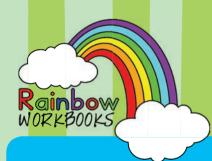
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- Mathematics Grades 1 3 (In all official languages)
- Math matics Grades 4 9 (In English and Afrikaans)
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- First Additional Language Grades 1 2 (In all official languages)
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FIRST ADDITIONAL LANGUAGE - ENGLISH GRADE 2 - TERM 1 - 2

ISBN 978-1-4315-0200-4

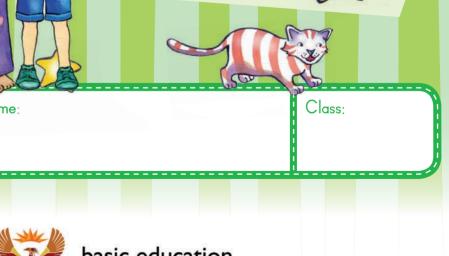
8th Edition

THIS BOOK MAY NOT BE SOLD.



Paste the stickers in the correct spaces.





FAL Gr2 Cover English.indd 2-3



Mrs Angie Motshekga, Minister of Basic Education



Mr Enver Surty,

Deputy Minister of

Basic Education

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

Many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. The switch from learning in their home language to learning in a second language means that children have to reach a high level of competence in English by the end of Grade 3 so that they are able to read and write well in English in Grade 4. The Rainbow Workbooks, in the eleven official languages from Grade 1 to Grade 6, help develop a strong literacy foundation upon which children can build in acquiring an additional language. The new FAL workbooks start by constructing a sturdy oral foundation in Grade 1 to enable learners to read and write in English in Grades 2 and 3, and thereafter.

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

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

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



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AU Anthem

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

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

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

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

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

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



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



Childline Hotline:08000 55 555



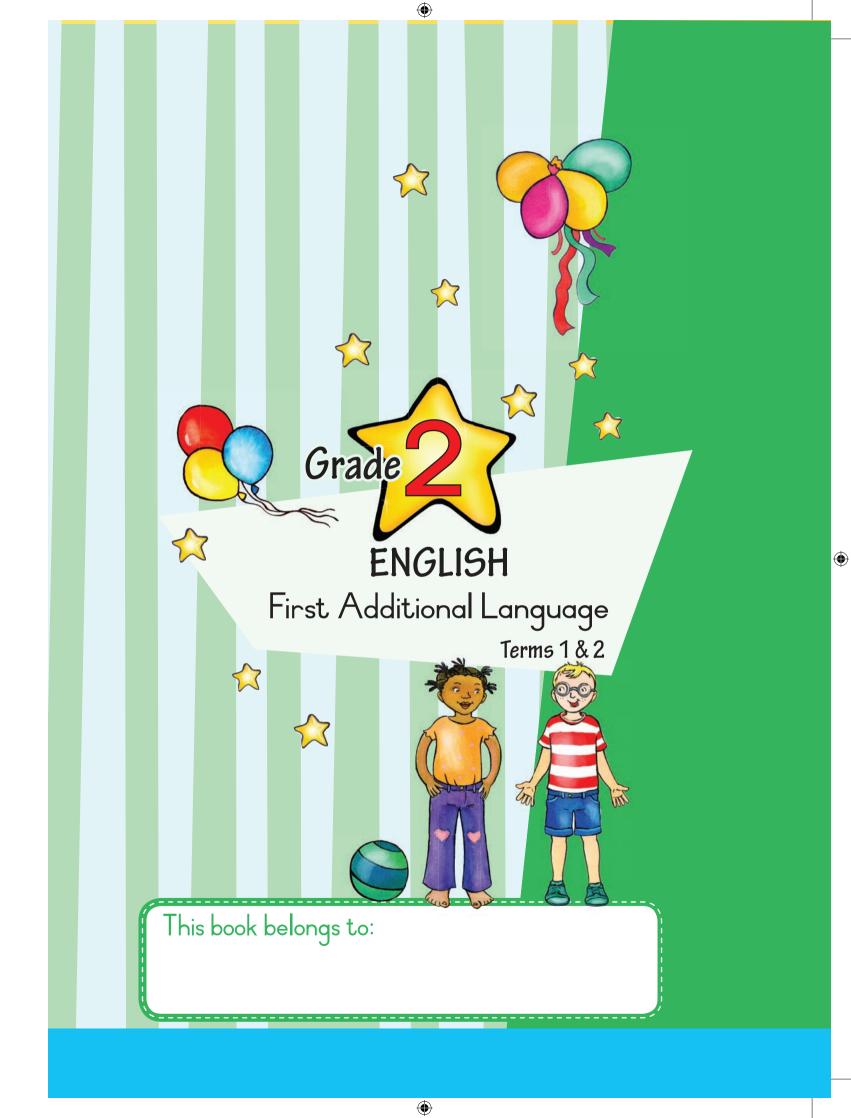
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667/ 0800 212 223 3

PLEASE



Theme 1: At school Term 1: weeks 1-5

1 Back to school

Vocabulary: Pastes in stickers to build vocabulary about theme on emotions and school/classroom items Speaking: About picture Reading: Labels and narrative text Language: Common and abstract nouns

2 Jabu falls at school.

Speaking: Role play activity Writing: Draw pictures and write captions Speaking: Sequences pictures to tell a

Language: Abstract nouns Phonics: **q**-sound

3 After school

Vocabulary: Pastes in stickers to build vocabulary about emotions theme on after school activities. Speaking: Talks about theme picture Reading: Labels and narrative text

Language: Common and abstract nouns

(4) We are happy

Phonics: s-sound Reading: Reading sentences aloud Language: Present tense Using verbs Sing: If you're happy



happens at school Term 1: weeks 1-5

5 We go to school by ...

Theme 2: It

Vocabulary: Pastes in stickers to build vocabulary about school transport Speaking: About picture Reading: Labels and narrative text Comprehension: Based on picture Language: Prepositions Phonics: -at and -en sounds

6 To school and back

Writing: Draws a picture Speaking: Talks about school transport. Asking 'How many ...?' and 'How do you come to school?' Language: Prepositions left and right

7 We eat at school

Vocabulary: Pastes in stickers to build to build vocabulary about meals Speaking: About picture Reading: Labels and narrative text Phonics: a- and -sounds Comprehension: Answers questions based on text

8 The food we eat

Draws a picture and write a caption Phonics: ea, sh and ch Writing: Labelling foods 'I like ...' 'I don't like...' Phonics: t-sound who's is this?

Who, what, why and when

Speaking: Using 'wh' words to form questions Writing: Complete a form giving personal information Trace and track for ownership Phonics: p-sound

Theme 3: People in my world Term 1: weeks 6-10

10 Our family garden

Vocabulary: Pastes in stickers to build vocabulary about gardening and family Reading: Narrative and labels Language: Verbs

22

24

28

40

11 My own family

Language: Continuous tense. Reading: Narrative Phonics: o sound Vocabulary: Naming of family members

Phonics: p- and b-sounds 12) We grow food

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

13) We go for a picnic

implements

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

14) What we like to do

Reading: Narrative Asking 'Can you ... ?' 'I can ...' Phonics: i-sound Writing: Initial and final sounds Vocabulary: Names of colours. Colour by number



Theme 4: Friendship

15) At the park

Vocabulary: Pastes in stickers to build vocabulary about the playground Reading: Narrative and labels Language: Verbs and common nouns Oral comprehension

(16) We like to play

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

17 People who help

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

18) How they help us

Track and trace

Speaking: Telling a story based on the Writing: Punctuation Phonics: m-sound

34

Term 1: weeks 6-10

19 People who help

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

20 Places in town

Vocabulary: Names of different places Language: Sentence structure 'I want some ...' 'I want a ...' 'I need ...' Phonics: **a**-, **e**-, **o**-, **i**-,and **u**-sounds Find your way

Theme 5: Animals Term 2: weeks 1-5

(21) The animal train

Vocabulary: Number, colour and animal

Reading: Narrative and captions

(22) The animal train

Comprehension based on picture Phonics: q-sound, vowels Vocabulary: Matching animals to their homes

23 Wild animals

Vocabulary: Names of wild animals Animal sounds

(24) All about animals

Language: Prepositions Phonics: o-sound



46







Theme 6: Visiting Term 2: weeks 1-5

25 At the beach

Vocabulary: Pastes in stickers to build vocabulary about the seaside Speaking: About picture Reading: Labels and narrative text Comprehension: Answers questions based on text

26 Things we do

Language: Continuous tense. Verbs Filling in the missing nouns Phonics: u-sound

(27) At the farm visiting Grandmother 54

Vocabulary: Pastes in stickers to build vocabulary about a farm Language: Proper nouns Speaking: About picture Reading: Labels and narrative text

28 Farm life

Vocabulary: Word soup Matching animals and their products Animal sounds Phonics: e-sound

29 Just checking

Writing: Filling in personal information on a form Phonics: Revision of vowel sounds, filling in vowels to complete words Language: Using alphabetical order to complete a drawing.

Theme 3: About Term 2: weeks 6–10

30 Our busy week

50

Vocabulary: Pastes in stickers to build vocabulary about events in a calendar Reading: Narrative and labels Language: Verbs Asking 'When did ...?' Reading: Reading a diary Comprehension questions based on

31 Days of the week

Writing: I like... I don't like

Vocabulary: Days of the week Speaking: Drawing activities for each day of the week. Speaking: What you do each day. Phonics: r-sound

32 Day and night

Vocabulary: day and night Language: Continuous tense verbs Speaking: Asking friends what they do at different times of the day

33 What we do

Matching the time of day with events Asking 'When do you...?' Phonics: h-, p-, b- and s- sound







64

66

Theme 8: Birthdays and Seasons

68

(34) Calendars

Reading: A calendar Vocabulary: The months of the year Writing: Filling in birthdays of friends and family Phonics: f-sound

(35) When is your birthday?

Asking friends 'When is your birthday?' and filling this in on calendar Vocabulary: A long time, a short time Phonics: -sound

(36) Autumn and spring

Comprehension based on picture Reading: Narrative Language: Adjectives

(37) Summer and winter

Writing: Punctuation Language: This is... These are ... Singular and plural

Term 2: weeks 6–10

(38) The clothes we wear

Sorting clothes for different seasons Using stickers to extend vocabulary about weather

Using 'this' and 'that' Phonics: Revision of vowel sounds.

Language:









Jabu falls at school





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



Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

Jabu feels ______.

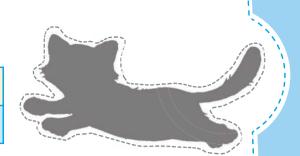
I feel .





Read the words and listen to the sounds

sad	bag	mat
hat	r <mark>a</mark> t	cat





isten and repeat



What did you do in the holiday?

I went to the sea.

I went to the zoo.

I went to my grandmother.

I went to the shop.



I went to



Say what the pictures are. Then circle the pictures that start with the ${\ensuremath{\text{\mbox{$\sc O$}}}}\xspace$ -sound.



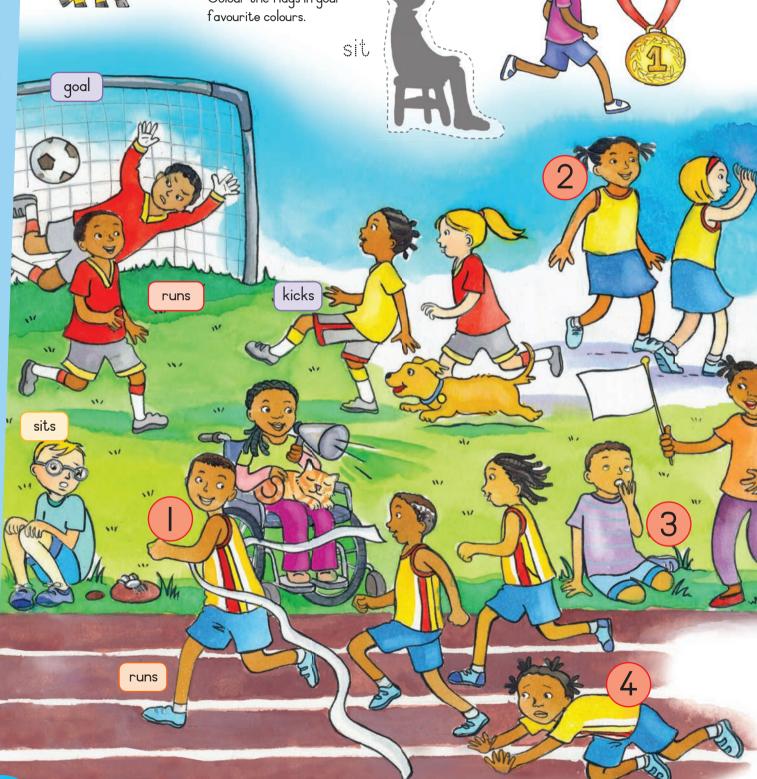
After school





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







(



We are happy



Read the words and listen to the sounds.

sit sing see socks star sun

Let's write

Rewrite the sentence in the open space.

Sam sits in the sun.



Read the sentences aloud.

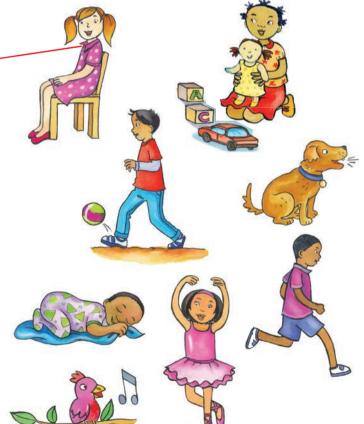
Draw a line from the sentence to the correct picture.

She sits.

He kicks.

She sleeps.

It sings.



She plays.

It barks.

He runs.

She dances.



If you're happy and you know it clap your hands.

If you're happy and you know it clap your hands.

If you're happy and you know it

and you really want to show it,

if you're happy and you know it clap your hands.

If you're happy and you know it stamp your feet.

If you're happy and you know it stamp your feet.

If you're happy and you know it

and you really want to show it,

if you're happy and you know it stamp your feet.



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



Say what the pictures are.

Then circle the pictures that start with the S-sound.



TEACHER: Sign

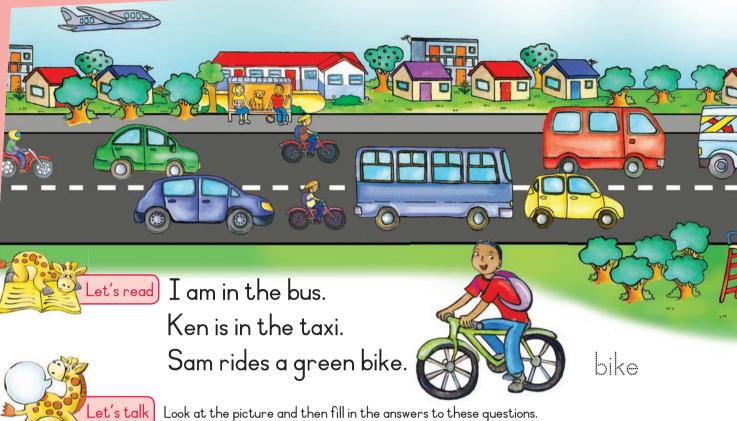
Date

5

THEME 2. IT HAPPENS AT SCHOO

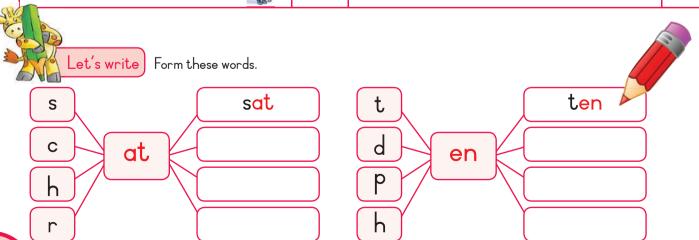
We go to school by ...

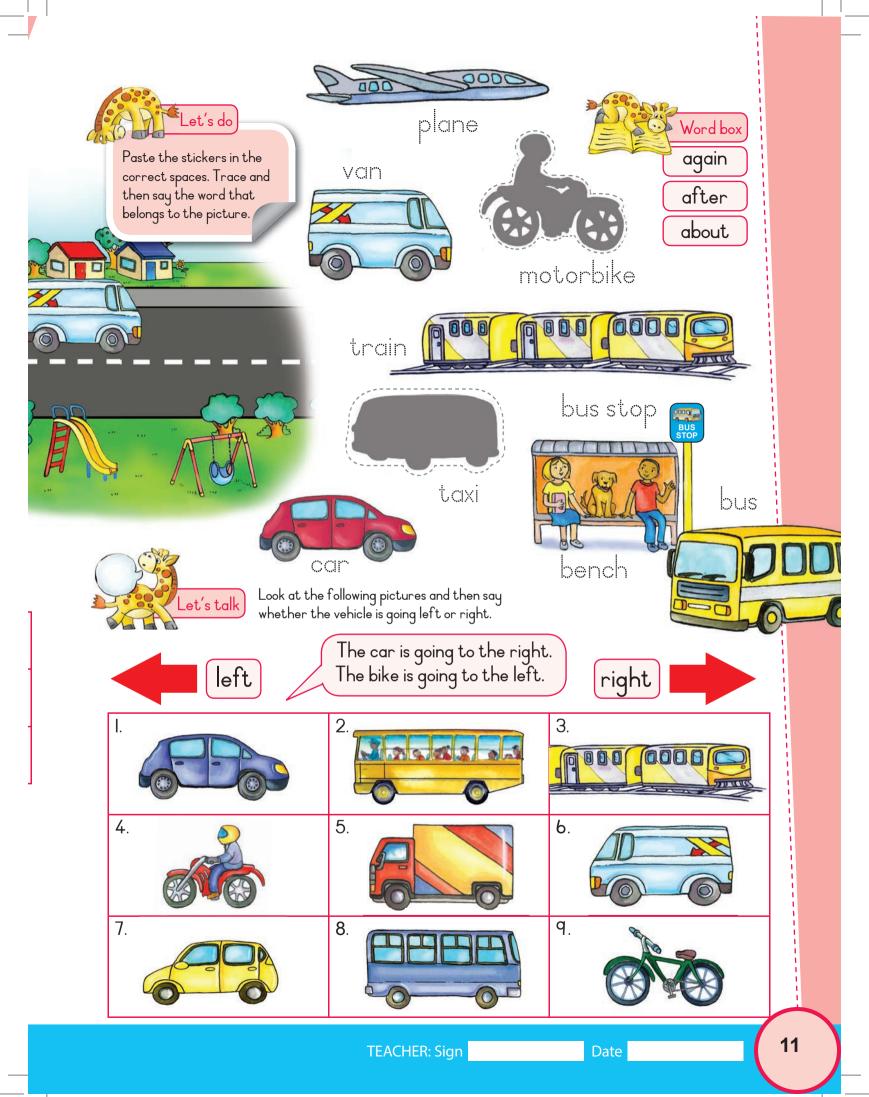
Term 1 – Week 1-2



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

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







To school and back





I go to school on foot.





Ask 5 friends how they come to school.

Say:

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





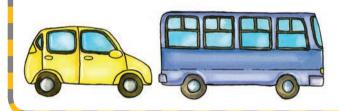
_et's write

Write I sentence about how you go to school.

Write I sentence about how you go home from school.

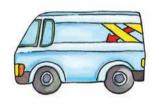


Draw a blue car in front of the bus.



Draw a bus behind the truck.





Draw a bike between the bus and the car.





Draw a bird on top of the bus.

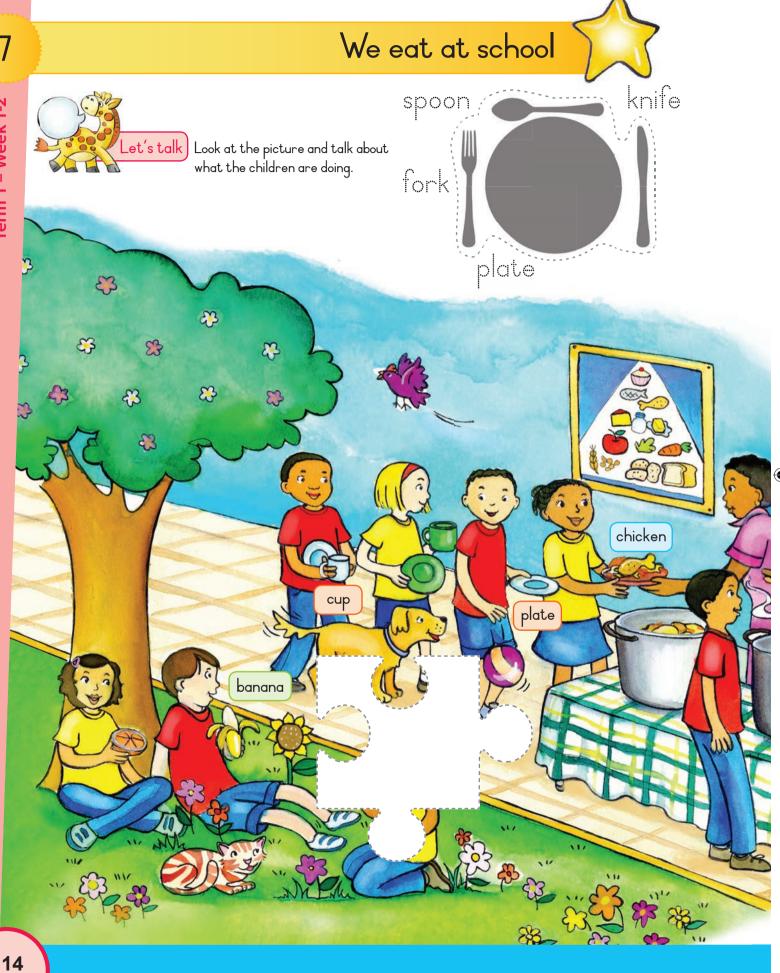


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cheese

.et's read

Every day we have lunch at school.

bread

I eat pap and chicken.

beans

I eat bananas.

 \boldsymbol{I} drink juice in my cup. My cup is red.

We play after lunch.



Word work Read the words and listen to the ◘ and ⊖-sound.

fruit

juice

bat	bet	tan	ten	ban	Ben
mat	met	m <mark>a</mark> n	men	sand	send



Look at the picture and then circle yes or no.

The children are happy.	Yes	No
The children have sweets for lunch.	Yes	No
They play after lunch.	Yes	No
The dog is hungry.	Yes	No

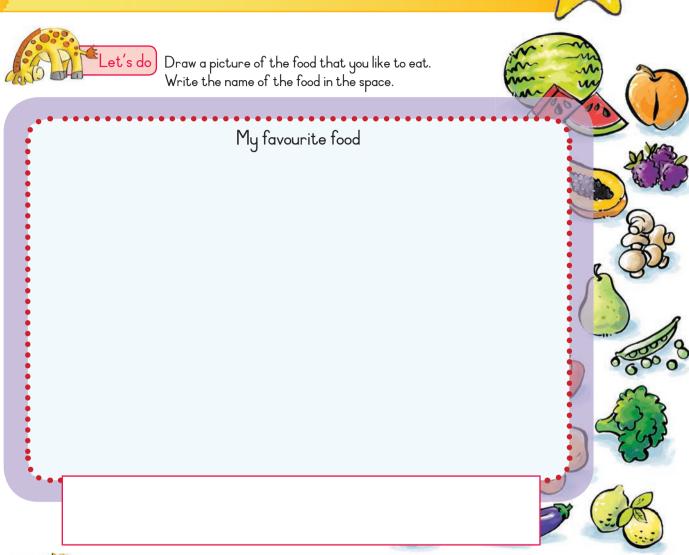
TEACHER: Sign





The food we eat







 ${\bf I}$ like apples.



I like bananas.



I like fish.



I like meat.



I like chicken.







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

What food do you like?



Read the words and listen to the sounds.

tap	tick	tin
top	tin	tea



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









Let's write

 $\ensuremath{\mathsf{Read}}$ these words. Then copy the correct word under the correct picture.

meat

eggs milk

k tomatoes

cake

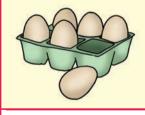
chips

sweets

bread

fish









Complete these sentences.

Ilike

I don't like

TEACHER: Sign

Date

17





What is this?

It is my





It is my book.

It is my pen.

It is my jersey.



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

> Whose is this?



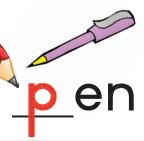
Now write answers to these questions.

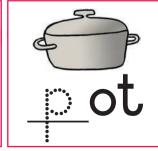
What is your name?	What is your surname?	
Where do	surriume:	
you live?	1 \ // .	
Who is your friend?	When is your birthday?	

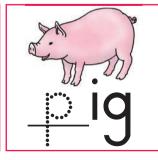


Trace the letter in the spaces so that it makes a word to match a picture.

•













Read the words and listen to the sounds.

pot	pen	pan
post	pet	part



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

Whose ball is this?

Whose pen is this?

This is Dan's ball.











Nomsa

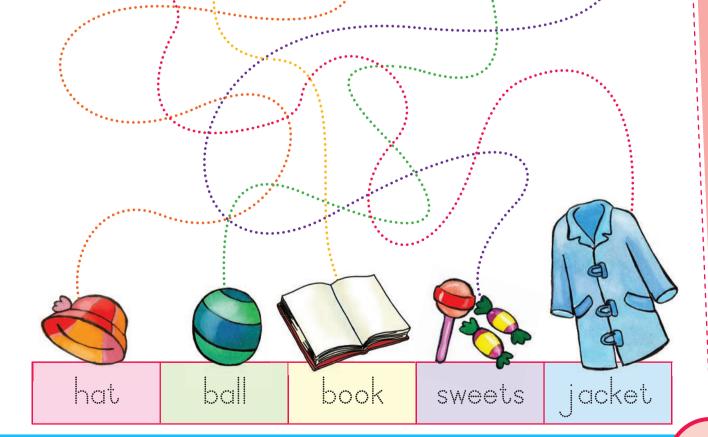
Ken

Ann

Dan

Jabu

(



TEACHER: Sign

(

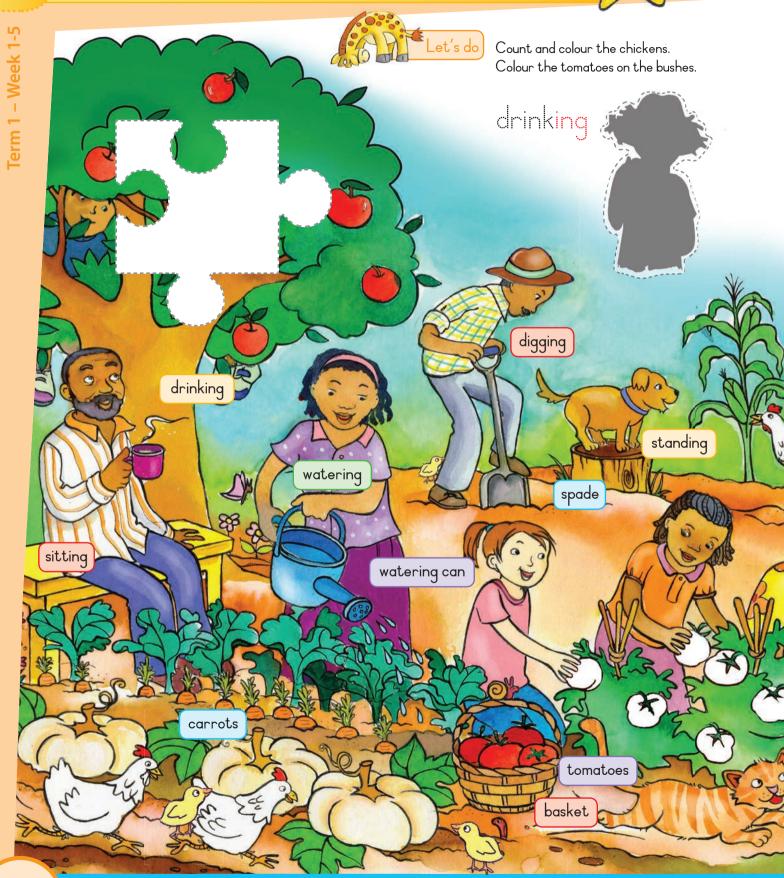
Date

20

THEME 3. PEOPLE IN MY WOR

Our family garden







My own family





Listen and repeat

Mom is watering the plants.

Dad is digging.

The dog is standing.

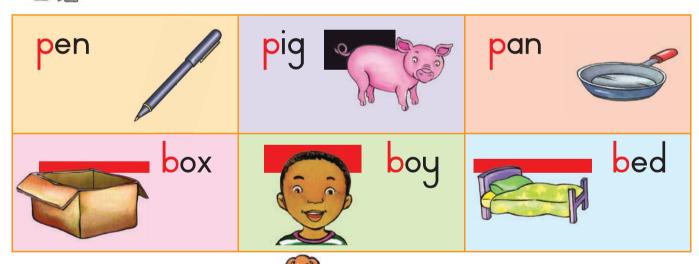
Grandmother is reading.

Grandfather is drinking tea.

The boys are sitting in the tree.

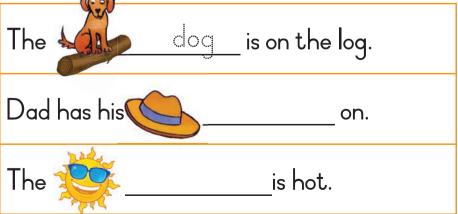
The cat is running.

What sound does each word start with?





words.





Point to the picture on the previous page and ask your friend:

Who is this? What is he doing? Who is this?



ate

away

be



Read the words and listen to the sounds.

dog	cot	hot
log	lot	dot



Draw your family. Fill in who each person is. Use these words to help you.

sister

brother

mother

father

grandmother

grandfather

aunt

uncle



My family

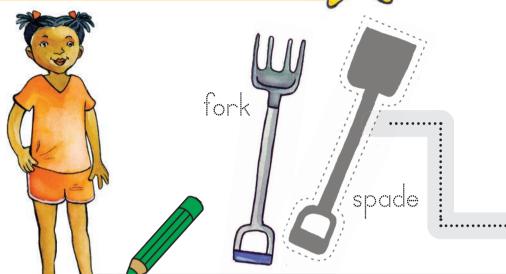


We grow food





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

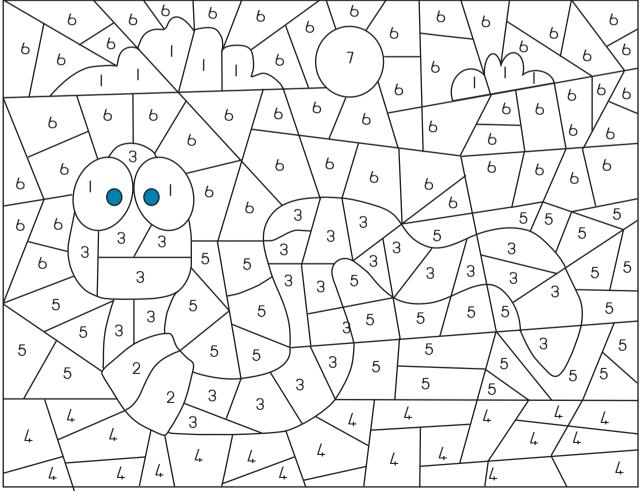




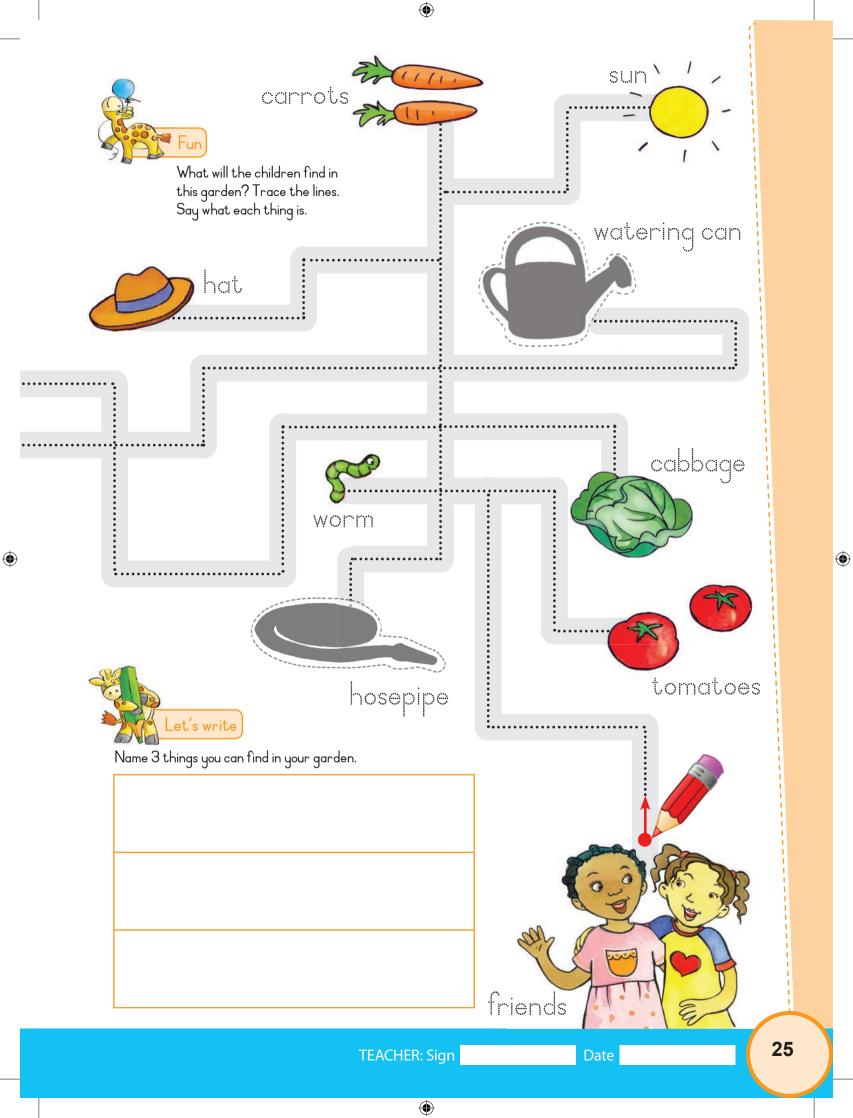
Colour the

picture according to the numbers.





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What we like to do





_isten and repeat

Ann likes to kick a ball.

The children like to swim.

Ken likes to sit in the tree.

The baby likes to sleep.

It is fun to run in the sun.







Walk and talk

Ask your friend:





Can you swim?
Can you sing?
Can you bake a cake?
Can you catch a fish?





_et's write

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

I can bake a cake.	Yes	No
I can read.	Yes	No
I can swim.	Yes	No
I can run.	Yes	No

I can fly a kite.	Yes	No
I can draw a picture.	Yes	No
I can drive a car.	Yes	No
I can speak Zulu.	Yes	No



Read the words and listen to the sounds.

in	sit	tin
ink	pin	win



 $\ensuremath{\mathsf{Fill}}$ in the missing letters to complete the words.





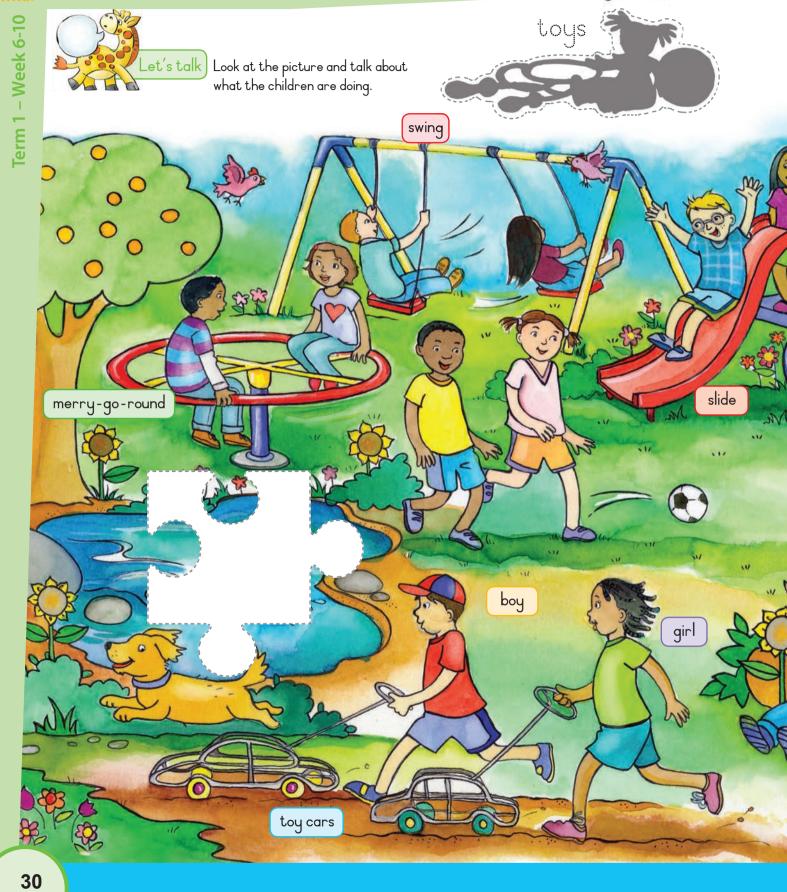


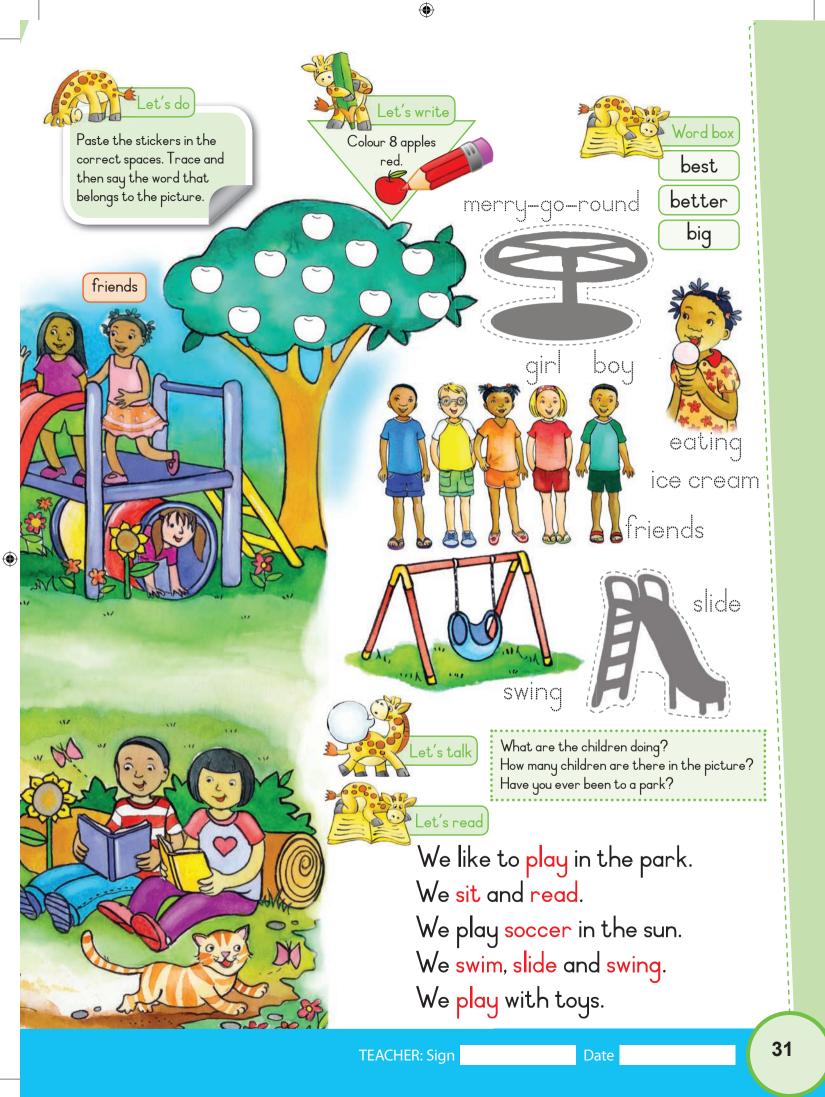
THEME 4. FRIE

15

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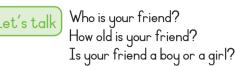






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Tell your friend what you see in this picture. Say:

This is a tree. It is a plant.

This is Ken. He is a boy.

This is Nomsa. She is a girl.

We are happy.



kicking

running

singing

swimming

reading

playing

She is ____

He is

They are_

It is _

She is _

He is

Word work

Read the words and listen to the sounds.

nut	nose	man
net	nest	can







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



My friend and I

Write a sentence about your picture.

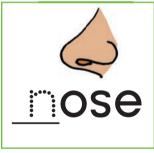


Trace the letter in the spaces so that it makes a word to match a picture.









Let's write

Draw a line to match the words with the pictures.

he

she

they

it









TEACHER: Sign

Date

33



People who help



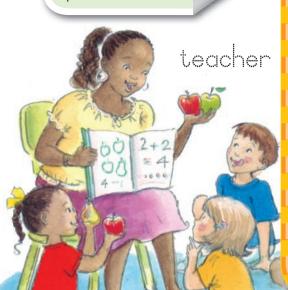








Trace and then say the word that belongs to the picture.



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



policewoman



Who are the people we see in the picture? How do they help us?

Have you ever been helped by one of these people? Why is the doctor helping the boy?

Let's write

Look at the picture and then circle yes or no.

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



How they help us





Tell your friend what is happening in these pictures.

Then role play what happened to Dan.







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



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







dan jumped out of the tree

Dan jumped out of the tree.

did dan hurt his leg

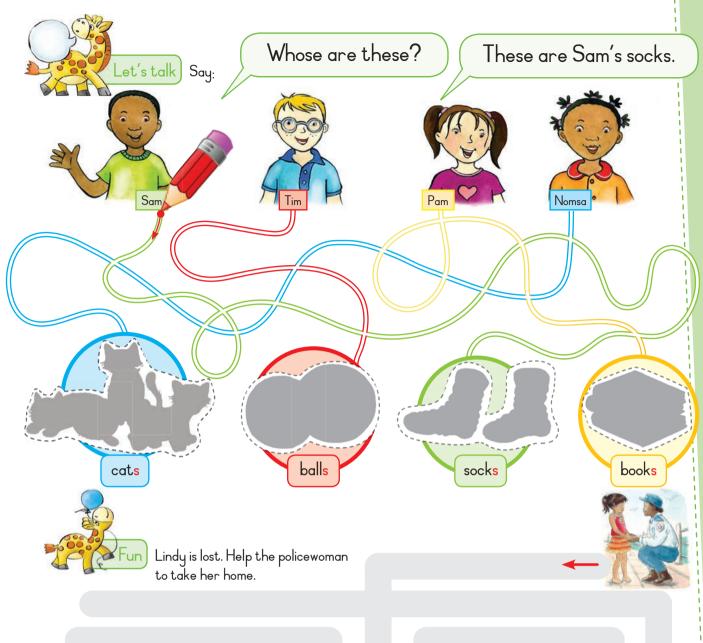
don't jump dan



ouse

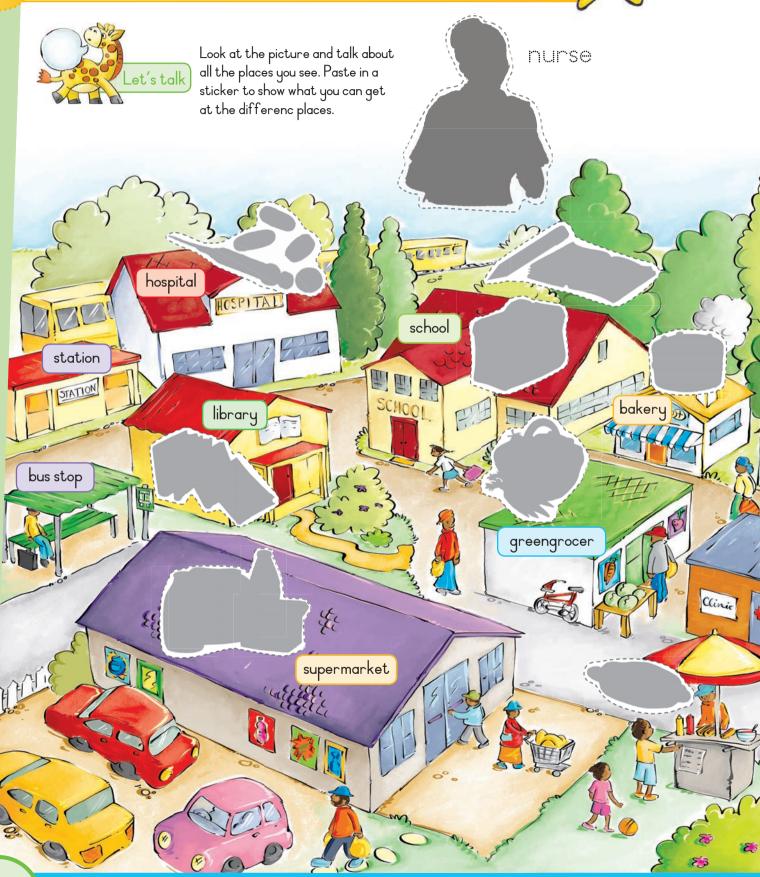


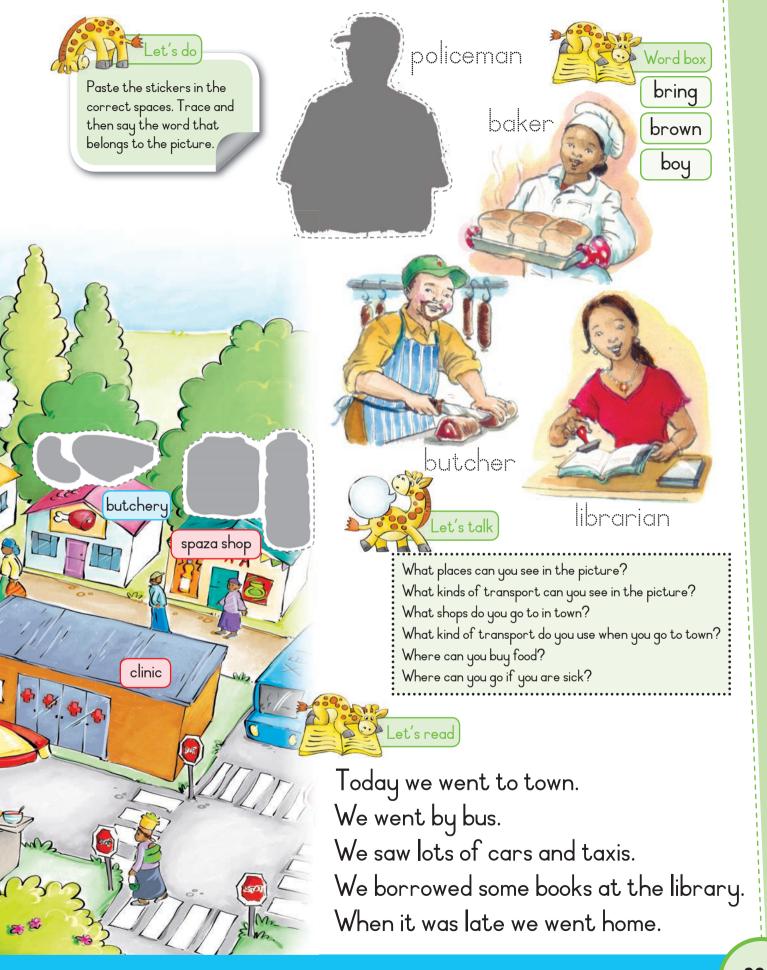
ealie



About town







TEACHER: Sign

39

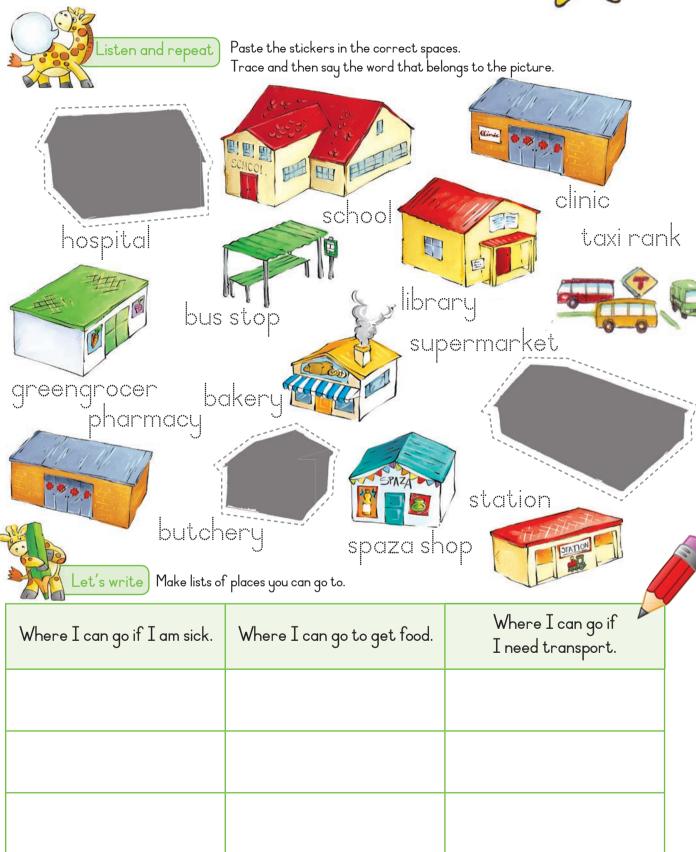
Date



20

Places in town

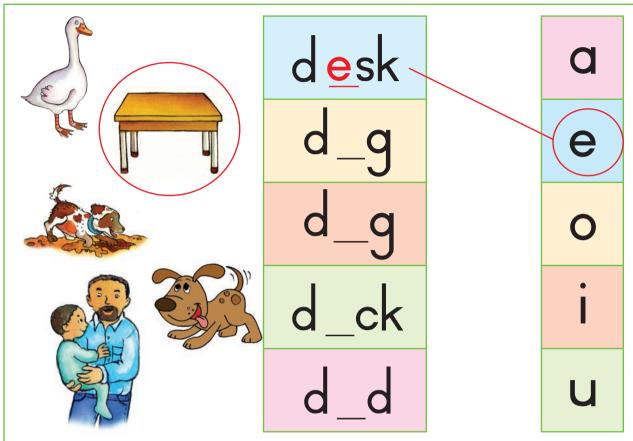


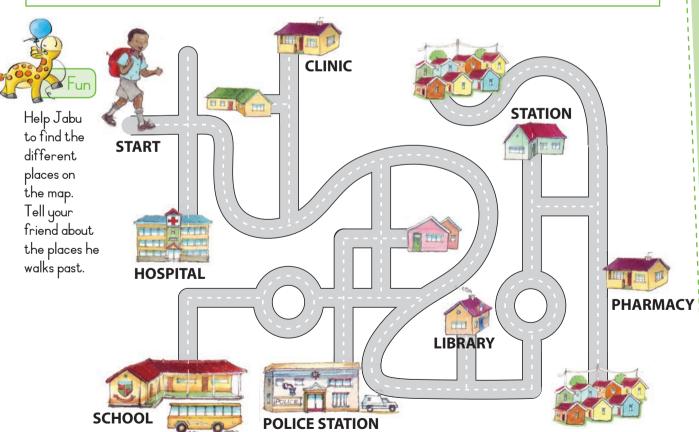






Fill in the letter d to make the word match the picture. Then trace the vowel in red.





TEACHER: Sign

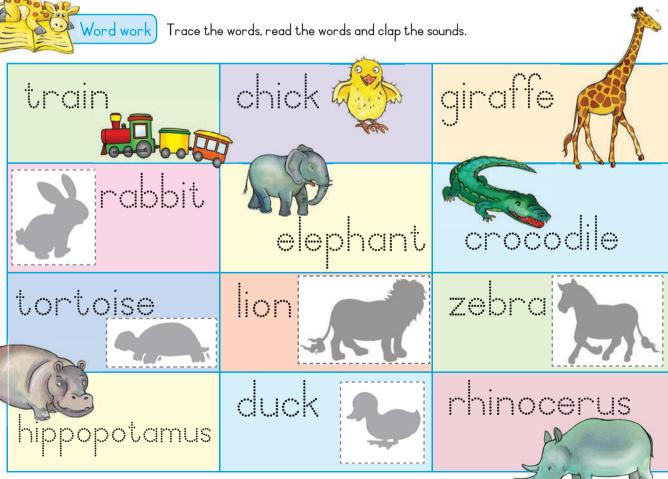
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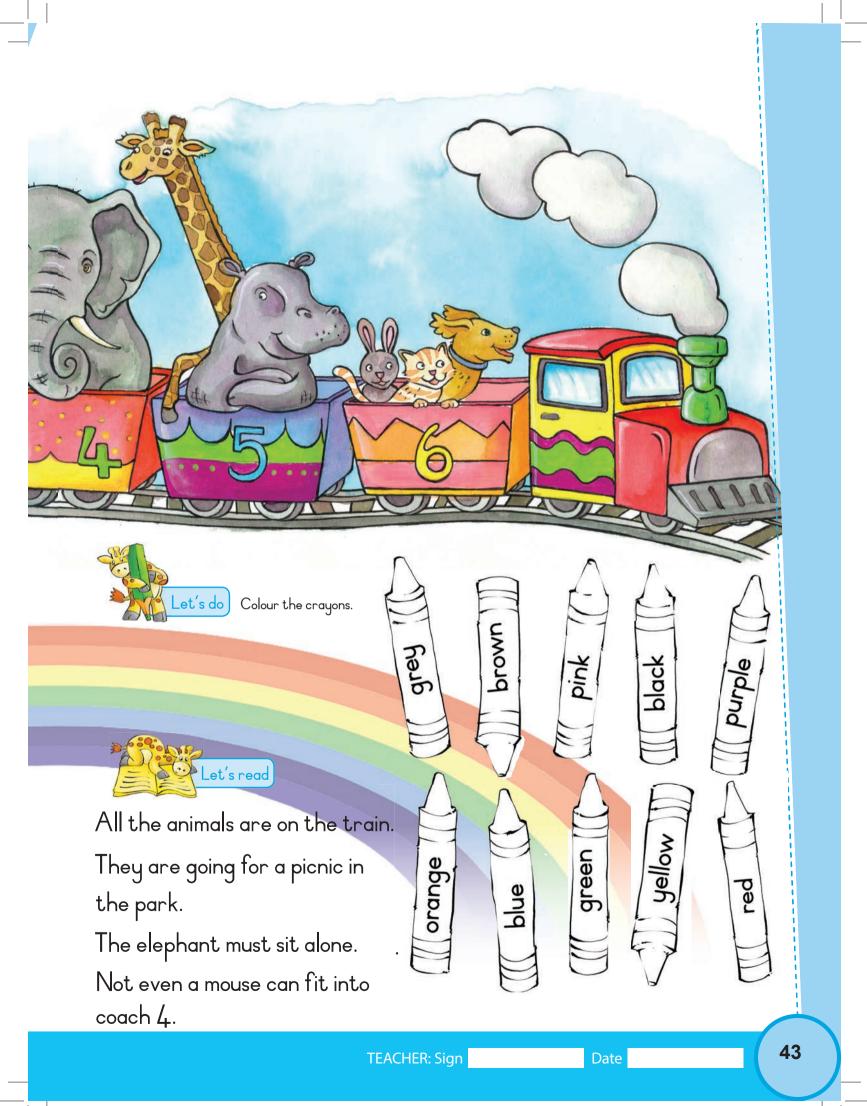
41



The animal train









The animal train







How many animals are there on the train?

Tell your friend what number is written on each coach.

Tell your friend what colour each coach is.

Tell your friend what animals are in each coach.

Tell your friend what animals you like best.

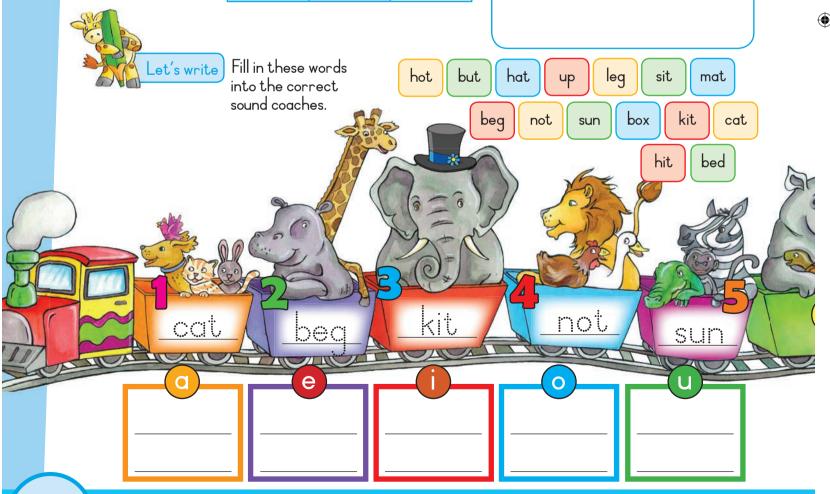
What is your favourite colour?



Word work Read the words and listen to the sounds.

pig	dog	go
dig	log	get
goat	goose	give

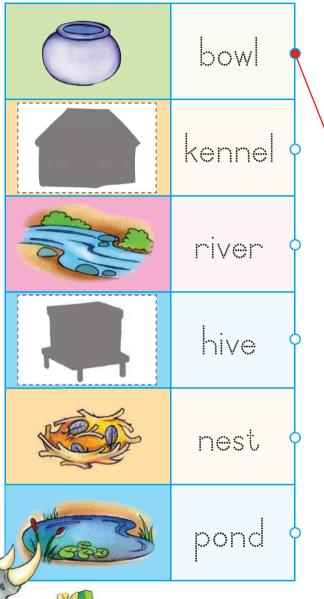
What is your favourite animal?





Paste the stickers in the correct spaces.

Trace the words and then draw a line from the animal to where it lives.



• bird	77
hippo	
fish	
duck	
° cat	
° bee	



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

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

In which coach is the elephant?	
In which coach is the crocodile?	
In which coach is the rabbit?	

45

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46

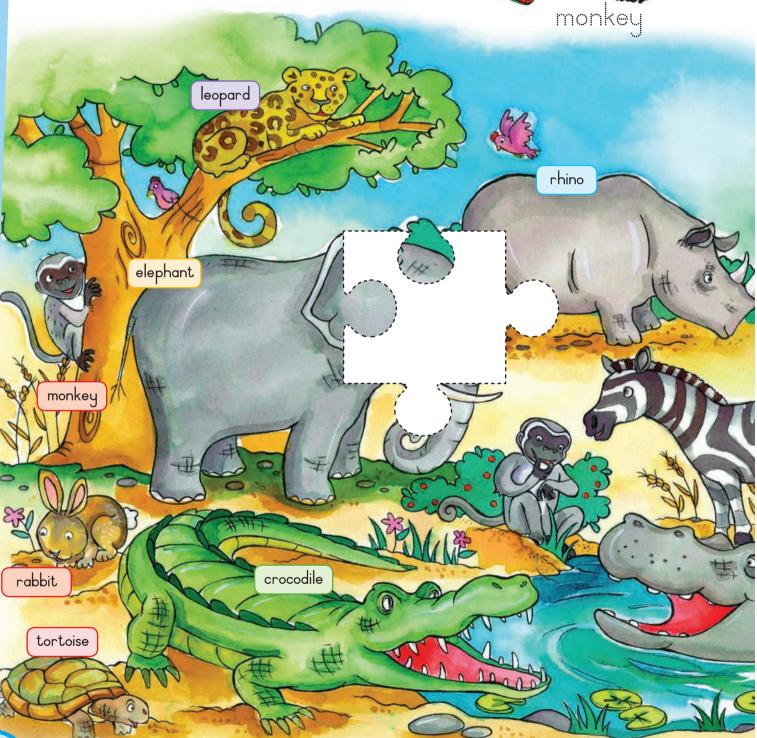
Wild animals

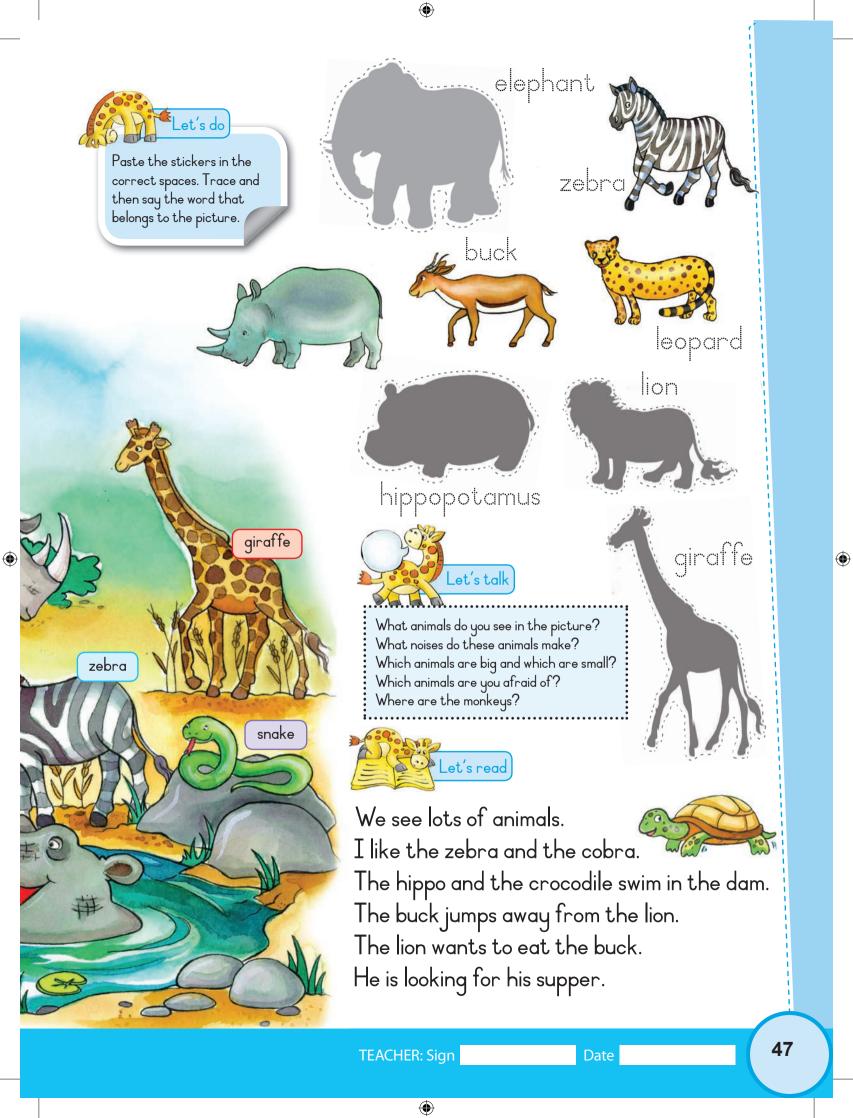




Look at the picture and talk about what you see.

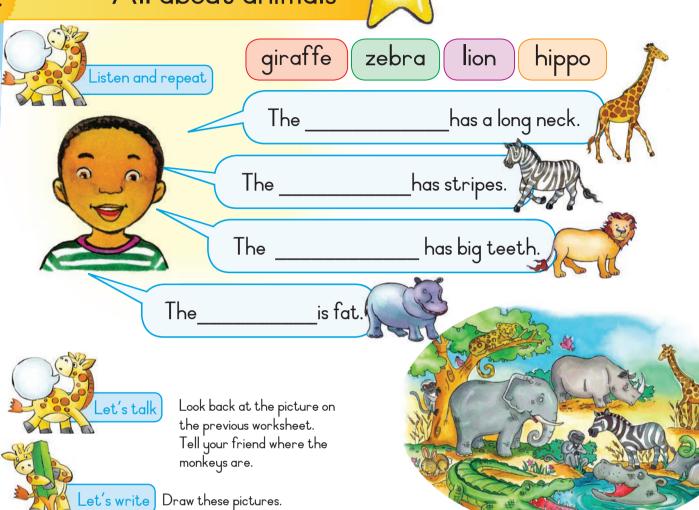






All about animals





A brown crocodile

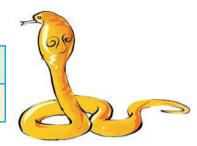
A green tree





Read the words and listen to the sounds.

hot	not	lot
on	socks	cobra





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

in front of behind under on in



The monkey is _____ the tree.



The monkey is _____ the car.



The monkey is _____ the hut.



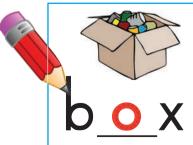
The monkey is _____ the bush.

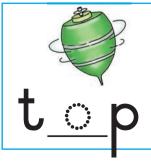


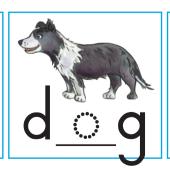
The monkey is _____ the tree.

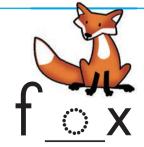


<u>et's write</u> Trace the letter in the spaces so that it makes a word to match a picture.









TEACHER: Sign

49



THEME 6. VISITING PLACES 25

Term 2 – Week 1-5

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At the beach

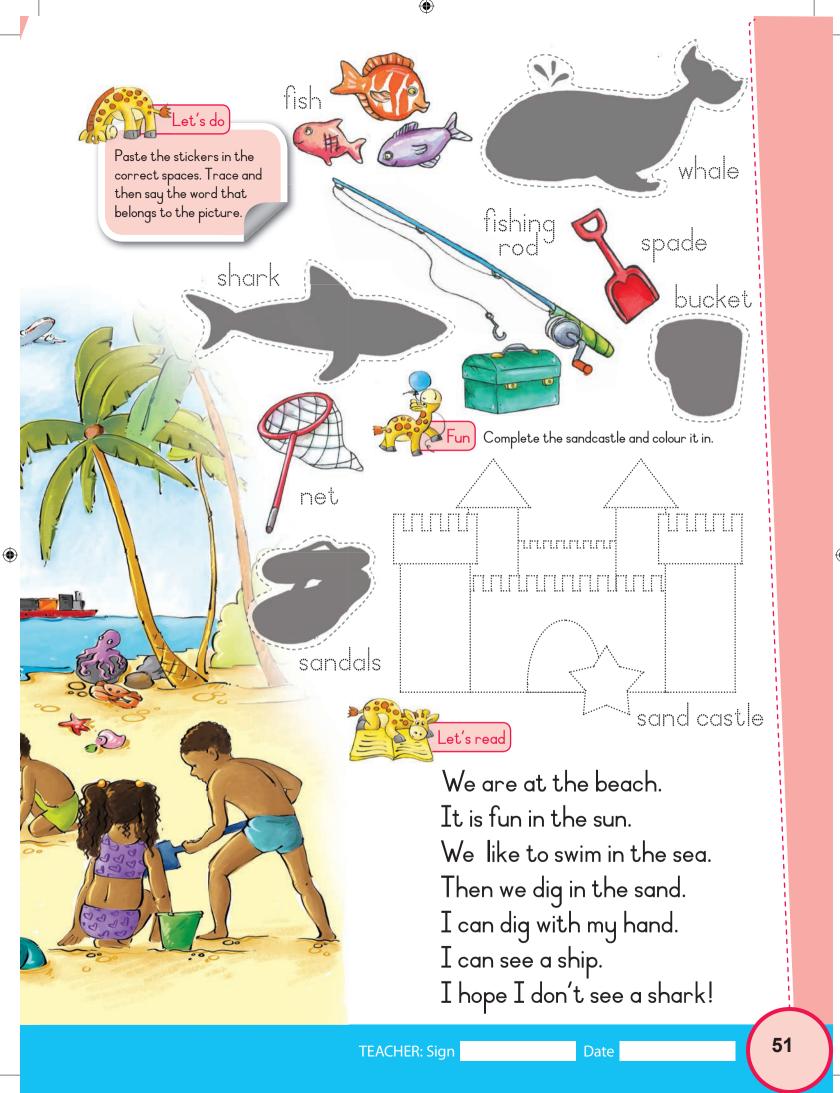


Look at the picture and talk about what the children are doing.









(1)



Things we do





isten and repeat

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

Today

I am brushing my teeth.

I am kicking the ball now.

I am walking to school now.

We are talking now.

Yesterday

Yesterday I brush<mark>ed</mark> my teeth.

Yesterday I kicked the ball.

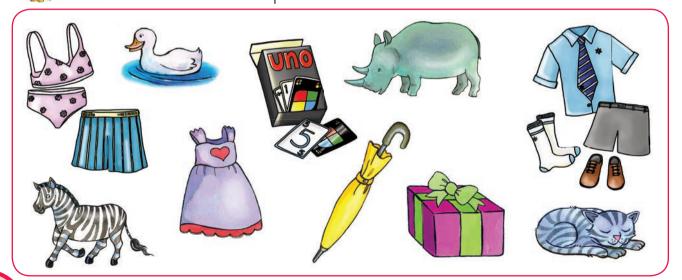
Yesterday I walk<mark>ed</mark> to school.

Yesterday we talked.



Say what the pictures are.

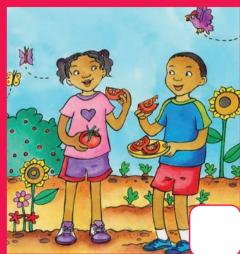
Then circle the pictures that start with the U-sound.

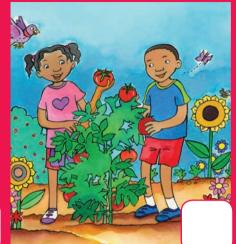




Number these pictures in the correct sequence to form a story. Then tell your friend what is happening in each story. Say: First ..., then ..., lastly ...





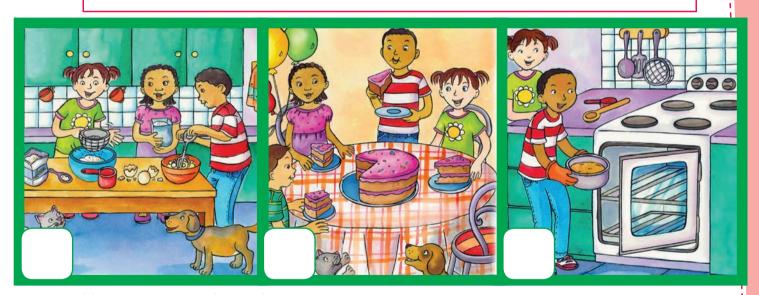


Now write a sentence about each picture.

Ι.

2.

3.



Now write a sentence about each picture.

Ι.

2.

3.









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28



Farm life





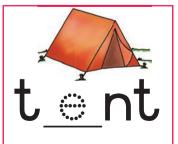


Trace the letter in the spaces so that it makes a word to match a picture.







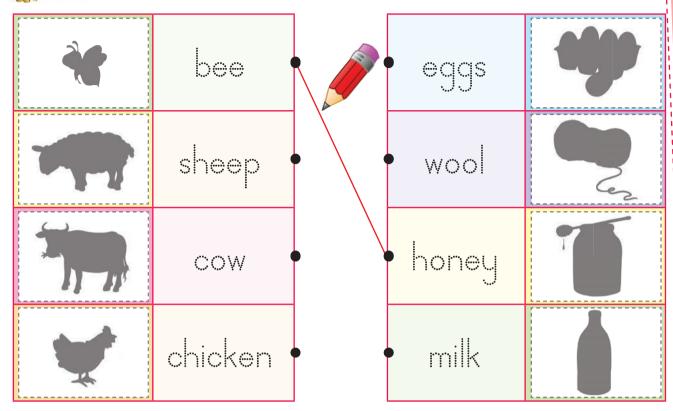






Paste the stickers in the correct spaces.

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





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

egg	hen	ten	pen	men
when	bent	tent	rent	sent



_isten and repeat

The chicks go cheep.

The cow goes moo moo.

The horse goes neigh neigh.

The bees go

buzz buzz.

The sheep goes baa baa. 🤇

What other farm animal sounds can you make?

: Sign

Date

57



Just checking





_et's write

Draw a picture of yourself and fill in your details.

My name is

My surname is

My age

I am in Grade

My school

My friend is

My birthday is on

I like

I don't like

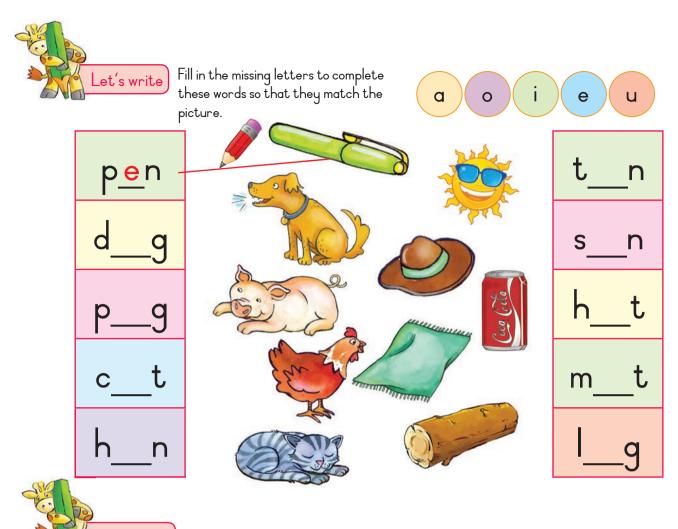


Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

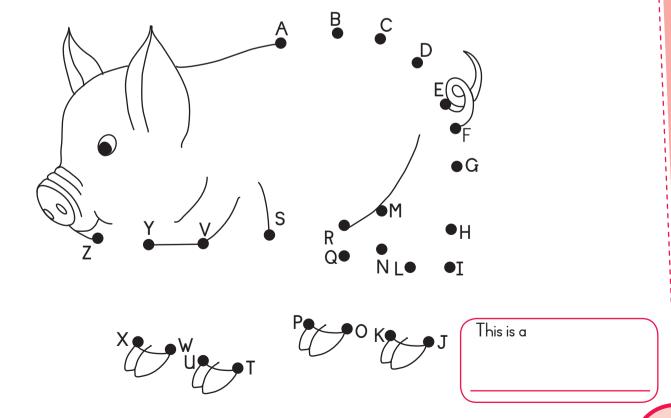
cap	dog	tin	t <mark>e</mark> n	hut
cat	log	pin	pen	s <mark>u</mark> n
hat	hot	sit	hen	c <mark>u</mark> p







_et's write Join the dots to complete the picture. Then colour the picture.



(

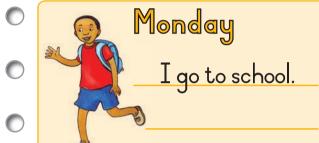
Our busy week

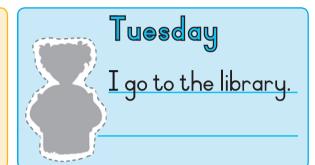




Look at the pictures and talk about what the children are doing.

MY DIARY















What is your favourite day and why?		



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





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

M	Let's write	Answer the questions.
	On what day did th	ne children ao to chur

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



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

	I like	I do not like
I		
2		
3		

61

31



Days of the week





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

Friday Monday

Wednesday

Thursday

Saturday

Sunday

What day is today?

Tuesday



_isten and repeat

Sunday

Monday

Tuesday

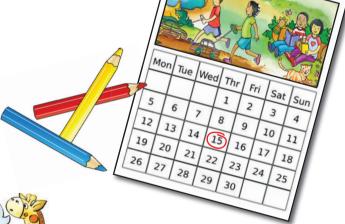
Wednesday

Thursday



Friday

Saturday





Tell your friend 5 things you like and 5 things you do not like. Say:



I like _____.

I don't like _____.



Day and night





 $rac{ extsf{et's read}}{ extsf{I}}$ I wake up in the morning.

Then I go to school.

I come home in the afternoon.

(

Then I play with my friends.

I eat supper at night.

Then I go to sleep.







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

..............

	v = = =						
	morning	afternoon	night				
I							
2							

TEACHER: Sign

Date

65



What we do





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







morning

afternoon









Say what the pictures are.

Then circle the pictures that start with the h-sound.





Read the words and listen to the sounds.

hut	ham	house	horse	helicopter
hat	hand	horse	hamster	hippopotamus







When do you go to school?

I go to school in the

morning.

When do you wake up?

 $I \ \text{wake up in the} \\$

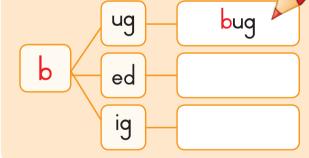
When do you go to sleep?

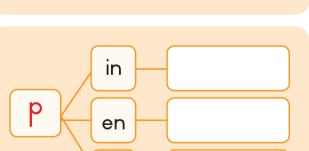
I go to sleep in the

When do you play with your friends?

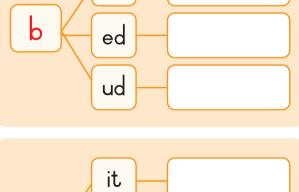
I play with my friends in the



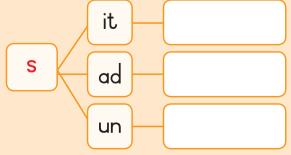




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us



TEACHER: Sign

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Date

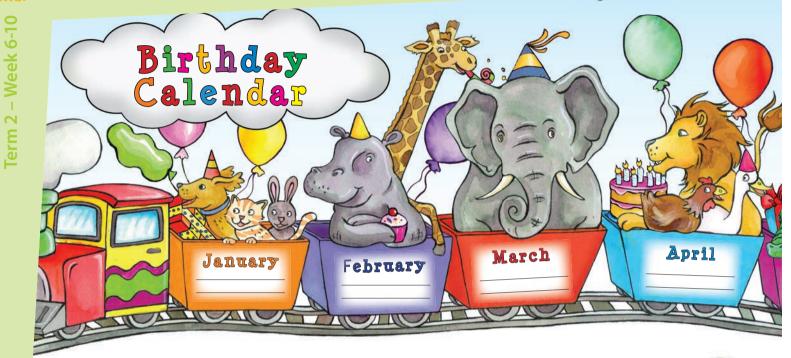


THEME 8. BIRTHDAYS AND SEASONS

34

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Calendars





Let's write

When is your birthday?

day:

month:

year:



Say the names of the months.
Then fill in the names of your friends in the months of their birthdays.





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

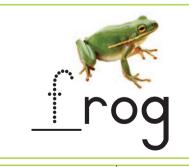
Jim has a birthday in September.

He will be 8.



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













When is your birthday?





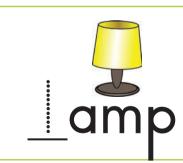
I am seven years old today. My friends came to my party. I like my presents.





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

















Read the words and listen to the sounds.

let	long	love	lost
live	doll	ball	bell

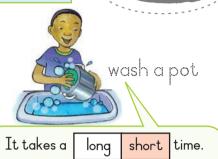




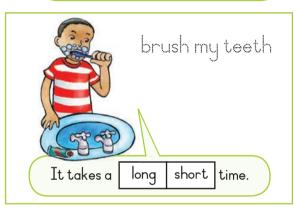
Does it take a long time or a short time?

Point to the picture and ask your friend "How long does it take?"

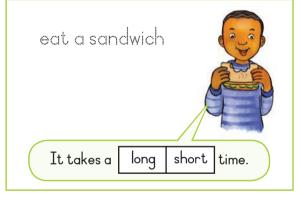
Colour in the correct word.













Ask IO friends when their birthdays are. Fill in their names under the correct month on the calendar on the previous page. Say:

When is your birthday?

 $It \ \mathsf{is} \ \mathsf{in} \ J\mathsf{une}.$



It is in _____





36

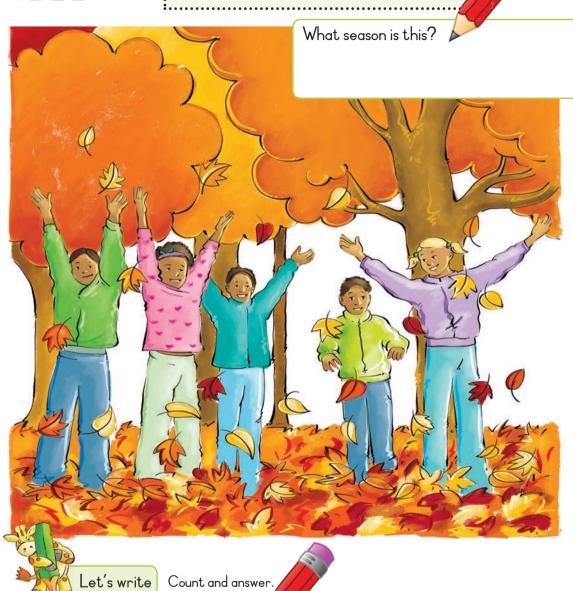
Autumn and spring





What do you see in the two pictures?
How are the two pictures different from each other?

Which season is hotter?



How many ducks are there?

How many chicks are there?

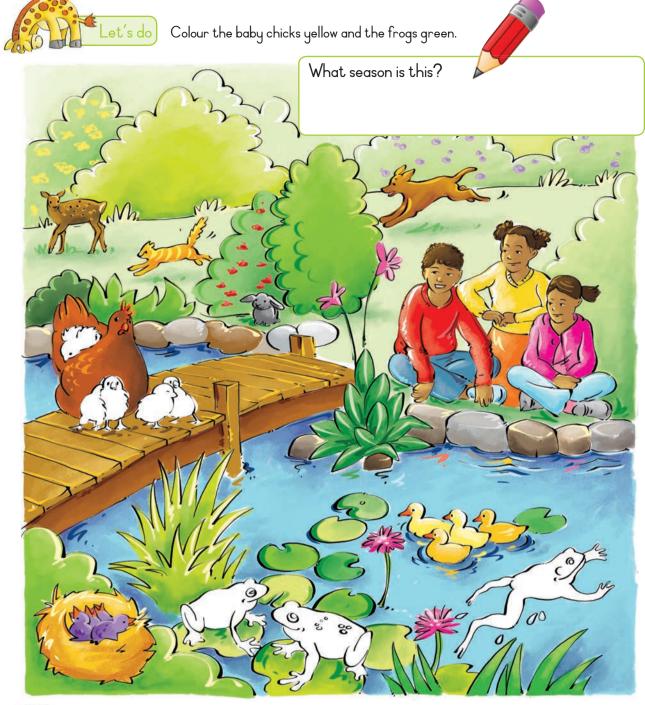
How many frogs are there?

How many children are there in both pictures?

How many children are wearing green jackets?

How many pink flowers are there?







In the spring we see funny baby animals. There are pretty flowers in the garden. There is a silly bunny.
In the summer it is sunny.
My family likes to swim.

TEACHER: Sign

Date

73



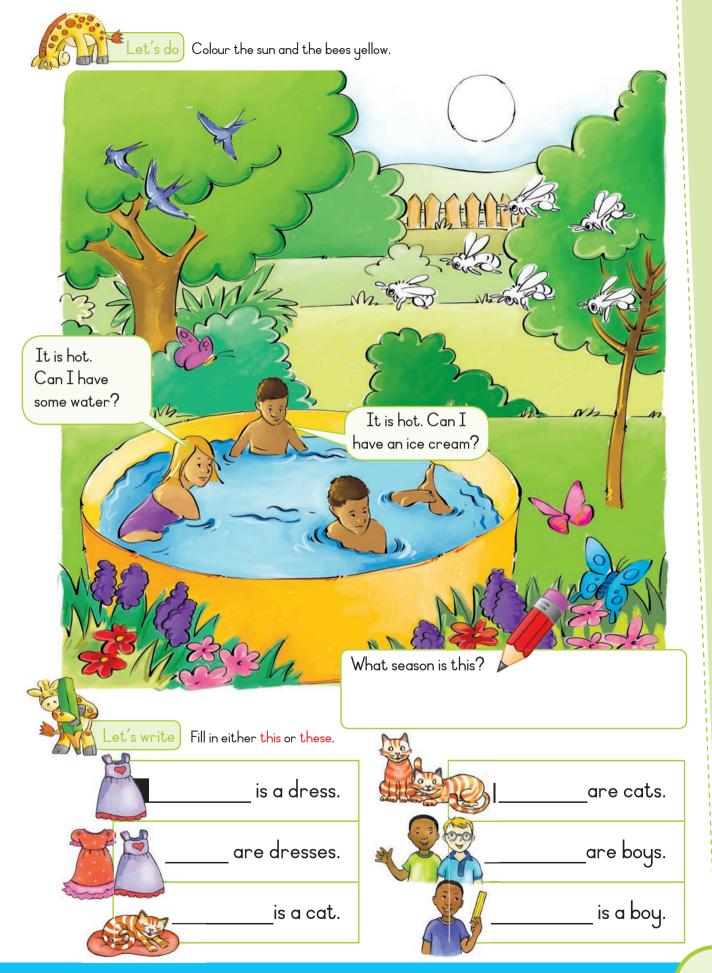


Summer and winter









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38



The clothes we wear





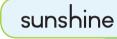
Look at the pictures and talk about what the children are doing.













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



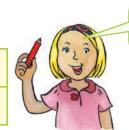






Read the words and listen to the sounds.

cake	coke	bike	best	tusk
make	j <mark>o</mark> ke	hike	vest	duck



This is my pen.



Use these word work words to fill in the gaps to match the pictures.

this these



is a jersey.

are shoes.



is a jacket.



are hats.



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

shoes

sandals

swimming costume

jersey

shorts

leggings

t-shirt snow

trousers

hat

sun hat

scarf

cap

cold day

