



English booklet

Grade 2

1st Semester



Name: _____

Grade 2 (____)

Unit 1
Reading 1

Dan and Gramps



Vocabulary

Students are expected to:

- Recognise the following words:
(sing, are, buy, eat, wash, clean, chore).

Q1) Use the words in the box to complete these sentences:

are, sing, wash, chore

1. The children wash their hands after the break.
2. My chore is to take the trash out.
3. Yara and Rama are pals.
4. We always sing a song at the beginning of the class.

Q2) Read the following words then use them in sentences:

1) **buy: (verb)**

I can **buy** an ice cream today.

Dad buys bread every day.



2) **eat: (verb)**

We cannot **eat** during the class.

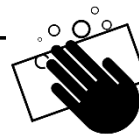
I eat breakfast with my family.



3) **clean: (verb)**

I **clean** my desk every day.

I clean my room every day.



Q3) If you only had 15 minutes in a day to do chores, what would you do and why?

Unit 1
Reading 1

Phonics

Short a

Students are expected to:

- Identify the sound of the short a.
- Recognise the beginning sound of the words.

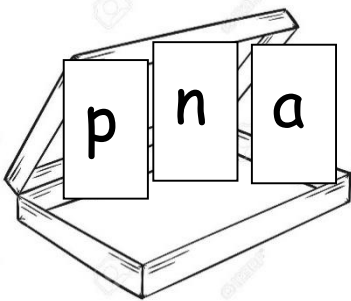
Q1) If you had to pack a bag with five things that have the short "a" sound (like map), what would you choose and why?

snack, can, sack, jam, jar, cap, hat

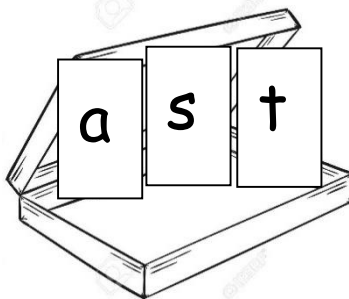
Q2) Select the words with *short a sound* by drawing a circle.

Dad	mom	sat	pet	Nan	rug
-----	-----	-----	-----	-----	-----

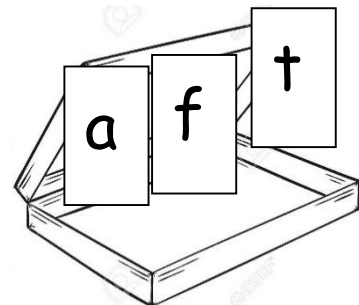
Q3) Write words with *short a* by using the letters below:



p a n
n a p



s a t



f a t

Dan and Gramps

Students are expected to:

- Recognise the story elements.
- Recognise what the story is about.

Q1) Circle the correct answer:

1. Who is the author?

a. Dan White.

☒ b. Pam Walker.

2. Who are the characters in the story?

☒ a. Dan, Gramps, Nan, Jan.

b. Sam, Tam.

3. The time of the story is:

a. daytime (Sunday).

☒ b. daytime (Saturday).

4. What is the story about? (main idea)

☒ a. Dan and Gramps have chores to do.

b. Dan and Gramps have homework.

Q2) How would the story change if everyone in the family refused to do chores?

Unit 1

Reading 1

Grammar and Writing

Can + verb

Students are expected to:

Use **can + verb** to talk about things someone can do.

Example: Sami **can** ride a bike.



Q1) Complete the sentences:

1. I can play football.

2. I can run fast.

Use **cannot / can't + verb** to talk about things someone cannot do.

Example: Rahaf **cannot / can't** swim well.



Q2) Complete the sentences:

1. I can't play basketball.

2. I can't swim.

Use **can + subject + verb** to ask a question.

Example: Can Ali come to the party? Yes, he can.

Can Maria come to the party? No, she can't.



Q3) Complete the question:

Can you read the story??

Yes, I can.

Q4) Form a question using these words:

Don't forget to use a question mark at the end of the question

a. (Haya / ride a horse) Can Haya ride a horse?

b. (Fahed / play football) Can Fahed play football?

Q5) If you can change one rule at school that says "can't" what would it be, and why?

Q6) Mention 3 things that you can do and three that you can't:

Read the text then answer the following questions:

Tim had a big plan for the day. He woke up when the sun was up. His mom said, "Tim, pack a bag." Tim put in a cap, a map, and a red jam bun.

He went to the bus stop. At the bus stop, he met his pal Jan. Jan had a pet cat in a box. The cat was fat and did not nap.

The bus took Tim and Jan to the hill. They ran to the top. Tim sat on a rock and ate his jam bun. Jan let the cat hop and run. The cat dug in the mud and got wet, but it did not quit.

Jan said, "Oh no, my cat is a mess!" Tim had a rag. He let Jan rub the cat. The sun was hot, so the cat did dry.

When the day was done, Tim and Jan went back on the bus. They had fun, and the cat was glad too.

1. What did Tim pack in his bag?

a cap, a map, and a red jam bun.

2. Who did Tim meet at the bus stop?

He met his pal Jan.

3. What pet did Jan bring?

a cat

4. What snack did Tim eat on the hill?

his jam bun.

5. How did the cat get dry?

The sun was hot and Jan rubbed the cat with a rag.

6. Why do you think Tim packed a map and a snack for his trip? What might have happened if he forgot them?

To help him. If he forgot, he might get lost or hungry.

Unit 1
Reading 2

Children Can Learn



Unit 1
Reading 2

Vocabulary

Students are expected to:

- Recognize the following words
(big, give, feel, hurt, learn, parents, children).

Q1) Use the words in the box to complete these sentences:

big - give - feel - hurts

1. I fell down yesterday, my back still _____.
2. Can you _____ me a bottle of water, please!
3. My _____ teddy bear is lost.
4. Today is our trip to Jarash ! We _____ excited.

Q2) Read the following story words then use them in sentences:

1) parents: (noun / people)

My parents drive me to school.

2) learn: (verb)

We learn new things at school.

3) children: (noun / people)

The children are playing outside.

Q3: What is the biggest lesson you can learn from your parents?

Unit 1

Reading 2

Phonics

Short e; digraph th

Students are expected to:

- Identify the sound of the short e.
- Identify the sound of /th/.

Q1) Put the words in the correct category:

the, then, thick, think

Soft th (bath)	Hard th (this)

Q2) Select the words with *short e sound* by drawing a circle.

red	mom	sat	pet	Nan	met
-----	-----	-----	-----	-----	-----

Q3) If you found a path through the forest, would you follow it or stay safe? Why?

Children Can Learn

Students are expected to:

- Recognise the story elements.
- Recognise what the story is about.

Q1) Circle the correct answer:

1. Who is the author?

b. Dan White.

b. Pam Walker.

2. Who are the characters in the story?

b. Dan, Gramps. b. parents, Glen, Nell, Bess, Dan, Jan, Matt, Fred.

3. The places of the story are:

a. house and supermarket.

b. house, street and baseball field.

4. The time of the story is:

a. daytime.

b. at night.

5. What is the story about? (main idea)

a. Children can learn from their friends.

b. Parents and others help children learn.

Q2) Why do you think Mom gives Nell a snack?

Children Can Learn

Cause and Effect

- A **cause** is **why** something happens.
- An **effect** is **what** happens as a result of a cause.

Cause	Effect
Glen is hungry.	Dad feeds him
Nell needs help.	Mom feeds her.
Bess wants milk.	She makes a mess.
Bess makes a mess.	Dad cleans up the spill.
Dad helps Jan spell.	Jan passes the test.
Mom helps Matt.	Matt is safe.
Dad helps Fred.	Fred is glad.

Unit 1
Reading 2

Grammar and Writing

Simple Present

Remember:

Verbs are words that show actions.

Examples: read, dance, sleep, climb, want, stay, jump, play, study, etc.

Q1) Underline the verbs in the following sentences:

1. Rimas watches TV with her family.
2. I see with my eyes.
3. Is mom folding the wash?
4. Jouri drinks orange juice every morning.

Q2) Color the verbs:



When do we use simple present?

When we talk about things people always do, or when an action is happening right now.

RULE :

For *she, he, it*, add **-s** to the verb.

Example: *she wakes* up at 8:00 a.m.



RULE :

For verbs ending in *ch, sh, s, x or z* add **-es**.

Example: He *washes* his hand daily.



RULE :

For a *negative* statement, use **does not** or **doesn't + verb**.

Example: The cat *doesn't* know how to jump high.



RULE :

For a *Yes/No question* with *he, she, it* use **does + subject + verb**.

Examples:

Does Amer *play* piano? Yes, he **does**.

Does she *like* Mnasaf? No, she **doesn't**.



Q3) Write the correct form of these verbs in the following sentences:

1. She always _____ (help) her friends.
2. He _____ (work) hard for his exams.
3. Abir _____ (like) tea but she _____ (not like) coffee.
4. This cat is tiny. But it _____ (run) fast.

Q4) Complete these questions and answers with "does, doesn't":

- _____ Ahlam swim every day?

No, she _____.

- _____ my hair look weird?

Yes, it _____.

- _____ the teacher know you're out?

Yes, she _____.

Q5) Maya says "My dog bark loudly at strangers." Do you agree with Maya's sentence? Why? How should the sentence be written correctly?

Read the text then answer the following questions:

Beth had a small fish. The fish sat in a big tank on a thick shelf. Beth liked her fish very much.

One hot day, Beth saw that the fish did not move much. "Oh no!" said Beth. She ran to get a pan and some fresh water. Beth put the fish in the pan to give it a bath. The fish swam fast. Beth clapped her hands.

Then Beth thought, "I need to clean the tank too." She got a cloth and a brush. She scrubbed the tank and put in fresh water. The fish went back in the tank. It swam with a happy splash.

Beth's mom came and said, "Good job, Beth. You kept the fish healthy." Beth smiled. She learned that pets need care every day.

1. What did Beth do when the fish was not moving much?

2. What did Beth use to clean the fish tank?

3. How did the fish act after the bath and cleaning?

4. Who praised Beth for taking care of the fish?

5. What lesson did Beth learn?

6. Why do you think it is important to think ahead and take care of pets every day? What could happen if Beth ignored her fish?

Unit 1
Reading 3

We Live in a Home



Phonics:

short i; sh digraph

Students are expected to:

- Identify the sound of the short i.
- Identify the sound of /sh/.

Q1) Select the words with short i sound by drawing a circle.

tip	tired	mop	fire	win	bin
-----	-------	-----	------	-----	-----

Q2) Write i or sh to complete each word:

a. w ____ g

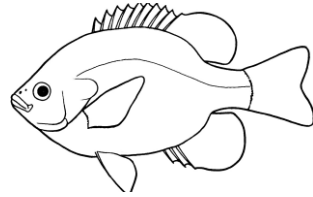
b. ____ ow

c. ____ nk

d. p ____ nk

Q3) Unscramble these words, then match them with the right picture:

a. l i l _____



b. c k i k _____



c. s h i f _____



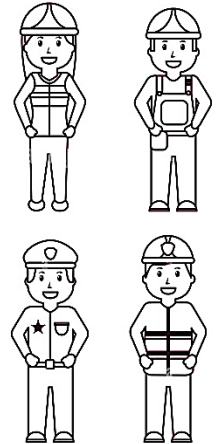
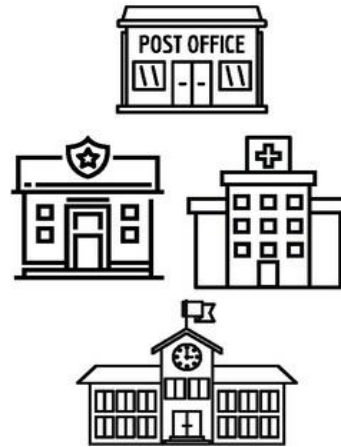
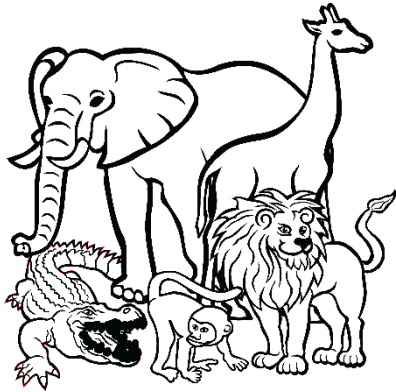
d. h e s _____



Be Verbs

1. Nouns:

Remember that: Nouns can be:



animals , things , places , people.

Q1) Circle the nouns in each sentence:

1. The children are going to school.
2. Tia has a dog.
3. My blue pencil is in the desk.

Q2) Classify the nouns correctly:

doctor / beach / giraffe / sun / Karam / gas station / parrot / hospital

Animal

Place


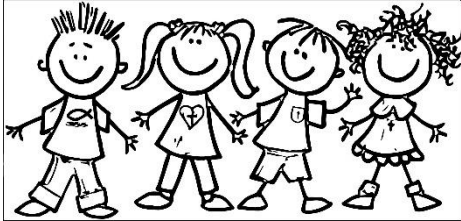
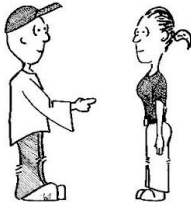
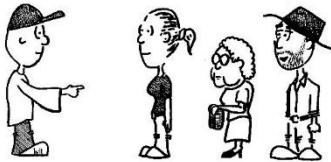
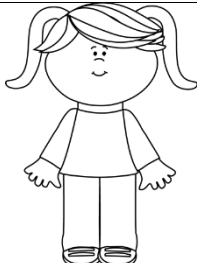

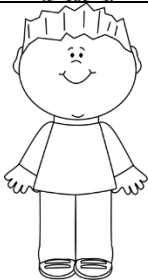


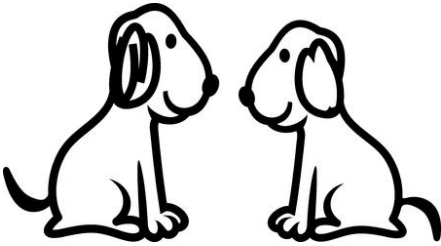
Person

Thing

Q3) Look around your classroom or home. Can you find 5 things that are nouns? How are these nouns different from each other?

2. Pronouns:

A pronoun is a word that takes the place of one or more nouns 😊

Singular Pronouns	Plural Pronouns
 I	 We
 You	 You
 She	 They
 He	 They
 It	 They

Q3) Replace the underlined noun in each sentence with the correct pronouns:

1. Sireen and Mira are best friends.

The right pronoun: _____

2. The car isn't in the garage.

The right pronoun: _____

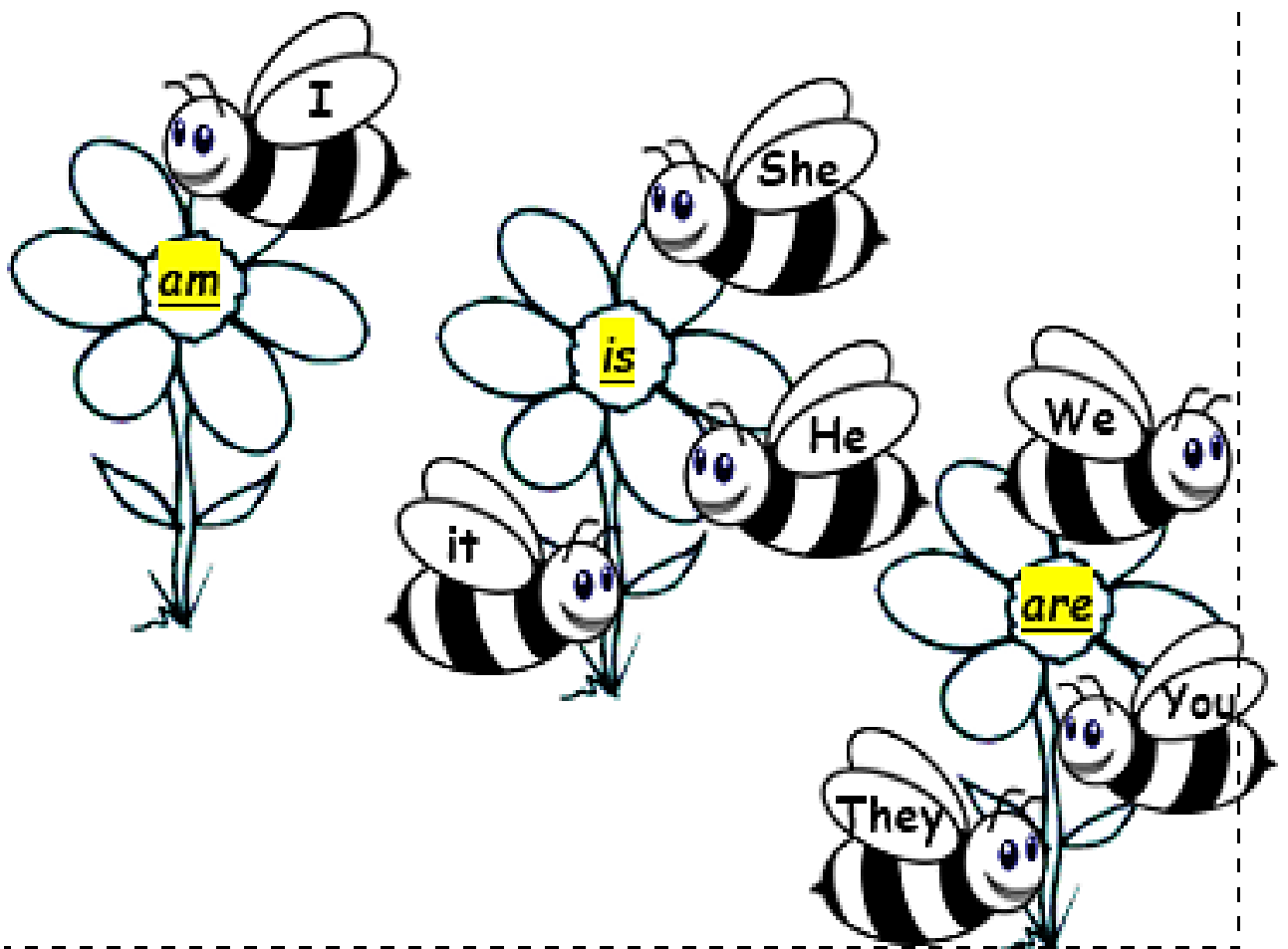
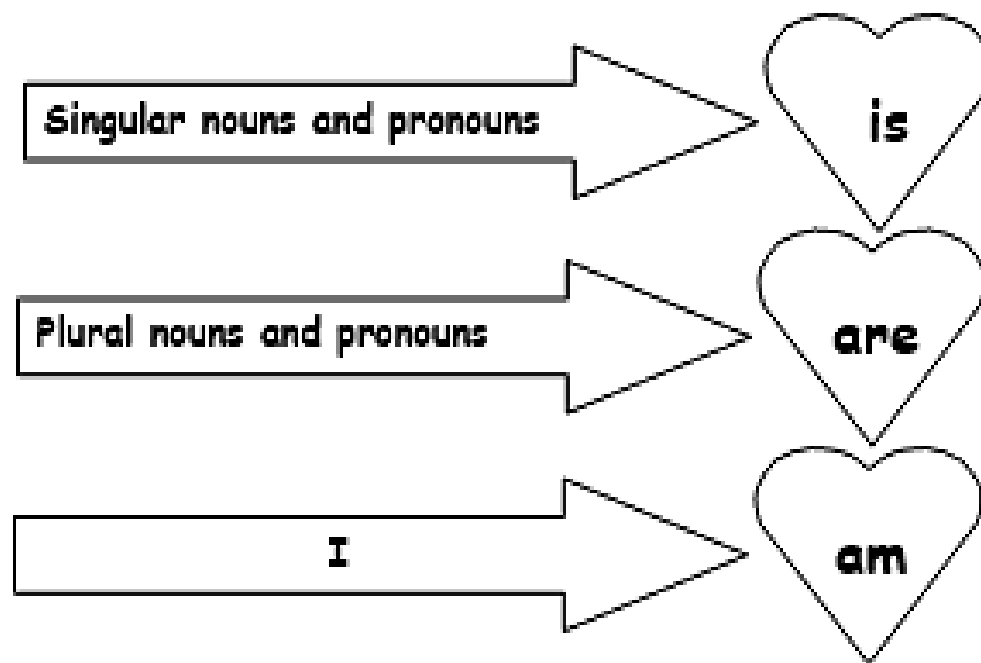
3. Amer is a nice waiter.

The right pronoun: _____

4. The policemen are in front of the school.

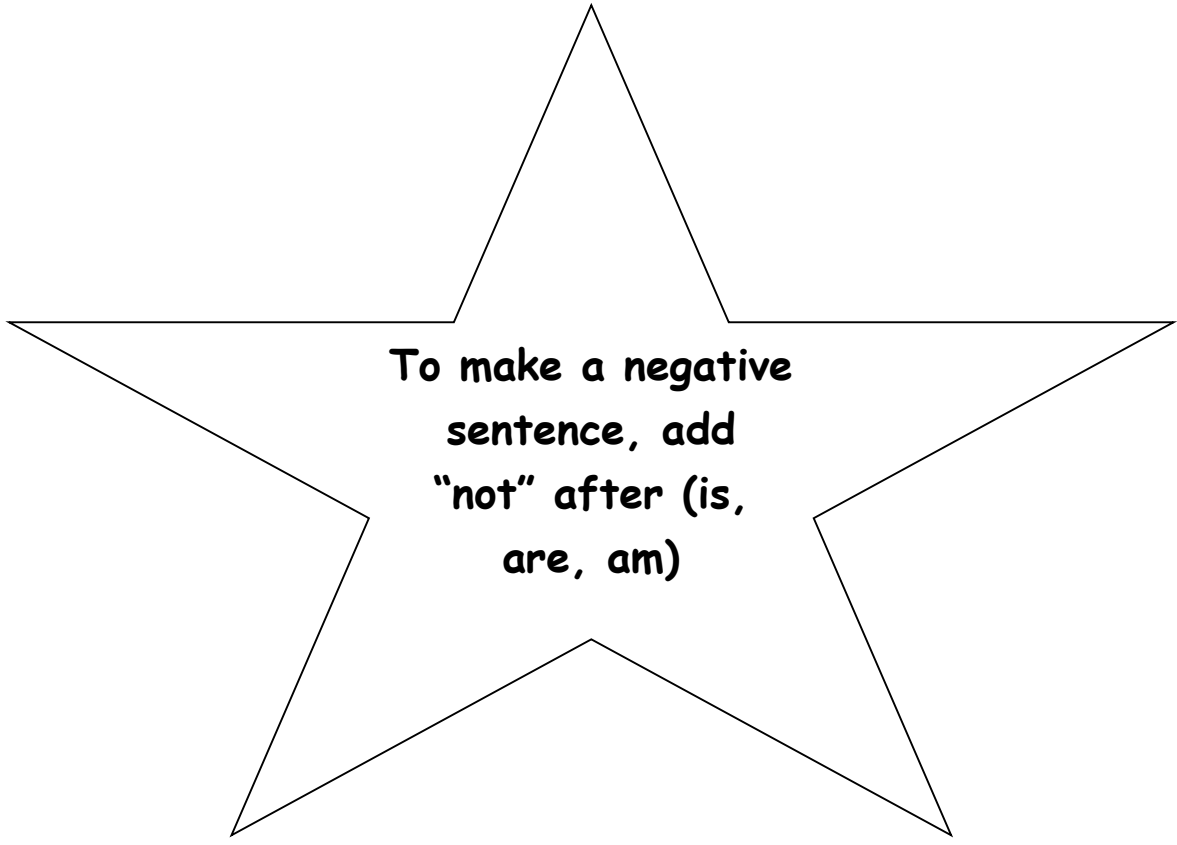
The right pronoun: _____

3. Be Verbs: The be verbs are: is , are , am



Q4) Add (is, are, am):

1. The cat is grey. It _____ sleeping by the wall.
2. You _____ late!
3. Ali and Samira _____ studying in the living room.
4. Ahmad likes pets. He _____ a kind man.
5. I _____ a taxi driver.
6. Yara drives fast. She _____ always in danger.



**To make a negative
sentence, add
"not" after (is,
are, am)**

Examples:

1. She is not (isn't) here.
2. They are not (aren't) coming to the party.
3. I am not listening to you.

Q5) Observe the following picture then complete the sentences with (is, are) OR (isn't, aren't):

It _____ a rainy day. The girl _____
watering the flowers. The boy _____ carrying a
baby. The butterflies _____ flying around.

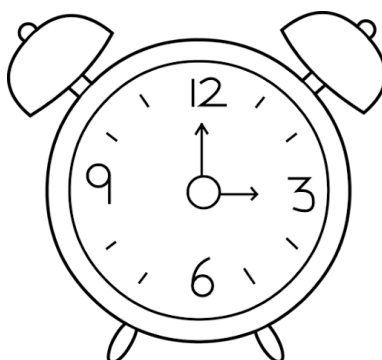


Q6) If you are telling a story about your friend and yourself, how can you use pronouns to make the story shorter and easier to read? Give examples.

To ask a question, use (Where, When, What) + am, is, are.



WHERE?



WHEN?



WHAT?

Examples:

1. Where is my blue jacket?
2. When are you coming?
3. What are we going to do?

Q7) Draw your family, then write about your family members.

A large, empty rounded rectangle intended for drawing a family.Three horizontal dashed lines for writing a description of the family members.

Unit 2
Reading 1

My Little Brother



Unit 2
Reading 1

Compound Words

Students are expected to:

- Recognise the compound words.

• A compound word is made up of two short words.



Pan

+



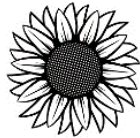


Cake

=



Pancake

Q1) Write the following compound words:

1. sun	Flower	<hr/>	
2. back	Pack	<hr/>	
3. camp	Fire	<hr/>	

Q2) Can you find three compound words around you in the classroom or home? Why do people make compound words instead of using two separate words?

1. _____

2. _____

3. _____

_____.

Q3) Write a short story using at least three compound words.

_____.

Unit 2
Reading 1

Vocabulary

Students are expected to:

- Recognize the following words:
(him, hold, light, funny, year, baby, grown-up).

Q1) Use the words in the box to complete these sentences:

him - hold - light - funny

1. That box is so _____! I can carry it with one hand.
2. My brother sang a _____ song, so we laughed.
3. I always _____ my dad's hand when I cross the street.
4. Rami didn't answer his phone, so I left _____ a message.

Q2) Ali says, "A baby can do everything a grown-up can do." Do you agree or disagree? Explain your answer and give examples to support your thinking.

Q3) Read the following story words then use them in sentences:

1) year: (noun)

Next **year**, we will be in 3rd grade.

2) baby: (noun/ person)

That **baby** is super cute!

3) grown-up: (adjective)

When my baby brother is hungry, I ask my **grown-up** sister to feed him.

Unit 2
Reading 1

Phonics

Short o; digraph wh

Students are expected to:

- Identify the sound of the short o.
- Identify the sound of the digraph /wh/.

Q1) Write o or wh to complete each word:

- a. h_____t
- b. _____eat
- c. l_____g
- d. _____isper

Q2) Use one word with a short o sound and one word that starts with wh in the same sentence.

Q3) Write a short story using at least 4 words with short o :

My Little Brother

Students are expected to:

- Recognise the story elements.
- Recognise the main idea of the story.

Q1) Circle the correct answer:

1 What's the title of the story?

c. Children Can Learn.

b. My Little Brother.

2 Who are the characters in the story?

a. parents, Glen, Nell, Bess, Dan, Jan, Matt, Fred.

b. Sofia and Mateo.

3 The places of the story are:

a. house and school.

b. house, street and barn.

4 What is the story about? (main idea)

a. We change as we grow.

b. Parents and others help children learn.

Q2) Can a grown up and a baby enjoy the same activities in the same way? Give examples:

Unit 2

Reading 1

Grammar and Writing

Simple Present

Students are expected to:

- Recognise the simple present with I, you, we, they.

Q1) Replace the underlined nouns in these sentences with the correct pronouns:

My friends and I have an activity class every Thursday. _____

You and your sister are lovely. _____

Are Sami and Eman siblings? _____

Use simple present to talk about facts to things are true.

I love funny shows.

Q2) Complete the sentence, tell a fact about yourself.

I _____

To make a negative statement with I, you, we and they,

use do + not.

Subject	do + not	verb	object
<ul style="list-style-type: none">• I• you• we• they	<ul style="list-style-type: none">• don't	<ul style="list-style-type: none">• eat• play• read• kick	<ul style="list-style-type: none">• a banana.• football.• a story.• the ball.

Q3) Make your own sentences:

1. _____

2. _____

3. _____

4. _____



Q4) Write the correct form of these verbs in the following sentences:

1. We _____ the table after lunch. (clean)

2. My mom and my aunt _____ shopping each Friday. (go)

3. My brothers _____ (like) broccoli, but they _____ (not like) carrots.

To ask for information, use the question words.

question words	do	subject
• What	• do	• I, you, we, they
• When 	• does	• he, she, it
• Where 		

Example: What do you do on Sunday?

Q5) Circle the mistakes in these sentences, then correct them:

When does Ella and Asia play basketball? _____

My brothers and I folds the wash together. _____

Q6) Imagine you are a detective. You meet two people for the first time, and you want to know about their daily life. What three questions can you ask them using the simple present tense?

1. _____

2. _____

3. _____

Read the text then answer the following questions:

Tom had a small workshop at home. He loved to fix broken toys. He had a toolbox, a workbench, and a wooden box full of parts. One morning, Tom found a broken toy car. "Which wheel is best for this car?" he asked. He checked the toolbox and picked a small wheel and a wooden block. Then he chose a hammer from the workbench.

Tom worked carefully. He tapped the wheel onto the block. "It fits!" he said with a smile. Suddenly, his mom came with a lunchbox. "Tom, have a snack," she said.

After lunch, Tom fixed another toy. He made a robot with a small head, a long arm, and a bright red foot. He placed the robot on the shelf next to the toy car. Tom felt proud. He thought, "I will make more toys tomorrow."

1. Where did Tom keep his parts and tools?

2. What did Tom use to fix the toy car?

3. Name the compound words in the story.

4. What toy did Tom make after lunch?

5. How did Tom feel when he finished fixing the toys?

6. Why do you think Tom checked all the parts before fixing the toy car? What might happen if he did not plan carefully?

Unit 2
Reading 3

Fun on a Hot Day



Unit 2
Reading 3

Vocabulary

Students are expected to:

- Recognize the following words:
(stay, things, place, idea, heat, pool, cool, invite).

Q1) Use the words in the box to complete these sentences:

things, idea, invited, stay

1. Zaina _____ us to her birthday party on Saturday.
2. The teacher asked us to _____ inside till she comes back.
3. Zaid thought of a great _____ for mom's gift.
4. We can do many _____ during the vacation.

Q2) If you are in a place that is very hot, what can you do to stay cool instead of feeling the heat? Why would it be a smart choice?

Q3) Read the following story words then use them in sentences:

1) pool: (noun / place)

There's a huge **pool** in my uncle's farm.

2) heat: (noun)

The main source of **heat** is the sun.

3) cool: (adjective)

The weather is **cool**! Let's play outside.

Phonics: Long a



Students are expected to:

- Identify the sound of the long a with magic e.

Q1) Circle the correct word:

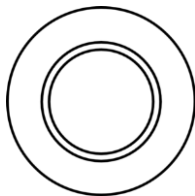
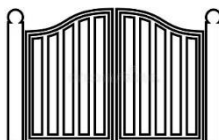


plate , pate



goat , gate



ask , ate

Q2) Can you find or create a pair of words where adding the magic 'e' makes two different words (like tap and tape)? Which word would you use more in real life, and why?

Q2) Put the words in the correct column:

made, make, Sam, pan, rate, map

Long a	Short a

Fun on a Hot Day

Students are expected to:

- Recognise the story elements.
- Recognise what the conversation is about.

Q1) Circle the correct answer:

1. Who are the characters in the story?

- a. Mom, Rosa, Joe. b. Sofia and Mateo.

2. The places of the story are:

- a. house and uncle Jake's pool. b. house, street and barn.

3. The time of the story is:

- a. Summer daytime. b. Summer at night.

4. What is the conversation about? (main idea)

- It's about siblings who are tired of the hot weather.
- Parents and others help children learn.

Q2) If you could choose any place in the world to live in, would you rather stay in a cool place or a hot place? Explain why?

Unit 2

Reading 3

Grammar and Writing

Will + verb

Students are expected to:

- Recognise the future tense with I, you, we, they, she, he, it.

Contractions with "will":

We join the pronoun with "will" by leaving out the "w" and the "i" of the word "will" and replace them with an apostrophe. Then squeeze the pronoun and "will" together.

She will → She'll	He will → He'll	It will → It'll
You will → You'll	They will → They'll	We will → We'll
I will → I'll		

Use will + verb to talk about predictions

(things will happen in the future).

Subjet	will	verb
<ul style="list-style-type: none">• she, he, it• they, you, I, they	<ul style="list-style-type: none">• will	<ul style="list-style-type: none">• rain• call• wait

Q1) Make your own predictions:

1. _____.
2. _____.

Use will + not + verb to make negative statements.

Subjet	will + not	verb
<ul style="list-style-type: none">• she, he, it• they, you, I, they	<ul style="list-style-type: none">• won't	<ul style="list-style-type: none">• rain• call• wait

Q2) Complete the sentences with the future form of the verb:

1. Naya _____ a marathon next week. (run)
2. Ayah _____ pizza for dinner tonight. (cook)
3. Hamzah _____ to the cinema during the weekend. (go)

Q3) Circle the mistake then correct it in the following sentences:

1. I think he will works for an organization. _____.
2. I promise I will to study harder next time. _____.
3. I think the robots will doing the housework in 2030. _____.
4. a- I have a terrible headache.
b- Don't worry!

I will bringing you an aspirin. _____.

Q4) Complete the table:

Full Form	Contraction
I will	
	It'll
We will	

Examples:

- Rahaf will not study Science tomorrow.
- Salma won't come with her parents to school next semester.

Q5) Make negative statements with these sentences:

1. Dana will enjoy the concert.

_____.

2. Ahmed will carry his little sister when she cries.

_____.

3. My aunt will be here by Thursday.

_____.

Q6) If you know it will rain tomorrow, what will you do to get ready, and why is it important to plan for the future?

Read the text then answer the following questions:

Joe had a small boat. One bright morning, he decided to take it to the pond near his home. He wore a coat and a hat, and he took a rope to tie the boat to the dock. When Joe reached the pond, he saw a frog hop onto the boat. "Hello, frog!" said Joe. The frog croaked happily, and Joe laughed. He let the frog stay with him.

Joe rowed the boat slowly across the pond. He saw a floating log and a big goose. Joe waved to the goose, and it honked back. Suddenly, Joe noticed a rope had come loose! He tied it quickly to the boat to keep it safe. After a while, Joe stopped near a small island. He took out his lunchbox and ate a sandwich. The frog sat on his shoulder and watched him eat. Joe thought, "What a nice day to be on the pond!"

Finally, Joe rowed back to the dock. He pulled the boat onto the shore and untied the rope. Joe smiled. He had taken care of the boat, enjoyed the pond, and made a new frog friend.

1. What did Joe take with him to the pond?

2. Who hopped onto Joe's boat?

3. What animals did Joe see on the pond?

4. What problem did Joe have with the rope, and how did he fix it?

5. Where did Joe eat his lunch?

6. Why do you think Joe was careful with the boat and the rope? What might have happened if he was not careful?

The end...

