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FIRST ADDITIONAL LANGUAGE - ENGLISH

GRADE 2 – TERM 1 - 2

ISBN 978-1-4315-0200-4

15th Edition
THIS BOOK MAY NOT BE SOLD.



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:

- 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 1-3 (Only in English)
- First Additional Language Grades 4-6 (In English)

Paste the stickers in the correct spaces.





ENGLISH



Mrs Angie Motshekga, Minister of Basic Education



Dr Reginah Mhaule, 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.

Published by the Department of Basic Education 222 Struben Street Pretoria South Africa

© Department of Basic Education Fifteenth edition 2025

ISBN 978-1-4315-0200-4

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We, the people of South Africa,

Recognise the injustices of our past;

Respect those who have worked to build and develop our country;

Honour those who suffered for justice and freedom in our land:

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by

aw:

Improve the quality of life of all citizens and free the potential of each person; and

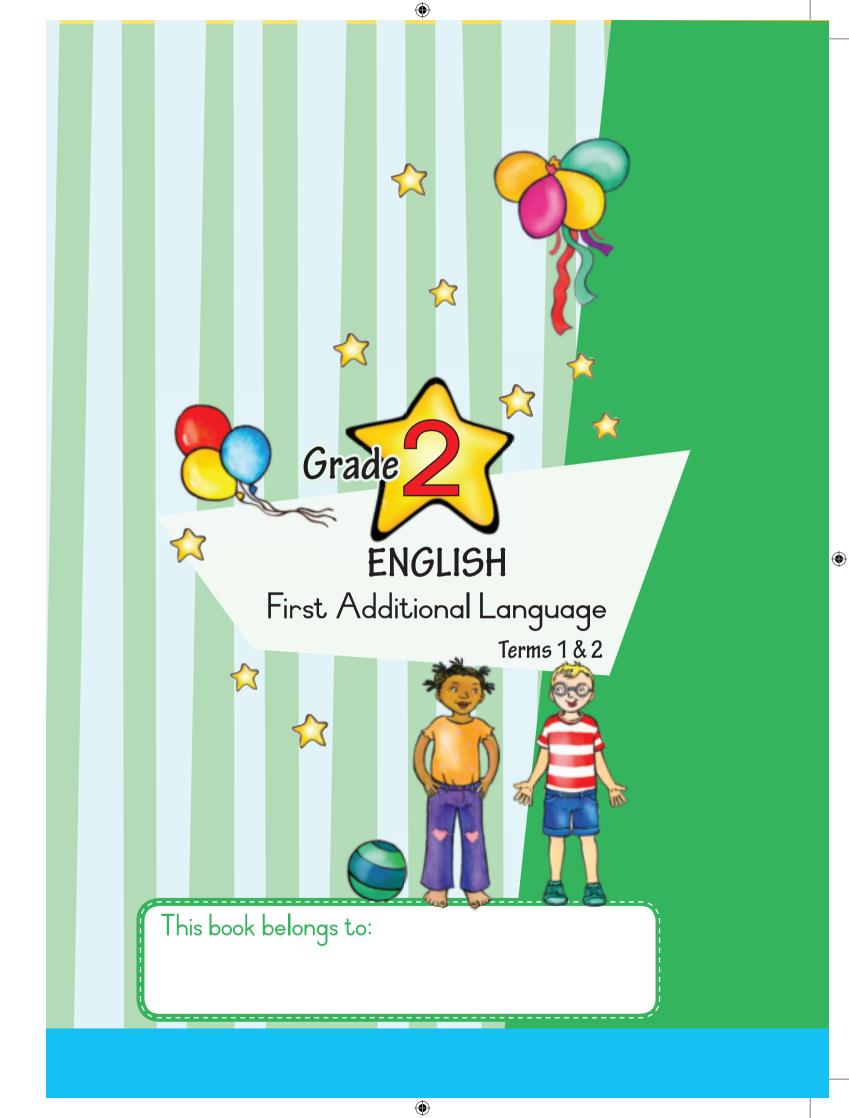
Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika.

Morena boloka setjhaba sa heso.
God seën Suid-Afrika.
God bless South Africa.

Mudzimu fhatutshedza Afurika.
Hosi katekisa Afrika



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.

Language: Abstract nouns

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

Phonics: **q**-sound 3 After school

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

Language: Common and abstract nouns

4 We are happy

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



5 We go to school by ...

Theme 2: It

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

happens at school

Term 1: weeks 1-5

6 To school and back

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

7 We eat at school

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

8 The food we eat

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

Who, what, why and when

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

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

10 Our family garden

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

22

24

28

40

11 My own family

Reading: Narrative Phonics: o sound Vocabulary: Naming of family members

Language: Continuous tense.

Phonics: p- and b-sounds

12) We grow food

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

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



34

Theme 4: Friendship

15) At the park

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

(16) We like to play

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

17 People who help

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

18) How they help us

Track and trace

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

19 People who help

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

Term 1: weeks 6-10

20 Places in town

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



Theme 5: Animals Term 2: weeks 1-5

(21) The animal train

Vocabulary: Number, colour and animal names

Reading: Narrative and captions

22 The animal train

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

23 Wild animals

Vocabulary: Names of wild animals Animal sounds

24 All about animals

Language: Prepositions Phonics: o-sound



46





Theme 6: Visiting Term 2: weeks 1–5

25 At the beach

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

26 Things we do

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

27 At the farm visiting Grandmother 54

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

28 Farm life

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

29 Just checking

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

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

30 Our busy week

50

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

31 Days of the week

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

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

32 Day and night

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

33 What we do

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



72





64

66

Theme 8: Birthdays and Seasons

68

(34) Calendars

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

(35) When is your birthday? 70

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.









Jabu falls at school



Role play

Make up a role play about what happened to Jabu. Show how his friends help him.

Then tell the story in the correct sequence using first, then, lastly.



Draw a picture to show how Jabu feels.

Draw a picture to show how you feel today.

Jabu feels ______.

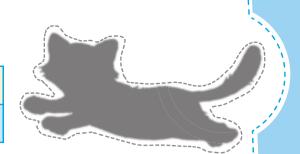
I feel .





Read the words and listen to the sounds

| sad | bag | mat |
|-----|-----|-----|
| hat | rat | cat |





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 \square -sound.



After school





goal

sits

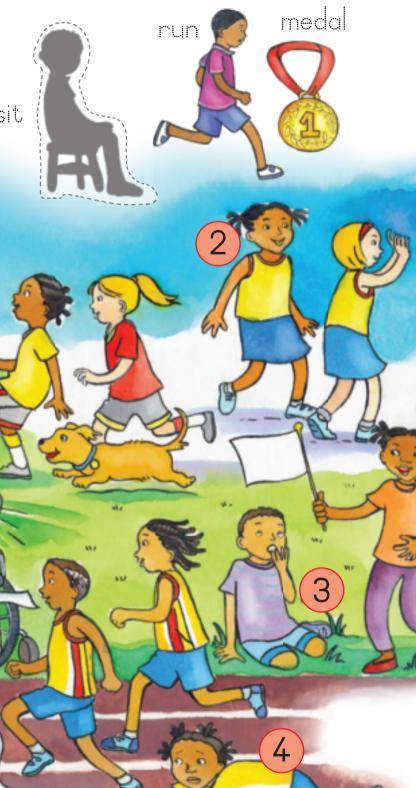
Look at the picture and talk about what the children are doing.
Colour the flags in your favourite colours.

kicks

runs

runs







(







Read the words and listen to the sounds.

sit sing see socks star sun



Rewrite the sentence in the open space.

Sam sits in the sun.



Read the sentences aloud.

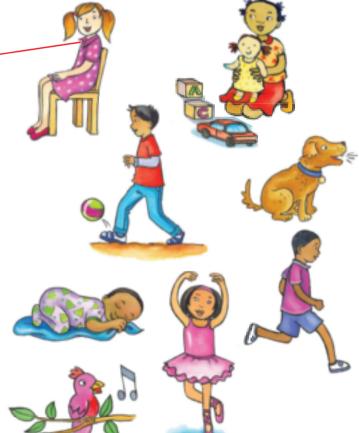
Draw a line from the sentence to the correct picture.

She sits.

He kicks.

She sleeps.

It sings.



She plays.

It barks.

He runs.

She dances.

8





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.



Say what the pictures are.

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



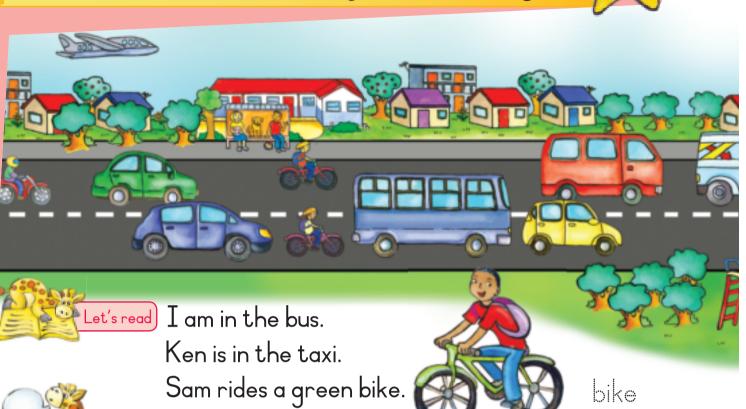
TEACHER: Sign

Date

9

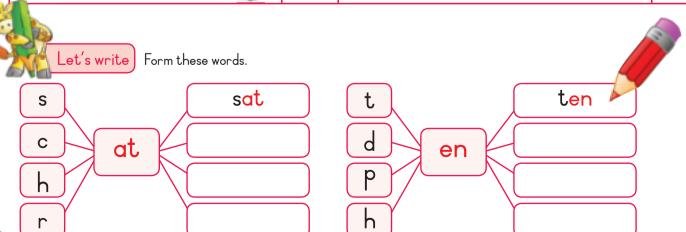


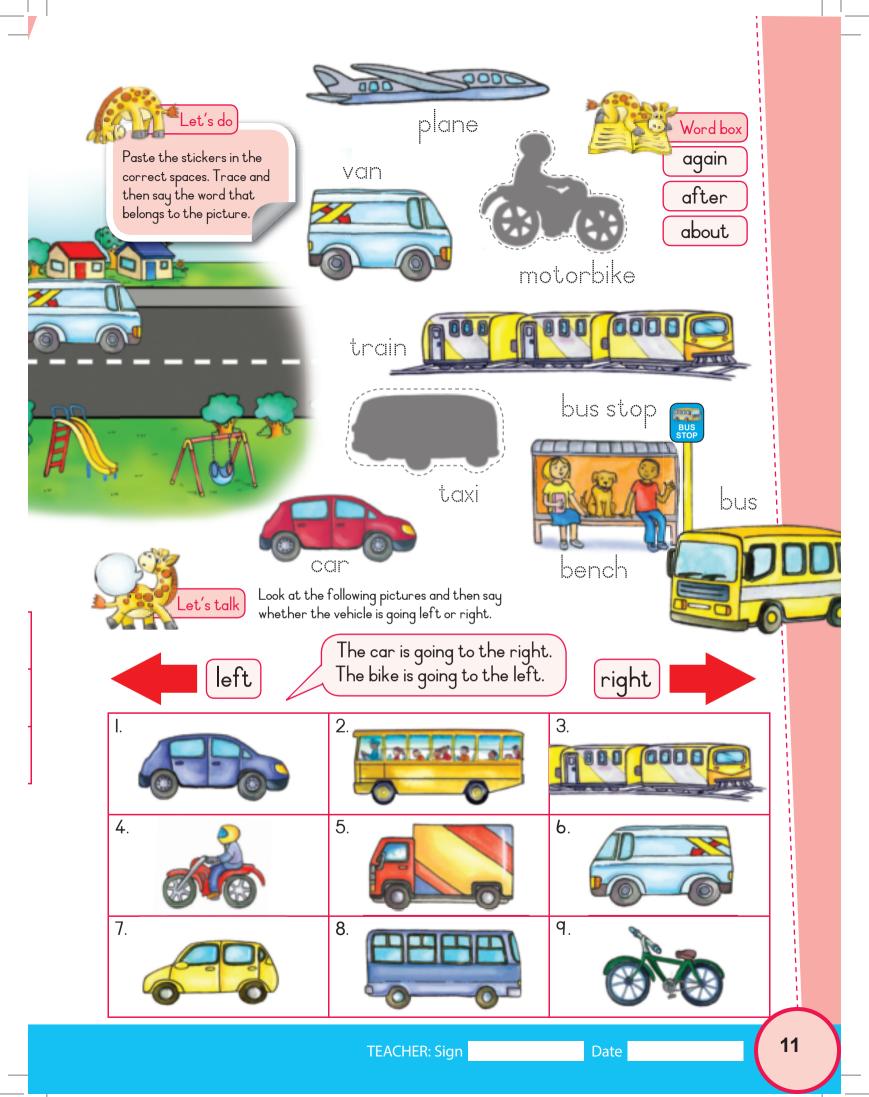
We go to school by ...



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

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







To school and back









Ask 5 friends how they come to school.

Say:

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





_et's write

Write I sentence about how you go to school.

Write I sentence about how you go home from school.



Draw a blue car in front of the bus.



Draw a bus behind the truck.





Draw a bike between the bus and the car.





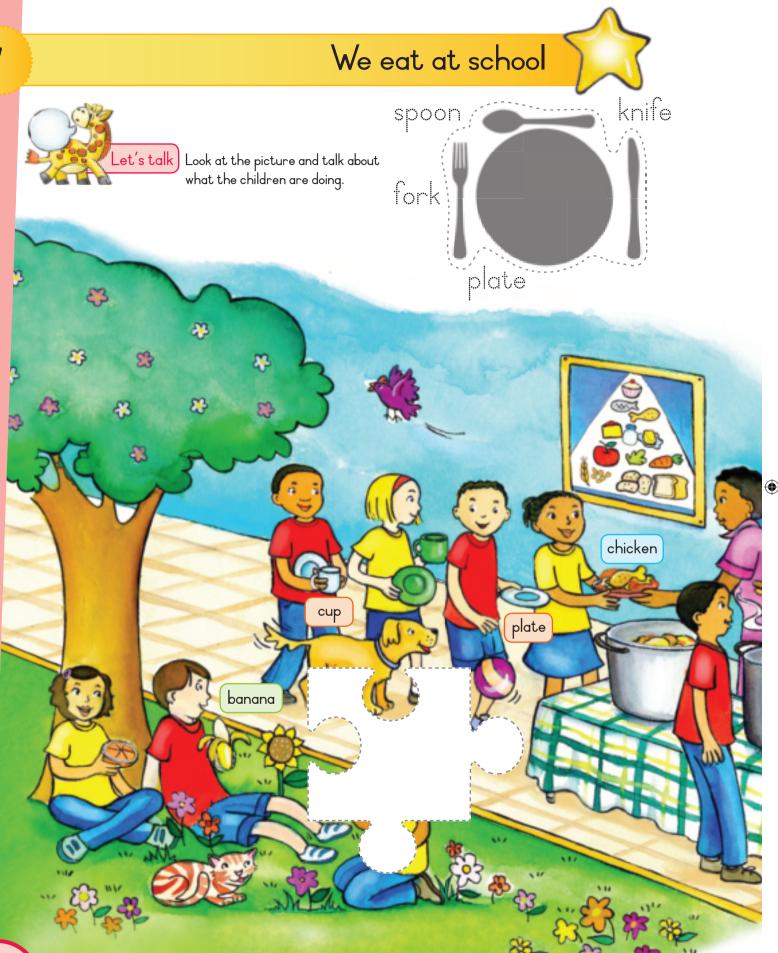
Draw a bird on top of the bus.



(

•







(



The food we eat









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

What food do you like?



Read the words and listen to the sounds.

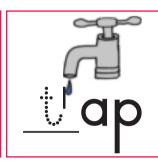
| tap | tick | tin |
|-----|------|-----|
| top | tin | tea |



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









Let's write

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

meat

eggs milk

tomatoes

cake

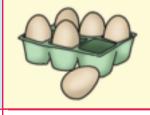
chips

sweets

bread

fish









Complete these sentences.

Ilike

I don't like

TEACHER: Sign

Date

17

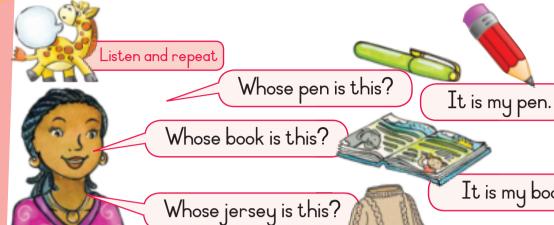


9



What is this?





It is my book.

It is my jersey.



Point to 5 things and ask your friends.

Whose is this?



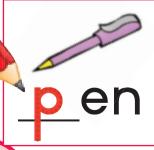
It is my

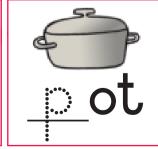
Now write answers to these questions.

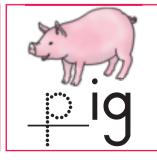
| What is | What is your | 4 |
|---------------------|------------------------|---|
| your name? | surname? | |
| Where do you live? | | |
| Who is your friend? | When is your birthday? | |

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

•













Read the words and listen to the sounds.

| pot | pen | pan |
|------|-----|------|
| post | pet | part |



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

Whose ball is this?

Whose pen is this?













Jabu Nomsa Ken Ann Dan

book

sweets

jacket

TEACHER: Sign

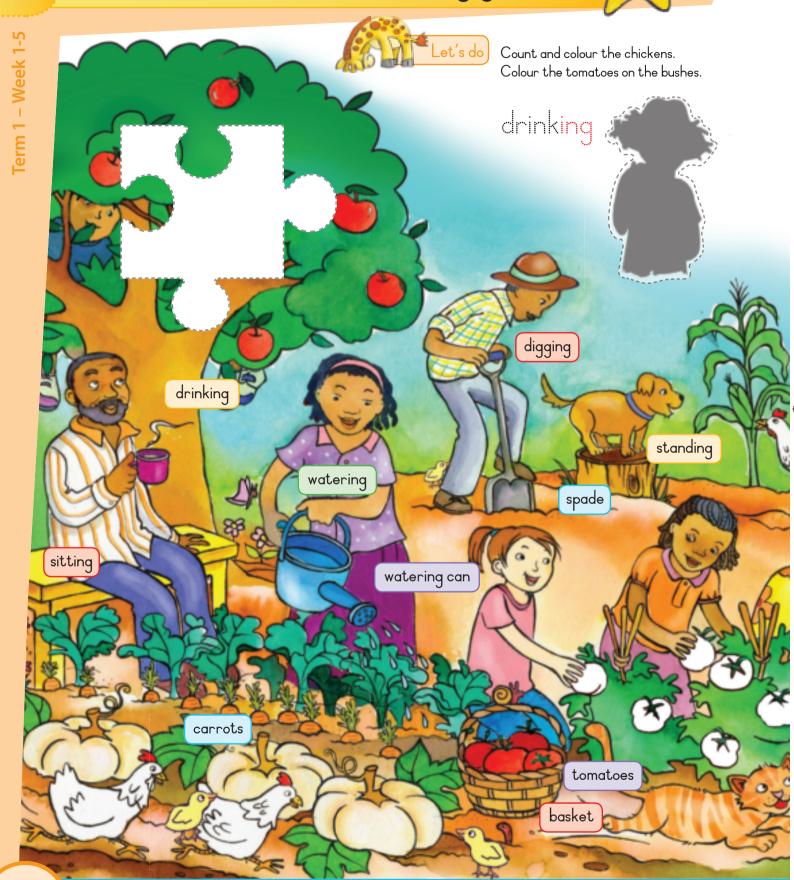
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Date

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20

Our family garden





My own family





Listen and repeat

Mom is watering the plants.

Dad is digging.

The dog is standing.

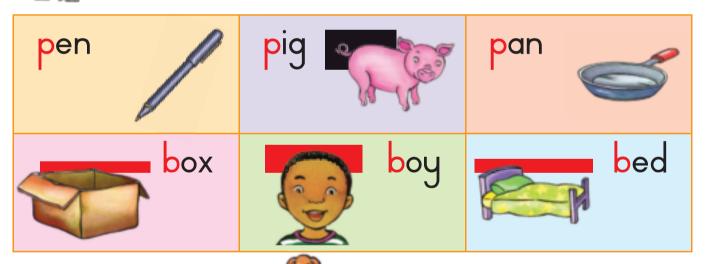
Grandmother is reading.

Grandfather is drinking tea.

The boys are sitting in the tree.

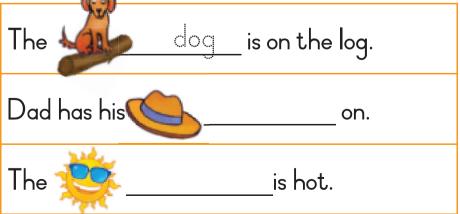
The cat is running.

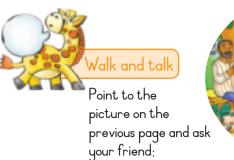
What sound does each word start with?





Fill in the missing words.





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

Word box ate away

> Who is this? be



Read the words and listen to the sounds.

| dog | cot | hot |
|-----|-----|-----|
| log | lot | dot |



_et'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



We grow food





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

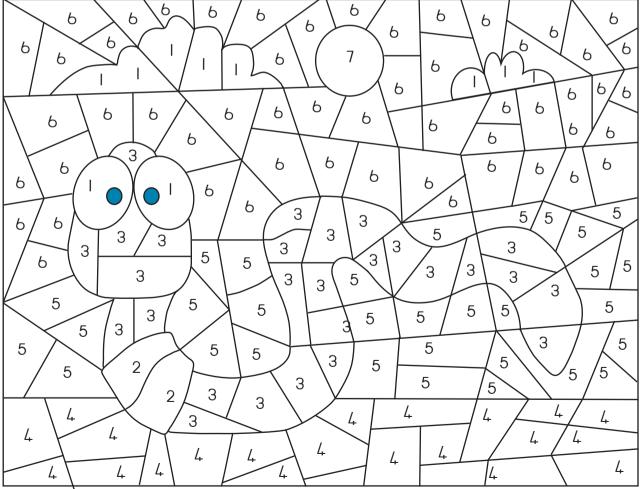




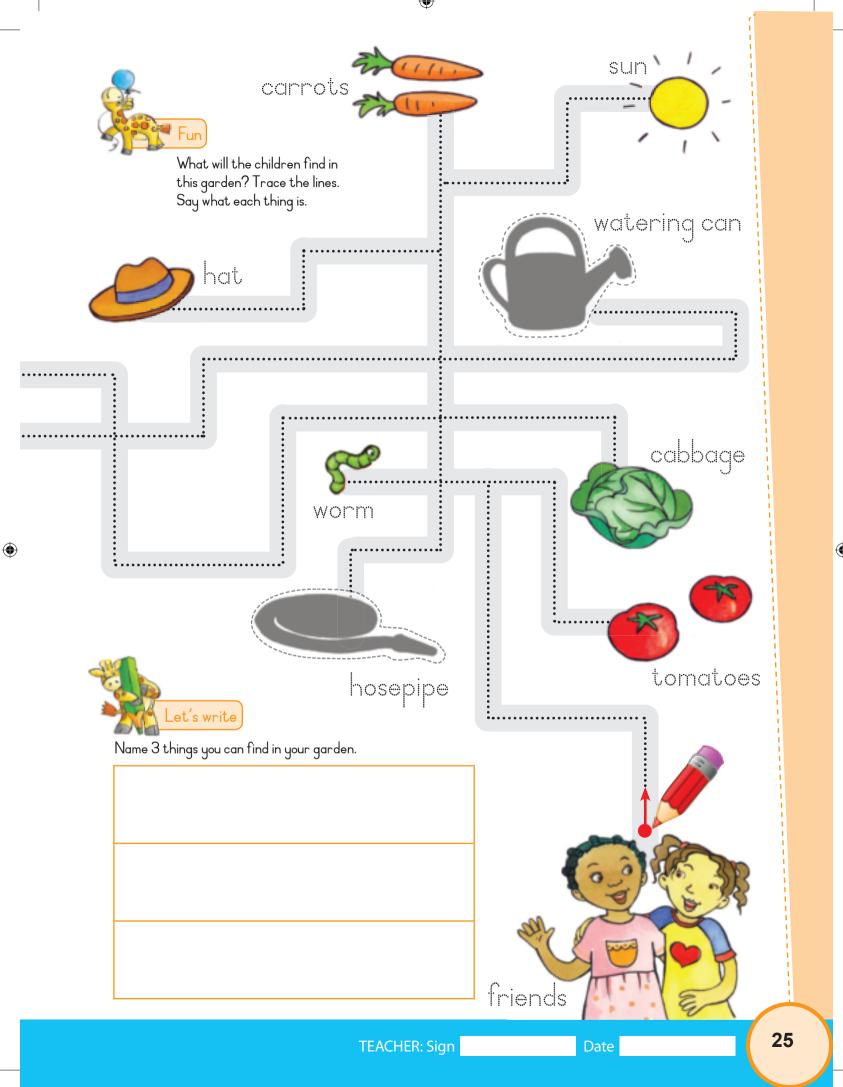
Colour the

picture according to the numbers.

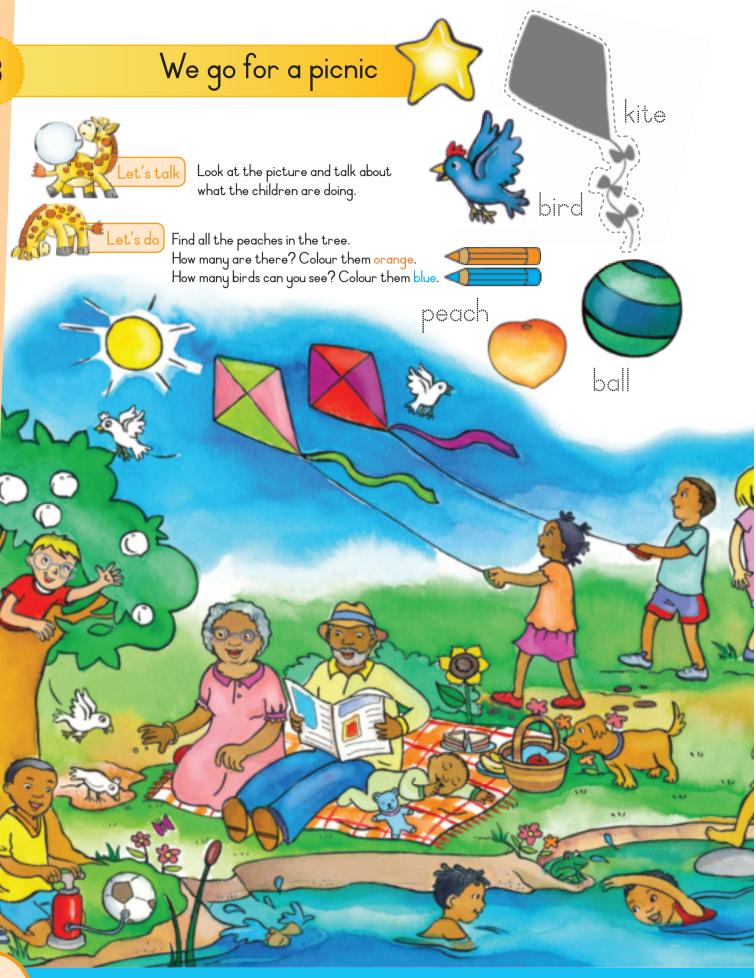




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What we like to do





_isten and repeat

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







Walk and talk

Ask your friend:



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





Let's write

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

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

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



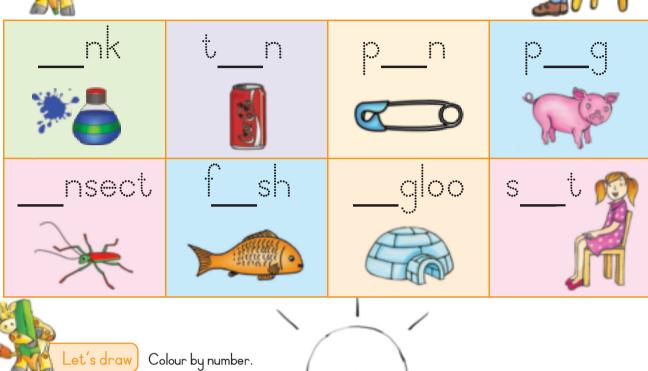
Read the words and listen to the sounds.

| in | sit | tin |
|-----|-----|-----|
| ink | pin | win |



Let's write

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







THEME 4. FRIENDSHIP

15

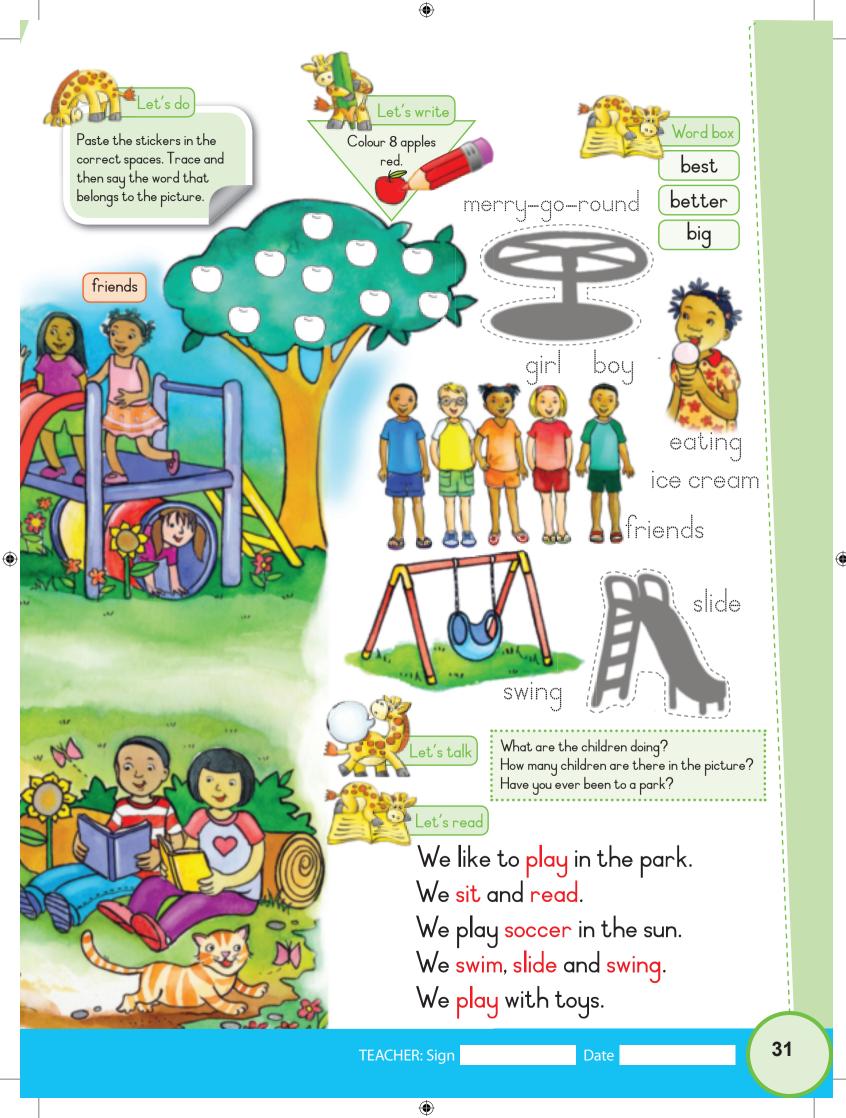
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At the park

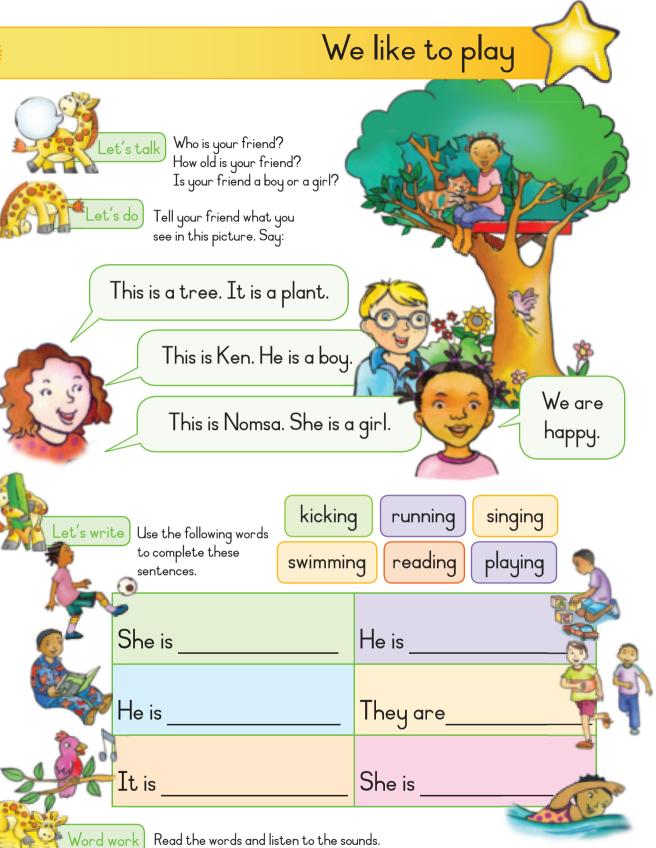




toy cars







| J | Kead the words | and listen to | the sounds. |
|---|----------------|---------------|-------------|
| | | | |

| nut | nose | man |
|-----|------|-----|
| net | nest | can |







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

My friend and I



Write a sentence about your picture.

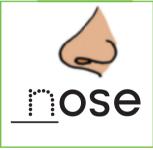
Let's write

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









Let's write

Draw a line to match the words with the pictures.

he

she

they

it









TEACHER: Sign

Date

33



People who help



nurse

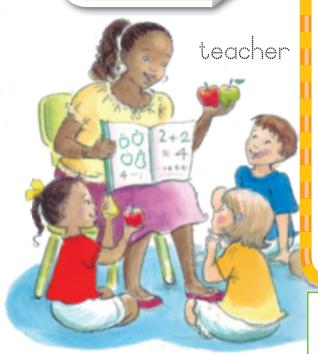








Trace and then say the word that belongs to the picture.



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



policewoman

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 th | ne girl. Yes | No |



How they help us





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.



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



milk





Dan jumped out of the tree.

did dan hurt his leg

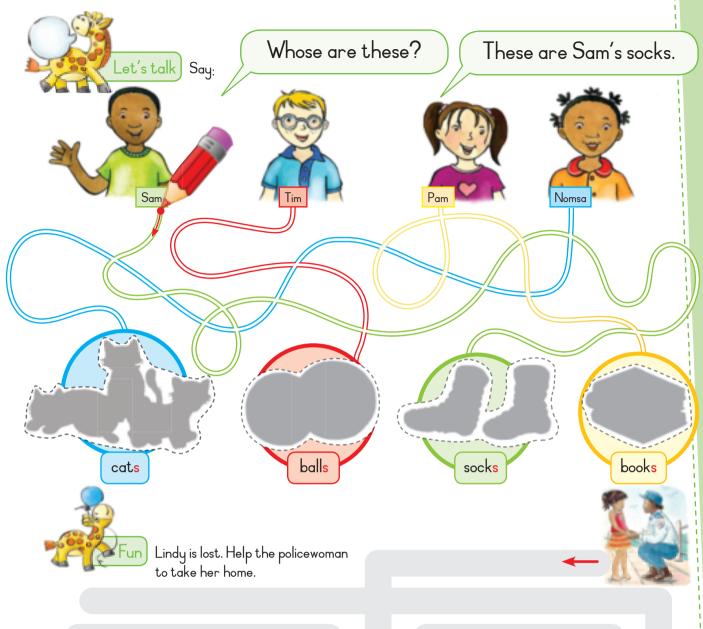
don't jump dan



ouse

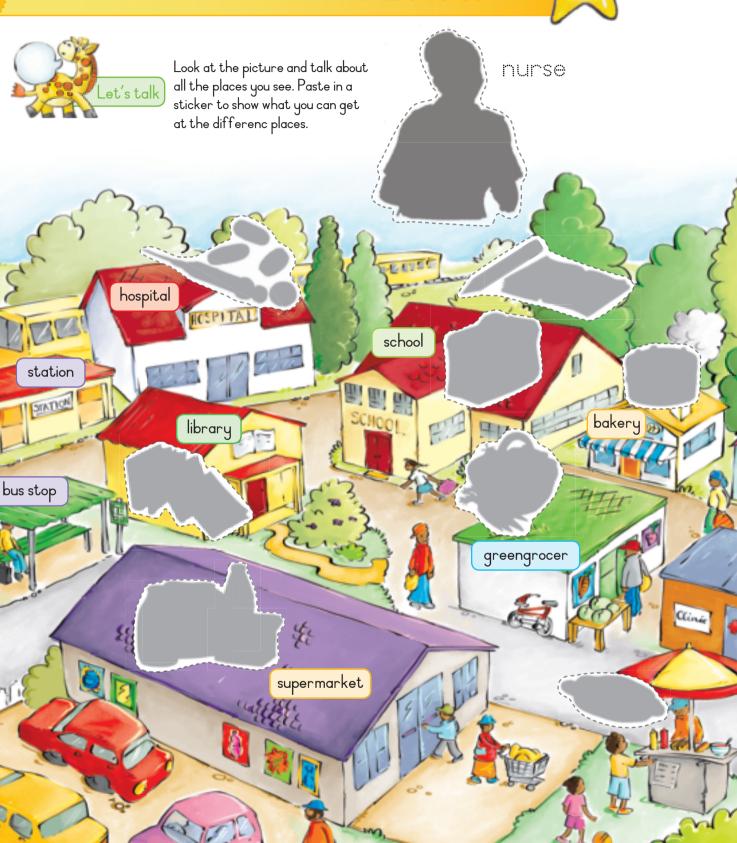


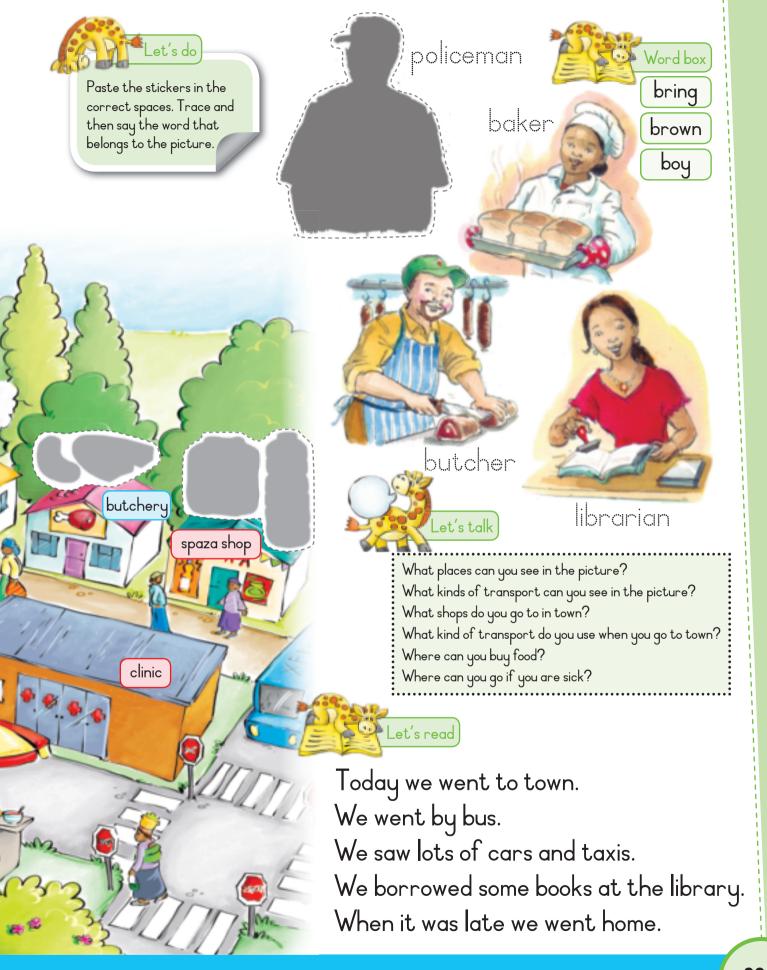
ealie





About town





TEACHER: Sign

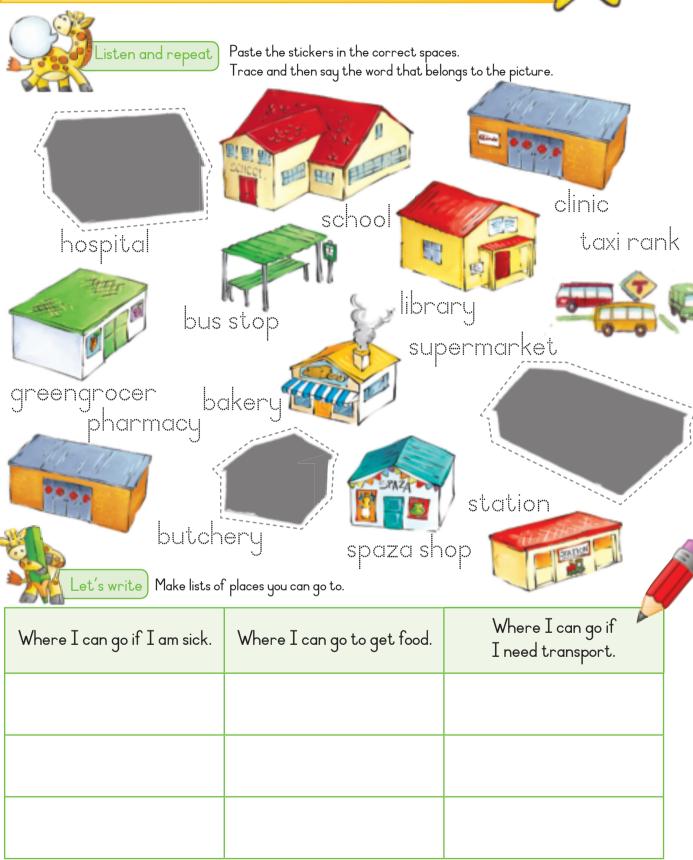
39

20



Places in town

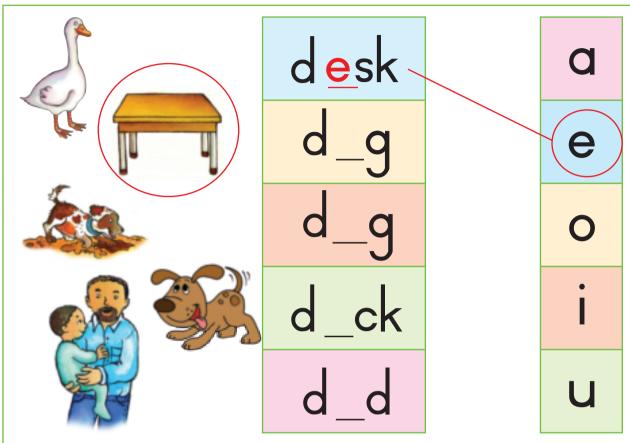


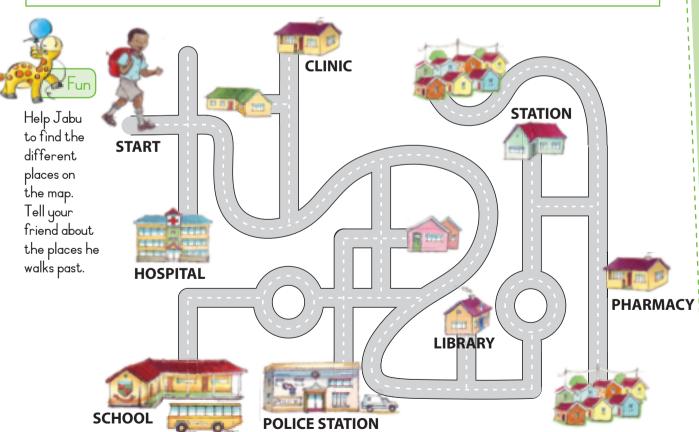






Fill in the letter d to make the word match the picture. Then trace the vowel in red.





TEACHER: Sign

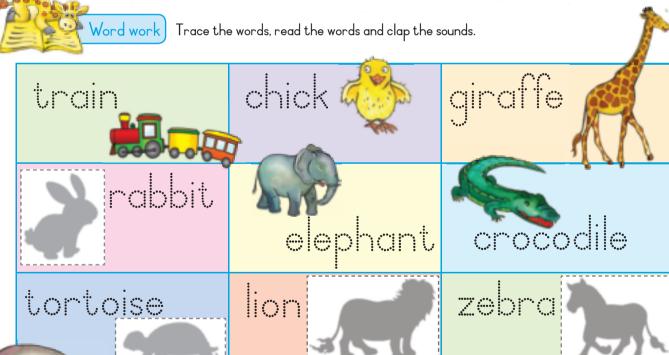
Date

41



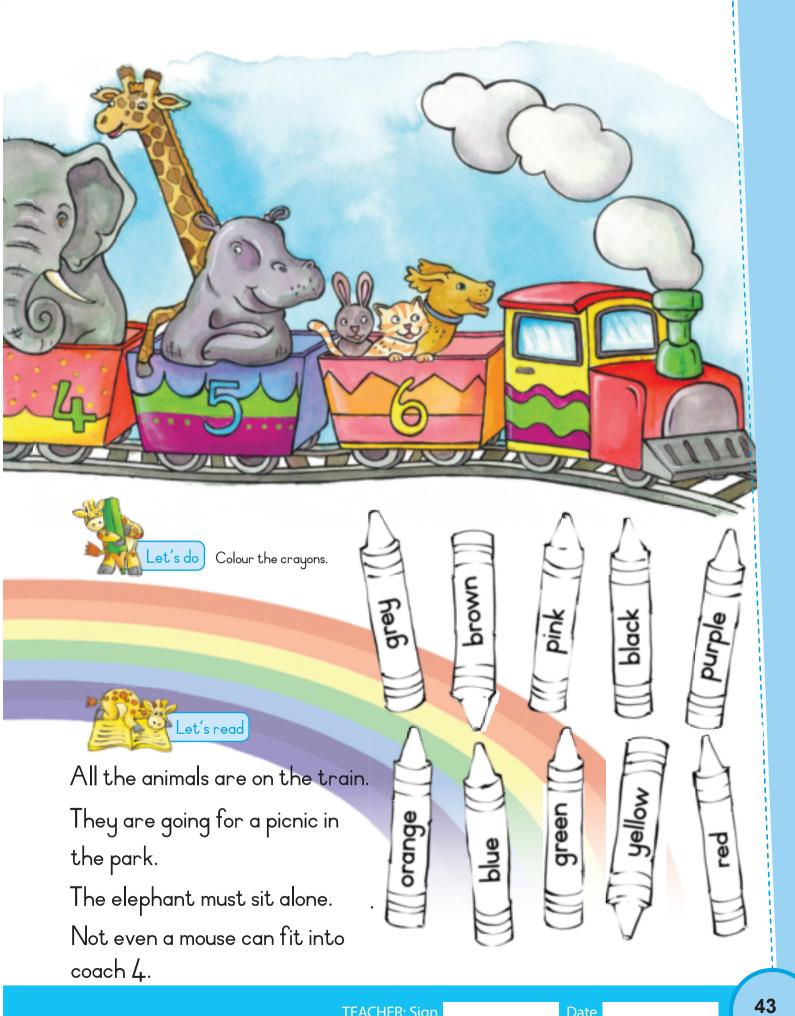
The animal train





rhinocerus

hippopotamus





The animal train







How many animals are there on the train?

Tell your friend what number is written on each coach.

Tell your friend what colour each coach is.

Tell your friend what animals are in each coach.

Tell your friend what animals you like best.

What is your favourite colour?

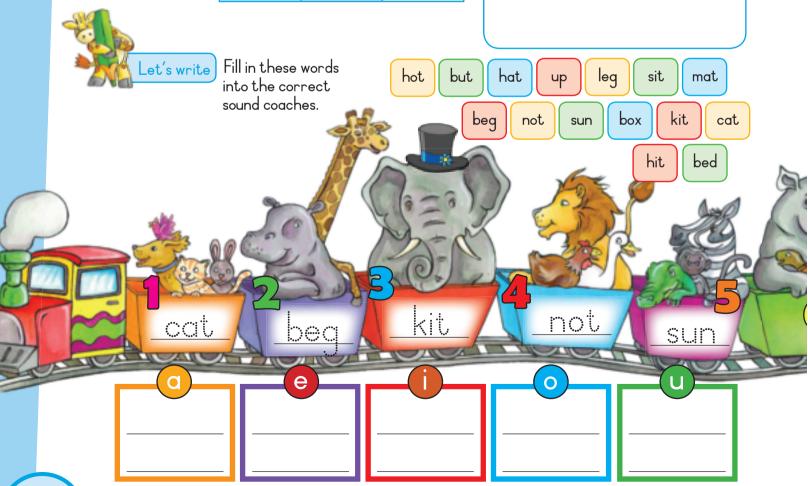


Word work Read the words and listen to the sounds.



| pig | dog | go |
|------|-------|------|
| dig | log | get |
| goat | goose | give |

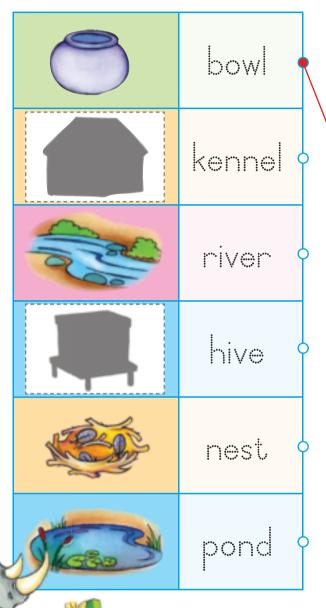
What is your favourite animal?





Paste the stickers in the correct spaces.

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



hippo A S duck cct



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

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

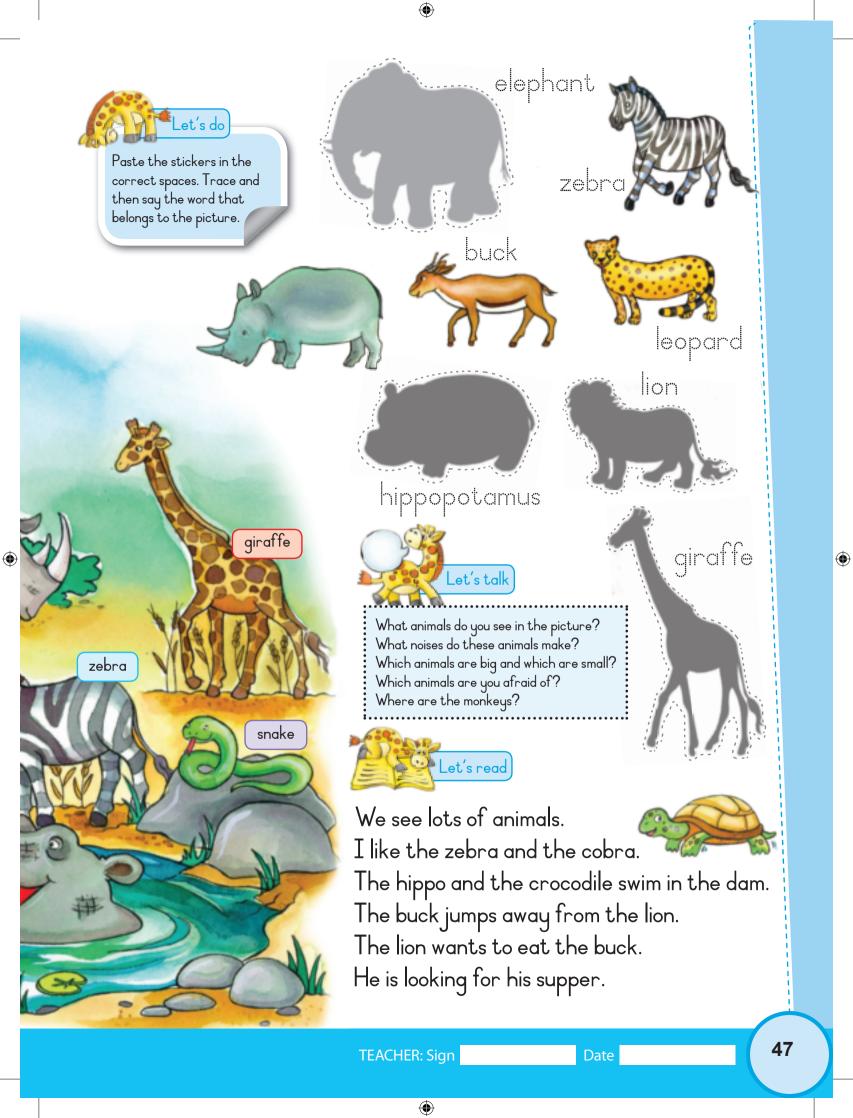
| In which coach is the elephant? | |
|----------------------------------|--|
| In which coach is the crocodile? | |
| In which coach is the rabbit? | |

•

Wild animals









24





Look back at the picture on _et's talk the previous worksheet. Tell your friend where the monkeys are. _et's write

Draw these pictures.

A brown crocodile

A green tree





Read the words and listen to the sounds.

| hot | not | lot |
|-----|-------|-------|
| on | socks | cobra |



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

in front of behind under in on



The monkey is _____ the tree.



The monkey is _____ the car.



The monkey is _____ the hut.



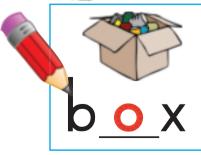
The monkey is _____ the bush.



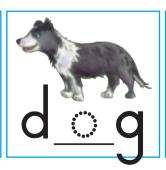
The monkey is _____ the tree.

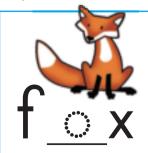


<u>et's write</u> Trace the letter in the spaces so that it makes a word to match a picture.









TEACHER: Sign

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THEME 6. VISITING PLACES

25

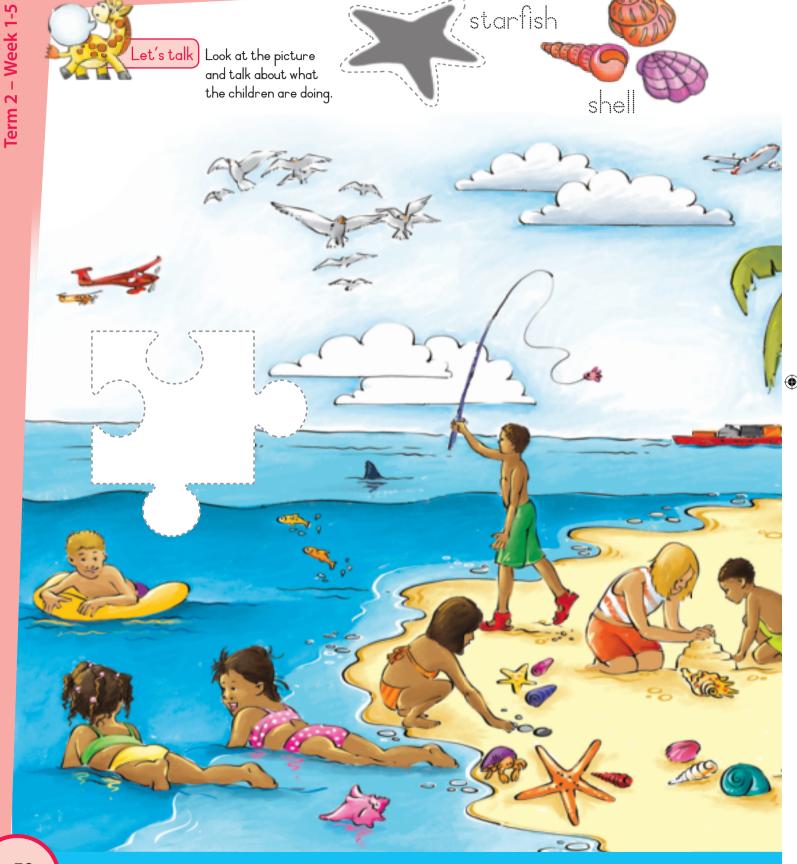
(

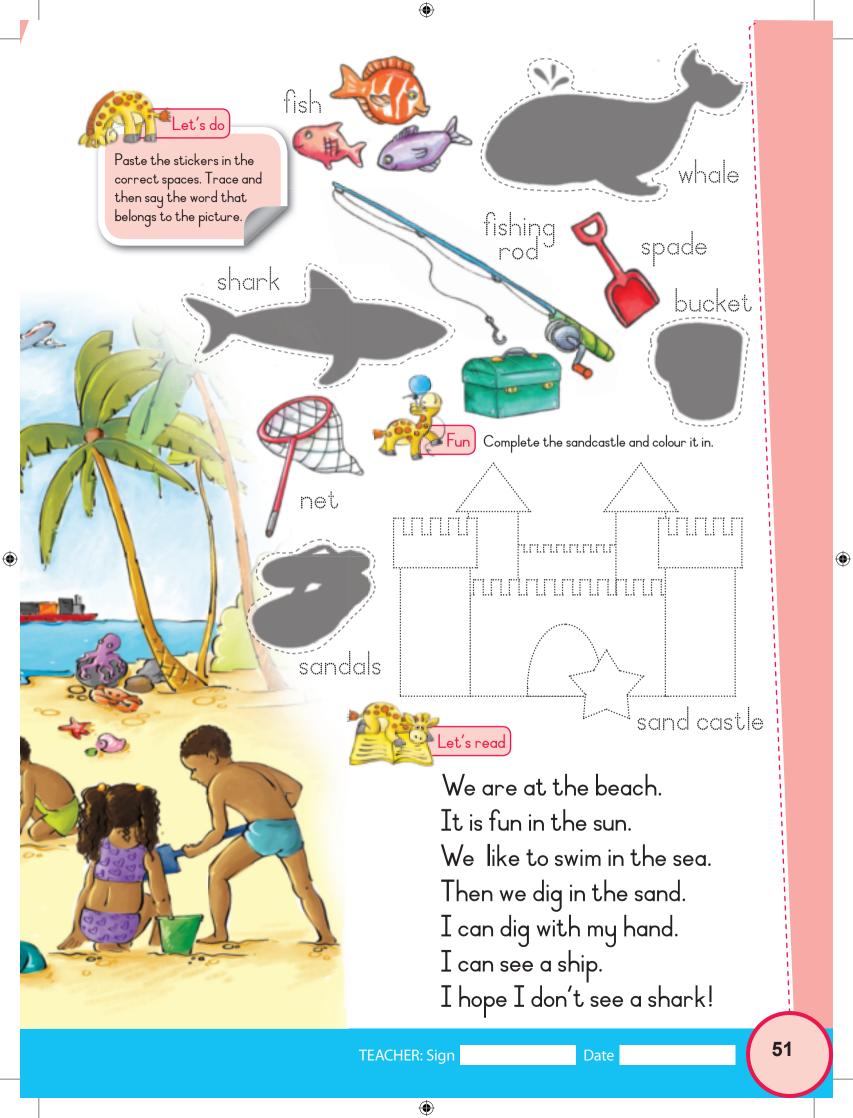
At the beach



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









Things we do





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

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 my teeth.

Yesterday I kicked the ball.

Yesterday I walked to school.

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



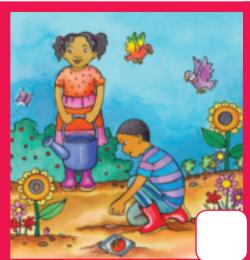
Say what the pictures are.

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

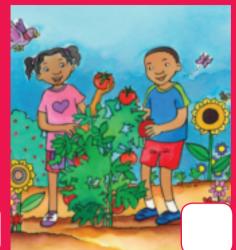




Number these pictures in the correct sequence to form a story. Then tell your friend what is happening in each story. Say: First ..., then ..., lastly ...





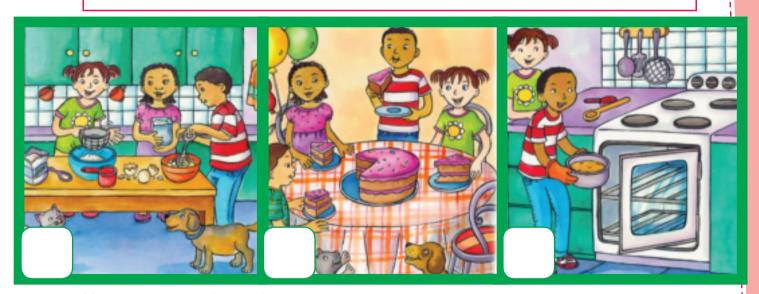


Now write a sentence about each picture.

Ι.

2.

3.



Now write a sentence about each picture.

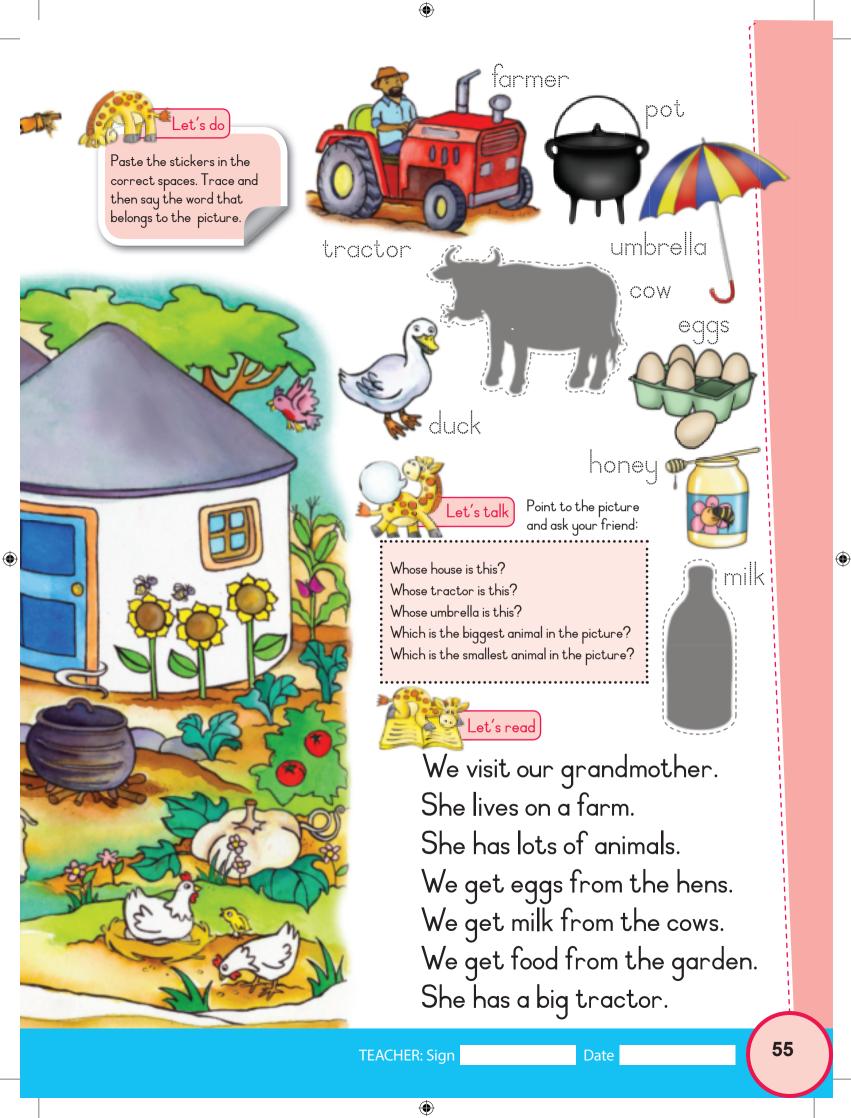
Ι.

2.

3.



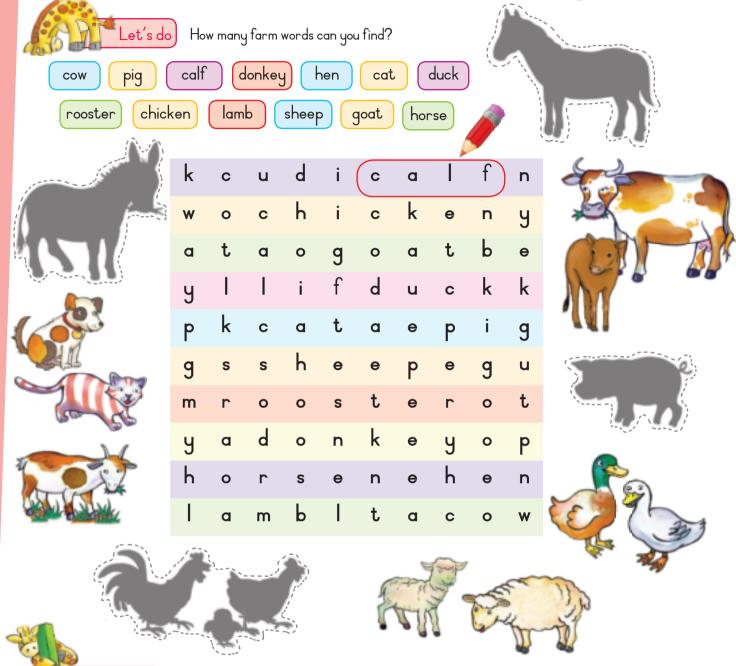




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Farm life



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







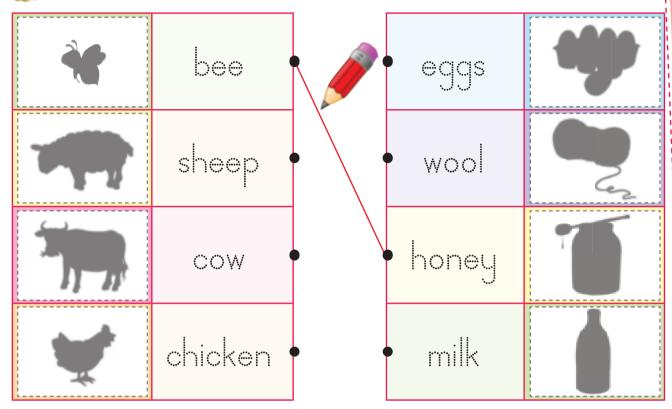






Paste the stickers in the correct spaces.

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





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

| egg | hen | ten | pen | men |
|------|------|------|------|------|
| when | bent | tent | rent | sent |



Listen and repeat

The chicks go cheep.

The cow goes moo moo.

The horse goes neigh neigh.

The bees go buzz buzz. The sheep goes baa baa. [

What other farm animal sounds can you make?

: Sign

Date

57





Just checking





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

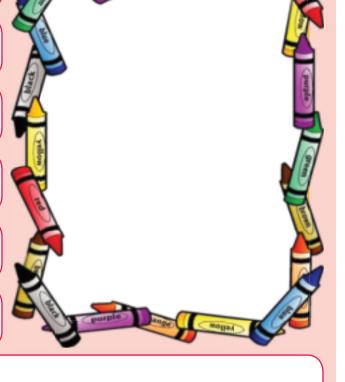
I don't like



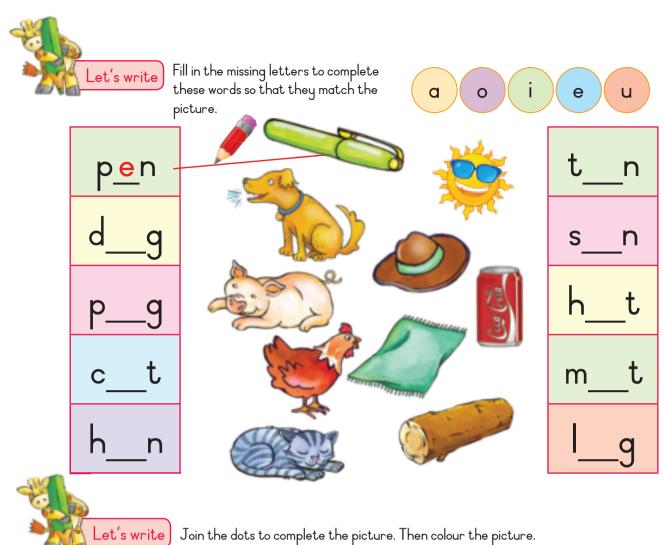
Read the words and listen to the sounds. Then choose 5 words and use them to write sentences in your exercise book.

•

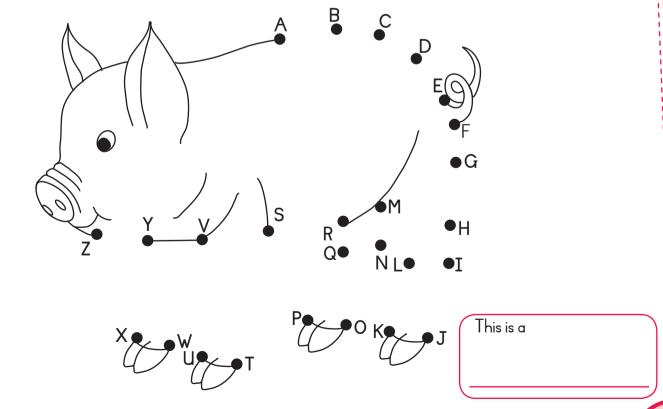
| cap | dog | tin | t <mark>e</mark> n | hut |
|-----|-----|-----|--------------------|--------------------|
| cat | log | pin | pen | sun |
| hat | hot | sit | hen | c <mark>u</mark> p |







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



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Term 2 – Week 1–5

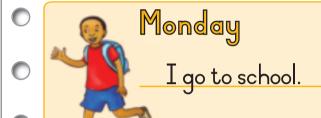
Our busy week

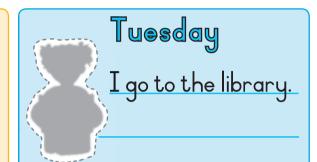




Look at the pictures and talk about what the children are doing.

MY DIARY















| What is your favourite day and why? | | |
|-------------------------------------|---|--|
| | _ | |
| | _ | |
| | _ | |



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







Let's write

Answer the questions.

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.

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



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

| | I like | I do not like |
|---|--------|---------------|
| I | | |
| 2 | | |
| 3 | | |



Days of the week





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



and 5 things you do not like. Say:



I like _____.

I don't like _____.



Day and night





Then I go to school.

I come home in the afternoon.

(

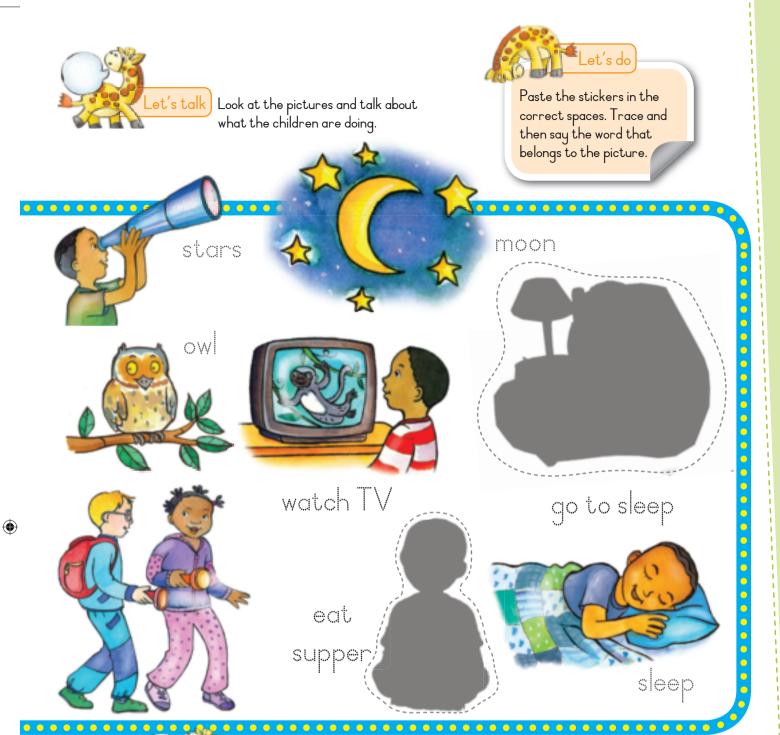
Then I play with my friends.

I eat supper at night.

Then I go to sleep.

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Let's talk Mark

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

| | morning | afternoon | night |
|---|---------|-----------|-------|
| I | | | |
| 2 | | | |

TEACHER: Sign

Date

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What we do



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







morning

afternoon

night









Say what the pictures are.

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



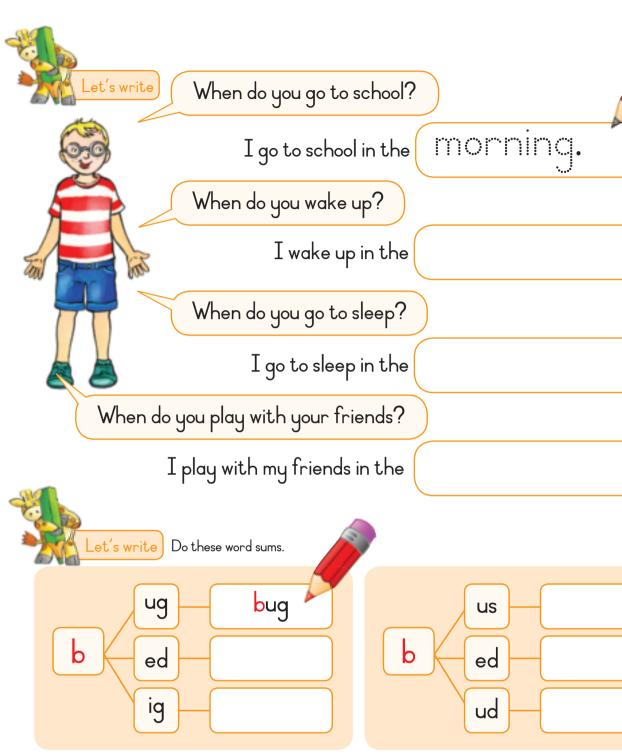
Word work

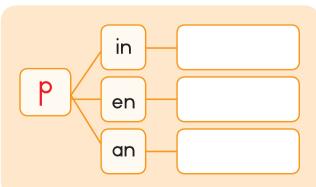
Read the words and listen to the sounds.

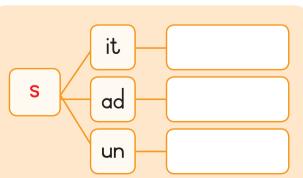
| hut | ham | house | horse | helicopter |
|-----|------|-------|---------|--------------|
| hat | hand | horse | hamster | hippopotamus |











TEACHER: Sign

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Date

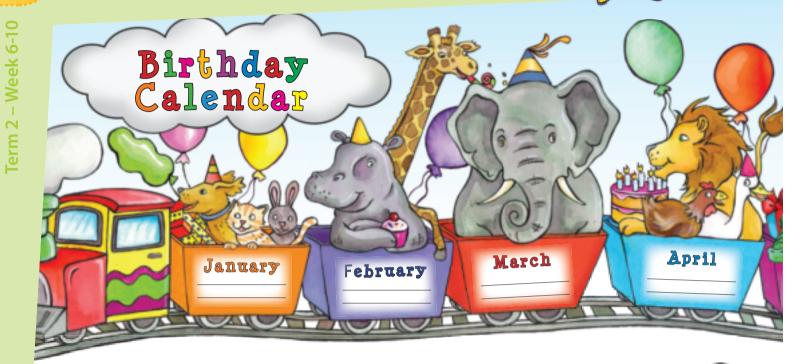
67

THEME 8. BIRTHDAYS AND SEASONS

34

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Calendars





Let's write

When is your birthday?

day:

month:

year:



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





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

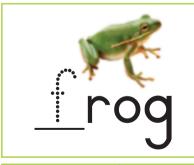
Jim has a birthday in September.

He will be 8.



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













When is your birthday?





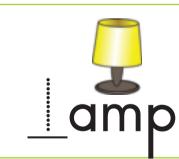
I am seven years old today. My friends came to my party. I like my presents.



Let's write

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

















Read the words and listen to the sounds.

| let | long | love | lost |
|------|------|------|------|
| live | doll | ball | bell |



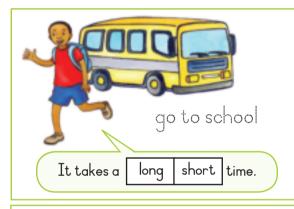


Does it take a long time or a short time?

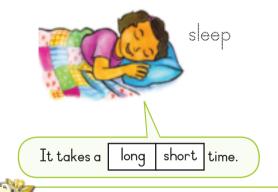
Point to the picture and ask your friend "How long does it take?"

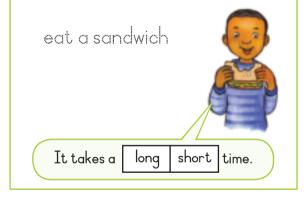
Colour in the correct word.













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



When is your birthday?

It is in June.



It is in _____

(



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Autumn and spring

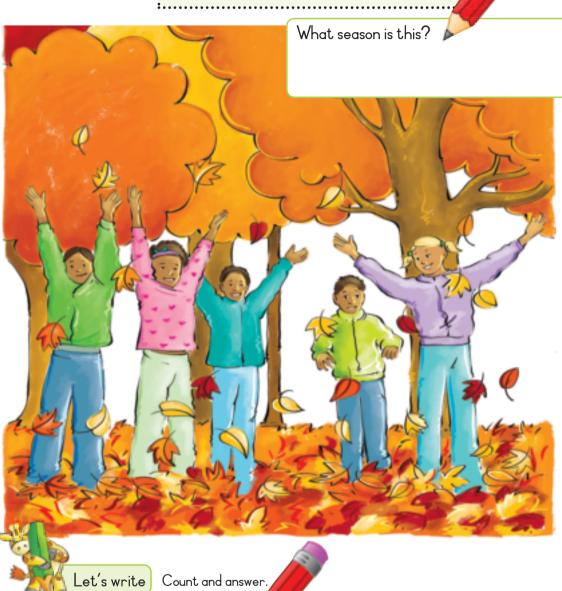




What do you see in the two pictures?

How are the two pictures different from each other?

Which season is hotter?



How many ducks are there?

How many chicks are there?

How many frogs are there?

How many children are there in both pictures?

How many children are wearing green jackets?

How many pink flowers are there?





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.

A

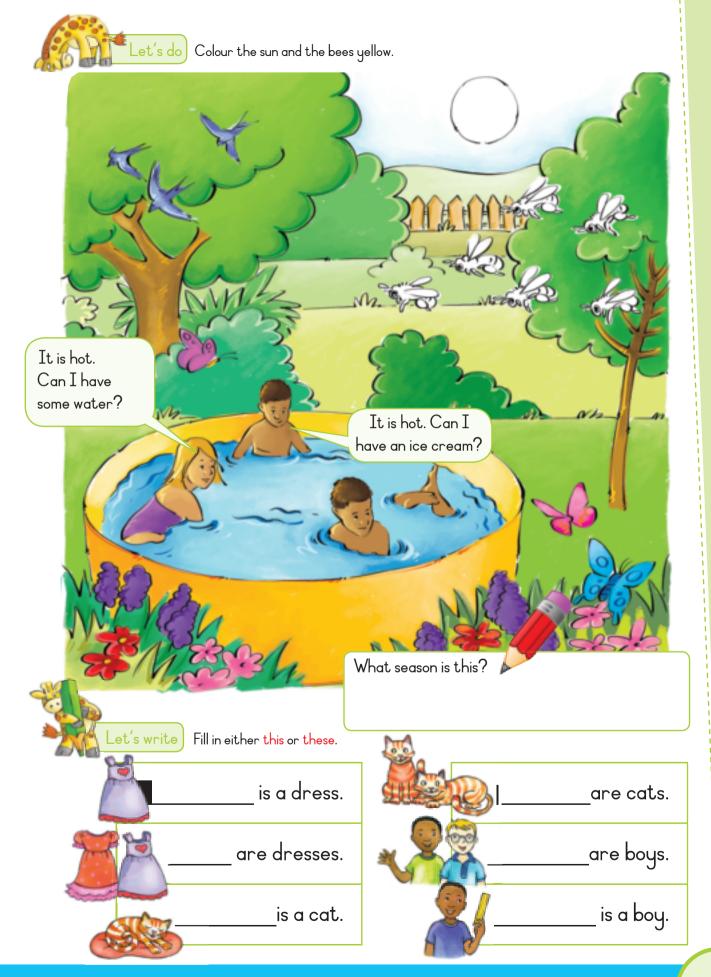


Summer and winter









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Date

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The clothes we wear





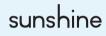
k Look at the pictures and talk about what the children are doing.





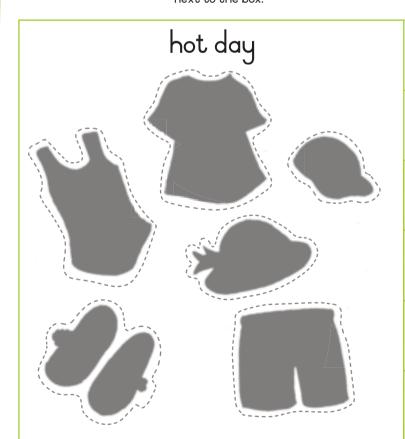








Which clothes do you wear on a hot day? Stick these clothes into the correct box. Then write the names of the clothes next to the box.



sandals

