



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



Julia Allen - Margaret Iggulden

 LONGMAN

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Pdf Book



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



حضرة صاحب السمو الشيخ نواف الأحمد الجابر الصباح
أمير دولة الكويت

H.H. Sheikh Nawaf AL-Ahmad Al-Jaber Al-Sabah
The Amir Of The State Of Kuwait



سمو الشيخ مشعل الأحمد الجابر الصباح
ولي عهد دولة الكويت
H.H. Sheikh Meshal AL-Ahmad Al-Jaber Al-Sabah
The Crown Prince Of The State Of Kuwait



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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		Grammar	• Present simple
	W	4,3			

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			
	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:
	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		Grammar	<ul style="list-style-type: none"> Present simple Wh.. question Can / can't
	W	4.1			

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		Grammar	<ul style="list-style-type: none"> Present simple Present continuous
	W	4.1 4.2			

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

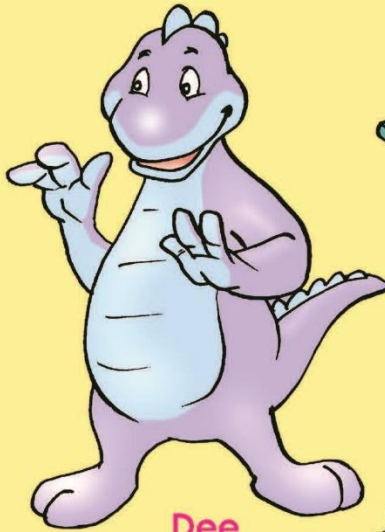
Let's meet our characters



Salem



Dana



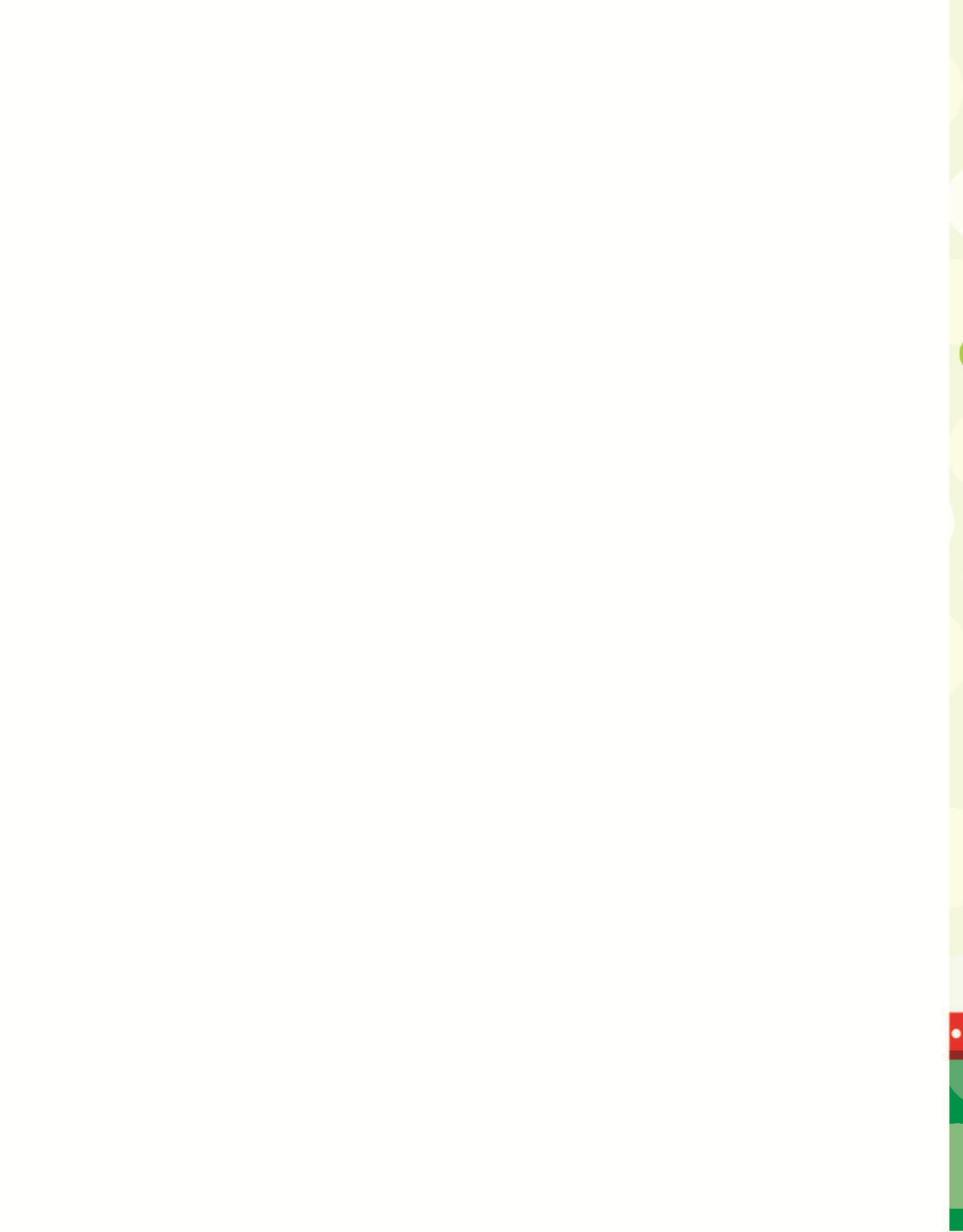
Dee



Haya



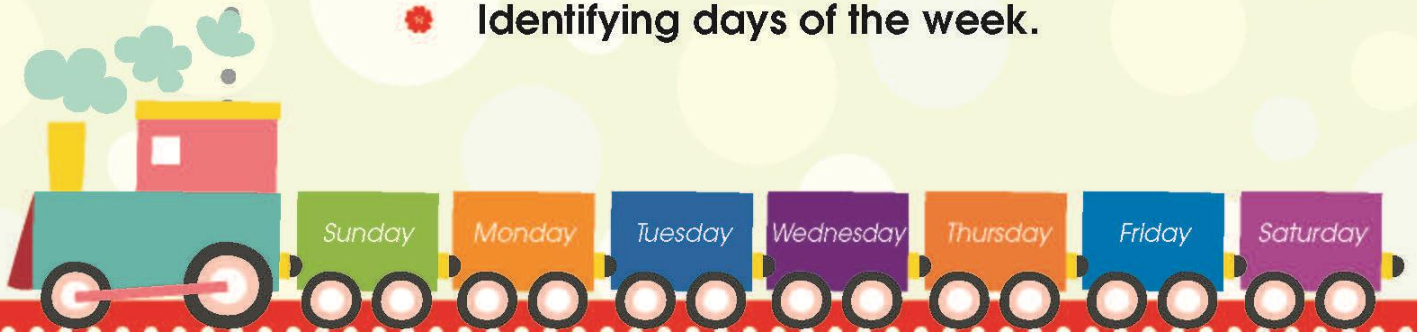
Ali



Unit 1 My day

We will learn:

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



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**.

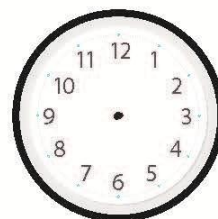
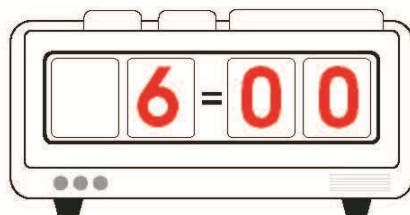


Talk about your day!

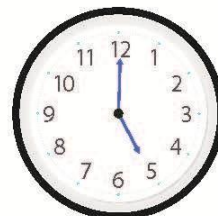
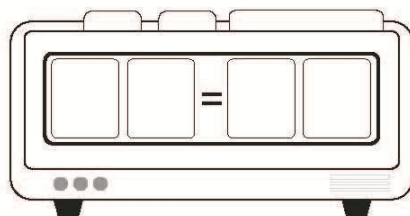


Tell the time

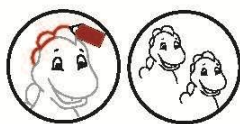
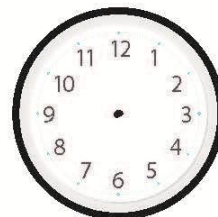
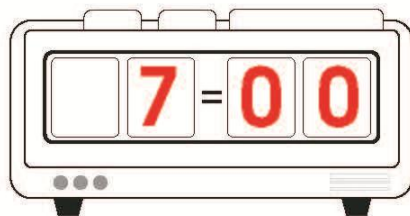
1 - What time do you eat breakfast?



2 - What time do you brush your hair?



3 - What time do you go to school?



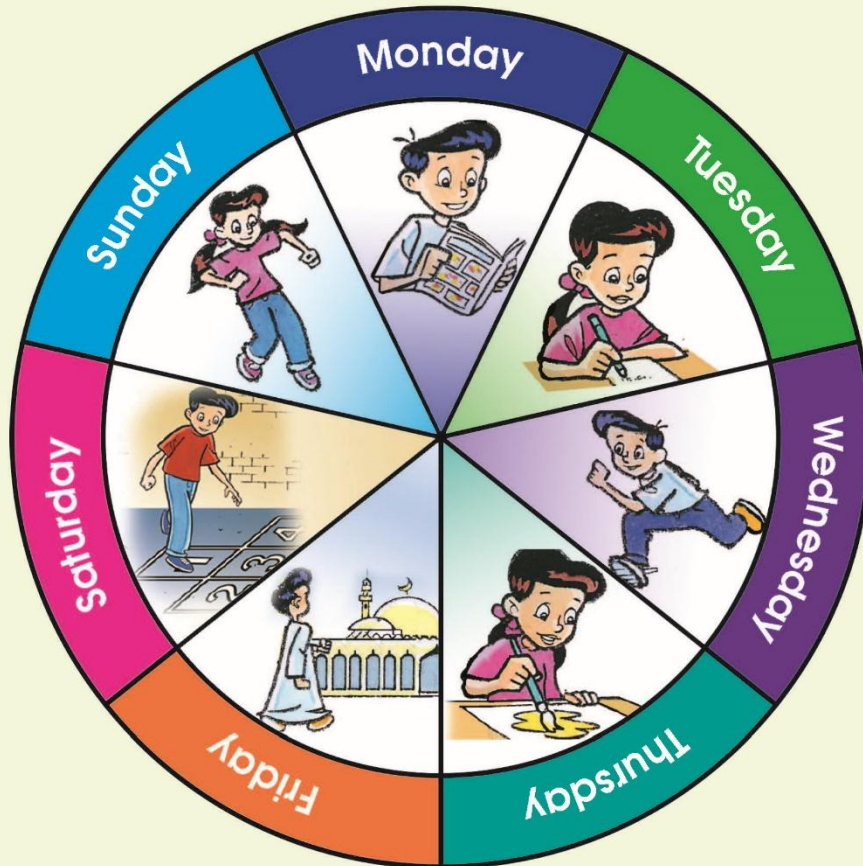
Trace and copy

say say

pray pray



Ask and answer



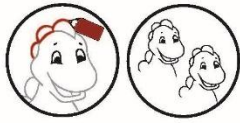
Look and read



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









Tell your friends about your weekend.



Trace and copy

star star

SA  Circle the words with the same initial and ending sounds:

1	star 	strawberry 	pay 
2	pray 	stop 	play 

SA  Write the missing days

Tuesday - Sunday - Friday - Thursday - Wednesday

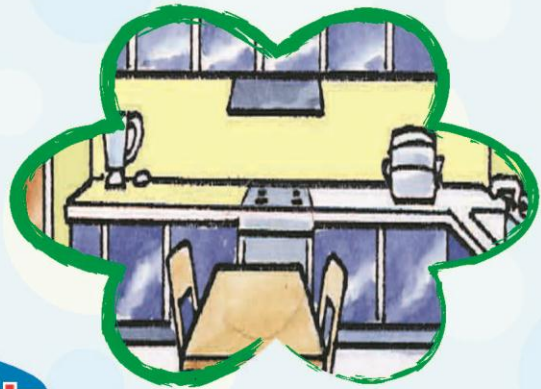
Yesterday	Today	Tomorrow
Monday		
	Saturday	
		Thursday

I feel





Unit 2 My house



We will learn:

- Making polite requests.
- Giving instructions.



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

toys



Roy the little boy plays with his toys



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



w	b	o	y	h
a	t	o	y	a
s	m	g	q	i
h	a	i	r	r





Listen and match



Look and read.



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

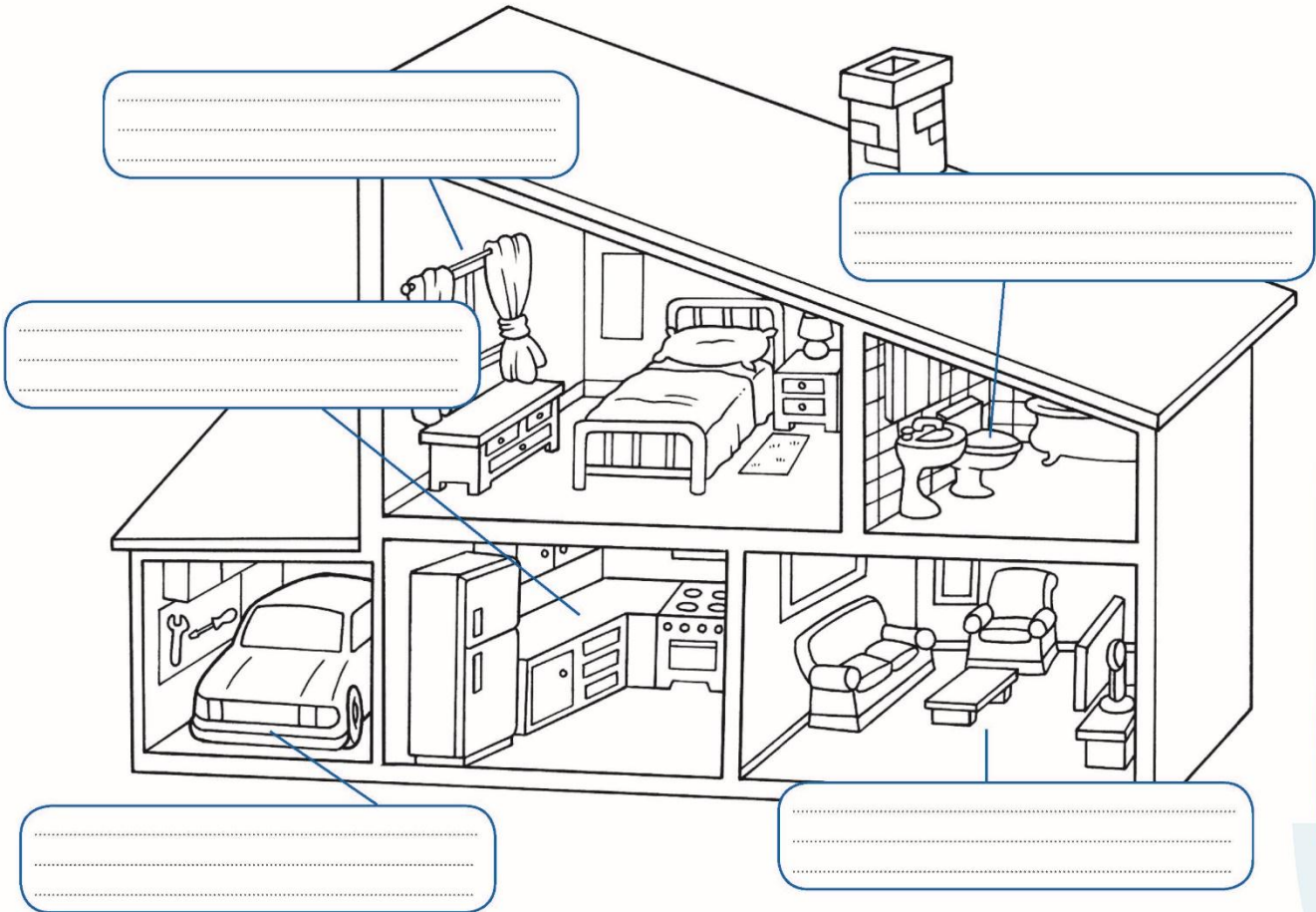


my favourite room is ...



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.



Let's find it



Listen and read



FA



Look and write



- on
- under

The ball is _____ the table.

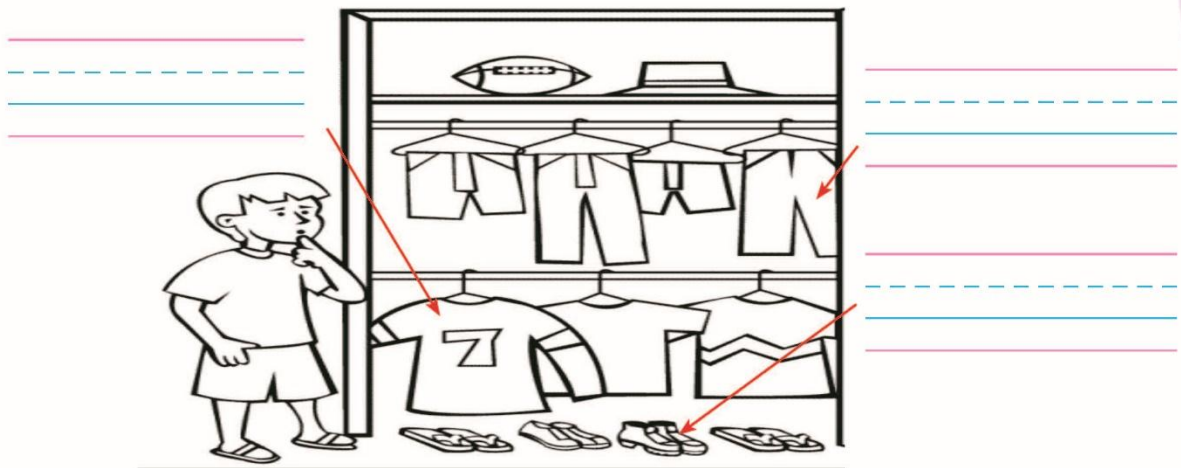
The books are _____ the table.

FA



Label

shoes - trousers - shirt

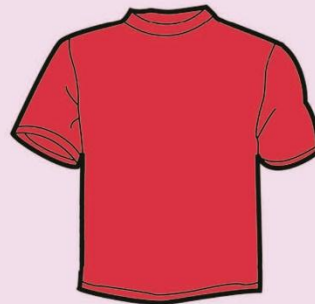




Look, count and play.



Look and read.



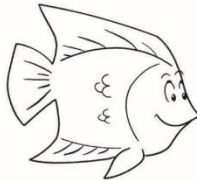
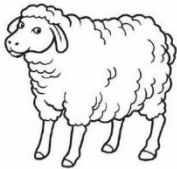
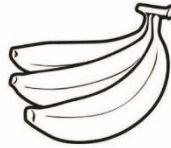
She went shopping to buy new shirts and shoes



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?



No, they can't.



Yes, they can.



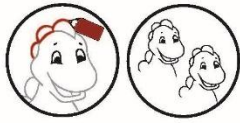
Look and read.



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



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.

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



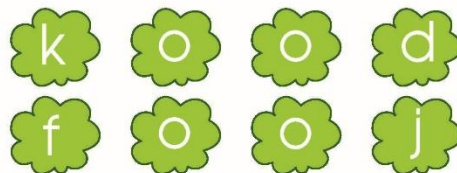
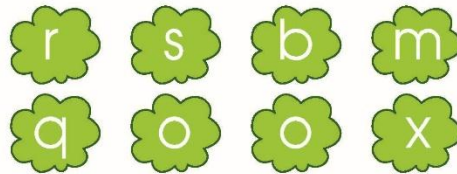
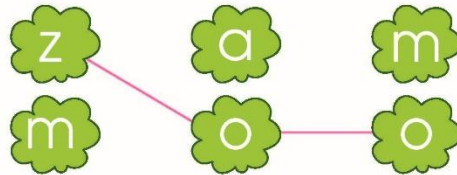
Haya likes



l



Connect and write





Read and answer

Do you like Playing table Tennis?

Do you like Playing Basketball?



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

Handwriting practice lines (top, dashed middle, bottom).

Handwriting practice lines (top, dashed middle, bottom).

Handwriting practice lines (top, dashed middle, bottom).

Let's make one word



Handwriting practice lines with the word "football" written on the top line.

Handwriting practice lines (top, dashed middle, bottom).

Handwriting practice lines (top, dashed middle, bottom).

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



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 ?

FA



Choose and write



I eat

I drink

I like

I do not like



Write the question

Can

?

Yes, here you are.





Listen and read



Yes, here you are.

I am hungry. Can I have some rice, please?

I am thirsty. Can I have some water, please?

No, sorry there is no water



Look and read

chair



value
Politeness

The **child** sits on his **chair** to play with his **choo choo** 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

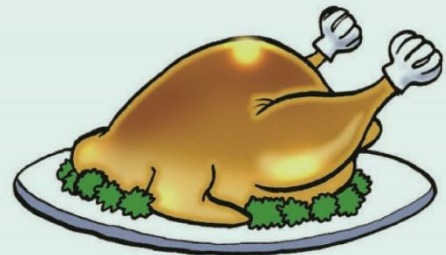
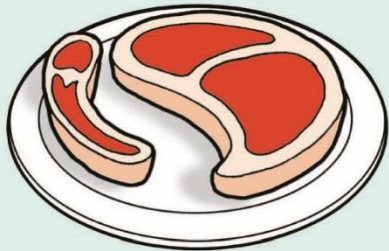
Do you like ...?



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



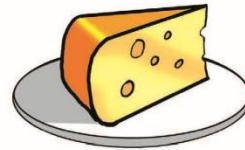
sh ch

__ a i r



ee ea

r __ d

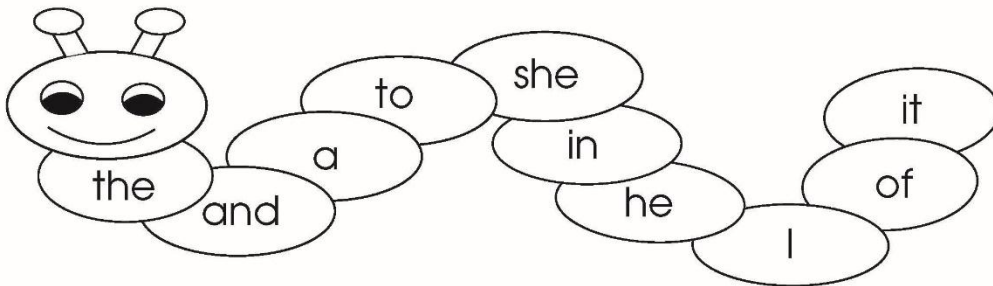


ee ea

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

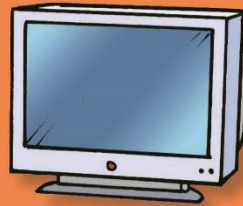
Unit 2



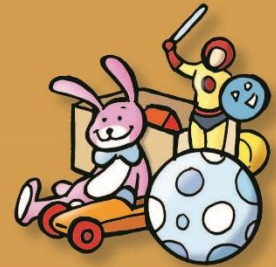
living room



watch



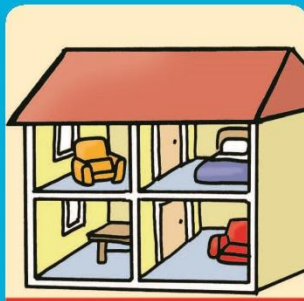
television



toys



tidy



doll's house



car



man



men



garage



hair



bathroom

Unit 3



clothes



shirt



shoes



dress



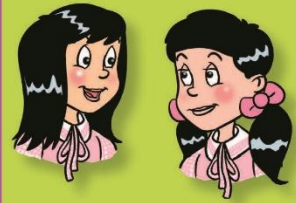
trouser



gloves



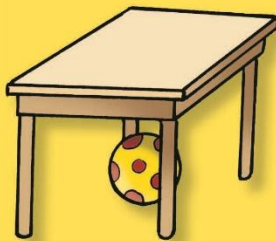
basket



talk



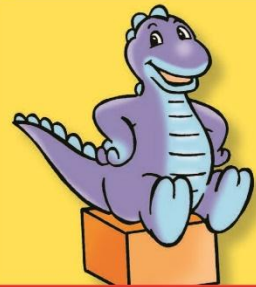
fish



under



in



on



finger

Unit 4



skate



Ice-skate



play football



draw



roller-skate



bike



ride my bike



table tennis



fun



basketball

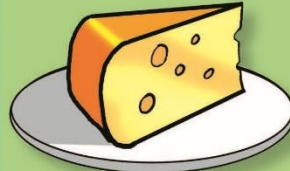
Unit 5



chicken



salad



cheese



orange juice



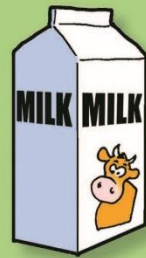
vegetables



biscuits



lunch



milk



hungry



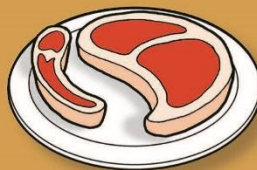
bread



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.

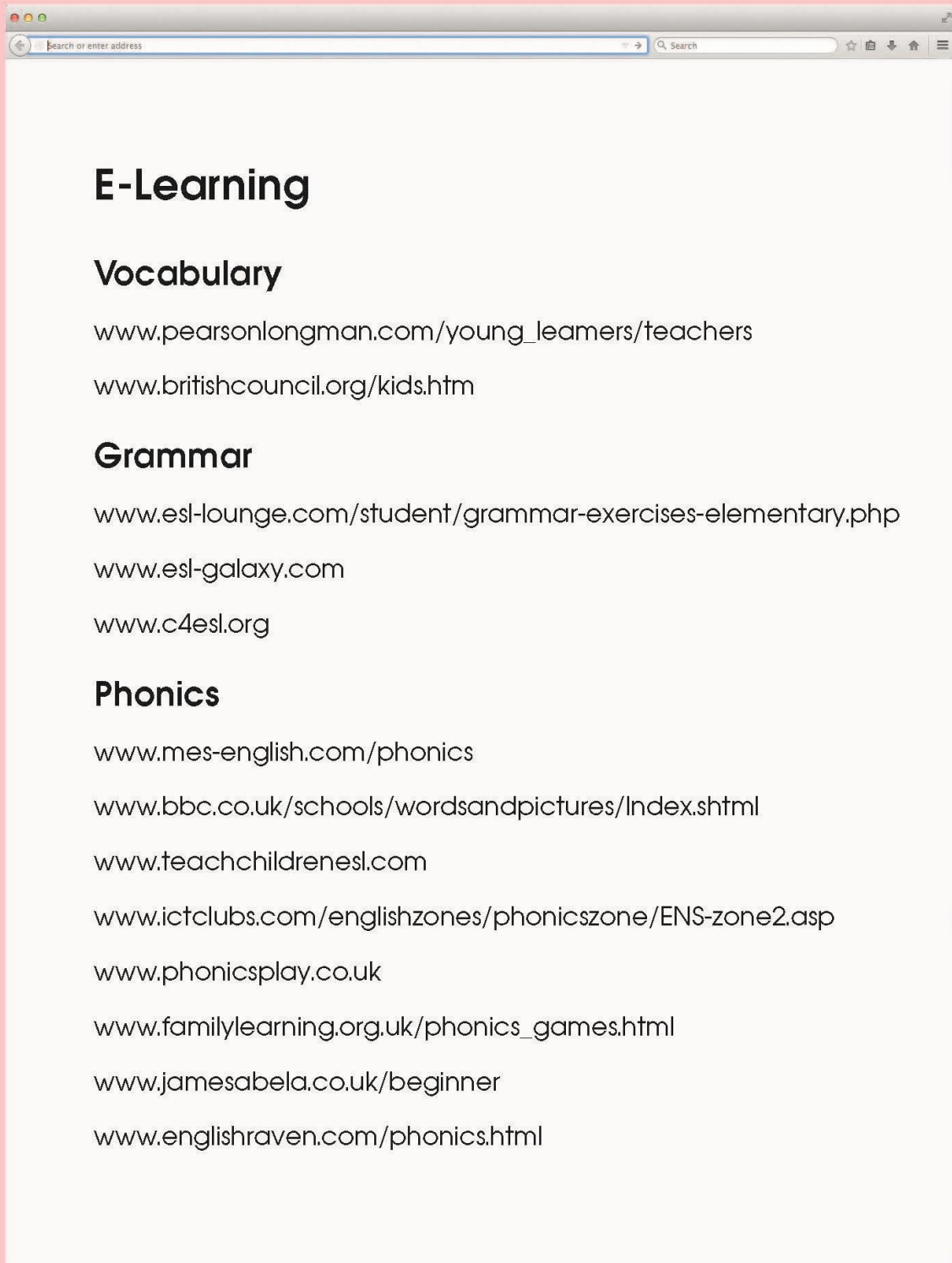
Today is Monday, What do you do ?
I wash my clothes . That's what I do.

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.



E-Learning

Vocabulary

www.pearsonlongman.com/young_learners/teachers

www.britishcouncil.org/kids.htm

Grammar

www.esl-lounge.com/student/grammar-exercises-elementary.php

www.esl-galaxy.com

www.c4esl.org

Phonics

www.mes-english.com/phonics

www.bbc.co.uk/schools/wordsandpictures/Index.shtml

www.teachchildrenesl.com

www.ictclubs.com/englishzones/phonicszone/ENS-zone2.asp

www.phonicsplay.co.uk

www.familylearning.org.uk/phonics_games.html

www.jamesabela.co.uk/beginner

www.englishraven.com/phonics.html