



State of Kuwait  
Ministry of Education

Modified



# FUN WITH English



Pupil's Book

Grade  
**2B**

 LONGMAN

Julia Allen - Margaret Iggulden



State of Kuwait  
Ministry of Education

Modified



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Pupil's Book Grade 2B



Julia Allen - Margaret Iggulden

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**Mrs. Rania Nohman AL Omani, Head of Department, MOE;**  
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PDF Book



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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



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# Synopsis

Unit title	Specific Comprehences to be developed		Language functions (Speech acts)	Language structure	
6. Let's go shopping	L	1.1	<ul style="list-style-type: none"> <li>• Making suggestions.</li> <li>• Describing objects.</li> <li>• Asking and answering questions about shopping / places / food.</li> <li>• Talking about one's shopping list.</li> </ul>	Phonics	/ oo / / wh /
	S	2.1 2.2		Vocabulary related to:	<ul style="list-style-type: none"> <li>• Places</li> <li>• Food items</li> <li>• Adjectives of size</li> </ul>
	R	3.2 3.3		Grammar	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Expression possessions (have got)</li> </ul>
	W	4.1			










Unit title	Specific Comprehences to be developed		Language functions (Speech acts)	Language structure	
7. At school	L	1.3	<ul style="list-style-type: none"> <li>• Asking and answering questions about school.</li> <li>• Describing school rooms. Counting by tens..</li> </ul>	Phonics	/ bl / / br /
	S	2.1 2.3		Vocabulary related to:	<ul style="list-style-type: none"> <li>• School objects</li> <li>• Numbers (10s)</li> <li>• School rooms</li> <li>• Colours</li> </ul>
	R	3.2 3.4		Grammar	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Past simple</li> </ul>
	W	4.1 4.3			

















Unit title	Specific Comprehences to be developed		Language functions (Speech acts)	Language structure	
8. I like animals	L	1.1 1.2.2	<ul style="list-style-type: none"> <li>• Asking and answering questions about animals.</li> <li>• Asking for and giving information.</li> <li>• Describing actions.</li> </ul>	Phonics	/ ar / / ir /
	S	2.2 2.3		Vocabulary related to:	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Colours</li> </ul>
	R	3.2 3.4		Grammar	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Present progressive</li> </ul>
	W	4.1 4.3			

Unit title	Specific Comprehences to be developed		Language functions (Speech acts)	Language structure	
<b>9. My neighbourhood</b>	L	1.3	<ul style="list-style-type: none"> <li>• Asking for and giving information.</li> <li>• Describing places.</li> <li>• Prepositions.</li> </ul>	Phonics	/ck / / un /
	S	2.1 2.4		Vocabulary	<ul style="list-style-type: none"> <li>• Places</li> <li>• Neighbourhood</li> </ul>
	R	3.1 3.3		Grammar	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Wh.. question</li> <li>• Prepositions at place</li> </ul>
	W	4.1 4.3			

Unit title	Specific Comprehences to be developed		Language functions (Speech acts)	Language structure	
<b>10. Kuwait in the past</b>	L	1.2.2	<ul style="list-style-type: none"> <li>• Talking about the past.</li> <li>• Asking and answering questions about past events.</li> </ul>	Phonics	/ ph / / or /
	S	2.1 2.4		Vocabulary	• Kuwait in the past
	R	3.1 3.3		Grammar	<ul style="list-style-type: none"> <li>• Past simple</li> <li>• Wh questions</li> </ul>
	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		Tick
20		Number	28		Read
21		Talk	29		Connector
22		Summative assessment	30		Formative
23		Formative assessment	31		Order
24		Find	32		Extension

## Let's meet our characters



Salem



Dana



DEE



Haya



Ali



# Unit

# 6

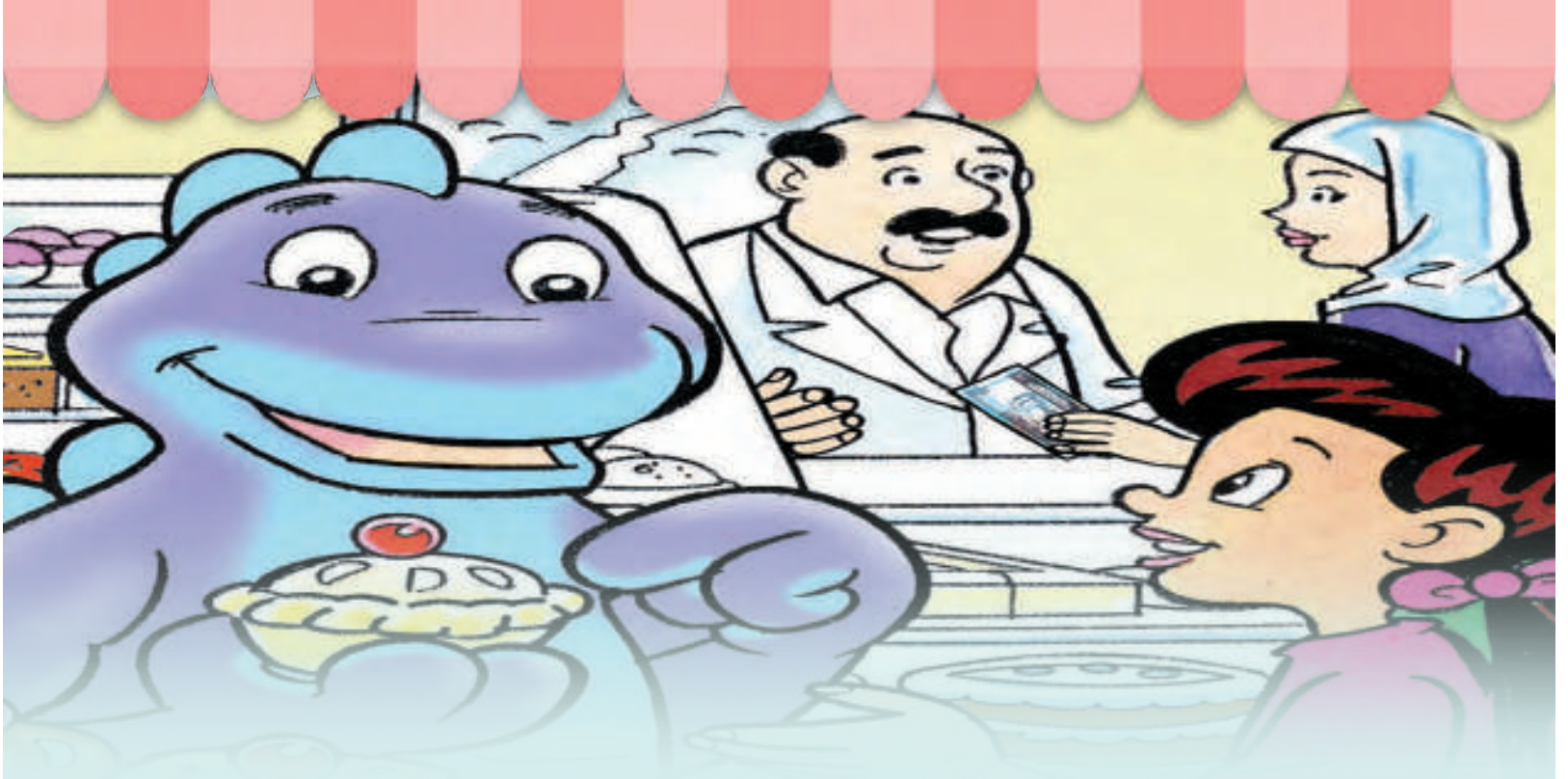
## Let's go shopping

### We will learn:

- Making suggestions.
- Describing objects.
- Asking and answering questions about shopping.



## Dee goes shopping



### Listen and read

Haya wants to eat a pie. She asks Mum, "Have we got any pies?" Mum says, "No, we haven't." Dee says "Let's go to the bakery. They have got pies and cakes! I want a cake." Mum says "Ok. Let's go." At the bakery, Mum buys an apple pie and a cake. Dee and Haya are very happy.



What do you buy at the bakery?



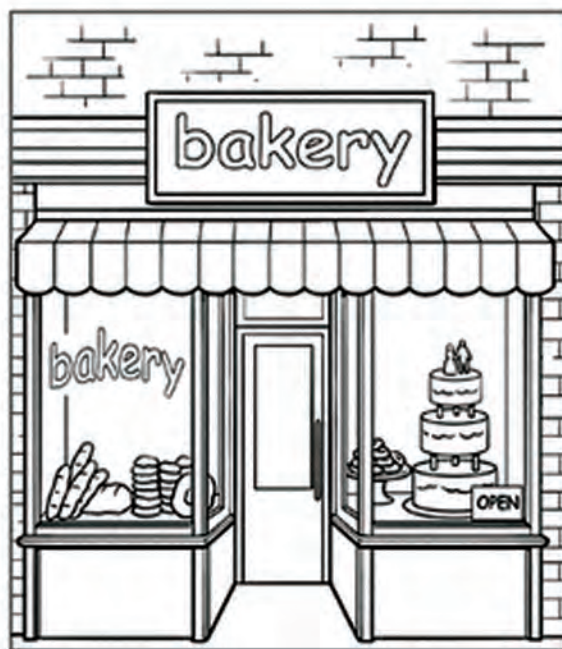
Copy



I got a tasty pie at the bakery.



Look, answer and colour



Why do we go to the bakery?



Let's talk about our visit to the bookshop



Look and read.



I **took** a **good book** to learn how to **cook**.



What do you buy at the bookshop?



Discuss and answer the following questions



1 - When do you go to the bookshop?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 - What time do you go?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 - What books do you buy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Circle the sound "oo"





Have we got ...?



Look and read



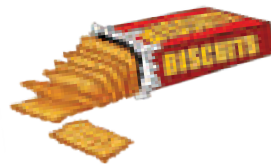
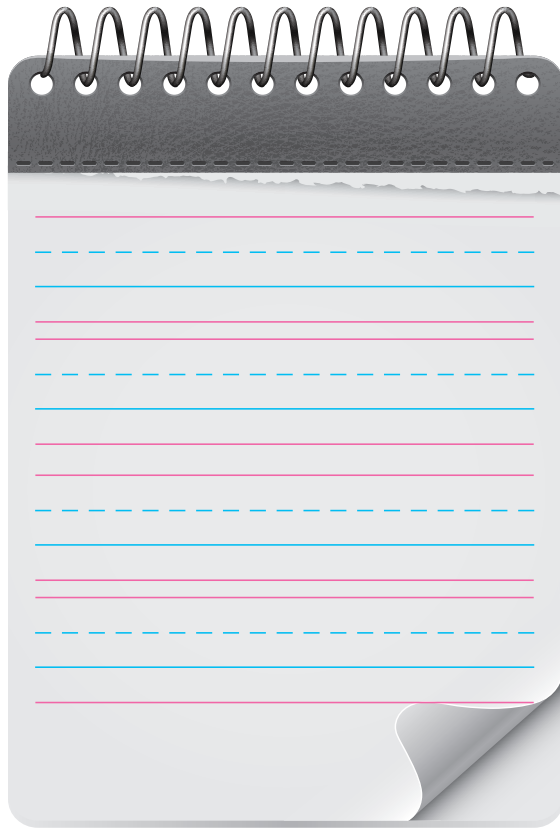
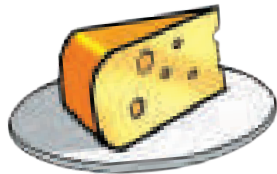
He watches the **white whales** **while** he's sitting on his **wheel** chair.



How can?



### Write your shopping list



### Write the missing words



A car has 4

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



Mothers

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

nice food.



She's got

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

shoes.

I feel





# Unit

## 7

# At school

### We will learn:

- Asking and answering questions about school.
- Describing objects.
- Counting by tens.
- Asking for and giving information.



# Unit 7

## At school



Listen and read



Listen and read

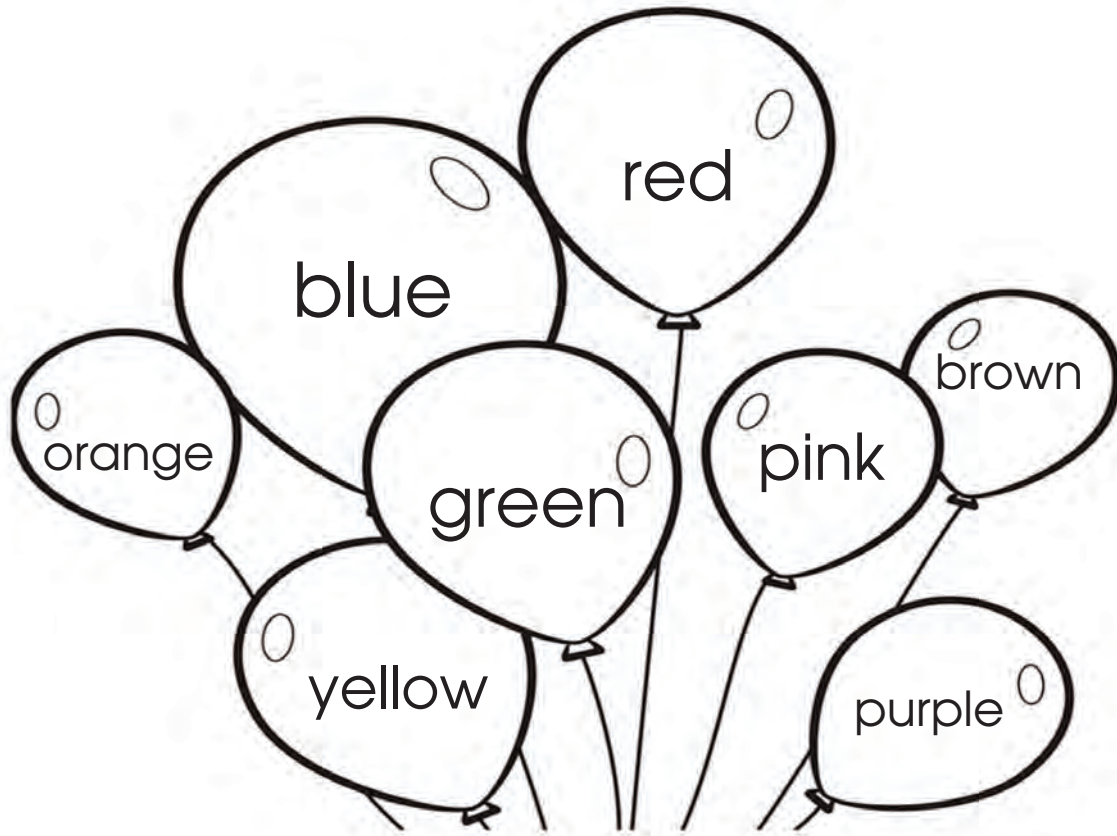
This is my school. We have a science lab, an art class and a computer lab. Ali's favourite subjects is P.E. He plays basketball every Monday. Haya likes math. She likes counting. My school is cool.



What is your favourite class at school?



## Read and colour



## FA Tell your friends how to keep school clean





## Lets count by tens

10  
ten

20  
twenty

30  
thirty

40  
forty

50  
fifty

60  
sixty

70  
seventy

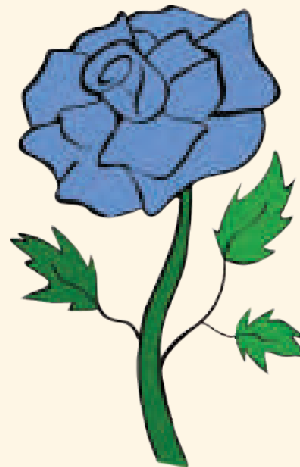
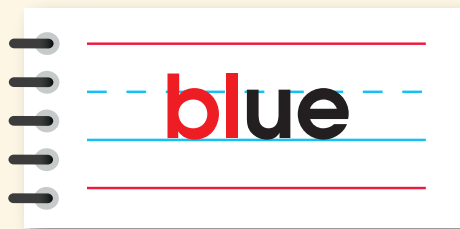
80  
eighty

90  
ninety

100  
one hundred



## Look and read



The **blue** flower **blossoms** when wind **blows**



How many classrooms are there in your school?

FA

How much does it cost?



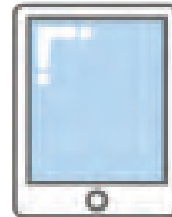
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=



=



Copy and punctuate

he's got a ruler.





## Ask and answer



## Look and read



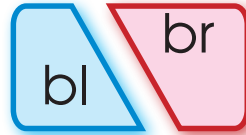
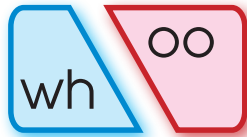
My **brother** **broke** my mother's **brown** **broom**



How do you keep your school clean?



Complete



b \_ \_ k

\_ \_ own

\_ \_ ack

\_ \_ eels



Where can you...?



I feel 😄 😊 😞



# Unit 8 I like animals

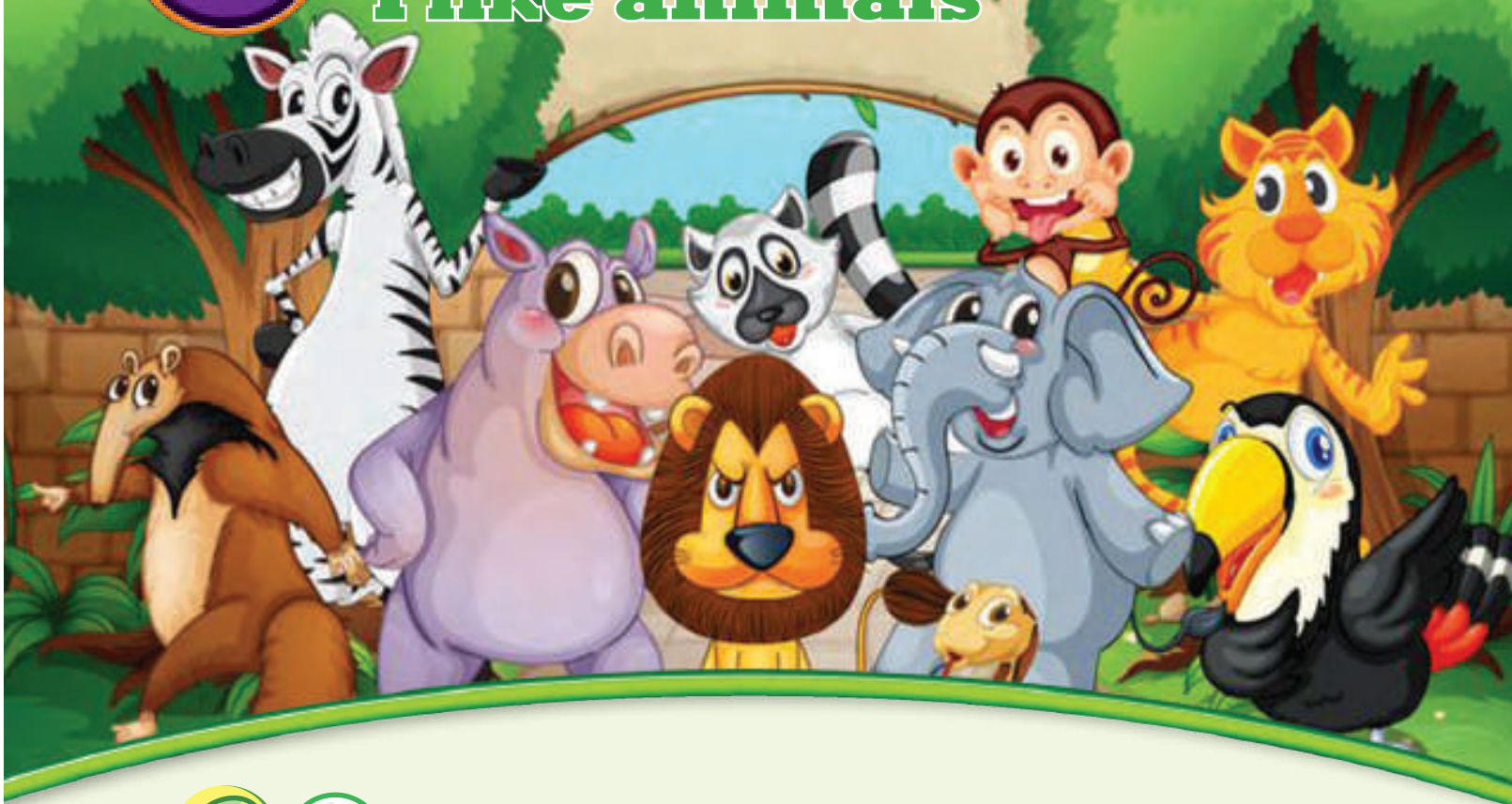
## We will learn:

- Asking and answering questions about animals.
- Asking for and giving information.
- Describing animals.
- Describing actions.



**Unit**  
**8**

# I like animals



## Listen and read

Going to the zoo can be lots of fun. I can see lots of animals there. I like watching the monkeys climbing the trees, the lions eating meat, tigers sleeping. I like watching the tall giraffes eating leaves from the tree. I can go to the zoo with my family to have fun.



**What is your favourite animal? why?**



## Read, complete and match

run - fly - swim - climb

1 - Birds

\_\_\_\_\_
-----
\_\_\_\_\_
\_\_\_\_\_

2 - Tigers

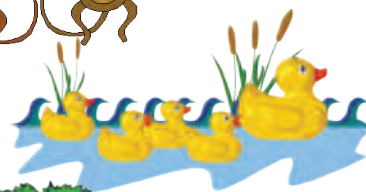
\_\_\_\_\_
-----
\_\_\_\_\_
\_\_\_\_\_

3 - Monkey

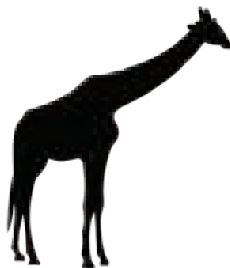
\_\_\_\_\_
-----
\_\_\_\_\_
\_\_\_\_\_

4 - Ducks

\_\_\_\_\_
-----
\_\_\_\_\_
\_\_\_\_\_



## Guess and write the animal



\_\_\_\_\_
-----
\_\_\_\_\_
\_\_\_\_\_

\_\_\_\_\_
-----
\_\_\_\_\_
\_\_\_\_\_

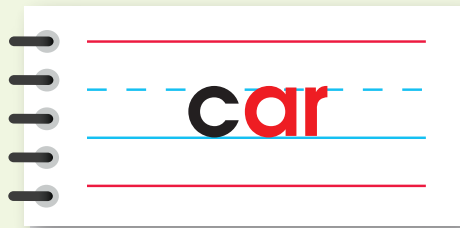
\_\_\_\_\_
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\_\_\_\_\_
\_\_\_\_\_



## Describe zoo animals



## Look and read.



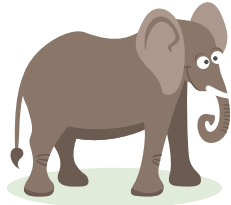
We went **far** by a smart **car** to my uncle's **farm**



What animals do you see in the zoo?



# Read, circle and describe the animals



- yellow
- long legs
- big ears



- zoo
- farm
- beach



- milk
- grass
- meat



- zoo
- fly
- climb



# Write sentences to describe the pictures




---



---



---




---



---



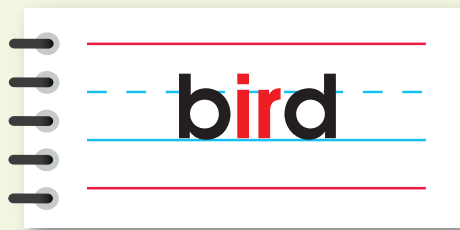
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## Let's talk about animals



## Look and read.



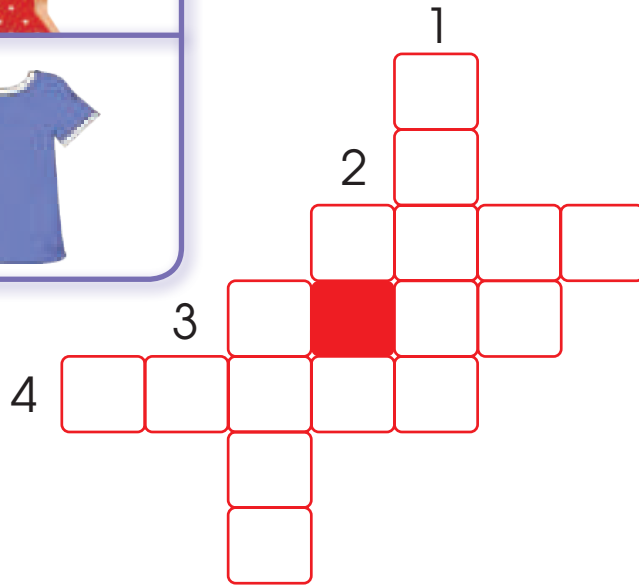
There is a yellow **bird** on the **girl's shirt**



How can you be kind to animals?



## Complete the crossword



## Order and write

a / It's / zebra / big

---



---



---

tigers/are/They/yellow

---



---



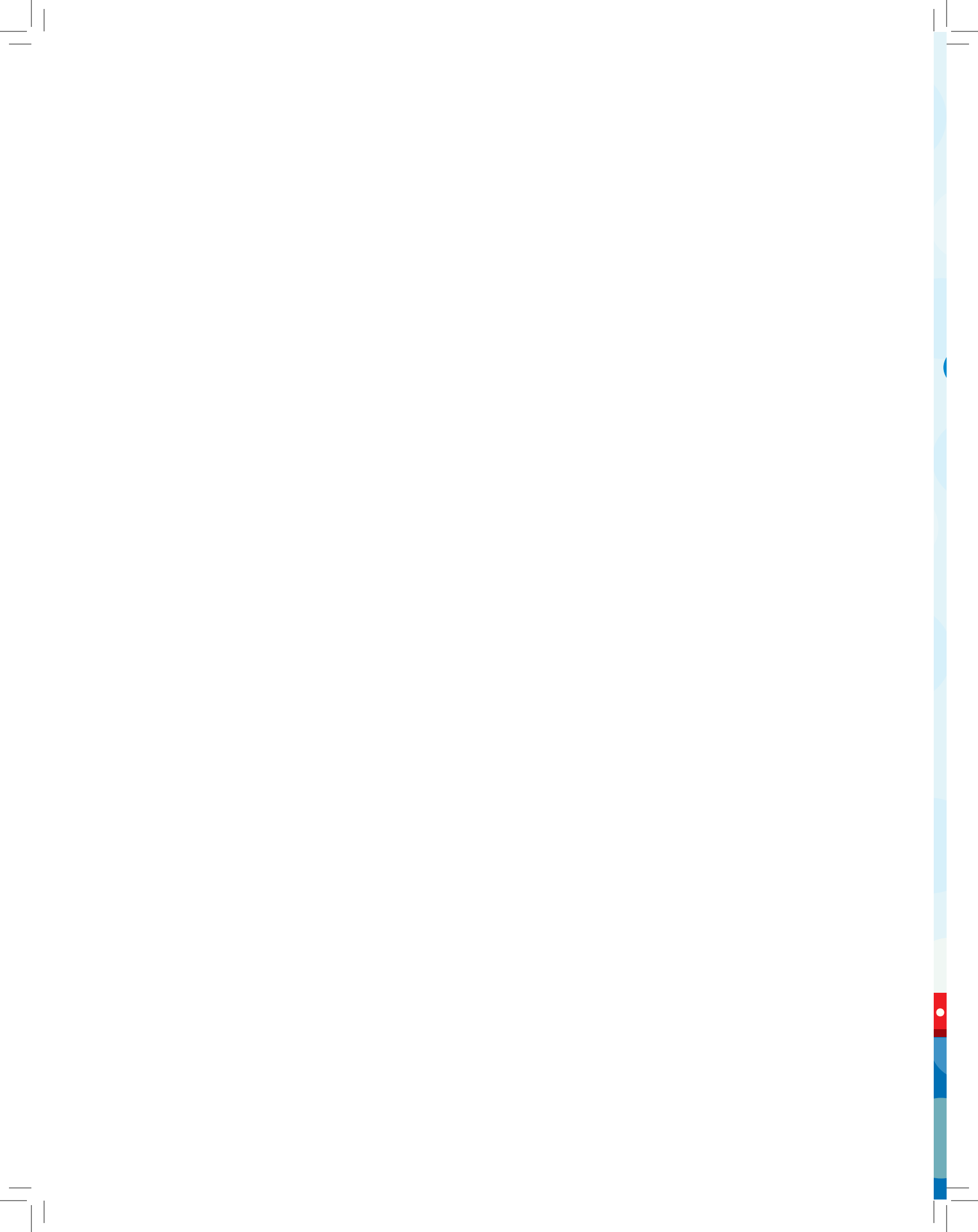
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I feel



## Make a zoo



**Unit**

**9**

**My  
neighbourhood**

**We will learn:**

- Asking for and giving information.
- Describing places.
- Using prepositions of places.



# Unit

## 9

# My neighbourhood



## Listen and read

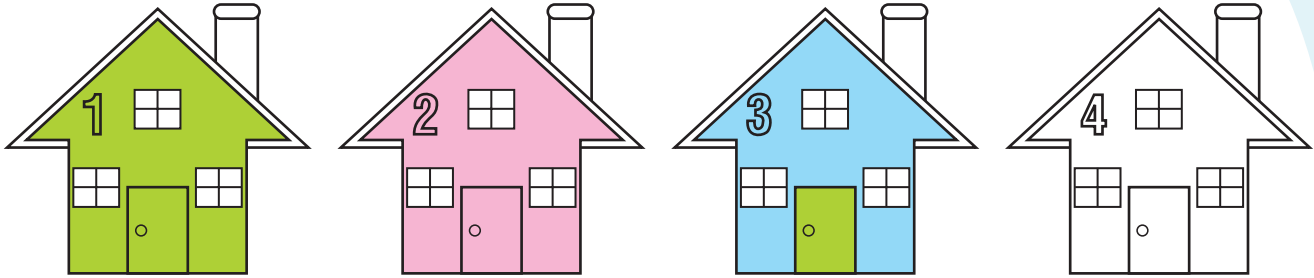
Fahad lives in Al-Nuzha at house number 15. He has many neighbours. They are friendly. Omar lives next to his house at number 17. Every day he goes to school with Omar. On Saturdays they play football together in the park. They have lunch in the restaurant next to their houses.



Where do you live?



## Who lives where?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 - Ali's house is the blue house with the green door.

2 - Sara lives next to house number 3. it's pink.

3 - Omar lives next to Ali's house at number 4.

4 - Where does jassim live? At number

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Read and answer

Who is your neighbour?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Where are they? Why?



**value**  
Respect and help your neighbours.



Look and read

clock



Hickory, Dickory, dock. The mouse ran up the clock



How can you help your neighbours?



## Guess and write the place

I go there to buy bread.

---

---

---

I go there to pray.

---

---

---

I go there to buy books.

---

---

---

I go there to play with  
my friends

---

---

---

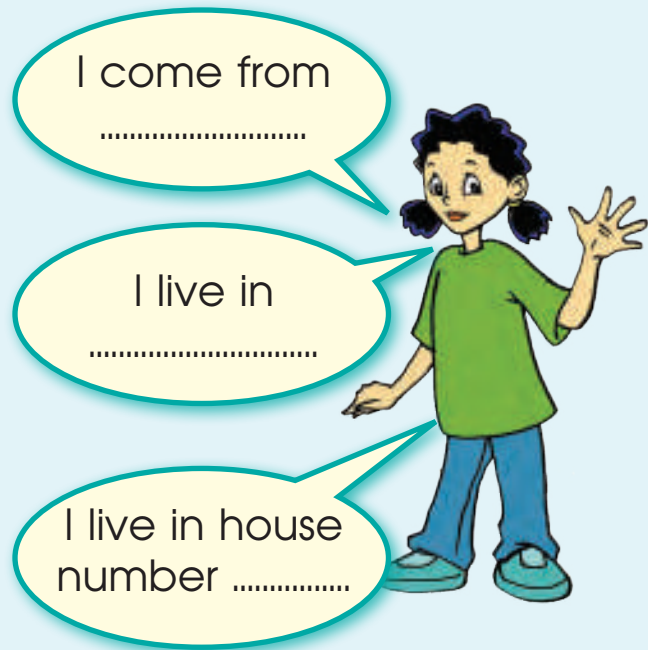
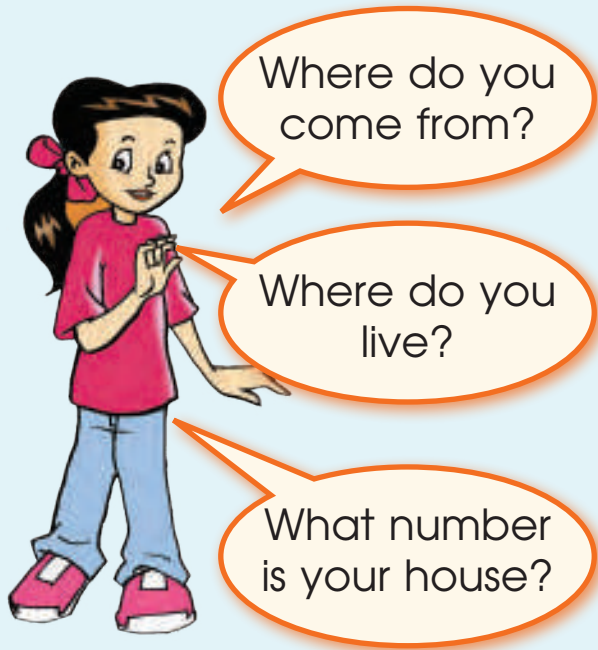


## Find the differences and tell your friend

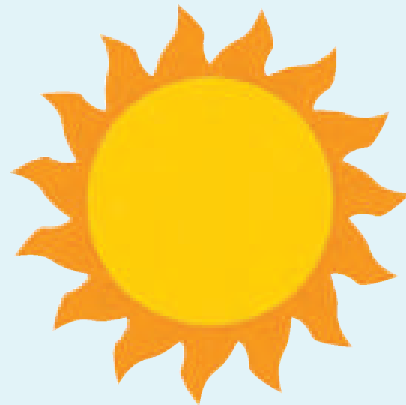
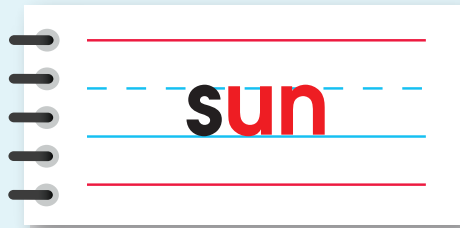




## Let's ask and answer



## Look and read.



We have fun running under the warm sun



Talk about yourself and your neighbourhood?

SA



Read and answer

1 - Where do you come from?

Handwriting lines for question 1: a solid top line, a dashed middle line, and a solid bottom line.

2 - Where do you live?

Handwriting lines for question 2: a solid top line, a dashed middle line, and a solid bottom line.

3 - What is there next to your house?

Handwriting lines for question 3: a solid top line, a dashed middle line, and a solid bottom line.

SA



Write words with the same ending sound



sun



Handwriting lines for the 'sun' exercise: a solid top line, a dashed middle line, and a solid bottom line.



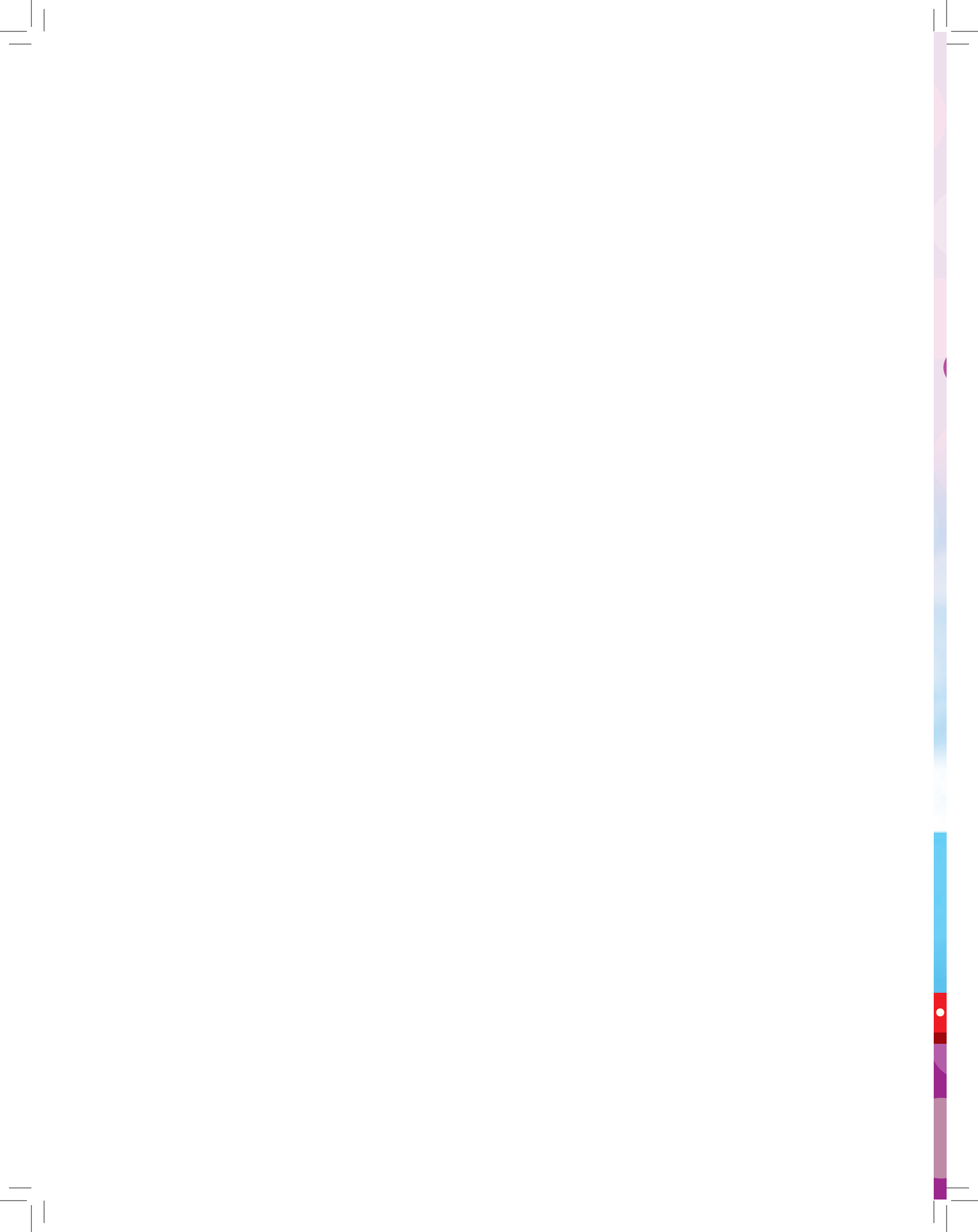
clock



Handwriting lines for the 'clock' exercise: a solid top line, a dashed middle line, and a solid bottom line.

I feel





**Unit**  
**10**  
**Kuwait**  
**in the past**

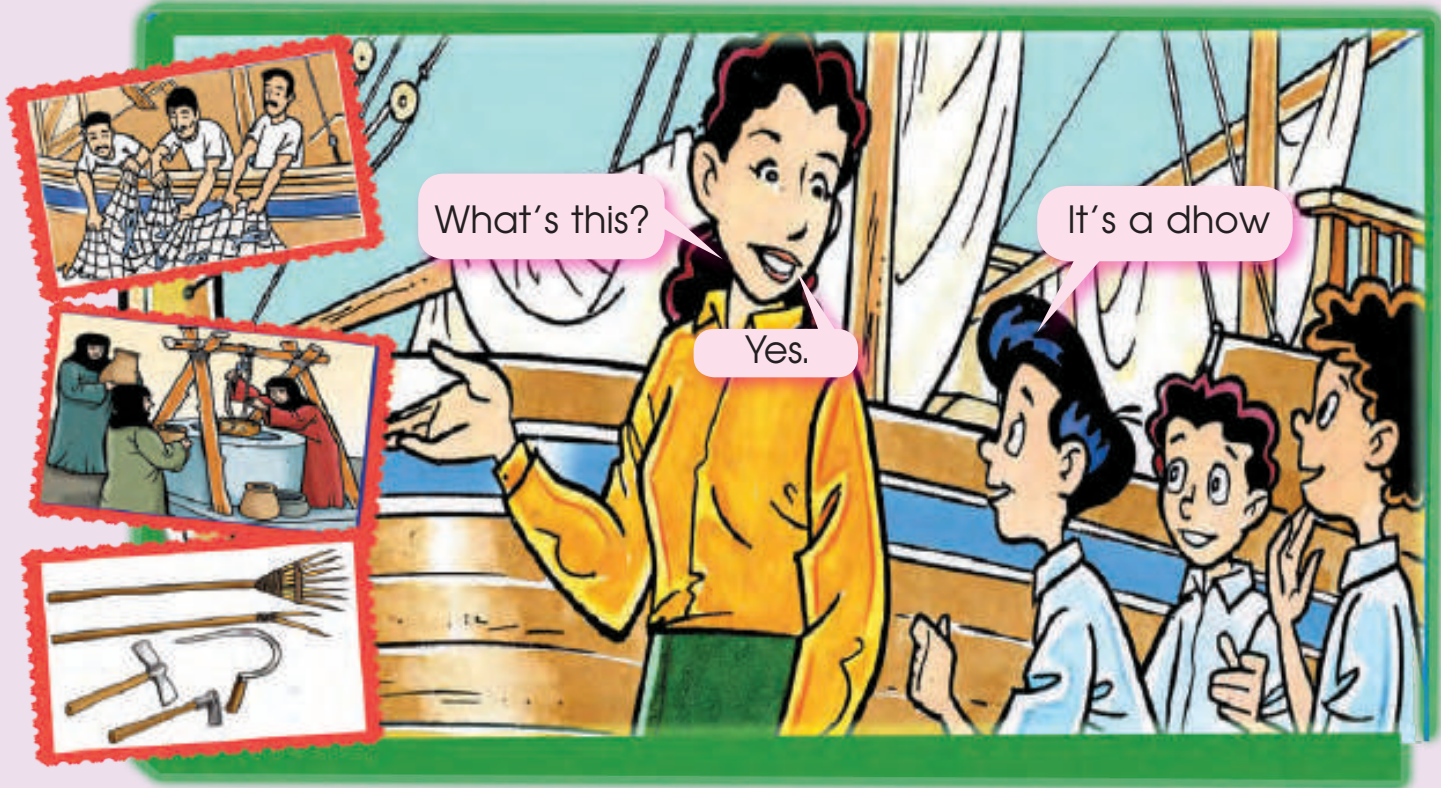
**We will learn:**

- Talking about the past.
- Asking and answering questions about past events.



# Unit 10

## Kuwait in the past



### Listen and read

Ali and his friends went on a school trip to the Scientific Center to learn about Kuwait in the past. Ali saw a picture of men fishing and women getting water from the well. Ali's teacher talked about how they used the tools in the past. Ali and his friends had lots of fun.



Where did you go on your school trips?



**Describe the picture / write**

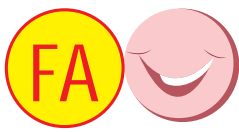


\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_



**Use the verbs to describe actions in the past**



cook



paint



**Copy and punctuate**

i like kuwait.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_





What was there in Kuwait in the past



**value**  
Be loyal to your country.



Look and read

\_\_\_\_\_

\_\_\_\_\_ **sport** \_\_\_\_\_

\_\_\_\_\_



I like **sports** and I like to **score** goals



What did people do in the past?



**Find the words that end with the sound /un/ to get out of the maze:**

**start**

**finish**



**Choose the correct verb**

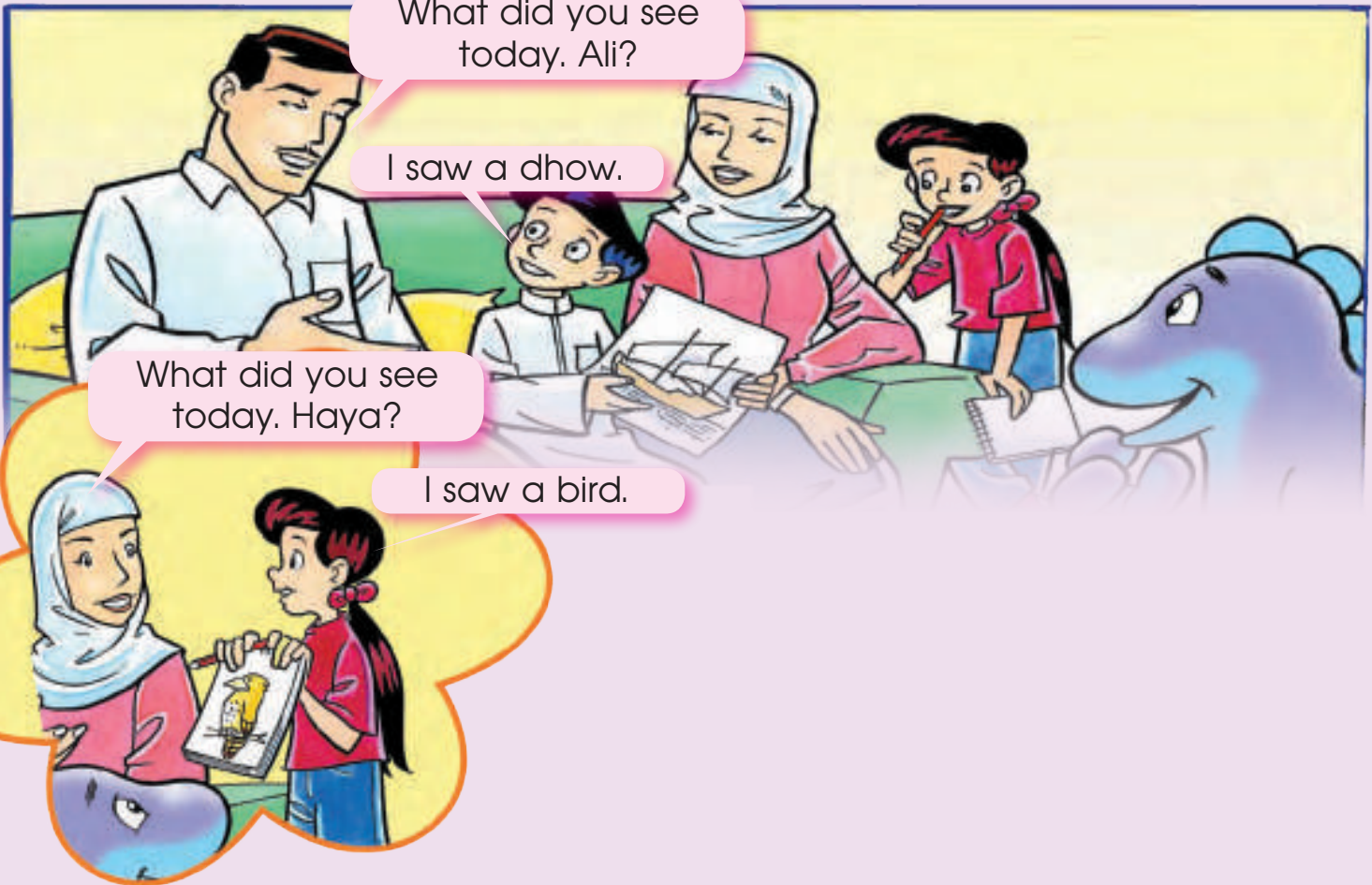
- My grandfather ..... in the past.
  - a) fished                      b) fish
  
- My mother ..... rice and meat yesterday.
  - a) cook                         b) cooked



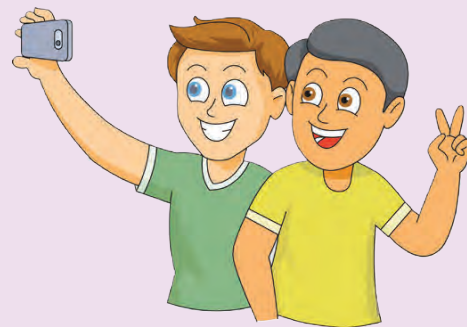
**Make a poster about Kuwait in the past**



## Listen and read



## Look and read



I took a **photo** of an **elephant** with my **phone**



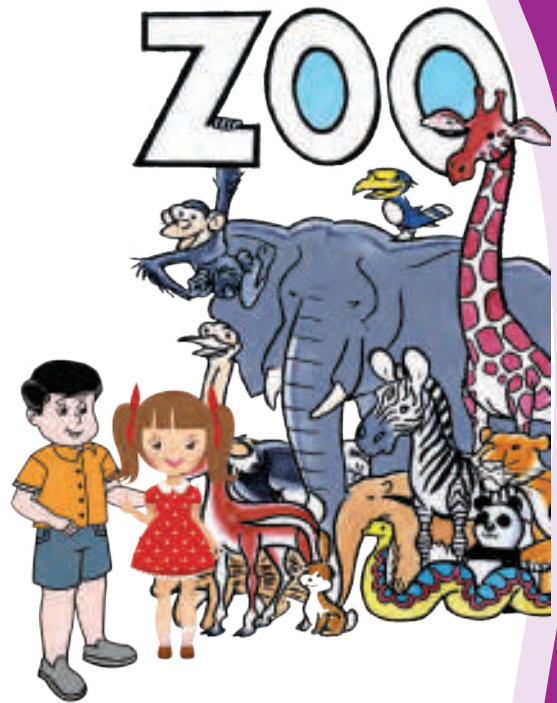
Where did you go yesterday?  
What did you see there?

SA



- Read the story.
- Circle the sound /ph/

Phillip loves his sister Phebi. They liked to take photos with their phone. When they went to the zoo they saw a big elephant and a dolphin. They had fun.



### Answer the questions

- Who is Phebi?

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- Where did they see the animals?

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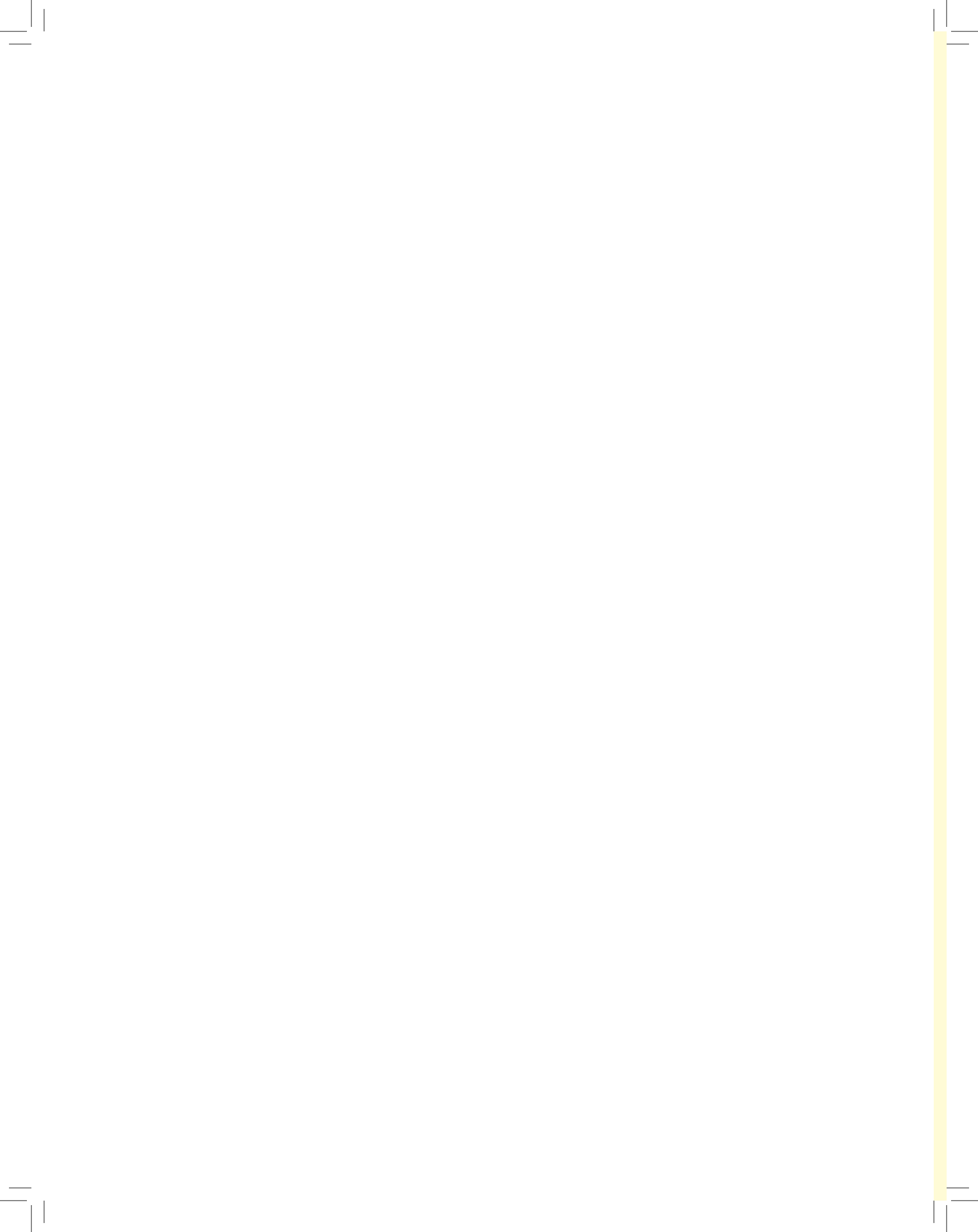


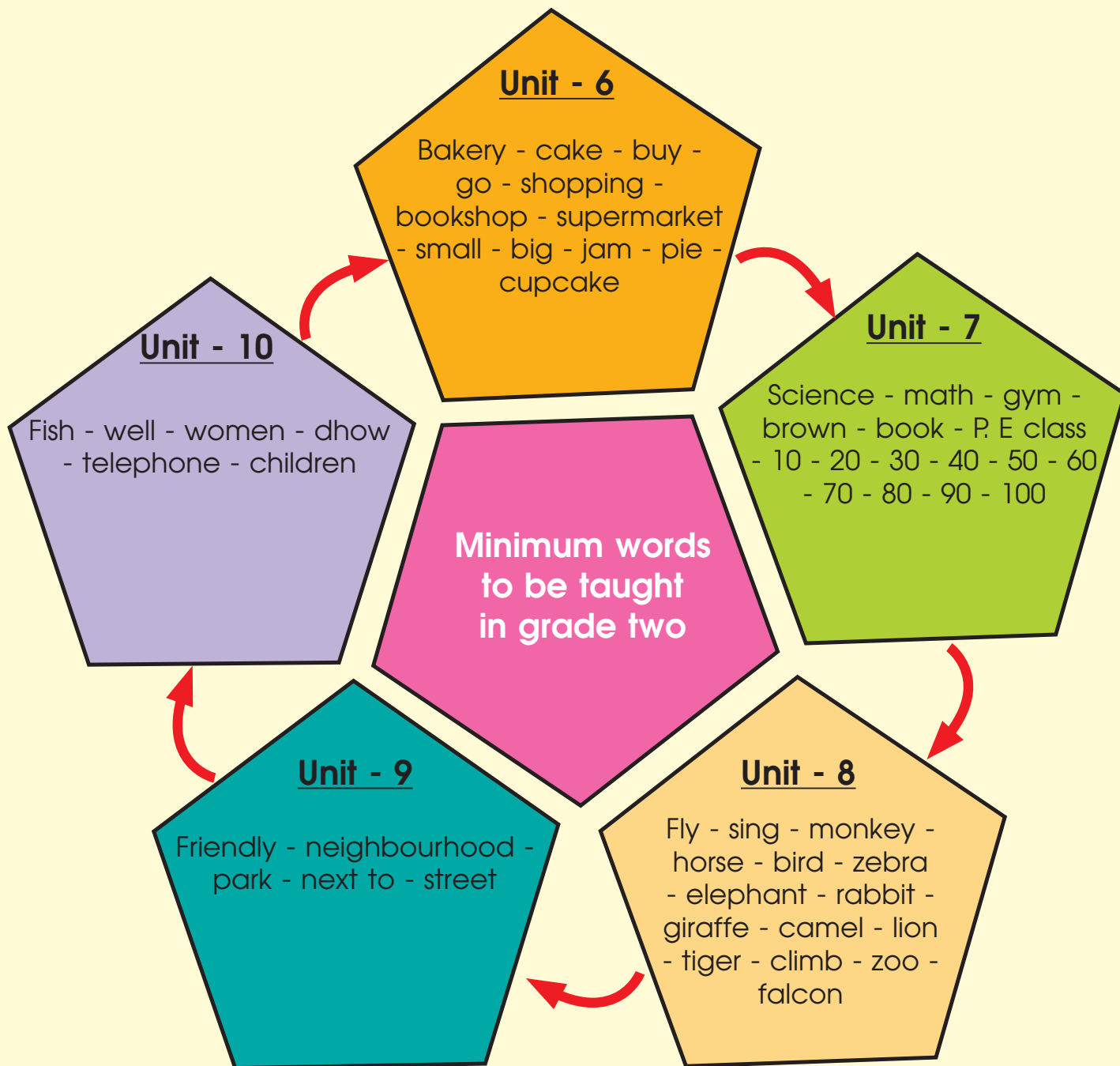
### Tell your friends

- What did you do with your sister/brother last Friday?

I feel







# Picture Pictionary

## Unit 6



bakery



cake



buy



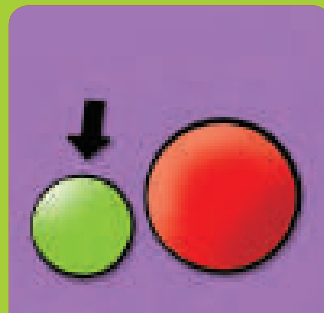
go shopping



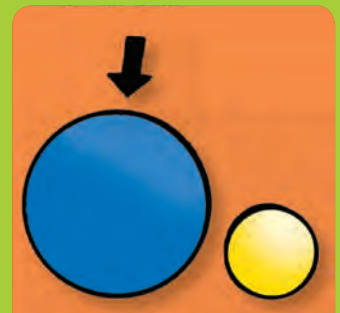
bookshop



supermarket



small



big



jam



pie

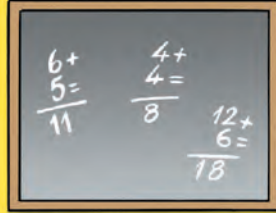


cupcake

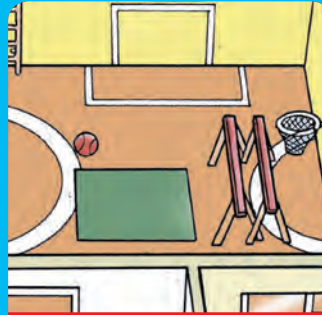
# Unit 7



science



math



gym



brown



book



P.E class

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

One hundred

# Unit 8



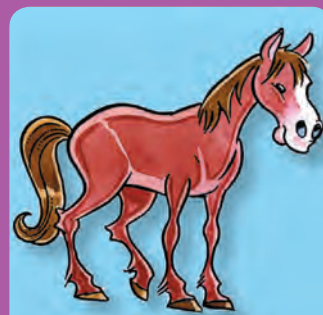
fly



sing



monkey



horse



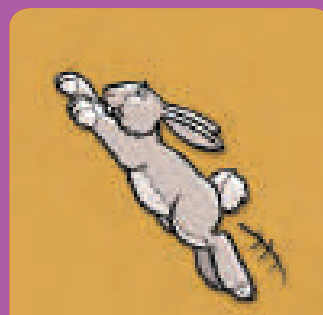
bird



zebra



elephant



rabbit



giraffe



camel



lion



tiger



climb



zoo



falcon

# Unit 9



friendly



neighbourhood



park



next to



street

# Unit 10



fish



well



women



dhow



telephone



children

## Song 4: Have we got?

Let's go shopping, Let's buy food  
Oh yes, oh yes. That's good.  
Have you got any butter?  
Have you got any tea?  
Have you got any coffee?  
buy some please.

Let's go shopping, Let's buy food  
Oh yes, oh yes. That's good.  
Have you got any chicken?  
Have you got any cheese?  
Have you got any apples?  
buy some please.

Let's go shopping, Let's buy food  
Oh yes, oh yes. That's good.  
Have you got any biscuits?  
Have you got any peas?  
Have you got any bananas?  
buy some please.

Let's go shopping, Let's buy food  
Oh yes, oh yes. That's good.

## Song 5

### What did you paint at school today?

What did you paint at school today?  
I painted a car and a fish and a house.

What did you paint at school today?  
I painted a dog and a boy and a mouse.

What colour did you paint the car?  
I painted it green, black, and blue.

What colour did you paint the mouse?  
I painted it white, and grey too.

What did you paint at school today?  
I painted a ..... and a ..... and a .....

What did you paint at school today?  
I painted a ..... and a ..... and a .....

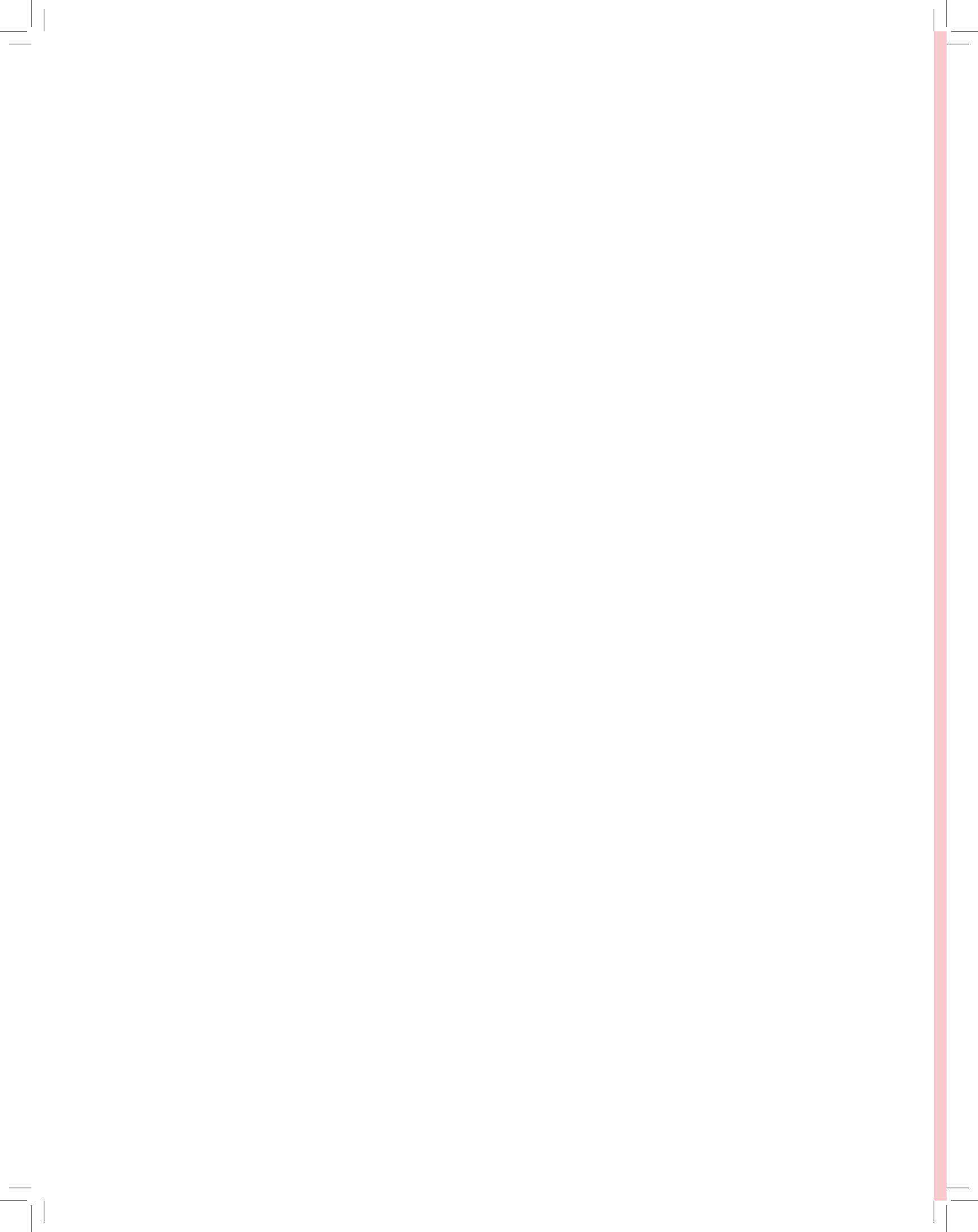
## Song 6

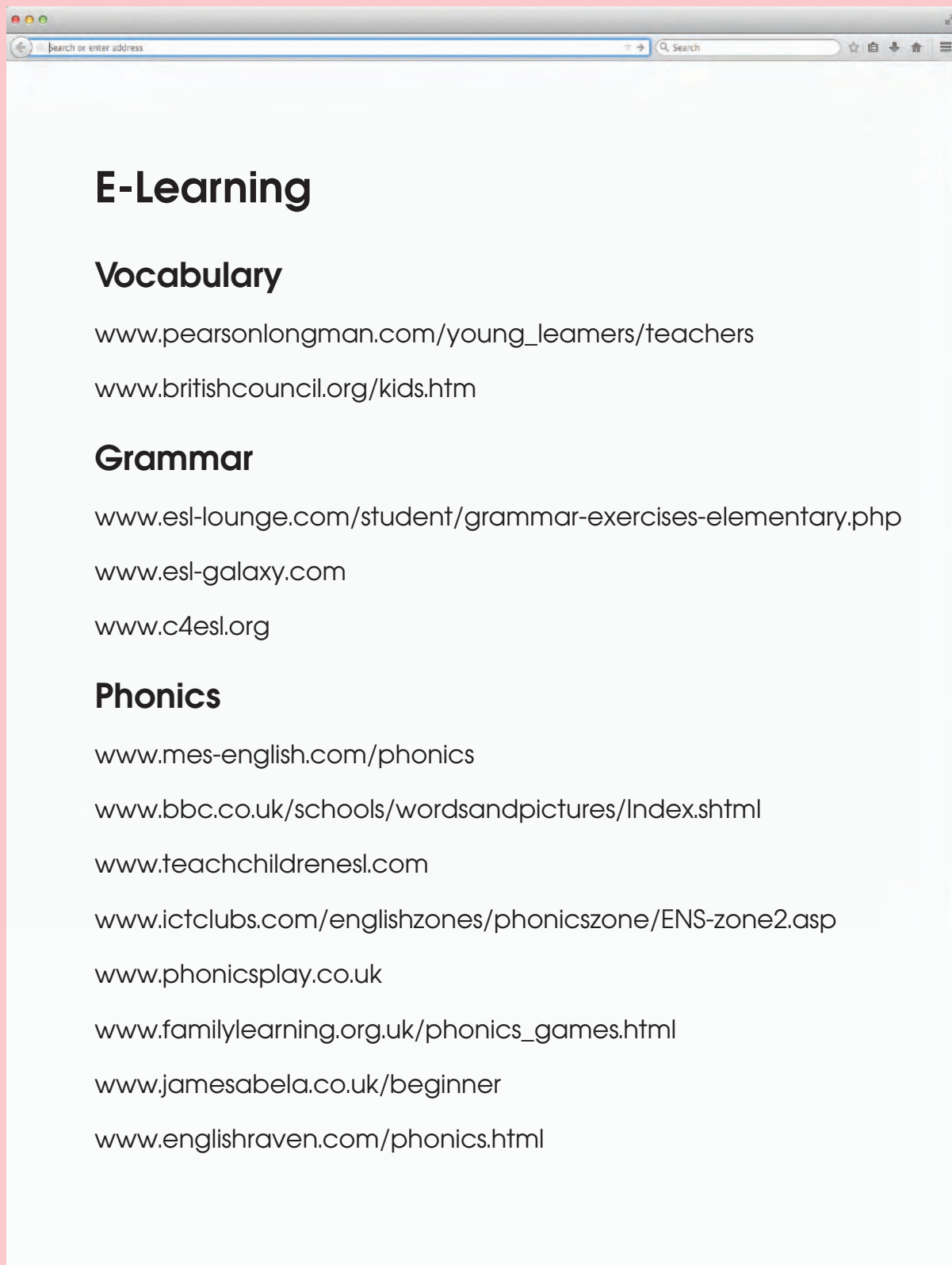
### Kuwait is our country

Kuwait is my country, Kuwait is my land.  
I love my country its sea and its sand.

Kuwait is our country, we also happy here  
We love its trees and flowers. To us it is dear.

Kuwait is our country, Kuwait is our joy  
We love our country, every girl and boy





## **E-Learning**

### **Vocabulary**

[www.pearsonlongman.com/young\\_learners/teachers](http://www.pearsonlongman.com/young_learners/teachers)

[www.britishcouncil.org/kids.htm](http://www.britishcouncil.org/kids.htm)

### **Grammar**

[www.esl-lounge.com/student/grammar-exercises-elementary.php](http://www.esl-lounge.com/student/grammar-exercises-elementary.php)

[www.esl-galaxy.com](http://www.esl-galaxy.com)

[www.c4esl.org](http://www.c4esl.org)

### **Phonics**

[www.mes-english.com/phonics](http://www.mes-english.com/phonics)

[www.bbc.co.uk/schools/wordsandpictures/Index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/Index.shtml)

[www.teachchildrenesl.com](http://www.teachchildrenesl.com)

[www.ictclubs.com/englishzones/phonicszone/ENS-zone2.asp](http://www.ictclubs.com/englishzones/phonicszone/ENS-zone2.asp)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

[www.jamesabela.co.uk/beginner](http://www.jamesabela.co.uk/beginner)

[www.englishraven.com/phonics.html](http://www.englishraven.com/phonics.html)

