

M<mark>rs Ang</mark>ie Motshek<mark>ga,</mark> 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

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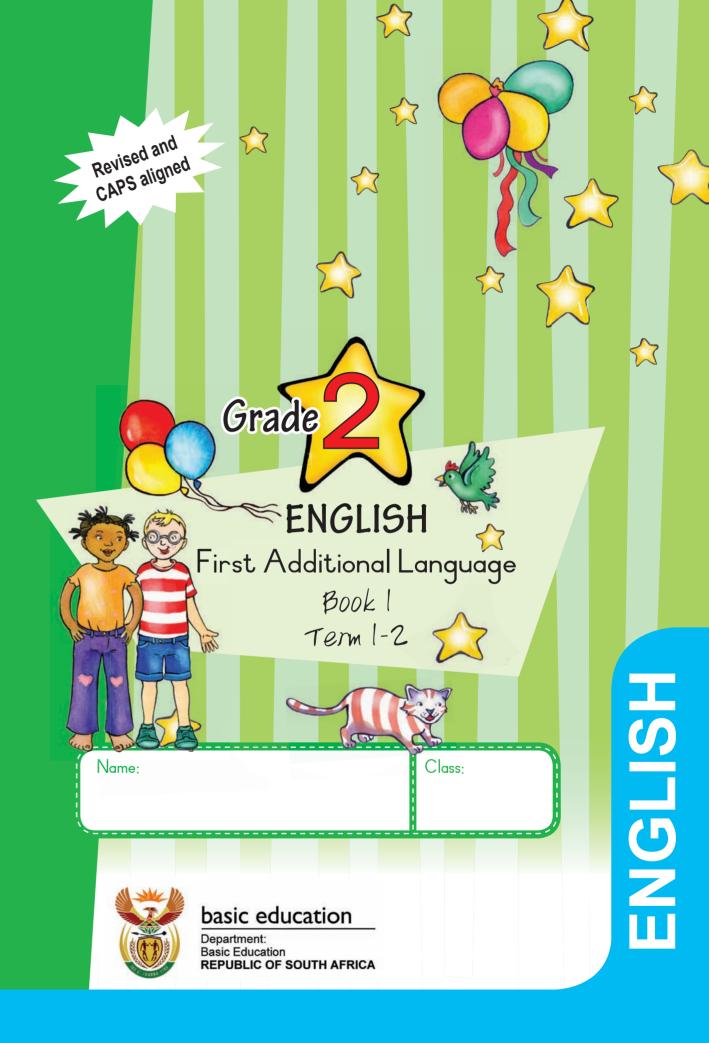
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Wo<mark>rkbooks</mark> available in this series:

- 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)



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Author: Veronica McKay





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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: **g**-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



30

32

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

10

12

16

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: **ea**, **sh** and **ch** Writing: Labelling foods 'I like ...' 'I don't like...' Phonics: **t**-sound who's is this?

9 Who, what, why and when 18

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

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

10 Our family garden20Vocabulary: Pastes in stickers to build

vocabulary about gardening and family Reading: Narrative and labels Language: Verbs

11 My own family

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

22

24

28

40

12) We grow food

Speaking: About games you play in the garden Writing: Colour by number Write simple sentences Trace and track: Finding garden implements

13We go for a picnic26

Speaking about theme picture Asking 'wh' 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



Term 1: weeks 6–10

34

36

19	Peo	ple	who	help		38

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 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

Theme 5: Animals Term 2: weeks 1–5

(21) The animal train

Vocabulary: Number, colour and animal names

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



Theme 6: Visiting Term 2: weeks 1–5

(25) At the beach

42

44

46

48

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

50

52

54

56

58

72

74

(26) Things we do

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

27) At the farm visiting gran

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 time Term 2: weeks 6–10

30 Our busy week 60

Vocabulary: Pastes in stickers to build vocabulary about events in a calendar Reading: Narrative and labels Language: Verbs Asking 'When did ...?' Reading: Reading a diary Comprehension questions based on diary Writing: I like... I don't like

(31) Days of the week

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

62

66

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



Theme 8: Birthdays and Seasons

68

70

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

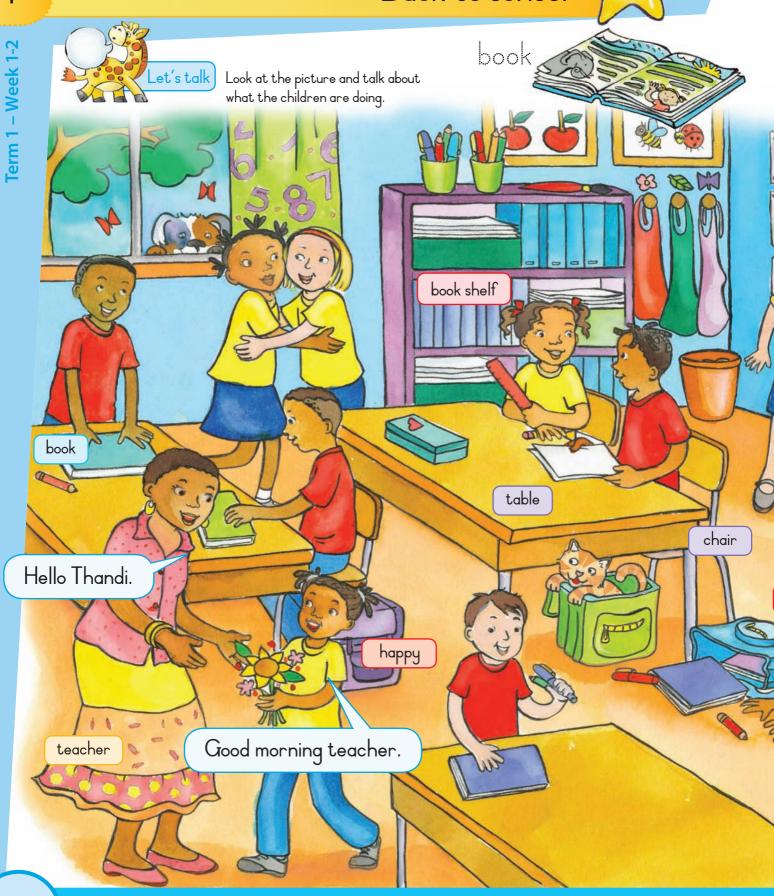
(38) The clothes we wear

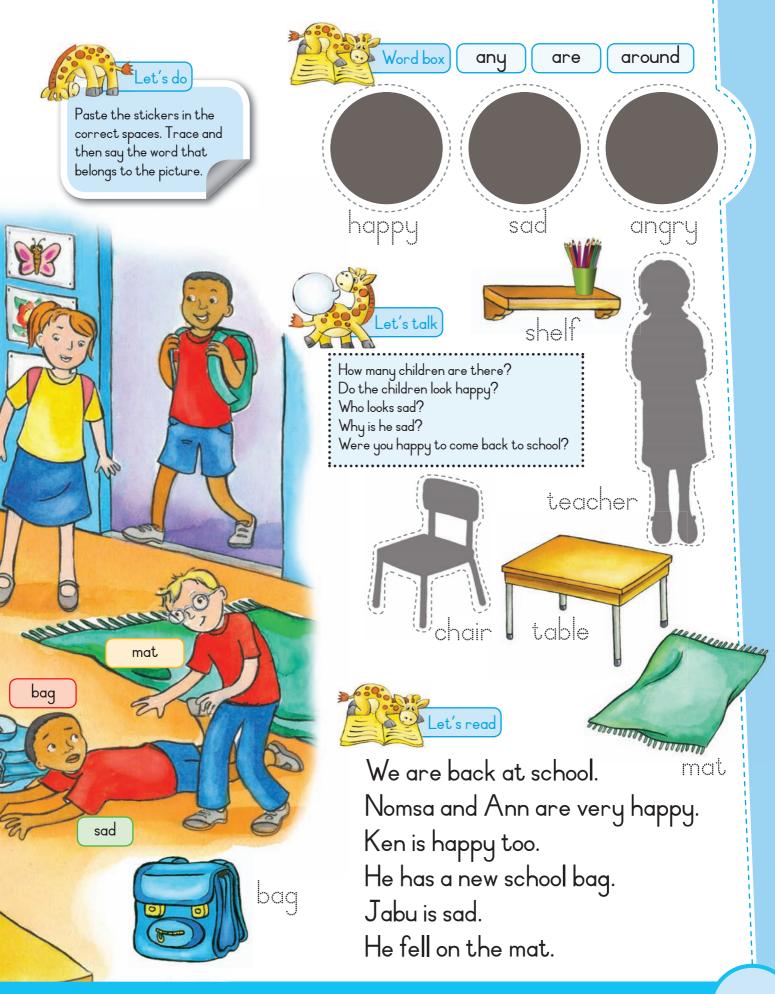
Sorting clothes for different seasons Using stickers to extend vocabulary about weather

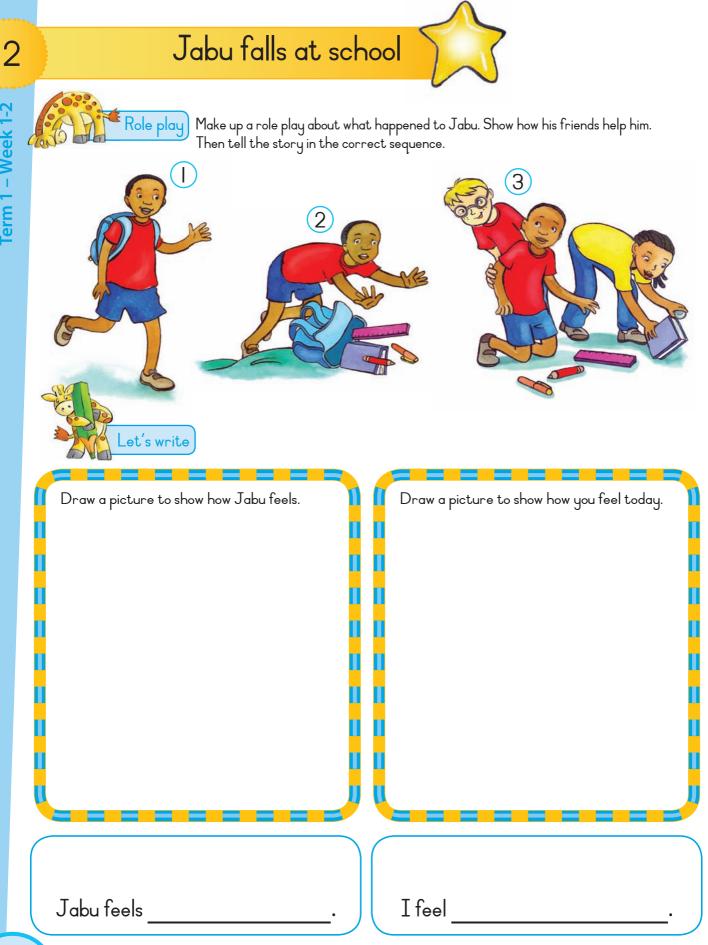
Language: Using 'this' and 'that' Phonics: Revision of vowel sounds.

THEME 1. AT SCHOOL

Back to school



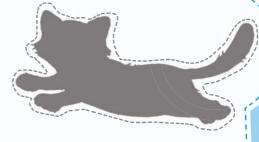






Read the words and listen to the sounds

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



isten and repeat

What did you do in the holiday?

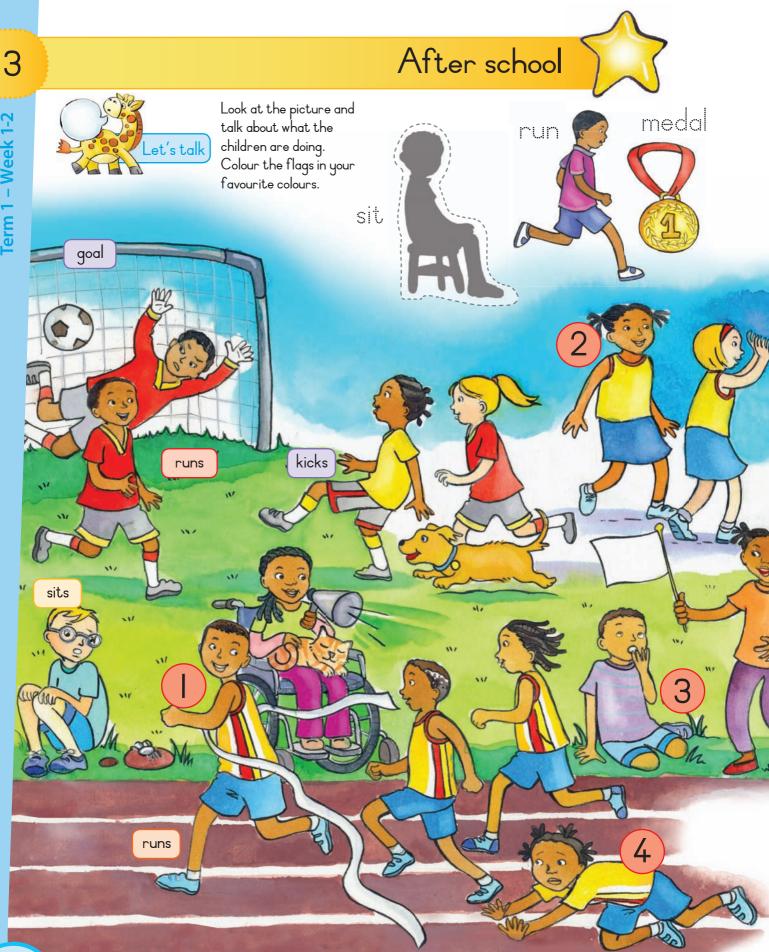
- I went to the sea.
- I went to the zoo.
- I went to my grandmother.
- I went to the shop.

I went to



Say what the pictures are. Then circle the pictures that start with the $\ensuremath{\mathbb{Q}}$ -sound.





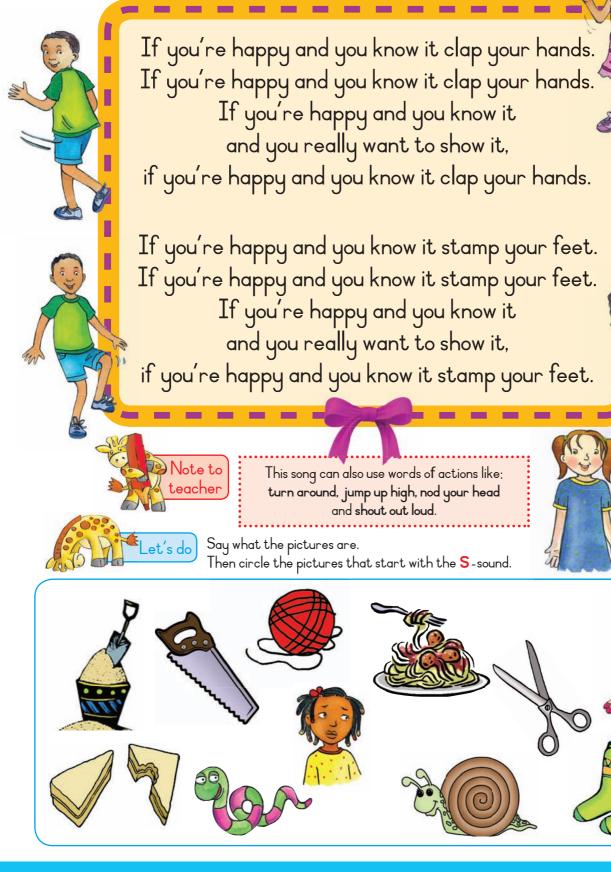
Term 1 – Week 1-2



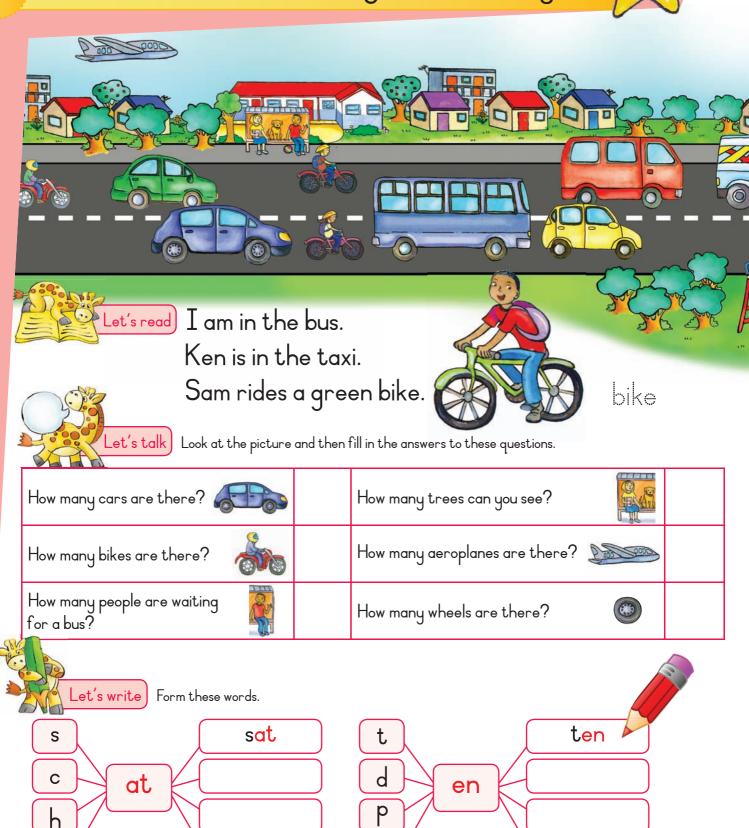
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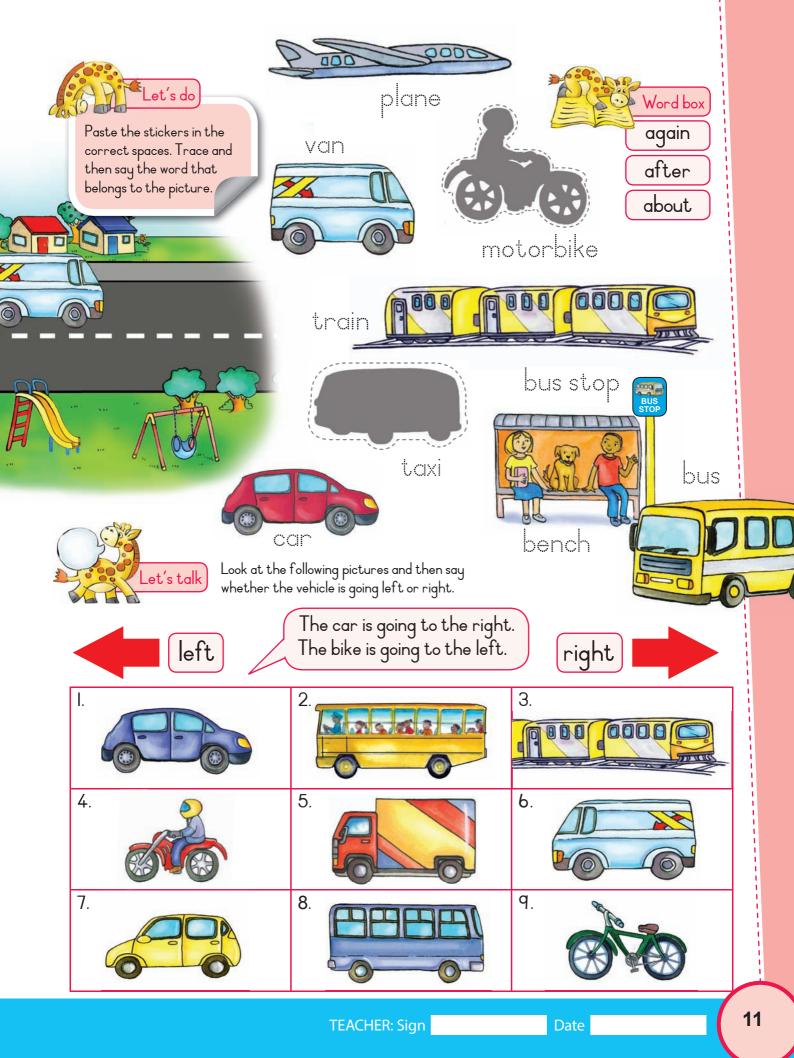


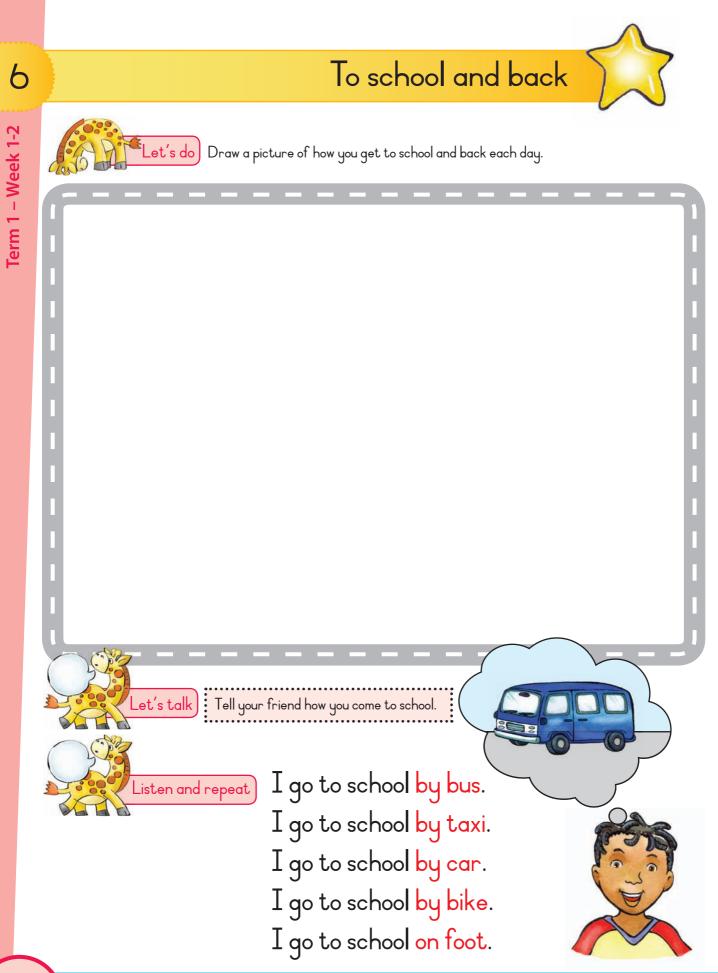
THEME 2. IT HAPPENS AT SCHOOL 5 We go to school by ...

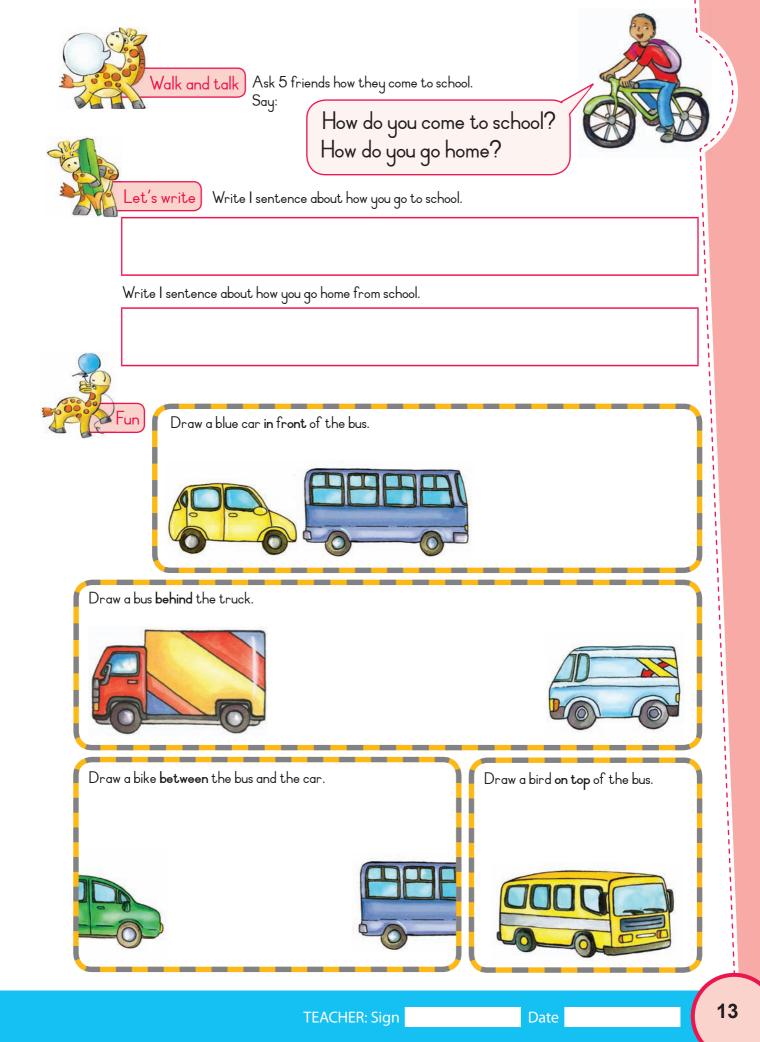


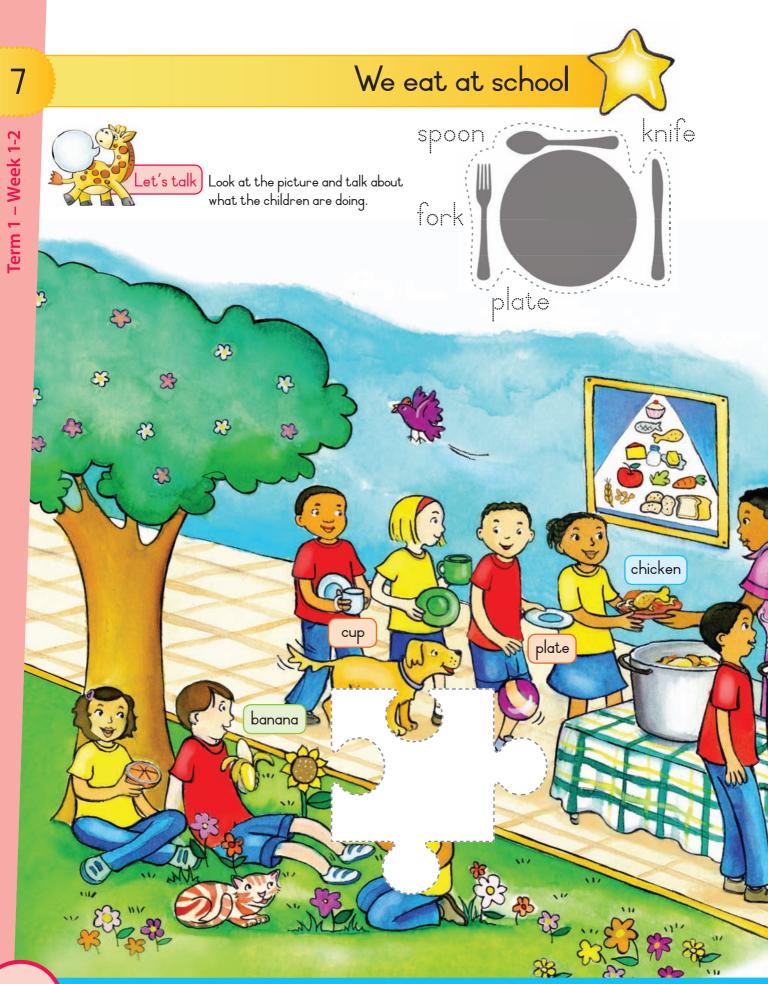
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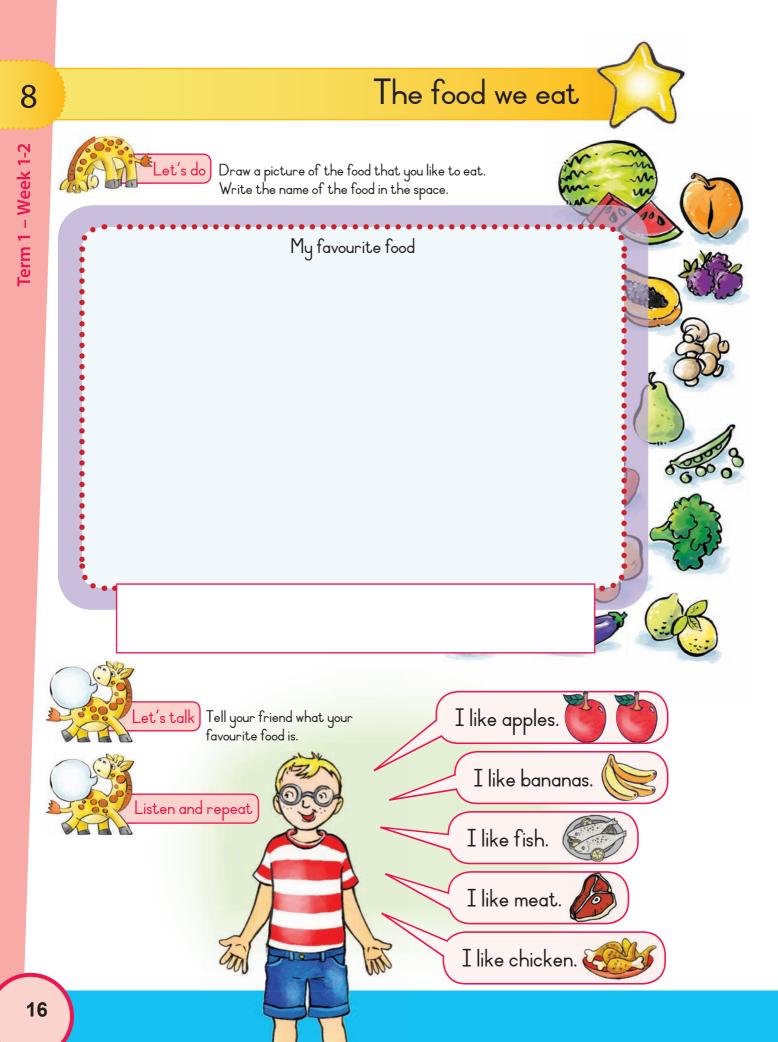


Let's do Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.	cup meat		ar	' <mark>ord box</mark> any are round	
cheese Cheese Let's read	chic beans Every day we ha I eat pap and chi	bread ve lunch at sc	juice		
	I eat bananas. I drink juice in my We play after lur	у сир. Му сир	is red.		
spoon	Word work Read to	he words and listen to th	ne a and e . ban	-sound. Ben	
pap	mat met	man men	sand	send	
		< at the picture and the	n circle yes c		
	The children are happy. The children have sweets for lunch.			s No	
ST	They play after luncl	h.	Ye	s No	
	The dog is hungry.		Ye	s No	

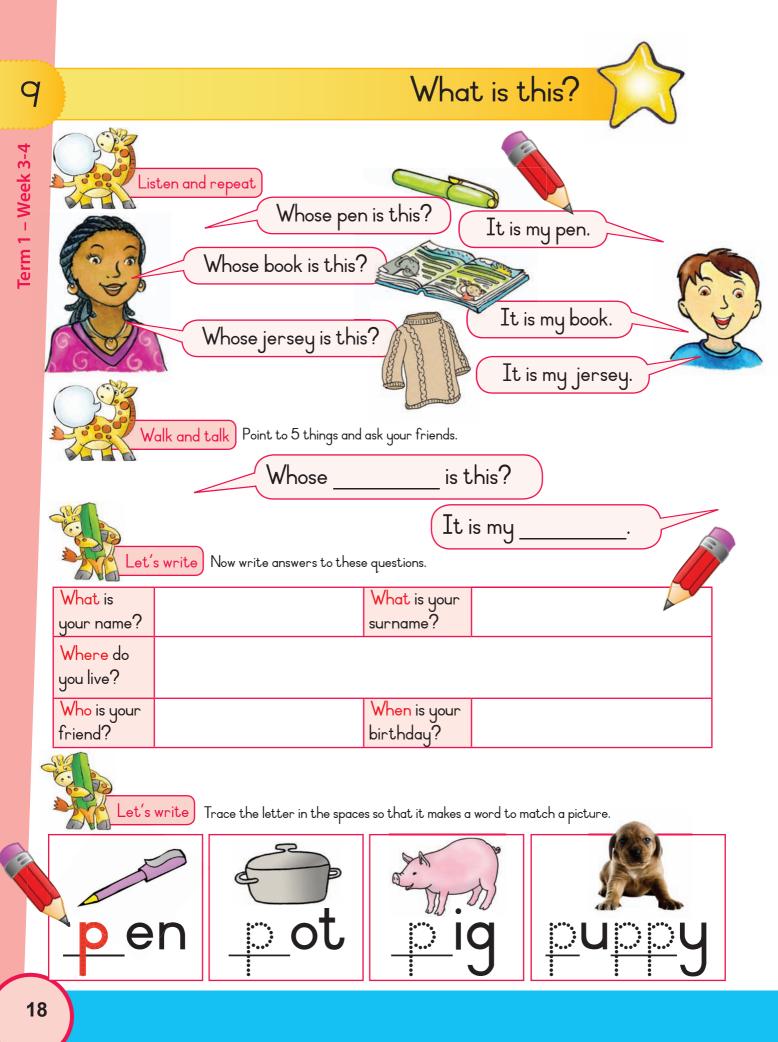
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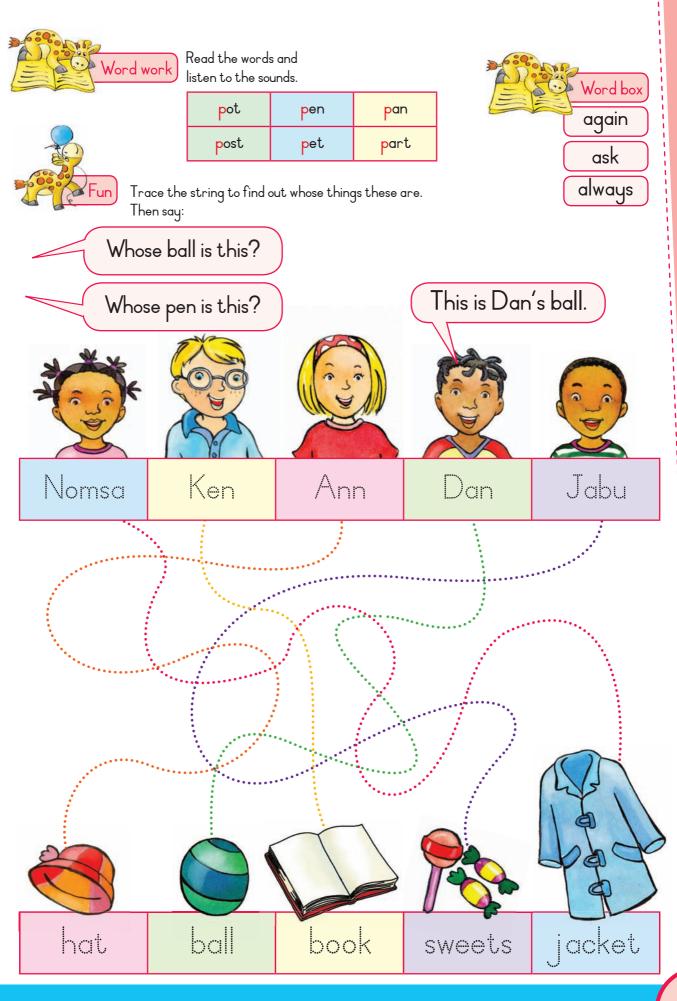
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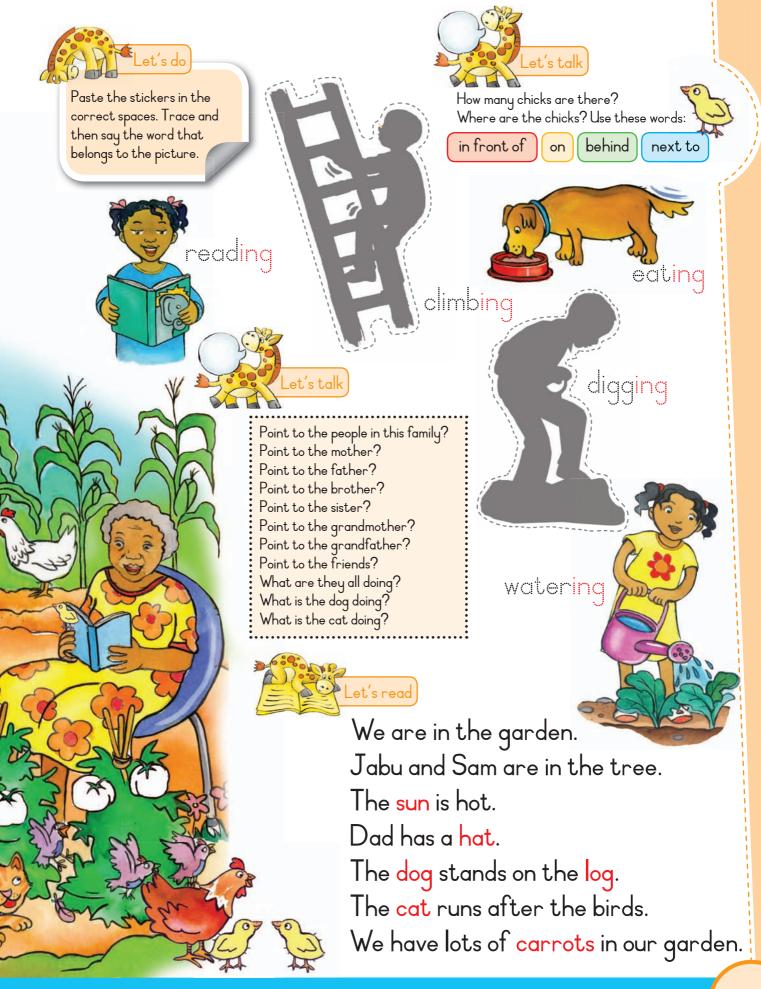












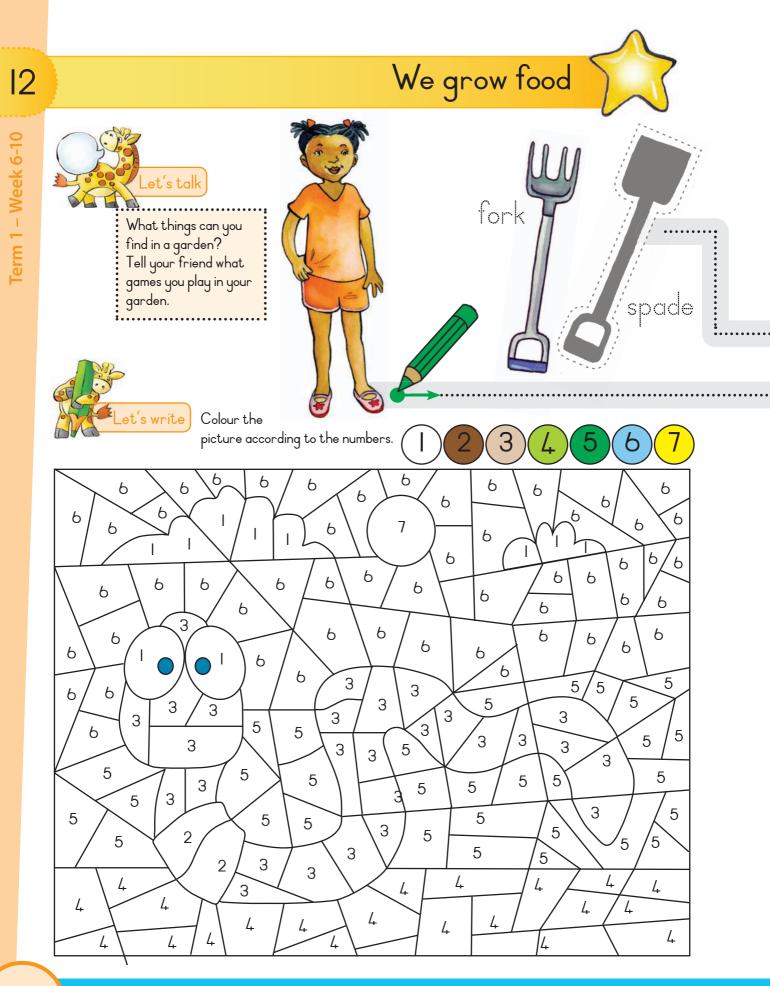
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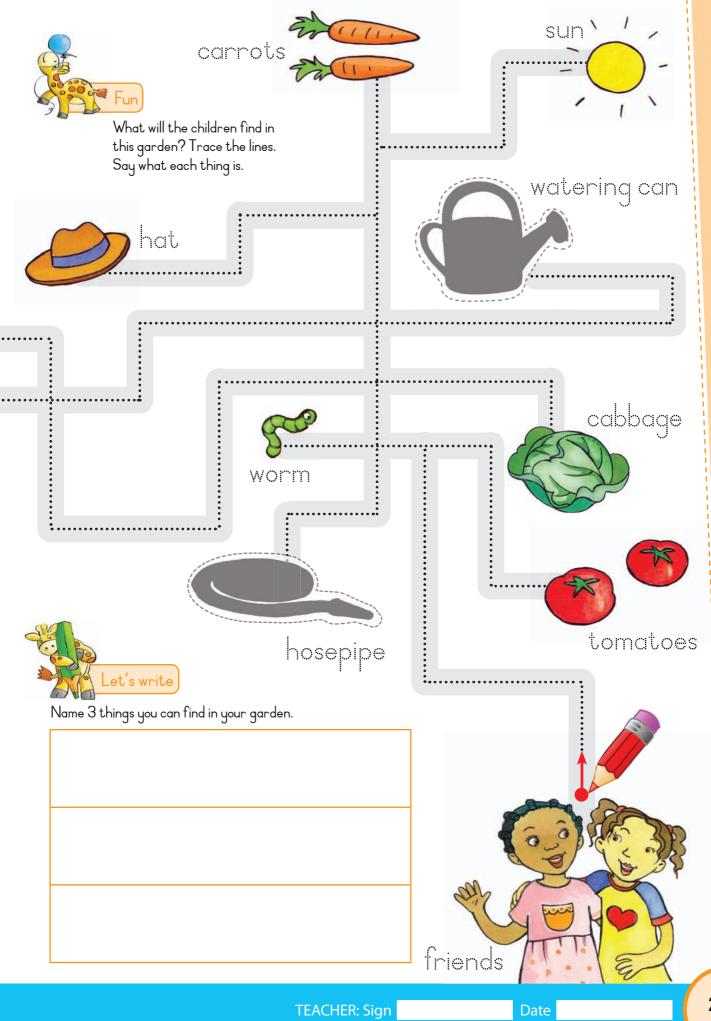
My own family

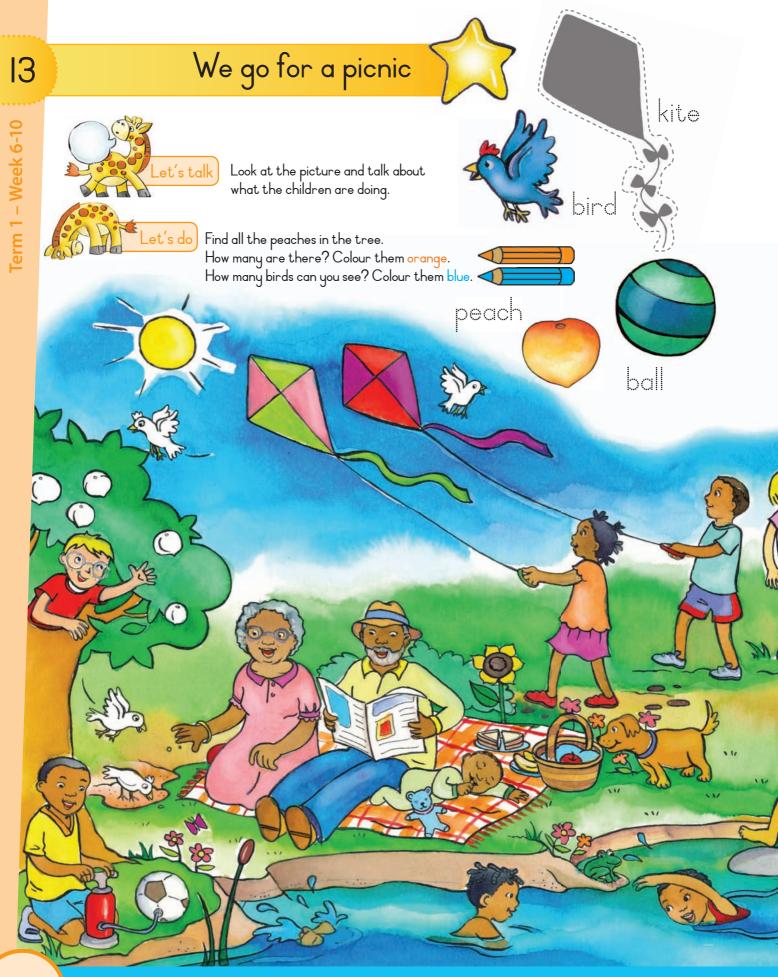
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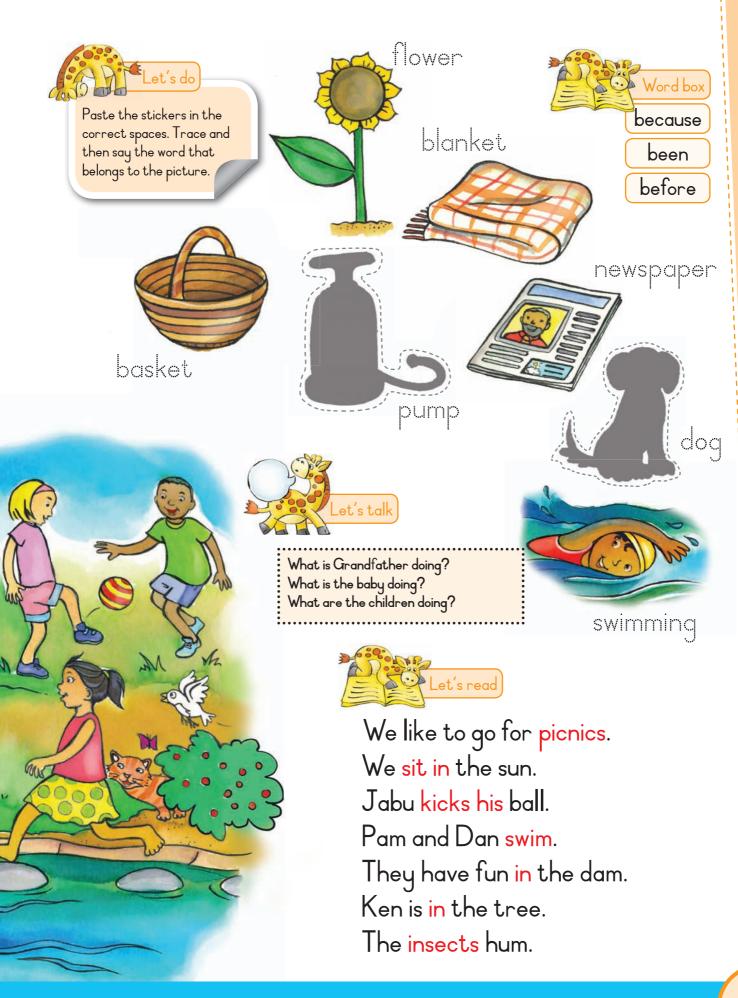














What can you do? Colour in either yes or no.

I can bake a cake.	Yes	No	I can fly a kite.	Yes	No
I can read.	Yes	No	I can draw a picture.	Yes	No
I can swim.	Yes	No	I can drive a car.	Yes	No
I can run.	Yes	No	I can speak Zulu.	Yes	No



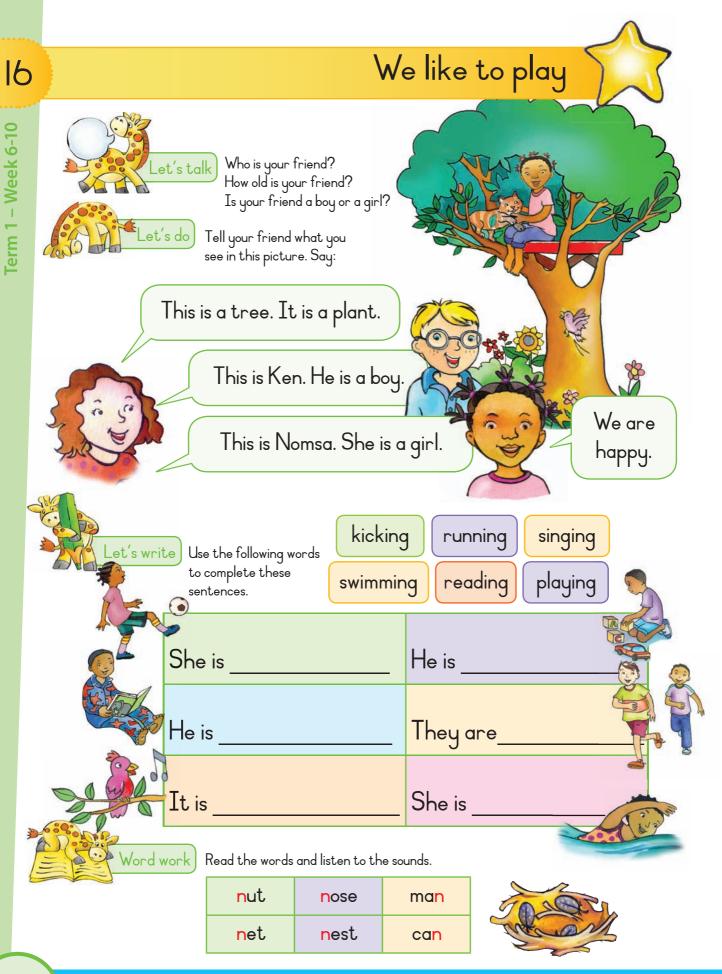
THEME 4. FRIENDSHIP

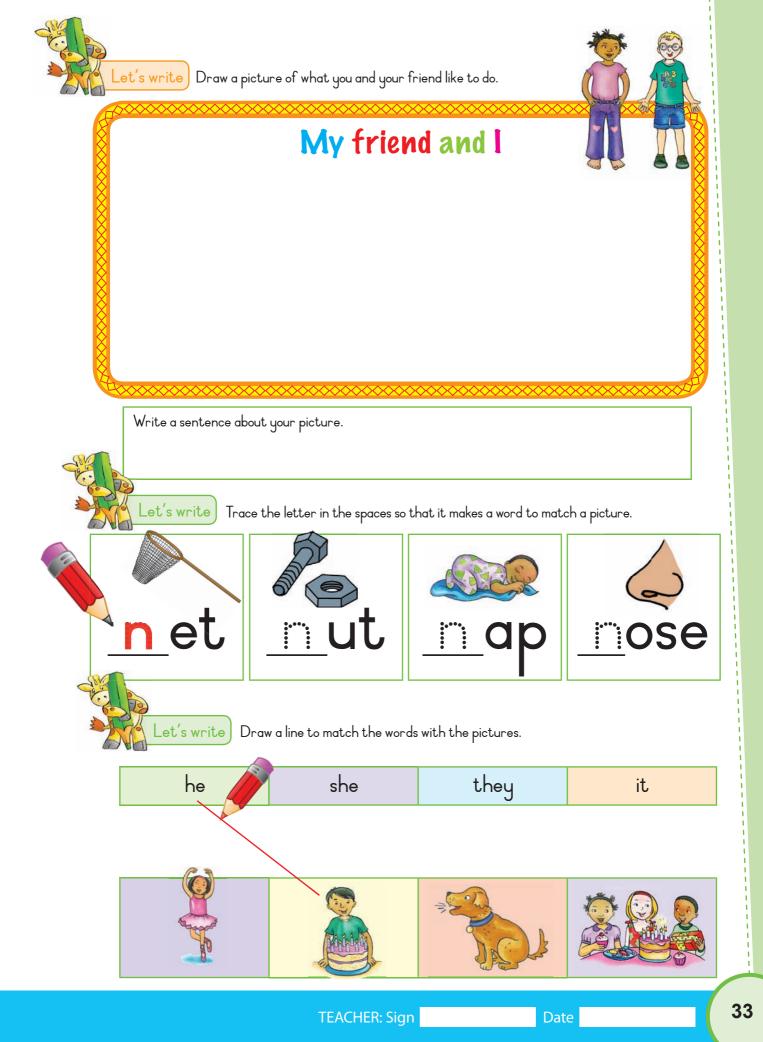
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Term 1 – Week 6-10

At the park toys et's talk Look at the picture and talk about what the children are doing. swing 0 0 slide merry-go-round 1. 11 boy girl toy cars 0 R

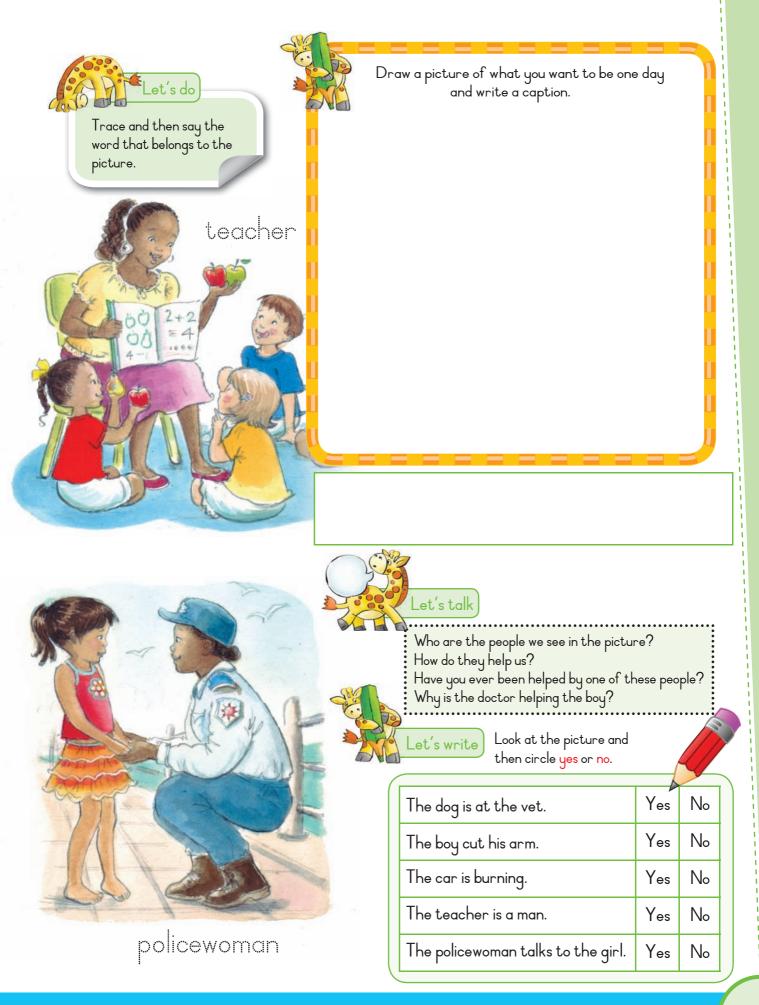








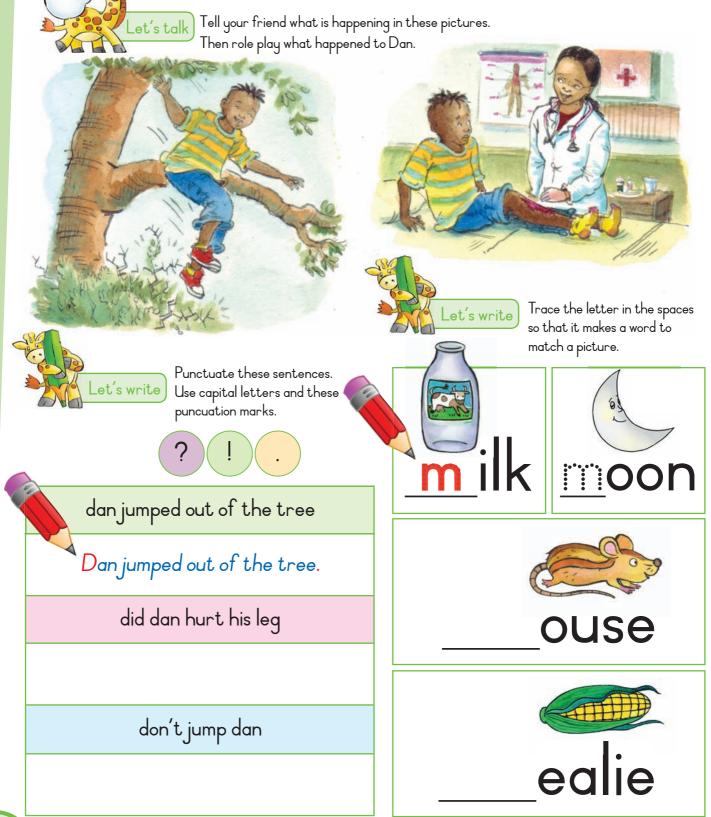
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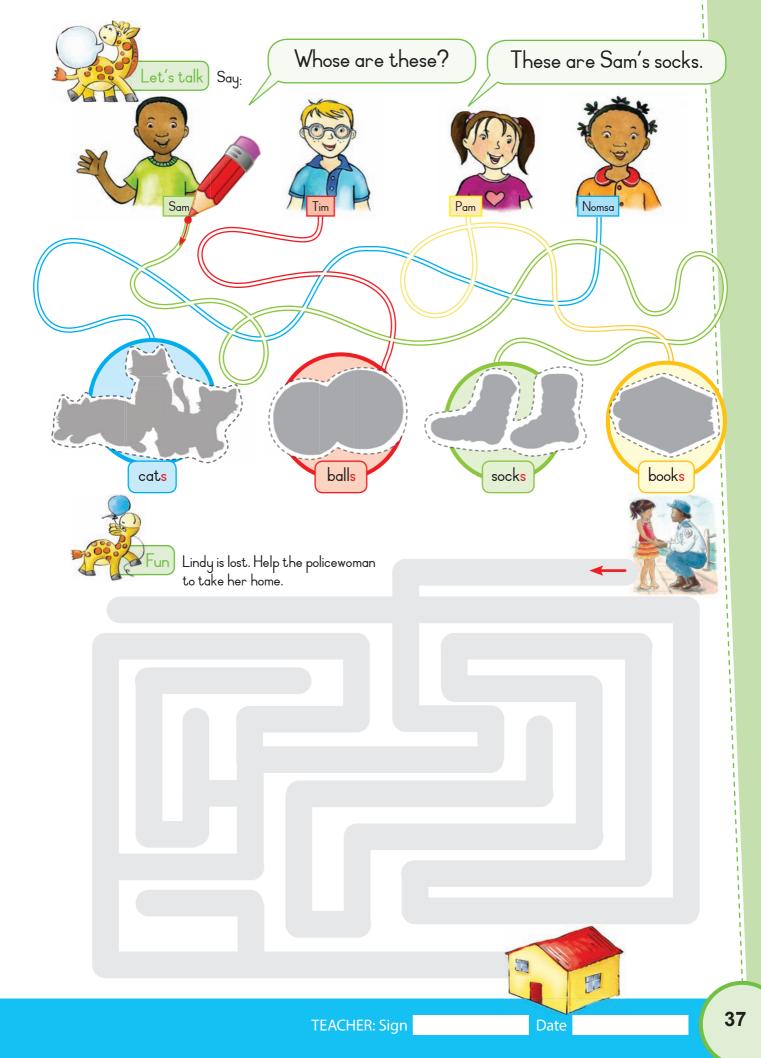


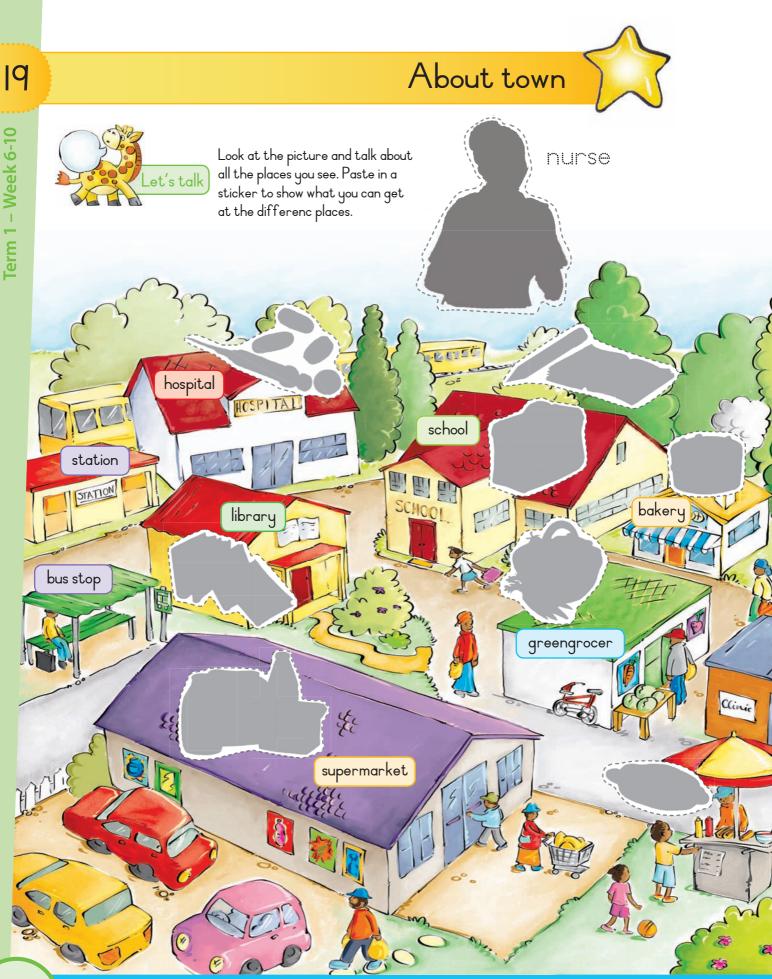
How they help us

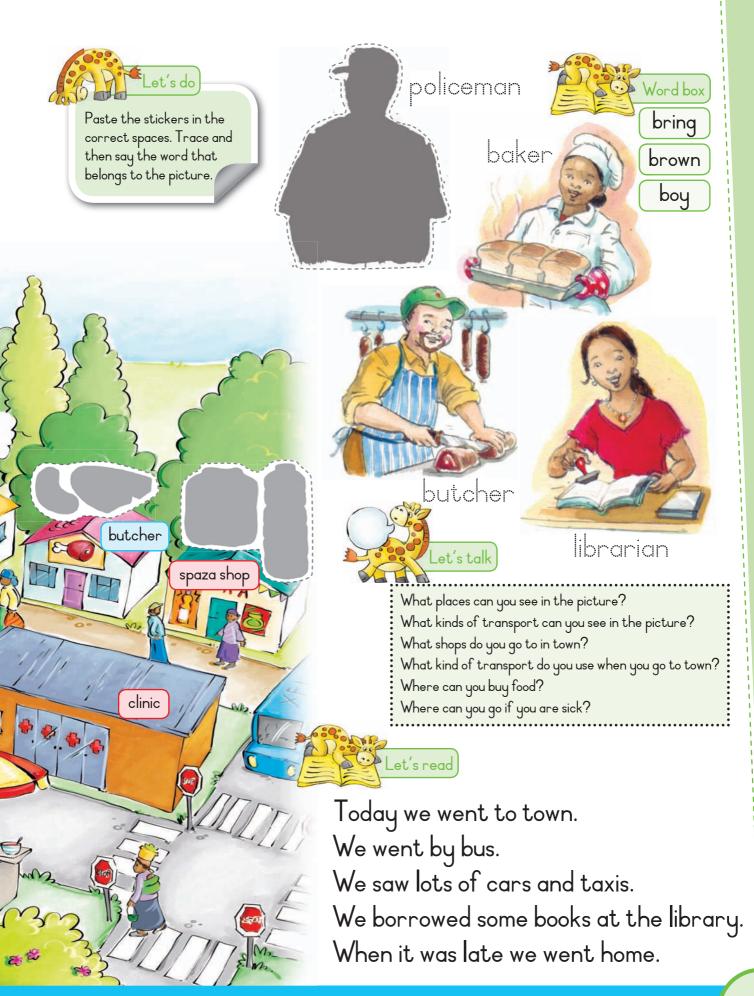
Term 1 – Week 6-10

18





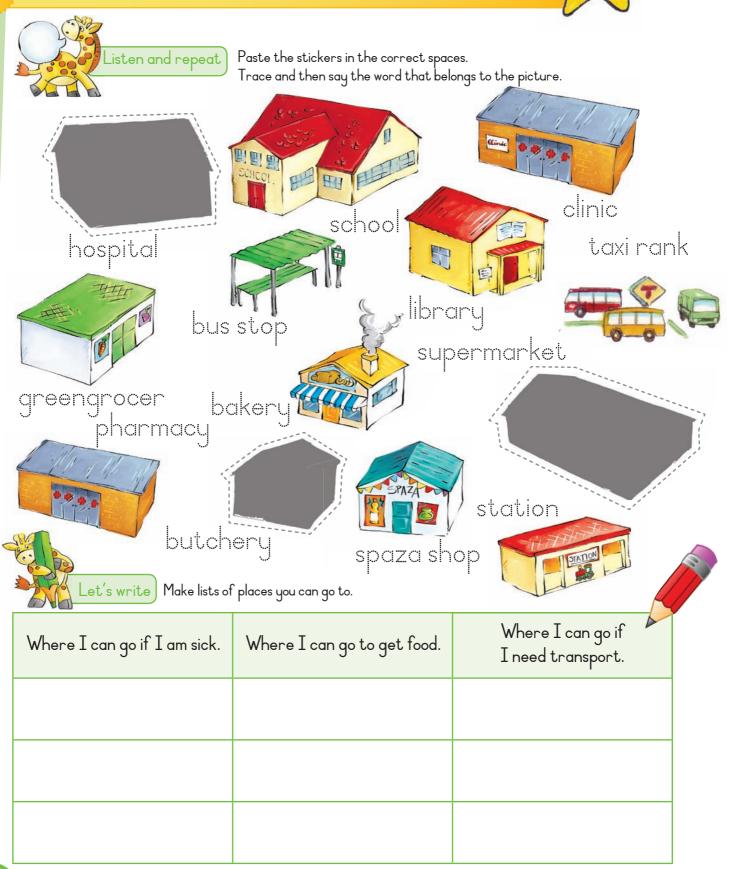




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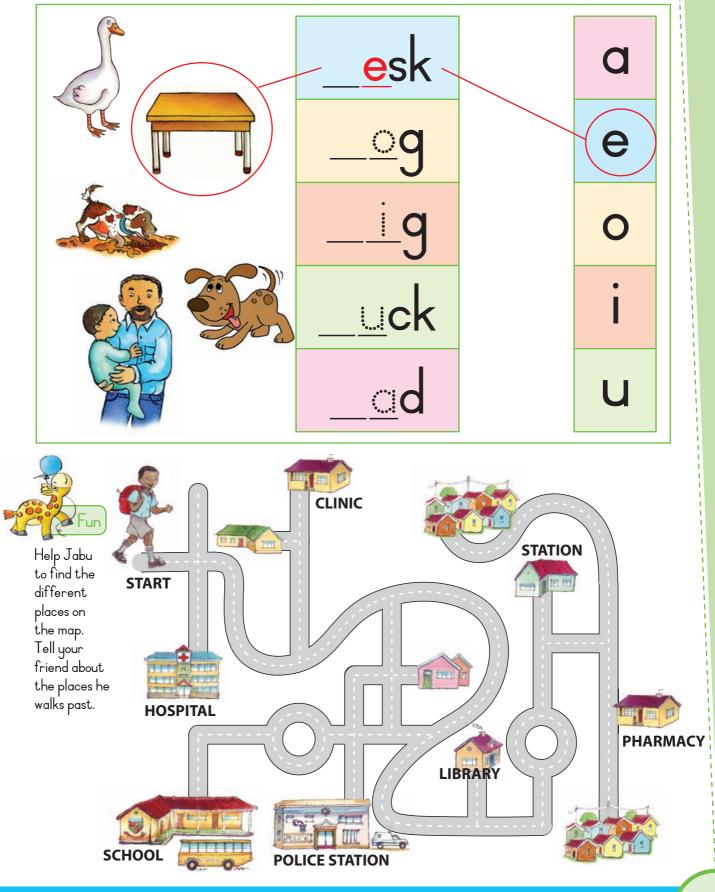
Term 1 – Week 6-10

Places in town





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

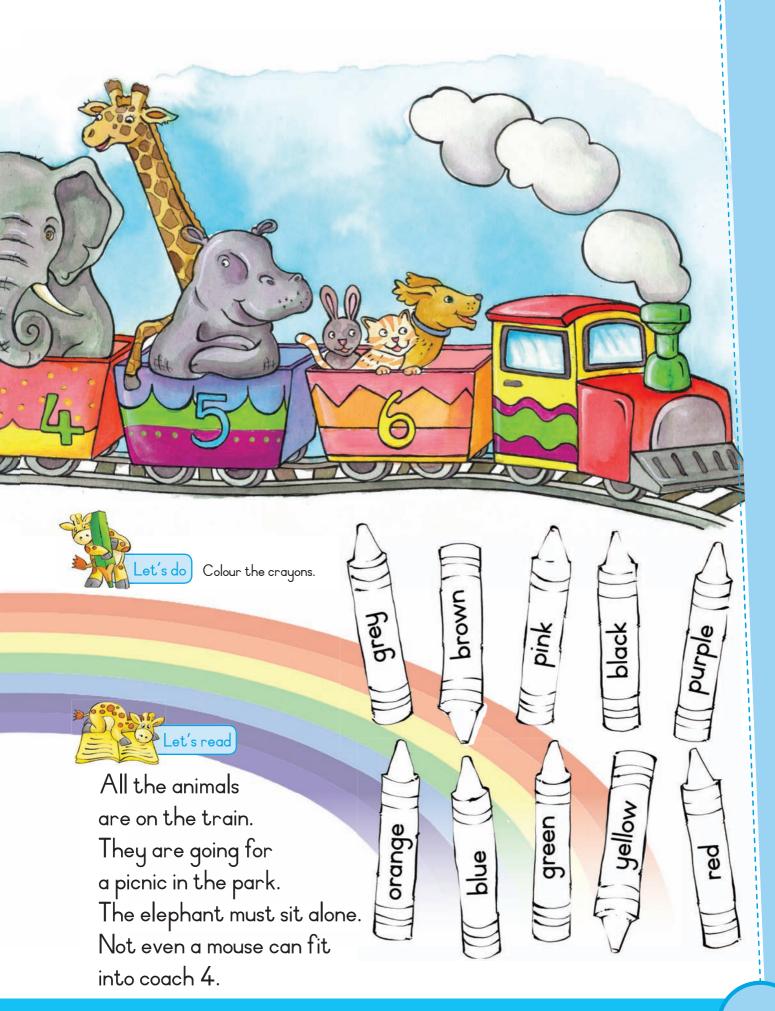


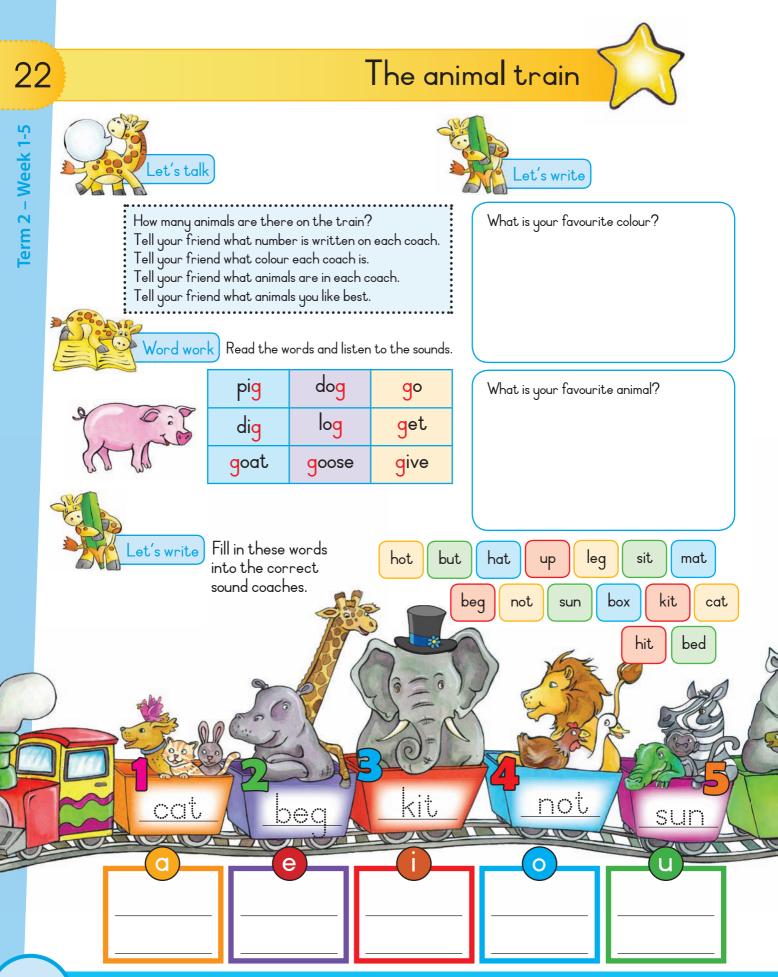
THEME 5. ANIMALS

Term 2 – Week 1-5

The animal train Word work Trace the words, read the words and clap the sounds. ginaffe chick 4 rcobit crocodile elephant . Ion zebra tortoise rhinocerus

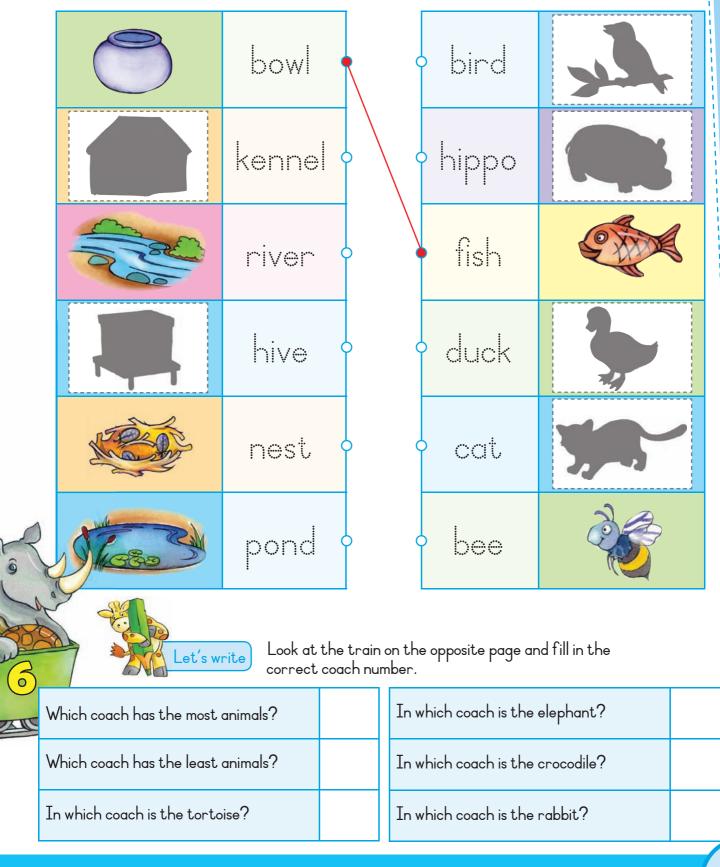
hippopotamus





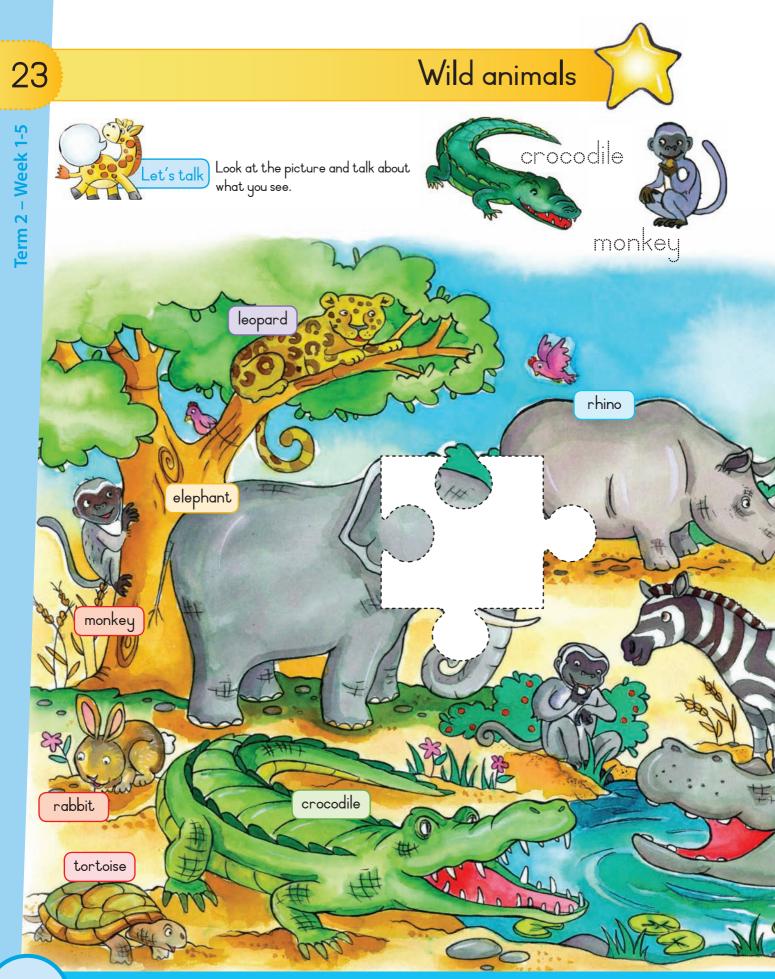


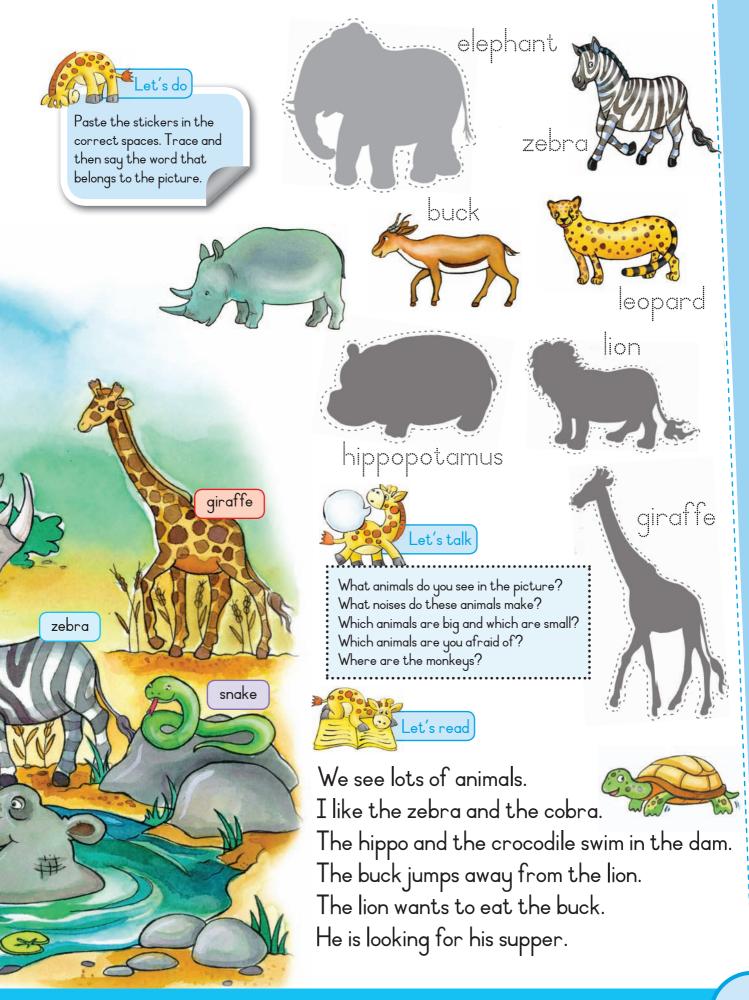
Paste the stickers in the correct spaces. Trace the words and then draw a line from the animal to where it lives.

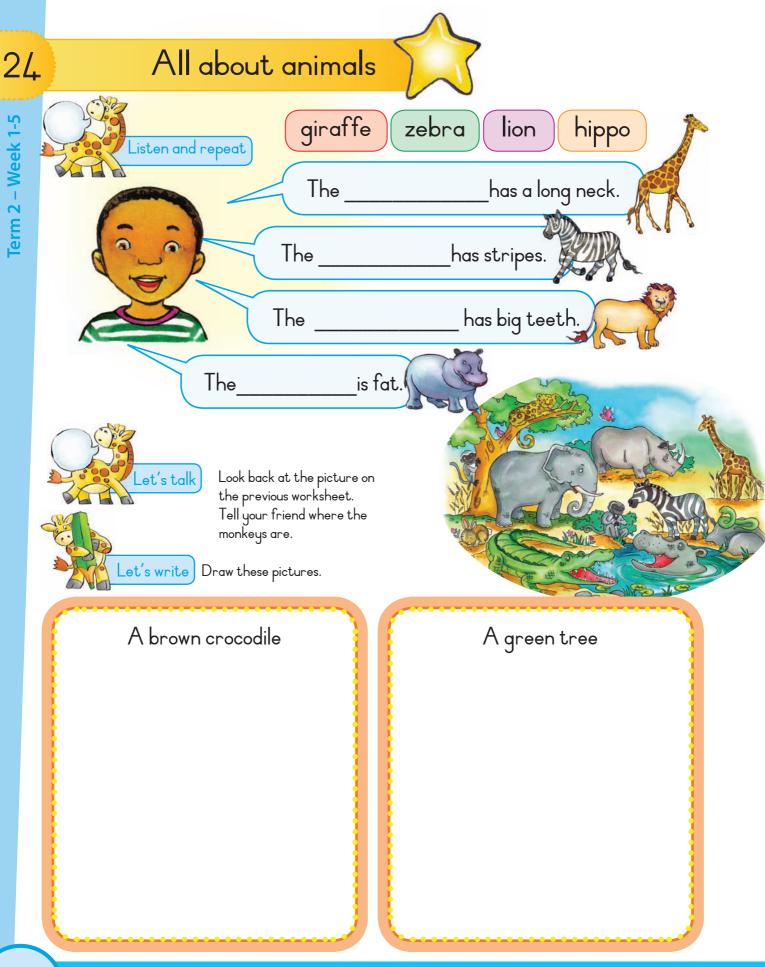


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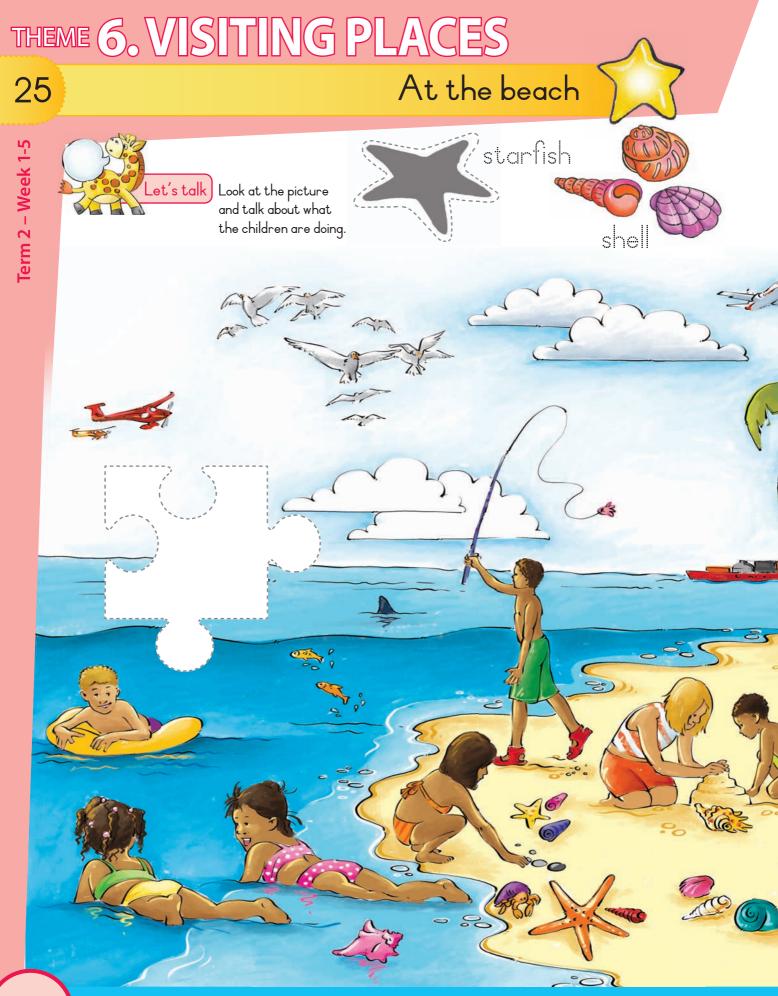


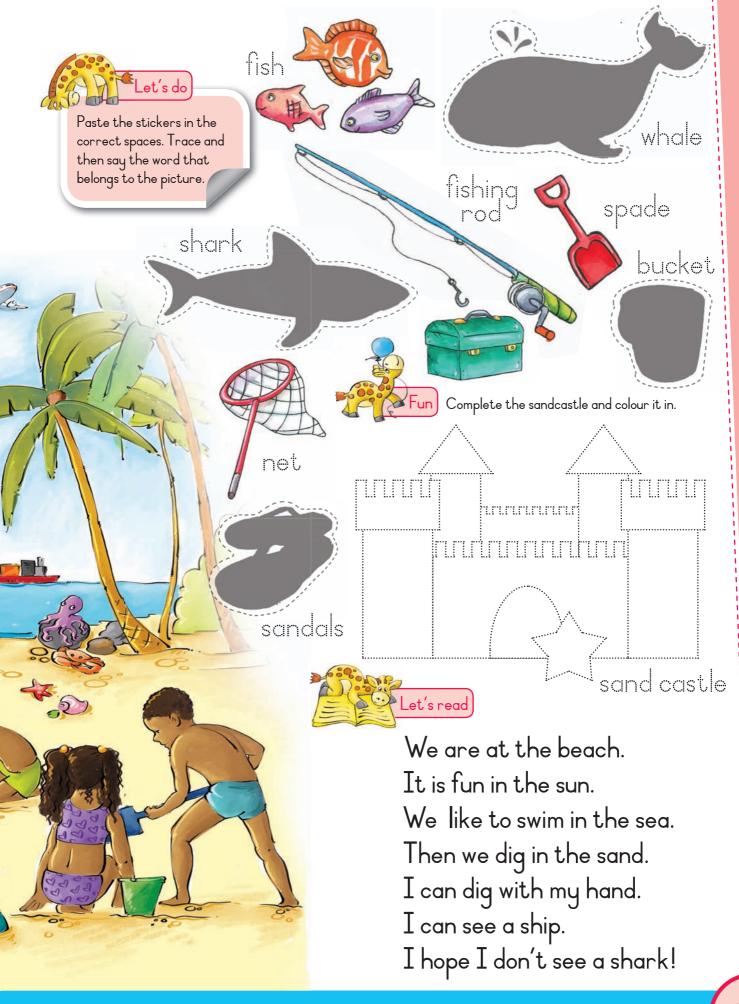
Word work	Read the words	and listen to the	sounds.	-	
	hot	not	lot		
	on	socks	cobra		
Let's write Fill	in one of these wo				
	on		under in fi	ront of behind	
	TH	ne monkey	is	the tree.	
	2	The m	the car.		
		The ma	onkey is	the hut.	
	R	The monkey is			
	e la	The moi	nkey is	the tree.	
Let's write	Trace the letter i	n the spaces so t	hat it makes a wo	rd to match a picture.	
b o x	t	D D	d	a f x	
				J	

Date

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ł









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.

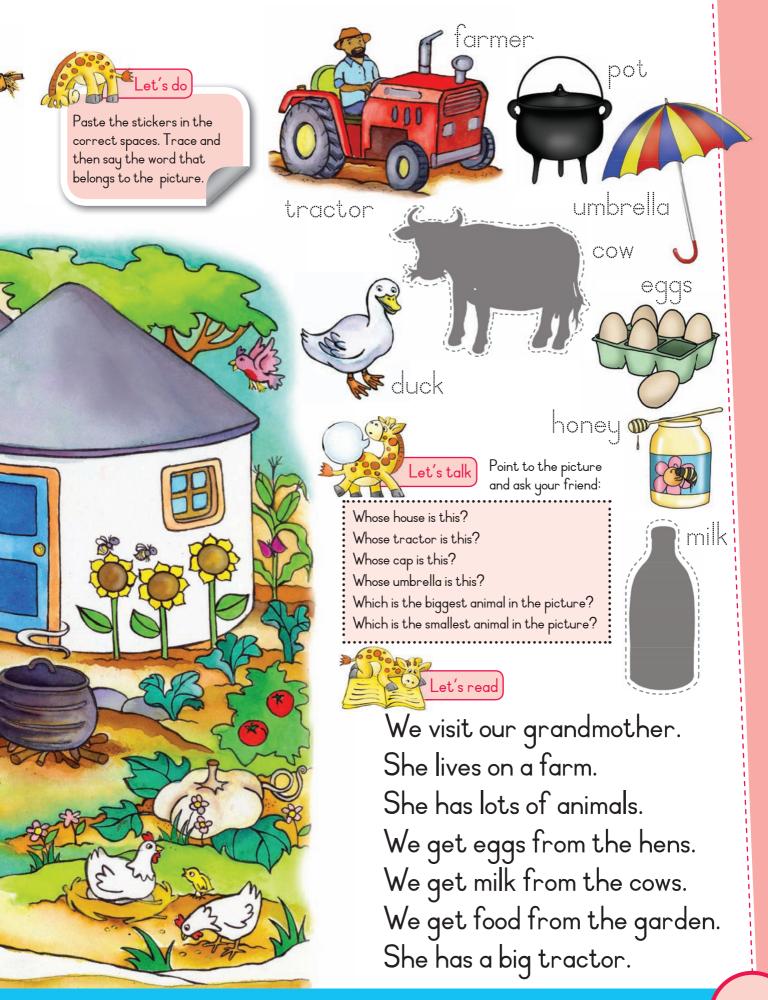
l.	
2.	
3.	



Now write a sentence about each picture.





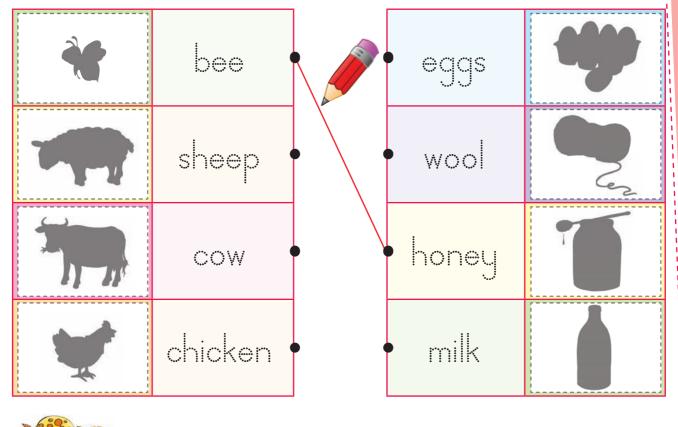


28 Farm life For pig calf donkey hen cat duck rooster chicken lamb sheep goat horse k c u d i c a l f n w o c h i c k e n y a t a o g o a t b e y l l i f d u c k k p k c a t a e p i g g s s h e e p e g u	1
k c u d i c a l f n w o c h i c k e n y a t a o g o a t b e y l l i f d u c k k p k c a t a e p i g	$\overline{\mathbf{x}}$
k c u d i c a l f n w o c h i c k e n y a t a o g o a t b e y l l i f d u c k k p k c a t a e p i g	
k c u d i c a l f n w o c h i c k e n y a t a o g o a t b e y l l i f d u c k k p k c a t a e p i g	
k c u d i c a l f n w o c h i c k e n y a t a o g o a t b e y l l i f d u c k k p k c a t a e p i g	
a t a o g o a t b e y l l i f d u c k k p k c a t a e p i g	
y I I i f d u c k k p k c a t a e p i g	
pkcataepig	AN WR
assheeneau 🚝	l
gssheepegu 5	e
mroosterot	270
yadon keyop	
horsenehen I III	S.
lambitacow	
	El an
The second	
Let's write Trace the letter in the spaces so that it makes a word to match a picture.	
	m t
p <u>e</u> n n <u>⇔</u> n <u>⊴</u> gg t <u></u> ⊜	- <u>n</u>
56	

L



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



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

	write server eservere book.						
	egg	hen	ten	pen	men		
	when	bent	tent	rent	sent		
Listen and rep	eat			~			
		TL					
The chicks go	A	Ine	e cow goes	5 moo moo.	1000		
	2010	303					
cheep cheep.	Sof A	for	The hors	se goes nei	igh neigh.		
	Z	5			-		
The bees go	1	T	he sheep	qoes baa k	aa.	Street	
buzz buzz.	M	R	I •	5	-		
DUZZ DUZZ.			Wha	t other far	m animal		
				nds can you			
	IN REFE	THE N					
	and I	Sign		Date		57	,
	-10	. Jigh		Date			

29

Just checking



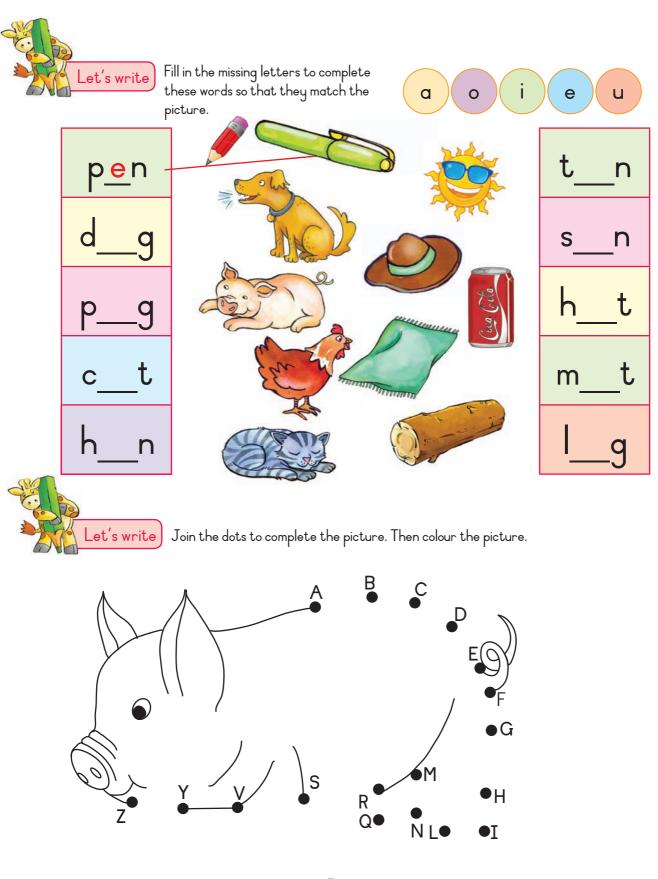
Let's write Draw a picture of yourself and fill in your details.

My name is	yellow day day day and a second secon
My surname is	
My age I am in Grade	
My school	How red
My friend is	
My birthday is on	Purple Parge Molies
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.

c <mark>a</mark> p	d <mark>o</mark> g	tin	ten	hut
c <mark>a</mark> t	l <mark>o</mark> g	pin	p <mark>e</mark> n	sun
hat	hot	sit	hen	c <mark>u</mark> p





This is a

Date

THEME 7. ABOUT TIME

Our busy week





	correc then so	Let's do to the picture. Let's write Answer the questions. Let's write Answer the q
	On w	nat day did the children go to church?
	On w	nat day did Jabu watch TV?
	On w	nat day did they play netball?
	On w	nat day did they play soccer?
		Let's talk Ask 3 friends what they like and what they do not like.
Г		I like I do not like
	Ι	
	2	
	3	

1

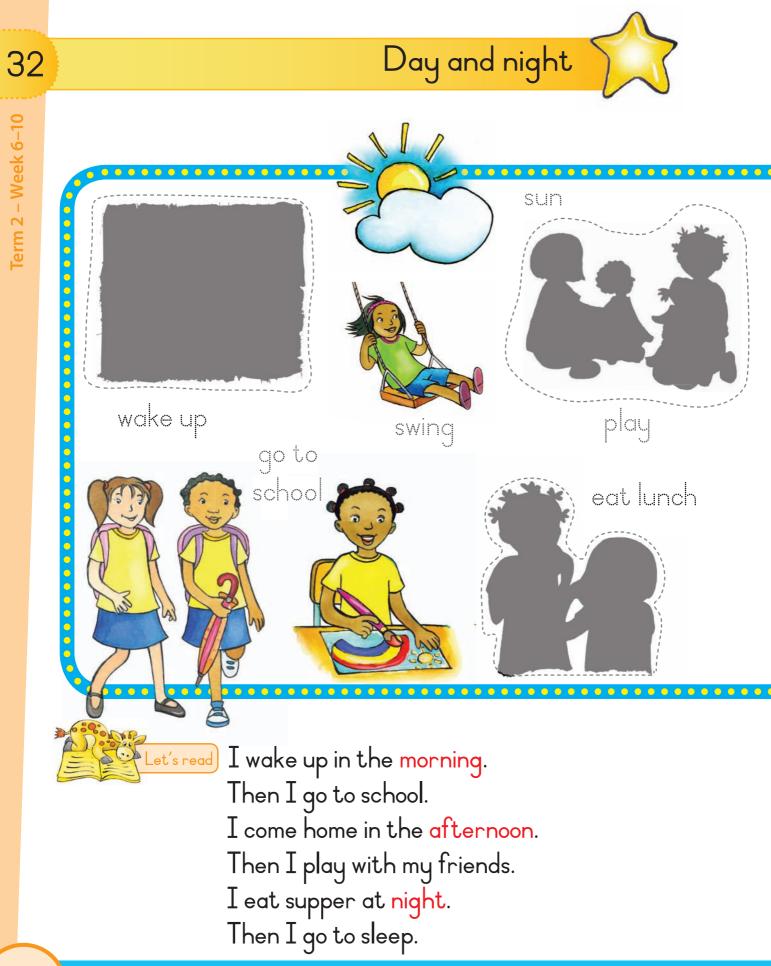


Draw what you like to do on these days.



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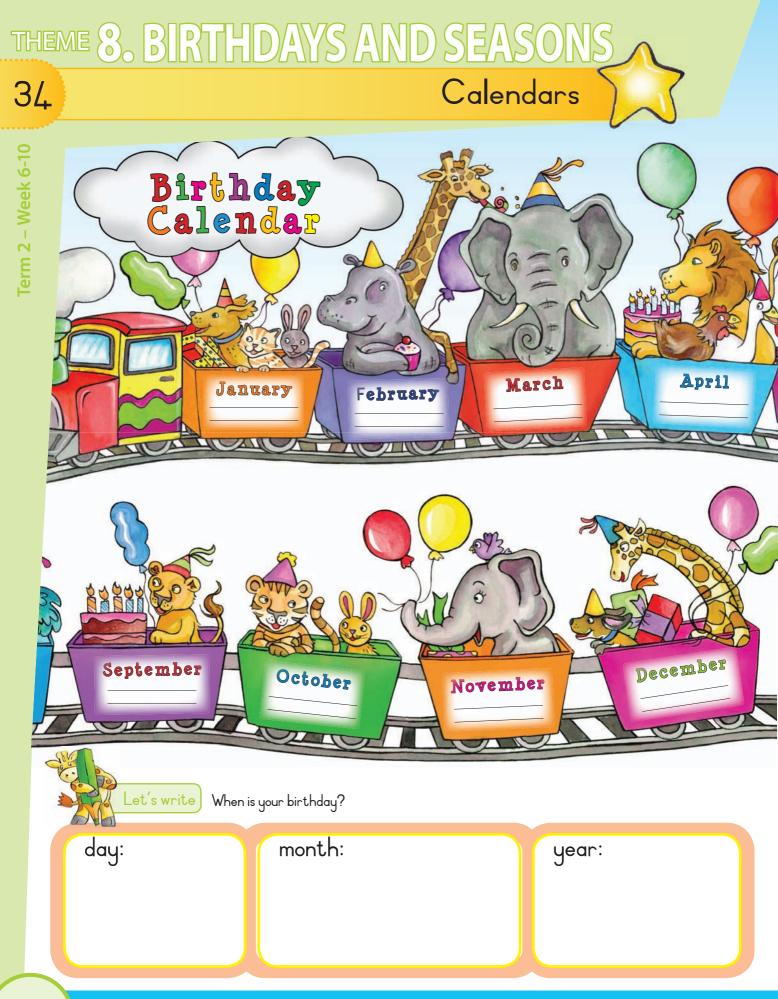


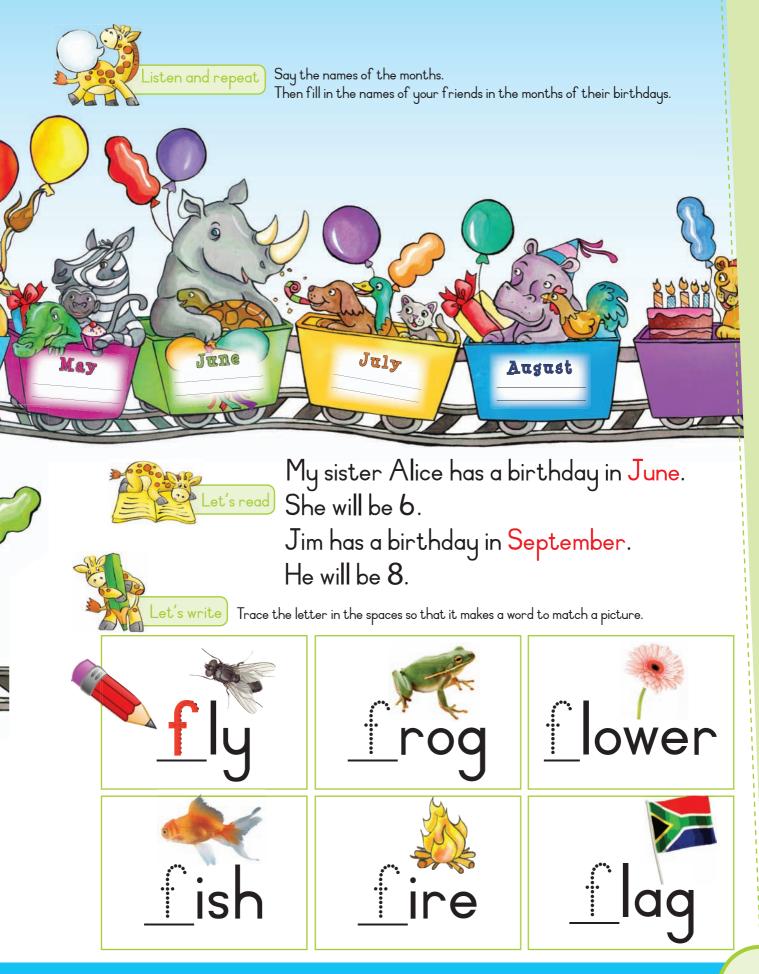


	morning	afternoon	night
Ι			
2			

							\wedge	
33	3				W	hat we a	ob	
ek 6–10		_et's write	Draw a line	to match the	pictures with th	ne time when we do	these things.	
Term 2 – Week 6–10				1 M		ł		
	ĨŤ	nornir	ng	aft	ernooi	n	night	
			Say what Then circ	the pictures the pictures	are. s that start wit	Lh the h-sound.		
	E							
							- 100	200
		Word wor	k Read the	words and list	en to the sound	s.	050	
		hut	ham	house	horse	helicopte		1
		hat	hand	horse	hamster	hippopotan	nus	6

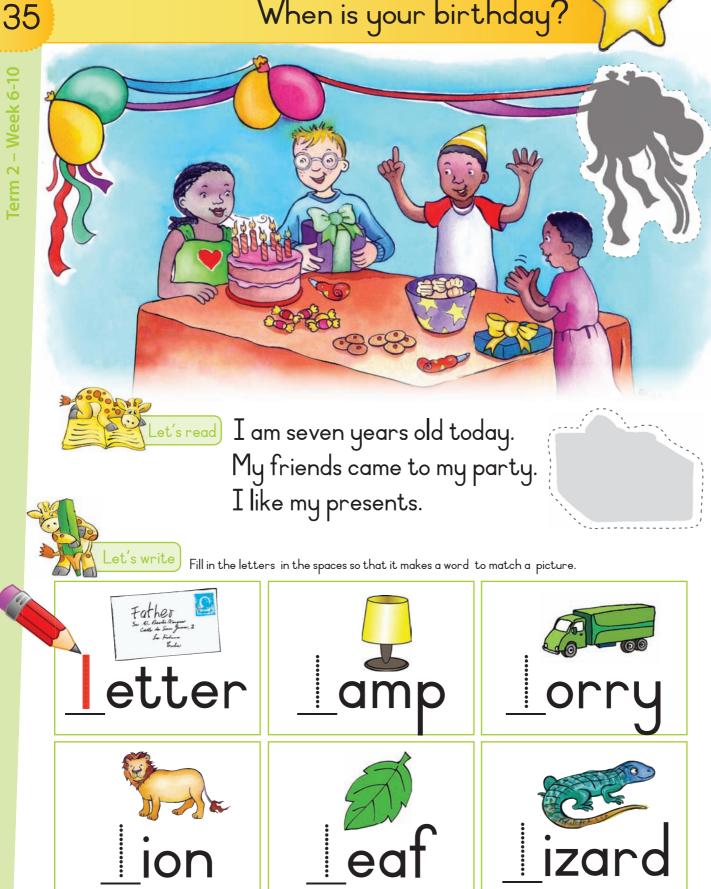


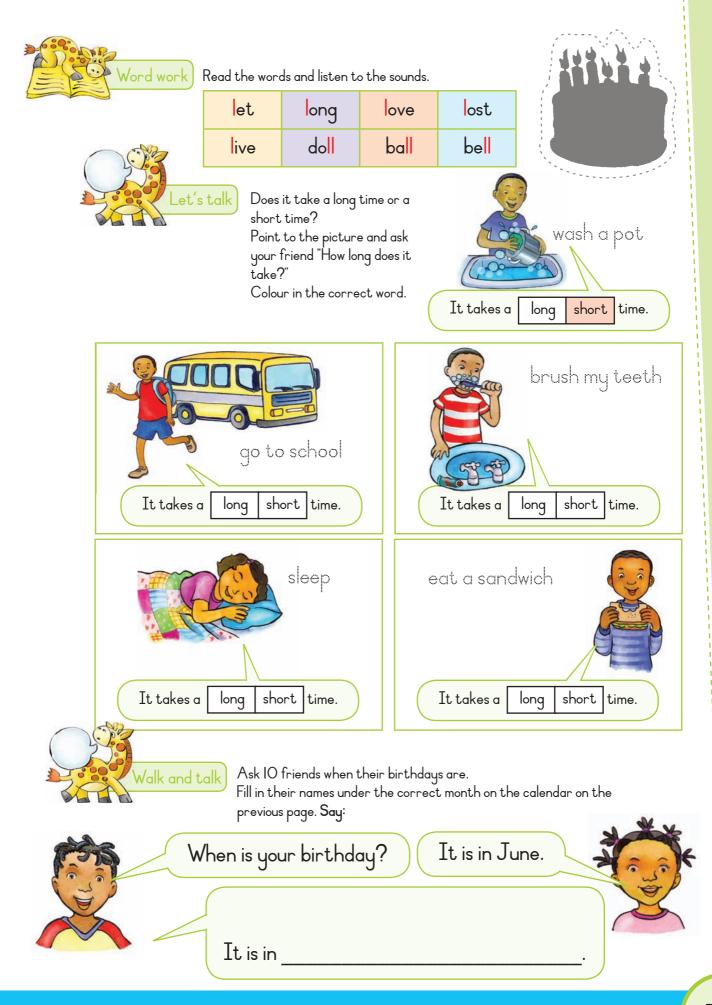


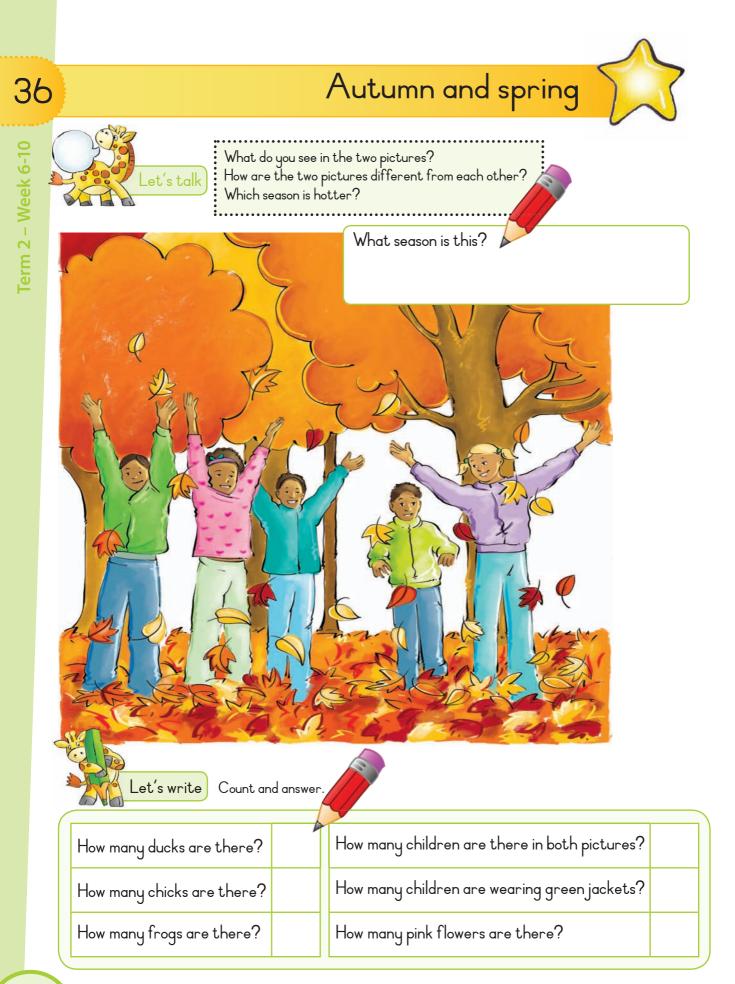


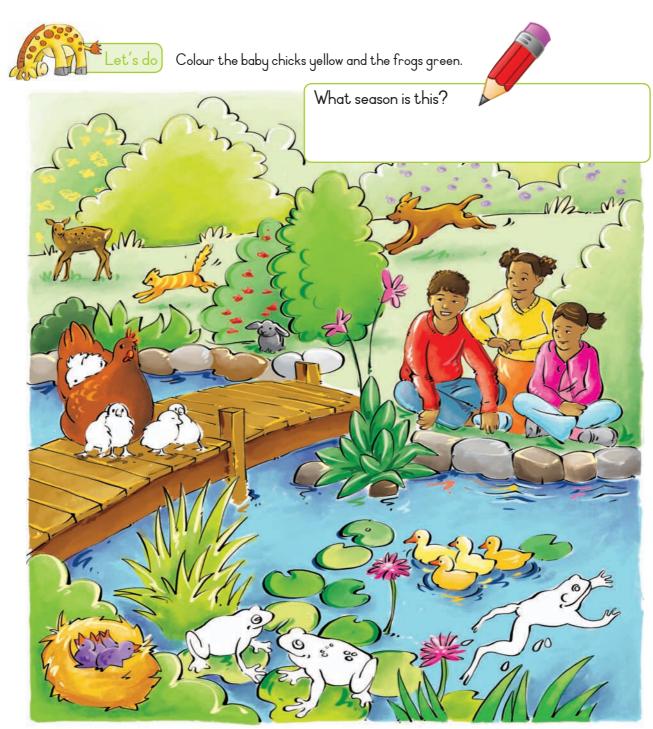
TEACHER: Sign

When is your birthday?









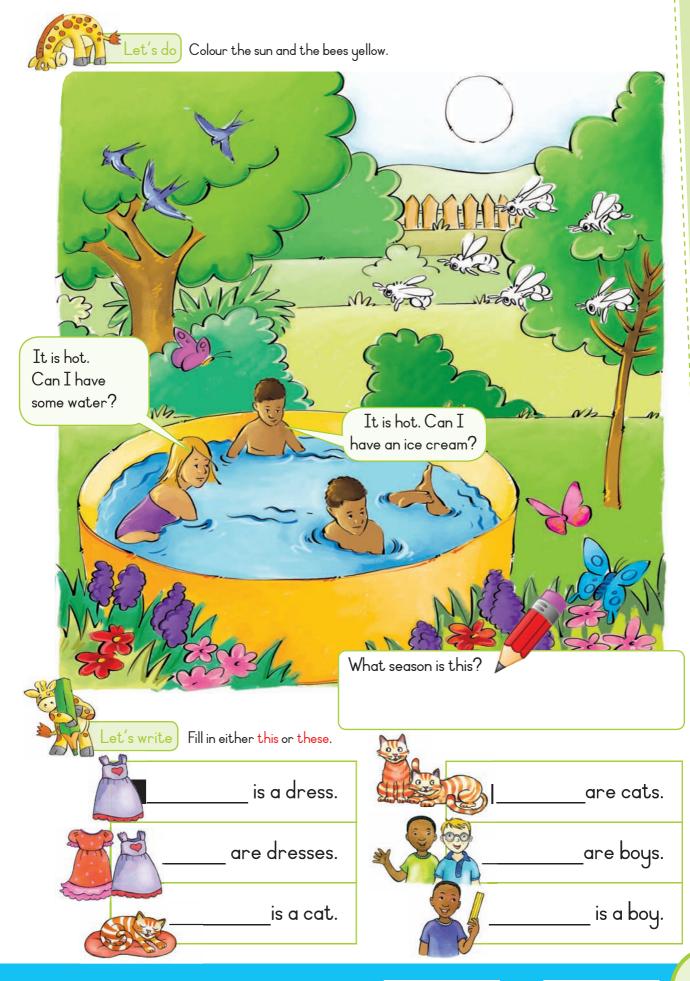


In the spring we see funny baby animals. There are pretty flowers in the garden. There is a silly bunny. In the summer it is sunny. My family likes to swim.

Summer and winter



37



TEACHER: Sign

The clothes we wear



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summer



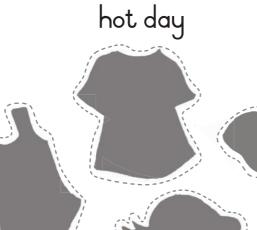




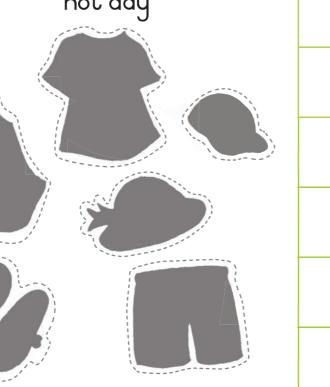
sunshine

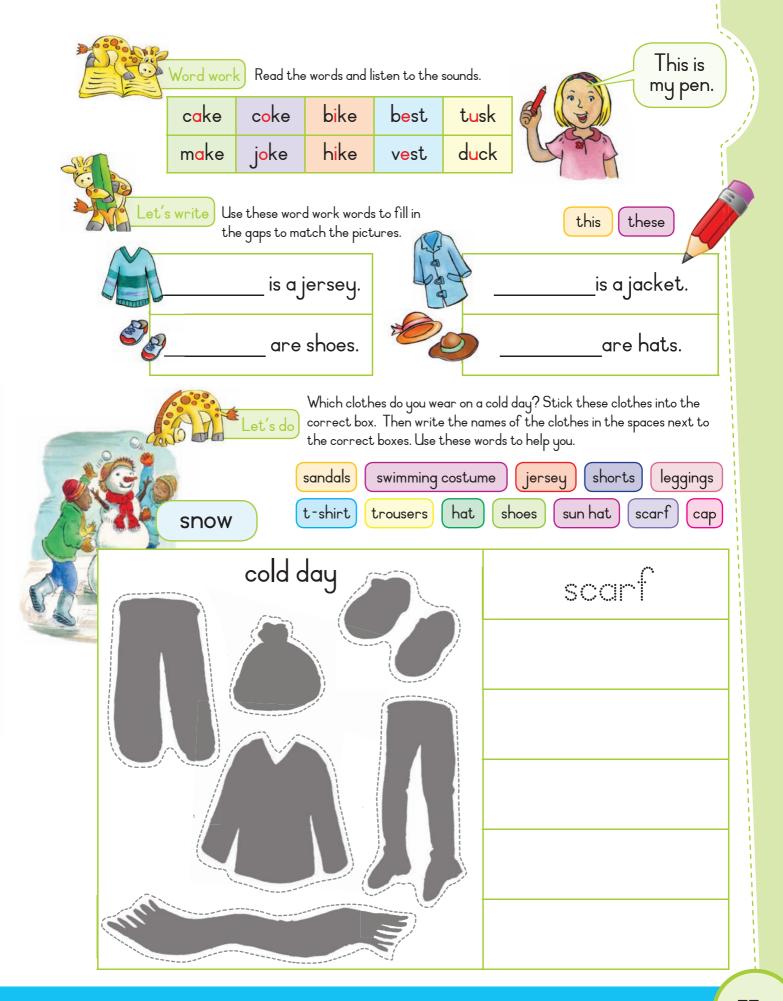


Which clothes do you wear on a hot day? Stick these clothes into the correct box. Then write the names of the clothes next to the box.



sandals





TEACHER: Sign

My dictionary

