

## TIPS TO DRINK MORE WATER



Choose a glass of water rather than having a sugary drink



Always carry water with you



Keep a reusable water bottle with you and make sure to refill it regularly



Take a bottle of clean, safe water to school



Try setting reminders using your cellphone or notes at your desk to drink water regularly



Make it a habit to drink water with meals



Increase daily water intake when the weather is hot



Drink one to two glasses of water 30 minutes before exercising and sip extra water for the next few hours afterwards

FIRST ADDITIONAL LANGUAGE - ENGLISH  
GRADE 2 - TERM 3 - 4  
ISBN 978-1-4315-0202-8  
11th Edition  
THIS BOOK MAY NOT BE SOLD.

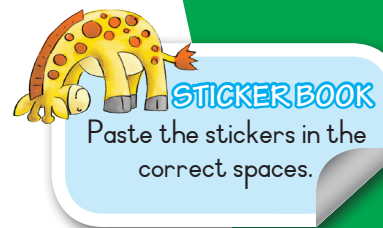
Workbooks available in this series:

- Grade R (in all official Languages);
- Literacy/Home Language Grades 1 to 6 (in all 11 official Languages);
- Mathematics Grades 1 to 3 (in all 11 official Languages);
- Mathematics Grades 4 to 9 (in Afrikaans and English);
- Life Skills Grades 1 to 3 (in all 11 official Languages); and
- Grades 1 to 6 English First Additional Language.

ISBN 978-1-4315-0202-8



9 781431 502028

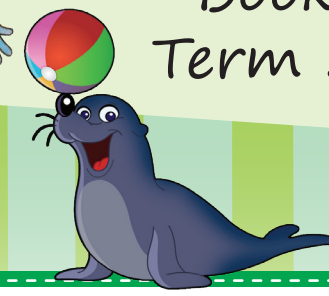


Revised and CAPS aligned

ENGLISH First Additional Language – Grade 2 Book 2

Grade 2

ENGLISH  
First Additional Language  
Book 2  
Term 3-4



Name:

Class:



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH



Mrs Angie Motshekga,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

# TO HELP PREVENT THE SPREAD OF CORONAVIRUS\* WASH YOUR HANDS WITH SOAP REGULARLY.

Washing hands with soap and water is one of the World Health Organization (W.H.O.) recommended measures to help reduce risk of coronavirus\* infection.



Continue rubbing your hands.



Wet your hands with clean, running water (preferably warm) and apply soap.



Rinse your hands well under running water.



Rub your hands together to make a lather and scrub your hands all over.



Dry your hands on a clean, dry towel.



## THE CORRECT WAY TO WASH YOUR HANDS:

## WASH YOUR HANDS ON THESE OCCASIONS:

- |                                |   |
|--------------------------------|---|
| 1 Before breakfast.            | 6 When caring for the sick.                               |
| 2 Before lunch.                | 7 When hands are visibly dirty.                           |
| 3 Before dinner.               | 8 After handling animals or animal waste.                 |
| 4 After using the loo.         | 9 And keep your whole body clean by bathing every day.    |
| 5 After coughing and sneezing. | 10 After touching surfaces that many people have touched. |



**KNOW THE SIMPLE GUIDE THAT 'F.I.G.H.T' THE SPREAD OF CORONAVIRUS:**

**F**requent handwashing with soap  
**I**ntant germ-kill with alcohol-based sanitiser when out of home  
**G**o to the doctor when you have a cold, a cough or a fever  
**H**ome rest if you are feeling unwell  
**T**issues and masks to be used when you cough or sneeze



Grade **2**

**ENGLISH**

First Additional Language  
Book 2  
Terms 3 and 4



This book belongs to:

**Theme 1:**  
**We are back at school**  
**Term 3: Weeks 1 – 5**

**1 Thinking about our holidays** 2

Discusses the picture.  
Reads narrative text.  
Multiple choice comprehension based on text.  
Draws a picture to show an idea.  
Writes a sentence about the drawing.

**2 Thinking** 4

Draws a picture.  
Explains picture to a friend.  
Writes sentences about the picture.  
Phonics (a and e-sounds)  
Writes sentences using given words.  
Paste the stickers into the correct spaces, traces and says the words (a, e, i, o and u).  
Identifies the words that sound different.

**3 Twenty froggies** 6

Sings "Twenty froggies".  
Paste the stickers, traces and says the words with ch, th-sounds.  
Reads poem aloud.  
Forms compound words.

**4 Just checking** 8

Plurals and singular.  
Phonics (i, ea-sounds).  
Writes sentences using given words.  
Identifies the correct pronouns.  
Uses pronouns to write sentences.  
Walk and talk (conducts a survey about fishing with friends and tabulates answers).  
Labels diagram of frog.

**Theme 2:**  
**Time to read**  
**Term 3: Weeks 1 – 5**

**5 We go to the library** 10

Discusses the picture.  
Reads narrative text.  
Answers questions based on the text.  
Paste stickers, traces and reads words.  
Writes a sentence about a book they have read.

**6 We like to read** 12

Asks friends about books they like and records results.  
Talks about books they like.  
Phonics (sh- and -sh-sounds).  
Writes sentences using given words.  
Claps syllables.  
Forms words with sh- and -sh and -ing sounds.  
Writes personal information on library card.

**7 The Ugly Duckling story** 14

Follows instructions to make cut-out book.  
Reads The Ugly Duckling story.  
Writes sentences about the story.  
Sorts the words into the sound boxes.

**8 The Ugly Duckling story (continued)** 15

Answers questions about the story.



**Theme 3:**  
**Health and safety**  
**Term 3: Weeks 6 – 10**

**9 Sam goes to the doctor** 18

Discusses the picture.  
Reads narrative text.  
Pastes stickers and traces words.  
Writes a message in a get well card.

**10 At the doctor** 20

Numbers pictures in correct sequence.  
Writes a sentence about each picture.  
Phonics (ck-sounds).  
Labels the body.

**11 A hospital visit** 22

Reads narrative text.  
Practises greetings and questions.  
Paste stickers, traces and reads words.  
Talks about road signs.  
Answers multiple choice questions based on the text.

**12 Road safety** 24

Role plays the story.  
Colours in the robot.  
Basic subject verb agreement.  
Matches stickers and road signs.  
Draws a picture to show how he/she gets to school.

**Theme 4: What we enjoy doing**

**Term 3: Weeks 6 – 10**

**13 We like fishing** 26

Discusses questions about the picture.  
Reads narrative text.  
Makes suggestions.  
Paste stickers, traces and reads words.  
Comprehension based on the text.  
Past tense verbs (ed-sounds).  
Writes sentences using given words.



**14 I wish I had a fish** 28

Colours by number.  
Uses adjectives to complete sentences.  
Numbers pictures into correct sequence.  
Writes sentences about pictures.

**15 Fun at the circus** 30

Discusses the picture.  
Reads narrative text.  
Paste stickers, traces and reads words.  
Comprehension based on the text.

**16 About the circus** 32

Uses stickers to make a poster.  
Comprehension based on the poster.  
Uses prepositions and adjectives to complete sentences.



**Theme 5:**  
The food we eat  
Term 4: Weeks 1 – 5

**17 We cook our food** 34

Discusses the picture.  
Reads narrative text.  
Paste stickers, traces and reads words  
Tabulates the different foods into categories.

**18 Let's start cooking** 36

Reads a recipe.  
Answers questions based on the recipe.  
Draws the food they like the most.  
Paste stickers to match the words about food.  
Practises "I like" and "I don't like".  
Writes sentences food the like/don't like.

**19 Buying food** 38

Labels foods correctly.  
Follow instructions to make cut-out book about Goldilocks.  
Phonics (ee and oo-sounds)  
Sorts words into the correct sound boxes oo, ee, -ing, bl, fl, sl, pl and gr.

**20 Cut-out booklet** 39

Goldilocks and the three bears.



**Theme 6:**  
Friends  
Term 4: Weeks 1 – 5

**21 It's Jabu's birthday** 42

Discusses the picture.  
Sings Happy birthday.  
Reads narrative text.  
Paste stickers, traces and reads words  
Comprehension based on text.  
Identifies shapes.

**22 A birthday card** 44

Reads a birthday invitation.  
Answers questions about the invitation.  
Fills in a party invitation for their own birthday.  
Uses ch, sh and th sounds to complete the words.  
Writes sentences about three pictures.

**23 Ann writes a letter** 46

Reads a letter.  
Addresses an envelope.  
Paste stickers, traces and reads words.  
Conducts a survey on what friends like and tabulates answers.  
Answers questions based on the text.

**24 Write a letter** 48

Writes a letter to a friend using a frame.  
Phonics (ed-sounds).  
Writes sentences using given words.  
Writes sentences in past tense.  
Punctuates sentences.  
Practises asking for help.



**Theme 7:**  
Outdoors  
Term 4: Weeks 6 – 10

**25 A night walk** 50

Discusses the picture.  
Reads narrative text.  
Paste stickers, traces and reads words  
Answers questions based on the text.

**26 Camping** 52

Discusses with a friend what is happening in the pictures.  
Correctly sequences the story.  
Completes a plural exercise.  
Sorts the words into sound boxes using oo, ea, ee, sh-, -sh, ch- and -ch sounds.  
Fun activity – maize.

**27 The storm** 54

Discussion of picture story.  
Reads narrative text.  
Correctly sequences the picture story in sentences.  
Sorts the words into correct sound boxes (a, e, i, o, u and y-sound).

**28 After the storm** 56

Uses pronouns to complete the sentences.  
Writes about being caught in a storm.  
Forms sentences and punctuates them.  
Chooses the correct letters to form words and then matches them with the pictures (pl, bl, cl, fl and sl).

**29 More about sounds** 58

Phonics (cl, fl, pl, bl, sl, br, cr, dr gr, tr-sounds).  
Writes sentences using given words.  
Makes a cut out book for the story of "An elephant and its trunk."  
Joins the sounds to form words.  
Sort words into correct sound boxes.  
Writes sentences using some of the words.

**30 Cut-out booklet** 59

An elephant and its trunk.

**Theme 8: Celebrations**

**Term 3: Weeks 6 – 10**

**31 It's nearly Christmas** 62

Discusses the picture.  
Paste stickers, traces and reads words.  
Uses a calendar.

**32 About Christmas** 64

Talks about the picture and then writes sentences about it.  
Paste the stickers of the four seasons.  
Writes captions.

Joins the dots numerically to complete the picture.  
Makes a Christmas card.

**33 Celebrations** 66

Discusses other celebrations.  
Draws a picture of their favourite celebration.  
Writes a sentence about their favourite celebration.  
Sings a Christmas song in their home language.

Sings the English Christmas song "Little Drummer Boy".

**34 Thinking about the year** 68

Discusses these questions about the calendar.  
Writes the date of your birthday.

**35 More thoughts about the year** 68

Writes a thank you note to your teacher.  
Make an advent calendar.

# THEME 1 WE ARE BACK AT SCHOOL

## Thinking about our holidays



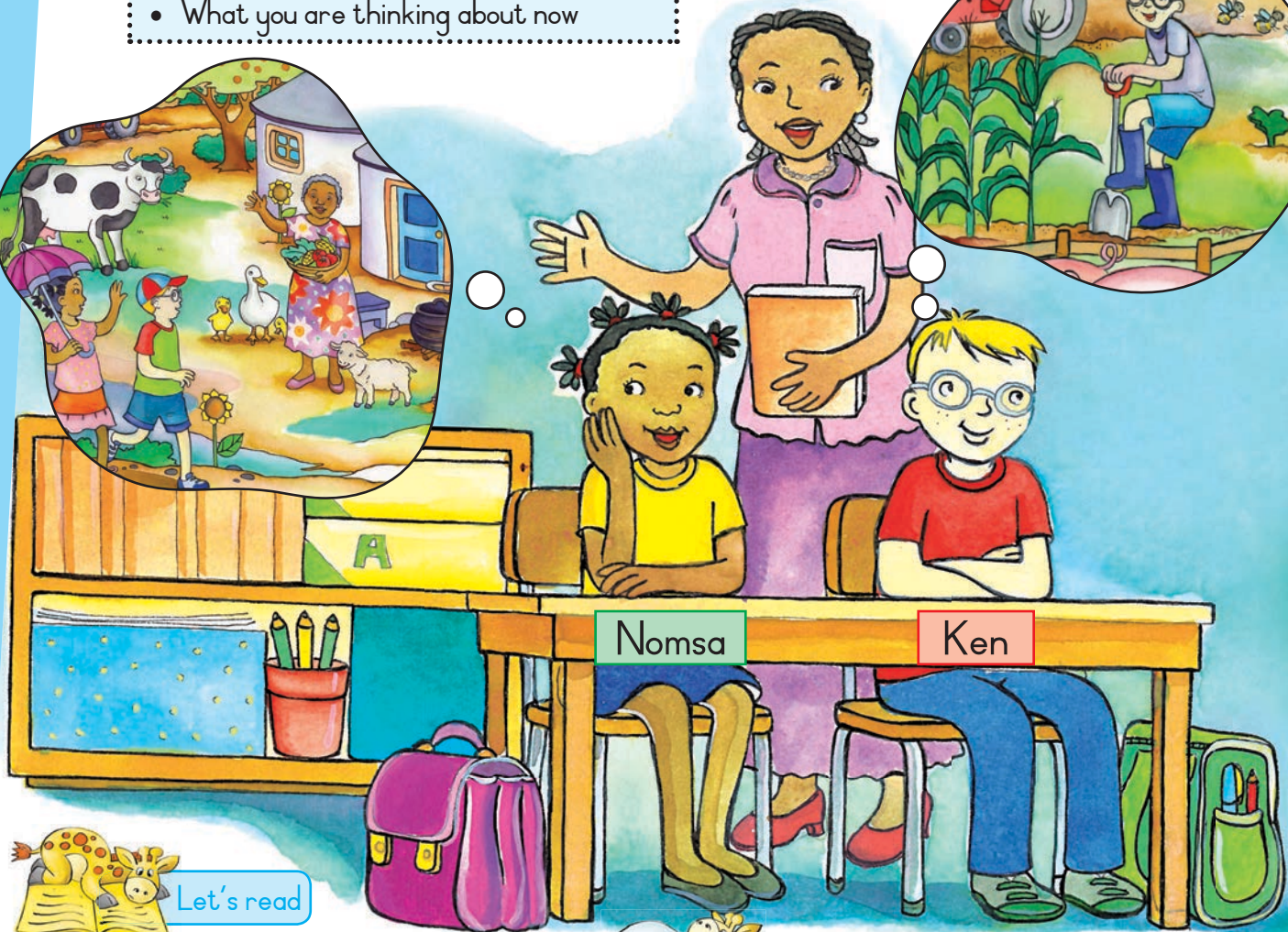
Term 3 – Week 1 – 5



Let's talk

Look at the picture and tell your friend

- Where the children are
- What each child is thinking about
- What you think Jabu is thinking about
- What you are thinking about now



Let's read

We are back at school.  
Nomsa went to the farm.  
Ken helped at the farm.  
Pam played with Bonggi.  
Pam got a new doll for her birthday.  
What do you think Jabu did?



Listen and repeat

Hello.  
It's good to be back.  
I am happy to see you.  
Did you enjoy the holidays?



Word box

buy

be

by



Let's write

Look at the picture and then tick ✓ the sentences that are correct, and cross ✗ those that are not correct.

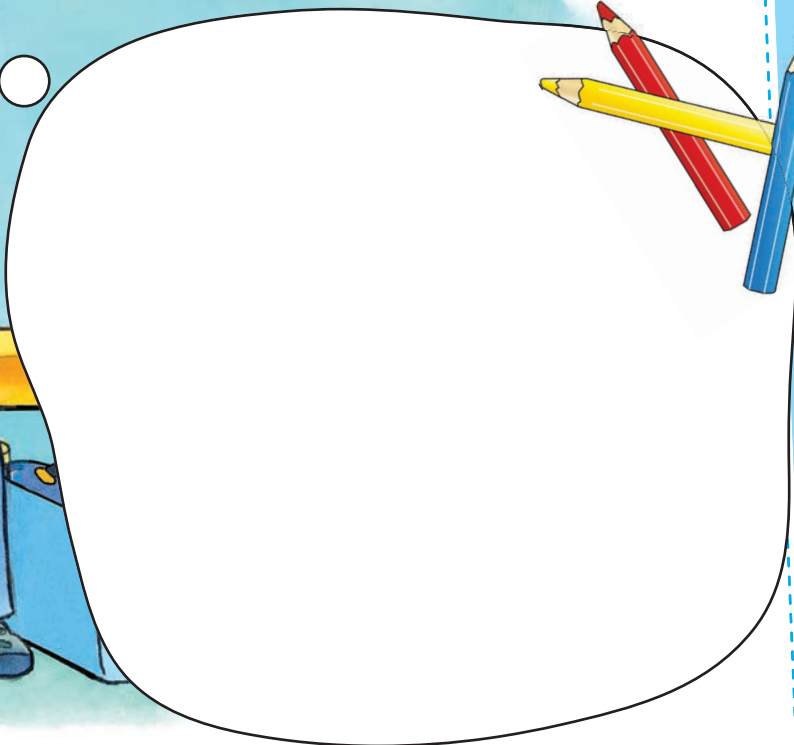


Ken has a green bag.	✓	✗
Nomsa wears a pink skirt.	✓	✗
Teacher wears a blue blouse.	✓	✗
Nomsa went to the farm.	✓	✗
Nomsa sits with Jabu.	✓	✗
Pam has a new doll.	✓	✗



Pam

Jabu



Let's do

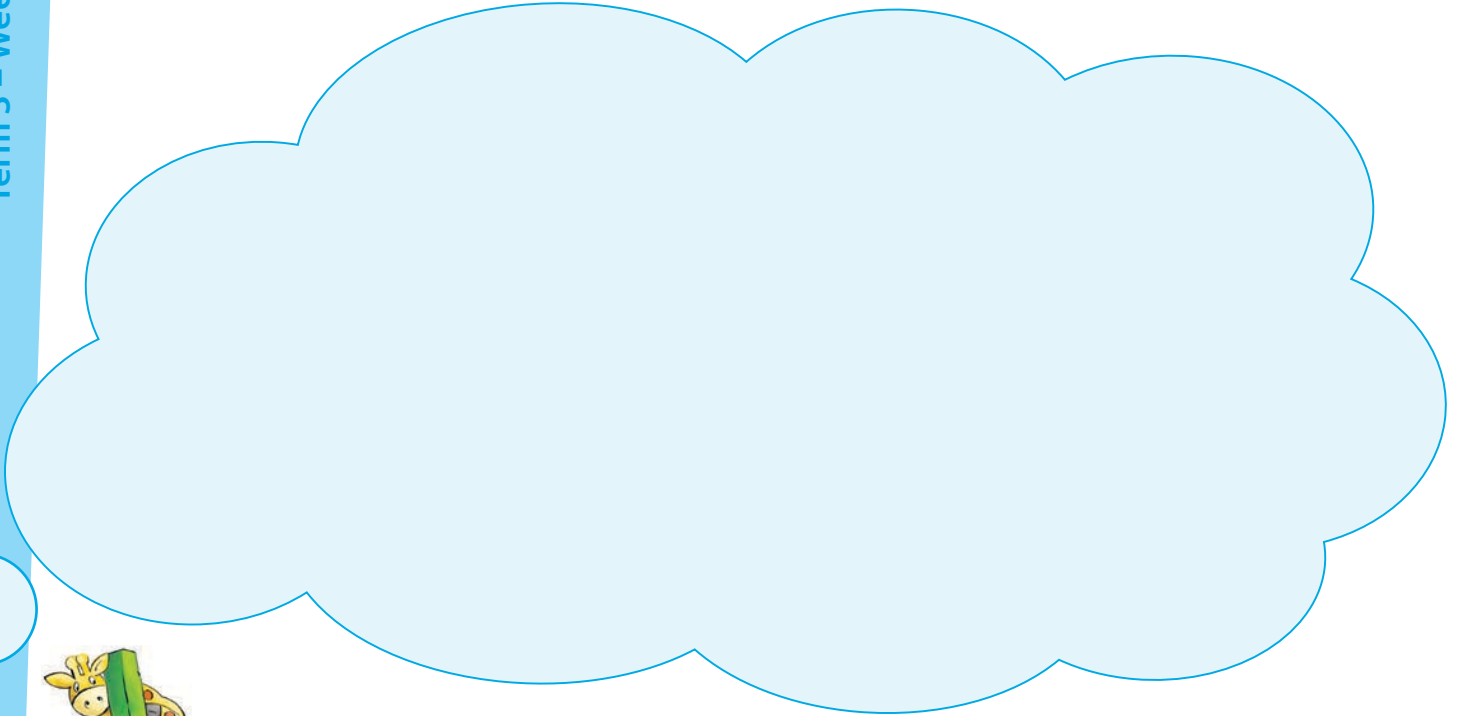
Draw a picture in the bubble to show what Jabu is thinking about. Tell your friend what you have drawn in Jabu's bubble. Now write a sentence about it.

Empty rectangular box for writing a sentence.



Let's do

Now draw a picture in this bubble to show what you are thinking about.  
Tell your friend what you have drawn in your bubble.



Let's write

Now write 3 sentences about the picture you have drawn in your bubble.

A large rectangular box with a blue border and four horizontal dashed lines inside, intended for writing three sentences.



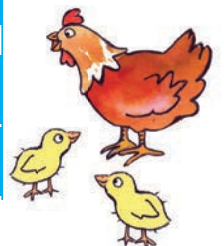
Word work

Read the words and listen to the sounds.

Then choose five words and use them to write five sentences in your exercise book.

ant	cat
hat	bat
mat	rat

egg	hen
bed	ten
tent	men











Let's do

Say the following words out loud and listen to the vowel sounds. Then, cut out the pictures on page 77 and paste them under the correct sound. When you have done this, write the word below each picture.

cat doll man stop pan pot cap dog  
hen pen bus bed hut tent ship zip fish sing

A	E	I	O	U
				
 cat				
				



Let's write

Circle the word in each row that sounds different to the word in the first box.

1	cat	rat	hat	big
2	mug	bat	bug	rug
3	pot	lot	let	not
4	den	ten	when	win



Let's sing

## Twenty froggies



# Twenty froggies went to school



Twenty froggies went to school,  
Down beside a rushy pool.  
Twenty little coats of green,  
Twenty vests all white and clean.

We must be in time today,  
First we study, then we play.  
That is how we keep the rule,  
When we froggies go to school.





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



bird

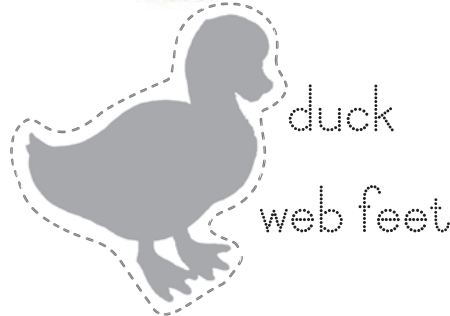


Word box

come

could

cut



duck

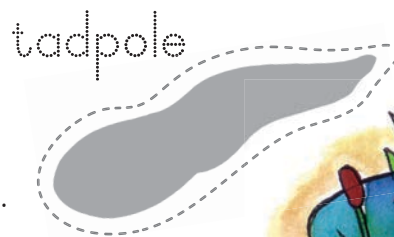
web feet



frog



Read the poem aloud to your friends.  
Then, jump like a frog.  
Next, croak like a frog.  
Lastly, show your friends how frogs swim.



tadpole



pond



Let's write

Join these word parts to form words.  
Read the words aloud.

Word formation activity with 'ch' and 'ick', 'ip', 'imp'.

ch	ick	chick
ch	ip	chip
ch	imp	chimp

Word formation activity with 'mu', 'su', 'bun' and 'ch'.

mu	ch	
su	ch	
bun	ch	

Word formation activity with 'is', 'at', 'en' and 'th'.

th	is	
th	at	
th	en	

Word formation activity with 'bo', 'wi', 'too' and 'th'.

bo	th	
wi	th	
too	th	

# Just checking

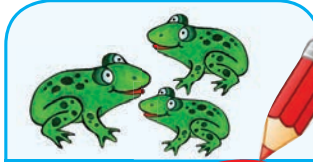


## Plurals



Let's do

Circle the correct word.



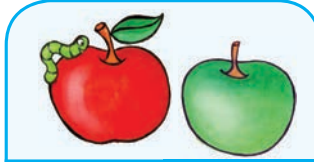
frog

frogs



duck

ducks



apple

apples



foot

feet



sock

socks



sweet

sweets



cat

cats



carrot

carrots



Word work

Read the words and listen to the sounds. Listen to how the words in the blue columns sound different to those in the green columns. Then choose five words and use them to write five sentences in your exercise book.

## Pronouns

hit	heat
bit	beat
sit	seat

bid	bead
hill	heal
mit	meat



Let's write

Fill in the correct pronouns.

Use these words to complete the sentences.

- He
- She
- It
- They



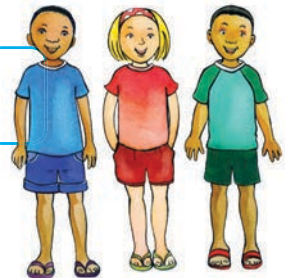
\_\_\_\_\_ goes to school.



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



\_\_\_\_\_ are happy.



\_\_\_\_\_ likes to fish.



\_\_\_\_\_ is a frog.



\_\_\_\_\_ is my friend.



\_\_\_\_\_ is a bike.



Now look at this picture and then write sentences starting with these words.

Let's write



He \_\_\_\_\_.

She \_\_\_\_\_.

They \_\_\_\_\_.



Walk and talk

Ask four of your friends these questions. Tick ✓ in a block if they answer yes and put an ✗ if they answer no.

Write their names				
Have you ever been fishing?				
Have you ever seen a frog?				
Have you ever held a frog?				
Have you ever touched a fish?				



Let's do

Fill in these labels in the spaces and then draw a line to the correct part of the frog.

front legs

back legs

mouth

tongue

webbed feet

eyes

# THEME 2 TIME TO READ

5

## We go to the library



Term 3 – Week 1 – 5



Let's talk

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



You can take a library book home.

I want to read a book about frogs.

I want a book about tennis.

Jabu

Nomsa

Ann

Sam

I want to read about the three pigs.

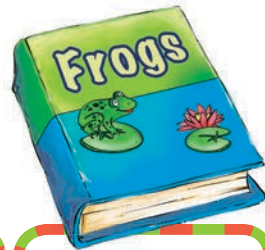
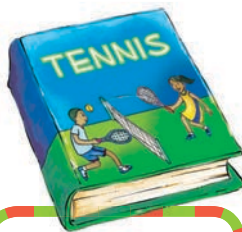
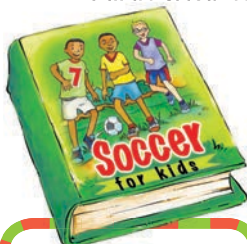
I want a book about soccer.

I want a book about fishing.



Let's write

Read the story. Ask your friends who wants to read these books? Fill in their names.



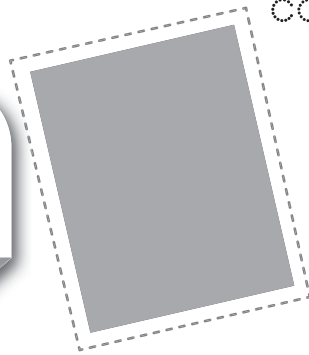
Five empty rounded rectangular boxes for writing names, corresponding to the books above.



Let's do

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

calendar



Word box

call

came

can

poster



shelf

book cover



book



teacher



Let's read

The children are at the library. They look at the books. Then their teacher tells them a story. They all want to take a book to read.

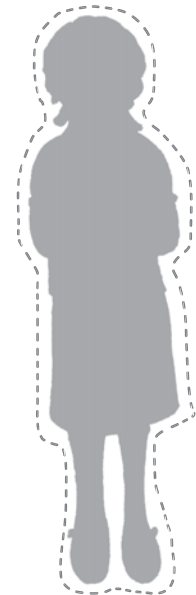
**Tim** wants a book about fishing.

**Sam** wants a soccer book. He likes to play soccer.

**Ann** wants a story book. She wants to read about the three little pigs.

**Nomsa** is looking for a book about tennis.

**Jabu** wants to read a book about frogs.



Tim



Let's write

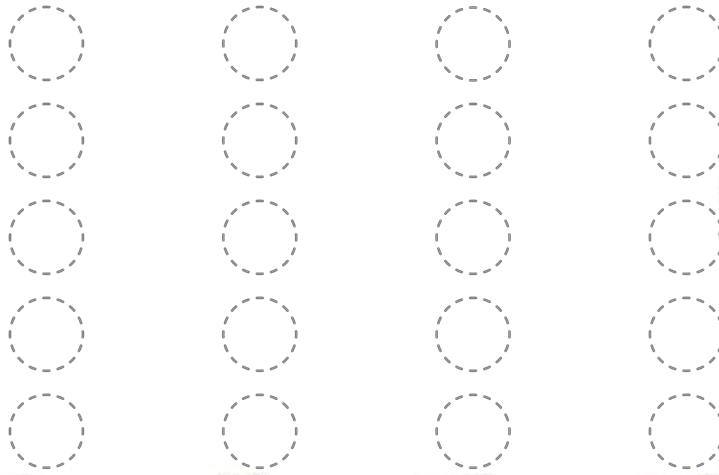
Write a sentence about a book you read.

Three horizontal lines for writing a sentence.



Walk and talk

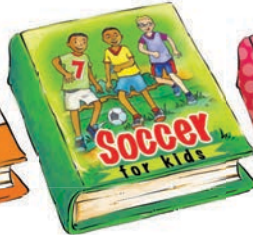
Ask 5 friends which book they like most.  
If they like a book, colour in one circle above it.



Which books  
do you like most?



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



Let's talk

Which book did your friends like the most?

Which book did your friends like the least?



Word work

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

shell	shirt	ship	shop	sheep
wish	wash	fish	dish	finish





Let's do

Clap these words.



fishing

fish

ing



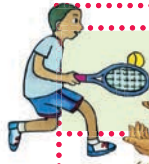
swimming



kicking



eating



hitting



drinking



Let's write

Add the letters together to make words.

sh

- ip → ship
- ut → shut
- op → shop

sh

- ell →
- y →
- irt →

sh

- wi →
- wa →
- di →

ing

- s →
- w →
- r →



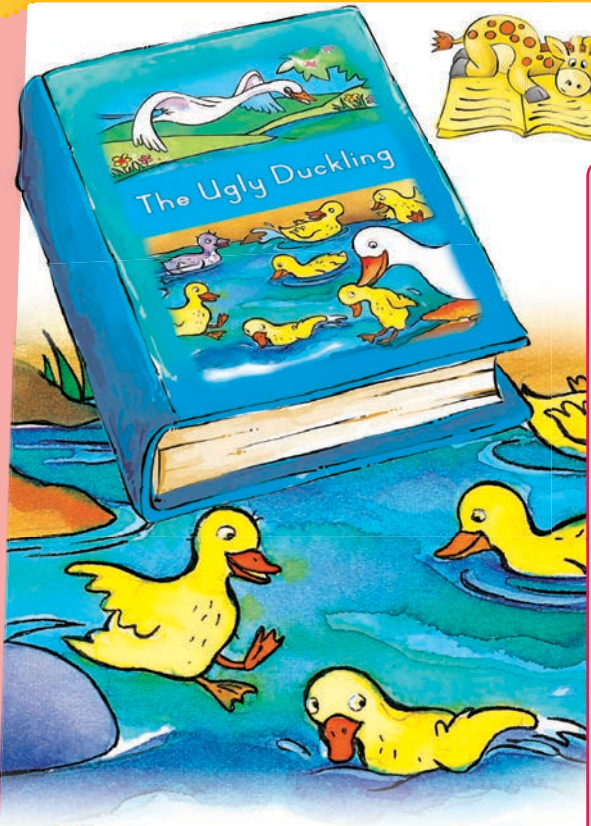
Let's write

Fill in this card to join the library.



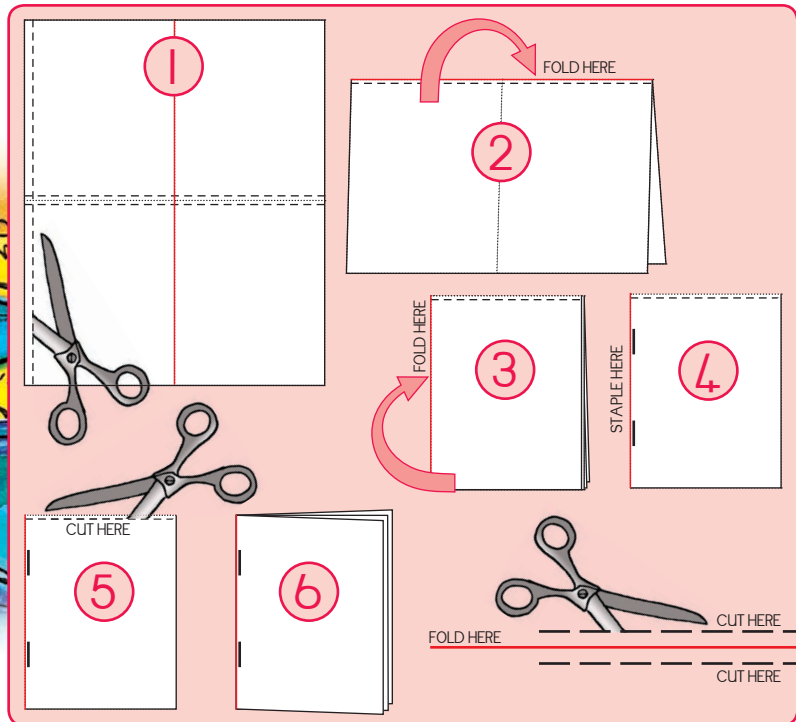
NEW TOWN LIBRARY	
Name:	<input type="text"/>
Age:	<input type="text"/>
School:	<input type="text"/>
Grade:	<input type="text"/>
My favourite book:	

# The Ugly Duckling Story



Let's read

Make this cut-out book so that you can read the Ugly Duckling story. Fold on the red lines and cut on the dotted lines.

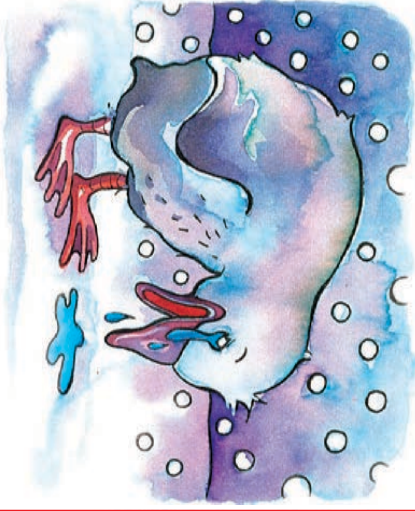


Let's write

Read the Ugly Duckling story and then write 5 sentences to tell the story.

12

Then one day the winter comes. There is snow all around. The river turns to ice. The ugly duckling is very cold and unhappy.



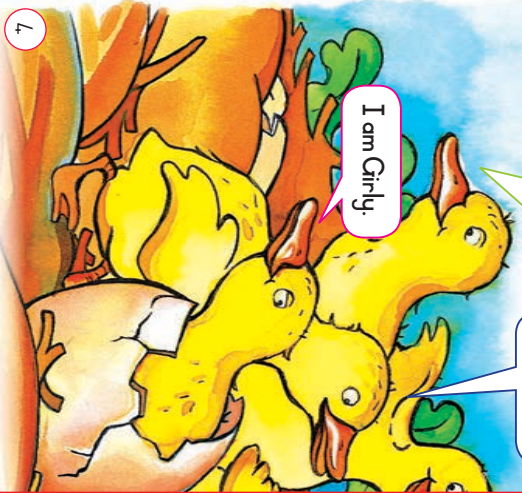
5

Mother Duck sits and sits on the big egg. At last it cracks open. Out jumps the last baby duck. It looks big and strong. It is a very ugly duckling.



Where am I?  
What's my name?

4



I am Girly.

Hello, I am Fluffy.

I am Tsepo.

Then, one by one all the eggs crack open. All except one. It is a very big egg.

13

And then comes the Spring. The sun shines again and the trees are fresh and green. One morning the ugly duckling sees the beautiful swans again.



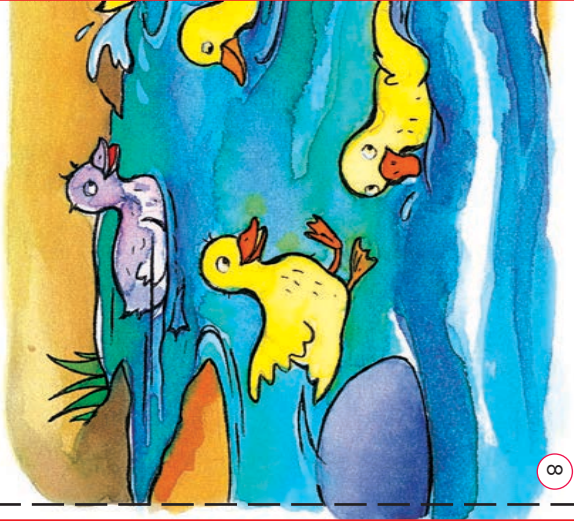
Just then some swans swim by. They call the ugly duckling to swim with them. The ugly duckling jumps into the water. He feels very happy.

Come and swim with us. You are a swan, like us. You are the most beautiful of all swans.



9

8



9

Then they go to the farm. The other animals are nasty to the ugly duckling. The hens peck him and the dog barks at him.





I wish I could play with them. They are so beautiful. I am so ugly.

11

He goes to the river. He sees many beautiful big birds swimming in the river. Their feathers are so smooth. They have long necks. Their wings are so pretty.



Look at the last duck.

Ha ha ha! It is such a funny duck.

What a strange-looking baby this is!

9

Mother Duck takes all her baby ducks to the pond.



Everyone is so nasty to me. I am running away.

10

One night the ugly duckling decides to run away.

All the ducks jump into the water. They all swim and play. The ugly duckling swims better than all the other ducklings.



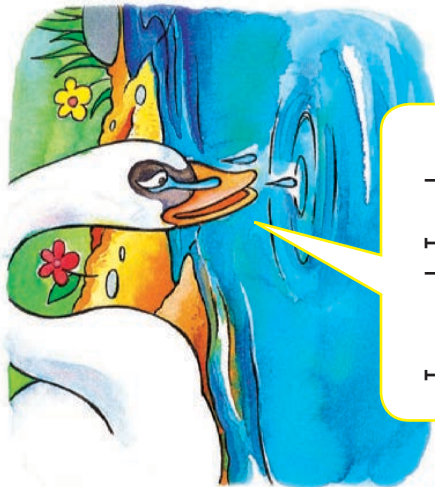
7

Mother Duck lives with her family on a farm. Mother Duck is sitting on 7 eggs. She is waiting for them to hatch.



It is time for my eggs to hatch. I want to see my 7 baby ducks.

2



I am so ugly. I am alone. I have no friends.

71

The duckling is very sad. He begins to cry.



Is that me?

While he is crying he looks down between his tears. He sees his reflection. He is a beautiful swan.

15



Fun

Write these words into the correct places on the merry-go-round.

this

sing

that

fish

shoe

such

ship

played

chop

chimp

both

cloth

walked

chip

bunch

with

then

wash

ring

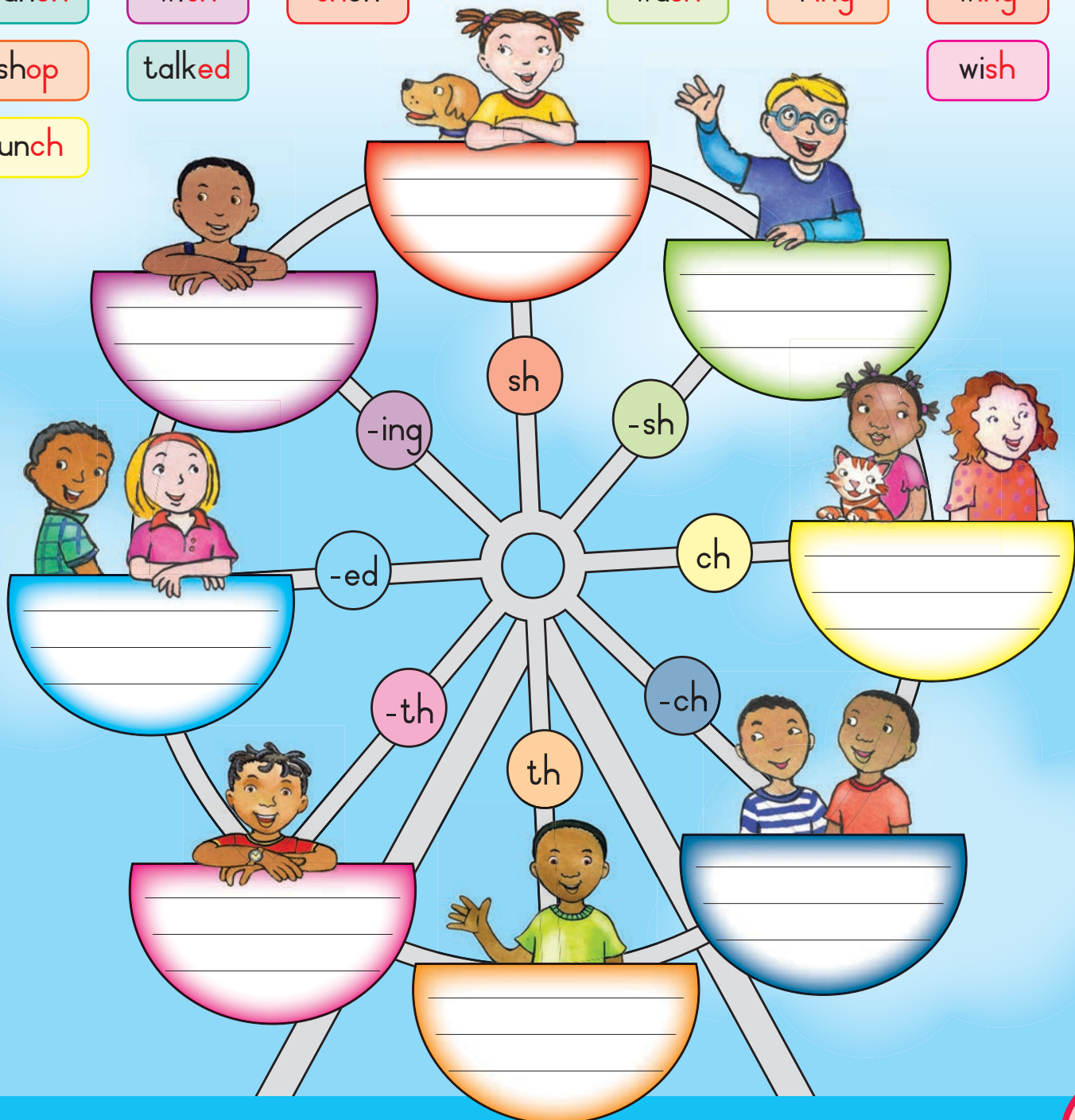
wing

shop

talked

wish

lunch



# THEME 3 HEALTH AND SAFETY

9

## Sam goes to the doctor



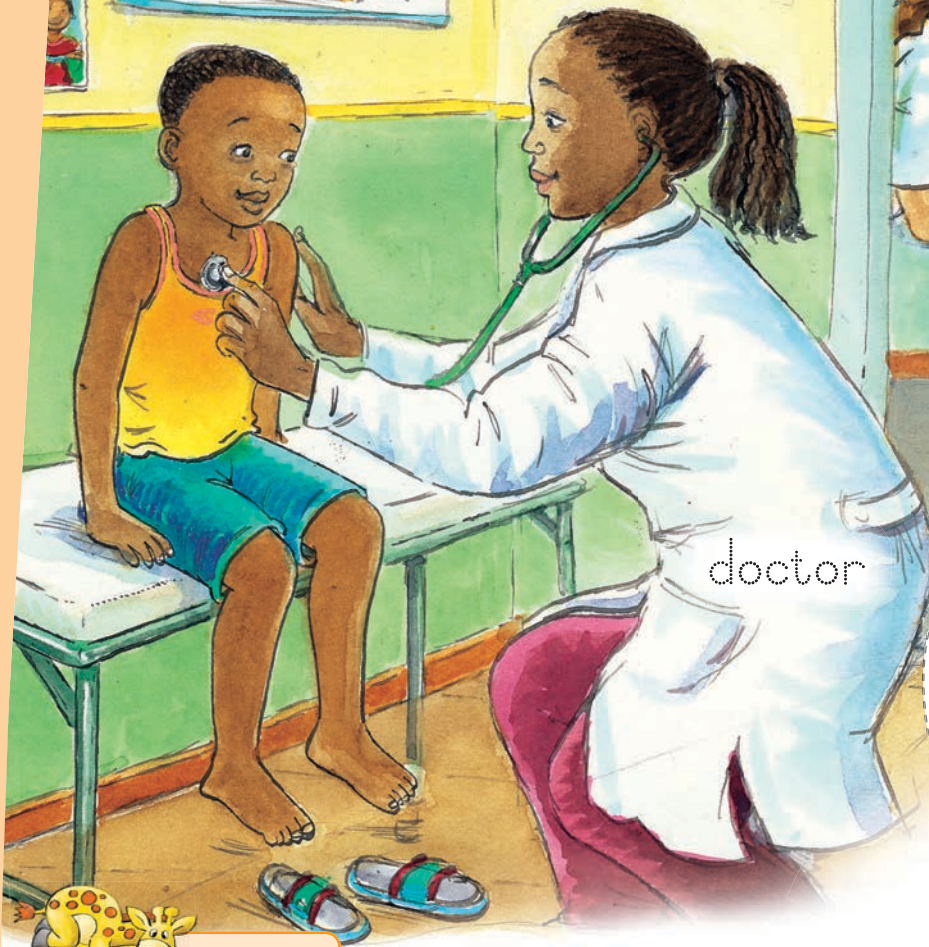
Term 3 – Week 6 – 10



Let's talk

Look at the picture and talk about what you see.

pills



nurse



doctor

stethoscope



Let's read

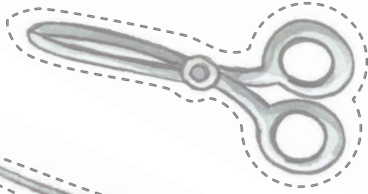
Today Sam is sick. He went to the doctor because he was feeling very hot and he had a sore throat. The doctor told Sam that he must stay in bed.



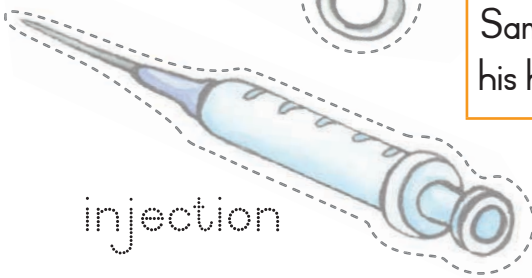
Let's do

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

scissors



injection



Let's write

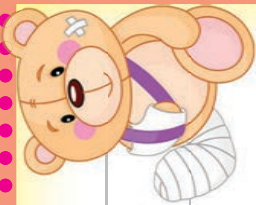
Look at the picture and then tick ✓ the sentences that are correct, and cross ✗ those that are not correct.

Ann went to the doctor.	✓	✗
The doctor told Sam to stay in bed.	✓	✗
The doctor used a stethoscope.	✓	✗
Sam was feeling hot.	✓	✗
Sam went to the doctor because he hurt his hand.	✓	✗

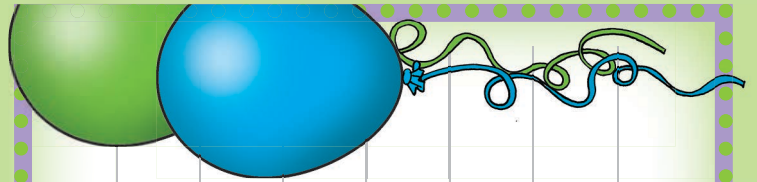


Write a message to 2 friends.

Let's write



Handwriting practice lines for writing a message to a friend.



Handwriting practice lines for writing a message to a friend.





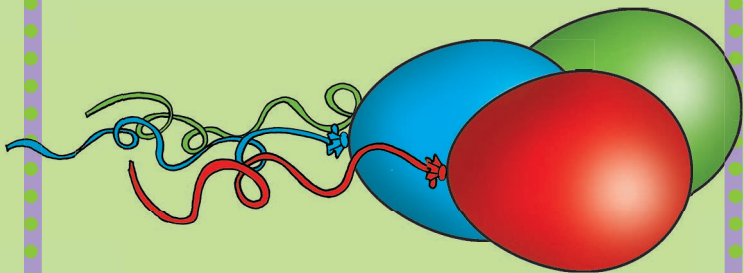
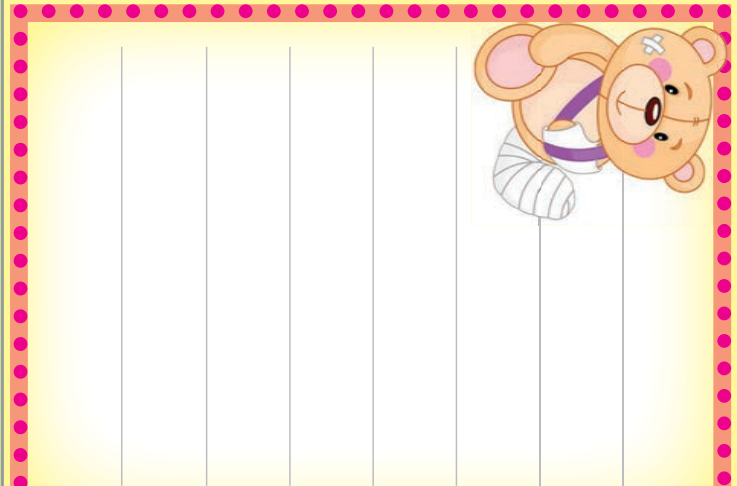
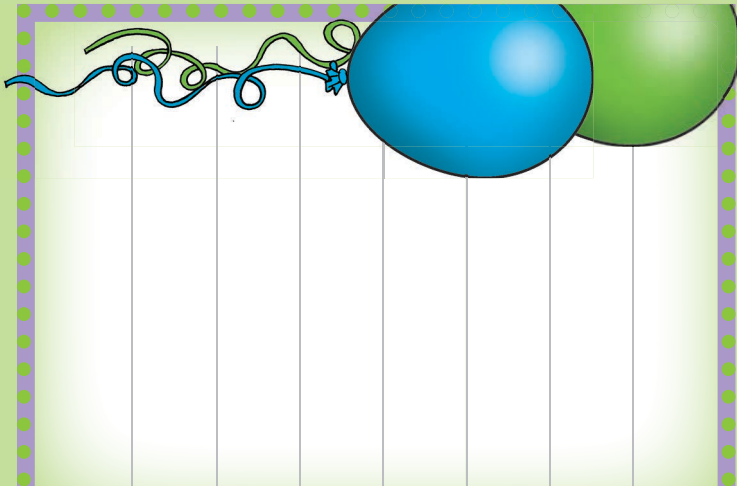
Let's write

Number these pictures in the correct order.



Let's do

Cut out the card. Draw a picture and write a get well message.







Let's write

Write a sentence about each picture you numbered on the opposite page.



Word box

draw

drink

eat

1

2

3



Word work

Read the words and listen to the sounds.

sick	brick	duck
sack	black	rock



Listen and repeat

I feel sick.  
 I have a stomach ache.  
 I have a headache.  
 My leg hurts.



Let's write

Draw a line from the words to the correct part of the body. Show your friend how you labelled the different parts.

- hair
- eye
- mouth
- arm
- hand
- finger
- leg
- foot



- head
- ear
- nose
- shoulder
- stomach
- knee
- heel
- toe

# A hospital visit



plaster cast

X-ray



Let's read

Ken is in hospital. He was knocked off his bike and has a broken leg. The doctor had to X-ray his leg to see the bones in his leg. Today his friends came to visit him. They gave Ken a book. The doctor told the children that they must learn about road safety.



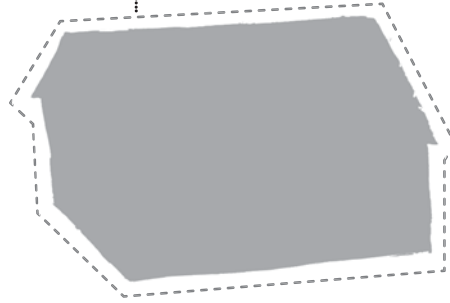
Listen and repeat

Hello Ken, how are you?  
Are you feeling better?



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

hospital



Word box

eight

every

fall



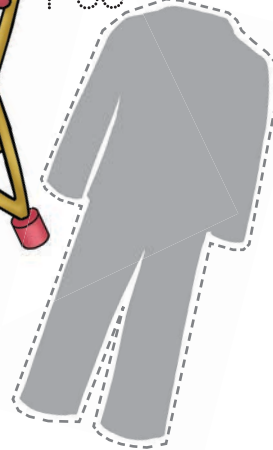
Let's talk

Where is Ken?  
Have you ever been to hospital?  
What for?

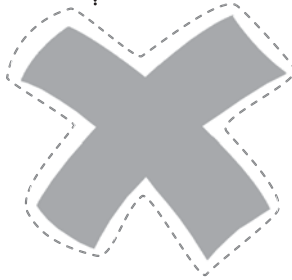


crutches

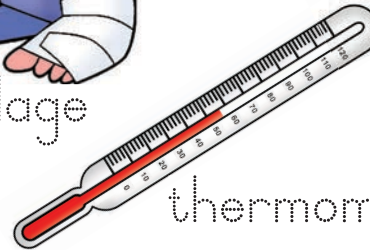
pyjamas



plaster



bandage



thermometer



Let's write

Choose the correct answer.



Let's talk

Talk about what these signs tell us.



What did Ken hurt?

- A His leg
- B His arm
- C His hand

What did Ken's friends bring him?

- A A toy
- B An apple
- C A book

What was Ken doing when he got hurt?

- A Playing soccer
- B Riding his bike
- C Climbing a tree

What did the doctor say they must learn about?

- A Road safety
- B Reading
- C Swimming



**Role play** Make up a role play to show what happened to Ken.



**Let's do** Do what Ann is doing.



Look left



Look right

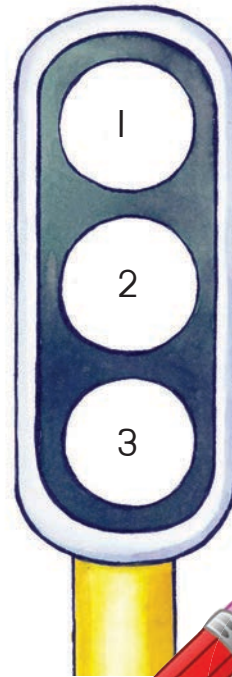


Look left again



**Let's do** Colour in the robot using these colours.

- 1 = red
- 2 = yellow
- 3 = green



- 1 stop
- 2 careful
- 3 go

I stop when the robot is red.  
I look left and right and left again.



**Let's write** Circle the correct word in each sentence.

Today	was	is	hot.
Yesterday	was	is	cold.
Today	was	is	rainy.
Yesterday	was	is	sunny.

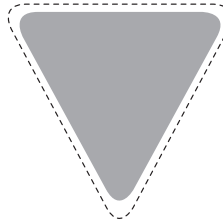
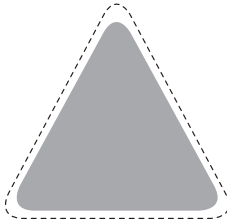
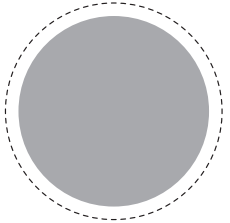
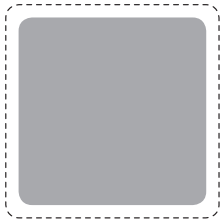
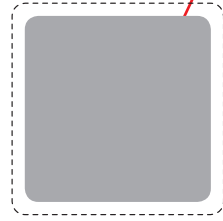
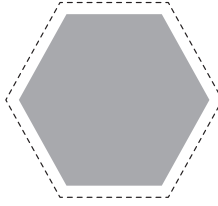
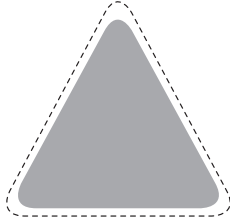
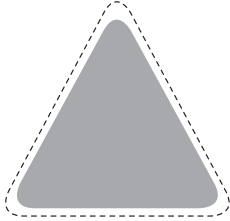
We	are	is	happy.
He	are	is	sad.
She	are	is	glad.
They	are	is	excited.



Let's do

Find the stickers for these road signs and paste them in. Now draw a line from the sticker to its meaning.

children crossing	stop	animals crossing	bus stop
-------------------	------	------------------	----------



yield	rocks falling	no entry	hospital
-------	---------------	----------	----------



Let's draw

Draw a picture to show how you come to school.



I come to school by .....

# THEME 4 WHAT WE ENJOY DOING

13

## We like fishing



Term 3 – Week 6 – 10



hat

fishing rod

fish

dam

fishing

frog

Let's read

Listen and repeat

We **walked** to the dam.

We took our fishing rods to catch fish.

Tim caught a small fish. Ann **played** with a frog.

It was a small green frog but it **jumped** away.

Ken caught a big fish but it **slipped** from his hands.

Nomsa caught a small fish. Too small for lunch.

Let's go fishing.

Let's play at the river.

Let's have fish for supper.



Let's do

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



fish hook



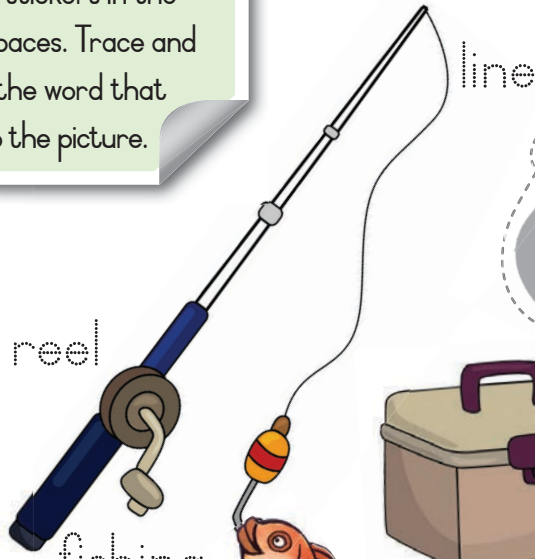
Word box

carry

clean

cold

reel

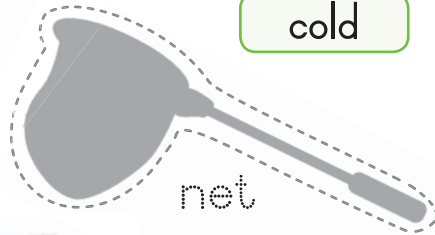


fishing rod

line



fish



net



fishing toolkit



sun hat



Let's talk

Answer the questions.

duck

Where are the children?

Who caught a big fish?

What did Ann play with?

Who caught a small fish?



Word work

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

walked

talked

played

jumped

slipped

kicked

baked

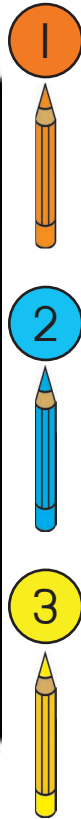
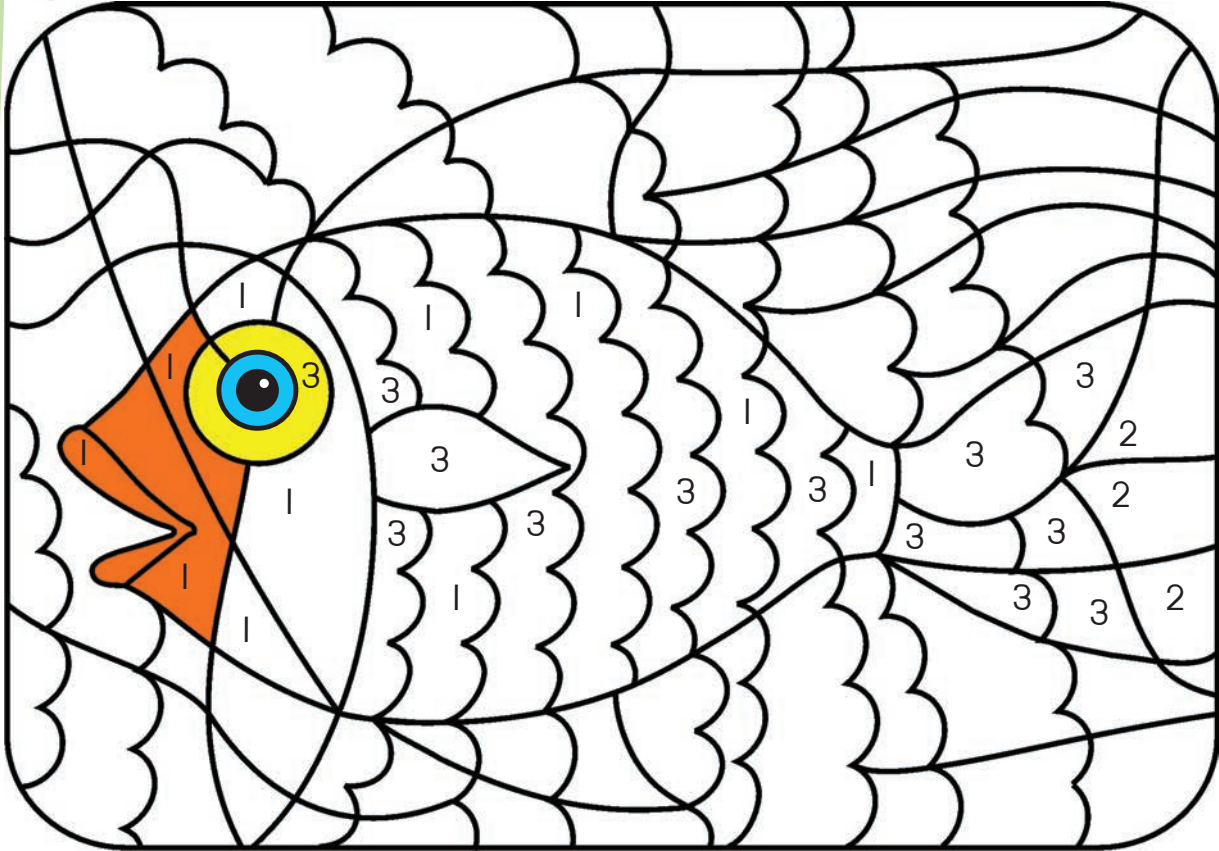
cooked





Let's do

Colour this fish. Use these numbers as your guide. Tell your friend what colours you are using. Then colour the surrounding water in blue.



Let's write

Say how these look. Use these adjectives to help you.

red

green

round

tall

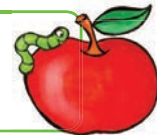
slippery

A \_\_\_\_\_ clown.



A \_\_\_\_\_ fish.

A \_\_\_\_\_ apple.



A \_\_\_\_\_ ball.

A \_\_\_\_\_ frog.







Let's write

Number these pictures in the correct order. Now write one sentence about each picture.



1 First

2 Then

3 After that

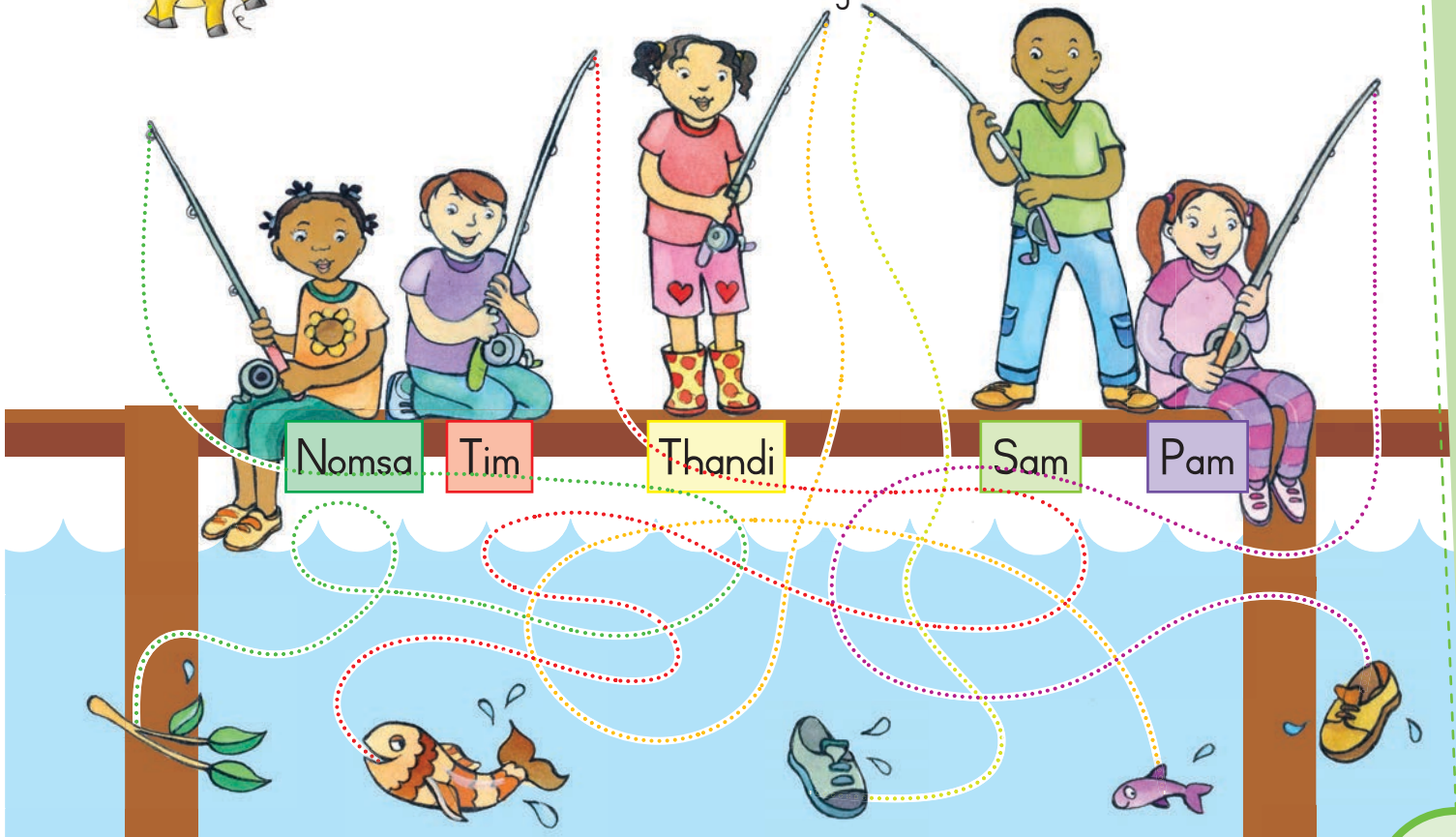


Fun

What did they catch?  
Trace the line to find out.

Then say:

Tim caught a big fish.





Let's talk

Look at the picture and talk about what you see.



Let's read

On Saturday we went to the circus. We saw lots of animals. The clowns were very funny. The seal was also very funny. It had a ball on its nose. We ate popcorn and drank orange juice. We all had fun at the circus.



Listen and repeat

The clown was very funny. The seal was very funny too.

Jim likes popcorn. I like popcorn too.



Let's do

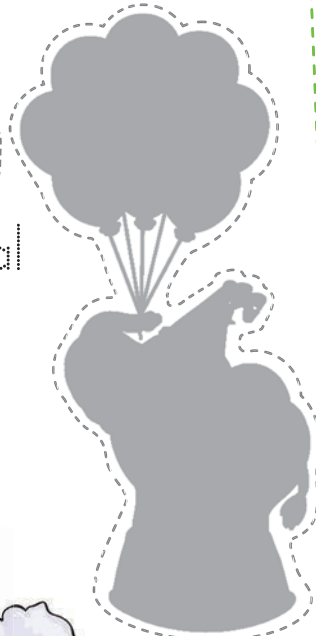
Paste the stickers in the correct spaces. Trace and then say the word that goes with each picture.



lion



seal



elephant

popcorn



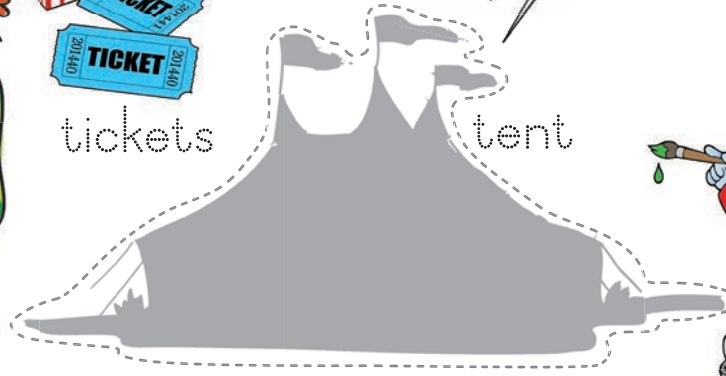
candy floss



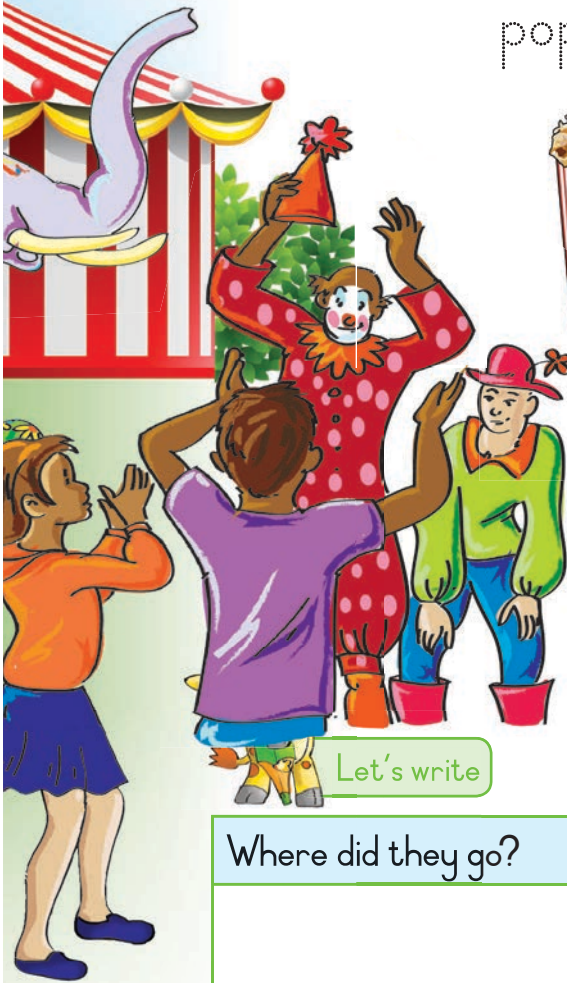
clown



tickets



tent



Let's write

Where did they go?

When did they go?

What did they see?

What did they eat and drink?



Let's write

Paste the stickers in the correct spaces to make a Jolly Circus poster.

# JOLLY CIRCUS

You will see lions, seals, elephants and clowns.

Cost: R5.00 for adults and R2.00 for children

Time: 2 o'clock

Date: 12 – 16 October

To eat: popcorn, chips, candy floss and juice



Let's write

Read the poster and answer the questions.

What is the name of the circus?

---



---

How much must children pay?

---



---

What time does the circus start?

---



---

What will you see at the circus?

---



---

and \_\_\_\_\_.

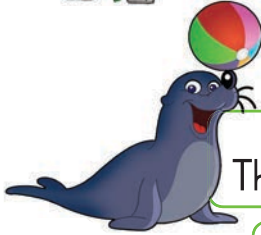




Let's write

Look at the pictures and then fill in the missing words.

- in
- on
- next to
- under
- in front of



The ball is on the seal's nose.



The lion is \_\_\_\_\_ the cage.



The people are \_\_\_\_\_ the tent.



The clowns are \_\_\_\_\_ the tent.

When it is hot we sit \_\_\_\_\_ the tree.

The clown is \_\_\_\_\_ the ball.



Let's write

Look at the pictures and then fill in one of these adjectives to complete each sentence.

- fast
- slow
- big
- small
- long
- pretty

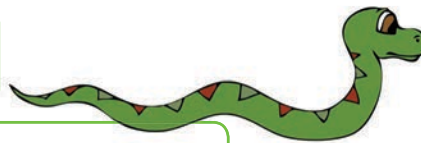
The aeroplane is \_\_\_\_\_.



The snail is \_\_\_\_\_.



The mouse is \_\_\_\_\_.



The snake is \_\_\_\_\_.



The girl is \_\_\_\_\_.



The tree is \_\_\_\_\_.

# THEME 5 THE FOOD WE EAT

17

We cook our food



Term 4 – Week 1 – 5



Let's talk

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



Let's read

We like cooking. We bake cakes to eat with our tea.

Ann and Nomsa cook meat and mealies.

We like to eat beans, peas and carrots.



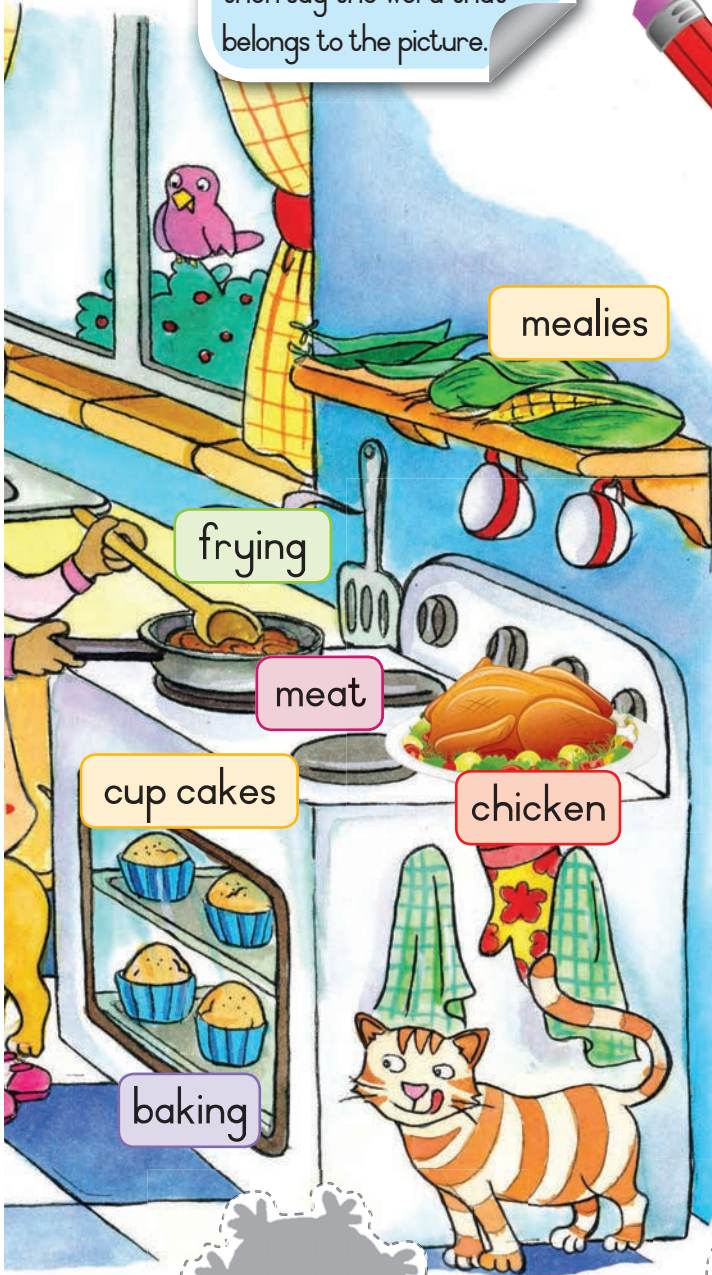
Let's do

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



Let's write

Make a list of all the foods you see in the picture. Write them under the correct headings.

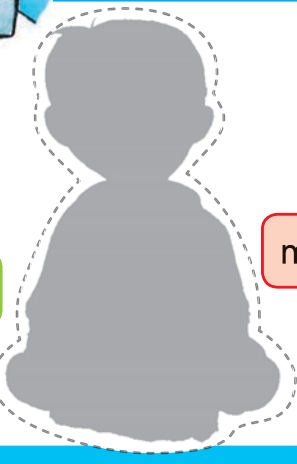


Fruit	Vegetables
apple	
Meat, fish or chicken	Grain and wheat

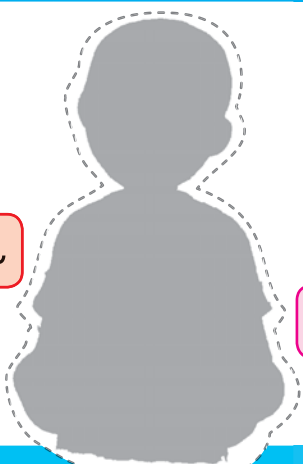


sausage

chicken



meat



fish



Let's read

Read this recipe.

## How to make a peanut butter sandwich



What will you need?

- 2 slices of bread
- 2 spoons of peanut butter
- 1 banana
- A knife and a plate

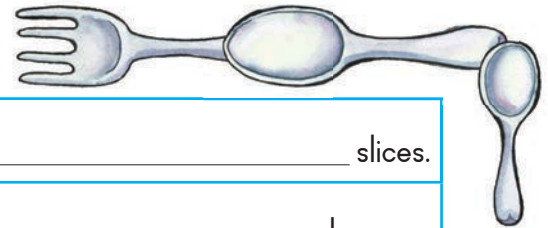
### Method

1. Wash your hands.
2. Spread peanut butter with a knife on one side of each slice.
3. Peel, then slice the banana into thin slices.
4. Put the banana slices on top of the peanut butter.
5. Press the two slices of bread together.
6. Cut the sandwich into four pieces.
7. Eat and enjoy.



Let's write

Read the recipe and answer the questions.



How much bread do you need?	_____ slices.
How many bananas do you need?	_____ banana.
How much peanut butter do you need?	_____ spoons.
What other things do you need?	
What kinds of sandwiches do you like?	
1. _____	
2. _____	





Let's draw

Draw the food you like most.



A large rectangular area with a blue and yellow striped border, intended for drawing a favorite food.



Let's write

Paste in the stickers to match the words. Point to each picture and tell your friend what foods you like or dislike. Then write a sentence saying whether you like or dislike each of these foods.

Say

I like \_\_\_\_.

I do not like \_\_\_\_.

	sweets	
	meat	
	spinach	
	chicken	
	bananas	
	mealies	
	apples	

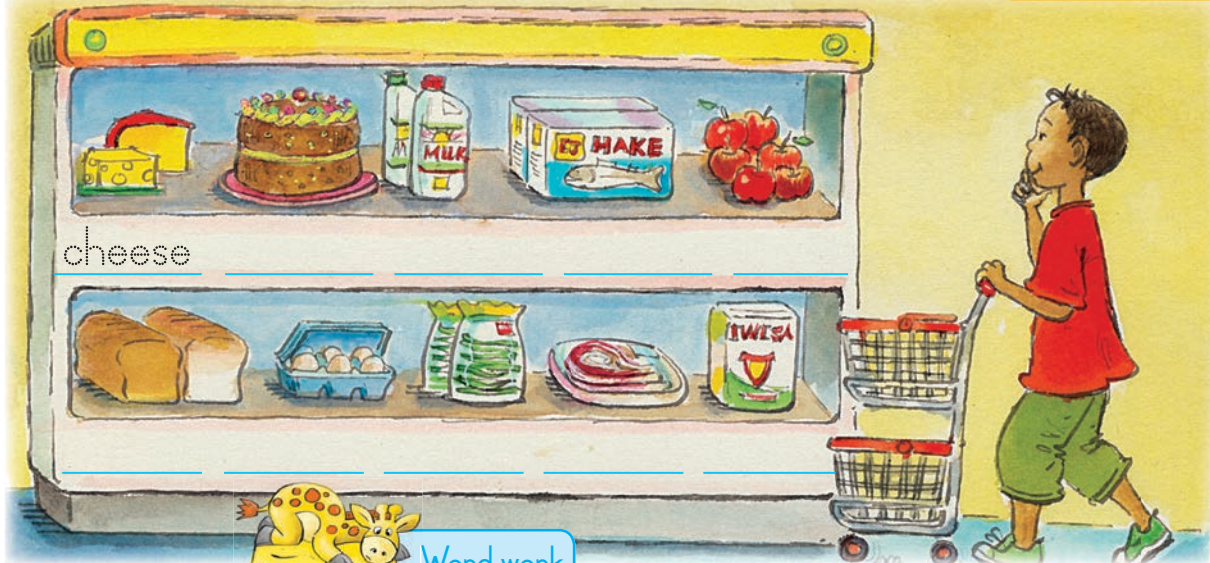


Let's write

Fill in the correct word under each food.

milk	bread	cheese	meat	eggs
fish	apple	beans	cake	pap

Follow the instructions on page 14 to make the cut-out book. See what Goldilocks eats for breakfast.



Word work

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



Listen and repeat

May I have a loaf of bread please.  
May I have a packet of mealie meal please.

sleep	keep	book	took
week	meet	cook	hook
teeth	jeep	look	shook



Let's write

Fill in the spaces to complete these words.

Use one of these sounds:

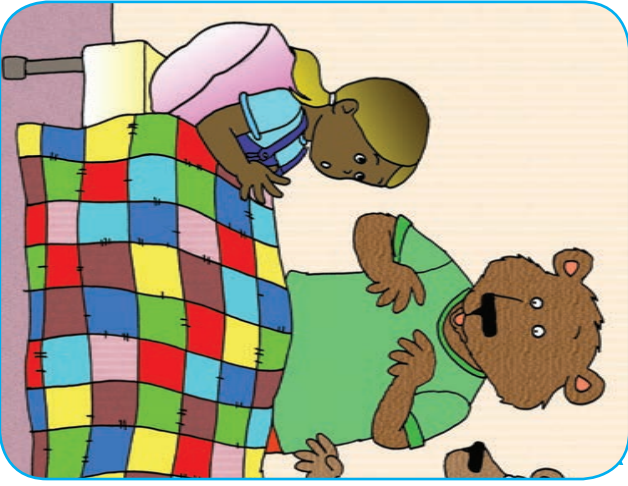
oo

ee

sl ___ p	b ___ k	tr ___	sh ___ p	c ___ k

12

Goldilocks wakes up. She is afraid.



5



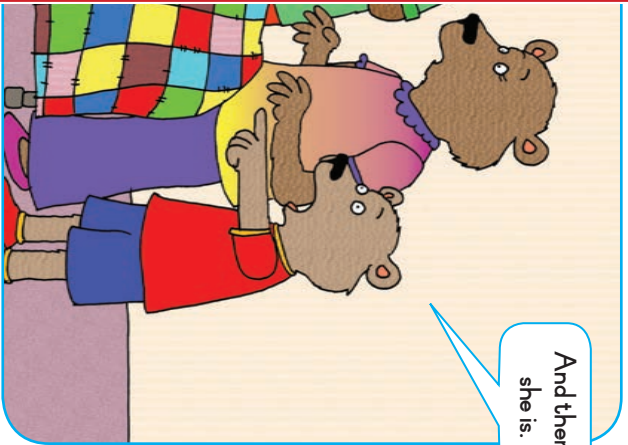
I wish I had a friend.

7

Baby bear does not have any friends.



13



And there she is.



This bed is too hard.

That bed is just right.

This bed is too soft.

She goes to sleep.

6

8

1

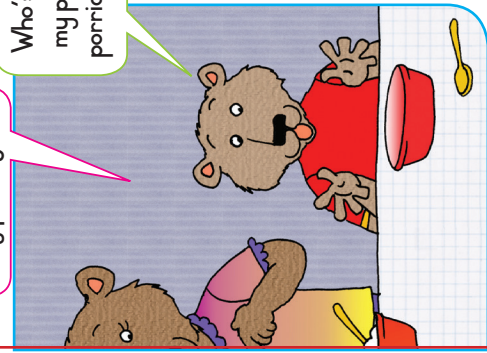


You are my best friend.



Baby bear is happy. He has a new friend.

9



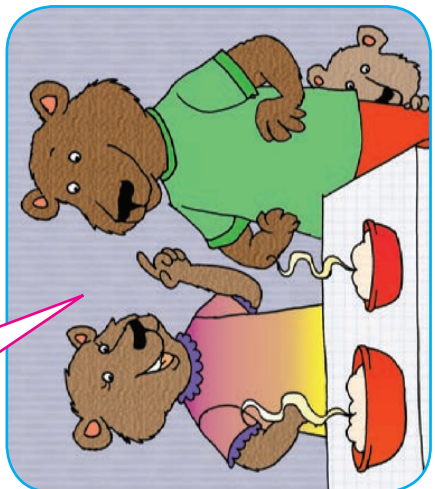
Who's been eating my porridge?

Who's been eating my porridge? My porridge is all gone.



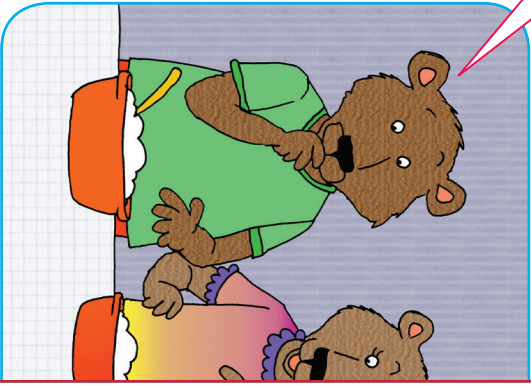
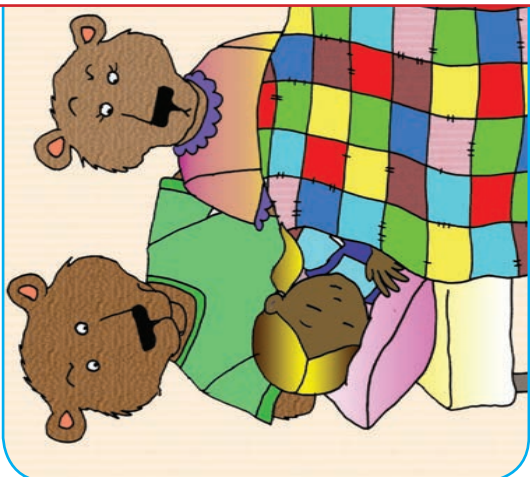
I am so hungry. I smell good food.

Goldilocks sees their house.

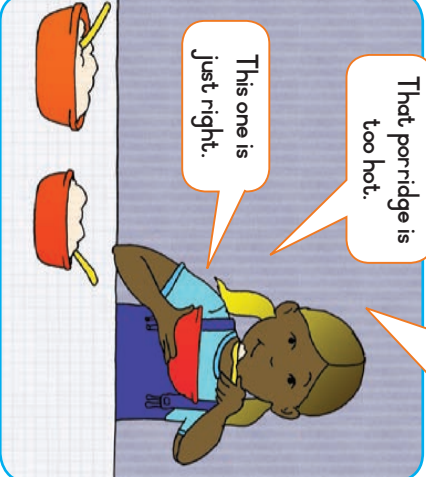


Let's go for a walk while the porridge cools.

The porridge is very hot.



Who's been eating my porridge?



This one is just right.

That porridge is too hot.

That one is too cold.



The three bears cook porridge.

This porridge is very good.



Who's been sleeping in my bed?

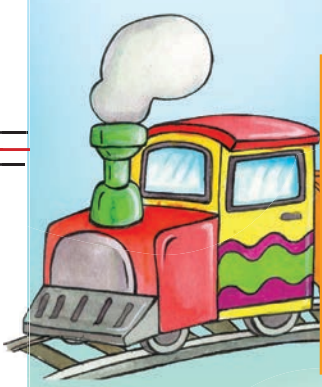
Who's been sleeping in my bed?



Fun

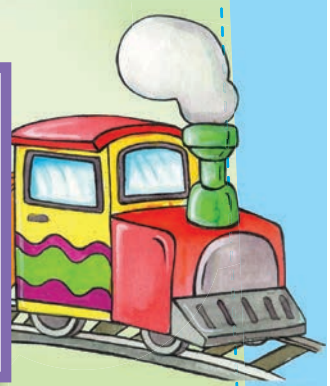
Copy these words into the correct places on the train.

- week
- cool
- weep
- grow
- flag
- plug
- keep
- blue
- spoon
- slip
- play
- ring
- sing
- slow
- flop
- blow
- wing
- slap
- black
- grin
- moon
- plum
- flap
- grass



oo	ee	-ing	bl

fl	sl	pl	-gr





Let's talk

Look at the picture and talk about what you see.

Happy birthday to you. Happy birthday dear Jabu. Happy birthday to you.



Let's read

Today is Jabu's **birthday**. He is 8 years old. All his friends are at his party. Ken gives Jabu a red truck. Jabu is excited about all his presents. They are all different shapes. Jabu and his friends have lots of good food to eat. They do not eat too many sweets because it is not good for their teeth.



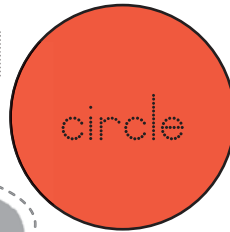
Let's sing



Let's do

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

round  
cake



Word box

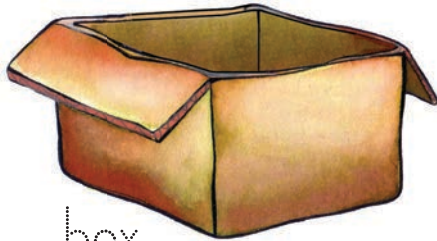
far

fast

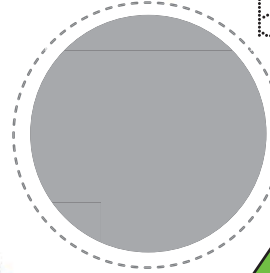
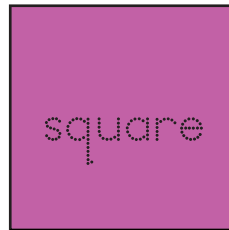
find



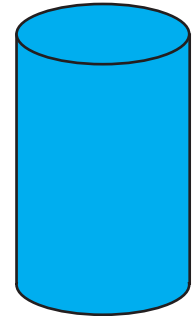
orange



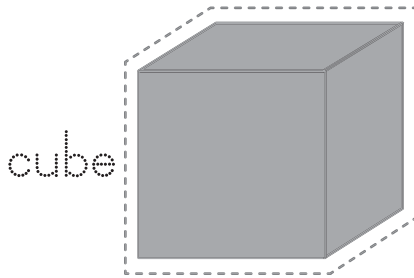
box



ball



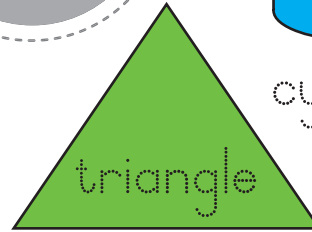
cylinder



cube



present



triangle

Answer the questions.

Let's write



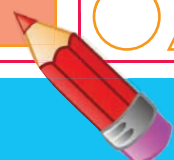
How <b>old</b> is Jabu?	_____ years old.
How <b>many</b> candles does he have?	
How <b>much</b> did the truck cost?	R
How <b>many</b> children are at the party?	



Let's write

What **shapes** are his presents? Say the name of the shapes and then tell your friend what you think is in each present.

○ △ □	○ △ □	○ △ □	○ △ □	○ △ □





Let's read



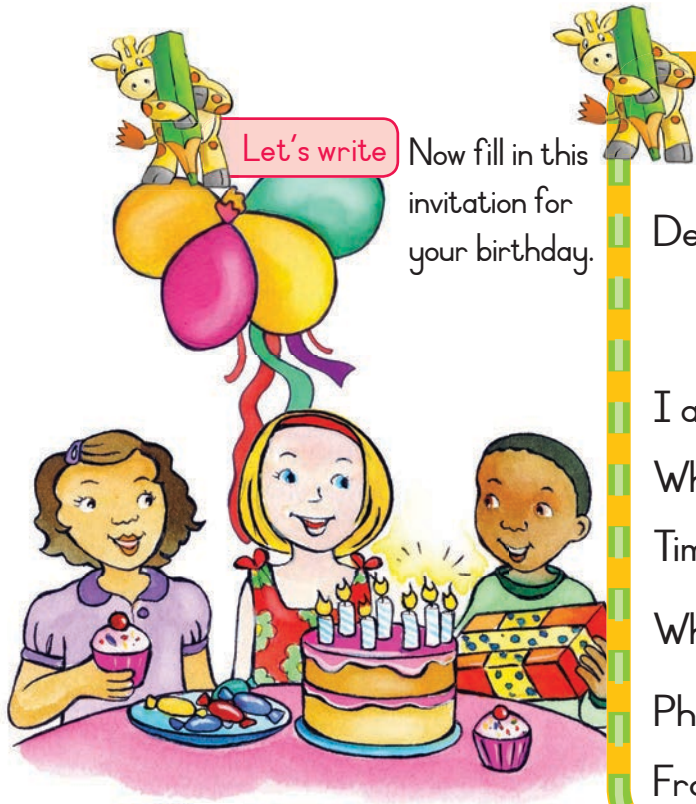
Let's write

Read the birthday card and then answer these questions.



Whose birthday is it?	
When is the party?	
Where is the party?	
What time is the party?	
Who must you phone?	





Let's write

Now fill in this invitation for your birthday.

# Invitation

Dear \_\_\_\_\_

**Please come to my party**

I am turning \_\_\_\_\_

When: \_\_\_\_\_

Time: \_\_\_\_\_

Where: \_\_\_\_\_


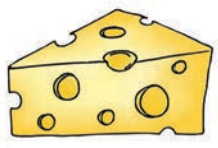



Phone: \_\_\_\_\_

From: \_\_\_\_\_



Let's write

Fill in either **ch**, **sh** or **th** to complete these words so they match the picture.

				
bun__	__eese	di__	__ip	__ree



Let's write

Choose 3 pictures and write a sentence about each one.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's read

Read the letter and then answer the questions on the opposite page.



Dear Nomsa

I am with my granny for the holidays.

I miss you very much. I play netball with my cousins. We play in the park.

I have a new computer game. I will show it to you when I come back after the holidays.

Your friend  
Ann



Name: \_\_\_\_\_

Street: \_\_\_\_\_

Suburb/City: \_\_\_\_\_

Postcode: \_\_\_\_\_



Let's write

Make up an address for Nomsa and write it on this envelope or you can write your own address.



Let's write

Read the letter and then answer these questions.



Word box

first

find

fly

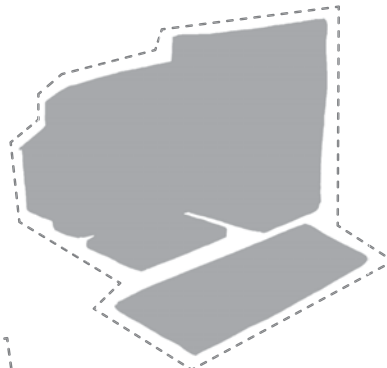
Who wrote the letter?	
Who did she write to?	
Where was Ann?	
What will Ann show Nomsa?	
What does Ann play with her cousins?	



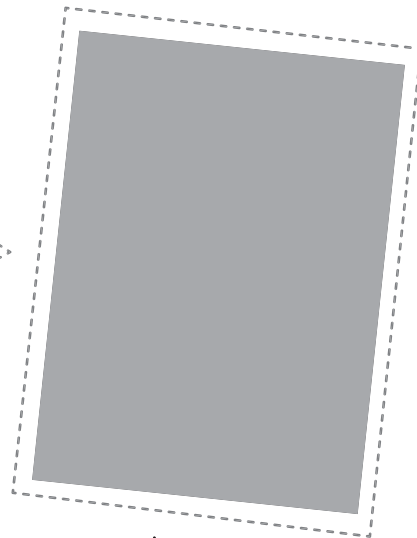
Let's do

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

stamp

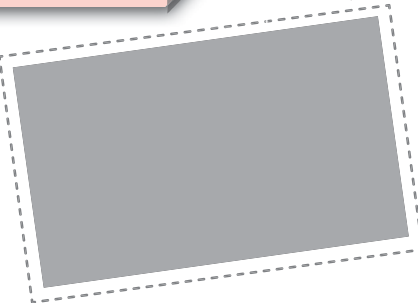


computer  
game



envelope

letter



Walk and talk

Ask your friends if they like these things. Tick ✓ the things they like doing and cross X those they do not like doing.

Do you like ...

Name:

Playing  
computer games

Reading books

Swimming

When you have completed this say:

Ann likes  
reading books  
and swimming.

Name:	Playing computer games	Reading books	Swimming



Let's write

Write a letter to your friend. Fill in the missing words in the spaces.



Dear \_\_\_\_\_

I am at \_\_\_\_\_

I play \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When I come back I will show you \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your friend

\_\_\_\_\_





Word work

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

walked	dressed	cooked
talked	brushed	baked
played	danced	raked



Let's write

Look at these pictures and then write 3 sentences that all start with "yesterday". Use the words above to help you.



Yesterday I danced with my friend.



Yesterday I \_\_\_\_\_.



Yesterday I \_\_\_\_\_.



Yesterday I \_\_\_\_\_.



Let's write

Punctuate these sentences. Use **?** or **.** or **!**

Ann went to visit her grandmother

Do you like cabbage

Don't eat all the ice cream

How old are you



Listen and repeat

Please help me, I am lost.  
 May I borrow your book?  
 What is the time?  
 What is the date today?



# THEME 7 OUTDOORS

25

## A night walk



Term 4 – Week 6 – 10



tent

moon

torch

pyjamas

tracksuit

fire



Let's talk

Have you ever slept in a tent?  
Have you ever done a night walk?  
What did you see?



Let's read



map

We are at a school camp. We sleep in our tents and we cook our food on a fire. We go for walks at night. We use our torches for light. We see lots of animals looking for food at night.



Let's do

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



moon



stars



owl



lamp



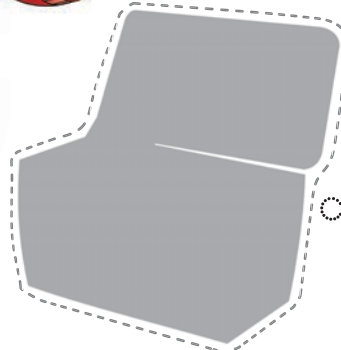
torch



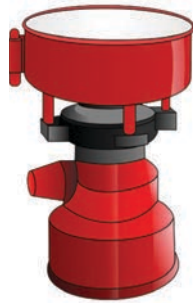
fire



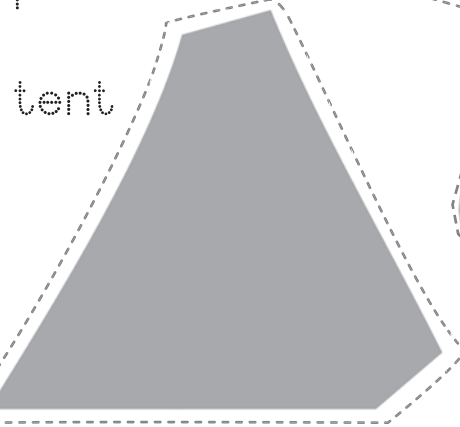
pocket knife



cooler box



gas burner



tent



backpack



owl



Let's write

Where do the children sleep?

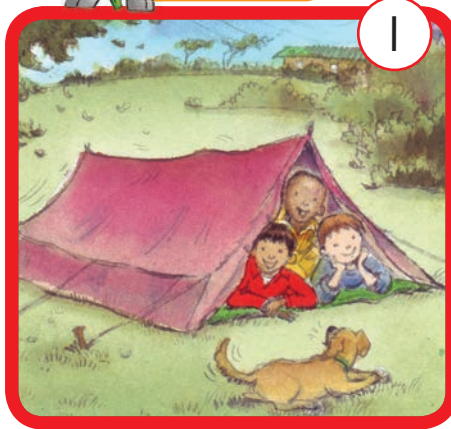
What do the children do at night?

What do they see at night?



Let's write

Look at these pictures and tell your friend what is happening in each picture.



1



2



3

Then write one sentence about each picture. We have started the sentences for you. When you have done this, read your story to your friend.

1 First

2 Next

3 Then



Let's write

Paste the stickers in the correct spaces and then add an **s** to these words because each picture shows more than one thing.

apple ___	cow ___	tractor ___
duck ___	girl ___	boy ___



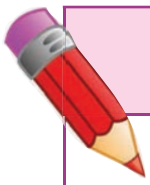
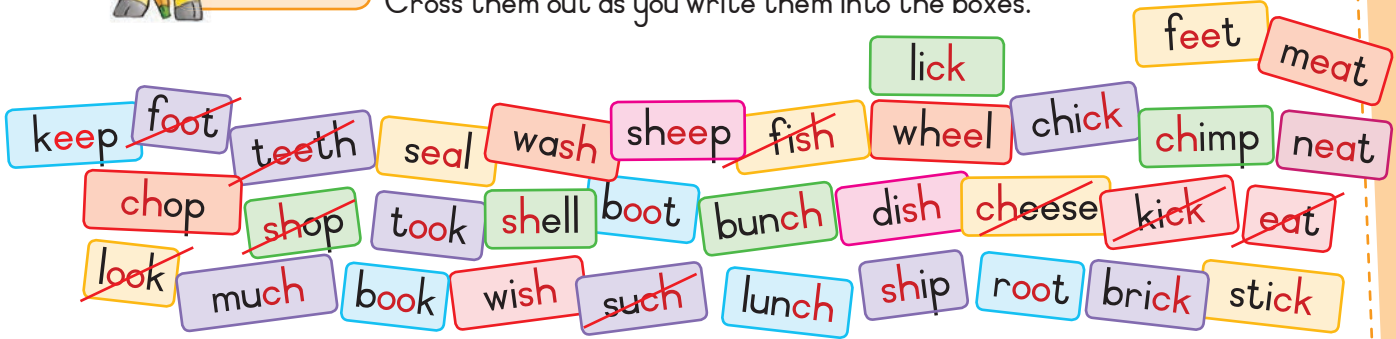


Let's write

Write these words in the correct box.  
Cross them out as you write them into the boxes.

Teacher's note:

Some of the words start with **sh** and **ch**.  
Some of the words end with **sh** and **ch**.

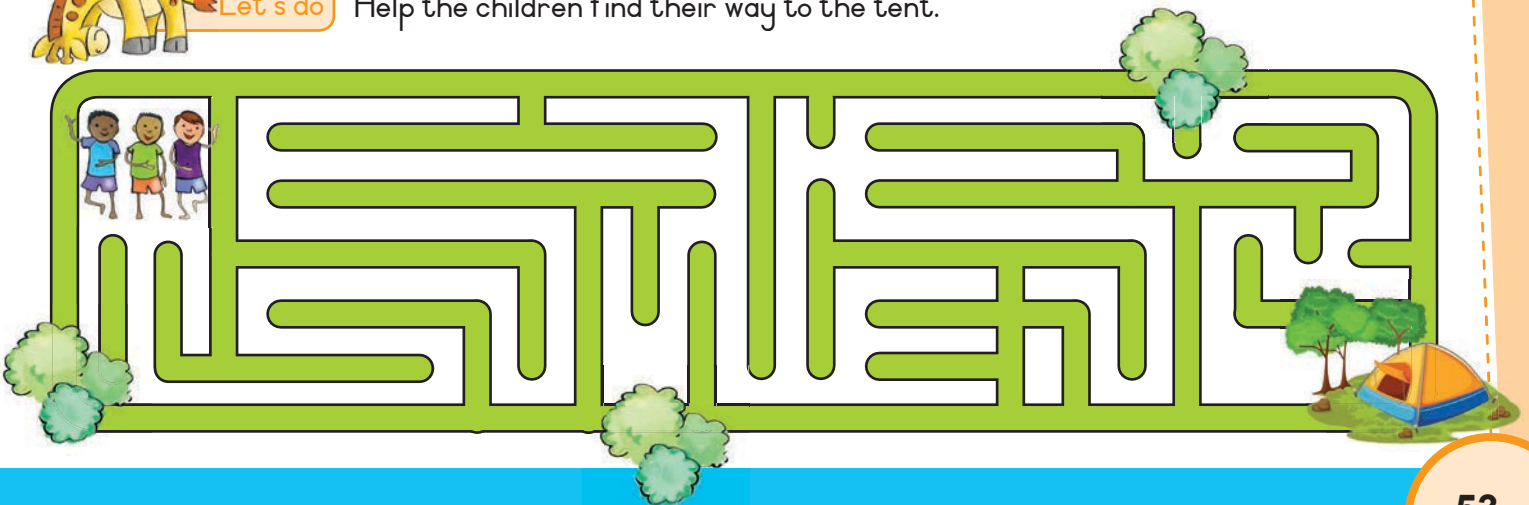


foot look	eat	teeth	fish
shop	cheese	such	kick



Let's do

Help the children find their way to the tent.





Let's talk

Look at the pictures and talk about what is happening in each picture.

Oh no, there goes the bus!



Stop, please wait for us!

2

clouds

lightning

storm



Let's run. We are going to get very wet!



Let's read

Today the bus left without us. Jabu and Sam were on the bus. We ran after the bus, but we were too late. Then it started to rain. It rained harder and harder. We were scared of the lightning. At last we reached home. We were very wet by the time we got home.



At last we are home!





Let's write

Look at the pictures on the opposite page and then tell your friend what happened in each picture.

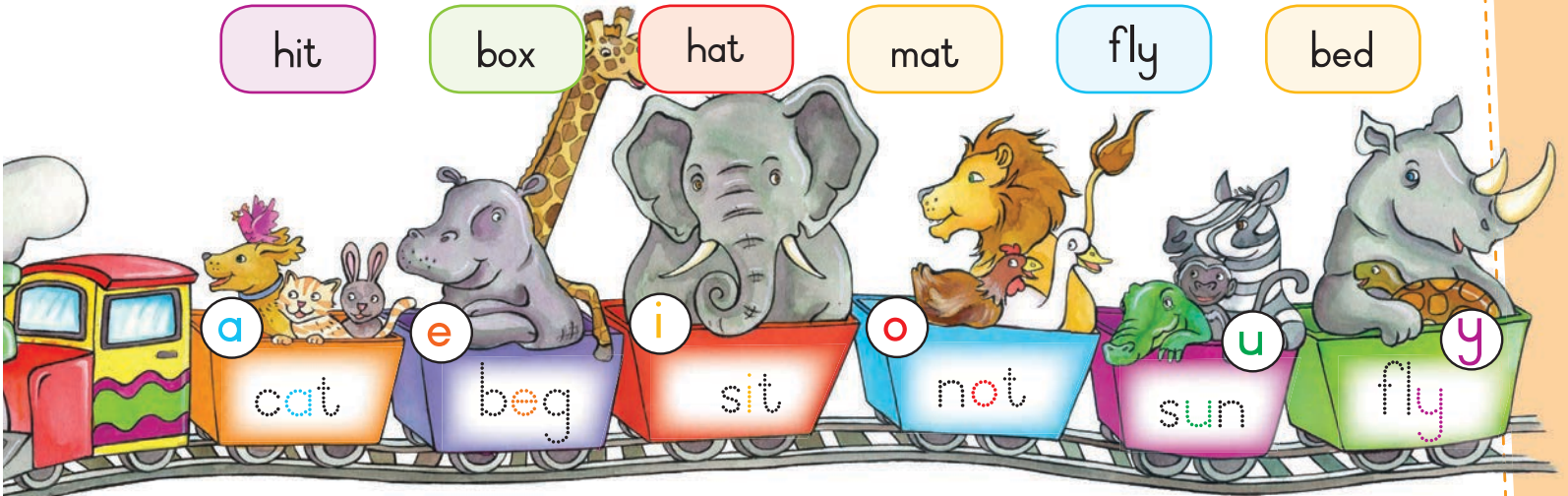
- 1 First
- 2 Next
- 3 Then
- 4 Lastly



Let's write

Fill in these words into the correct sound coaches.

cat	lit	beg	sit	hot	sun
not	leg	my	cry	up	but
hit	box	hat	mat	fly	bed



--	--	--	--	--	--



Let's write

Fill in the correct pronouns.  
Use these words to complete the sentences.

He

It

We

She

They

You



He went home by bus.



\_\_\_\_\_ walked home from school.

\_\_\_\_\_ got wet in the rain.

\_\_\_\_\_ ran with the children.



\_\_\_\_\_ are best friends.



\_\_\_\_\_ wait for the bus.



Let's write

Write about a time you were caught in the rain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Let's write

Write these words in the correct order to make sentences. Remember to start with a capital letter and end with a full stop.




is raining it	
wet i am	
bus the left	



Let's write

Choose and then fill in the correct letters at the start of the word so that the word matches the correct picture.

- pl
- bl
- cl
- fl
- sl

p _ _ um			_ _ ag
_ _ ant			_ _ ous
_ _ ue			_ _ y
_ _ ocks			_ _ ip
_ _ eep			_ _ ap



Word work

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

clap	flap	plum	blow	slap
clown	flow	plot	blue	slow
cling	fling	play	black	slip

See page 14 for instructions on how to make the cut-out book.



Word work

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

brag	crop	drip	grip	trip
brim	crab	drop	grab	trap
brown	creep	drag	grin	try



Let's write

Now fill in these words into the correct sound coaches.

free crash floor drink beet crab greet  
 heel black drum flip blow flat crash drag  
 crown reed flop weep blue drip

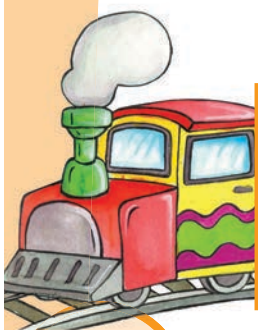
ee

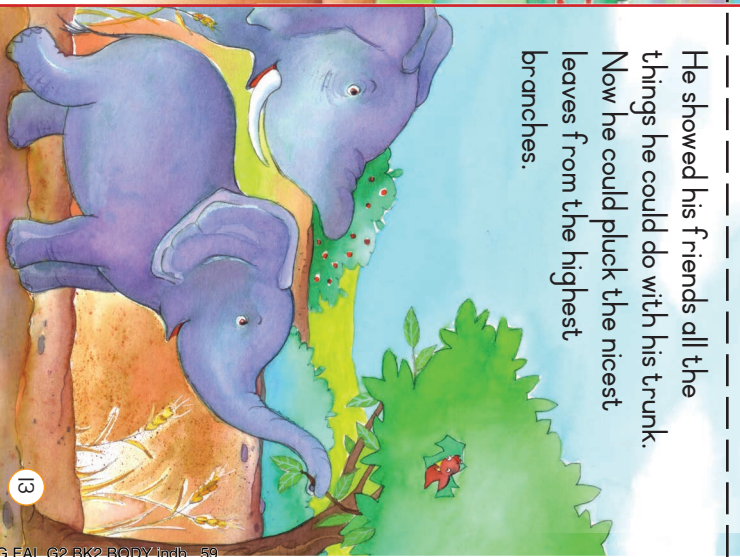
fl

dr

cr

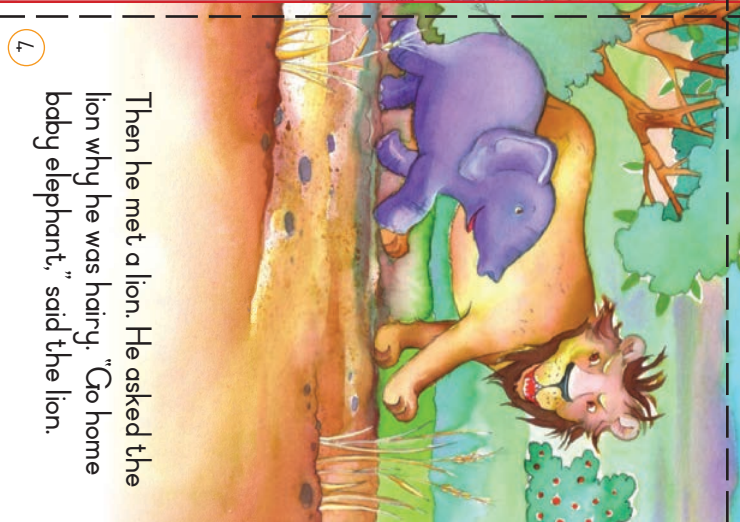
bl



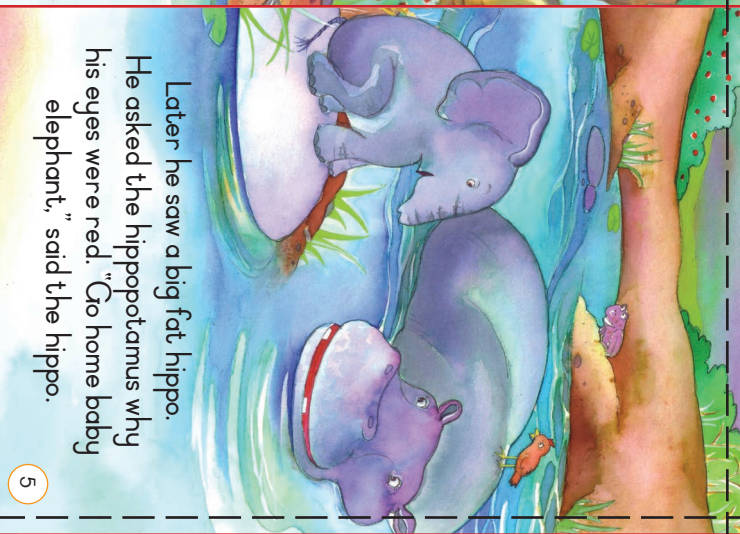
13

He showed his friends all the things he could do with his trunk. Now he could pluck the nicest leaves from the highest branches.



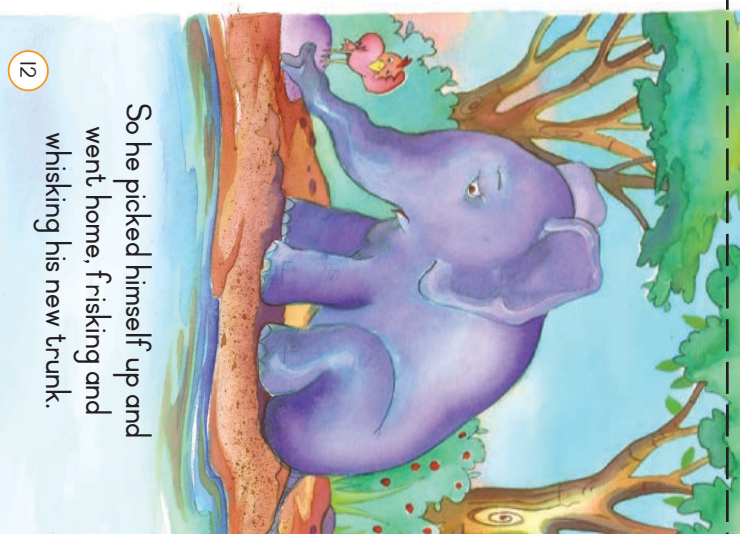
7

Then he met a lion. He asked the lion why he was hairy. "Go home baby elephant," said the lion.



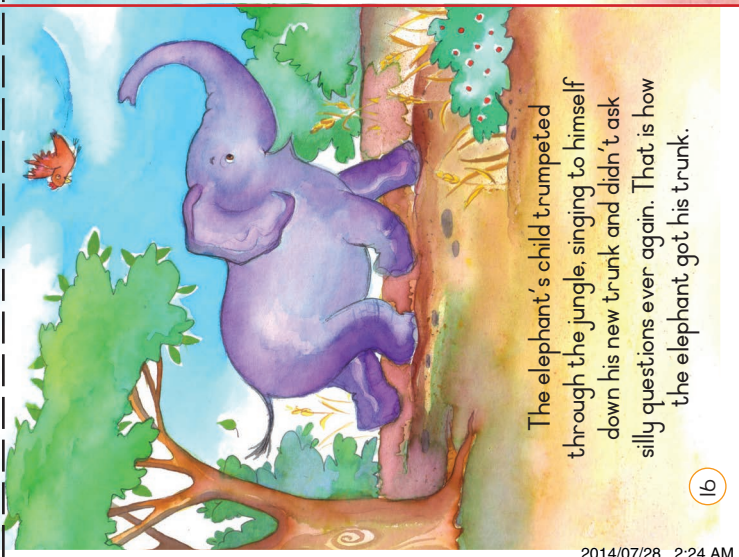
5

Later he saw a big fat hippo. He asked the hippopotamus why his eyes were red. "Go home baby elephant," said the hippo.



12

So he picked himself up and went home, frisking and whisking his new trunk.

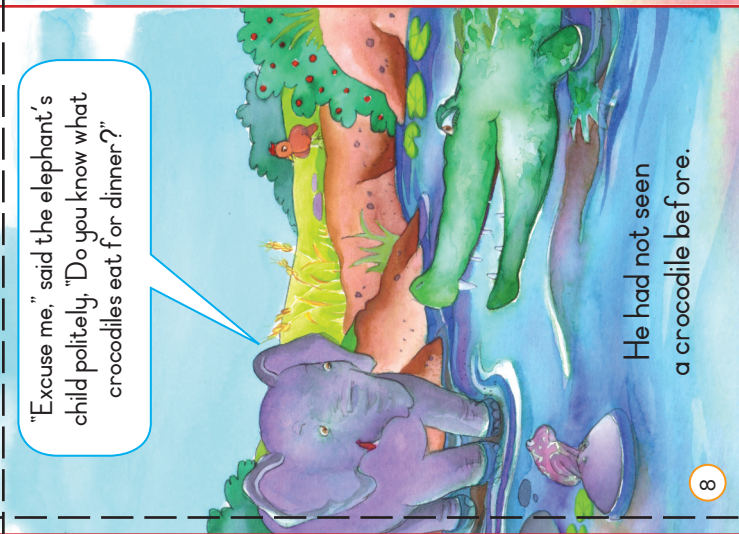


11

The elephant's child trumpeted through the jungle, singing to himself down his new trunk and didn't ask silly questions ever again. That is how the elephant got his trunk.



### An elephant and its trunk



8

"Excuse me," said the elephant's child politely, "Do you know what crocodiles eat for dinner?"

He had not seen a crocodile before.



9

"Come here, little one, and I will tell you, for I am the crocodile and today I think I will eat the elephant's child for dinner."

The crocodile grabbed the elephant's child's nose between his sharp teeth and pulled. Then the elephant's child spread out his four legs and pulled and pulled. At each pull his nose grew longer, and longer, and longer.

10



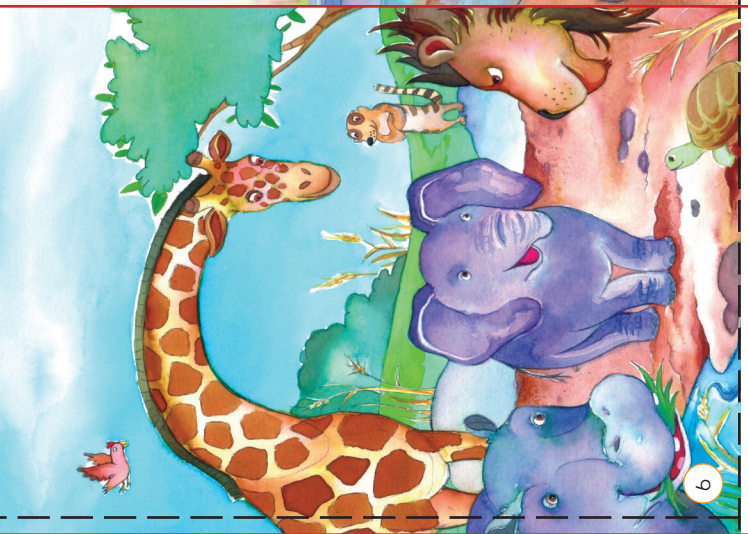
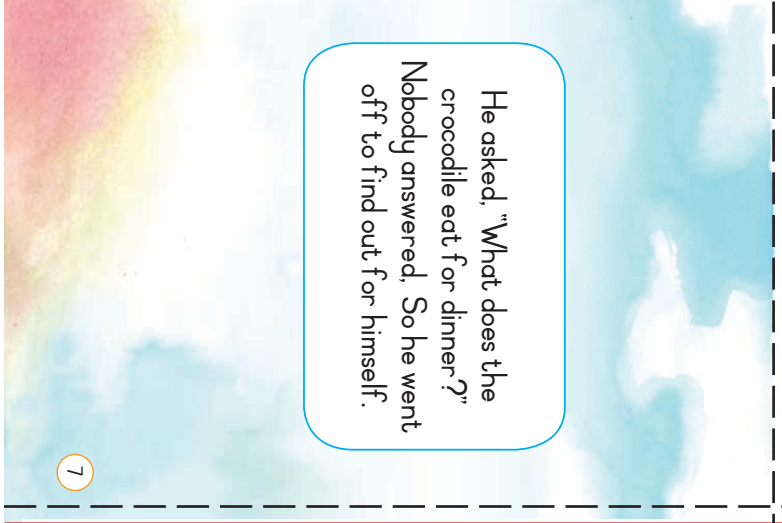
At last the crocodile let go of the nose with a pop that you could hear all up and down the river. The elephant's child sat down and waited for three whole days for his nose to shrink, but it never grew any shorter.

11



He asked, "What does the crocodile eat for dinner?" Nobody answered. So he went off to find out for himself.

7



9

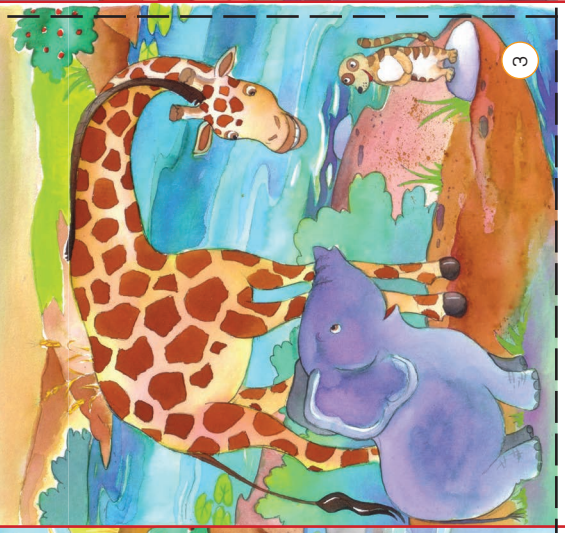
Once upon a time elephants had short noses. One day Bubu the baby elephant went for a walk. He wandered into the forest.

2



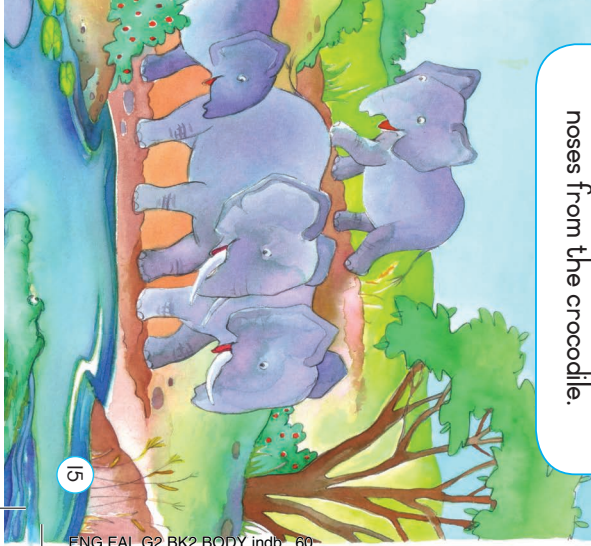
He was surprised to see a tall giraffe. The baby elephant asked a giraffe what made his neck so long. "Go home baby elephant," said the giraffe.

3



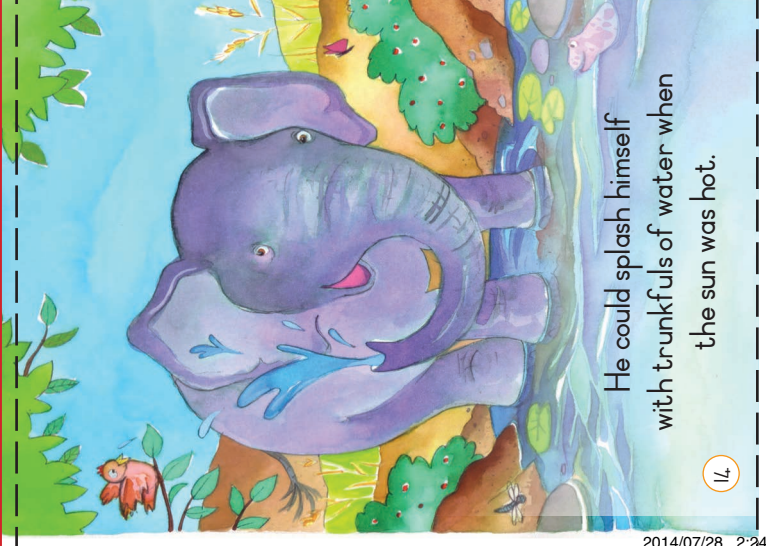
His friends were so impressed that they all went off to the banks of the river to borrow noses from the crocodile.

15



He could splash himself with trunkfuls of water when the sun was hot.

17







Let's write

Join these word parts to form words. Read the words aloud.

Diagram for word formation with 'fr' as the base:

- fr + og = frog
- fr + ee = free
- fr + om = from

Diagram for word formation with 'cr' as the base:

- cr + op =
- cr + ash =
- cr + ab =

Diagram for word formation with 'dr' as the base:

- dr + ip =
- dr + op =
- dr + eam =

Diagram for word formation with 'gr' as the base:

- gr + ip =
- gr + ow =
- gr + ab =



Let's write

Now fill in these words into the correct sound coaches.

Sound coaches (words in boxes):

- week
- from
- sleep
- blow
- grab
- frog
- pluck
- please
- grate
- bless

Sound coaches (empty boxes with labels):

- ee
- gr
- pl
- fr
- bl

# THEME 8 CELEBRATIONS

31

It's nearly Christmas



Term 4 – Week 6 – 10



Let's read

Look at the picture and talk about what you see.

Let's talk



Christmas is on 25 December. On Christmas day we will go to church. We will sing Christmas songs. Our friends will visit us. We will eat good food and we will give presents to our family. I hope that I will get a nice present too.



Let's do

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



star



decorations

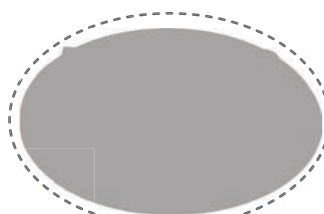


Christmas tree



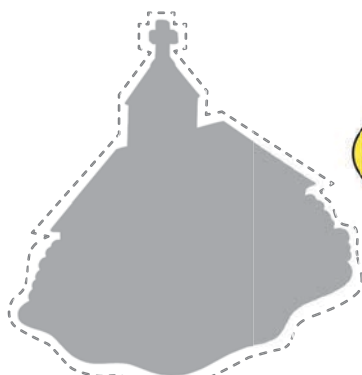
presents

gifts



cookies

candle



church



toys



- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December



Let's write

Fill in the correct month.

Christmas is in	
My birthday is in	
My friend's birthday is in	
The winter months are	
Spring starts in	



Let's write

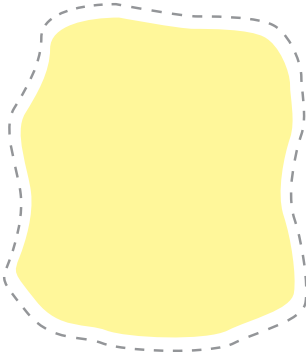
Look at the picture and then write 5 sentences about it.

Five horizontal lines for writing.

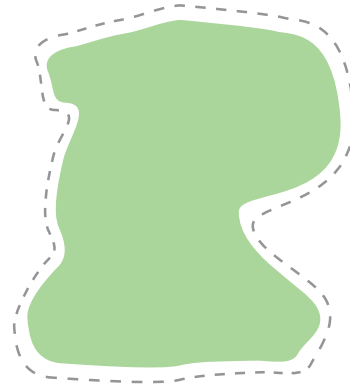


Let's write

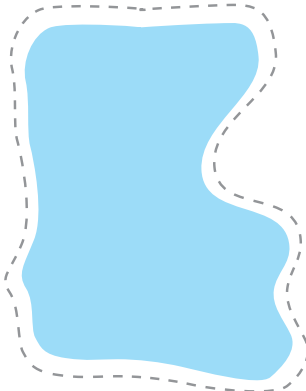
Paste in the stickers of the four seasons. Then draw a line to match each caption with the correct sticker.



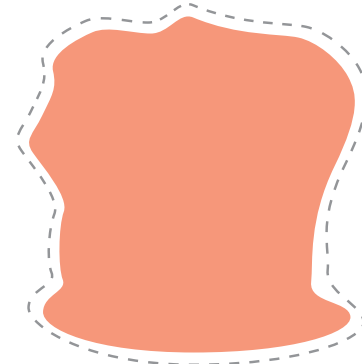
It is **summer** and we are swimming and playing outdoors.



It's **winter** and it is very cold.



It's **spring** and the flowers are growing.

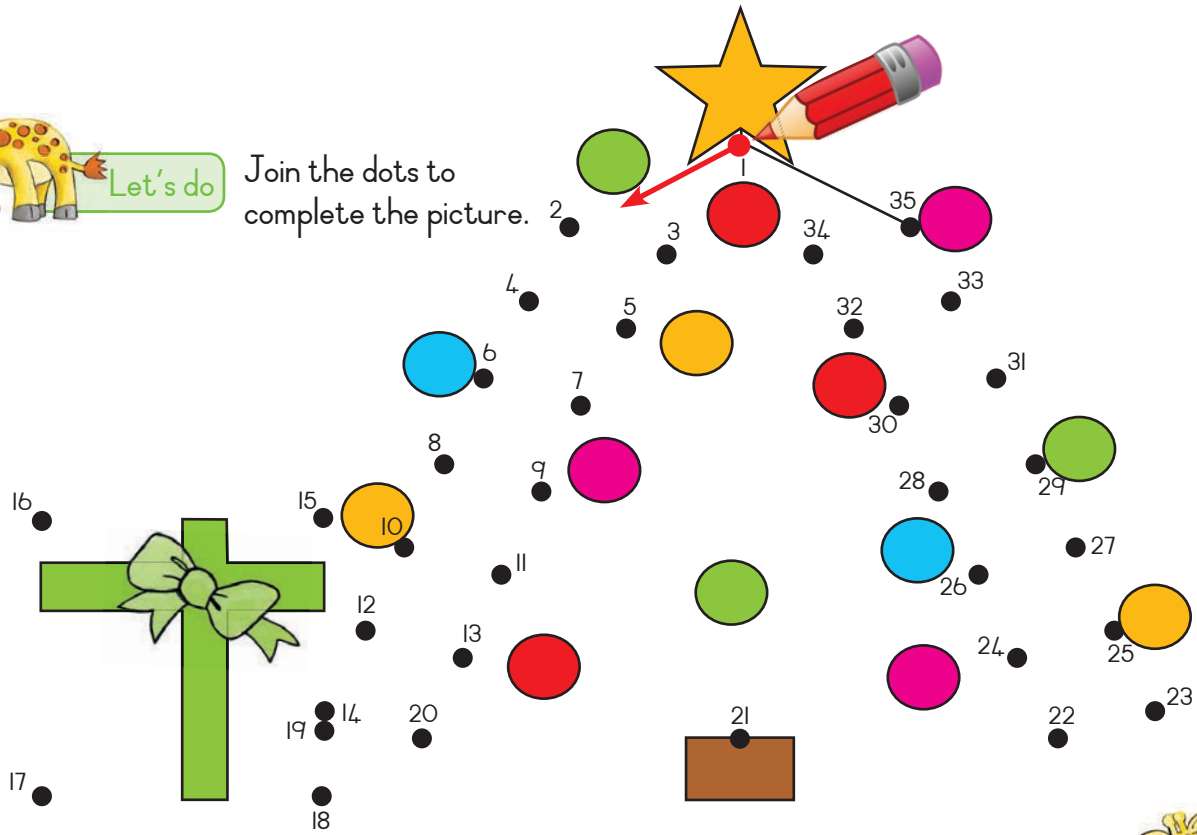


It's **autumn** and the leaves are falling.



Let's do

Join the dots to complete the picture.



Make a Christmas card or a holiday card for someone special.  
Write a special message. Then on the front of the card, draw a picture.  
You can use some of the stickers to decorate your card.

Let's write



Two large rectangular boxes for creating a Christmas card. The left box is blank for drawing. The right box has horizontal lines for writing a message. Both boxes have a decorative border with a red and yellow checkered pattern.



Let's talk

What other celebrations do we have at this time of the year?  
Do you have friends who have different celebrations? How do they celebrate?



Let's write

Write a sentence about your favourite celebration.



Let's draw

Draw a picture of your favourite celebration.





Let's sing

Sing a song that you sing at Christmas time. Sing it in your first language. If you don't celebrate Christmas, sing a song from one of the special days you celebrate.

Now sing this English Christmas song.

## Little Drummer Boy

Come they told me, pa rum pum pum pum,  
A newborn King to see, pa rum pum pum pum.  
Our finest gifts we bring, pa rum pum pum pum,  
To lay before the King, pa rum pum pum pum,  
rum pum pum pum, rum pum pum pum,

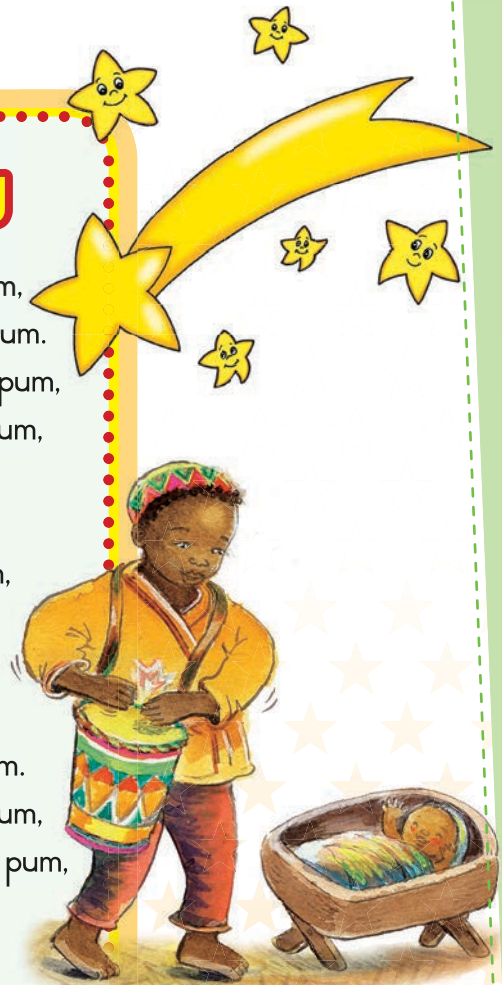
So to honour Him, pa rum pum pum pum,  
When we come.

Little Baby, pa rum pum pum pum,  
I am a poor boy too, pa rum pum pum pum.  
I have no gift to bring, pa rum pum pum pum,  
That's fit to give the King, pa rum pum pum pum,  
rum pum pum pum, rum pum pum pum.

Shall I play for you, pa rum pum pum pum,  
On my drum?

Mary nodded, pa rum pum pum pum.  
The ox and lamb kept time, pa rum pum pum pum.  
I played my drum for Him, pa rum pum pum pum.  
I played my best for Him, pa rum pum pum pum,  
rum pum pum pum, rum pum pum pum,

Then He smiled at me, pa rum pum pum pum  
Me and my drum.





Let's talk

- ☆ In which months was the weather hot?
- ☆ In which months was the weather cold?
- ☆ Talk to your friend about the activities the calendar shows in each month.
- ☆ Talk about things you have done so far this year. In which month did they happen?
- ☆ Write down your friends' birthdays in the correct month so that you remember them.

## January




---



---



---

## February




---

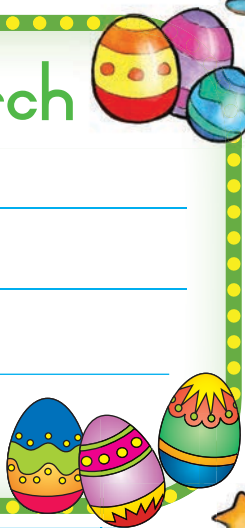


---



---

## March




---



---



---

## April




---



---



---

## May




---



---



---

## June




---




---



---



# July



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# August



Sightwords

please

pretty

pull

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Womens' day



# September



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# October



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# November



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# December



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let's write Write the date of your birthday.

\_\_\_\_\_



**You are special.**  
**Your whole body is special.**  
**Your body belongs to you!**



**NOBODY  
should touch  
your private  
parts.**

**You need to tell someone if anybody touches your private parts.**

**You need to tell someone if anybody makes you do things that you do not want to do.**

**Who to call for help:**

**Child Line: 0800 05 55 55**

**SAPS Crime Stop: 086 00 10111**

**SAPS Emergency Number: 10111**

**Life Line: 0861 322 322**

**Child Protection Unit: 012 393 2359/2362/2363**



# Advent Calendar

Page A

## Make an Advent Calendar

1. Cut out the "doors" (page A) on the solid lines and glue them onto page B to cover the corresponding numbers. Make sure to glue only on the places indicated.

2. Each day, open one door to count down the days to Christmas.



## Christmas Cards

Cut out the Christmas cards on the dotted lines.





GLUE HERE



angel

GLUE HERE



kite

GLUE HERE



umbrella

GLUE HERE



lights

GLUE HERE



gold

GLUE HERE



ho ho ho

GLUE HERE



x-mas

GLUE HERE



candy

GLUE HERE



present

GLUE HERE



orange

GLUE HERE



rainbow

GLUE HERE



flute

GLUE HERE



igloo

GLUE HERE



present

GLUE HERE



dove

GLUE HERE



rainbow

GLUE HERE



flute

GLUE HERE



igloo

GLUE HERE



ball

GLUE HERE



wish

GLUE HERE



vuvuzela

GLUE HERE



stars

GLUE HERE



yo-yo

GLUE HERE



elf

GLUE HERE



zebra

GLUE HERE



train

GLUE HERE



jewels

GLUE HERE



nest

GLUE HERE



queen

GLUE HERE



moon



d i c t i o n a r y

<b>a</b>	<b>h</b>
<b>b</b>	<b>i</b>
<b>c</b>	<b>j</b>
<b>d</b>	<b>k</b>
<b>e</b>	<b>l</b>
<b>f</b>	<b>m</b>
<b>g</b>	





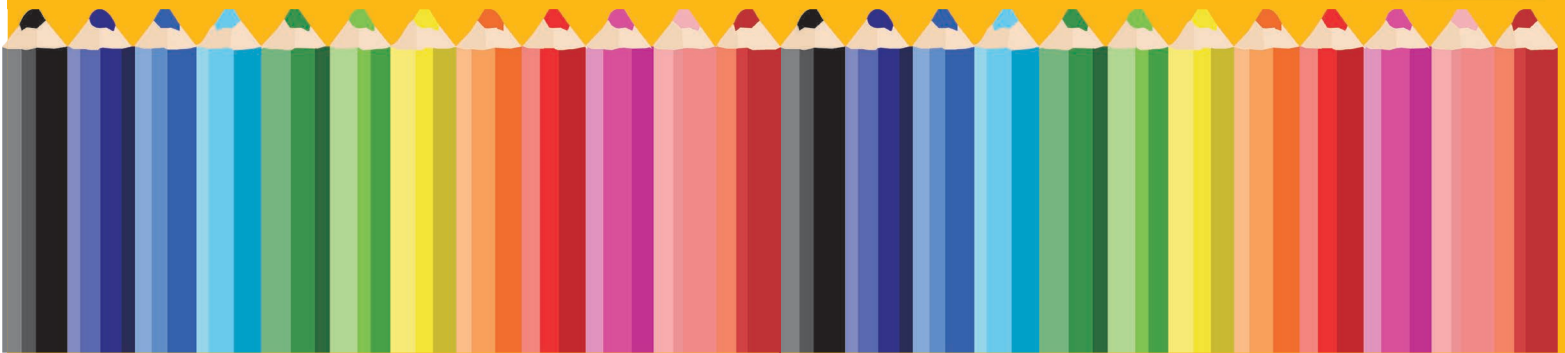
d i c t i o n a r y

n	u
o	v
p	w
q	x
r	y
s	z
t	



1	2	3	4	5
20	 <h1>Well done!</h1> <p>You can do lots of things ...</p> <p>Name: _____</p> <p>Date: _____</p> 			6
19				7
18				8
17				9
16				10
15	14	13	12	11





A white rounded rectangular area containing ten horizontal blue lines, intended for writing a message to a friend.

Draw a picture for your friend.





where printing is personal	
Date	19/08/2016
Customer	DBE
Description	FAL Gr2 Vol2
Job No.	PL16081806
Previous Job No.	New
W/T	2957
O/No.	JNL32918
Size	430 x 574.68mm
Die No.	2730
Tooth	181(DRLmm)
Across	1
Gap Across	mm
Around	1
Gap Around	mm
Corner Radius	Various
Colours	CMYK
Rotocon	JNL32919
Material	Rallacoat
Reel Width	430mm
Plate Thickness	45 Thou - 1/8CP /32DP
Proof	1
Operator	Jason

PLEASE NOTE: COMPUTER SIMULATIONS ON THIS COLOUR PROOF DO NOT MATCH PANTONE SOLID COLOUR STANDARDS. PLEASE USE CURRENT PANTONE REFERENCE MANUALS OR SWATCHES FOR ACCURATE COLOUR GUIDANCE.

**APPROVAL**

A proof is attached for checking and approval. This chemical proof simulates final reproduction, and does not allow for normal photographic characteristics and limitations. Kindly signify your approval of the layout, typesetting, spelling, dimensions and other particulars (save for colour which will be in terms of your written instructions), and thereafter return the proof to us together with this approval. We will not be responsible for the correction of errors contained in this proof, after the approval thereof by yourselves.

Accepted as correct by: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 This signatory warrants that he/she has the authority to grant this approval on your behalf. Artwork not approved within 60 days will be charged for.