



State of Kuwait
Ministry of Education

Modified

FUN WITH English



Pupil's Book

Grade

2A

 LONGMAN

Julia Allen - Margaret Iggulden



State of Kuwait
Ministry of Education

Modified

FUN WITH English

Pupil's Book Grade 2A



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 LONGMAN

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
The Amir of the State of Kuwait



H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait

Content

| | | |
|--------|--------|---------|
| Unit 1 | My day | page 17 |
|--------|--------|---------|

| | | |
|--------|----------|---------|
| Unit 2 | My house | page 25 |
|--------|----------|---------|

| | | |
|--------|---------------|---------|
| Unit 3 | Let's find it | page 33 |
|--------|---------------|---------|

| | | |
|--------|----------------|---------|
| Unit 4 | Let's have fun | page 41 |
|--------|----------------|---------|

| | | |
|--------|-------------------|---------|
| Unit 5 | At the restaurant | page 49 |
|--------|-------------------|---------|

| | |
|------------|---------|
| Pictionary | page 56 |
|------------|---------|

| | |
|-------|---------|
| Songs | page 61 |
|-------|---------|

| | |
|------------|---------|
| E learning | page 65 |
|------------|---------|

Synopsis

| Unit title | Specific competences to be developed | | Language functions (Speech acts) | Language structures | |
|--------------|--------------------------------------|------------|--|------------------------|------------------------|
| 1. My day | L | 1.2.2 | <ul style="list-style-type: none"> Recognizing time Talking about daily routines Identifying days of the week | Phonics | ay / eɪ / st / st / |
| | S | 2.1 | | Vocabulary related to: | • Daily routines |
| | R | 3.2 3.4 | | | |
| | W | 4.3 | | Grammar | • Present simple |

| Unit title | Specific competences to be developed | | Language functions (Speech acts) | Language structures | |
|---------------|--------------------------------------|-------------------|---|------------------------|--|
| 2. My home | L | 1.1 | <ul style="list-style-type: none"> Polite request Giving instructions | Phonics | ay / oɪ / ou / aʊ / |
| | S | 2.2 2.3 2.4 | | Vocabulary related to: | <ul style="list-style-type: none"> Homes and furnitures Rooms of the house |
| | R | 3.3 3.4 | | | |
| | W | 4.3 4.4 | | Grammar | <ul style="list-style-type: none"> Imperatives Modal verb (can) |

















| Unit title | Specific competences to be developed | | Language functions (Speech acts) | Language structures | |
|---------------------|--------------------------------------|------------|---|------------------------|--|
| 3. Let's find it | L | 1.1 1.4 | <ul style="list-style-type: none"> Giving instructions Using prepositions of place Asking for and giving information about location Counting numbers from 21-30 | Phonics | th / ð / sh / f / |
| | S | 2.1 2.4 | | Vocabulary related to: | • Clothes |
| | R | 3.1 3.3 | | | |
| | W | 4.3 4.4 | | Grammar | <ul style="list-style-type: none"> Prepositions Modal verb "can" for ability |

| Unit title | Specific competences to be developed | | Language functions (Speech acts) | Language structures | |
|------------------------------|--------------------------------------|-------------------|--|-------------------------|--|
| 4. Let's have fun | L | 1.2.1 1.3 | <ul style="list-style-type: none"> Expressing ability. Expressing likes and dislikes. Asking and answering questions about sports. Polite request. | Phonics | ea / i: / oo / u: / |
| | S | 2.1 | | Vocabulary (related to) | • Sports and activities |
| | R | 3.2 3.3 3.4 | | | |
| | W | 4.1 | | Grammar | <ul style="list-style-type: none"> Present simple Wh.. question Can / can't |

| Unit title | Specific competences to be developed | | Language functions (Speech acts) | Language structures | |
|---------------------------------|--------------------------------------|------------|--|-------------------------|--|
| 5. At the restaurant | L | 1.2.2 | <ul style="list-style-type: none"> Expressing gratitude. Expressing likes and dislikes about food. Asking and answering questions about food. Asking for and giving information. | Phonics | ch / tʃ / ee / i: / |
| | S | 2.2 2.3 | | Vocabulary (related to) | • Food and drinks |
| | R | 3.2 3.3 | | | |
| | W | 4.1 4.2 | | Grammar | <ul style="list-style-type: none"> Present simple Present continuous |

Icon Guide

| No. | Icon | Description | No. | Icon | Description |
|-----|---|----------------|-----|---|-------------------|
| 1 |  | Look | 11 |  | Join and colour |
| 2 |  | Listen | 12 |  | Critical thinking |
| 3 |  | Say | 13 |  | Self assessment |
| 4 |  | Answer | 14 |  | Moral value |
| 5 |  | Ask and answer | 15 |  | Project |
| 6 |  | Look and say | 16 |  | Odd one out |
| 7 |  | Trace | 17 |  | Match |
| 8 |  | Trace and copy | 18 |  | Count |
| 9 |  | Colour | 19 |  | Action |
| 10 |  | Write | 20 |  | Point |

| No. | Icon | Description | No. | Icon | Description |
|-----|---|----------------------|-----|---|---------------|
| 17 |  | Draw | 25 |  | Cut and paste |
| 18 |  | Play | 26 |  | Tell |
| 19 |  | Circle | 27 |  | Ask |
| 20 |  | Number | 28 |  | Tick |
| 21 |  | Talk | 29 |  | Read |
| 22 |  | Summative assessment | 30 |  | Connector |
| 23 |  | Formative assessment | 31 |  | Extension |
| 24 |  | Find | 32 |  | Order |

Let's meet our characters



Salem



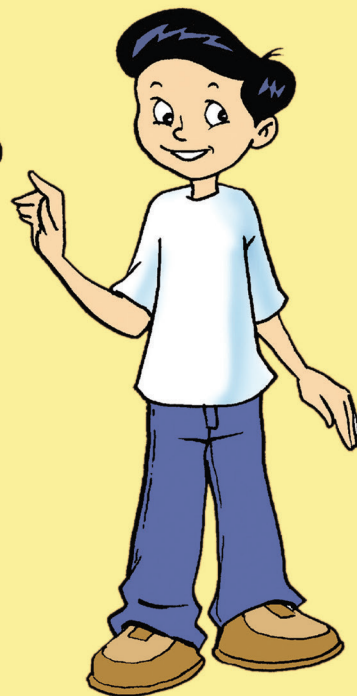
Dana



Dee



Haya



Ali

Unit 1 My day

We will learn:

- Recognizing time.
- Talking about daily routines.
- Identifying days of the week.



Unit 1

My Day



Listen and read



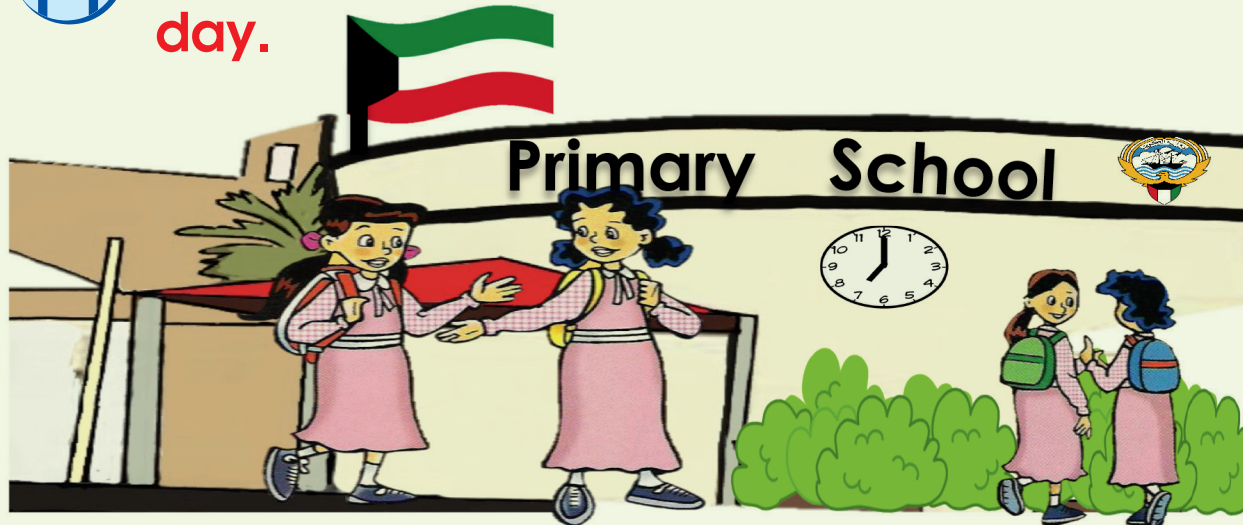
I wash my face
at five o'clock.



I eat my breakfast
at six o'clock.



Talk with your friends about your school day.





Set the time



It's 8 o'clock.



Complete

My Day

1-1



at _____ o'clock.

2-1



at _____ o'clock.



Choose and tell your story.

I wash my face

At 5 o'clock

☐

At 8 o'clock

☐

I eat my breakfast

At 7 o'clock

☐

At 6 o'clock

☐

I go to school

At 7 o'clock

☐

At 9 o'clock

☐



Talk about Haya's day

1



2



3



Look and read.



We always **say pray** 5 times a **day**.

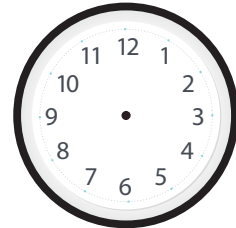
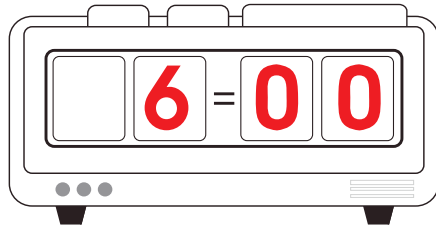


Talk about your day!

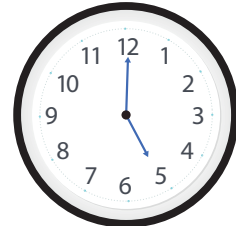
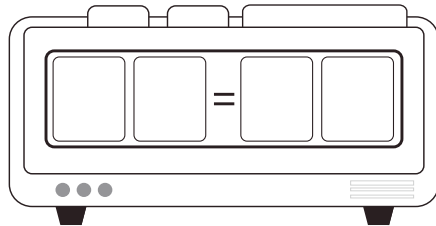


Tell the time

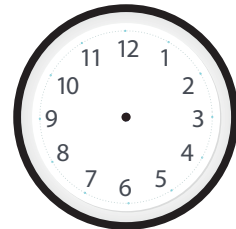
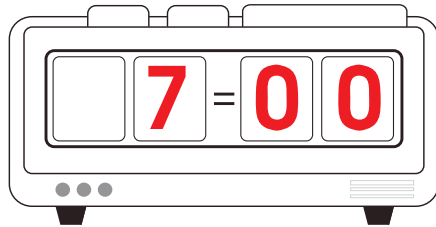
1 - What time do you eat breakfast?



2 - What time do you brush your hair?



3 - What time do you go to school?



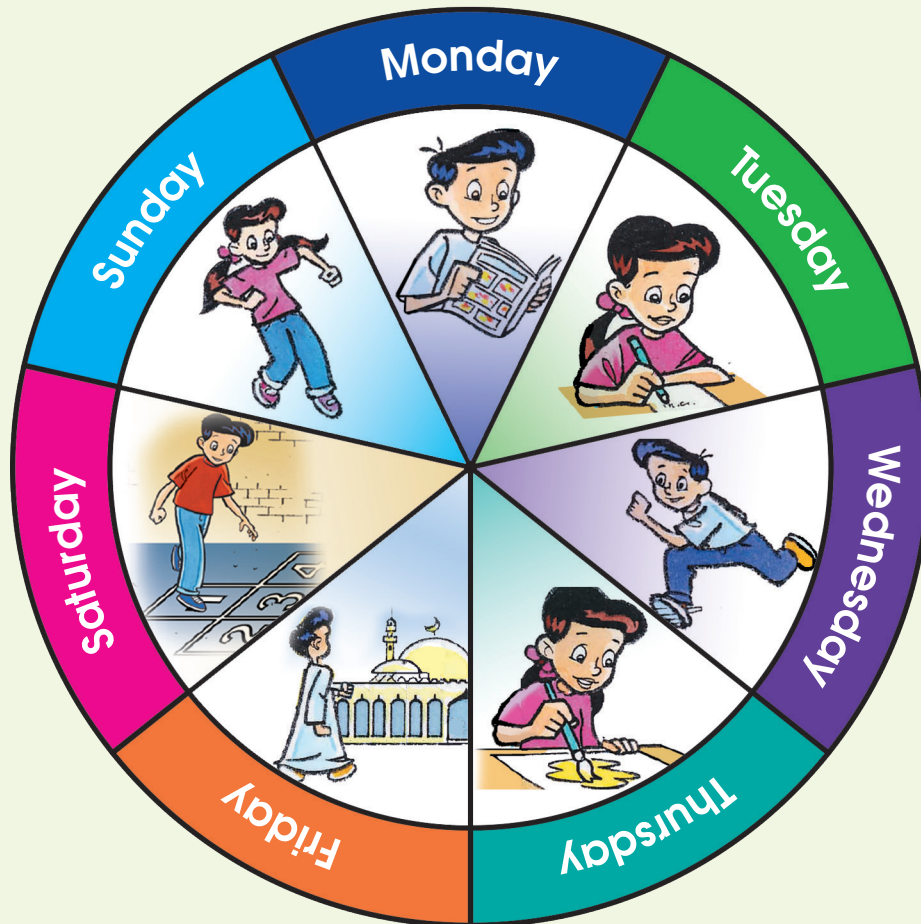
Trace and copy

say say

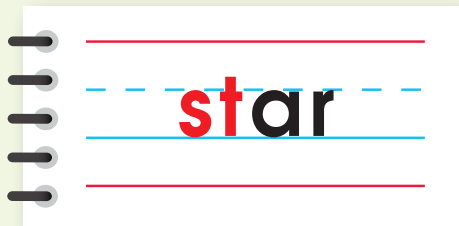
pray pray



Ask and answer



Look and read



Let's take some **steps** up the **stairs** to watch the **stars**.



Tell your friends about your weekend.









Trace and copy

star star



Circle the words with the same initial and ending sounds:

| | | | |
|---|---|---|---|
| 1 | <p>star</p>  | <p>strawberry</p>  | <p>pay</p>  |
| 2 | <p>pray</p>  | <p>stop</p>  | <p>play</p>  |



Write the missing days

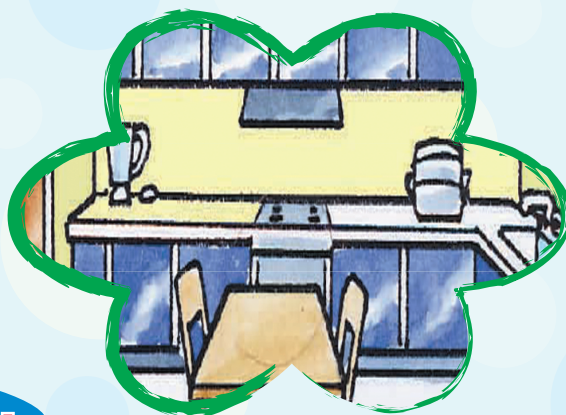
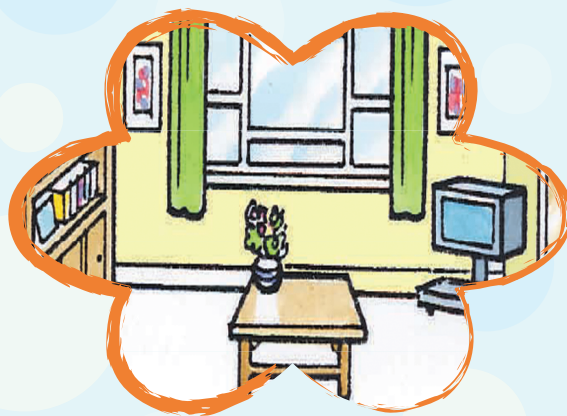
Tuesday - Sunday - Friday - Thursday - Wednesday

| Yesterday | Today | Tomorrow |
|-----------|----------|----------|
| Monday | | |
| | Saturday | |
| | | Thursday |

I feel



Unit 2 My house



We will learn:

- Making polite requests.
- Giving instructions.



Unit 2

My House



Listen and read



What colour is your bedroom?

? Can I... here, please?



- Yes, you can.
- No, you can't.



- No, you can't.
- Yes, you can.

🔍 Find the items and tidy the room

football - clock - car





Mum says...



Look and read



Roy the little boy plays with his toys

FA

How can you keep your house clean?



Read and match



- Brush your teeth, please.
- Brush your hair, please.



- Go to school, please.
- Go to bed, please



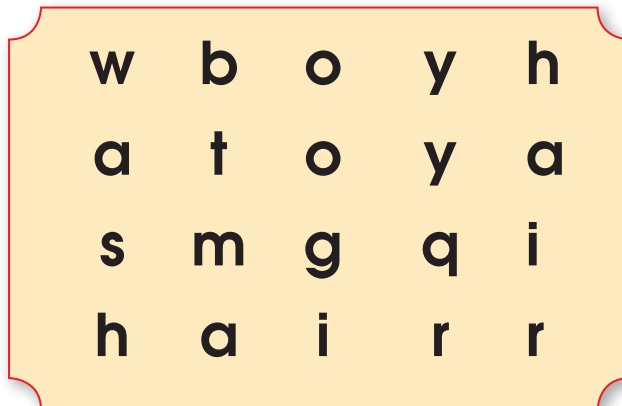
Trace and copy

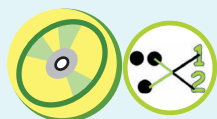
toy toy



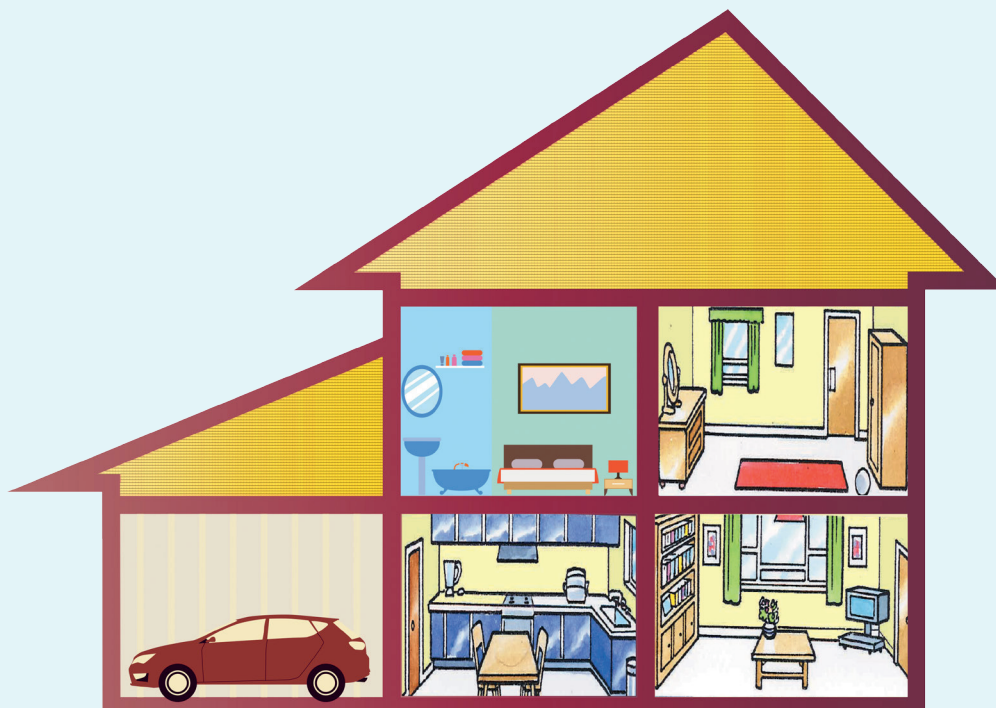
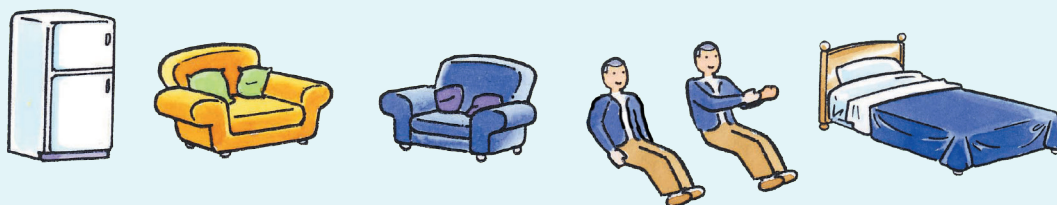
Find the words

hair - boy - wash - toy





Listen and match



Look and read.



In my **house**, I **found** a **mouse**, it had a small **mouth** with a squeaky **sound**

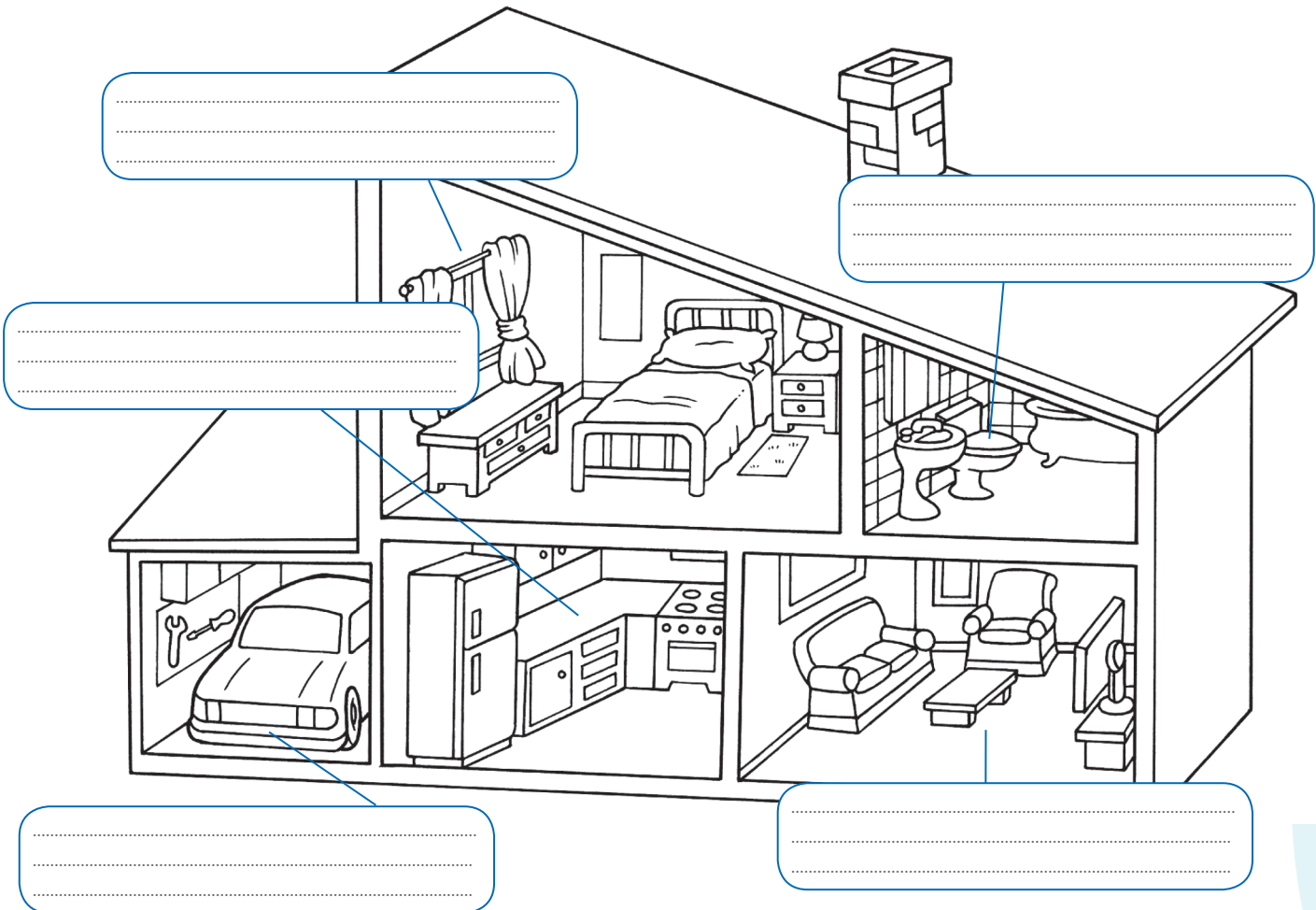


my favourite room is ...



Look and write

bedroom / living room / kitchen / bathroom / garage



Circle the pictures that make the "ou" sound



I feel



Unit 3 Let's find it

We will learn:

- Giving instructions.
- Using prepositions of place.
- Asking for and giving information.
- Counting numbers from 20 to 30.



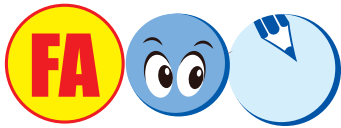
Unit 3

Let's find it



Listen and read





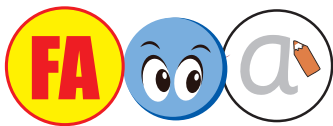
Look and write



- on
- under

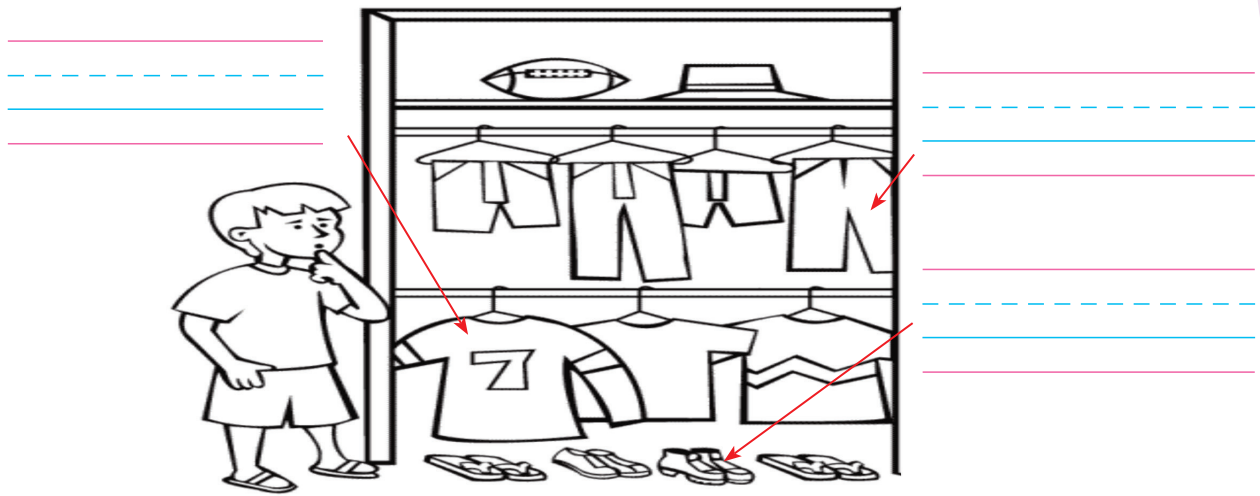
The ball is _____ the table.

The books are _____ the table.



Label

shoes - trousers - shirt

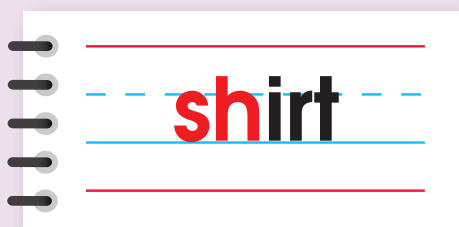




Look, count and play.



Look and read.



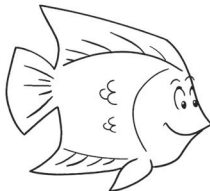
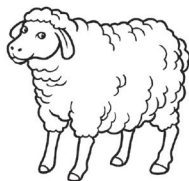
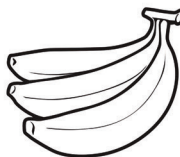
She went shopping to buy new shirts and shoes



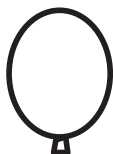
How many ... are in your class?



I spy "sh"



Fill in the missing numbers



Read, match and talk.



hat

head



gloves

feet

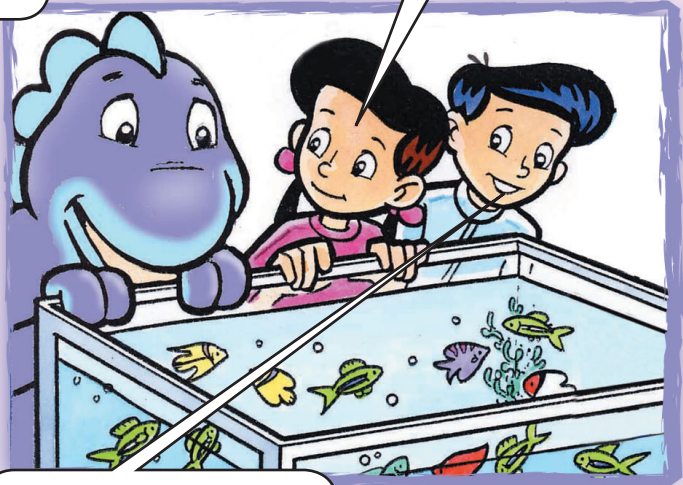


shoes

hand



What can fish do?



Look and read.



My **fa**ther and **bro**ther went **to**gether to buy new **clo**thes



What can other animals do?



Trace and copy

There are three pencils

SA



Write the missing letters



f a _ _ e r

_ _ o e s



_ _ i r t

I feel



Make a toy shop

Unit 4 Let's have fun



We will learn:

- Expressing ability.
- Expressing likes and dislikes about sports.
- Asking and answering questions about sports.
- Asking politely.

Unit 4

Let's have fun



Listen and read



On Saturdays, Dee and his friends go ice-skating. Dee asks Haya "can you skate?" Haya says "No, I can't but Ali can skate". Dee helps Haya to skate. Dee likes ice-skating.



Talk about a sport you like?



Answer the following question



Can you draw?



What do you like to do?

| | | |
|------------------------|--|--|
| 1 - watch television. | | |
| 2 - listen to music. | | |
| 3 - write my homework. | | |
| 4 - eat chocolate. | | |

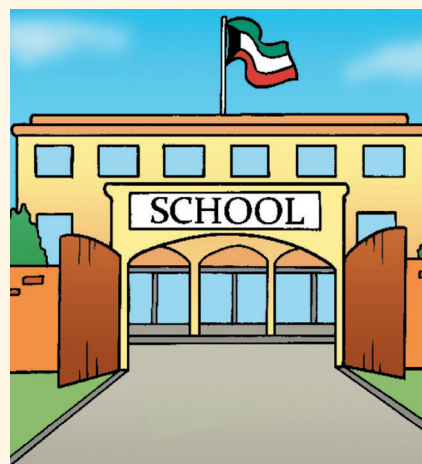
Draw your favourite sport.



what do they like to do?



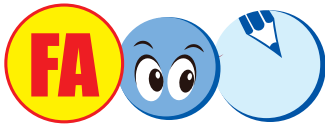
Look and read



My school is cool because it has a swimming pool



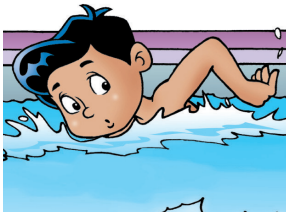
I like



Look and write



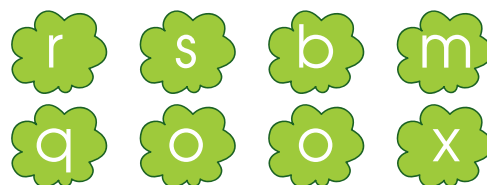
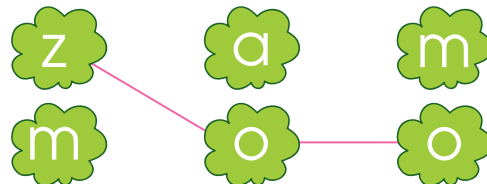
Haya likes



I

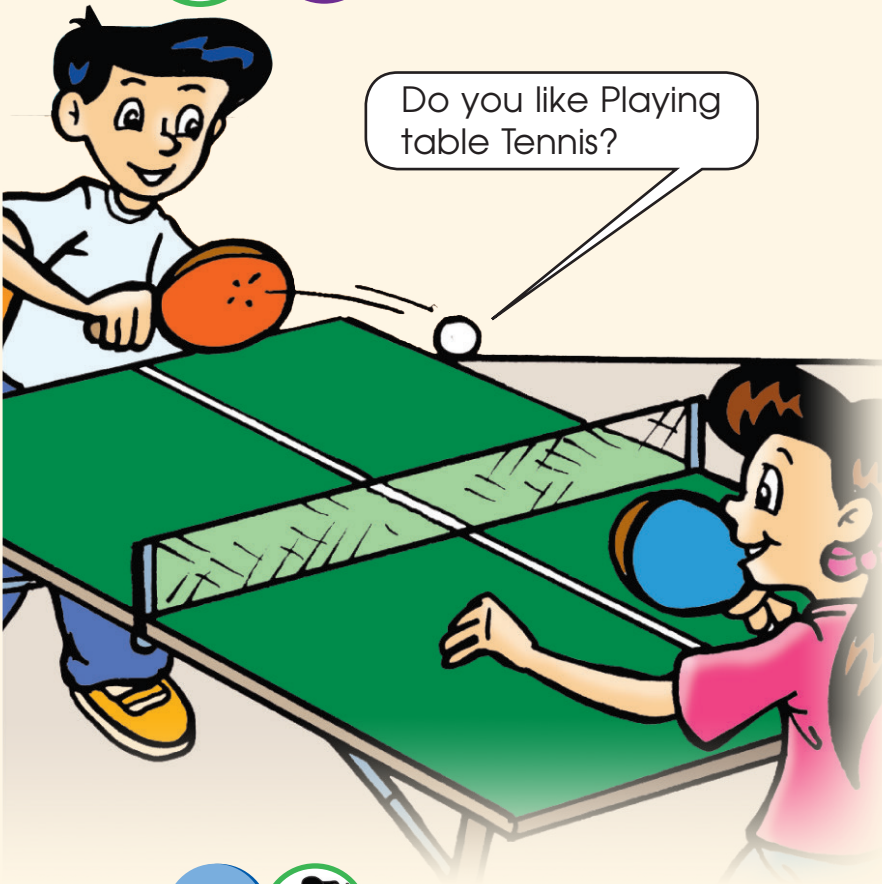


Connect and write

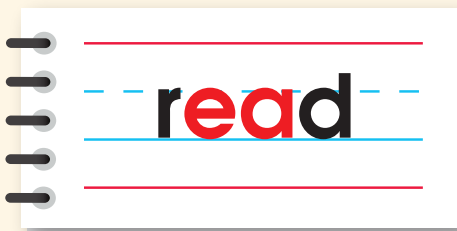




Read and answer



Look and read.



Dear mum, can I **read** a book **please**?



What about you? It is fun to ...



Circle the pictures with "ea" sounds



Now write the words

Let's make one word



football





I feel



Unit 5 At the restaurant

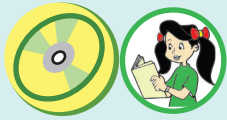
We will learn:

- ✿ Expressing gratitude.
- ✿ Expressing likes and dislikes about food.
- ✿ Asking and answering questions about food.
- ✿ Asking for and giving information



Unit 5

At the restaurant



Listen and read



Every Monday at 1 o'clock, the family goes to the restaurant to have lunch. Mum likes vegetables so she always eats salad. Ali and Dad like chicken. Haya does not like cola, she likes orange juice.



What is your favourite restaurant ?



Choose and write



I eat

I drink

I like

I do not like



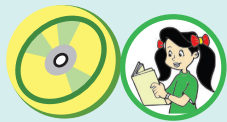
Write the question

Can

?

Yes, here you are.





Listen and read



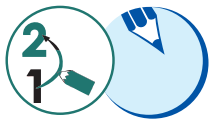
Look and read



The **ch**ild sits on his **ch**air to play with his **ch**oo **ch**oo train.



I like to drink ...



Order and write

my

chicken

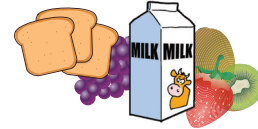
sandwich

That's



Read and group

bread milk ice-skating basketball



Read and write

Do you like fish?



Ask your friend

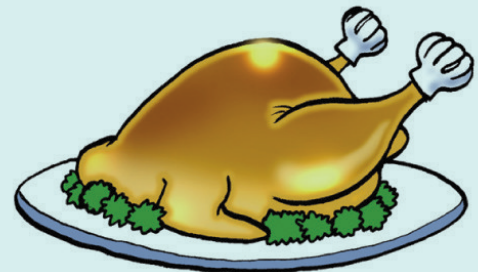
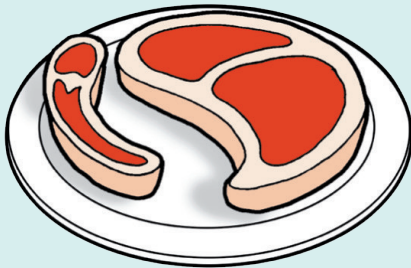
Do you like ...?



Yes, I do.



No, I do not.



Look and read



One two **three**. I can **see**. **Three** little **bees**.



Talk about healthy food.



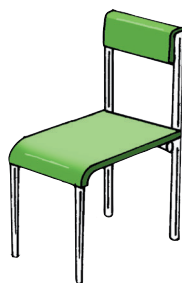
Choose and write



sh

ch

__ o e s



sh

ch

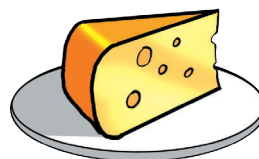
__ a i r



ee

ea

r __ d



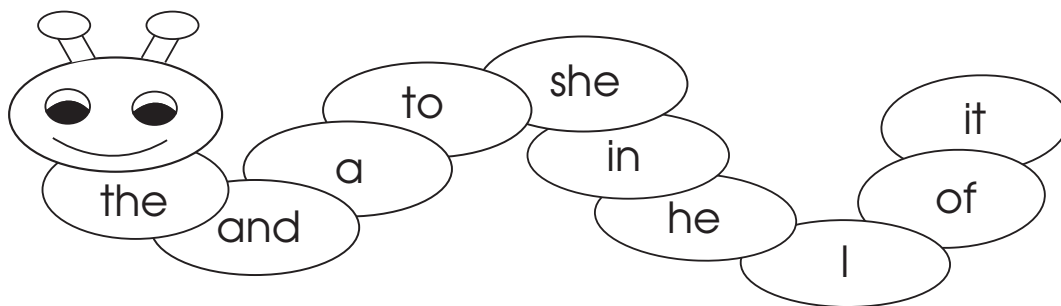
ee

ea

c h __ s e



Read and colour



I feel



Make your own menu

Unit 1



breakfast



wash



brush



teeth



listen



write

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Sunday

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Monday

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Tuesday

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Wednesday

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Thursday

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Friday

| | |
|---|-----------|
| 1 | Sunday |
| 2 | Monday |
| 3 | Tuesday |
| 4 | Wednesday |
| 5 | Thursday |
| 6 | Friday |
| 7 | Saturday |

Saturday



stars

Unit 2



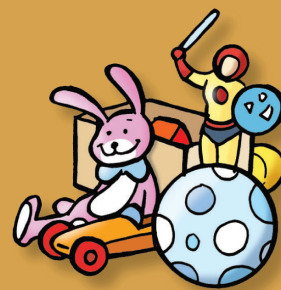
living room



watch



television



toys



tidy



doll's house



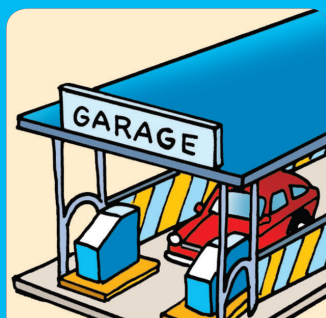
car



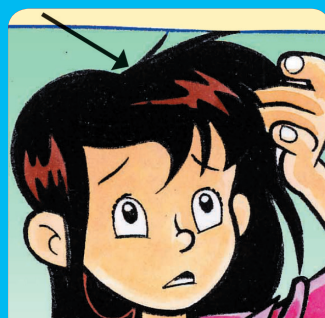
man



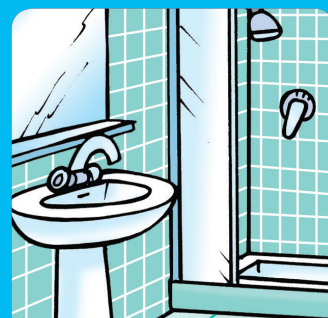
men



garage



hair



bathroom

Unit 3



clothes



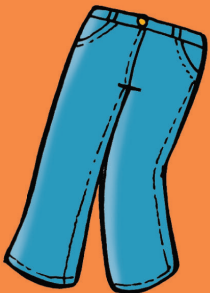
shirt



shoes



dress



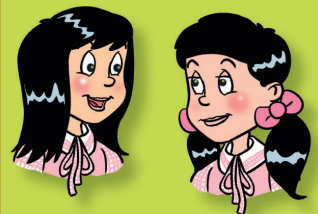
trouser



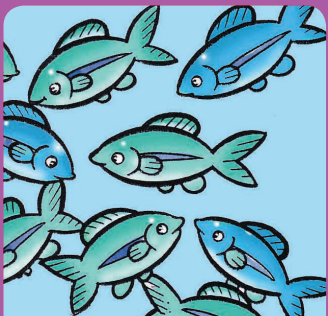
gloves



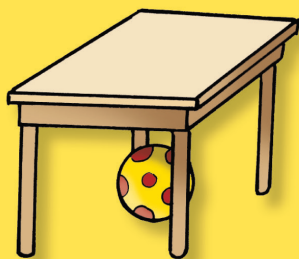
basket



talk



fish



under



in



on



finger

Unit 4



skate



Ice-skate



play football



draw



roller-skate



bike



ride my bike



table tennis

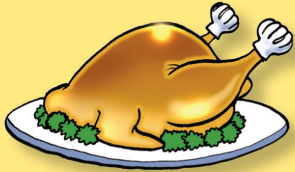


fun



basketball

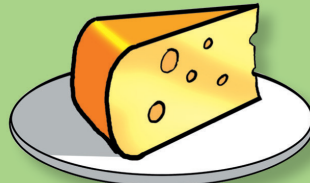
Unit 5



chicken



salad



cheese



orange juice



vegetables



biscuits



lunch



milk



hungry



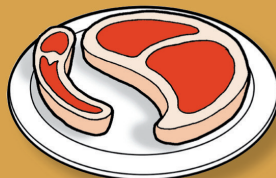
bread



thirsty



rice



meat

Song 1: Today is Saturday

Today is Saturday , What do you do ?
I listen to music. That's what I do.

Today is Sunday , What do you do ?
I write to you . That's what I do.

Today is Monday, What do you do ?
I wash my clothes . That's what I do.

Today is Tuesday, What do you do ?
I go to school. That's what I do.

Today is Wednesday, What do you do ?
I make a cake. That's what I do.

Today is Thursday, What do you do ?
I fly a kite. That's what I do.

Today is Friday, What do you do ?
I go to the Zoo. That's what I do.

