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

**ISBN 978-1-4315-0200-4**

**9th Edition**

**THIS BOOK MAY NOT BE SOLD.**



9 781431 502004



**STICKERBOOK**

Paste the stickers in the correct spaces.

**AU Anthem**

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

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

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

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

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

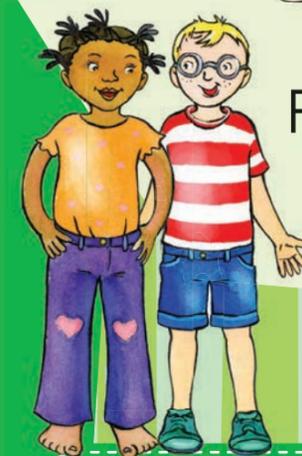
O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life

*Workbooks available in this series:*

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ENGLISH First Additional Language – Grade 2 Book 1

**Revised and CAPS aligned**



**Grade 2**  
**ENGLISH**  
First Additional Language  
Book 1  
Term 1-2

Name:

Class:



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**ENGLISH**

ISBN 978-1-4315-0200-4

# Celebrating 100 years of courageous leadership



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.

## Nelson Rolihlahla Mandela 1918-2013

*“Educating all of our children must be one of our most important priorities. We all know that education, more than anything else, improves our chances of building better lives.”*

15 May 2008 | Message for Schools for Africa campaign  
Johannesburg | South Africa



Photo: NMF/Matthew Willman

Nelson Mandela was born on 18 July 1918 in the Eastern Cape in a village called Mvezo. He started school when he was 7 years old. And it was his school teacher who gave him the name Nelson. When he finished school he went to university but this was interrupted when he took part in school protests. After that he came to Johannesburg where he worked in first a mine and then in a law firm. He also went to law school but had to drop out because he couldn't afford to pay for the university fees. In 1944 he helped form the African National Congress Youth League (ANCYL) with various other people like Walter Sisulu and Anton Lambede and joined the ANC to fight against apartheid. He was jailed many times for his activities fighting for a better South Africa and in 1962 he was arrested and sentenced to 5 years in prison for leaving the country illegally and getting workers to go on strike. In 1964 he was sentenced to life imprisonment in the Rivonia trial for his role in the ANC's armed struggle. He spent over 27 years in jail. Because education was important to him he continued studying while in prison and in 1989 he received his law degree from the University of South Africa (UNISA). On February 11 1990 he was released from prison, and on 10 May 1994 he became South Africa's first black President.

## Oliver Reginald Kaizana Tambo 1917-1993

On the 27th of October 1917, Kaizana Tambo was born in Nkantolo, Eastern Cape, then known as Pondoland. Raised with a solid foundation of hard work and respect for culture, and groomed in a village filled with strong morals and values, the “Son of Nkantolo” grew up to be loved and respected by South Africa, and the world.

On his first day at school, Kaizana's teacher asked him to come to school with an English name. His parents chose Oliver. This, and a host of experiences with some of his teacher's strict nature, made him hate school. A meeting with a smart, young man, who was a member of the debating society in a different school, changed his attitude towards education and gave him a love for discussion and debate. He later went to Holy Cross Mission near Flagstaff, where he became one of their star students. He moved on to St Peter's College, in Johannesburg,

where he matriculated with top marks. Swelling with pride, the Eastern Cape Assembly of Traditional Leaders gave Oliver Tambo a bursary to study at Fort Hare University, where he graduated with a Bachelor of Science degree in Maths and Science. The following year, while studying towards his post-graduate qualification in Education, he was expelled from the University for participating in a student strike. St. Peter's College offered him a job as a Maths and Science teacher. It is while teaching in Johannesburg that he became a very active member of the African National Congress.

Oliver Tambo was a founding member and Secretary of the ANC Youth League in 1944; the general secretary of the ANC from 1952; the mandated leader of the ANC's Mission in Exile 1960; the President of the ANC from 1977 until 1990; then National Chairperson until 1993.

Oliver Tambo was a thoughtful, wise and warm-hearted leader. His simplicity, nurturing style, and genuine respect for all people, seemed to bring out the best in them. His life was remarkable for the profound influence he had on the ANC during the difficult years of struggle, sadness and uncertainty. During his almost fifty years of political activity in the ANC, Comrade O.R., as he affectionately came to be known, played a significant role in every key moment in the history of the Movement, until his death in 1993. Like Moses, he had led his people to the Promised Land, but was never able to enjoy the fruits of his toil.



Published by the Department of Basic Education  
222 Struben Street  
Pretoria  
South Africa  
© Department of Basic Education  
Ninth edition 2019

ISBN 978-1-4315-0200-4

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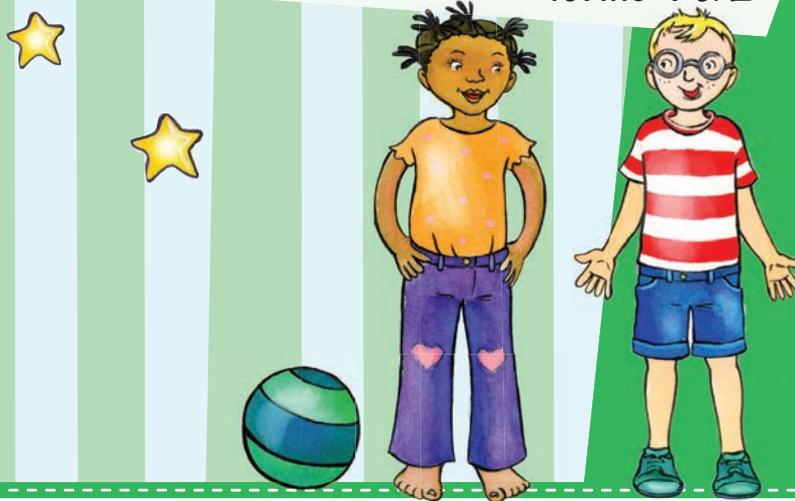


Grade **2**

ENGLISH

First Additional Language

Terms 1 & 2



This book belongs to:

## Theme 1: At school Term 1: weeks 1–5

- 1 Back to school** 2  
Vocabulary: Pastes in stickers to build vocabulary about theme on emotions and school/classroom items  
Speaking: About picture  
Reading: Labels and narrative text  
Language: Common and abstract nouns
- 2 Jabu falls at school.** 4  
Speaking: Role play activity  
Writing: Draw pictures and write captions  
Speaking: Sequences pictures to tell a story  
Language: Abstract nouns  
Phonics: **a**-sound
- 3 After school** 6  
Vocabulary: Pastes in stickers to build vocabulary about emotions theme on after school activities.  
Speaking: Talks about theme picture  
Reading: Labels and narrative text  
Language: Common and abstract nouns
- 4 We are happy** 8  
Phonics: **s**-sound  
Reading: Reading sentences aloud  
Language: Present tense  
Using verbs  
Sing: If you're happy



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

- 5 We go to school by ...** 10  
Vocabulary: Pastes in stickers to build vocabulary about school transport  
Speaking: About picture  
Reading: Labels and narrative text  
Comprehension: Based on picture  
Language: Prepositions  
Phonics: **-at** and **-en** sounds
- 6 To school and back** 12  
Writing: Draws a picture  
Speaking: Talks about school transport.  
Asking 'How many ...?' and 'How do you come to school?'  
Language: Prepositions  
left and right
- 7 We eat at school** 14  
Vocabulary: Pastes in stickers to build to build vocabulary about meals  
Speaking: About picture  
Reading: Labels and narrative text  
Phonics: **a**- and **e**-sounds  
Comprehension: Answers questions based on text
- 8 The food we eat** 16  
Draws a picture and write a caption  
Phonics: **ea**, **sh** and **ch**  
Writing: Labelling foods  
'I like ...' 'I don't like...'  
Phonics: **t**-sound  
who's is this?
- 9 Who, what, why and when** 18  
Speaking: Using 'wh' words to form questions  
Writing: Complete a form giving personal information  
Trace and track for ownership  
Phonics: **p**-sound

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

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Language: Verbs
- 11 My own family** 22  
Language: Continuous tense.  
Reading: Narrative  
Phonics: **o** sound  
Vocabulary: Naming of family members  
Phonics: **p**- and **b**-sounds
- 12 We grow food** 24  
Speaking: About games you play in the garden  
Writing: Colour by number  
Name things in the garden  
Trace and track: Finding garden implements
- 13 We go for a picnic** 26  
Speaking about theme picture  
Asking 'what' questions  
Vocabulary: Pasting in stickers to build vocabulary
- 14 What we like to do** 28  
Reading: Narrative  
Asking 'Can you ...?' 'I can ...'  
Phonics: **i**-sound  
Writing: Initial and final sounds  
Vocabulary: Names of colours.  
Colour by number



## Theme 4: Friendship

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Oral comprehension
- 16 We like to play** 32  
Speaking about a friend  
Language: 'This is...', pronouns, verbs, continuous tense  
Phonics: **n**-sound

- 17 People who help** 34  
Speaking about theme picture on the work people do  
Comprehension based on a given picture
- 18 How they help us** 36  
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Writing: Punctuation  
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- 19 People who help** 38  
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Reading: Narrative
- 20 Places in town** 40  
Vocabulary: Names of different places  
Language: Sentence structure 'I want some ...' 'I want a ...' 'I need ...'  
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## Theme 5: Animals Term 2: weeks 1–5

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Reading: Narrative and captions

### 22 The animal train 44

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Vocabulary: Matching animals to their homes

### 23 Wild animals 46

Vocabulary: Names of wild animals  
Animal sounds

### 24 All about animals 48

Language: Prepositions  
Phonics: **o**-sound



## Theme 6: Visiting Term 2: weeks 1–5

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Speaking: About picture  
Reading: Labels and narrative text  
Comprehension: Answers questions based on text

### 26 Things we do 52

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Filling in the missing nouns  
Phonics: **u**-sound

### 27 At the farm visiting Grandmother 54

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

### 28 Farm life 56

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

### 29 Just checking 58

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

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

### 30 Our busy week 60

Vocabulary: Pastes in stickers to build vocabulary about events in a calendar  
Reading: Narrative and labels  
Language: Verbs  
Asking 'When did ...?'  
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Comprehension questions based on diary  
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### 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.  
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### 32 Day and night 64

Vocabulary: day and night  
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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...?'  
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## Theme 8: Birthdays and Seasons

### 34 Calendars 68

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

### 35 When is your birthday? 70

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

### 36 Autumn and spring 72

Comprehension based on picture  
Reading: Narrative  
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### 37 Summer and winter 74

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



## Term 2: weeks 6–10

### 38 The clothes we wear 76

Sorting clothes for different seasons  
Using stickers to extend vocabulary about weather  
Language:  
Using 'this' and 'that'  
Phonics:  
Revision of vowel sounds!



# THEME 1. AT SCHOOL

Back to school



Term 1 – Week 1-2



Let's talk

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

book



book

book shelf

table

chair

Hello Thandi.

happy

teacher

Good morning teacher.



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

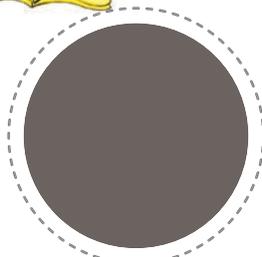


Word box

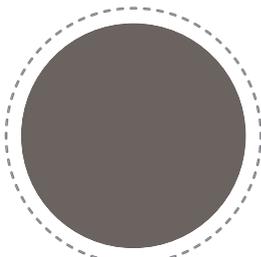
any

are

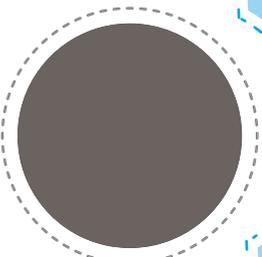
around



happy



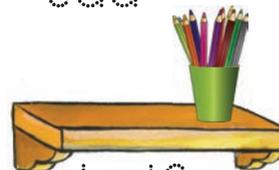
sad



angry



Let's talk



shelf

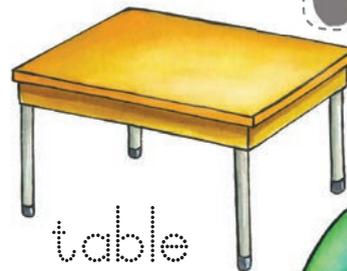


How many children are there?  
Do the children look happy?  
Who looks sad?  
Why is he sad?  
Were you happy to come back to school?



chair

teacher



table



mat



Let's read

We are back at school.  
Nomsa and Ann are very happy.  
Ken is happy too.  
He has a new school bag.  
Jabu is sad.  
He fell on the mat.

TEACHER: Sign

Date



Role play

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



1



2



3



Let's write

Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

Jabu feels \_\_\_\_\_.

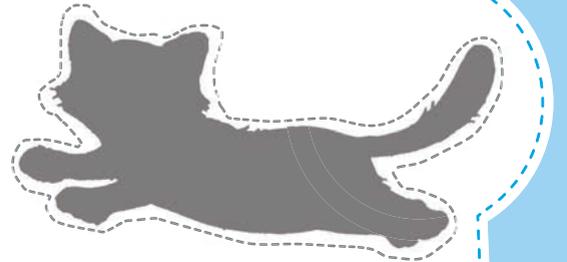
I feel \_\_\_\_\_.



Word work

Read the words and listen to the sounds

sad	bag	mat
hat	rat	cat



Listen and repeat

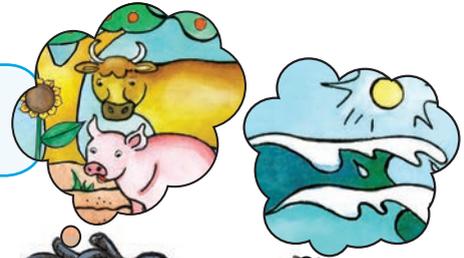
What did you do in the holiday?

I went to the sea.

I went to the zoo.

I went to my grandmother.

I went to the shop.



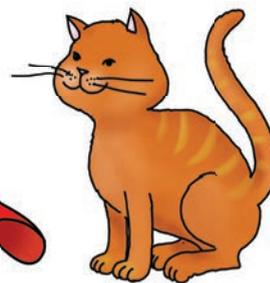
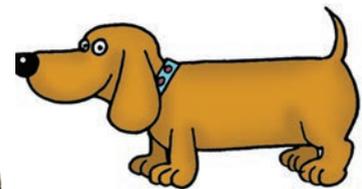
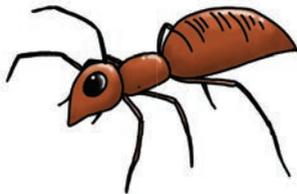
I went to \_\_\_\_\_



Let's do

Say what the pictures are.

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







Let's do

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

goal



sings



Word box

at

and

all

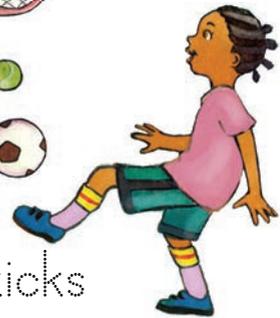


cup

hits

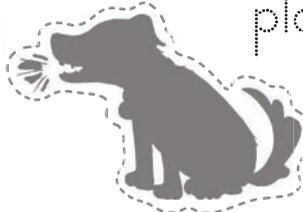


kicks



Let's talk

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



plays



barks



dances



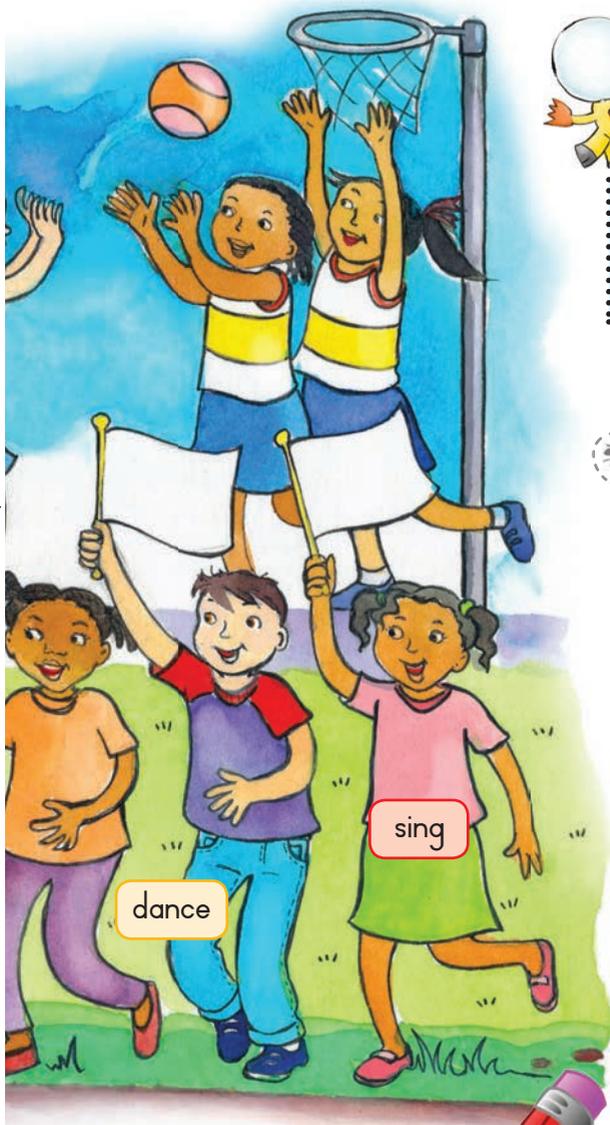
Let's read

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



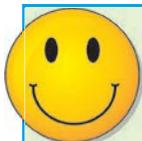
Let's write

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



sing

dance



happy



sad



tired



proud

2

TEACHER: Sign

Date



## Word work

Read the words and listen to the sounds.

sit

sing

see

socks

star

sun



## Let's write

Rewrite the sentence in the open space.

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



## Let's talk

Read the sentences aloud.

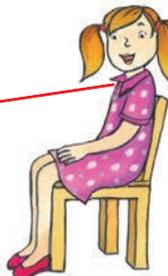
Draw a line from the sentence to the correct picture.

She sits.

He kicks.

She sleeps.

It sings.



She plays.

It barks.

He runs.

She dances.



Let's sing



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



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



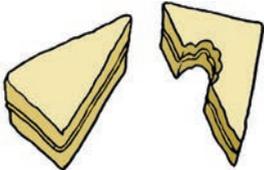
Note to teacher

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



Let's do

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



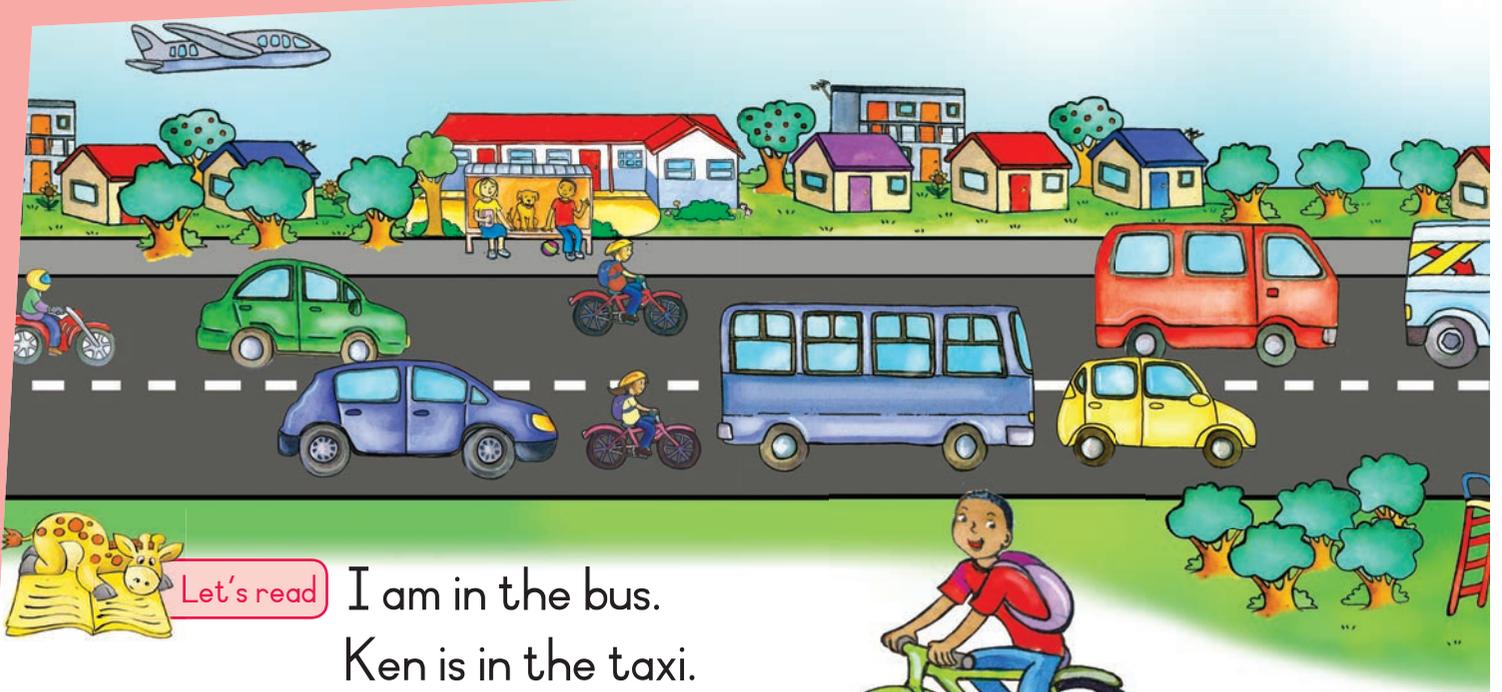
# THEME 2. IT HAPPENS AT SCHOOL



5

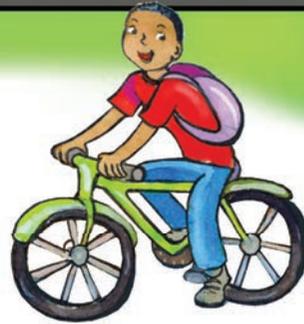
We go to school by ...

Term 1 – Week 1-2



Let's read

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



bike



Let's talk

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

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



Let's write

Form these words.

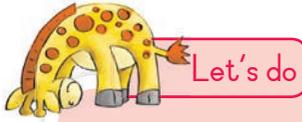
Word formation activity for 'at':

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

Word formation activity for 'en':

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





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



plane



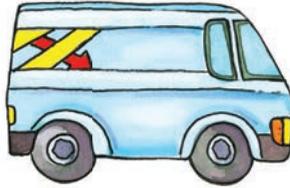
Word box

again

after

about

van



motorbike

train



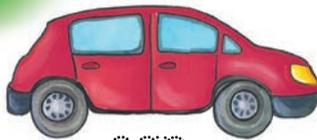
taxi

bus stop



bus

car



bench

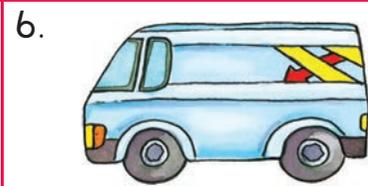
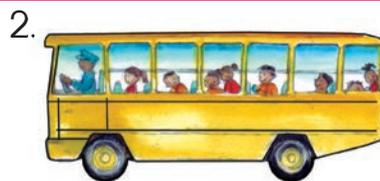


Let's talk

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



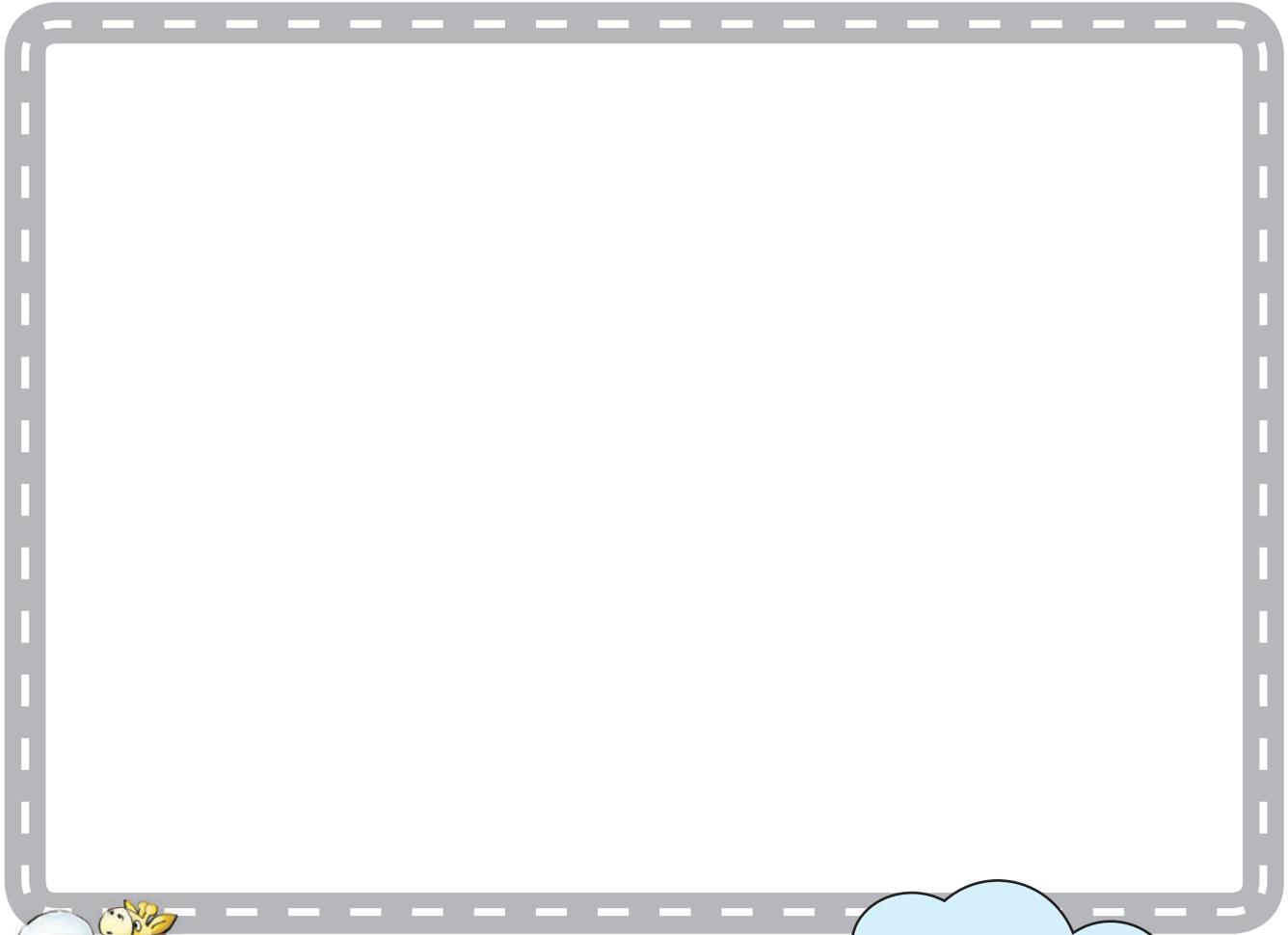
The car is going to the right.  
The bike is going to the left.





Let's do

Draw a picture of how you get to school and back each day.



Let's talk

Tell your friend how you come to school.



Listen and repeat

I go to school **by bus**.I go to school **by taxi**.I go to school **by car**.I go to school **by bike**.I go to school **on foot**.



Walk and talk

Ask 5 friends how they come to school.  
Say:

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



Let's write

Write 1 sentence about how you go to school.

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

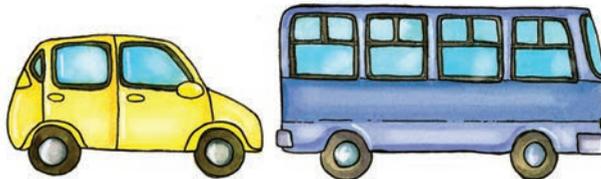
Write 1 sentence about how you go home from school.

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

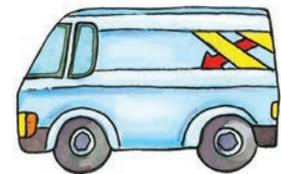


Fun

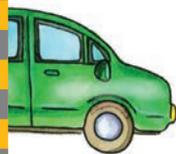
Draw a blue car in front of the bus.



Draw a bus behind the truck.



Draw a bike between the bus and the car.



Draw a bird on top of the bus.



TEACHER: Sign

Date

## We eat at school



Let's talk

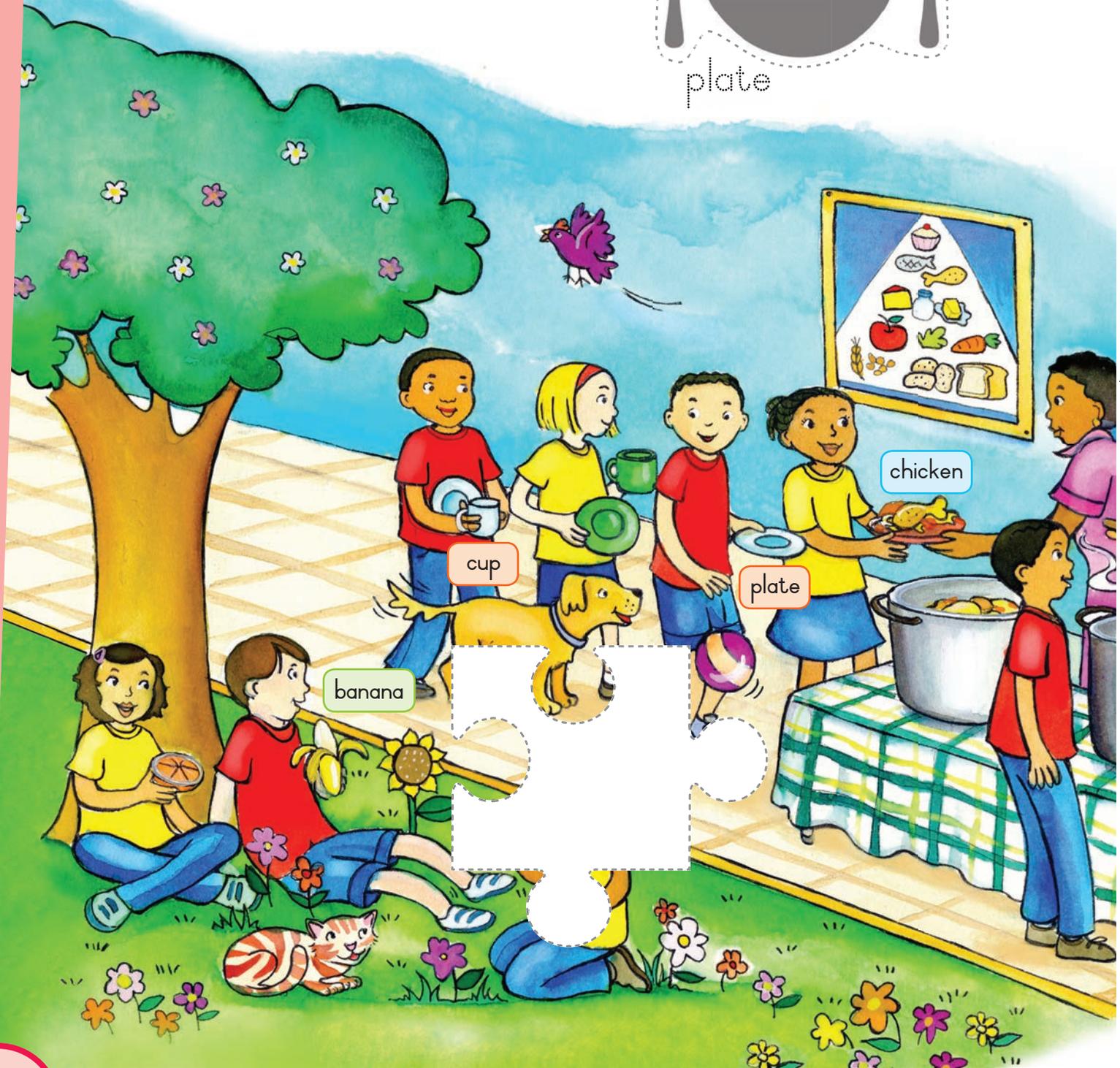
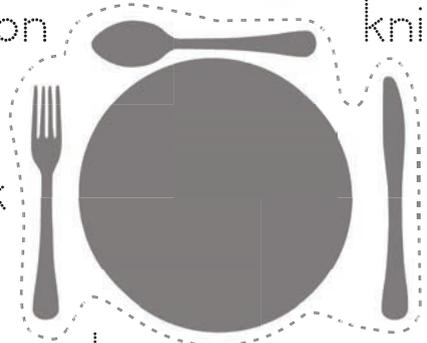
Look at the picture and talk about what the children are doing.

spoon

knife

fork

plate



cup

chicken

plate

banana



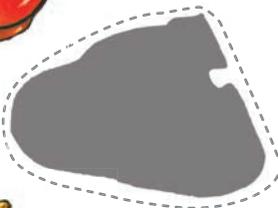
Let's do

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



cup

meat



Word box

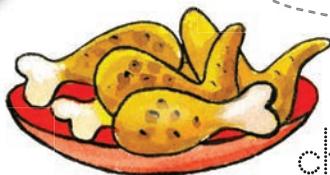
any

are

around



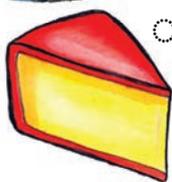
pap



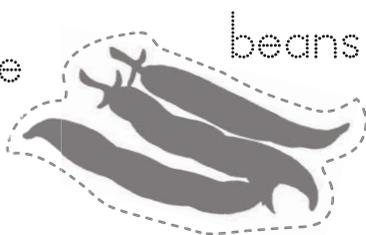
chicken



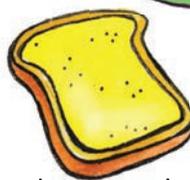
fruit



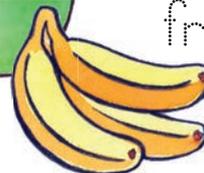
cheese



beans



bread



juice



Let's read

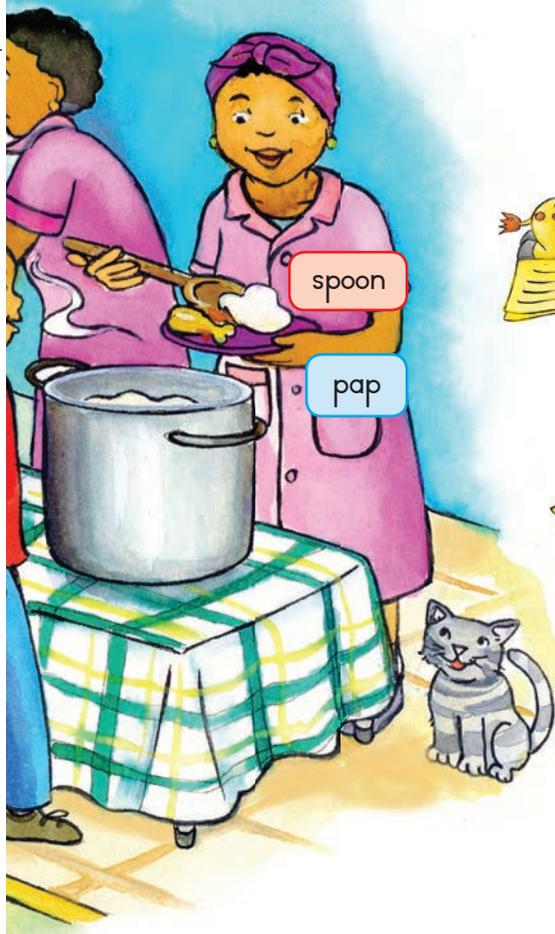
Every day we have lunch at school.

I eat pap and chicken.

I eat bananas.

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

We play after lunch.



spoon

pap



Word work

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

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



Let's write

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

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

TEACHER: Sign

Date

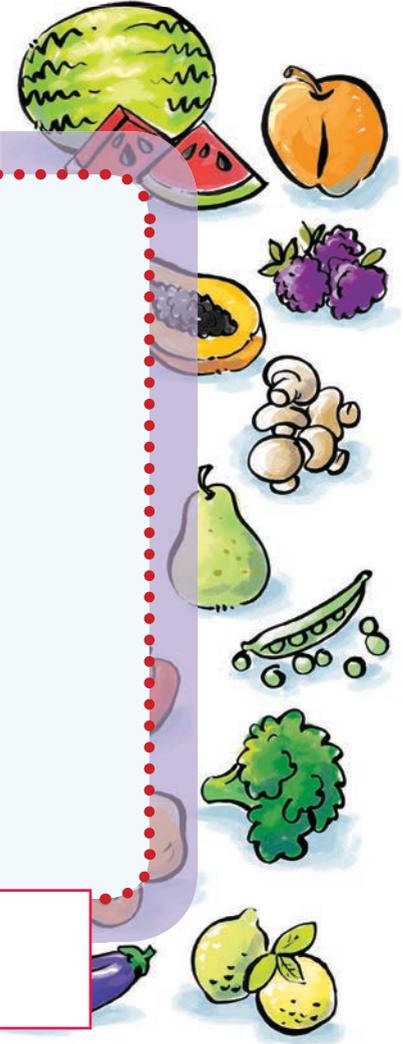
## The food we eat



Let's do

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

My favourite food



Let's talk

Tell your friend what your  
favourite food is.



Listen and repeat



I like apples.



I like bananas.



I like fish.



I like meat.



I like chicken.





**Walk and talk**

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

What food do you like?



**Word work**

Read the words and listen to the sounds.

tap	tick	tin
top	tin	tea



**Let's write**

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



10  
t en

top

tap

tent



**Let's write**

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

meat

eggs

milk

tomatoes

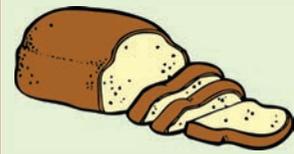
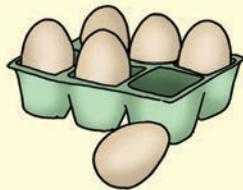
cake

chips

sweets

bread

fish



--	--	--	--

Complete these sentences.

I like

I don't like

TEACHER: Sign

Date



Listen and repeat



Whose book is this?



It is my pen.

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?

It is my \_\_\_\_\_.

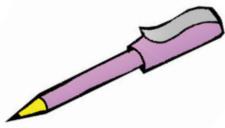


Let's write Now write answers to these questions.

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



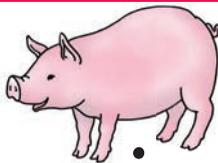
Let's write Trace the letter in the spaces so that it makes a word to match a picture.



   **p**    en



   **p**    ot



   **p**    ig



   **p**    puppy



Word work

Read the words and listen to the sounds.

pot	pen	pan
post	pet	part



Word box

again

ask

always



Fun

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

Whose ball is this?

Whose pen is this?

This is Dan's ball.



Nomsa



Ken



Ann



Dan



Jabu



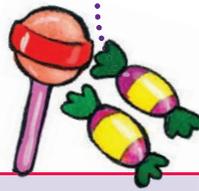
hat



ball



book



sweets



jacket

TEACHER: Sign

Date

# THEME 3. PEOPLE IN MY WORLD

10

## Our family garden



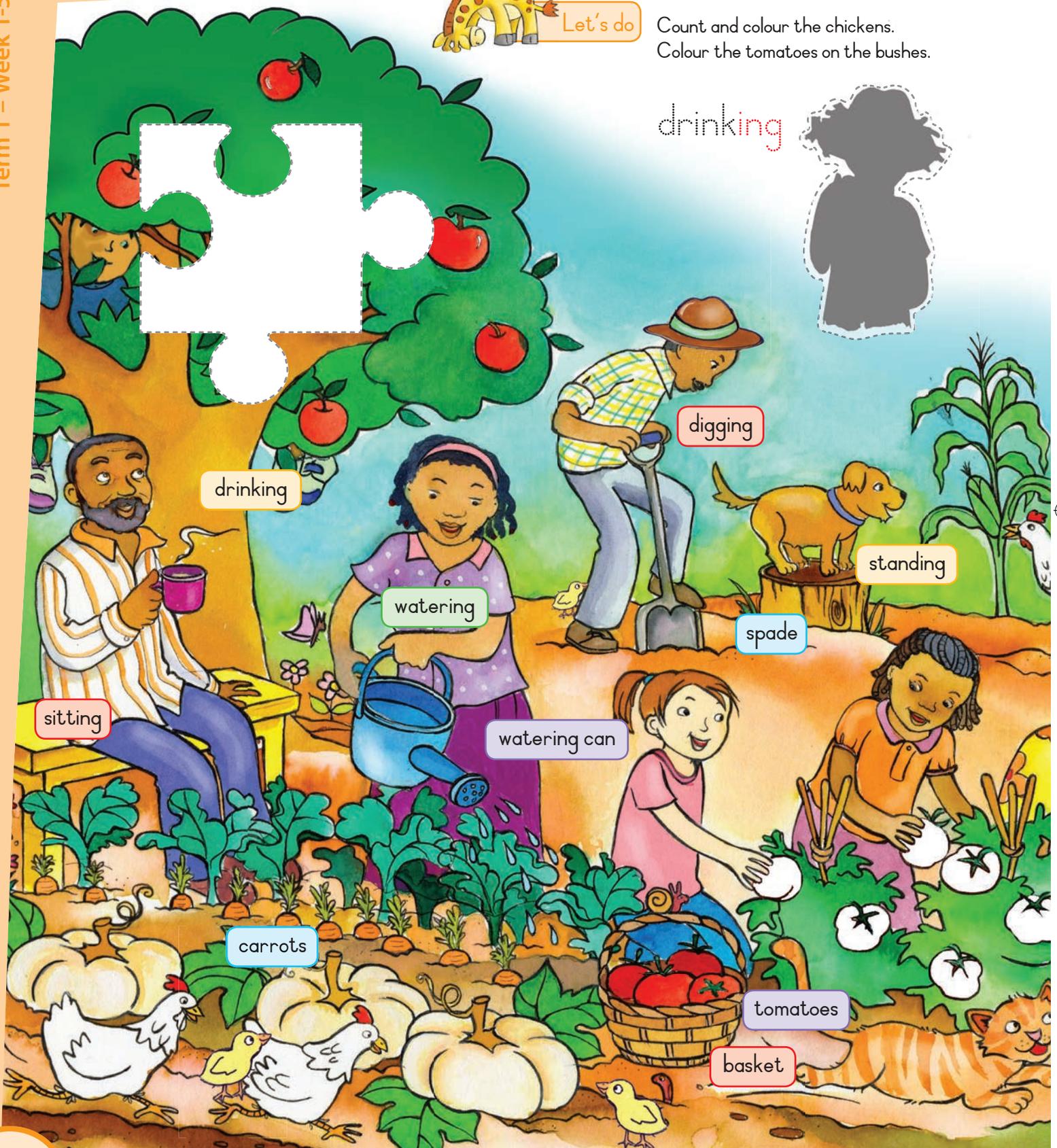
Term 1 – Week 1-5



Let's do

Count and colour the chickens.  
Colour the tomatoes on the bushes.

drinking



sitting

drinking

watering

digging

standing

spade

watering can

carrots

tomatoes

basket



Let's do

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



reading



climbing



Let's talk



Let's talk

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

in front of

on

behind

next to



eating



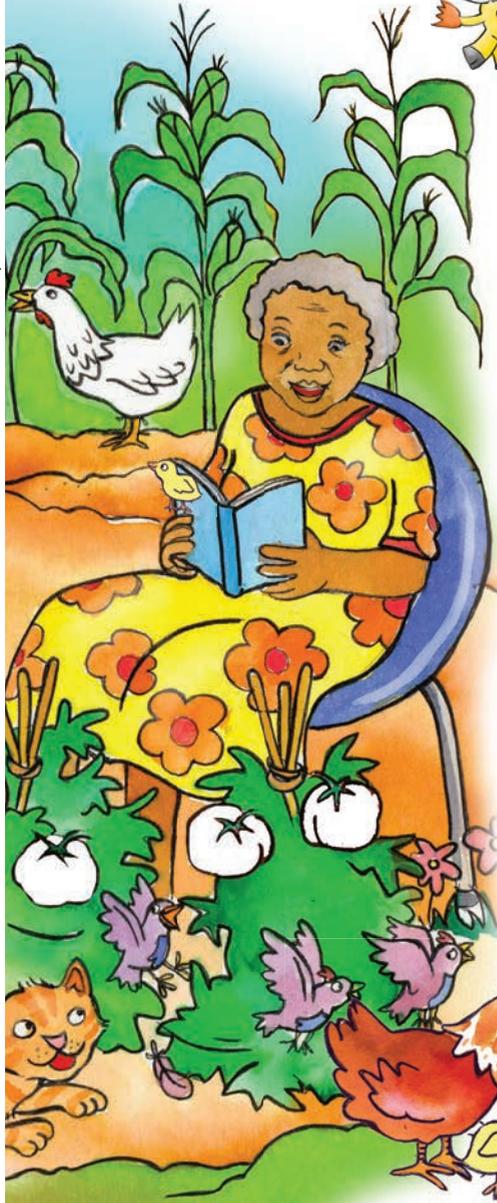
digging

- Point to the people in this family.
- Point to the mother.
- Point to the father.
- Point to the brother.
- Point to the sister.
- Point to the grandmother.
- Point to the grandfather.
- Point to the friends.
- What are they all doing?
- What is the dog doing?
- What is the cat doing?



Let's read

watering

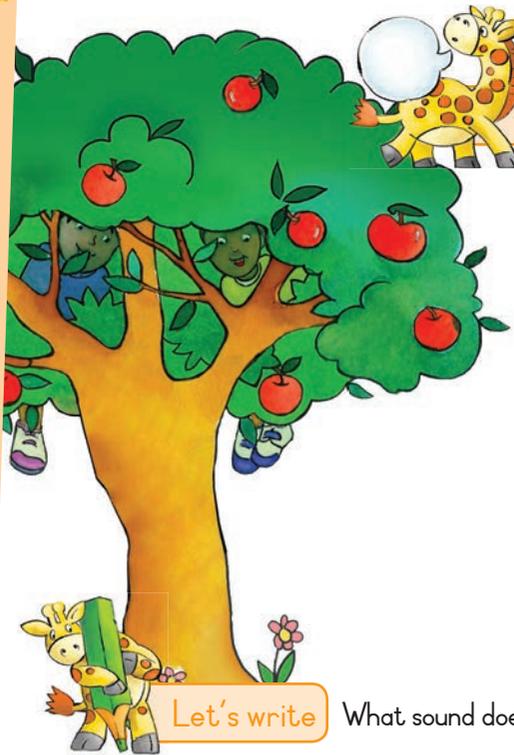


We are in the garden.  
 Jabu and Sam are in the tree.  
 The sun is hot.  
 Dad has a hat.  
 The dog stands on the log.  
 The cat runs after the birds.  
 We have lots of carrots in our garden.

TEACHER: Sign

Date

# My own family

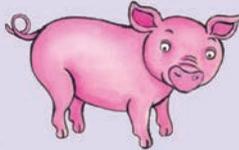
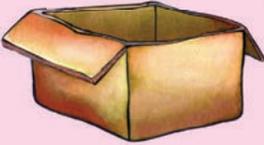


Listen and repeat

Mom is **watering** the plants.  
 Dad is **digging**.  
 The dog is **standing**.  
 Grandmother is **reading**.  
 Grandfather is **drinking** tea.  
 The boys are **sitting** in the tree.  
 The cat is **running**.

Let's write

What sound does each word start with?

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



Let's write

Fill in the missing words.

The  dog is on the log.

Dad has his  \_\_\_\_\_ on.

The  \_\_\_\_\_ is hot.



Walk and talk

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

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



Who is this?



Word box

ate

away

be



Word work

Read the words and listen to the sounds.

dog	cot	hot
log	lot	dot



Let's write

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

sister

brother

mother

father

grandmother

grandfather

aunt

uncle



# My family



Large empty rectangular area with a purple scalloped border for drawing a family.

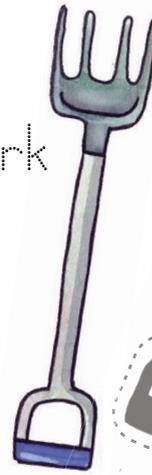


Let's talk

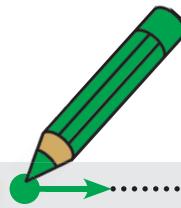
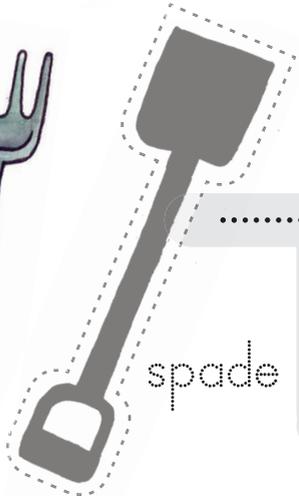
What things can you find in a garden?  
Tell your friend what games you play in your garden.



fork

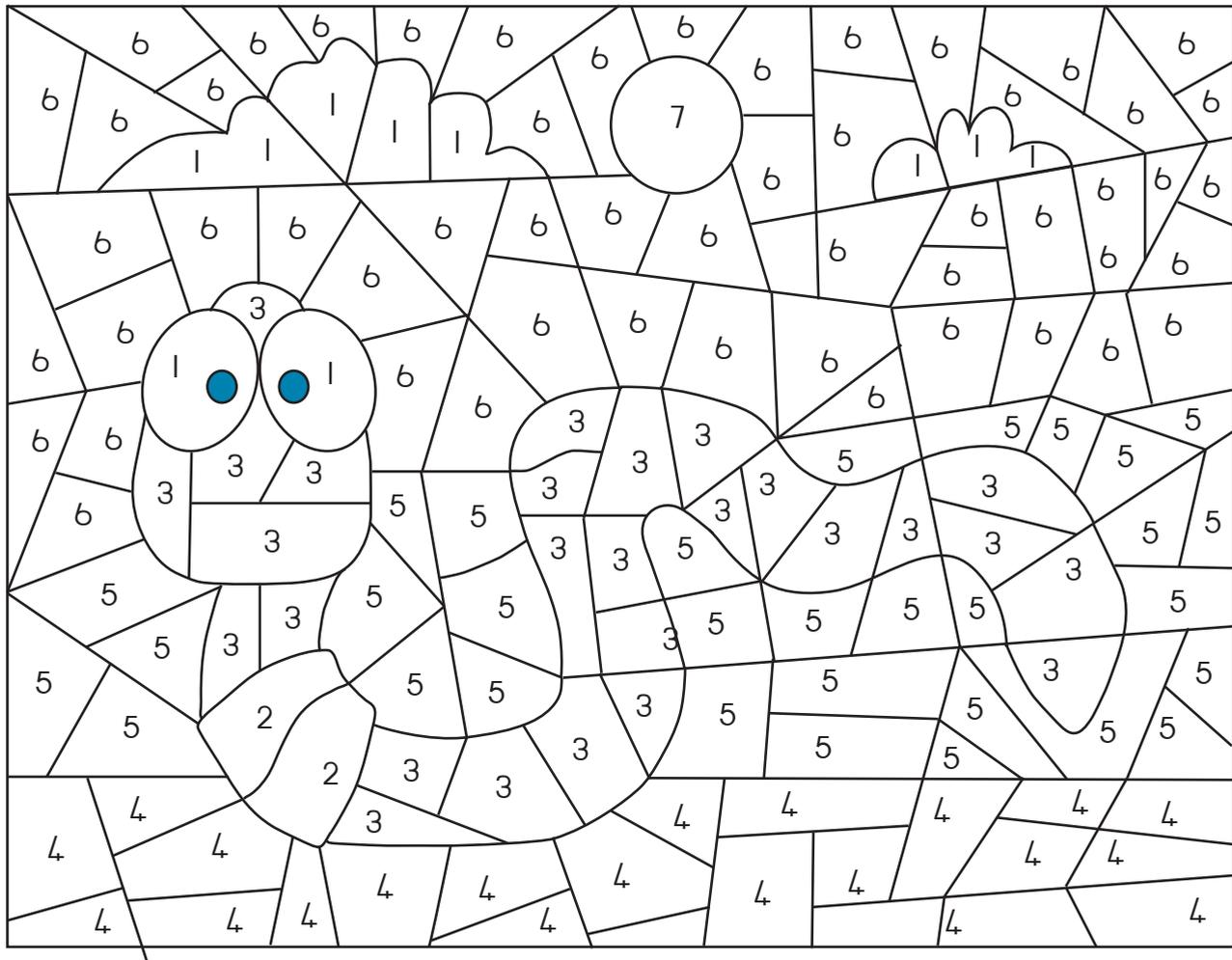


spade



Let's write

Colour the picture according to the numbers.

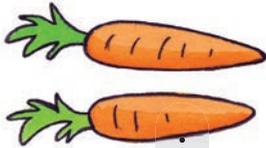




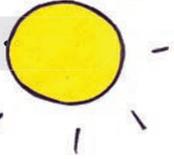
Fun

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

carrots



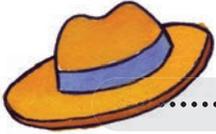
sun



watering can



hat



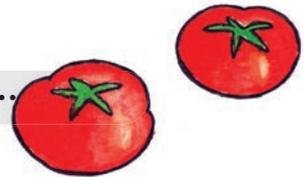
cabbage



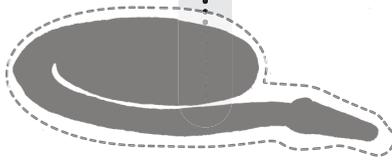
worm



tomatoes

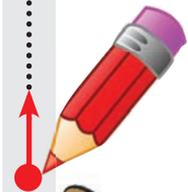


hosepipe



Let's write

Name 3 things you can find in your garden.

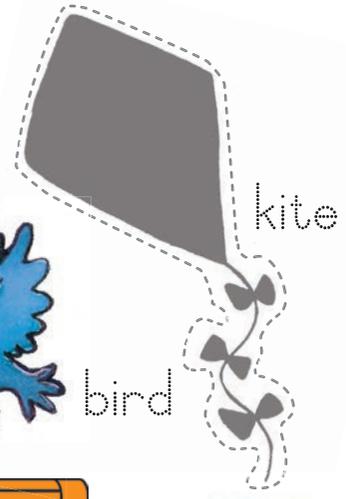
friends



TEACHER: Sign

Date

# We go for a picnic



kite



bird



Let's talk

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



Let's do

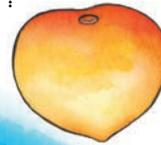
Find all the peaches in the tree.

How many are there? Colour them orange.

How many birds can you see? Colour them blue.



peach



ball





Let's do

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



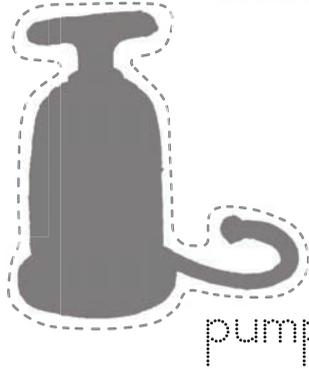
flower



blanket



basket



pump



newspaper



dog



Let's talk

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

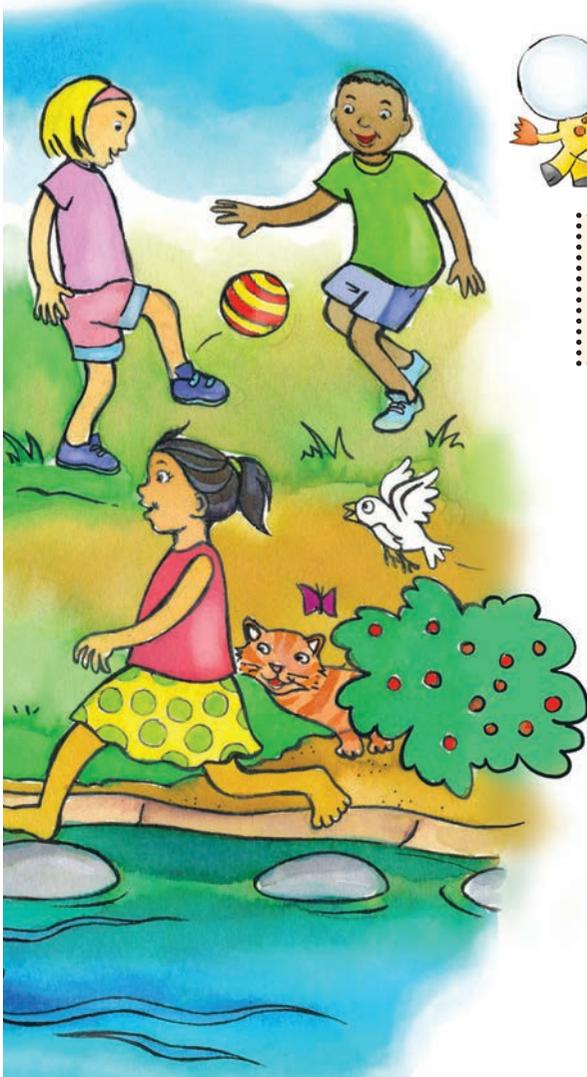


swimming



Let's read

We like to go for **picnics**.  
 We **sit** in the sun.  
 Jabu **kicks** his ball.  
 Pam and Dan **swim**.  
 They have fun **in** the dam.  
 Ken is **in** the tree.  
 The **insects** hum.



## What we like to do



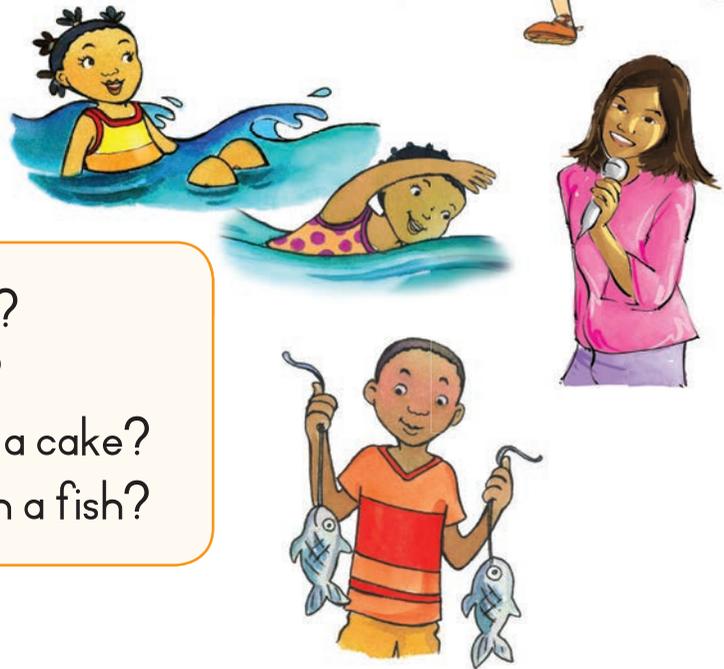
Listen and repeat

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



Walk and talk

Ask your friend:



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



Let's write

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

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



Word work

Read the words and listen to the sounds.

in	sit	tin
ink	pin	win



Let's write

Fill in the missing letters to complete the words.

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



Let's draw

Colour by number.



- 1 blue
- 2 orange
- 3 red
- 4 brown
- 5 yellow
- 6 pink
- 7 grey
- 8 green
- 9 purple
- 10 black

# THEME 4. FRIENDSHIP

15

At the park



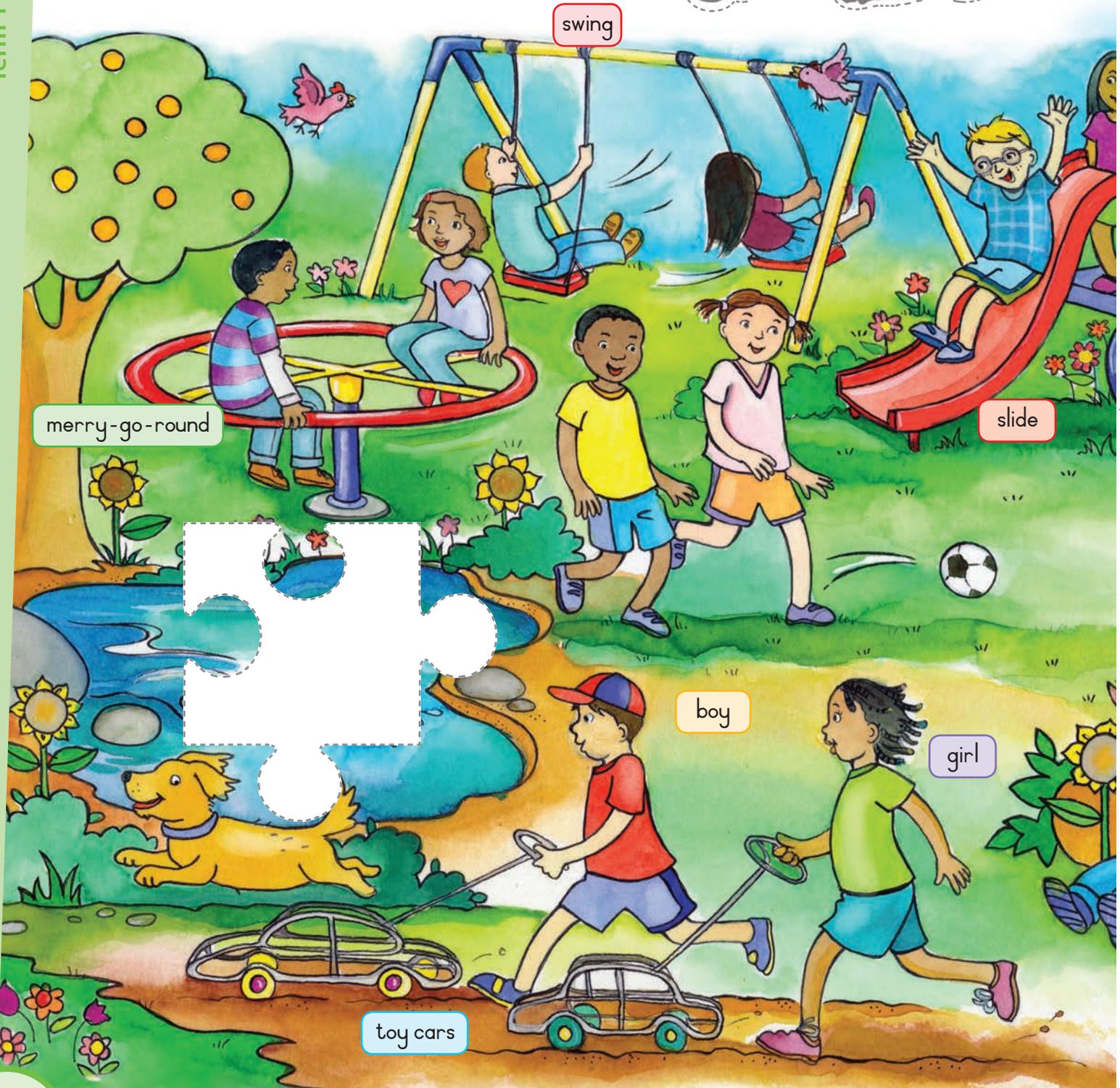
Term 1 – Week 6-10



Let's talk

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

toys





Let's do

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



Let's write

Colour 8 apples red.



Word box

best

better

big

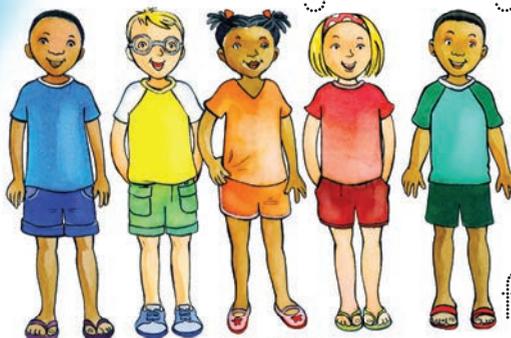
friends



merry-go-round



girl boy



eating ice cream

friends



swing



slide



Let's talk

What are the children doing?  
How many children are there in the picture?  
Have you ever been to a park?



Let's read

We like to **play** in the park.  
We **sit** and **read**.  
We play **soccer** in the sun.  
We **swim**, **slide** and **swing**.  
We **play** with toys.



TEACHER: Sign

Date



Let's talk

Who is your friend?  
How old is your friend?  
Is your friend a boy or a girl?



Let's do

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



This is a tree. It is a plant.

This is Ken. He is a boy.

This is Nomsa. She is a girl.

We are happy.



Let's write

Use the following words to complete these sentences.

kicking

running

singing

swimming

reading

playing



She is \_\_\_\_\_

He is \_\_\_\_\_

He is \_\_\_\_\_

They are \_\_\_\_\_

It is \_\_\_\_\_

She is \_\_\_\_\_



Word work

Read the words and listen to the sounds.

nut

nose

man

net

nest

can





Let's write

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



# My friend and I



Write a sentence about your picture.

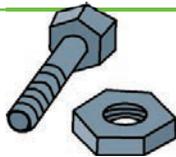


Let's write

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



   net



   nut



   nap



   nose



Let's write

Draw a line to match the words with the pictures.

he

she

they

it



TEACHER: Sign

Date



Let's talk

Look at the picture and talk about what you see.



Word box

black

blue

both

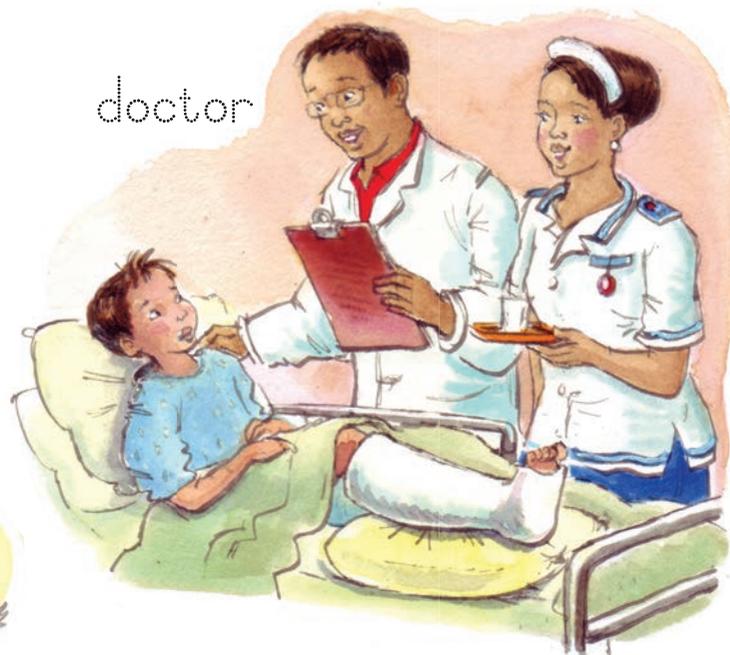
fireman



nurse



vet



doctor

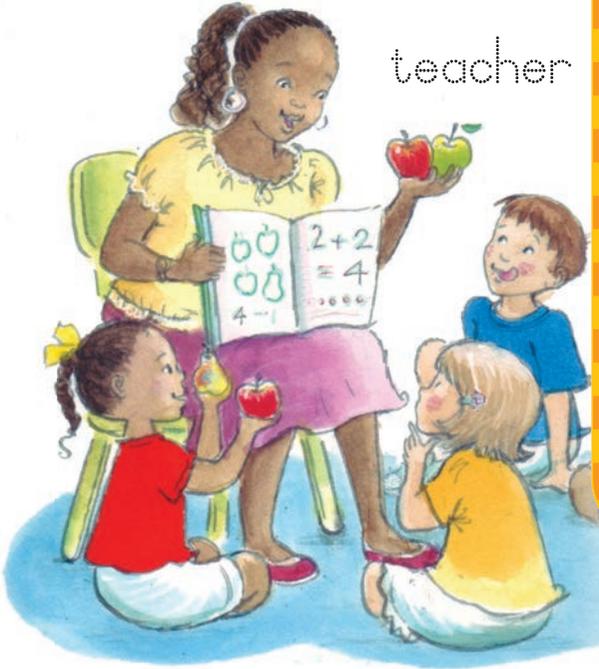


Let's do

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



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



teacher

Blank box for drawing and caption.



policewoman



Let's talk

- Who are the people we see in the picture?
- How do they help us?
- Have you ever been helped by one of these people?
- Why is the doctor helping the boy?



Let's write

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

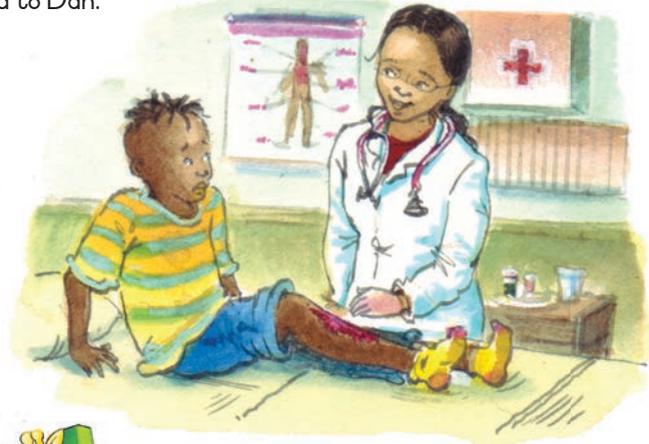


The dog is at the vet.	Yes	No
The boy cut his arm.	Yes	No
The car is burning.	Yes	No
The teacher is a man.	Yes	No
The policewoman talks to the girl.	Yes	No



Let's talk

Tell your friend what is happening in these pictures. Then role play what happened to Dan.



Let's write

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



Let's write

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



dan jumped out of the tree

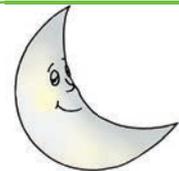
*D*an jumped out of the tree.

did dan hurt his leg

don't jump dan



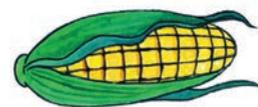
   **m**ilk



   **m**oon



   **o**use



   **e**alie



Let's talk

Say:

Whose are these?

These are Sam's socks.



Sam



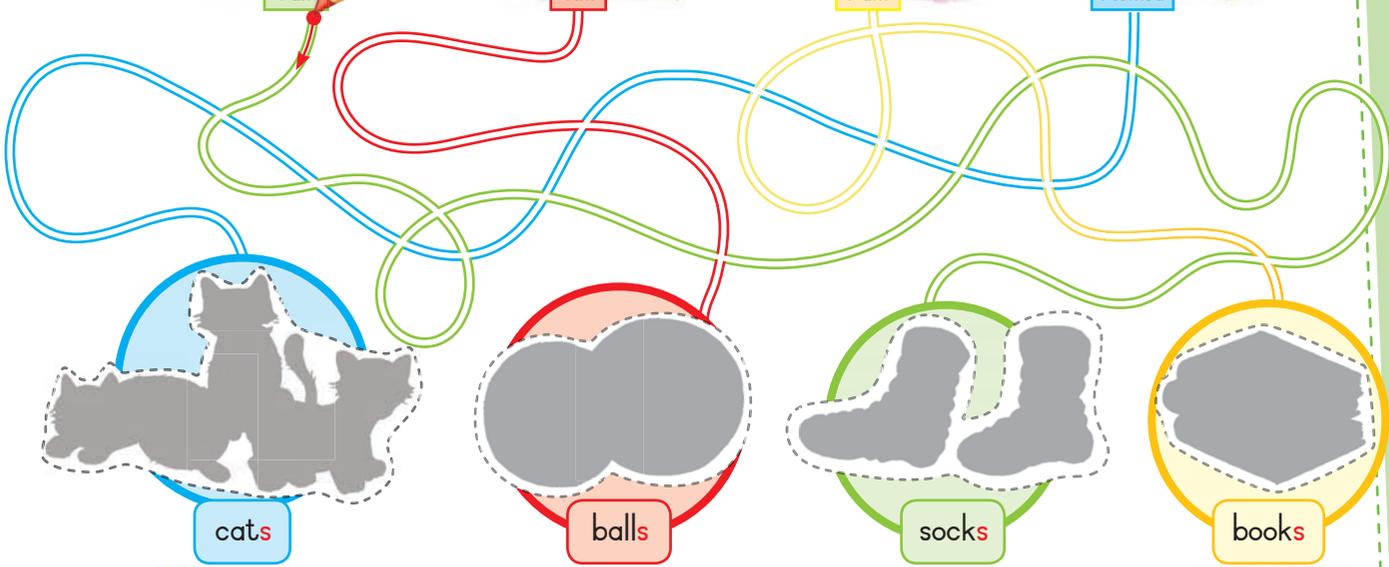
Tim



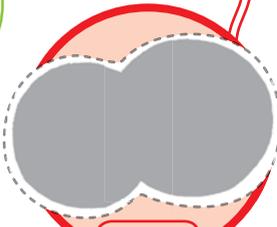
Pam



Nomsa



cats



balls



socks



books



Fun

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



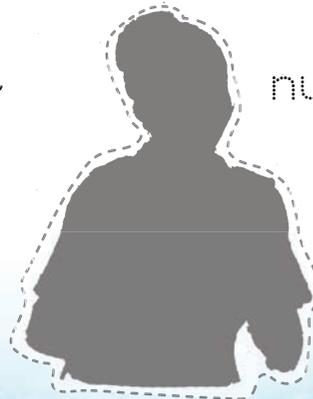
TEACHER: Sign

Date



Let's talk

Look at the picture and talk about all the places you see. Paste in a sticker to show what you can get at the different places.



nurse



hospital

HOSPITAL

station

STATION

library

school

SCHOOL

bakery

bus stop

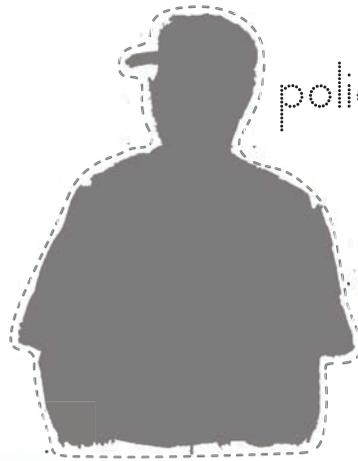
greengrocer

supermarket

Clinic



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



policeman



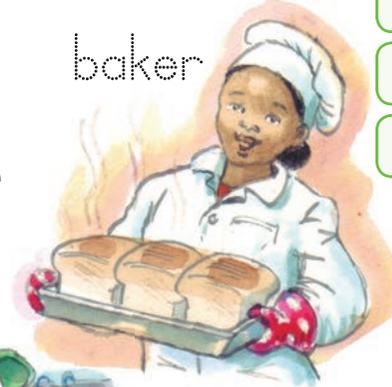
Word box

bring

brown

boy

baker



butcher



Let's talk



librarian

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



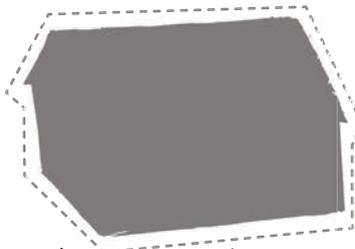
Let's read

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



Listen and repeat

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



hospital



school



clinic



library

taxi rank



bus stop



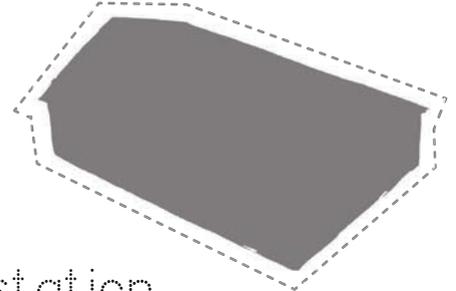
greengrocer



bakery

supermarket

pharmacy



station



butchery



spaza shop



Let's write

Make lists of places you can go to.



Where I can go if I am sick.	Where I can go to get food.	Where I can go if I need transport.



Let's write

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



Fun

Help Jabu to find the different places on the map. Tell your friend about the places he walks past.

# THEME 5. ANIMALS

21

The animal train

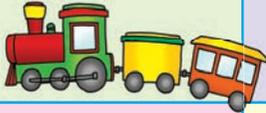
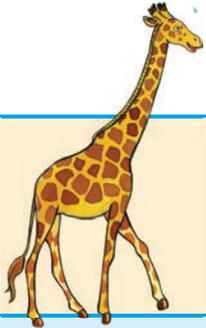
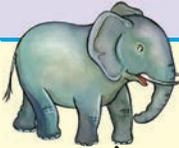
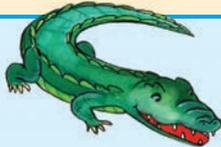
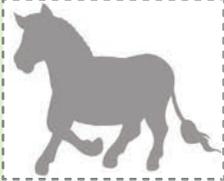
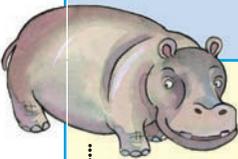


Term 2 – Week 1-5



### Word work

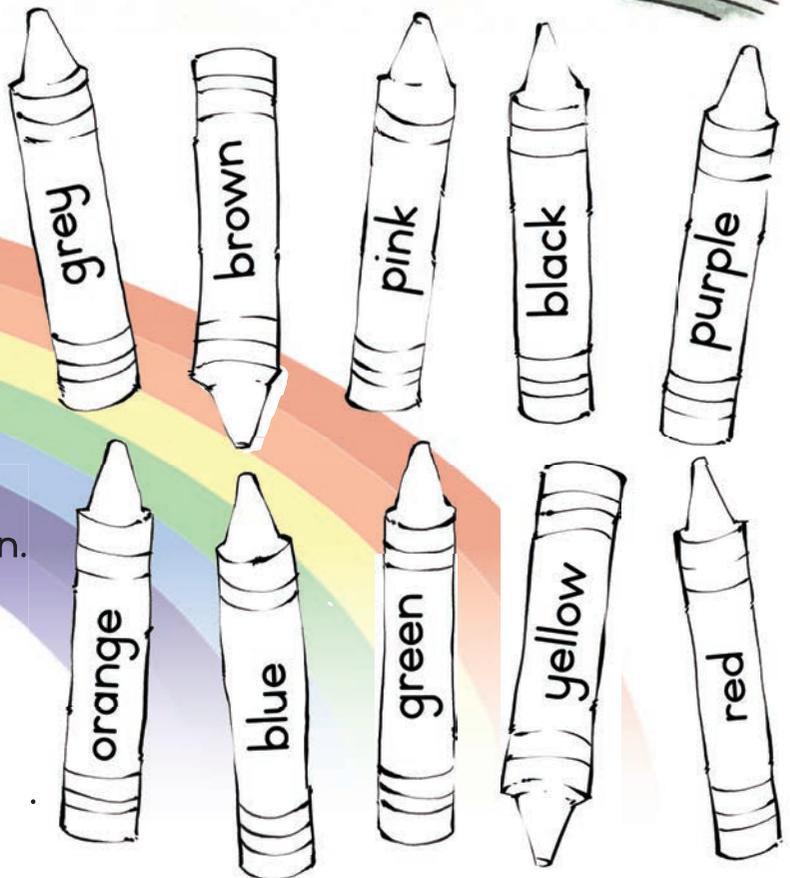
Trace the words, read the words and clap the sounds.

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



Let's do

Colour the crayons.



Let's read

All the animals are on the train.  
 They are going for a picnic in  
 the park.  
 The elephant must sit alone.  
 Not even a mouse can fit into  
 coach 4.



Let's talk

- How many animals are there on the train?
- Tell your friend what number is written on each coach.
- Tell your friend what colour each coach is.
- Tell your friend what animals are in each coach.
- Tell your friend what animals you like best.



Let's write

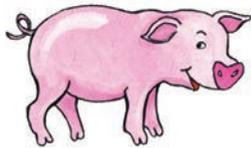
What is your favourite colour?

What is your favourite animal?



Word work

Read the words and listen to the sounds.



pig	dog	go
dig	log	get
goat	goose	give



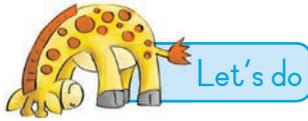
Let's write

Fill in these words into the correct sound coaches.

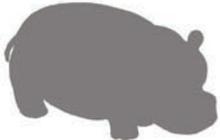
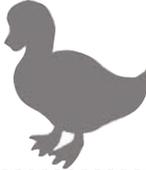
hot	but	hat	up	leg	sit	mat
beg	not	sun	box	kit	cat	
				hit	bed	



a	e	i	o	u



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

	bowl	
	kennel	
	river	
	hive	
	nest	
	pond	



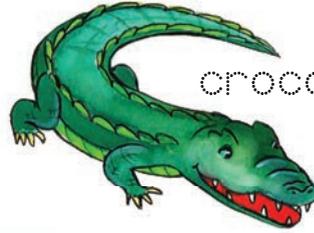
Look at the train on the opposite page and fill in the correct coach number.

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



Let's talk

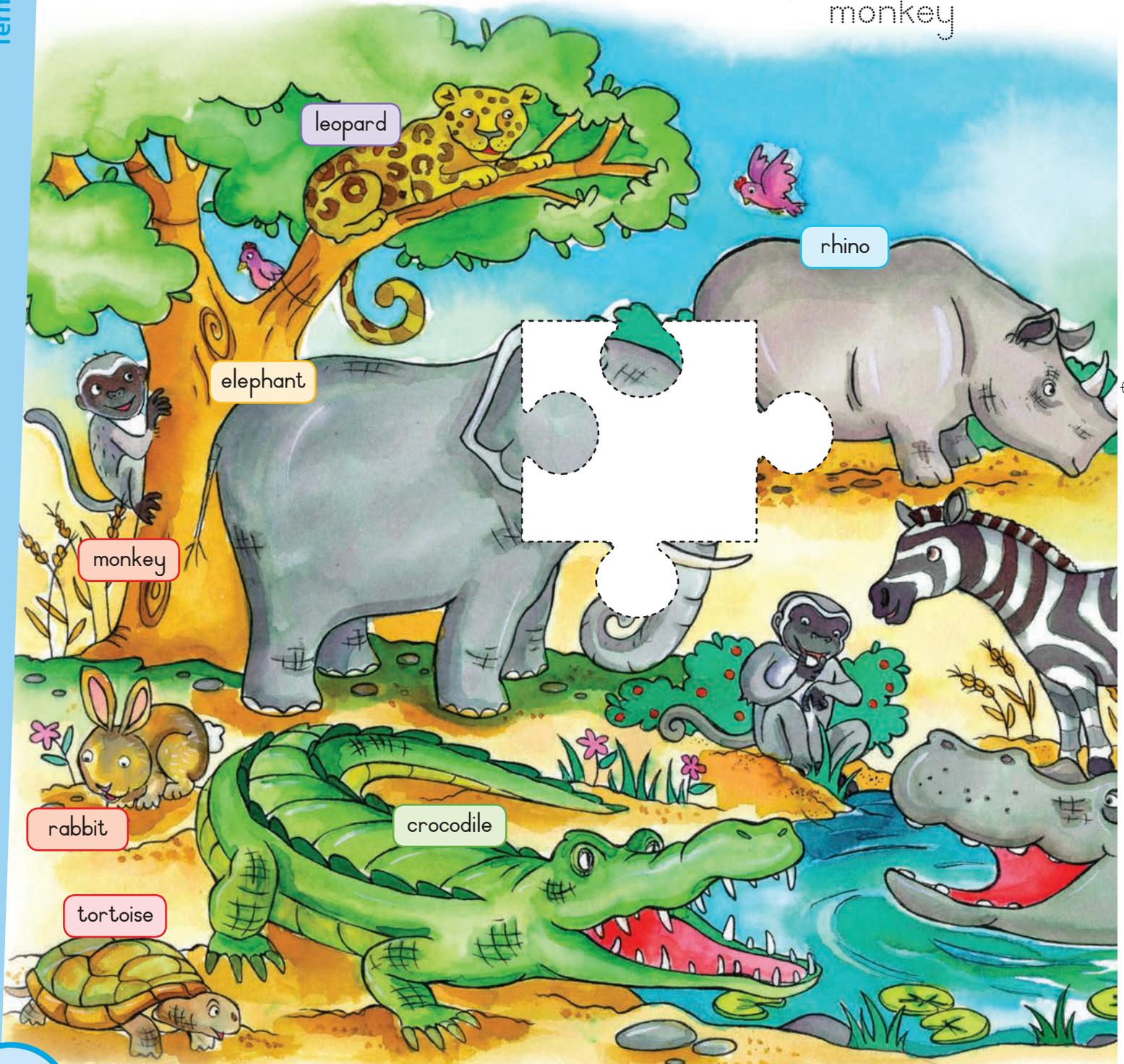
Look at the picture and talk about what you see.



crocodile



monkey



leopard

rhino

elephant

monkey

rabbit

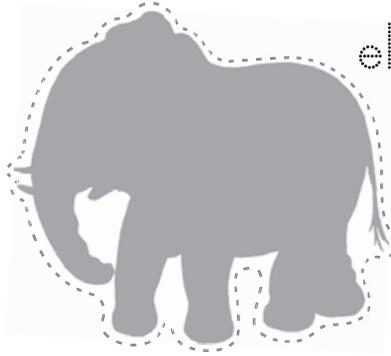
tortoise

crocodile



Let's do

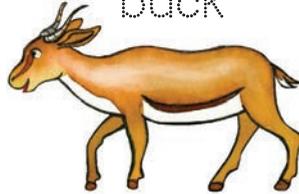
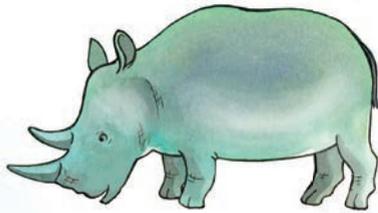
Paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.



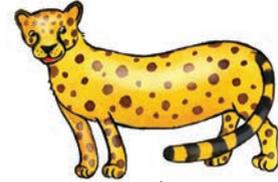
elephant



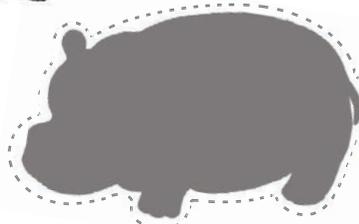
zebra



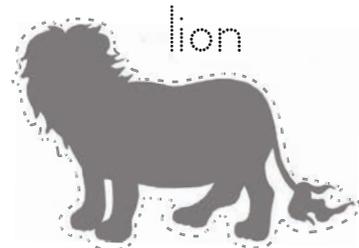
buck



leopard



hippopotamus



lion

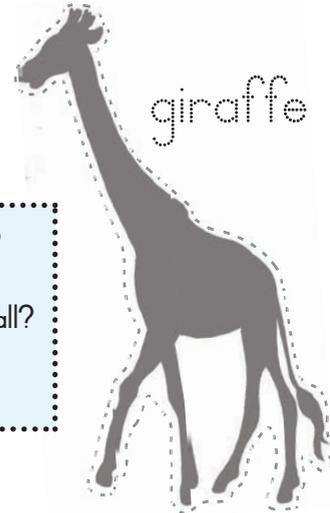


giraffe

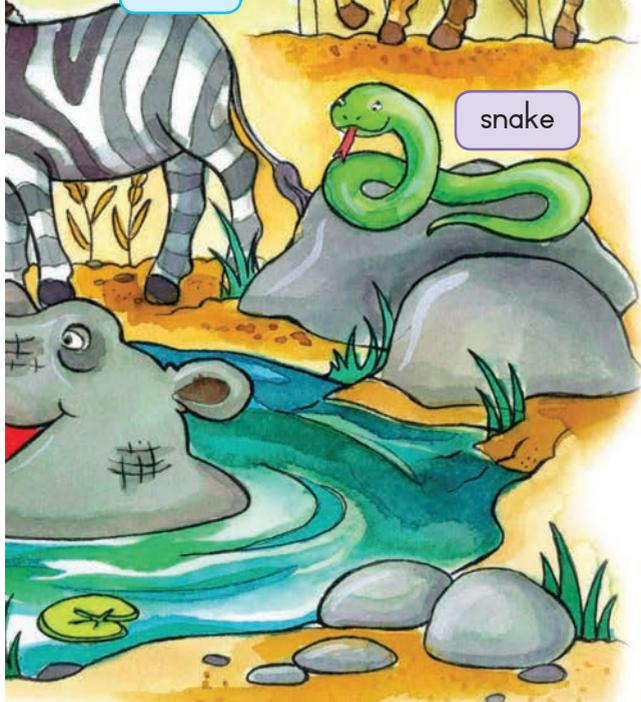


Let's talk

- What animals do you see in the picture?
- What noises do these animals make?
- Which animals are big and which are small?
- Which animals are you afraid of?
- Where are the monkeys?



giraffe



zebra

snake



Let's read

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





Listen and repeat

giraffe

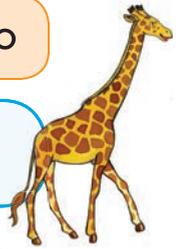
zebra

lion

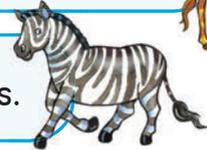
hippo



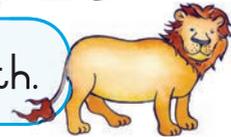
The \_\_\_\_\_ has a long neck.



The \_\_\_\_\_ has stripes.



The \_\_\_\_\_ has big teeth.



The \_\_\_\_\_ is fat.



Let's talk

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



Let's write

Draw these pictures.



A brown crocodile

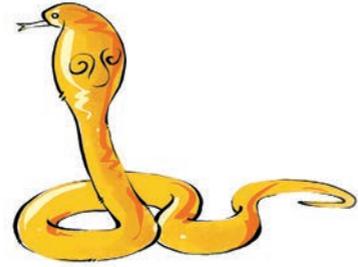
A green tree



Word work

Read the words and listen to the sounds.

hot	not	lot
on	socks	cobra



Let's write

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

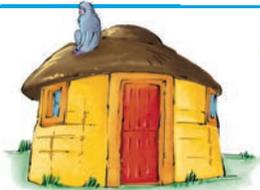
- on
- in
- under
- in front of
- behind



The monkey is \_\_\_\_\_ the tree.



The monkey is \_\_\_\_\_ the car.



The monkey is \_\_\_\_\_ the hut.



The monkey is \_\_\_\_\_ the bush.



The monkey is \_\_\_\_\_ the tree.



Let's write

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



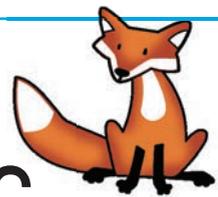
b \_ o \_ x



t \_ o \_ p



d \_ o \_ g



f \_ o \_ x

# THEME 6. VISITING PLACES

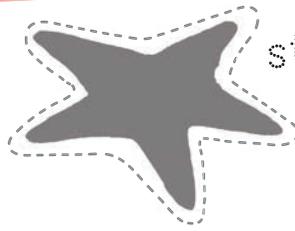
25

## At the beach

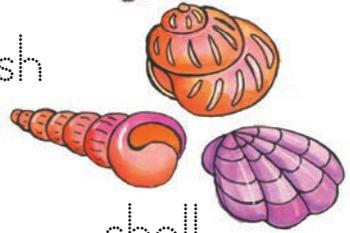


Let's talk

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



starfish



shell

Term 2 – Week 1-5

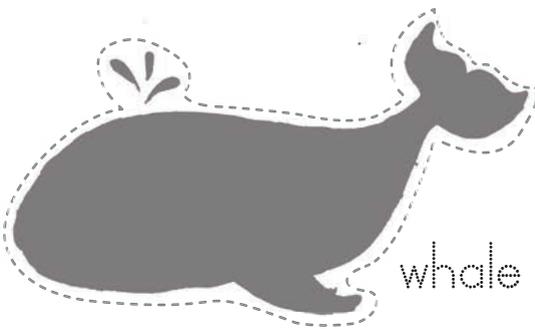
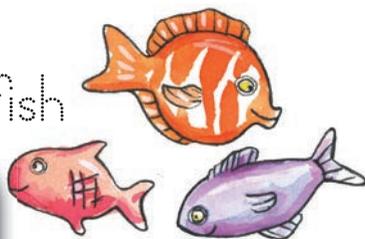




Let's do

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

fish



whale

fishing rod



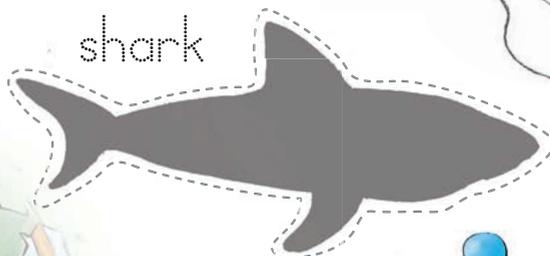
spade



bucket

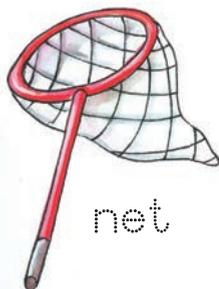


shark



Fun

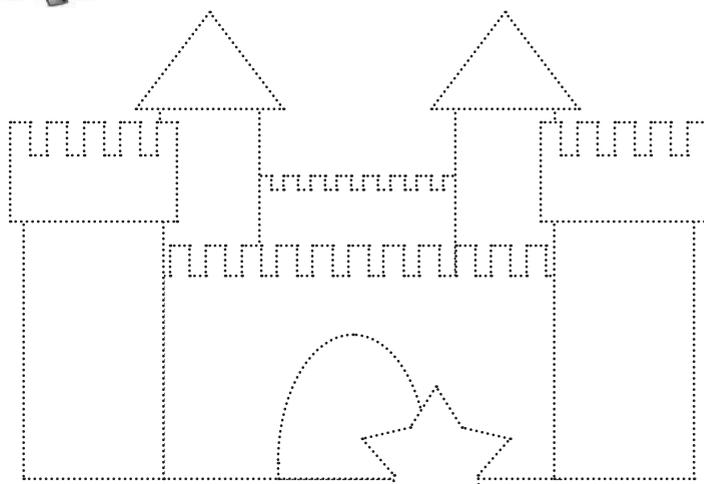
Complete the sandcastle and colour it in.



net



sandals

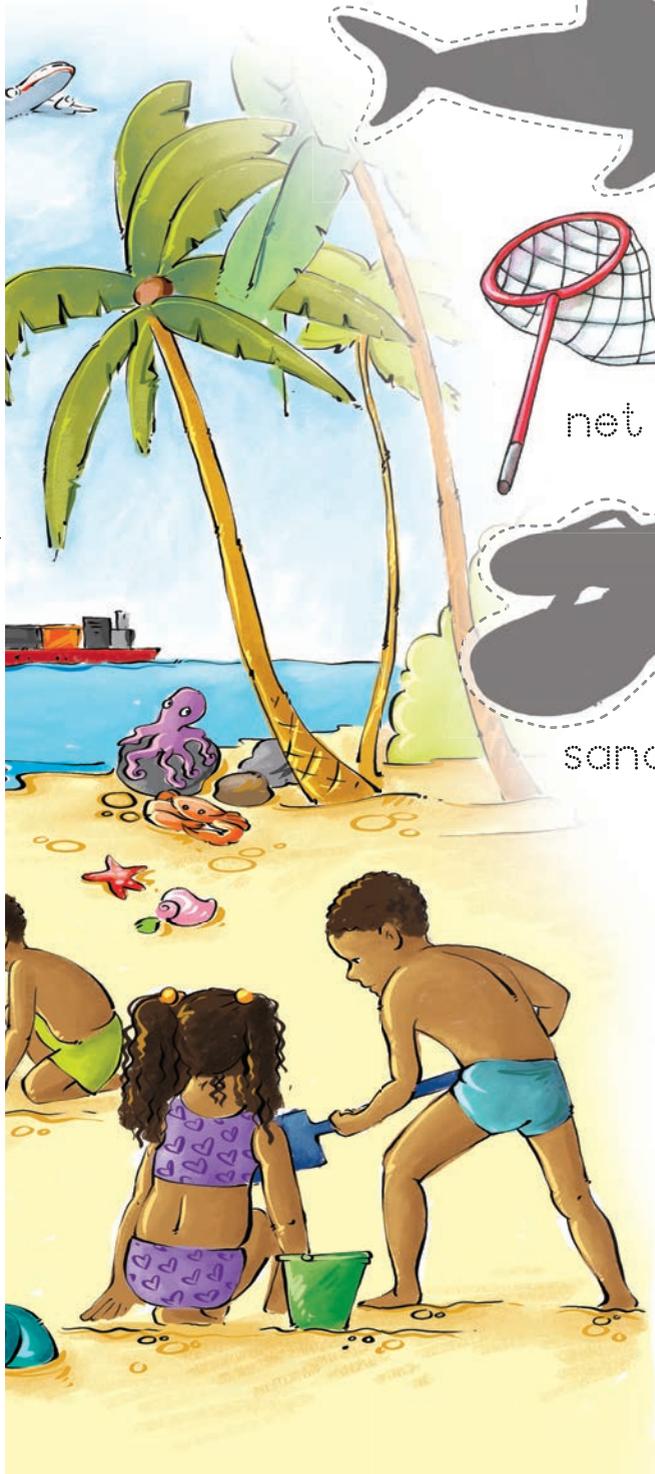


sand castle



Let's read

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



TEACHER: Sign

Date



Listen and repeat

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

Today

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**ed** my teeth.

Yesterday I kicked**ed** the ball.

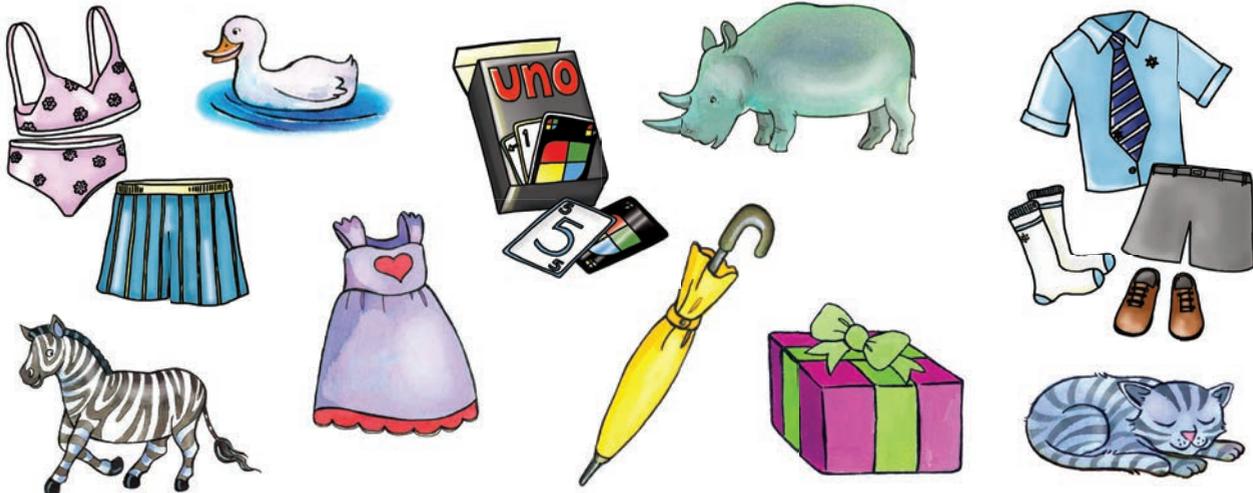
Yesterday I walked**ed** to school.

Yesterday we talked**ed**.



Let's do

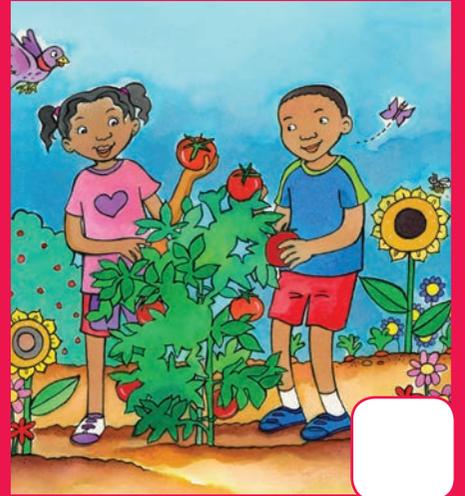
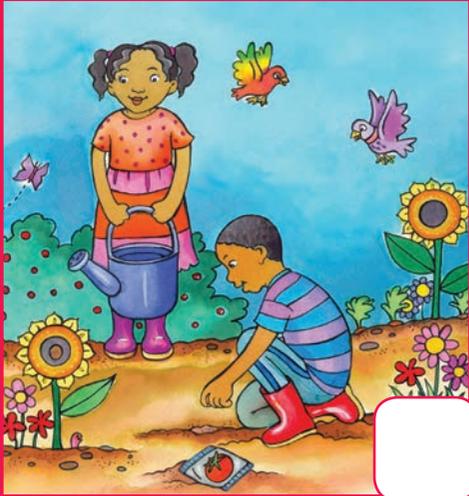
Say what the pictures are. Then circle the pictures that start with the **U**-sound.





Let's write

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

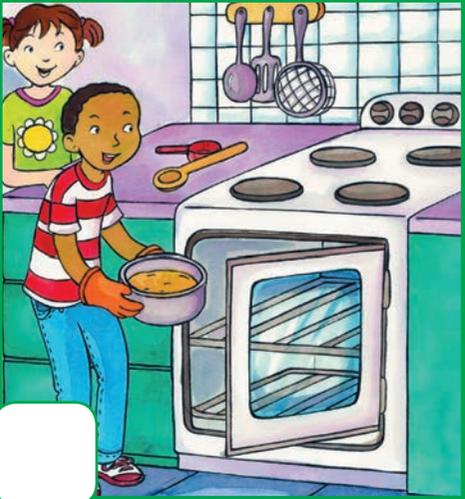
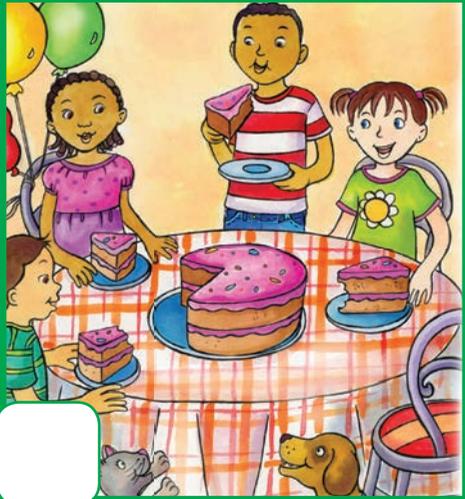
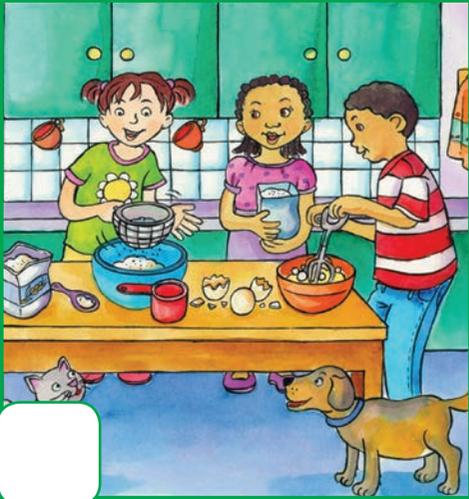


Now write a sentence about each picture.

1.

2.

3.



Now write a sentence about each picture.

1.

2.

3.

# 27 At the farm visiting Grandmother

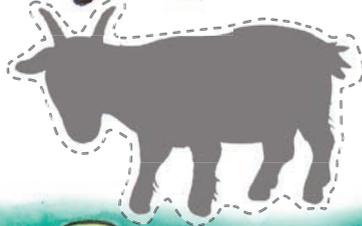
scarecrow



Let's talk

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

goat

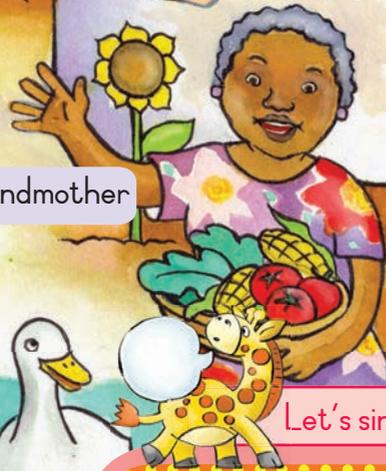


Uncle Jim

tractor



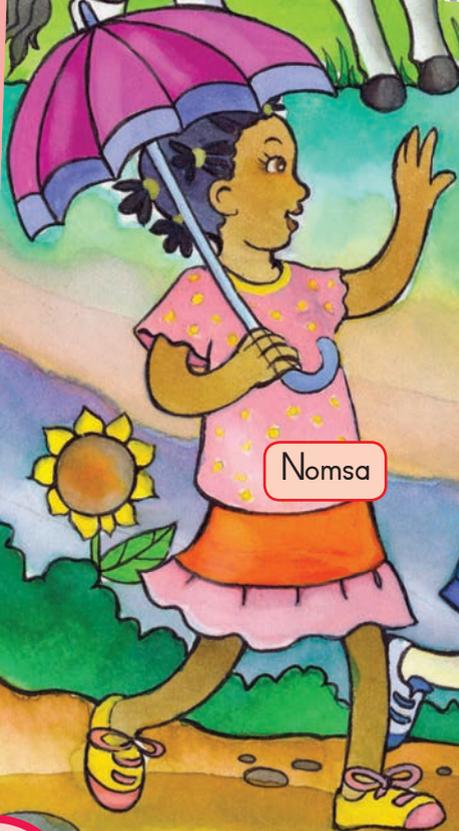
Grandmother



Let's sing

Ken

Nomsa



When all the cows were sleeping  
And the sun had gone to bed  
Up jumped the scarecrow  
And this is what he said!

chorus: *I'm a dingle, dangle scarecrow  
With a floppy, floppy hat  
I can shake my hands like this  
And shake my feet like that.*

When all the hens were roosting  
And the moon behind the cloud  
Up jumped the scarecrow  
And shouted very loud!

sing chorus: (red verse)

When the dogs were in the kennels  
And the doves were in the loft  
Up jumped the scarecrow  
And whispered very soft

sing chorus: (red verse)



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



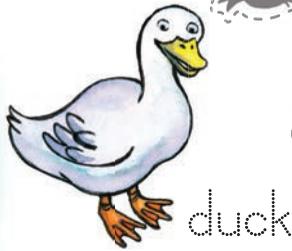
tractor



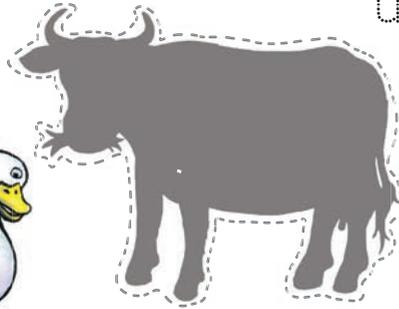
pot



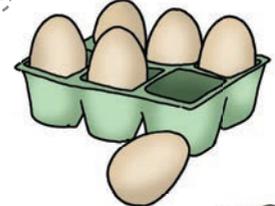
umbrella



duck



cow



eggs



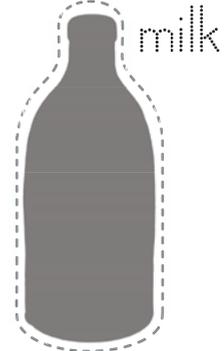
Let's talk

Point to the picture and ask your friend:

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



honey

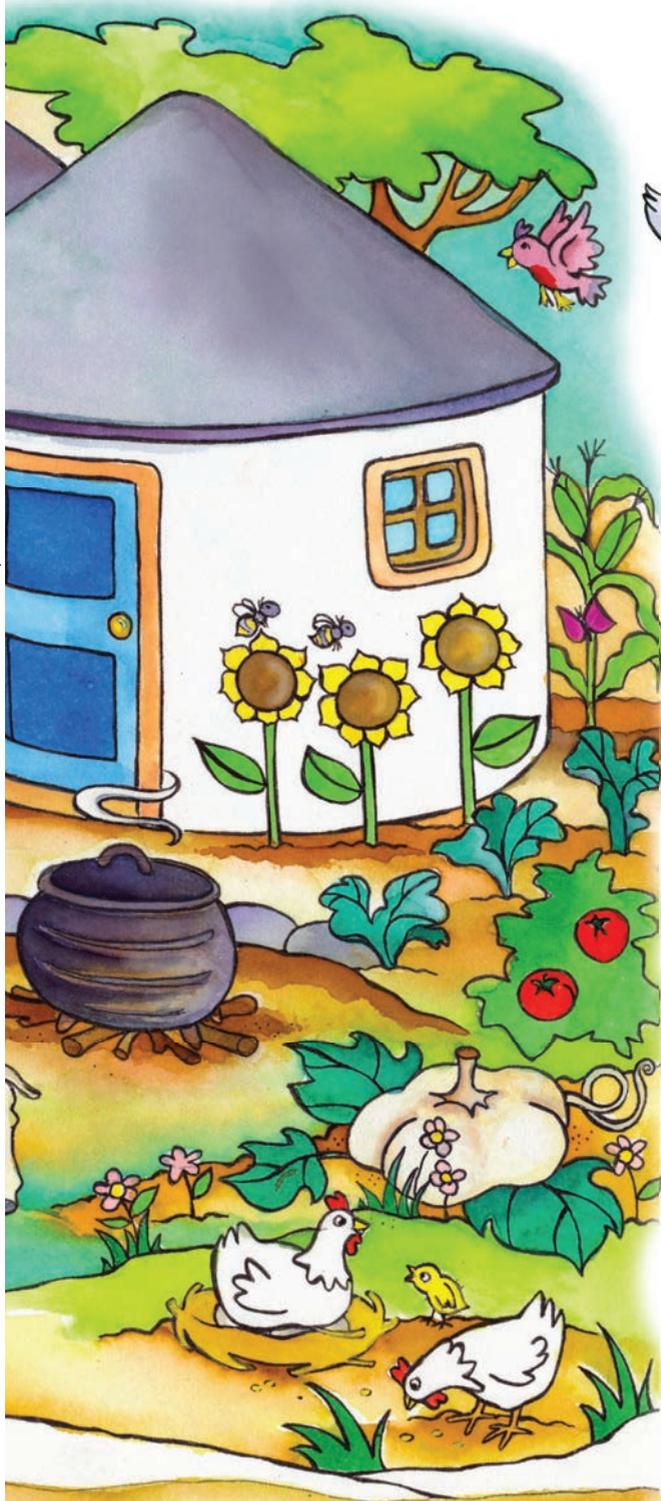


milk



Let's read

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

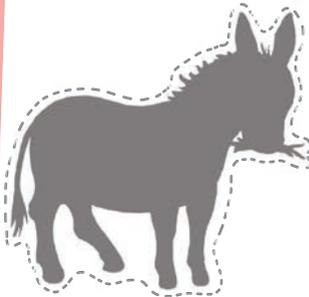
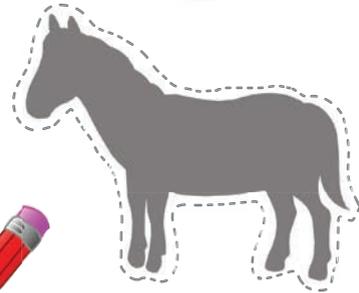




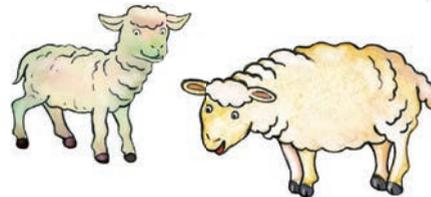
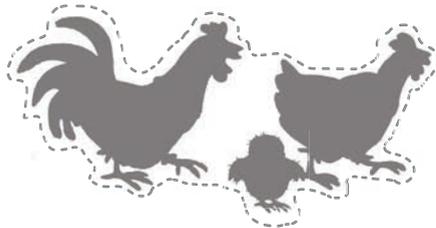
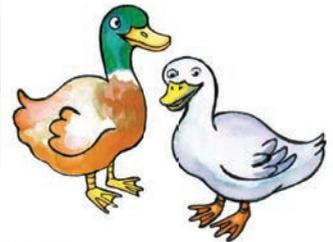
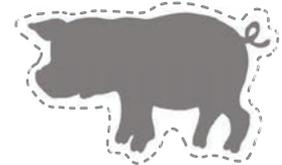
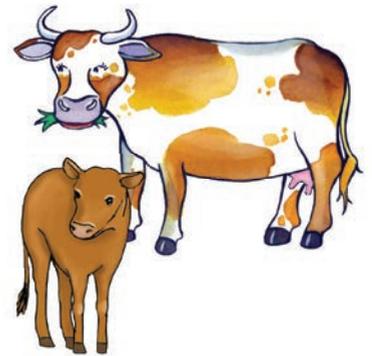
Let's do

How many farm words can you find?

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



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



Let's write

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

p \_ e \_ n

h \_ o \_ n

\_ o \_ gg

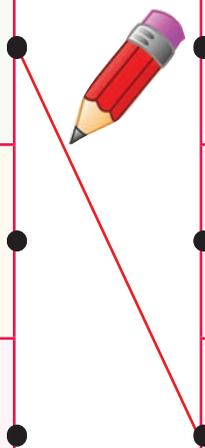
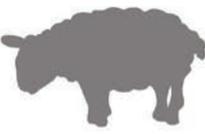
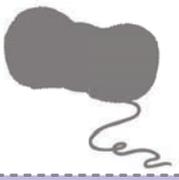
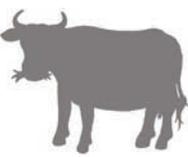
t \_ o \_ nt



Let's do

Paste the stickers in the correct spaces.

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

	bee		eggs	
	sheep		wool	
	cow		honey	
	chicken		milk	



Word work

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

egg	hen	ten	pen	men
when	bent	tent	rent	sent



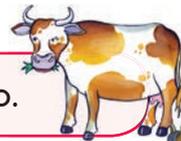
Listen and repeat



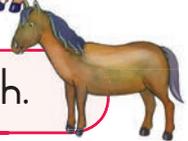
The chicks go cheep cheep.



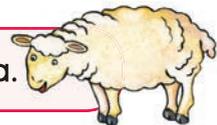
The cow goes moo moo.



The horse goes neigh neigh.



The sheep goes baa baa.



The bees go buzz buzz.

What other farm animal sounds can you make?

Sign

Date



Let's write

Draw a picture of yourself and fill in your details.

My name is

My surname is

My age

I am in Grade

My school

My friend is

My birthday is on

I like

I don't like



Word work

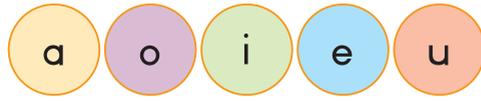
Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

cap	dog	tin	ten	hut
cat	log	pin	pen	sun
hat	hot	sit	hen	cup



Let's write

Fill in the missing letters to complete these words so that they match the picture.



p \_ e \_ n

d \_ \_ g

p \_ \_ g

c \_ \_ t

h \_ \_ n



t \_ \_ n

s \_ \_ n

h \_ \_ t

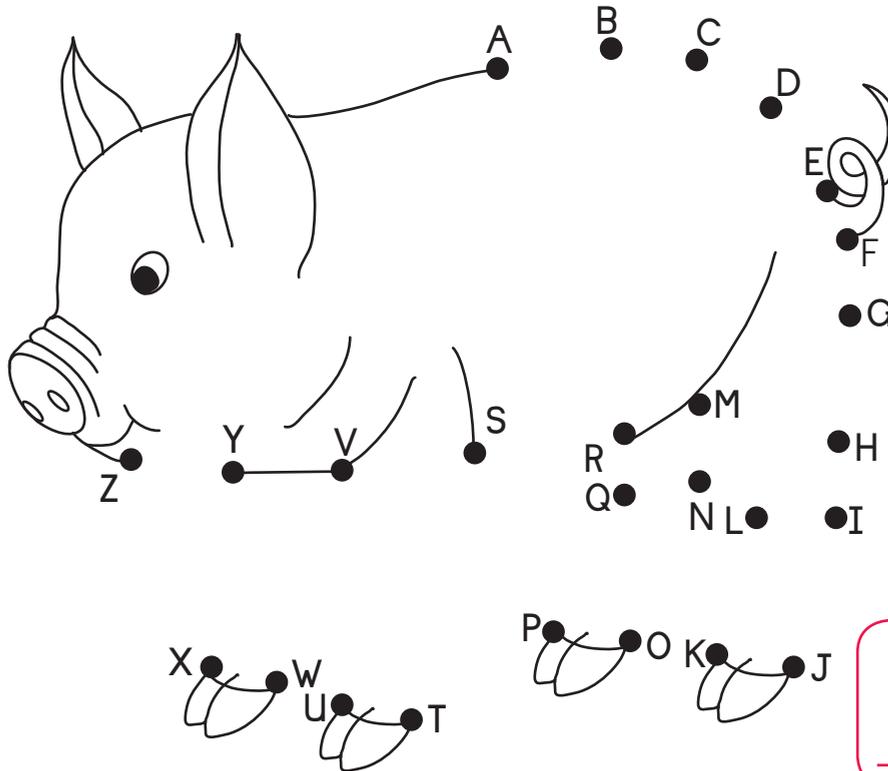
m \_ \_ t

l \_ \_ g



Let's write

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



This is a \_\_\_\_\_

# THEME 7. ABOUT TIME

30

Our busy week



Term 2 - Week 1-5



Let's talk

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

## MY DIARY



Monday

I go to school.



Tuesday

I go to the library.



Wednesday

We play netball.



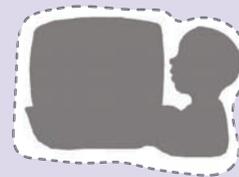
Thursday

We go to the shop.



Friday

We play soccer.



Saturday

I watch TV.



Sunday

We go to church.

What is your favourite day and why?

---

---

---



Let's do

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



Let's read



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



Let's write

Answer the questions.

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



Let's talk

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

	I like _____	I do not like _____
1		
2		
3		



Let's write

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

Friday    Monday    Wednesday

	Tuesday	
Thursday		Saturday
Sunday	What day is today?	



Listen and repeat

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

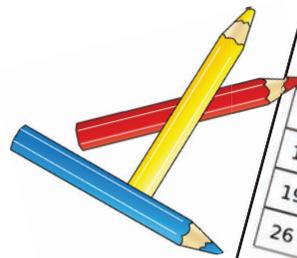


Let's talk

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

I like \_\_\_\_\_.

I don't like \_\_\_\_\_.





Let's do Draw what you like to do on these days.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



Walk and talk

Tell 3 friends what you do each day.  
Say:



On Monday I go to school.  
On Tuesday I \_\_\_\_\_.



Let's write

Now fill in on what you do each day in the spaces in the diary on page 60.



Word work

Read these verbs and use them to make sentences.

run	jump	sing	sit
sleep	rest	eat	play



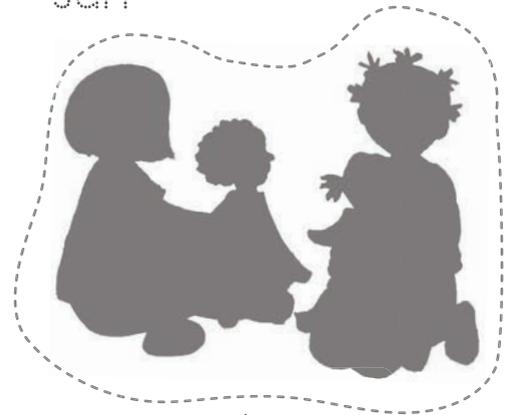
wake up



sun



swing



play

go to  
school

eat lunch



Let's read

I wake up in the **morning**.

Then I go to school.

I come home in the **afternoon**.

Then I play with my friends.

I eat supper at **night**.

Then I go to sleep.



Let's talk

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



Let's do

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



stars



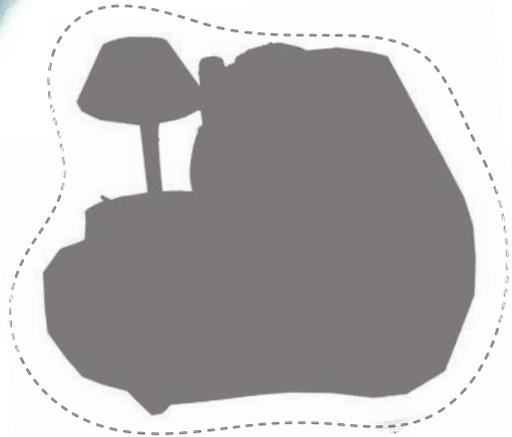
moon



owl



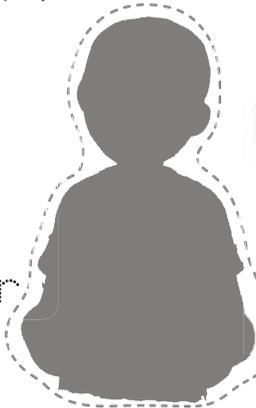
watch TV



go to sleep



eat  
supper



sleep



Let's talk

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

	morning	afternoon	night
1			
2			

TEACHER: Sign

Date



Let's write Draw a line to match the pictures with the time when we do these things.



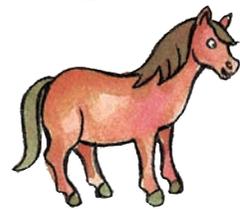
morning

afternoon

night



Let's do Say what the pictures are. Then circle the pictures that start with the h-sound.



Word work Read the words and listen to the sounds.

hut

ham

house

horse

helicopter

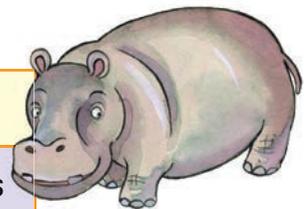
hat

hand

horse

hamster

hippopotamus





Let's write

When do you go to school?

I go to school in the

morning.



When do you wake up?

I wake up in the

When do you go to sleep?

I go to sleep in the

When do you play with your friends?

I play with my friends in the



Let's write

Do these word sums.

b	ug	bug
	ed	
	ig	

b	us	
	ed	
	ud	

p	in	
	en	
	an	

s	it	
	ad	
	un	

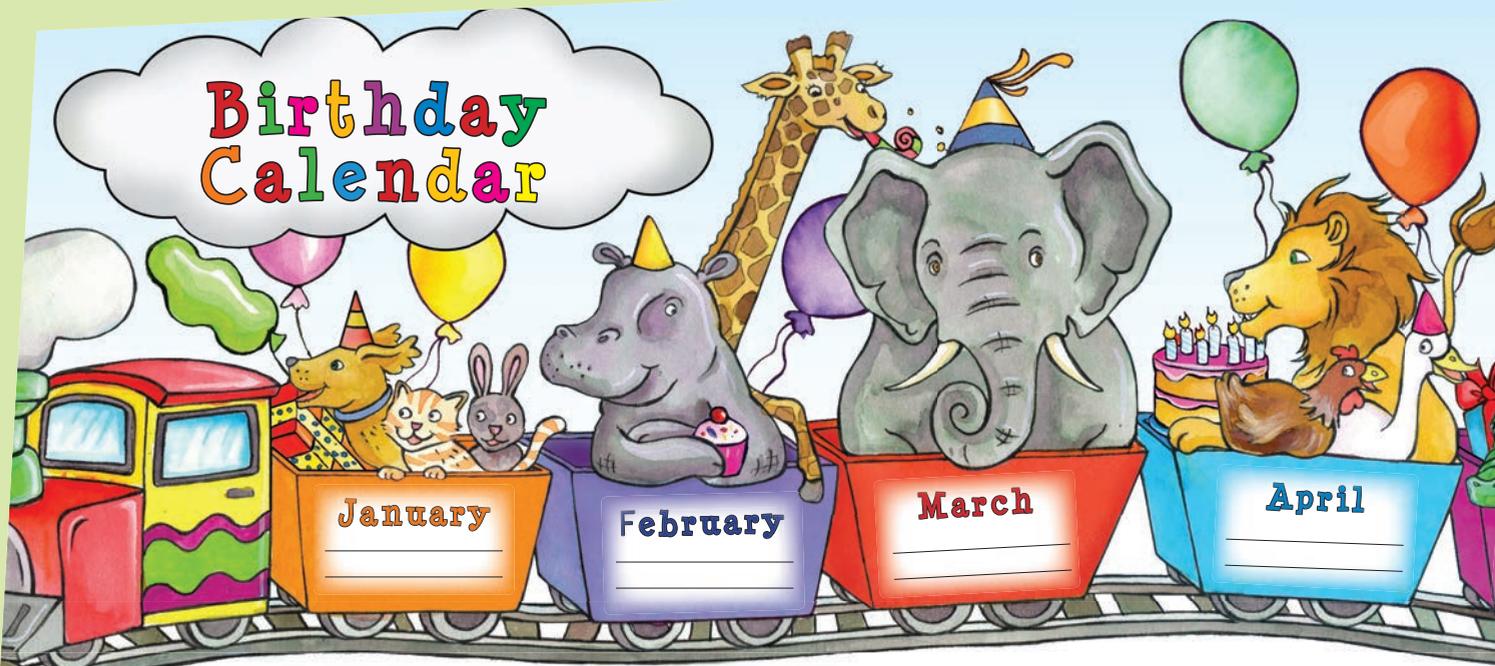
# THEME 8. BIRTHDAYS AND SEASONS

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Calendars



Term 2 – Week 6-10



Let's write When is your birthday?

day:

month:

year:



Listen and repeat

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



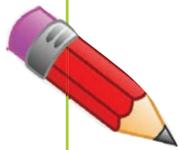
Let's read

My sister Alice has a birthday in **June**.  
She will be 6.  
Jim has a birthday in **September**.  
He will be 8.



Let's write

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



   fly



   frog



   flower



   fish



   fire



   flag





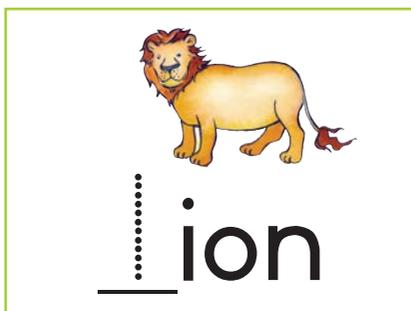
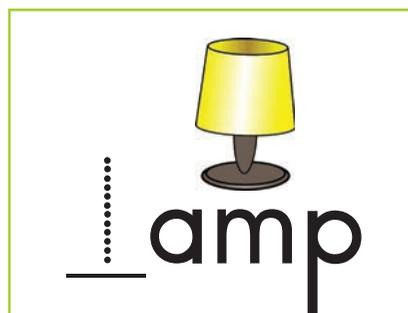
Let's read

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



Let's write

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





Word work

Read the words and listen to the sounds.

let	long	love	lost
live	doll	ball	bell



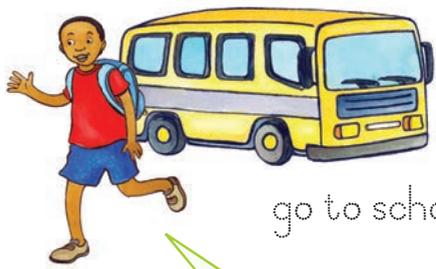
Let's talk

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



wash a pot

It takes a  long  short time.



go to school

It takes a  long  short time.



brush my teeth

It takes a  long  short time.



sleep

It takes a  long  short time.



eat a sandwich

It takes a  long  short time.



Walk and talk

Ask 10 friends when their birthdays are.  
 Fill in their names under the correct month on the calendar on the previous page. Say:



When is your birthday?

It is in June.



It is in \_\_\_\_\_.

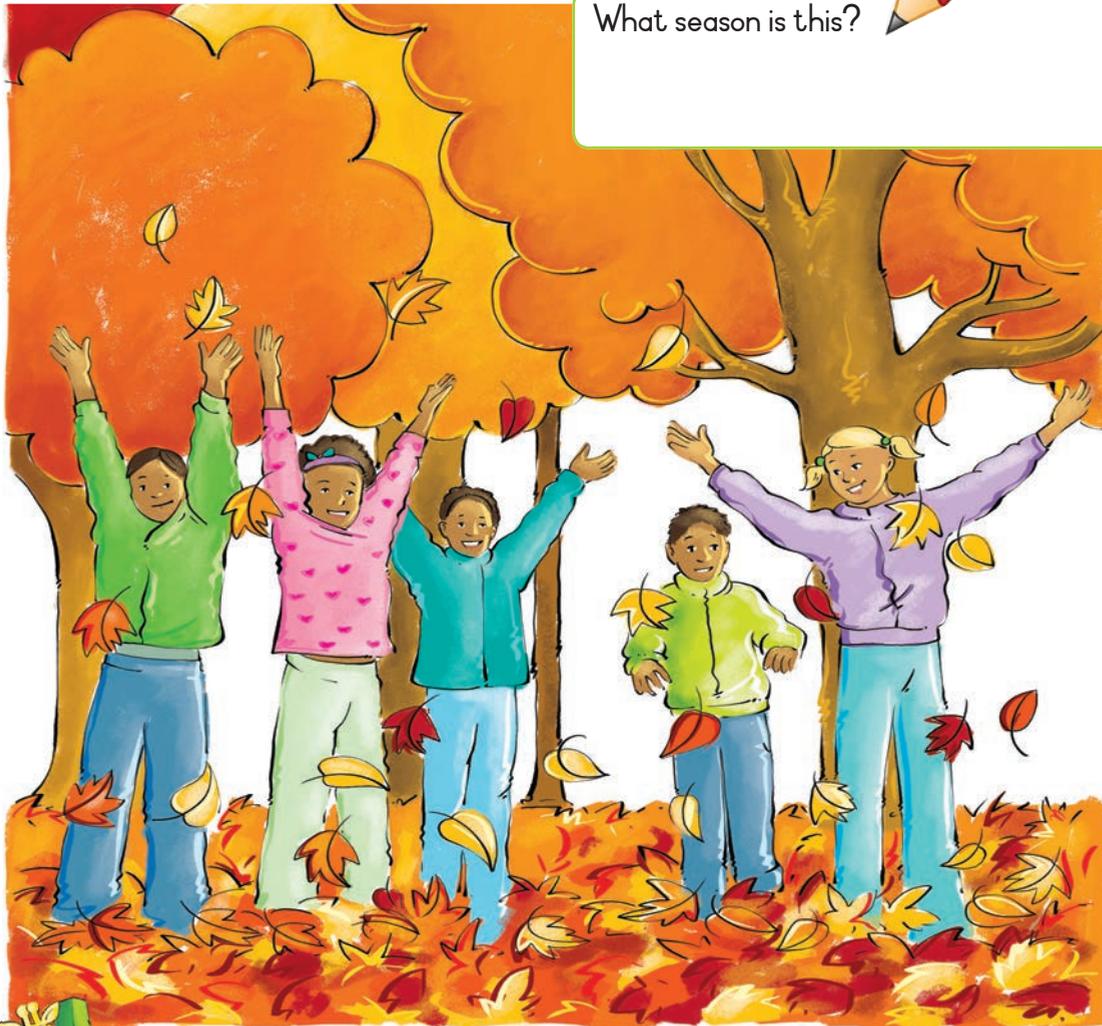


Let's talk

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



What season is this?



Let's write

Count and answer.



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

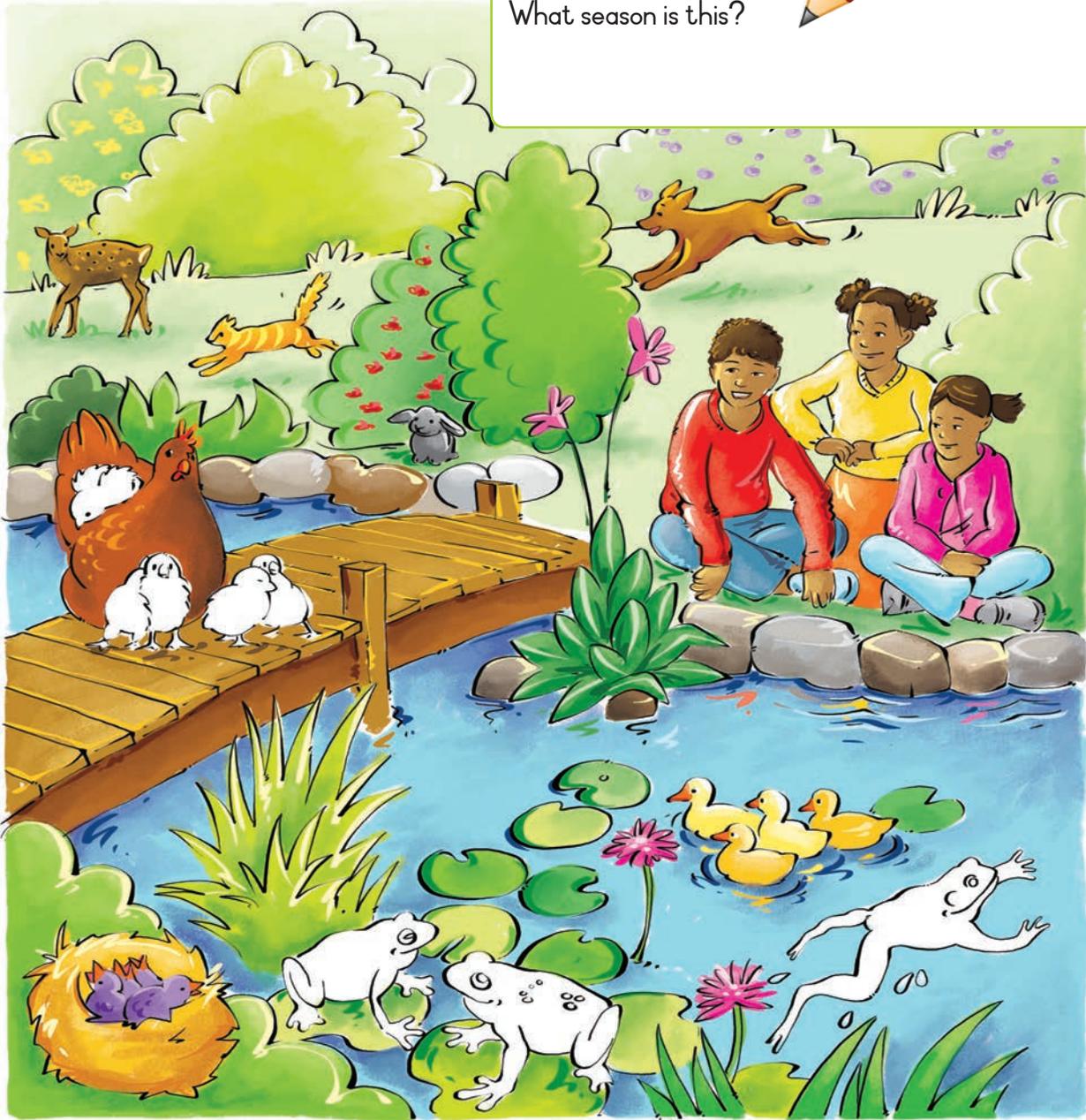


Let's do

Colour the baby chicks yellow and the frogs green.



What season is this?



Let's read

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

TEACHER: Sign

Date



Listen and repeat



It is cold.  
Can I have a jersey?

It is cold.  
Can I have a hat?

It is cold.  
Can I have some tea?

What season is this?

Let's write

Rewrite these sentences using the correct punctuation.



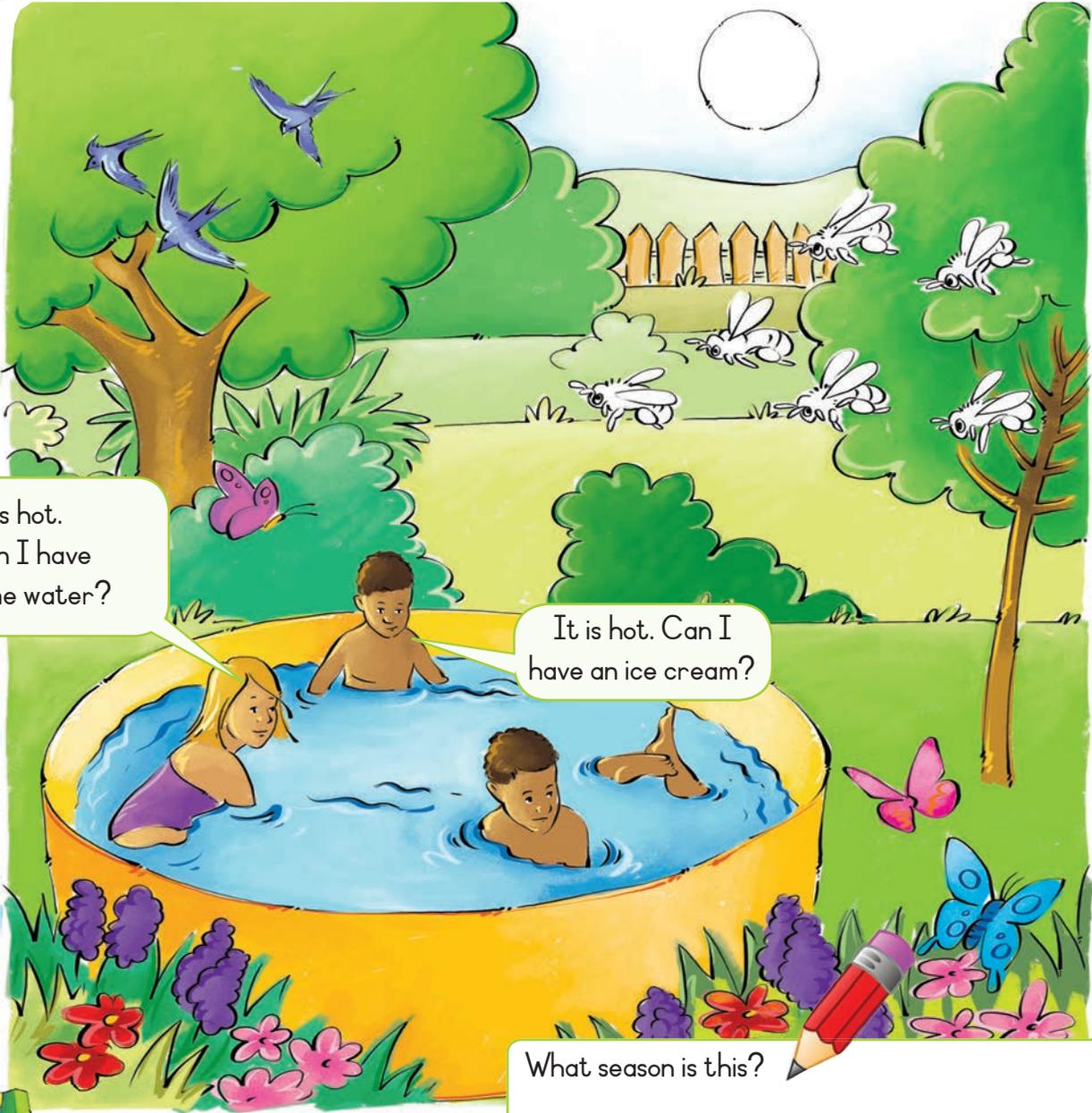
can i swim

i have a hat

don't touch the fire



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



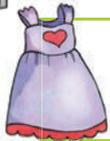
It is hot.  
Can I have  
some water?

It is hot. Can I  
have an ice cream?

What season is this?



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



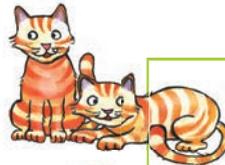
\_\_\_\_\_ is a dress.



\_\_\_\_\_ are dresses.



\_\_\_\_\_ is a cat.



\_\_\_\_\_ are cats.



\_\_\_\_\_ are boys.



\_\_\_\_\_ is a boy.

TEACHER: Sign \_\_\_\_\_

Date \_\_\_\_\_



Let's talk

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

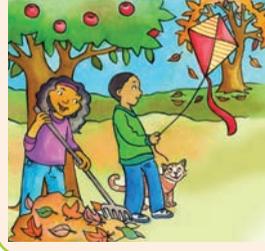
spring



summer



autumn



winter

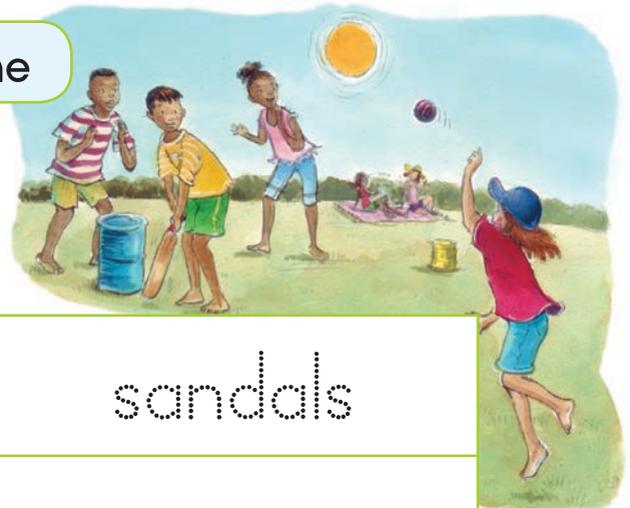


sunshine



Let's do

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



hot day



sandals

sandals



Word work

Read the words and listen to the sounds.

cake	coke	bike	best	tusk
make	joke	hike	vest	duck



This is my pen.



Let's write

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

this these



\_\_\_\_\_ is a jersey.



\_\_\_\_\_ is a jacket.



\_\_\_\_\_ are shoes.



\_\_\_\_\_ are hats.



Let's do

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

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

snow

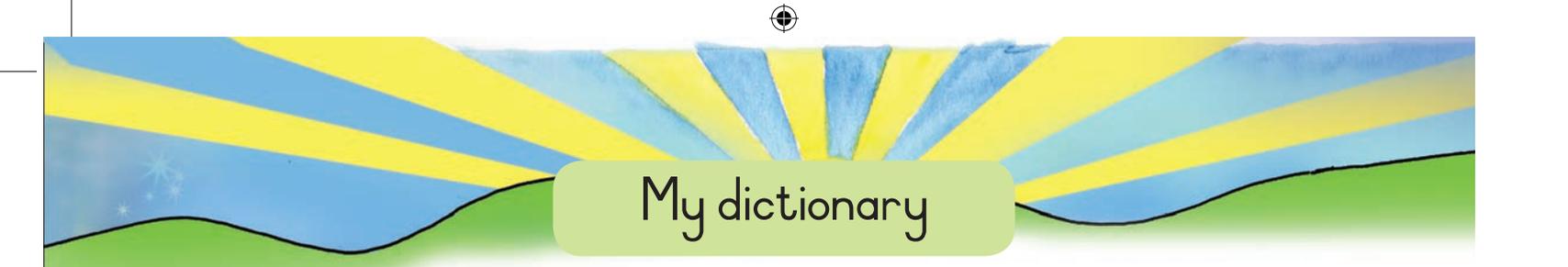


cold day



scarf

scarf



My dictionary

A a

N n

B b

O o

C c

P p

D d

Q q

E e

R r

F f

S s

G g

T t

H h

U u

I i

V v

J j

W w

K k

X x

L l

Y y

M m

Z z

STICKERS



3



6



7



5



11



26



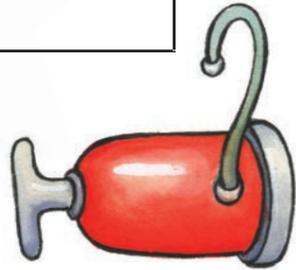
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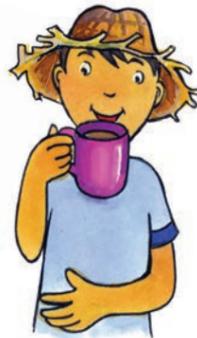
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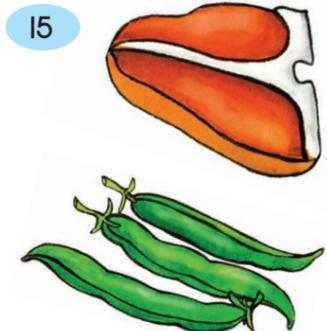
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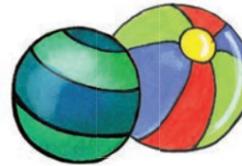
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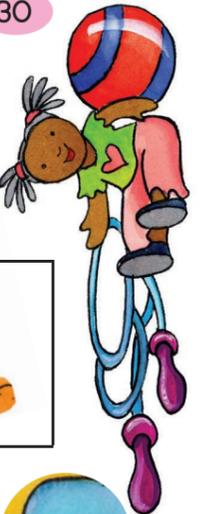
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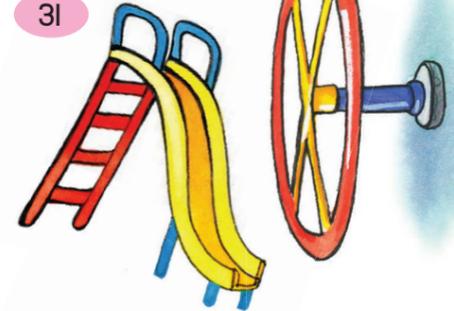
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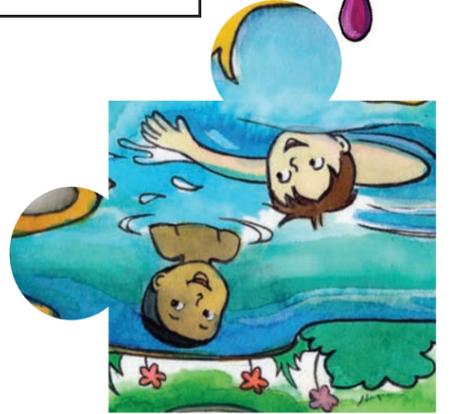
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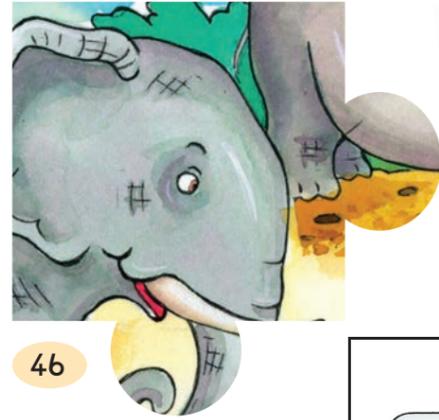
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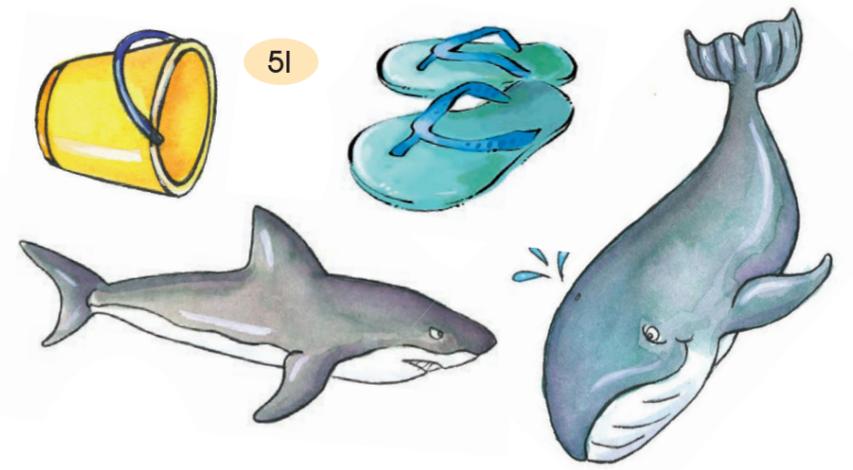
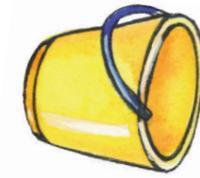
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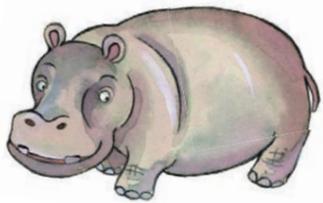
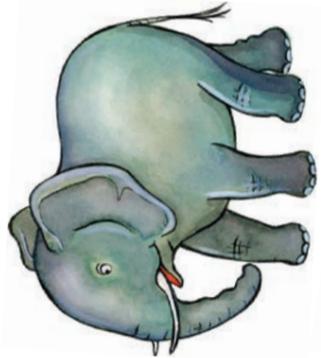
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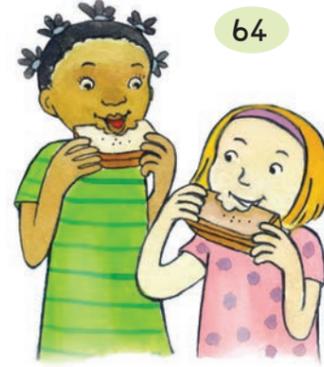
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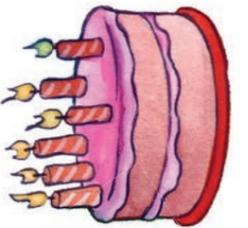
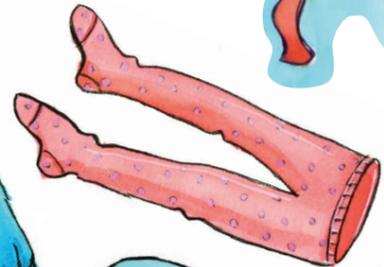
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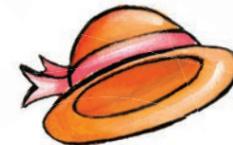
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