.
- Pronounce your words correctly and say the poem.

Said the little rabbit:

“Will you buy a little rabbit like me
to be you favourite pet?

I’m not very big as you can see
but I’m as good as good can be.”

G.J.M.

Will Terry buy the little rabbit?

“No thank you,” said Terry.

“I don’t want a little rabbit.”

Will John buy the little rabbit?

“No thank you,” said John.

“I don’t want a little rabbit.”

Will Nicky buy the little rabbit?

“Yes please,” said Nicky.

“I will pay R40 for the little rabbit.”

Read and complete.

- The pet shop had 12 rabbits. 2 Rabbits were sold.

Now the pet shop has rabbits left.

- 6 White rabbits and 2 black rabbits make rabbits altogether.

LO 2.6	LO 3.7	LO 5.5
--------	--------	--------

Table 4.42

4.10.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture of the story;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases such as ‘I’m fine’ and ‘my name is...’:

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure:

Assessment Standard 2.6: We know this when the learner expresses self in simple ways if given an oral structure:

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.7: We know this when the learner reads a poem / story / sentences with the teacher.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to number, size, time.

Assessment Standard 5.2: We know this when the learner identifies things from simple descriptions:

Assessment Standard 5.5: We know this when the learner understands and uses mathematical language.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands simple sentences in oral texts;

Assessment Standard 6.10: We know this when the learner understands between 500 and 1000 common spoken words in context by the end of grade 1.

4.11 English with Pets - The Cats¹¹

4.11.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.11.2 English with Pets

4.11.3 EDUCATOR SECTION

4.11.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners’ experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

¹¹This content is available online at <<http://cnx.org/content/m24544/1.1/>>.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module begins with a poem about Oscar the dog who wants to play. He has, however, to wait until Saturday before his “master” has time to play with him. It serves as introduction to the topic of “pets” and lends itself to discussion of pets and their basic needs.

Terry and his friends, John, Nicky and Tom go off to the pet shop to choose a pet. there are many different kinds, each living in its own “home”. Learners will find the repetitive rhymes said by the pets, easy to memorise and the situations can be acted/mimed giving those learners who confidently communicate in English, the opportunity to speak English while the others listen to the words.

Riddles allow for much discussion to find the answers.

The module concludes with a graph about the pets classmates have.

At the end of module 8, learners will have been exposed to \pm 500 to 1 000 words in context in English as their additional language.

Integration of themes

- A healthy environment

This must be created and attained where the keeping of pets is concerned. Animals have needs and these should be respected when keeping them as pets.

4.11.5 LEARNER SECTION

4.11.6 Content

4.11.6.1 The Cats

- Listen and read the story several times.

Here are the cats and their kittens.

The cats and kittens are mewling.

Some cats are white.

Some cats are black.

Some cats are grey.

Some cats are ginger.

Some cats are fluffy.

Some cats are furry.

Cats also have twitching whiskers.

- How well did you listen?
- Tell your teacher about the cats at the pet shop.

- Draw the cats at the pet shop.



Figure 4.84

LO 2.5		LO 5.2		LO 6.10	
--------	--	--------	--	---------	--

Table 4.43

- Listen and read.
- Pronounce your words correctly and say the poem.

Said the little cat:

“Will you buy a little cat like me
to be your favourite pet?
I’m not very big as you can see.
but I’m as good as good can be.”
G.J.M.

Will Terry buy the little cat?

“No thank you,” said Terry.

“I don’t want a little cat.”

Will John buy the little cat?

“Yes please,” said John.

“I will pay R50 for the little cat.”

- Write and draw.



Figure 4.85

10c

.....



Figure 4.86

20c

.....

LO 2.6		LO 5.5		LO 6.6	
--------	--	--------	--	--------	--

Table 4.44

- Write and draw.

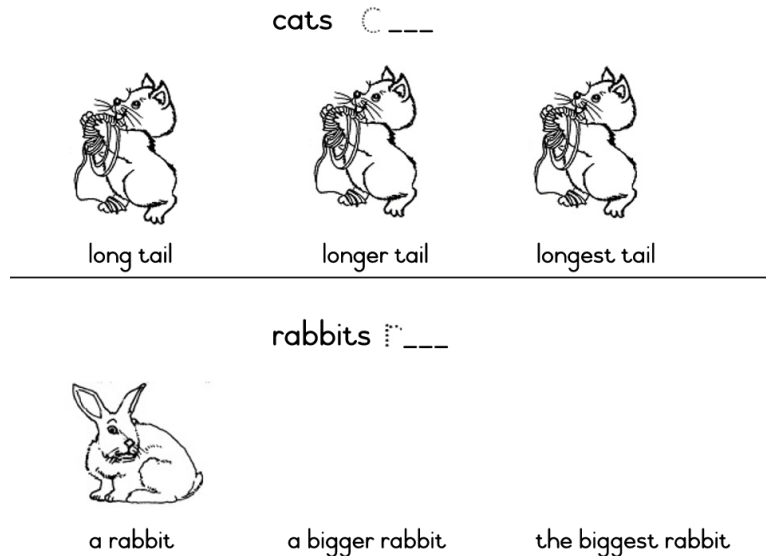


Figure 4.87

LO 1.3	LO 4.1	LO 5.1	
--------	--------	--------	--

Table 4.45

4.11.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically (e.g. ‘put up your hand’).

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure:

Assessment Standard 2.6: We know this when the learner expresses self in simple ways if given an oral structure:

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner copies familiar words and short sentences.

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to number, size, time.

Assessment Standard 5.2: We know this when the learner identifies things from simple descriptions:

Assessment Standard 5.5: We know this when the learner understands and uses mathematical language.

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.6: We know this when the learner understands some negative forms in oral texts:

Assessment Standard 6.10: We know this when the learner understands between 500 and 1000 common spoken words in context by the end of grade 1.

4.12 English with Pets - Who am I?¹²

4.12.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.12.2 English with Pets

4.12.3 EDUCATOR SECTION

4.12.4 Memorandum

Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module begins with a poem about Oscar the dog who wants to play. He has, however, to wait until Saturday before his "master" has time to play with him. It serves as introduction to the topic of "pets" and lends itself to discussion of pets and their basic needs.

Terry and his friends, John, Nicky and Tom go off to the pet shop to choose a pet. there are many different kinds, each living in its own "home". Learners will find the repetitive rhymes said by the pets, easy to memorise and the situations can be acted/mimed giving those learners who confidently communicate in English, the opportunity to speak English while the others listen to the words.

Riddles allow for much discussion to find the answers.

The module concludes with a graph about the pets classmates have.

At the end of module 8, learners will have been exposed to \pm 500 to 1 000 words in context in English as their additional language.

Integration of themes

- A healthy environment

This must be created and attained where the keeping of pets is concerned. Animals have needs and these should be respected when keeping them as pets.

- Divide the learners into groups of five.

¹²This content is available online at <<http://cnx.org/content/m24546/1.1/>>.

- Act out the story of Terry and his friends going to the pet shop.
- Let the animals – dog, cat, rabbit, (fish, bird, mouse) say the rhyme.
- Let the friends say which pet they want to buy.
- Let each group perform their act for the class.

4.12.5 LEANER SECTION

4.12.6 Content

4.12.6.1 Who am I?

- Read.
- Draw.

I can sing.

I can swing.
 I have feathers and wings.
 Am I a dog?
 Am I a cat?
 Am I a rabbit?
 Am I a fish?
 Who am I?
 Draw me.
 I can swim.
 I can dive.
 I can live in a tank.
 Am I a dog?
 Am I a cat?
 Am I a rabbit?
 Am I a bird?
 Who am I?
 Draw me.

- Complete the sentences.
- A bird has
- A fish can
- A rabbit can

swim hop wings

LO 1.3		LO 4.2		LO 5.2	
--------	--	--------	--	--------	--

Table 4.46

4.12.6.2 A problem to solve

- Listen.
- Discuss the problem.
- Say what you think Terry should do.

Terry wants a pet.

Terry doesn't want a dog. Why not?
 Terry doesn't want a cat. Why not?
 Terry doesn't want a rabbit. Why not.

- What kind of pet do you think Terry should choose?
- Give your reasons.

- Make a list of pets you think Terry should choose.

1.
2.
3.
4.
5.

- How many children choose 1. ? 2. ? 3. ? 4. ? 5. ?
- Most children want Terry to have a .

LO 2.5		LO 4.3		LO 6.1		LO 6.6	
--------	--	--------	--	--------	--	--------	--

Table 4.47

4.12.6.3 My Graph

- What kind of pet do you have?
- Tell the class about your pets.
- Ask you friends which pets they have.
- Make a cross next to the pet each friend has.

4.12.6.4 Our pets

dogs	X													
cats														
rabbits														
fish														
birds														
mice														

Table 4.48

- Discuss the graph.

LO 1.3		LO 2.5		LO 5.4	
--------	--	--------	--	--------	--

Table 4.49

4.12.6.5 My Dictionary Page

- Read the words.
- Keep this page in your file.

lies	John	birds	barking
waits	Nicky	cages	tails
gate	Tom	fish	buy
brings	pet shop	tanks	babies
perhaps	dogs	rabbits	whiskers
another	kennels	hutches	fluffy
Saturday	cats	mice	furry
Terry	baskets	straw	ginger

Table 4.50

LO 2.6		LO 6.11	
--------	--	---------	--

Table 4.51

4.12.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically (e.g. ‘put up your hand’).

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner expresses self in simple ways if given an oral structure:

Assessment Standard 2.6: We know this when the learner expresses self in simple ways if given an oral structure:

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner uses simple, familiar words to complete sentences:

Assessment Standard 4.3: We know this when the learner writes lists with titles;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner identifies things from simple descriptions:

Assessment Standard 5.4: We know this when the learner records information on simple chart using ticks and crosses, or simple yes or no:

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts:

Assessment Standard 6.6: We know this when the learner understands some negative forms in oral texts:

Assessment Standard 6.11: We know this when the learner understands between 500 and 1000 common spoken words in context by the end of grade 1.

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