Mrs Angie Motshekga, Minister of Basic Education



Mr Enver Surty,
Deputy Minister of
Basic Education

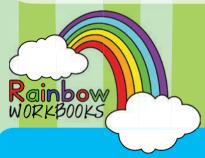
This workbook for English First Additional Language (FAL) is the newest addition to the Department of Basic Education's Rainbow Workbook Series. The English First Additional Language books are an important enhancement of the series and support the Department's approach to additive bilingualism.

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.



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

ISBN 978-1-4315-0200-4

THIS BOOK MAY NOT BE SOLD.



Workbooks available in this series:

- Home Language Grades 1 6
 (In all official languages)
- Mathematics Grades 1 3
 (In all official languages)
- Mathematics Grades 4 9 (In English and Afrikaans)
- Lifeskills Grades 1 3
 (In all official languages)
- First Additional Language Grades 1 2 (In all official languages)
- First Additional Language Grades 3 6 (In English)





PRN 4 /8 -1-4315-0200-4



A BILL OF RESPONSIBILITIES

FOR THE YOUTH OF SOUTH AFRICA

Preamble:

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

MY RESPONSIBILITY IN ENSURING THE RIGHT...



South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same.

Our country's motto: !KE E: /XARRA // KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

TO LIVE IN A SAFE **ENVIRONMENT**

- promote sustainable development, and the conservation and preservation of the natural environment
- protect animal and plant-life, as well as the responsibility to prevent pollution.
- not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.

TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

TO WORK

- work hard and do our best in everything
- · recognise that living a good and successful life involves hard work, and that anything
- this right must never be used for exploitation by exposing children to child labour.

TO FREEDOM AND SECURITY OF THE **PERSON**

- not hurt, bully or intimidate others or allow
- · solve any conflict in a peaceful manner.
- to take action to protect my safety and the safety of others.

TO EQUALITY

- treat every person equally and fairly.
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class, language or birth.

TO OWN PROPERTY

- respect the property of others.
- take pride in and protect both private and public property, and not to take what belongs to others.
- give generously to charity and good causes, where I am able to do so.

TO CITIZENSHIP

the community and affairs of the country. · obey the laws of our country, ensuring

· contribute in every possible way to

TO LIFE

• not endanger the lives of others by

• protect and defend the lives of others.

making South Africa a great country.

that others do so as well.



TO FREEDOM OF **RELIGION, BELIEF AND OPINION**

- · allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or
- · respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.

TO FREEDOM OF **EXPRESSION**

- express views which do not advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

TO FAMILY OR **PARENTAL CARE**

- honour and respect my parents, and to help
- to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

TO EDUCATION

- attend school regularly, to learn, and to
- cooperate respectfully with teachers and
- adhere to the rules and the Code of Conduct of the school.

- promote and reflect the culture of learning and teaching in giving effect to this right.
- to eliminate unprofessional behaviour.

carrying dangerous weapons or by acting recklessly or disobeying our rules and

- · live a healthy life, by exercising, eating
 - correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

D CONCURRENTLY PLACES ON MY PARENTS

- ensure that I attend school and receive their support.
- · ensure that I participate in school
- create a home environment conducive

Conclusion: I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society which will make me proud to be a South African.

This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.







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 story

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



Theme 2: It happens at school Term 1: weeks 1–5

(5) We go to school by ...

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 e-sounds Comprehension: Answers questions based on text

8 The food we eat

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

9 Who, what, why and when 18

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

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

(10) Our family garden

10

16

34

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

11) My own family

Reading: Narrative
Phonics: o sound
Vocabulary: Naming of family members
Phonics: p- and b-sounds

Language: Continuous tense.

22

24

26

28

40

(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
implements

13) We go for a picnic

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

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

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: d-, e-, o-, i-,and u-sounds Find your way



Theme 5: Animals Term 2: weeks 1-5

Vocabulary: Number, colour and animal

Reading: Narrative and captions

Comprehension based on picture

Vocabulary: Matching animals

21 The animal train

50 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

Theme 6: Visiting

Term 2: weeks 1-5

based on text

(22) The animal train

Phonics: q-sound, vowels

26) Things we do Language: Continuous tense. Verbs Filling in the missing nouns

27) At the farm visiting Grandmother 54

Vocabulary: Pastes in stickers to

Reading: Labels and narrative text

Matching animals and their products

build vocabulary about a farm

Language: Proper nouns

Speaking: About picture

Vocabulary: Word soup

Phonics: u-sound

to their homes

23 Wild animals

46

44

Vocabulary: Names of wild animals Animal sounds

(24) All about animals

Language: Prepositions Phonics: o-sound





29 Just checking

28 Farm life

Animal sounds Phonics: e-sound

Writing: Filling in personal information on a form

Phonics: Revision of vowel sounds. filling in vowels to complete words Language: Using alphabetical order to complete a drawing.

Theme 3: About time Term 2: weeks 6–10

30 Our busy week

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

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

31 Days of the week

62

Vocabulary: Days of the week Speaking: Drawing activities for each day of the week.

Speaking: What you do each day.

Phonics: r-sound

32 Day and night

64

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

33 What we do

66

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







Theme 8: Birthdays and Seasons

34 Calendars

68

Reading: A calendar Vocabulary: The months of the year

Writing: Filling in birthdays of friends and family

Phonics: f-sound

(35) When is your birthday?

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

72

56

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

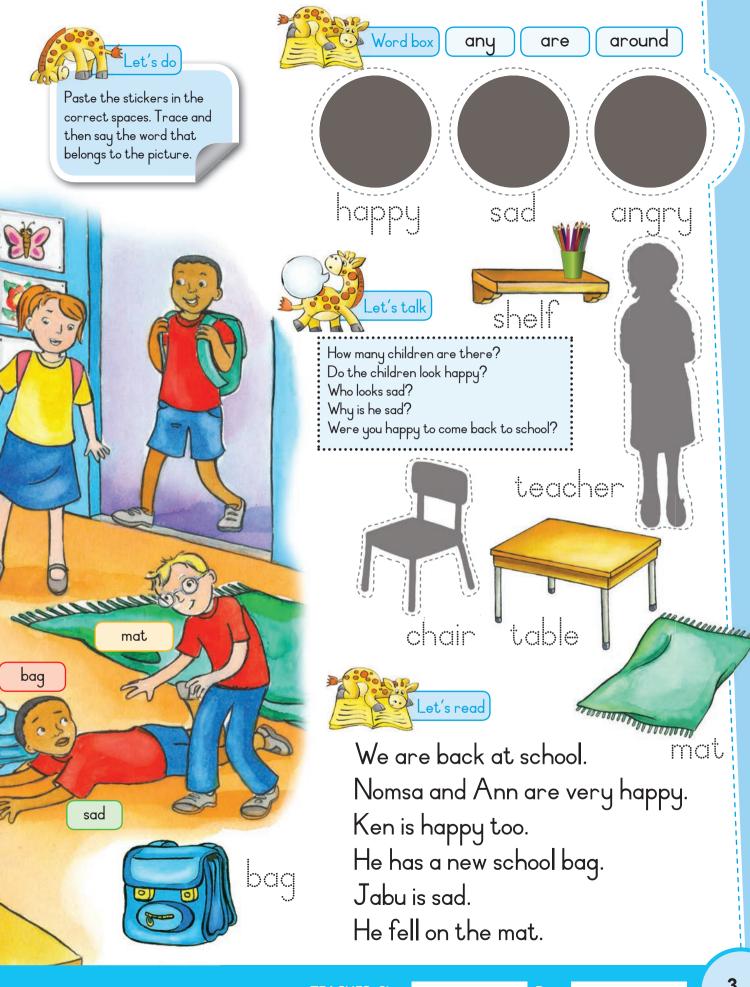
about weather Language: Using 'this' and 'that'

Phonics: Revision of vowel sounds.









TEACHER: Sign Date

Jabu falls at school



Role play

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



Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

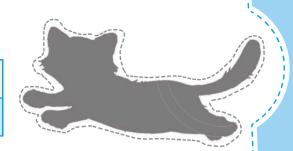
Jabu feels _____.

I feel_____.



Read the words and listen to the sounds

sad	bag	mat
hat	rat	cat





Listen and repeat



What did you do in the holiday?

I went to the sea.

I went to the zoo.

I went to my grandmother.

I went to the shop.



I went to

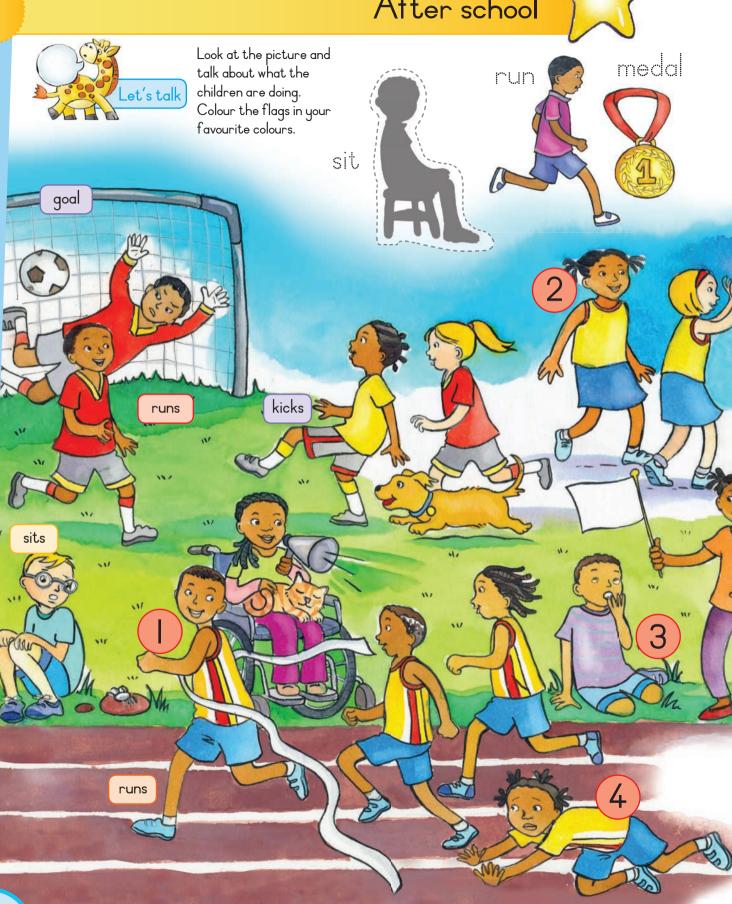


Say what the pictures are.

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



After school





We are happy



Read the words and listen to the sounds.



Rewrite the sentence in the open space.

Sam sits in the sun.



Read the sentences aloud.

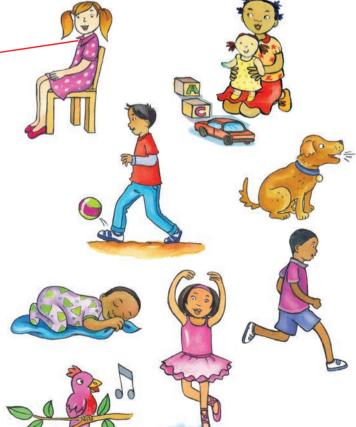
Draw a line from the sentence to the correct picture.

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.



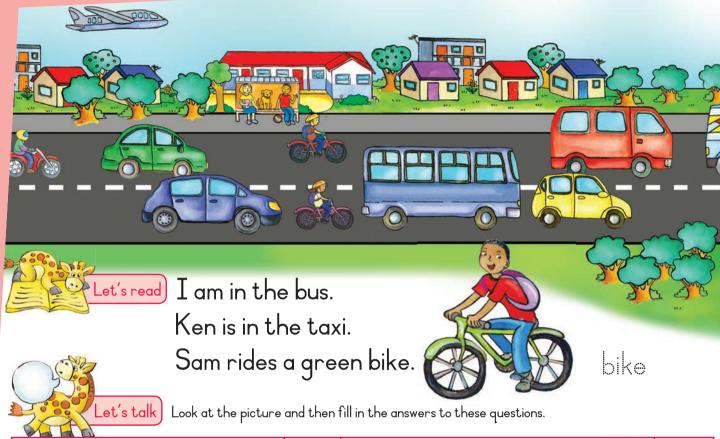
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THEME 2. IT HAPPENS AT SCHOO

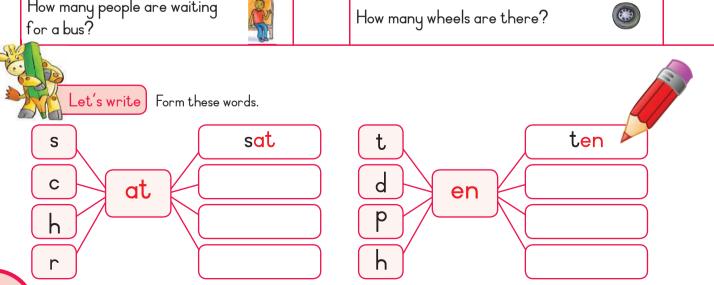
We go to school by ...

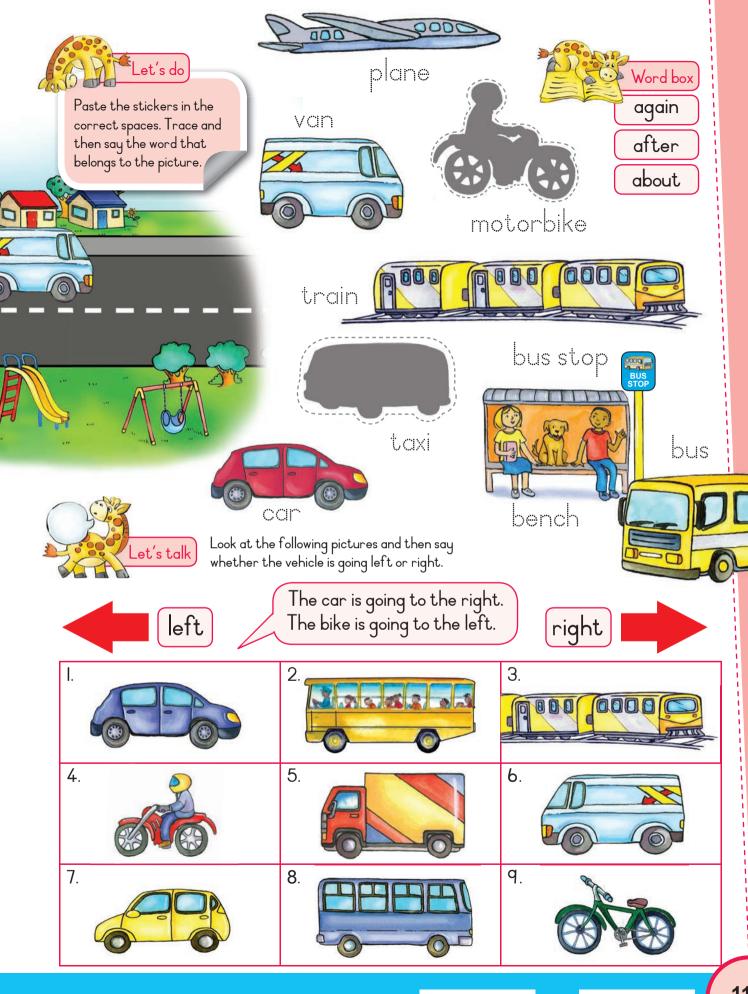






How many cars are there?	How many trees can you see?
How many bikes are there?	How many aeroplanes are there?
How many people are waiting for a bus?	How many wheels are there?

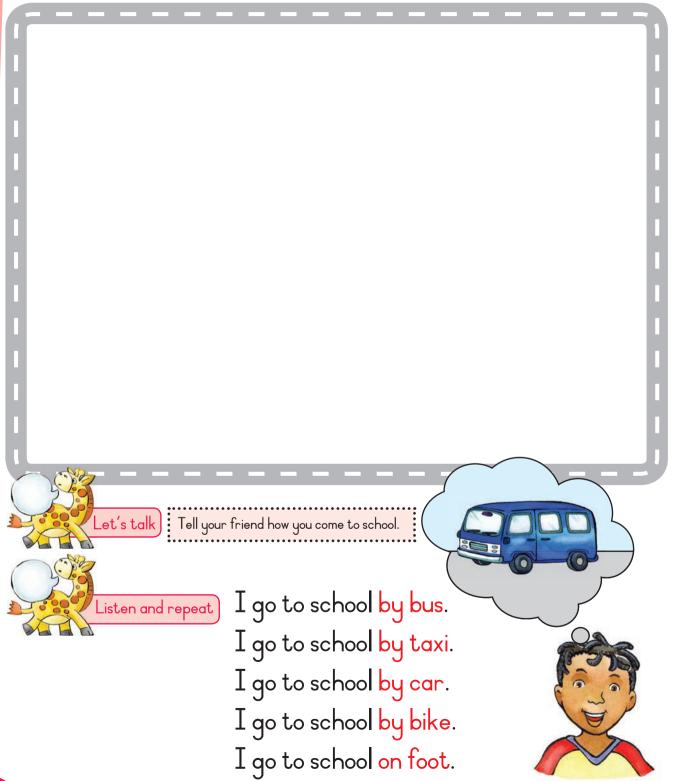




To school and back



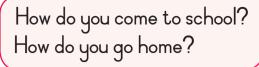






Ask 5 friends how they come to school.

Say:







_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.

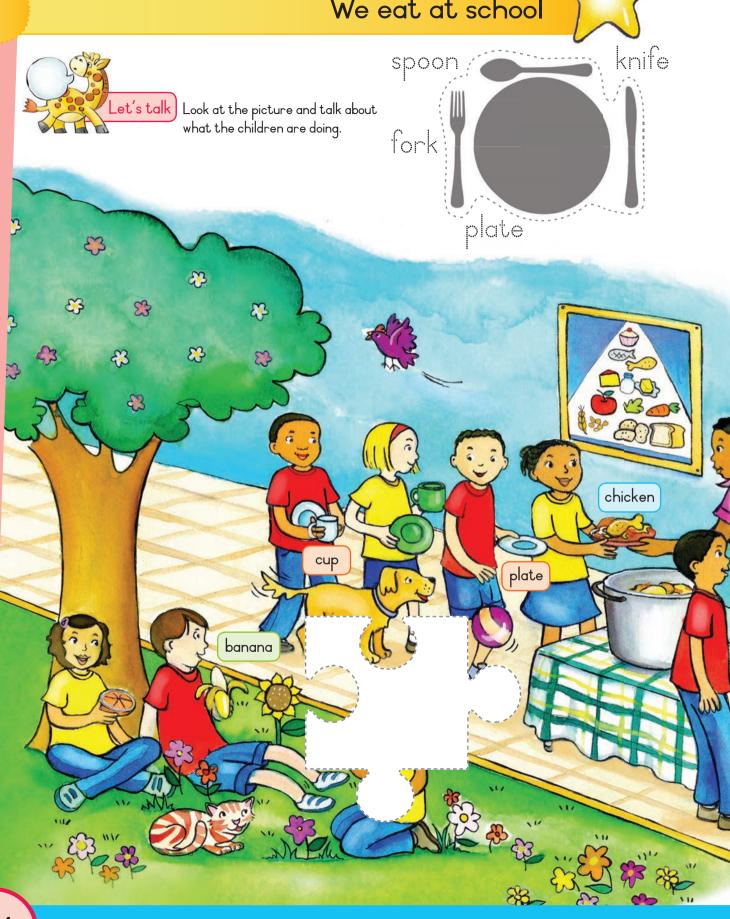




Draw a bird on top of the bus.









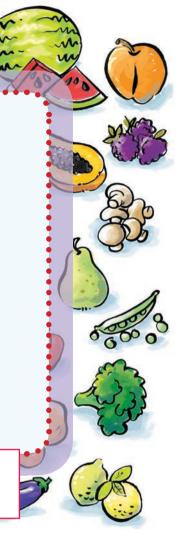
The food we eat





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

My favourite food





Tell your friend what your favourite food is.



I like apples.



I like bananas.



I like fish.



 $I \ \mathsf{like} \ \mathsf{meat}.$



I like chicken.





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

What food do you like?



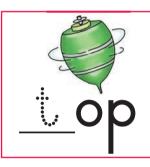
Read the words and listen to the sounds.

tap	tick	tin
top	tin	tea



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







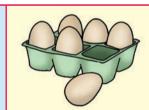


Let's write

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

cake

meat eggs



tomatoes

 milk



chips



bread

sweets

fish

 $Complete \ these \ sentences.$

Ilike

I don't like

What is this?





Listen and repeat

Whose pen is this?

It is my pen.

Whose book is this?

Whose jersey is this?

It is my book.

It is my jersey.



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

Whose is this?



Let's write Now write answers to these questions.

It is my

What is What is your surname? your name?

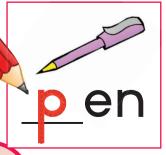
Where do you live?

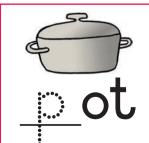
When is your Who is your friend? birthday?

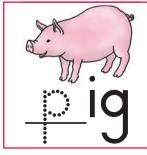


Let's write

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:

always

Whose pen is this?

Whose ball is this?

This is Dan's ball.











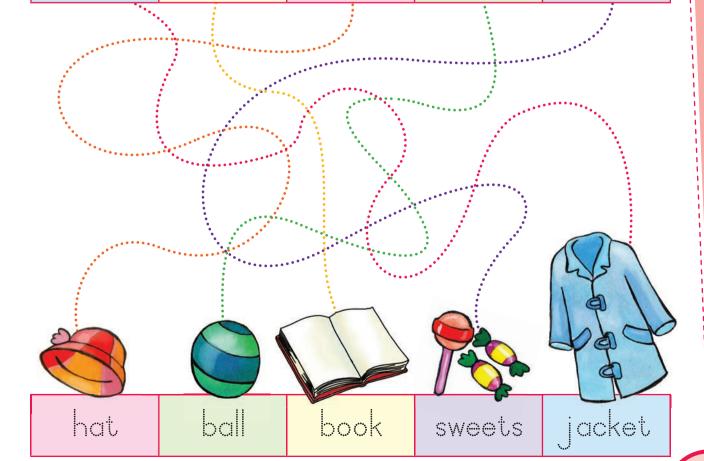
Nomsa

Ken

Ann

Dan

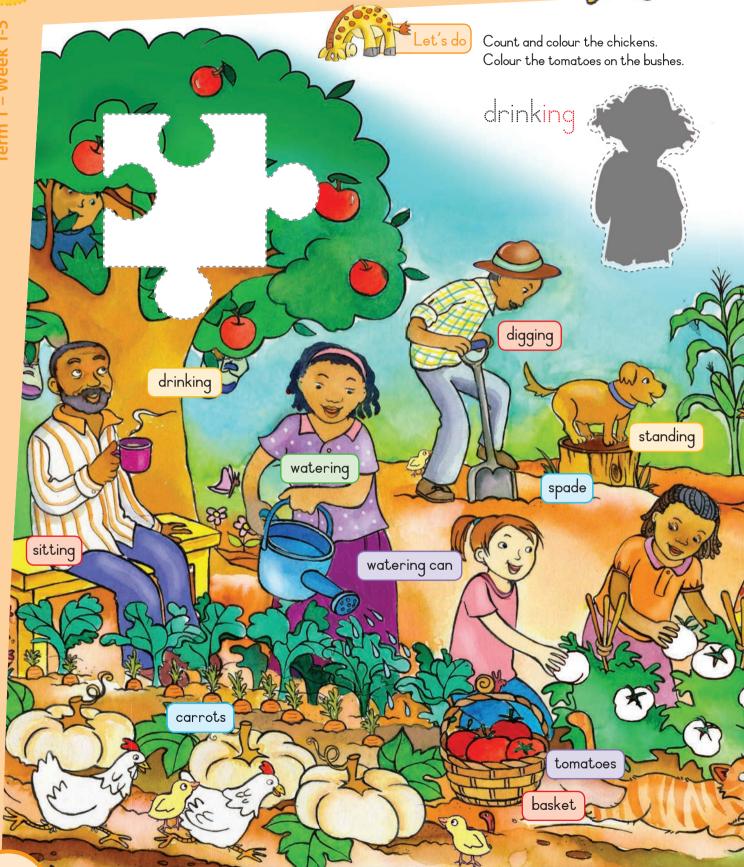
Jabu



IO

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.

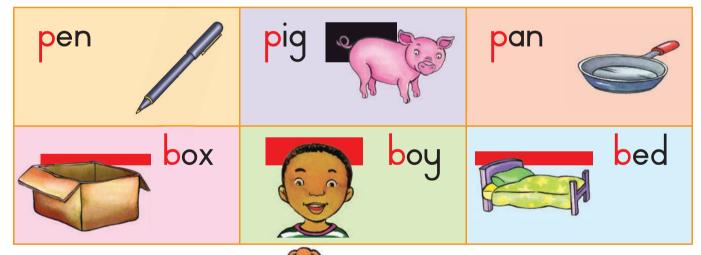
Grandmother is reading.

Grandfather is drinking tea.

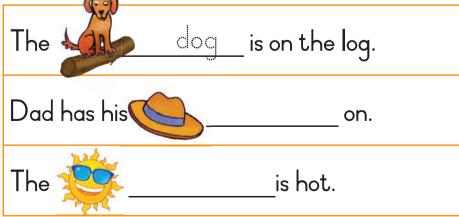
The boys are sitting in the tree.

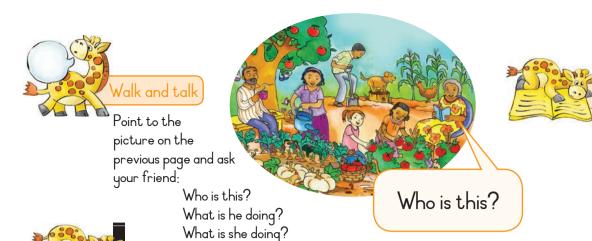
The cat is running.

What sound does each word start with?











Read the words and listen to the sounds.

dog	cot	hot
log	lot	dot



Let's write

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

sister

brother

mother

father

grandmother

grandfather

aunt

Word box

ate

away

be

uncle



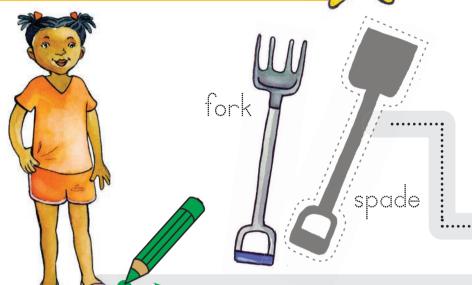
My family







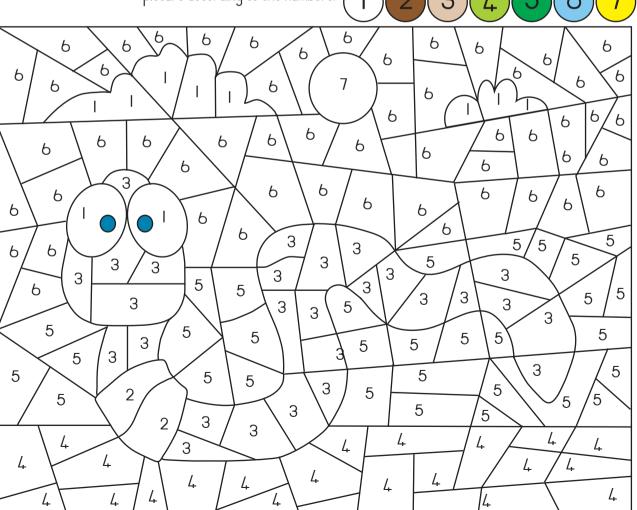
What things can you find in a garden?
Tell your friend what games you play in your garden.

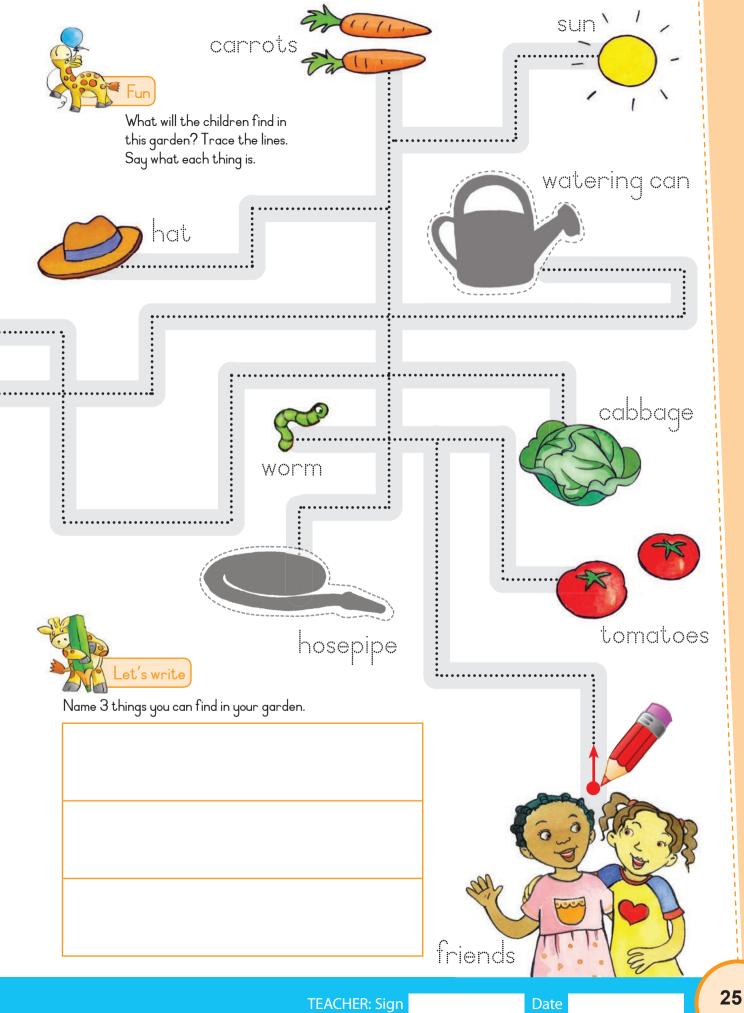


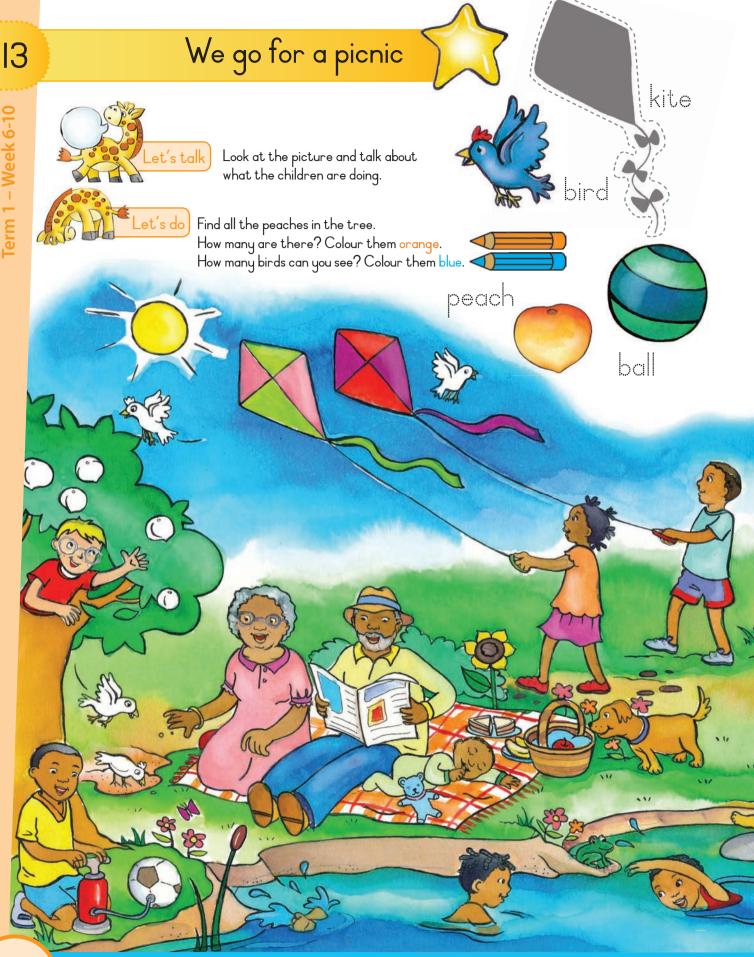


Colour the

picture according to the numbers.









What we like to do





Listen and repeat

Ann likes to kick a ball.
The children like to swim.
Ken likes to sit in the tree.
The baby likes to sleep.
It is fun to run in the sun.







Walk and talk

Ask your friend:



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





Let's write

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

I can bake a cake.	Yes	No
I can 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



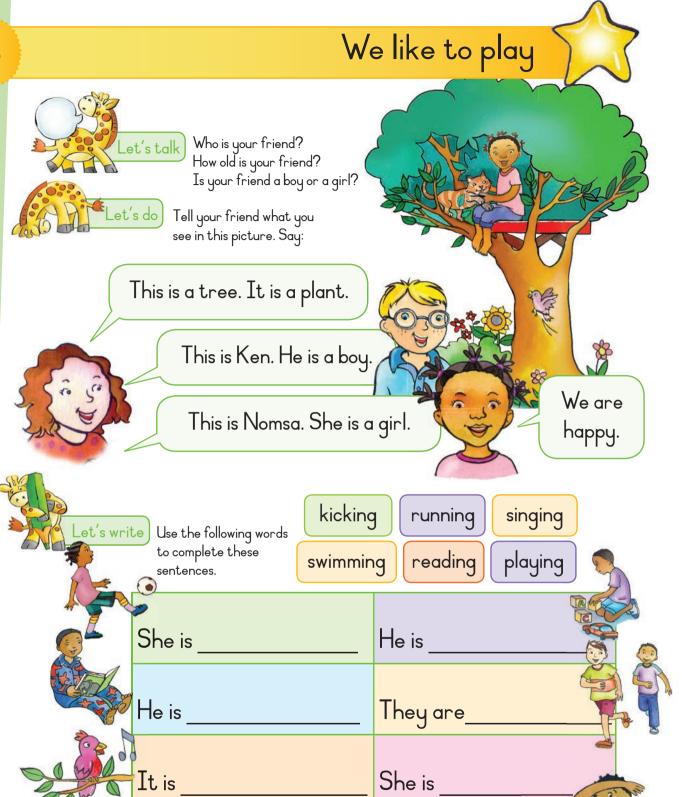
Fill in the missing letters to complete the words.











Read the words and listen to the sounds.

Word work

nut	nose	man
net	nest	can





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



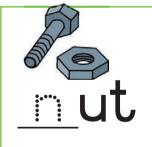
My friend and I

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



they

it









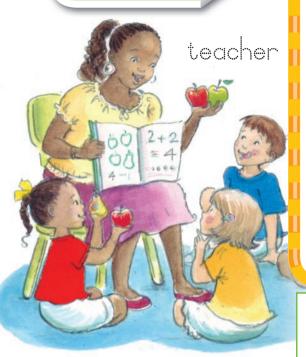
People who help







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

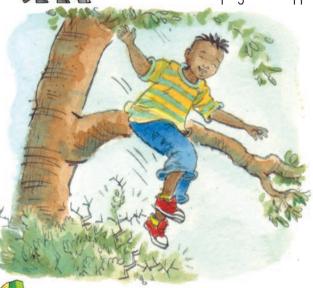
How they help us





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.



milk



dan jumped out of the tree

Dan jumped out of the tree.

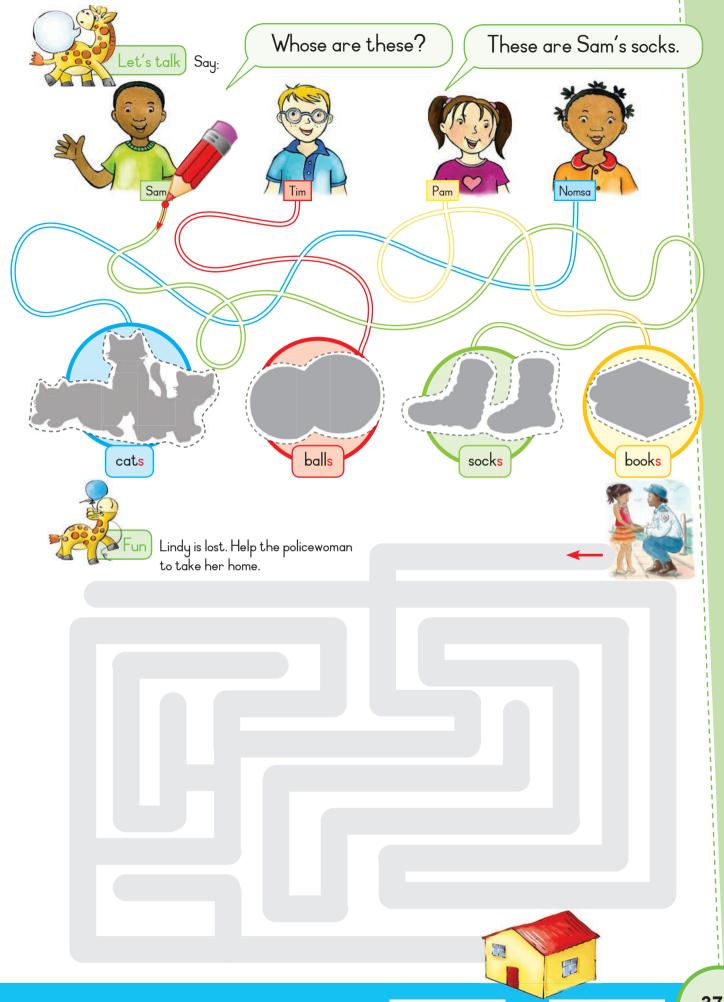
did dan hurt his leg

don't jump dan

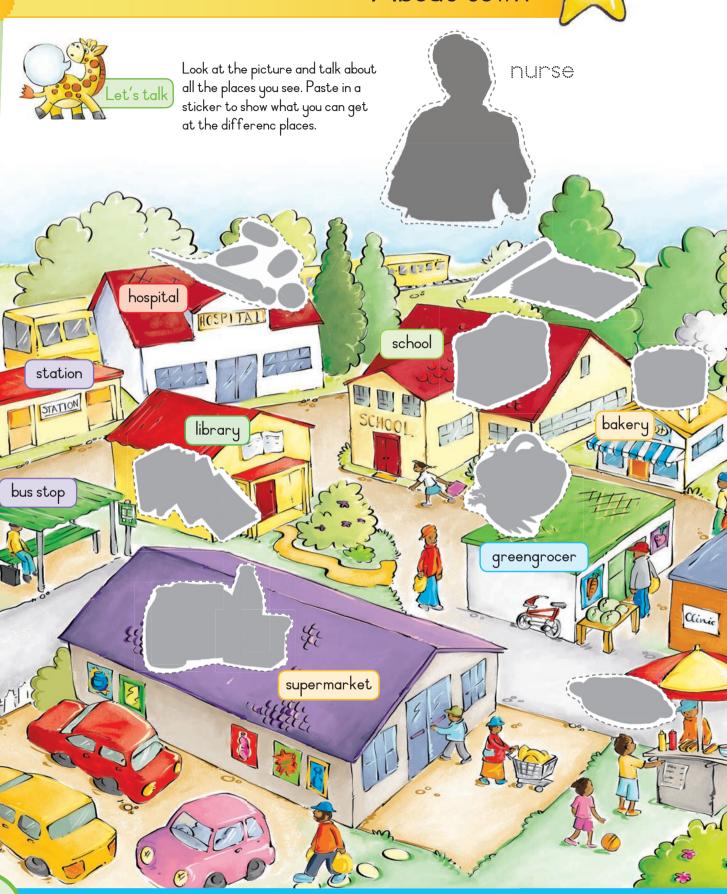


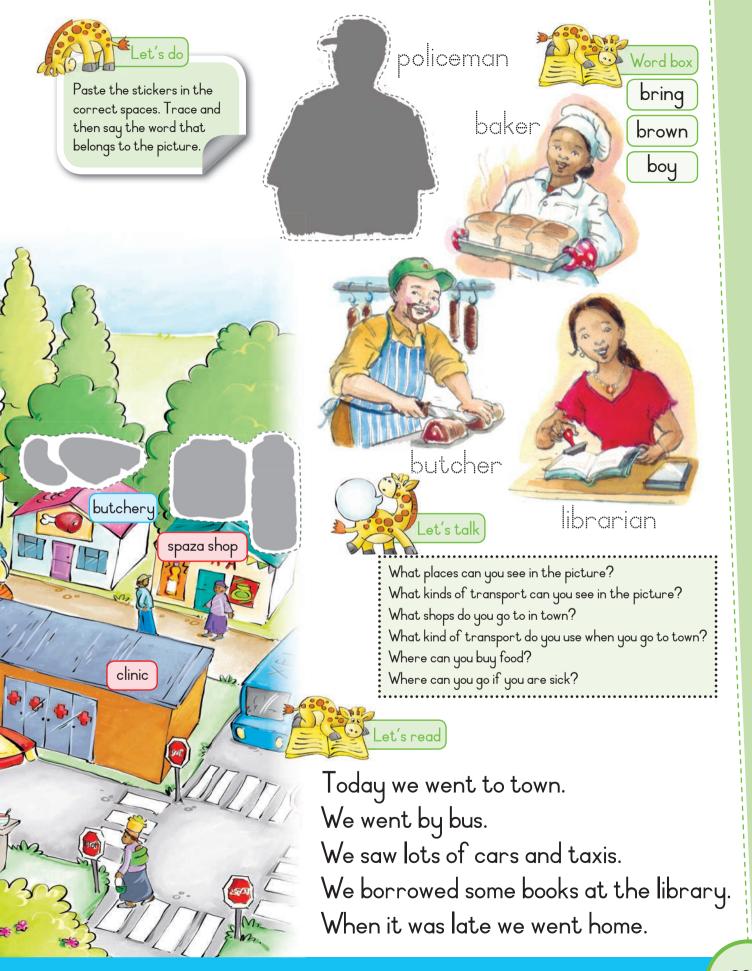
ouse





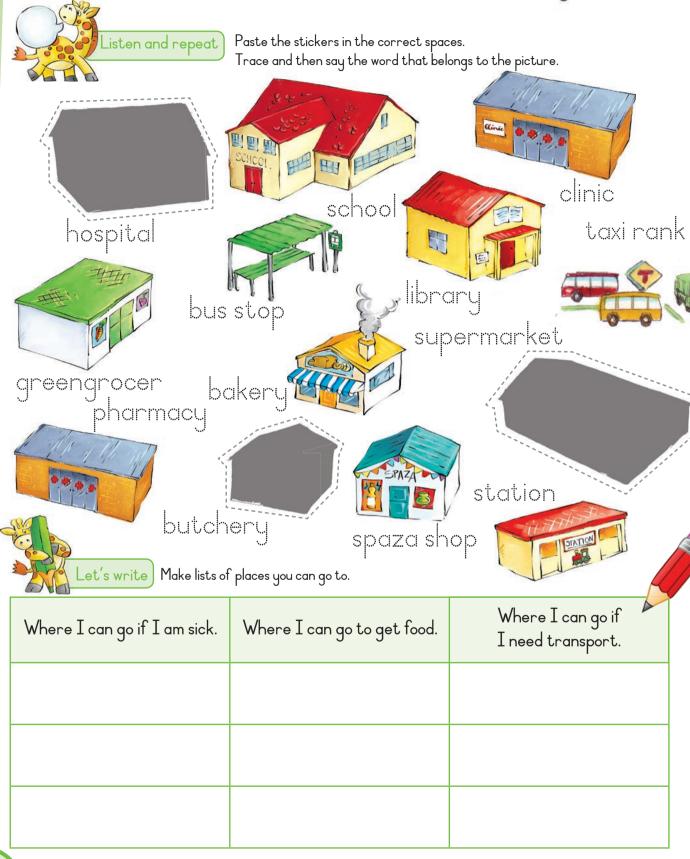
About town





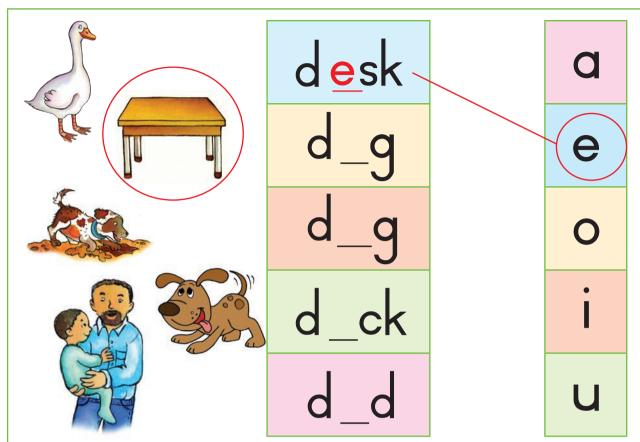
Places in town

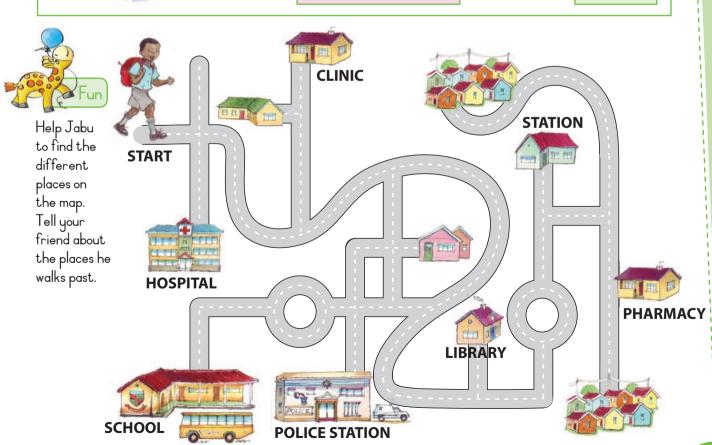






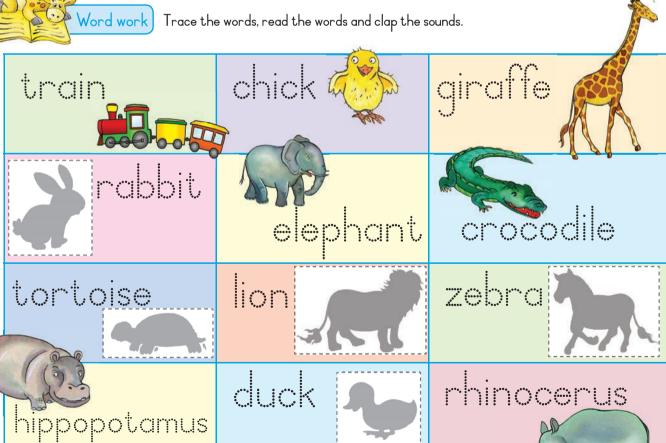
Fill in the letter d to make the word match the picture. Then trace the vowel in red.





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.

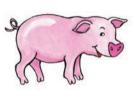
Tell your friend what animals are in each coach.

Tell your friend what animals you like best.

What is your favourite colour?

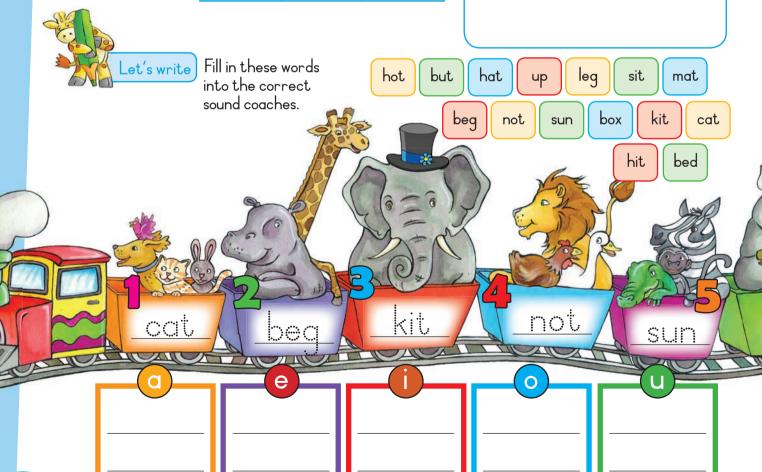


Word work | Read the words and listen to the sounds.



pig	dog	go
dig	log	get
goat	goose	give

What is your favourite animal?





In which coach is the tortoise?

Paste the stickers in the correct spaces.

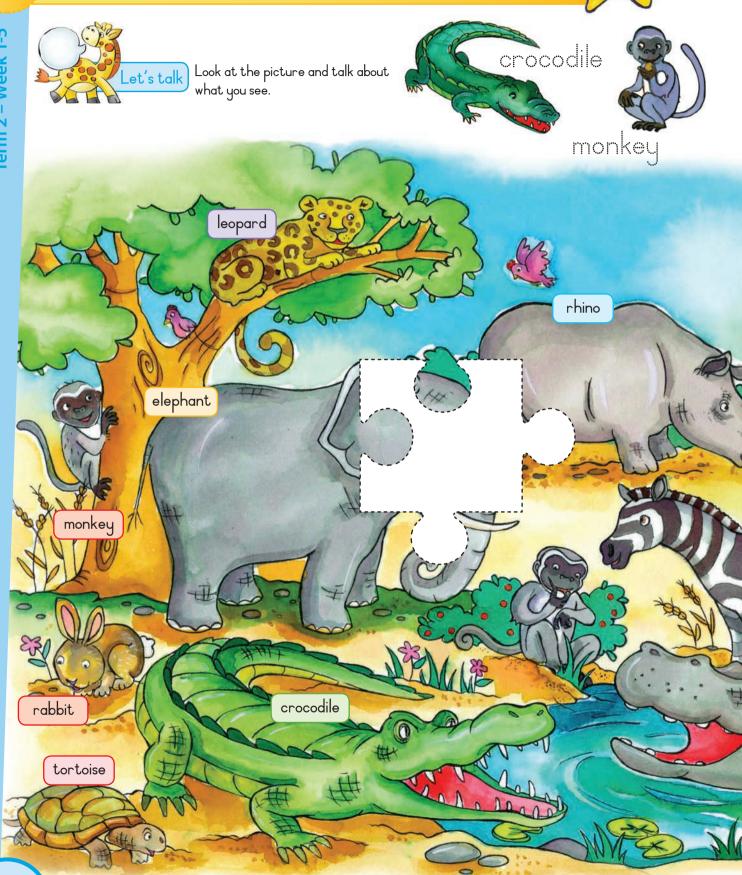
Trace the words and then draw a line from the animal to where it lives.

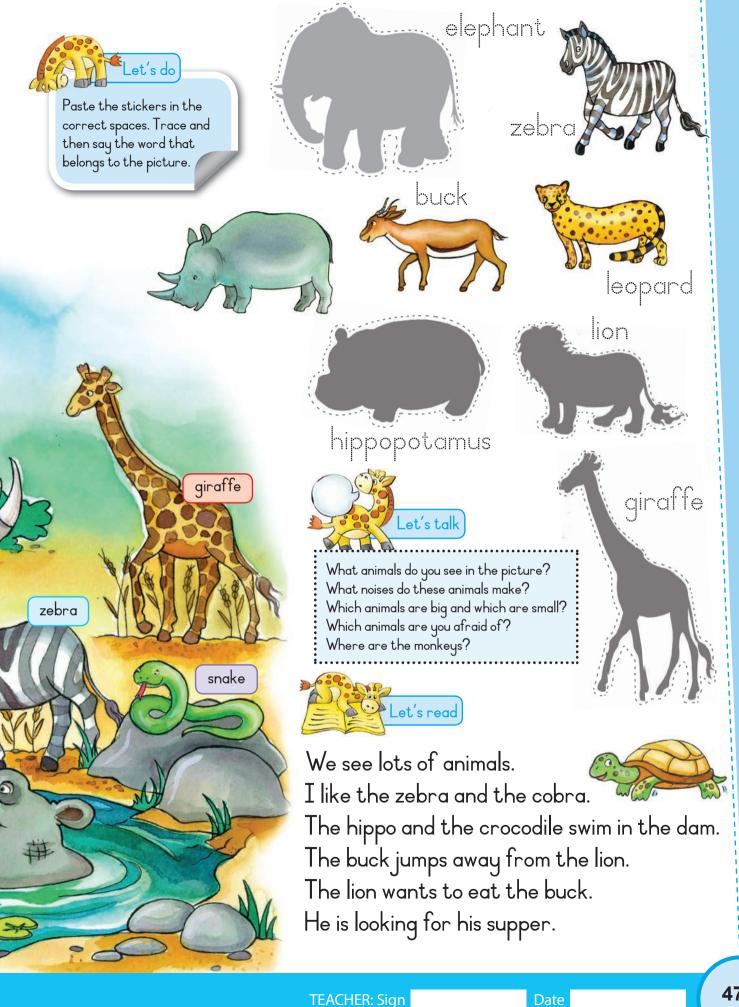
	bowl		0	bird	Luc	
	kenne			hippo		
	river	0		fish		3
	hive	0	0	duck	3	
	nest	0	0	cat		
	pond	0	0	bee		
Look at the train on the opposite page and fill in the correct coach number.						
Which coach has the most animals? In which coach is the elephant?						
Which coach has the least animals? In which coach is the crocodile?				crocodile?		

In which coach is the rabbit?

Wild animals







All about animals





A brown crocodile

A green tree



Word work 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.

on in under in front of behind



The monkey is _____ the tree.



The monkey is _____ the car.



The monkey is _____ the hut.



The monkey is _____ the bush.



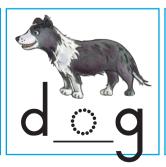
The monkey is _____ the tree.

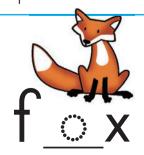


Trace the letter in the spaces so that it makes a word to match a picture.









THEME 6. VISITING PLACES

At the beach

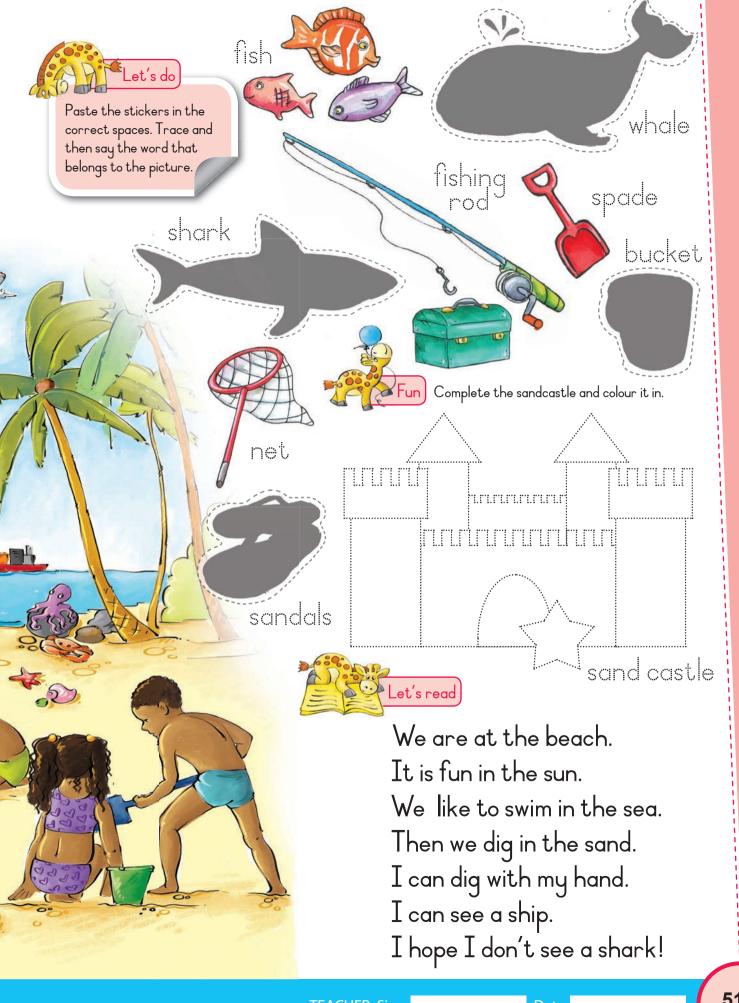




Look at the picture and talk about what the children are doing.







Things we do





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



I am brushing my teeth.

I am kicking the ball now.

I am walking to school now.

We are talking now.

Yesterday

Yesterday I brushed my teeth.

Yesterday I kicked the ball.

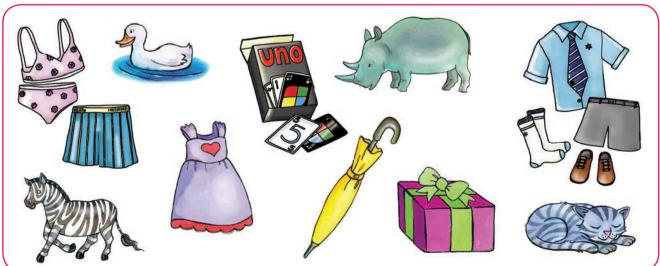
Yesterday I walked to school.

Yesterday we talk<mark>ed</mark> .



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.

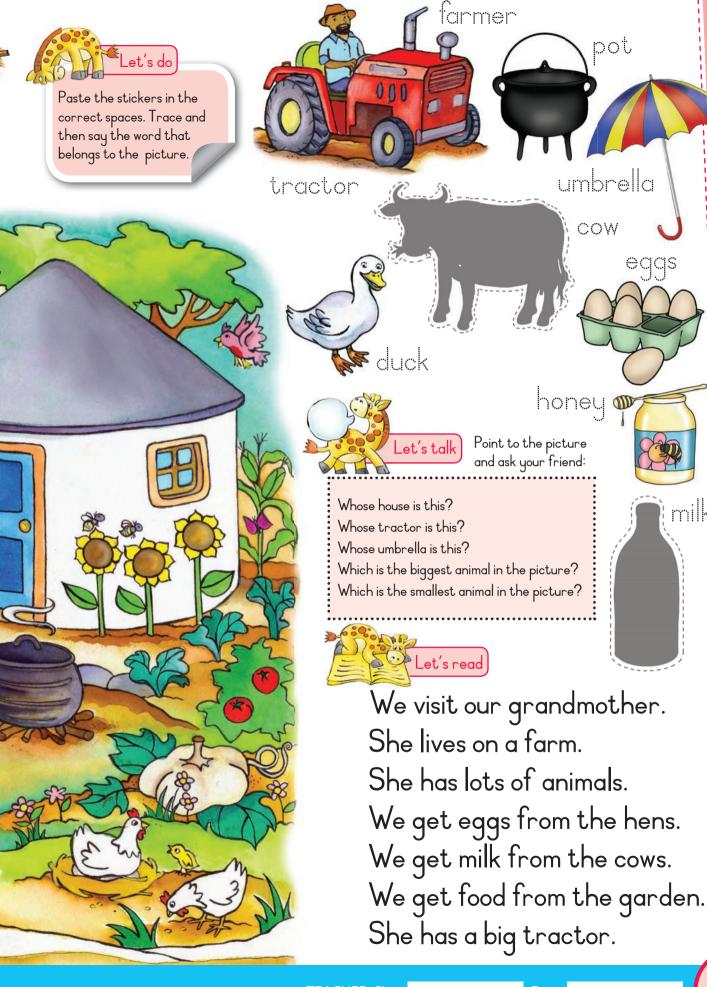
- Ι.
- 2.
- 3.



Now write a sentence about each picture.

- Ι.
- 2.
- 3.





milk

Farm life

n

y

k

g

u

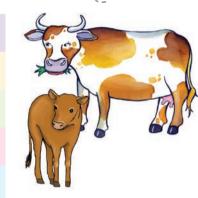
k

i

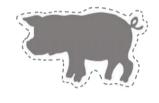




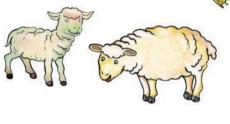












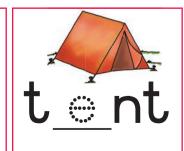
Trace the letter in the spaces so that it makes a word to match a picture.





m

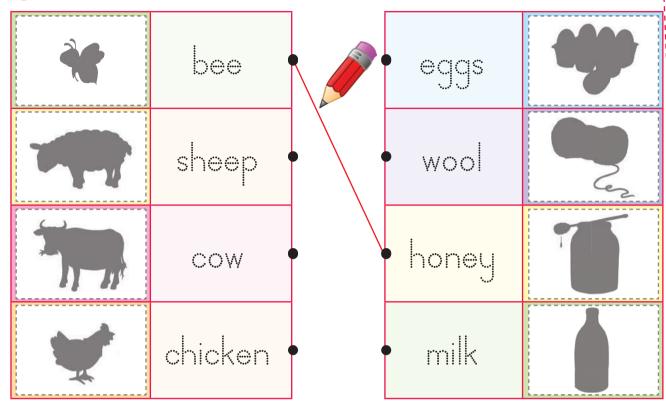






Paste the stickers in the correct spaces.

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 cow goes moo moo.

Sign

The horse goes neigh neigh.

The bees go buzz.

The sheep goes baa baa.

What other farm animal sounds can you make?

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



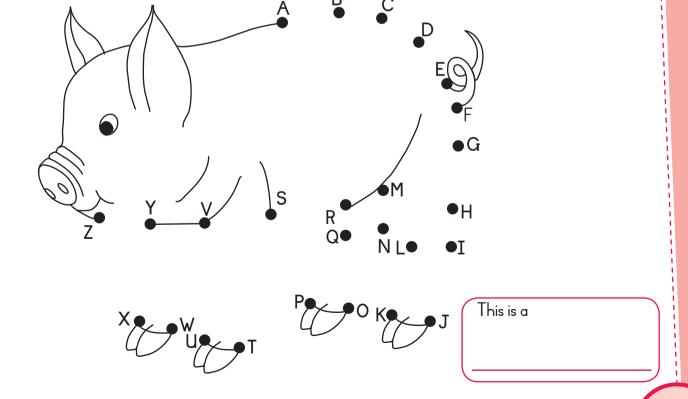
Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

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



Let's write

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



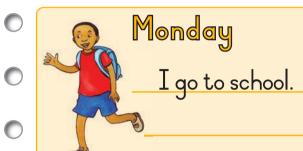
Our busy week

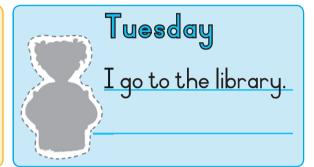




Look at the pictures and talk about what the children are doing.

MY DIARY















What is your favourite day and why?		
	-	
	-	
	-	



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.



Answer the questions.

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



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

	I like	I do not like
I		
2		
3		

Days of the week





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

Friday

Monday

Wednesday



Thursday

Saturday

Mon Tue Wed Thr

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





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.





	morning	afternoon	night
1			
2			

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.

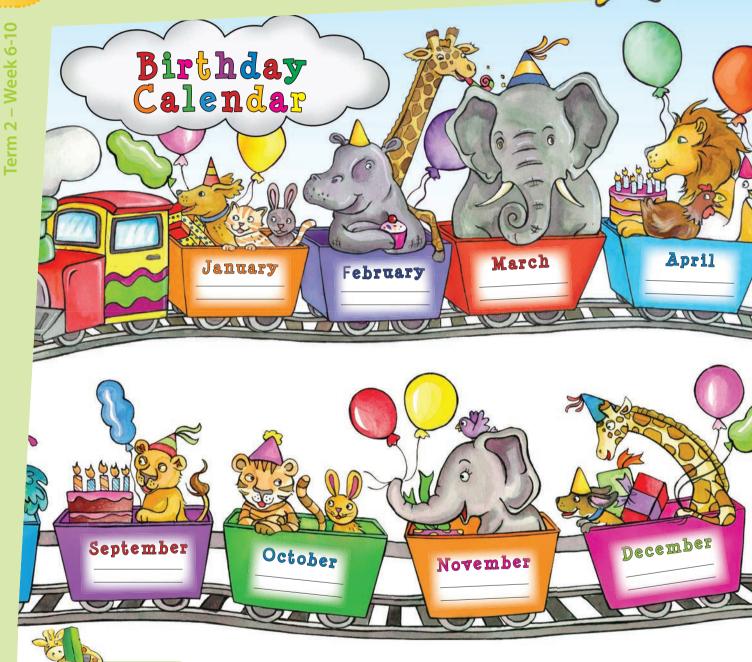
hut	ham	house	horse	helicopter
hat	hand	horse	hamster	hippopotamus





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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?





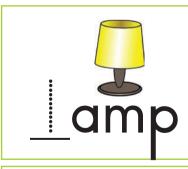
I am seven years old today. My friends came to my party. I like my presents.



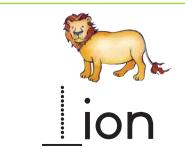


 $\mbox{\sc Fill}$ in the letters in the spaces so that it makes a word to match a picture.















Read the words and listen to the sounds.

let	long	love	lost
live	doll	ball	bell



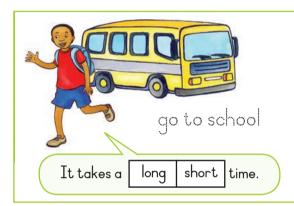


Does it take a long time or a short time?

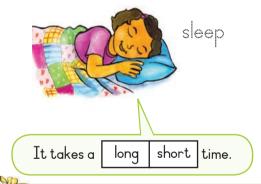
Point to the picture and ask your friend "How long does it take?"

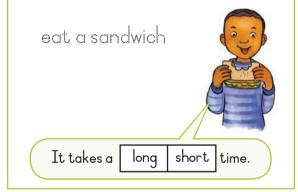
Colour in the correct word.













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 is in June.



Autumn and spring





What do you see in the two pictures? How are the two pictures different from each other? Which season is hotter?

What season is this? Let's write

How many ducks are there?

Count and answer

How many frogs are there?

How many chicks are there?

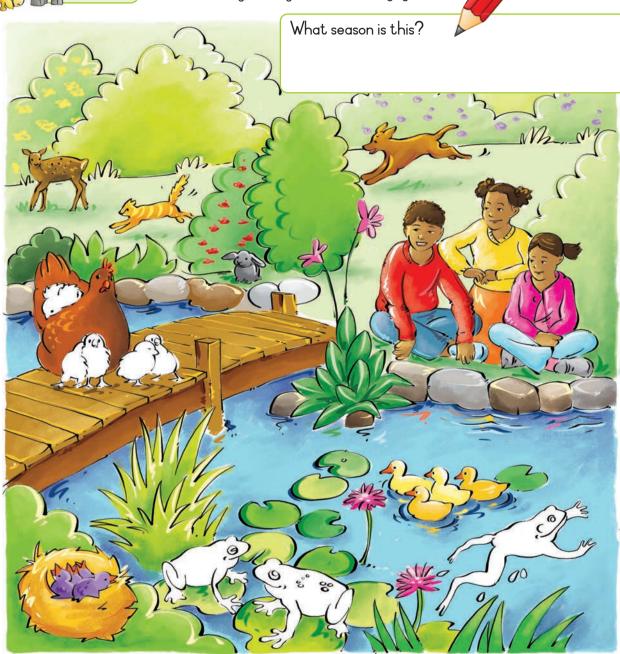
How many children are there in both pictures?

How many children are wearing green jackets?

How many pink flowers are there?



Colour the baby chicks yellow and the frogs green.



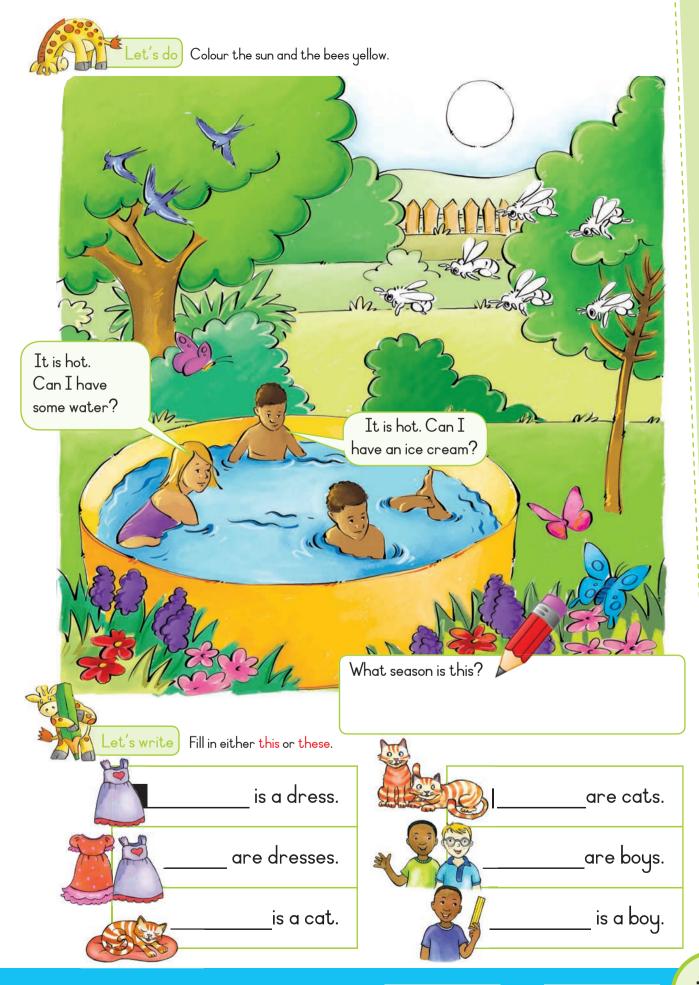


In the spring we see funny baby animals. There are pretty flowers in the garden. There is a silly bunny.
In the summer it is sunny.
My family likes to swim.

Summer and winter







The clothes we wear





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







sunshine





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.





