



ANEP

DIRECCIÓN
GENERAL
DE EDUCACIÓN
INICIAL Y PRIMARIA

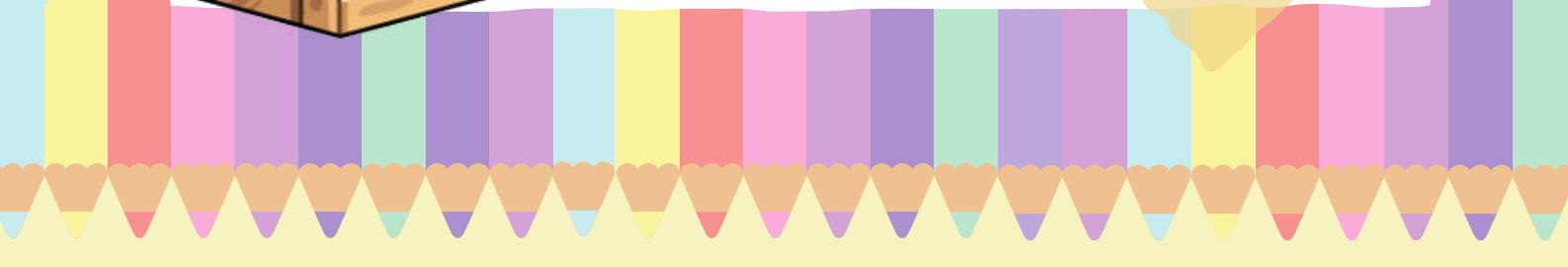
DIVISIÓN
EDUCACIÓN

Departamento
de Segundas Lenguas
y Lenguas Extranjeras

LOVING URUGUAY

Students' Handbook
for Primary Schools

2ND GRADE



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- AL DR. ALDO RODRÍGUEZ, POR SU PERMANENTE DEDICACIÓN Y COMPROMISO CON LA CREACIÓN DE ESTOS LIBROS Y TODAS LAS ACCIONES DE LENGUA QUE SE DESARROLLAN A NIVEL DE POLÍTICAS EDUCATIVAS DE LA ADMINISTRACIÓN.
- A LA EMBAJADA DE EEUU, POR SU APOYATURA CONSTANTE A LA MEJORA DE LAS PRÁCTICAS EDUCATIVAS EN LENGUA INGLESA.
- A LA COMISIÓN FULBRIGHT, POR EL APOYO PERMANENTE A TODA INSTANCIA DE FORMACIÓN, PERFECCIONAMIENTO Y ACOMPAÑAMIENTO DOCENTE, ASÍ COMO POR TODOS LOS INTERCAMBIOS EDUCATIVOS A TRAVÉS DE LOS AÑOS.
- A LOS PROFESORES DE INGLÉS PRESENCIAL DEL PAÍS, MOTOR, RAZÓN Y SENTIDO DE LA PUBLICACIÓN DE ESTOS LIBROS. COMO CADA RECURSO QUE SE ELABORA EN EL DEPARTAMENTO, UNA VEZ MÁS, ESTE LIBRO ES **POR Y CONJUNTAMENTE** CON USTEDES.

REFERENCES:



READ



WRITE



LISTEN



SPEAK



DISCUSS



PLAY A GAME



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY



SEARCH THE WEB



DRAW



COLOR



LOOK



WATCH A VIDEO



CUT



RECORD



MATCH



NUMBER / COUNT / ORDER



LET'S MEET OUR FRIENDS!



TODAS LAS IMÁGENES SIN ACREDITAR PERTENECEN A CANVA.COM.
PERSONAJES CREADOS CON BITMOJI.COM.



UNIT 1

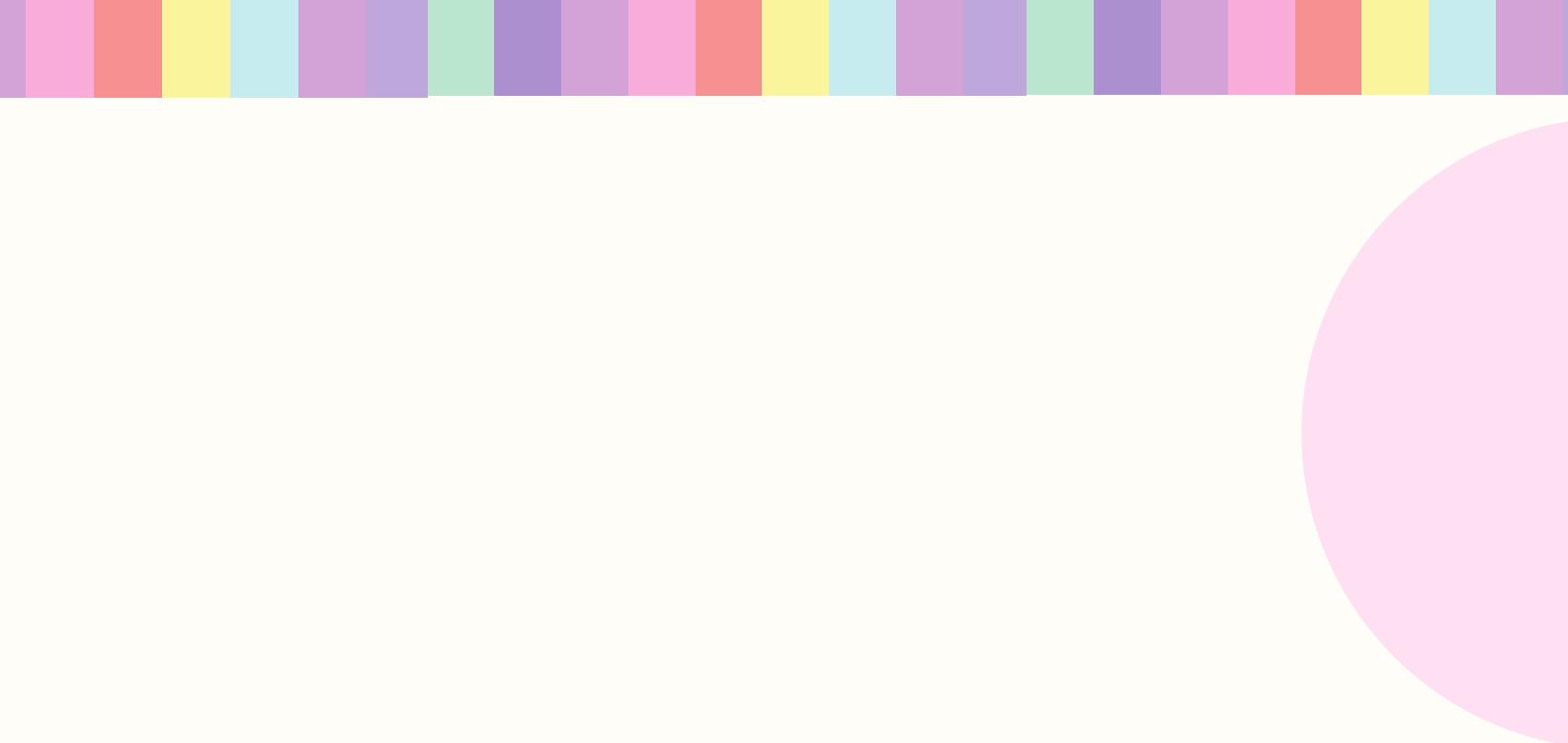
HELLO AGAIN

A B C

hello

$$2+2=4$$





2

UNIT 1 - HELLO AGAIN

ACTIVITY 1

I always speak English in class. Do you?



1 Complete the bubbles. 

Example:



SIT DOWN,
PLEASE.

CHILDREN, _____
YOUR ENGLISH BOOKS.

HELLO, TEACHER.

GOOD _____,
TEACHER.

COME TO THE _____,
PLEASE.

MAY I GO TO THE
_____?

ARE YOU?

I'M NOT SO
GOOD, AND
YOU?

BOARD
HOW
TOILET
SIT
OPEN
MORNING

ACTIVITY 2

1 Match the image with the word.



Example:

CHEW GUM **4** TALK _____ STAND UP _____

SIT DOWN PROPERLY _____ THROW PAPER AWAY _____

HAND OUT BOOKS _____ CLEAN THE BOARD _____

(Images from Canva.com - Freepik.com)



2 Role-play: Emma is in class.

Can you help her ask questions?



Can I clean
the board?

Yes, you can.



REMEMBER YOU CAN USE THE FOLLOWING QUESTIONS!

- Can I chew gum?
- Can I hand out the notebooks?
- Can I stand up?

3

Write rules for the classroom. a



CAN	CAN'T
LEND MATERIALS.	EAT.
CLEAN THE BOARD.	TALK WITHOUT PERMISSION.
HAND OUT NOTEBOOKS.	THROW PAPER ON THE FLOOR.

EXAMPLE: I CAN LEND materials.

I CAN'T EAT in class.



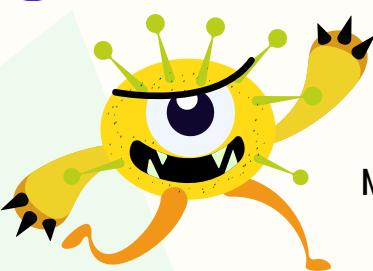






ACTIVITY 3

1 Read the MONSTER SCHOOL rules.



MONSTERS CAN RUN.

MONSTERS CAN SHOUT.



MONSTERS CAN EAT.



2 Write sentences to tell what students **CAN** and **CAN'T** do in Monster School. Make four (4) new rules.



EXAMPLE:

● *In monster school, students **CAN EAT** in class.*

Can you shout in your school?



- In Monster School students **can** _____.
- In Monster School students **can** _____.
- In Monster school students **can't** _____.
- In Monster School students **can't** _____.

ACTIVITY 4

Monsters have to learn to follow instructions. Can you help them?



1 Match the image to the word.



READ	<input type="checkbox"/>
PASTE	<input type="checkbox"/>
LISTEN	<input type="checkbox"/>
CUT	<input type="checkbox"/>
TALK	<input type="checkbox"/>
WRITE	<input type="checkbox"/>



1



2



3



6

READ	<input type="checkbox"/>
PASTE	<input type="checkbox"/>
LISTEN	<input type="checkbox"/>
CUT	<input type="checkbox"/>
TALK	<input type="checkbox"/>
WRITE	<input type="checkbox"/>



5



4

6

2 Listen and number.

-  Cut out pictures of the animals.
-  Write about the animals.
-  Open your notebook.
-  Listen to the instructions.
-  Paste two animals in your notebook.

ACTIVITY 5

Let's listen to a story about a ladybug named Lucy. I hope you enjoy it!



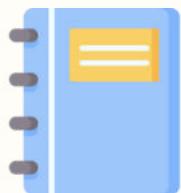
1 Listen to the story.

2 Tick ✓ the correct image.

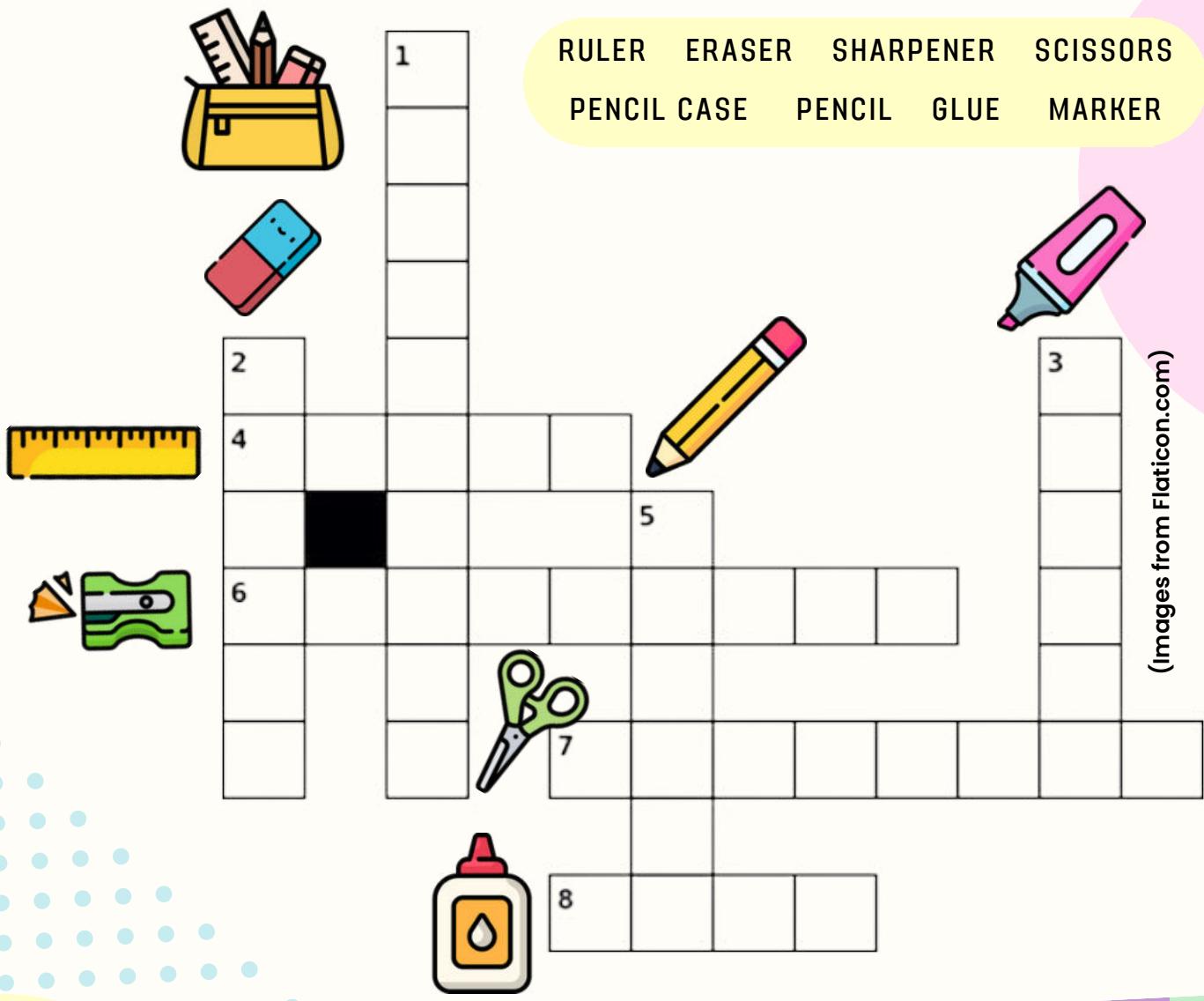
Lucy is a...



She has a new...



3 Complete this crossword puzzle with Lucy's objects.

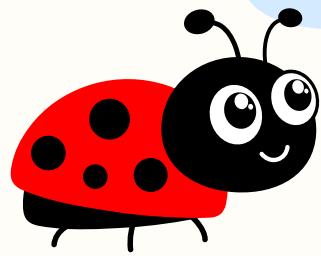


4 Role-play.



Can you lend me
a pen?

Yes, here you
are.



ACTIVITY 6

1

This is Lucy's pencil case. Label the objects. 

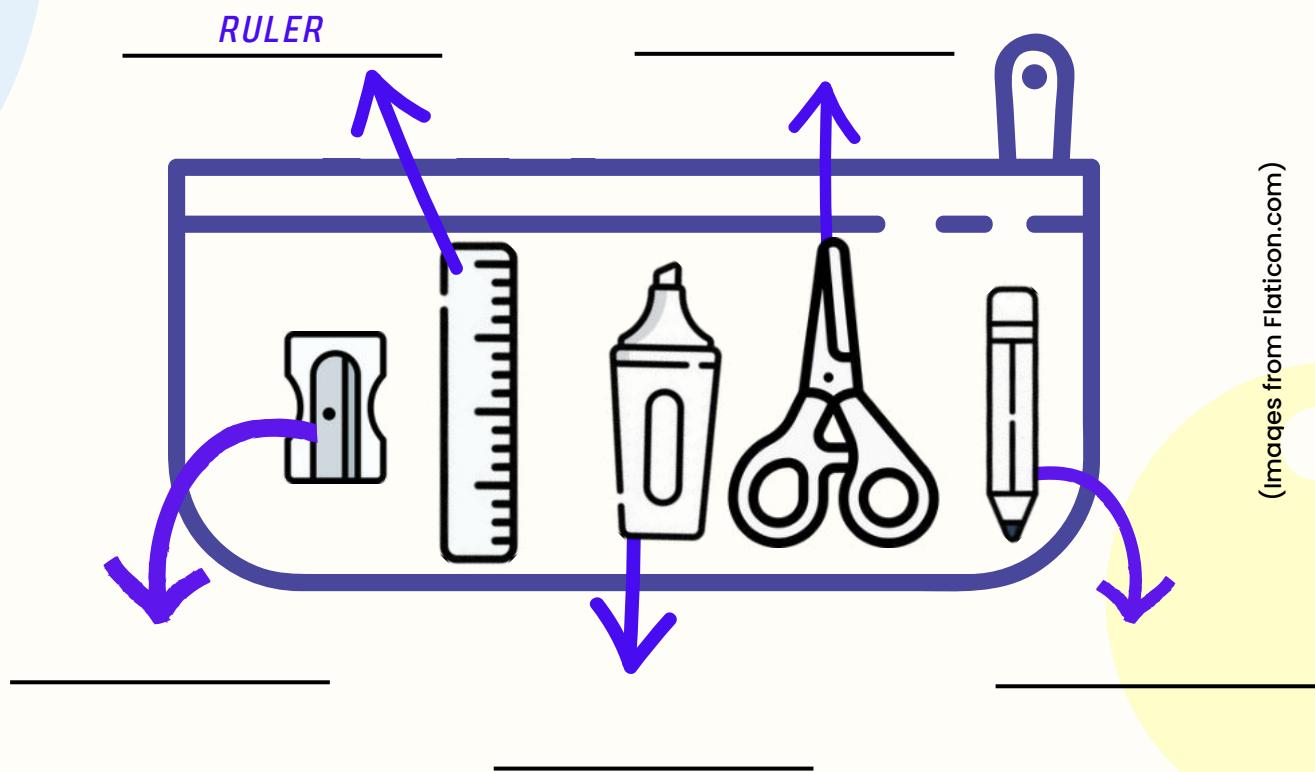
SHARPENER

PENCIL

MARKER

SCISSORS

RULER



(Images from Flaticon.com)

2

Listen to Lucy and color the objects.



3

Write sentences about two (2) objects. 

Example:

 It's a sharpener. It's red.

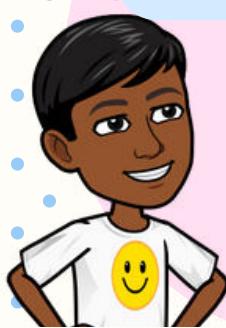
 It's a pair of scissors. They're big.

● _____

● _____

ACTIVITY 7

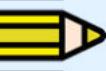
1 Listen and tick ✓ the correct object.



It's white. You use it to paste photocopies.



It's black. You use it to write.



You cut paper with them. They're made of metal.



It has white sheets of paper. You write on it.

(Images from Flaticon.com)

2 Complete each sentence with a word from the word bank. a



● You sit down on a CHAIR.

● Can I clean the BOARD?

● Please, close the DOOR, it's cold.

● You throw papers in the PAPER BASKET.

● Don't close the WINDOW when you leave.

PAPER BASKET

— CHAIR —

BOARD

WINDOW

DOOR

ACTIVITY 8

ASSESSMENT

1 Unscramble the sentences.



1

I

go

toilet?

the

Can

to

2

Can

hand

notebooks?

the

out

I

3

board,

the

Come

to

please.

4

permission.

You

talk

without

can't

5

door,

Close

the

please.



1

Can I go to the toilet?

2

3

4

5

2

Write the missing word.



Example:

● Throw away paper in the paper basket.



● Open the _____.



● Write your name on your _____.



● I need to paste something. I need _____.



● Please, sit on your _____.



(Images from Flaticon.com)



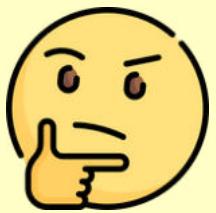
IN THIS UNIT, I DID...



EXCELLENT



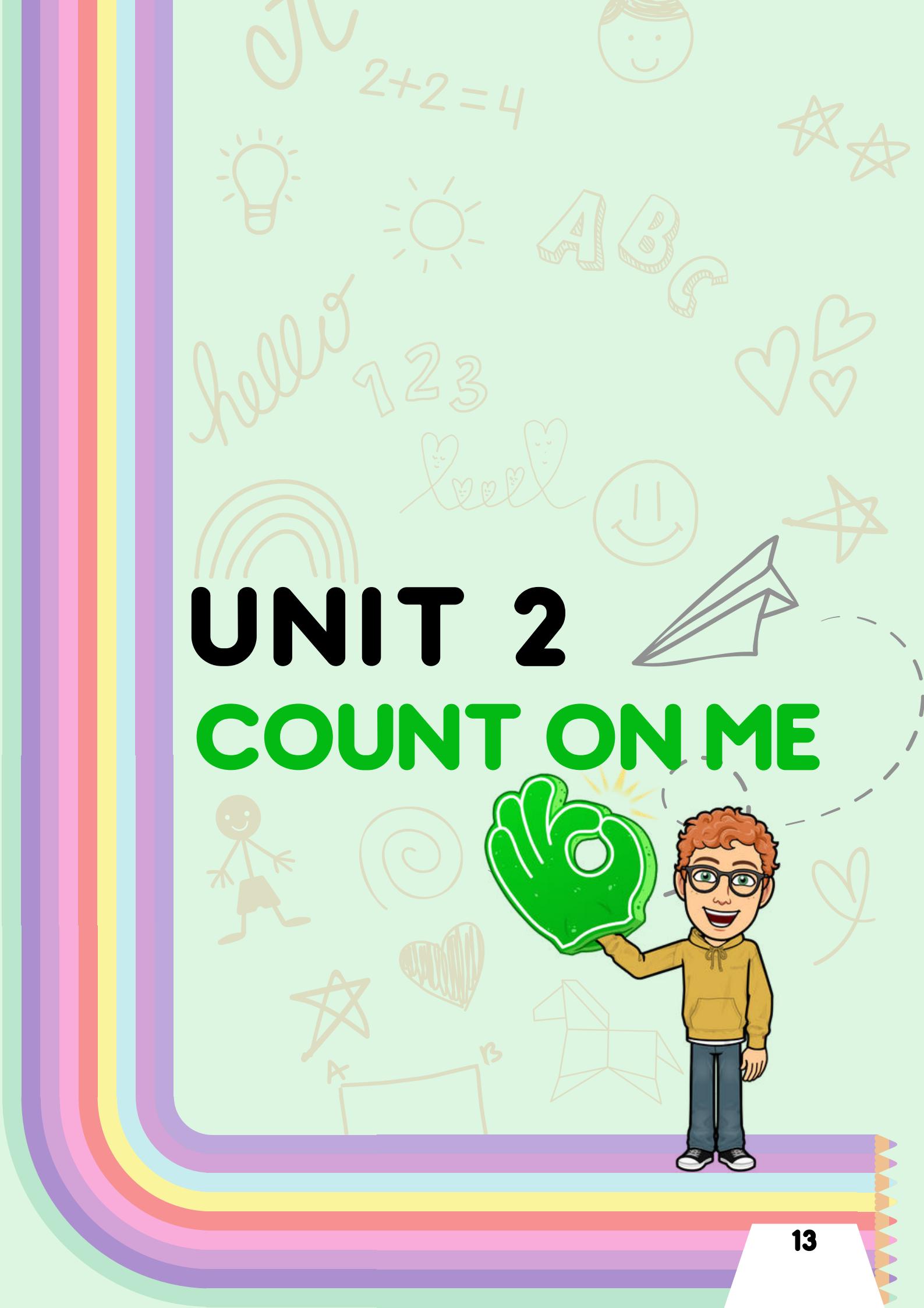
GOOD



SO SO



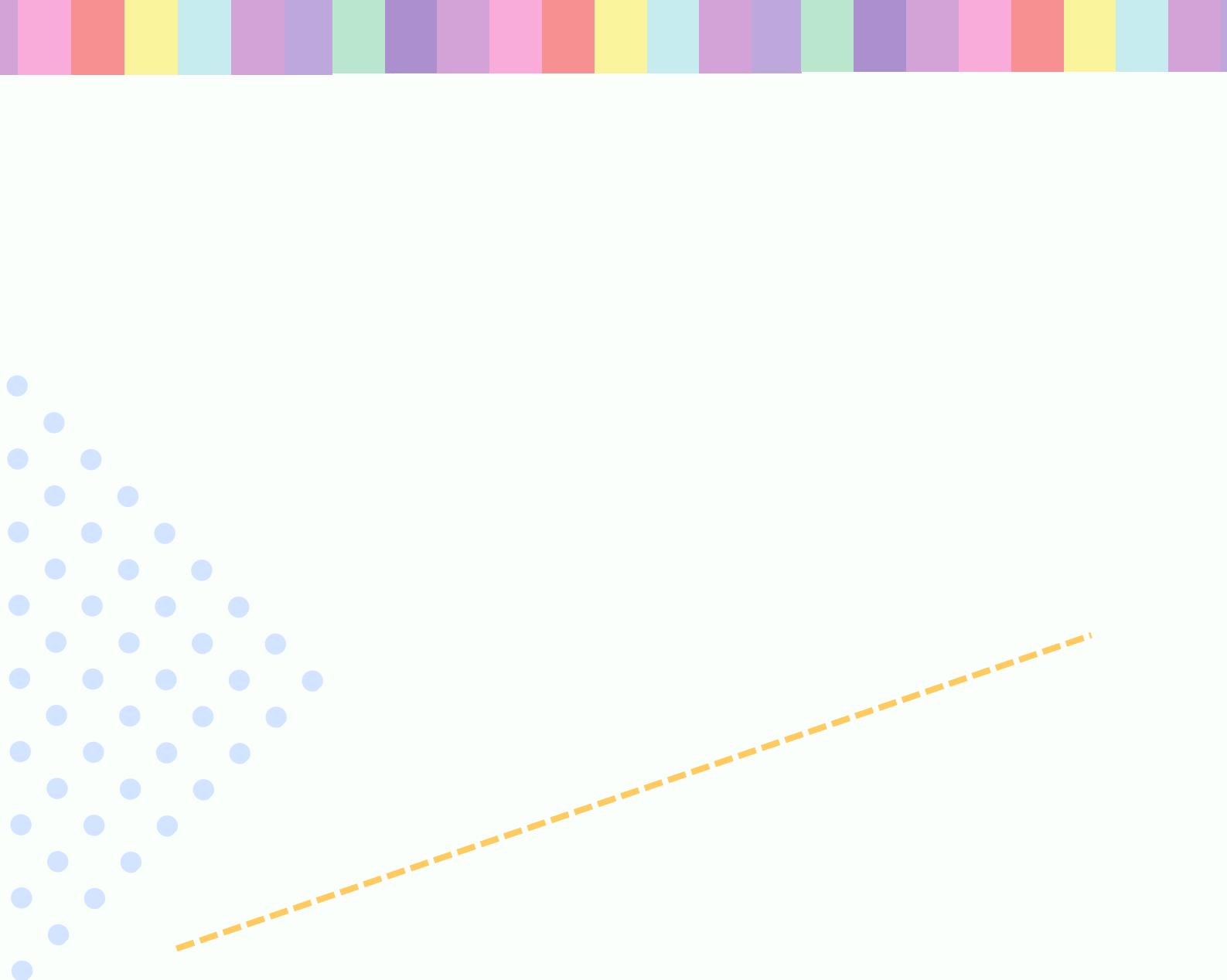
**HELP,
PLEASE!**



UNIT 2

COUNT ON ME





14



UNIT 2- COUNT ON ME

ACTIVITY 1

My favorite song is
"Heads, shoulders,
knees and toes".
Do you like it?



- 1 Listen to the song:



HEADS, SHOULDERS, KNEES AND TOES



Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth, and nose.

Head, shoulders, knees and toes,
Knees and toes.



- 2 Listen to the song and number the pictures.

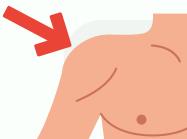


3 Read and tick ✓ the correct option.



foot ____ knee ____ head ____

shoulder ____ knee ____ toes ____



knee ____ head ____ shoulder ____

toes ____ eyes ____ hands ____



foot ____ head ____ knee ____



4 Complete the sentences with words from the word bank. a



● She has _____ hair.

● She has _____ eyes.

● She is wearing a _____.

BROWN • HAT • STRAIGHT

HAPPY • GLASSES • BLUE

BROWN • BLOND • BROWN



● He has _____ hair.

● He has _____ eyes.

● He is wearing _____.



● They have _____ hair.

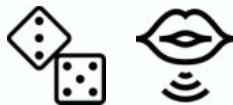
● They have _____ eyes.

● They are _____.

ACTIVITY 2

Simon says,
"Touch your
nose".

1 Play "Simon says".



KNEES TOES EARS HEAD
SHOULDERS MOUTH EYES NOSE



2 Read and match.



1



2



3



4

Touch your
eye.

Touch your
ears.

Touch your
mouth.

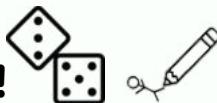
Touch your
nose.

Let's play
Bingo, Emma!

That's a
great idea!



3 Game: BINGO!



A Create your own Bingo card. Choose your favorite body parts from the image bank and draw them on the Bingo card.

B Play Bingo!

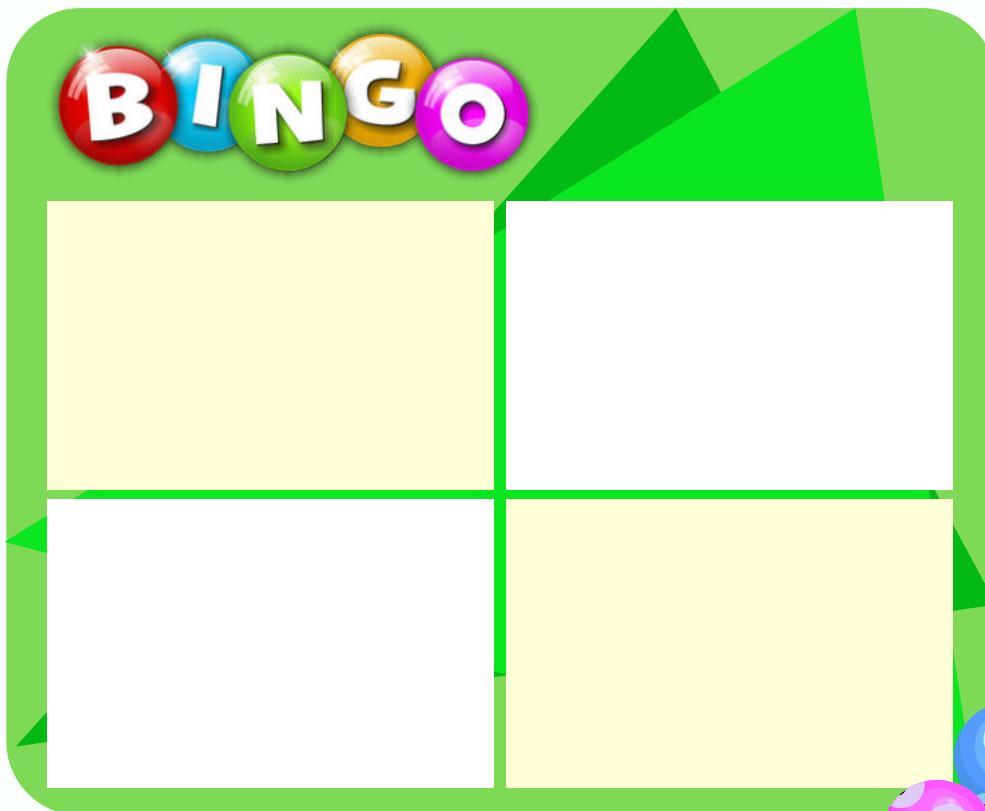
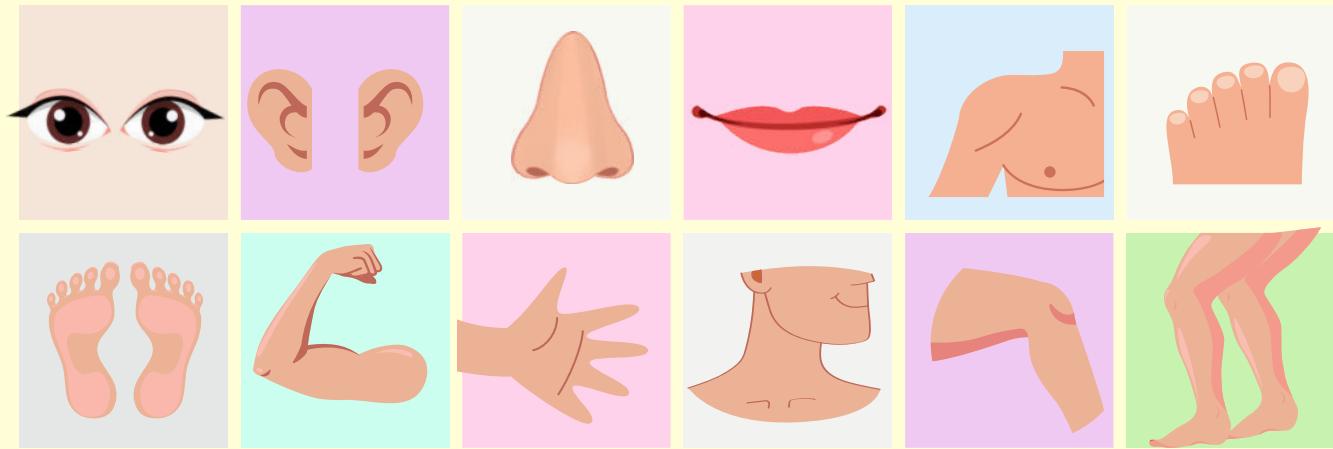


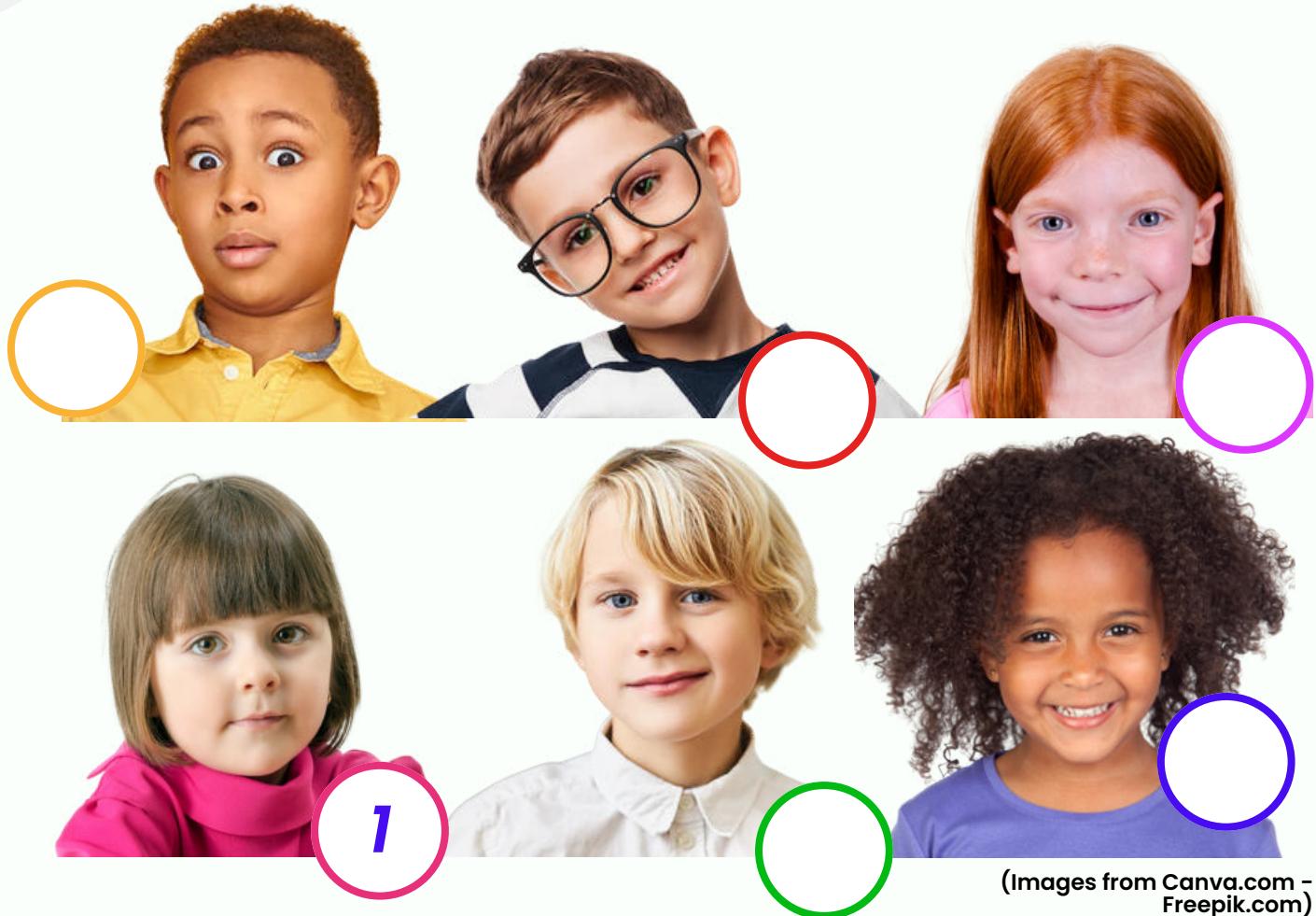
IMAGE BANK



ACTIVITY 3

1

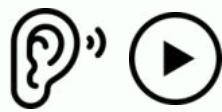
Read and number.



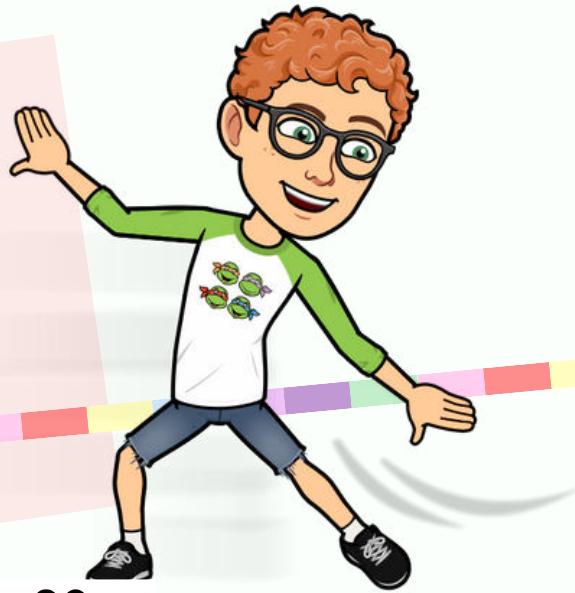
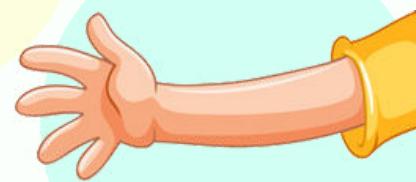
(Images from Canva.com - Freepik.com)

- 1 Lucía has short, straight, brown hair and brown eyes.
- 2 Florencia has short, curly, dark hair and dark eyes.
- 3 Rita has long, straight, red hair and blue eyes.
- 4 Diego has short, straight, blond hair and blue eyes.
- 5 Manuel has short, curly hair and dark eyes.
- 6 Matías has short, straight, brown hair and brown eyes.

2 Listen to the song and do the actions.



LISTEN AND TOUCH



(Images from Freepik.com)

ACTIVITY 4

- 1 Read and **copy** the parts of the body in the **red box** and the colors in the **blue box**.

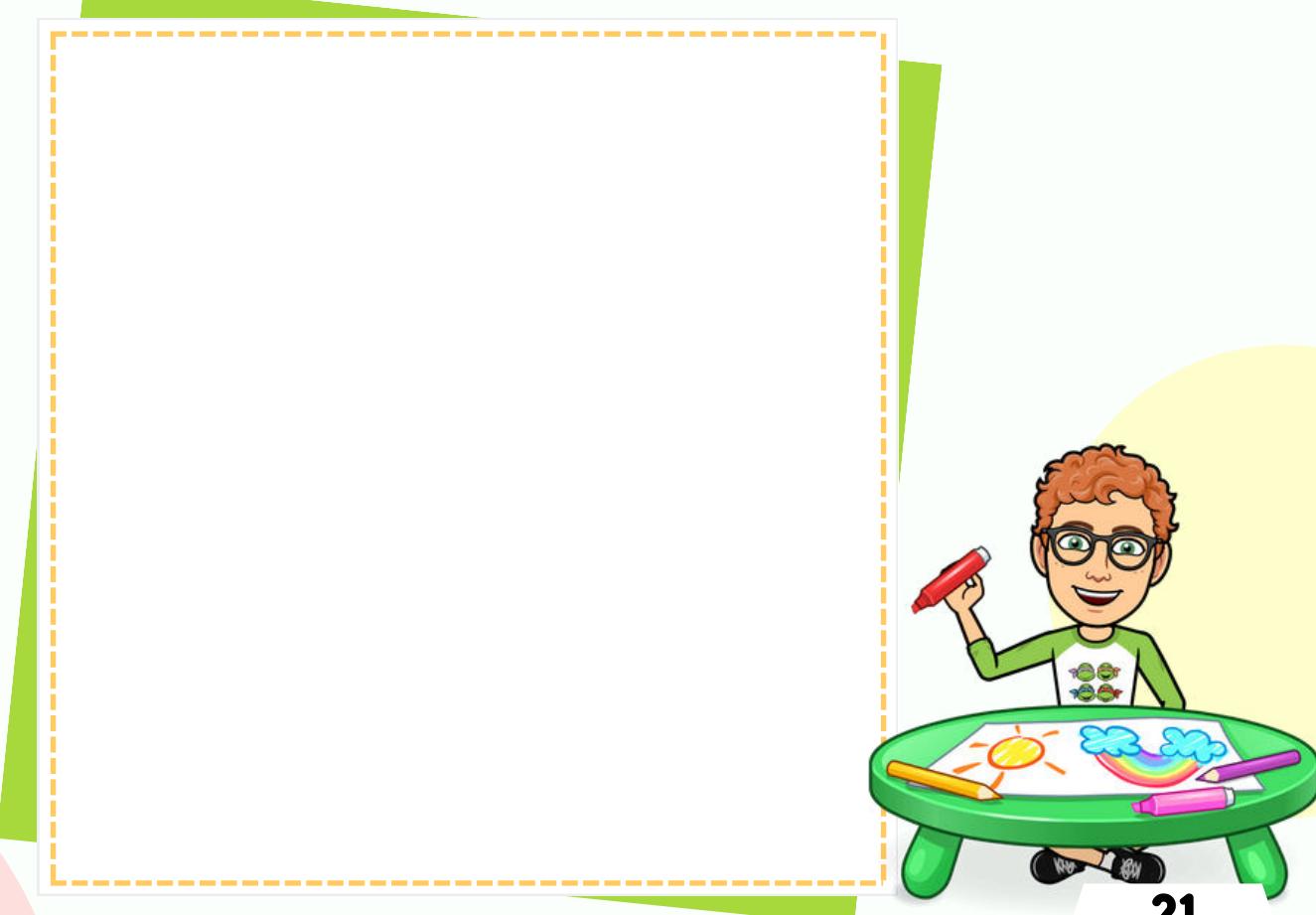
Kim is a tall girl. She has short, curly, blonde hair. She has big, green eyes. She has a small nose and a big mouth. She has glasses.

hair

Sharon is a short girl. She has long, straight, brown hair. She has small, brown eyes. She has a big nose and a small mouth. She has a hat.

green

- 2 Draw one of the two girls.



ACTIVITY 5

She has pink hair.

*Is it
number 11?*

1 Guess who?



1



2



3



4



5



6



7



8



9



10

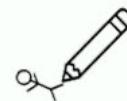


11



12

2 Draw and write about yourself.



- I am _____
- I have _____
- I have _____
- I have _____

WORD BANK

GLASSES • HAIR • EYES
NOSE • MOUTH • BIG
SMALL • HAPPY • LONG
SHORT • CURLY
STRAIGHT • BROWN
DARK • BLOND • RED

ACTIVITY 6

1 Listen to the story.  

2 Listen again and order the story.  

EXAMPLE

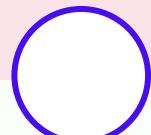
Mrs. Monster
is very sad.

1

Mrs. Monster is
very happy. She has
her baby.



Mrs. Monster
goes to the police
station.



Mrs. Monster said:
"No, my baby has
one head."



3 Read and choose a monster to describe. 



WORD BANK	
HORN	• TAIL
EYES	• NOSE
NOSE	• BIG
FEET	• MOUTH
NOSE	• SMALL
EARS	• LEGS
HAIR	• ARMS
TEETH	• HAIR

EXAMPLE

- It is a small monster.
- It is green and yellow.
- It has three eyes and a big mouth.
- It has four arms and two legs.

- It is _____.
- It _____.
- It has _____.
- It _____.
- It _____.

4

Tell your partner: “Read my description and guess my monster.”



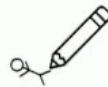
Did he/she guess? Choose the correct option.

YES NO

ACTIVITY 7

1 Listen to the song.

2 Listen and draw.



3 Read about a monster and write about another one.

Zizzo

Hello! My name is Zizzo.
I have one eye, one
mouth, and four legs. I
don't have arms.

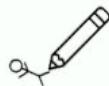


Osvaldo

ACTIVITY 8

ASSESSMENT

1 Listen and draw.



2 Read and write yes or no.



● He is surprised. _____

● He has long hair. _____

● He has brown hair. _____

● He has blue eyes. _____

● He has a big mouth. _____

● He has curly hair. _____



3

Write your description. 

- I am _____
- I am _____
- I have _____
- I have _____
- I have _____
- I have _____

WORD BANK

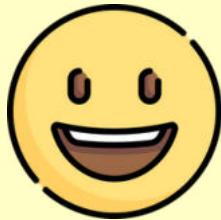
NOSE • MOUTH • EYES
HAIR • TALL • SHORT
HAPPY • STRAIGHT
CURLY • LONG • DARK
BROWN • BLOND
RED

4

Tell your teacher about this picture.



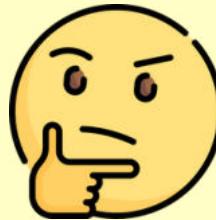
IN THIS UNIT, I DID...



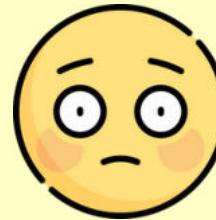
EXCELLENT



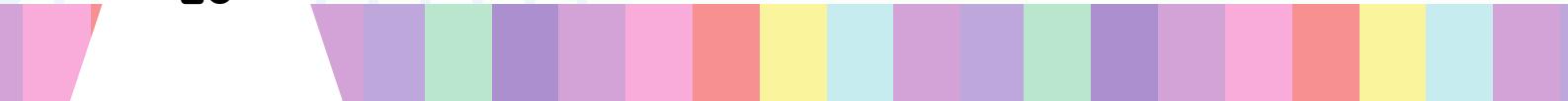
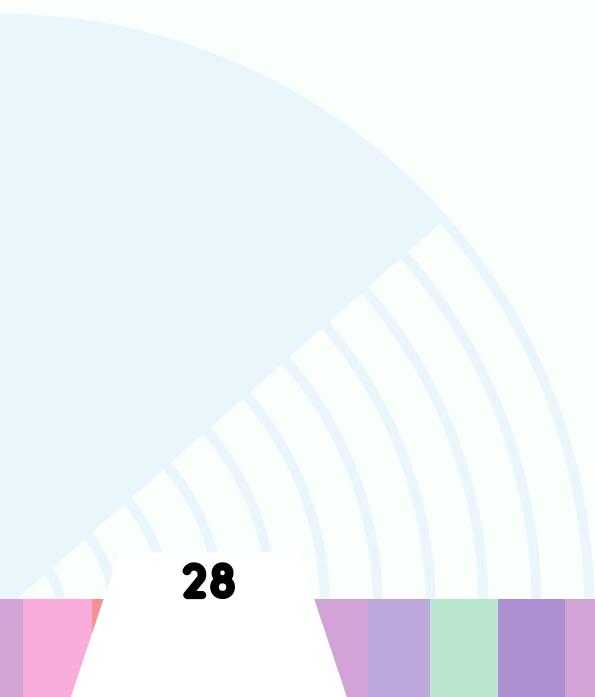
GOOD



SO SO



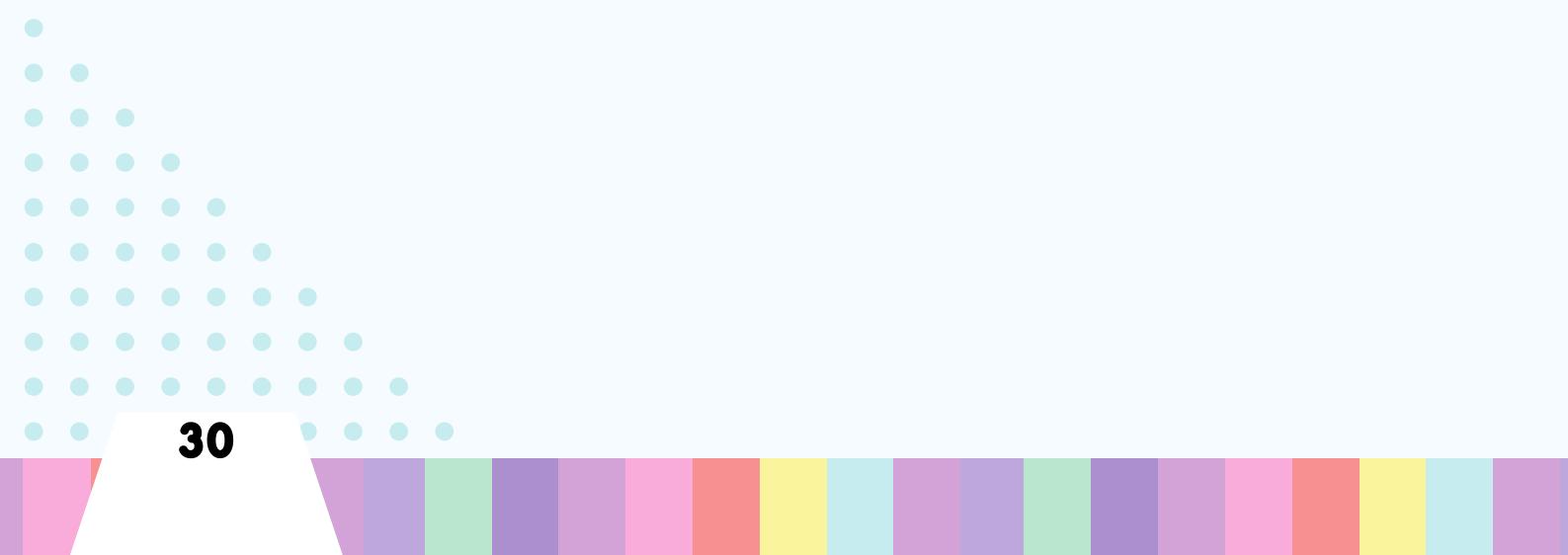
**HELP,
PLEASE!**



UNIT 3

LIVING CREATURES AROUND US

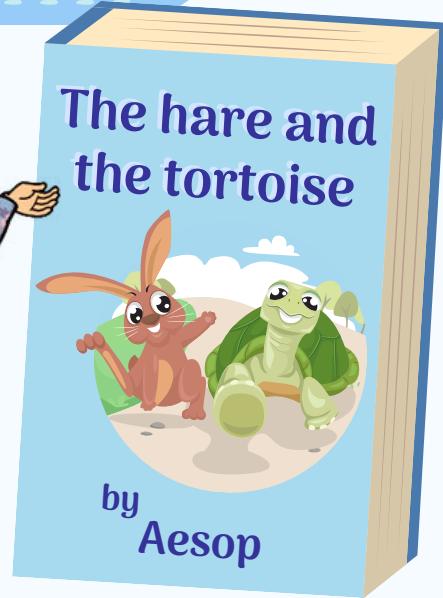




UNIT 3- LIVING CREATURES AROUND US

ACTIVITY 1

Emma's teacher is about to read a story.



1 What do you see in the book cover?

Tick the correct answer.



TWO ANIMALS

CHILDREN AT SCHOOL

A FAMILY

Fable

A fable is a kind of story that teaches a lesson. They have animals that talk and act as humans.

2 What is the title of the fable?

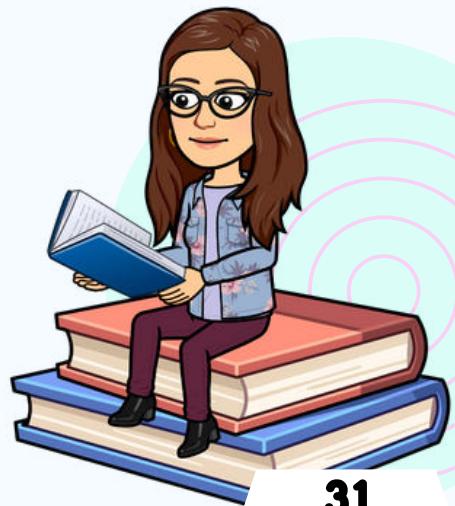
Tick the correct title.



THE LION AND THE MOUSE.

THE DOG AND THE CAT.

THE TORTOISE AND THE HARE.



ACTIVITY 2

1 Read and tick ✓ the correct descriptions of the animals you see.

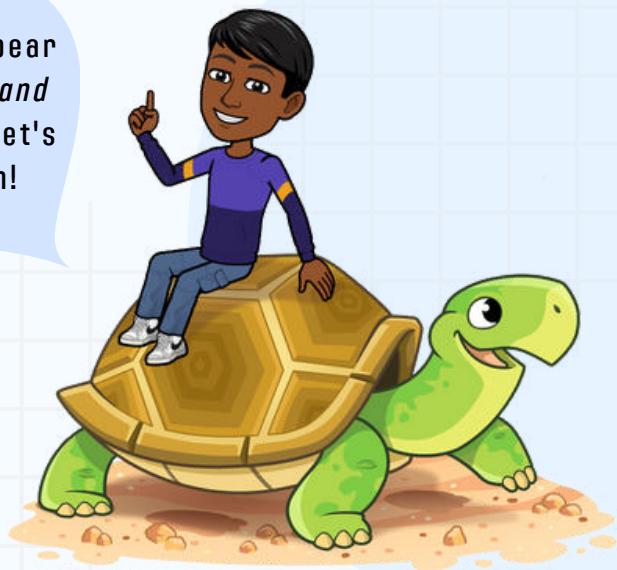


- It is enormous.
- It has long ears.
- It can fly.
- It is blue.
- It is a reptile.

- It is brown.
- It can run very fast.
- It has a shell.
- It is very small.
- It has a long tail.

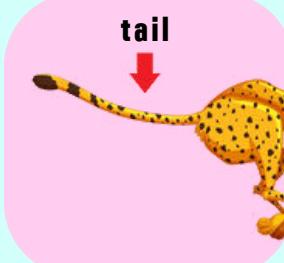


Other animals appear in the *"Tortoise and the hare"* fable. Let's talk about them!



2 Read and choose  the correct answer. 

WORD BANK



(images taken from freepik.es)

EXAMPLE



This is a hare.

Does the hare have a tail? YES / NO

Does it have a shell? YES / NO



This is an owl.

Does the owl have a tail? YES / NO

Does it have wings? YES / NO



This is a bear.

Does the bear have fur? YES / NO

Does it have horns? YES / NO



This is a ladybug.

Does the ladybug have wings? YES / NO

Does it have feathers? YES / NO



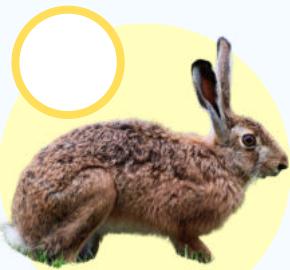
This is a squirrel.

Does the squirrel have horns? YES / NO

Does it have a long tail? YES / NO

ACTIVITY 3

1 Read and match.

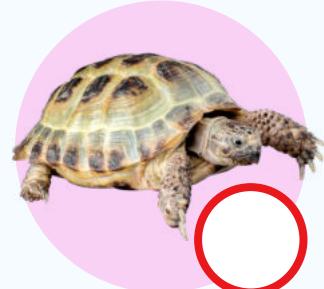


1 It is a mammal. It has fur. It can run and jump. It has a short tail.

2 It is a bird. It has feathers. It can fly. It has a beak.

3 It is a reptile. It has a shell. It can walk. It has four legs.

4 It is a big mammal. It has brown fur. It can run.



2 Unscramble the sentences.



A

is an insect.

It

and red. is black

It

wings. has It

can It fly.







B

is

mammal.

a

It

has

fur.

It

brown

four

has

It

legs.

a

long

has

It

tail.

can

It

fast

run.



Yellow: _____

Orange: _____

Pink: _____

Blue: _____

Green: _____

ACTIVITY 4

1 Listen and put the story in order.



1
2
3

EXAMPLE: **1** "Let's have a race", says the tortoise.

- 1** _____ The tortoise wins the race.
- 2** _____ The hare runs very fast.
- 3** _____ The hare swims in the swimming pool.
- 4** _____ The tortoise walks and walks.
- 5** _____ The hare is sleeping.



2 What's your favorite animal from the story?



3 Write sentences to describe your favorite animal from the story.



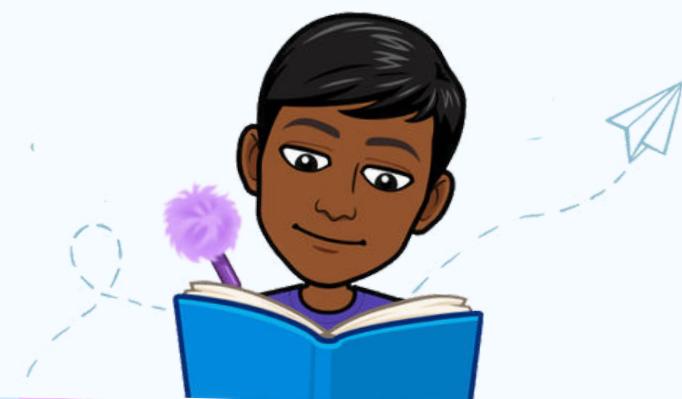
● It is _____.

● It is _____.

● It has _____.

● It has _____.

● It can _____.



ACTIVITY 5

WORD BANK



UNDER



BEHIND



ON



NEXT TO



IN



BETWEEN

(Images source: Freepik.com)

1 Look at the pictures and say YES or NO. Write the answers.

EXAMPLE:

*The ladybug is **UNDER** the flower.* NO



*The boy is **ON** the tortoise.*



*The sheep is **NEXT TO** the cow.*



*The bear is **IN FRONT OF** the tree.*

*The dog is **BETWEEN** the cats.*



*The tortoise is **IN** the shell.*

ACTIVITY 6

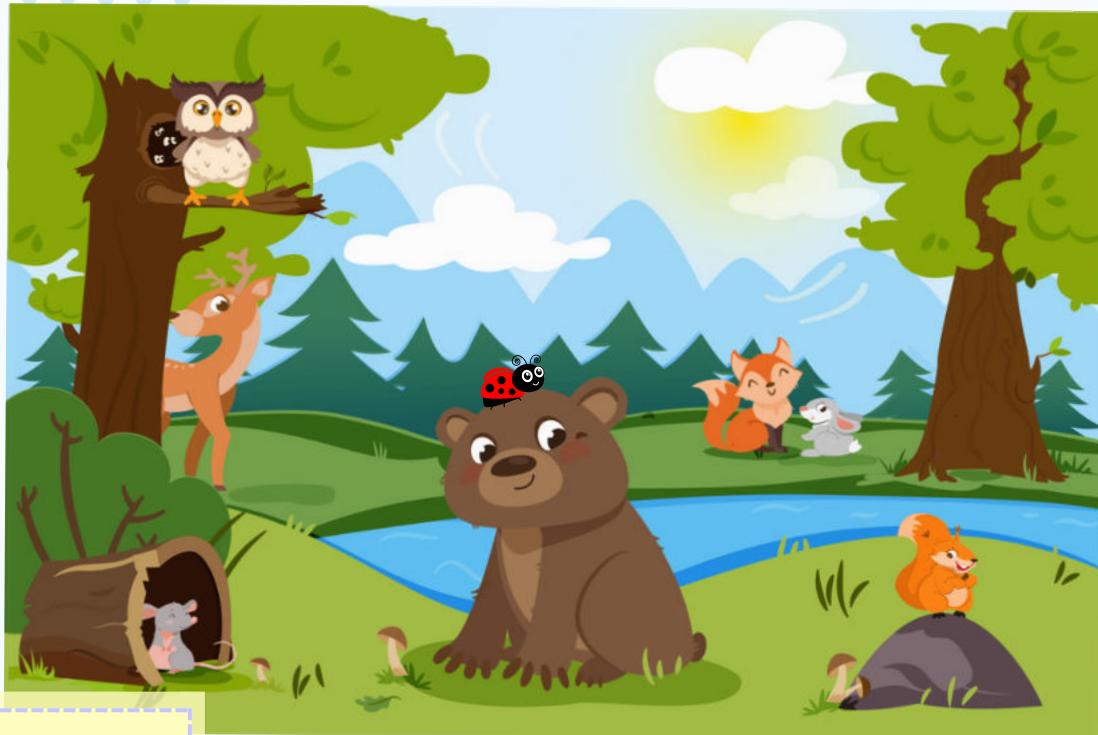
Can you help
me with my
homework?



1 Look at the image and write about it.



Example: *The mouse is in the trunk.*



(Images source: Freepik.com)

WORD BANK

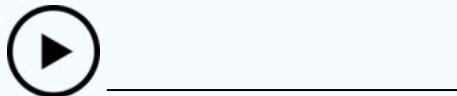
ON • BEHIND • BETWEEN
IN • UNDER • NEXT TO
IN FRONT OF
OWL • FOX • MOUSE
SQUIRREL • LADYBUG
BEAR • HARE • DEER
TREE • ROCK • LAKE •
TRUNK

Nico's class is working with riddles about animals.

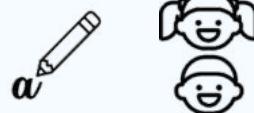
2 Listen and guess the animal.



Example: *I am a mammal. I have a long tail. I like milk. Who am I?
It's a CAT.*



3 In pairs, write two (2) more riddles.



“

Handwriting practice lines for the first riddle.

”

“

Handwriting practice lines for the second riddle.

”

ACTIVITY 7

ASSESSMENT

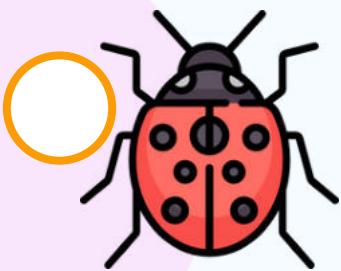
1 Read and match.



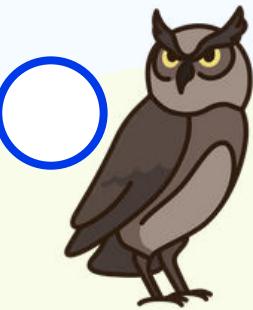
1 It is a big mammal.
It can run.



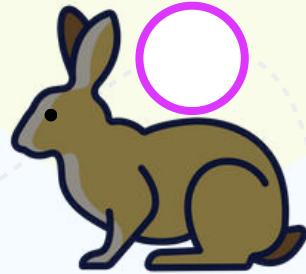
2 It is a reptile.
It can walk.



3 It is an insect.
It can fly.



4 It has feathers.
It can fly.



5 It is a small mammal.
It has a short tail.
It can jump.

6 It is a small mammal.
It has a long tail.
It can climb.

2 Listen to the riddles and tick✓ the correct animal.



1	bear	tortoise	bird	ladybug
2	hare	tortoise	bird	ladybug
3	hare	tortoise	fish	bear
4	hare	tortoise	fish	bear

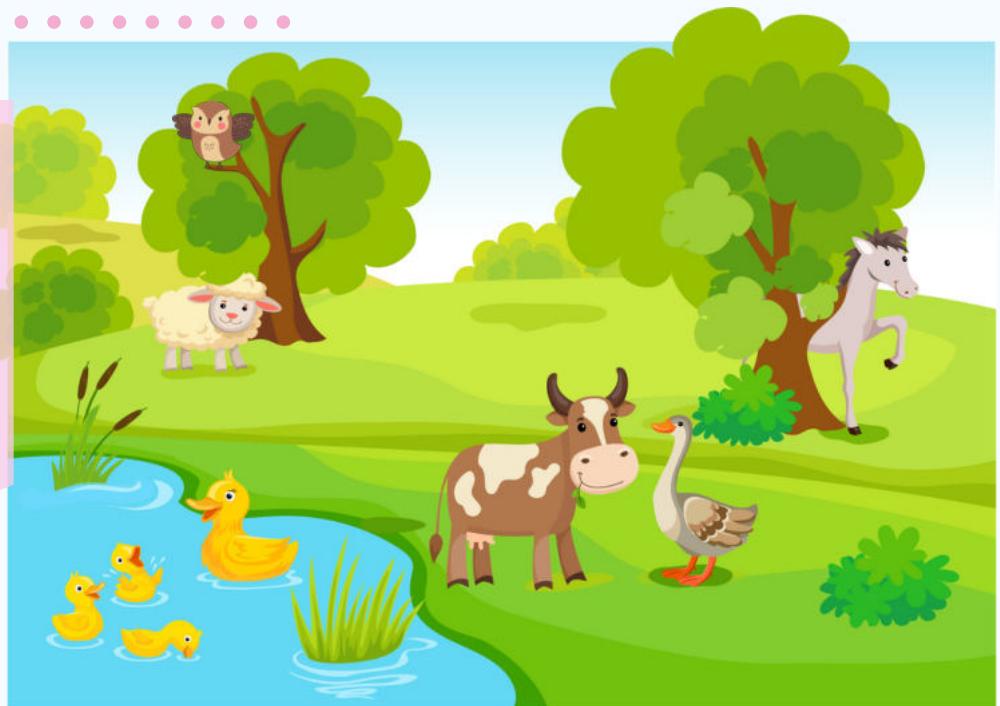
(Icons source: Flaticon)

3 Look at the image and write 03 sentences about the animals' location.

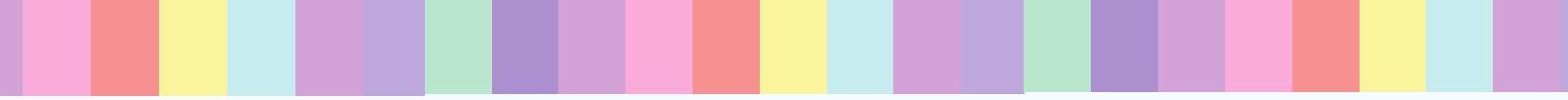
Example: *The sheep is under the tree.*

WORD BANK

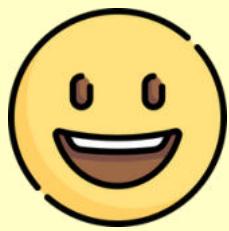
ON • BEHIND • IN
BETWEEN • UNDER
NEXT TO • IN FRONT OF
OWL • HORSE • DUCK
SHEEP • COW
TREE • LAKE



(Images source: Freepik.com)



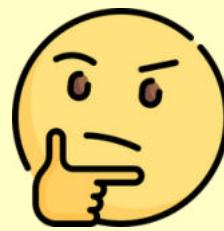
IN THIS UNIT, I DID...



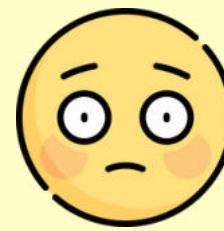
EXCELLENT



GOOD



SO SO



**HELP,
PLEASE!**



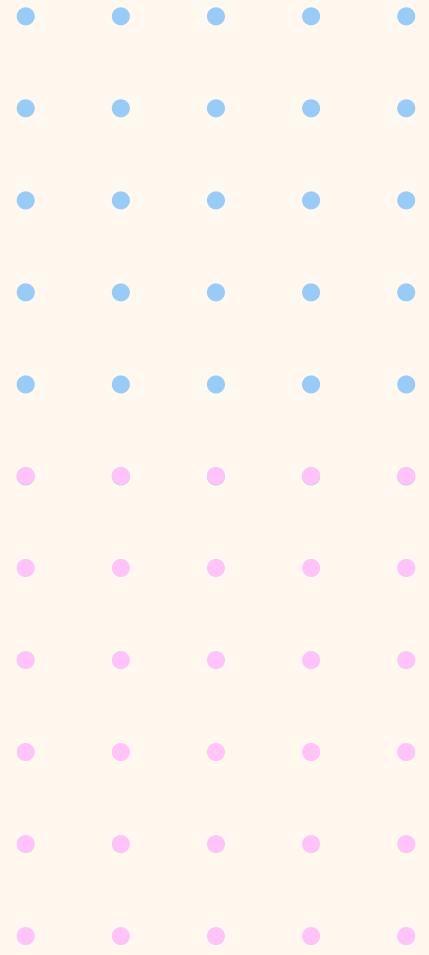
See you!!!



UNIT 4

ENJOY YOUR MEAL!





UNIT 4- ENJOY YOUR MEAL

ACTIVITY 1

We'll listen to a song about fruits. What fruits do you remember?



- 1 Tell your class the fruits that you remember.



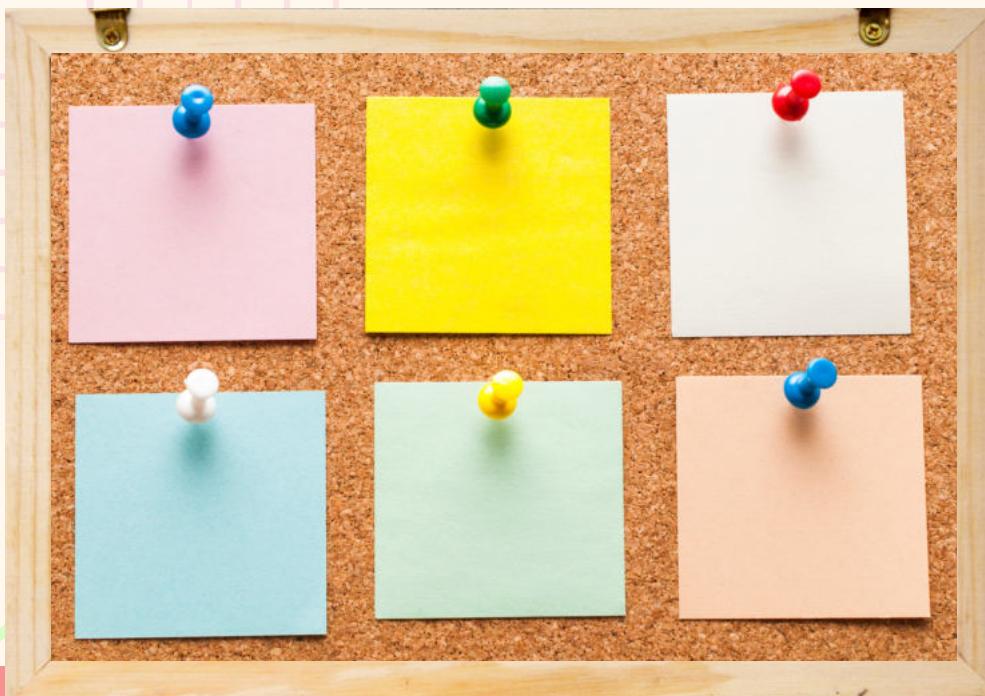
- 2 Now, listen to the song and check.



- 3 List the fruits mentioned in the song.



(Image from "Song about fruits" - The Singing Walrus (YouTube))



4

Read and draw.  

Example:

Two small oranges.



One big watermelon.



Two small grapes.



A small apple.



Three big peaches.



Four big pears.



Five small cherries.



A big mango.



5

Choose three fruits from the song and write sentences about them.



Example: *The apple is red and small.*



Handwriting practice lines for the example sentence. The first line is pink and labeled 'a'. The rest of the lines are blue.

ACTIVITY 2

At school I have breakfast at 8 o'clock. I have milk, bread and cheese. At 12 o'clock I have pasta for lunch.



(Pictures by Prof. Karina Fernández)

1 Circle the food items that Nico mentions.



(Icons from Flaticon.com)

2 What does Nico have for breakfast?
What does Nico have for lunch?



3

Look at the pictures and write the food items in the circles.



TOAST



COOKIES



HAMBURGER



BUTTER



CHICKEN



QUINCE
JAM



FISH



SALAD



STEW



COCOA
MILK

Breakfast

QUINCE JAM

Lunch

FISH

4

Draw what you have for breakfast and lunch.
Then, complete the sentences.



Breakfast

Lunch

I have _____ at 8 o'clock.

I have _____

I have _____ at 12 o'clock.

I have _____

5

What time is it? Look and write.

00 a



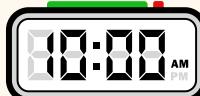
It's 8 o'clock.



It's 12 o'clock.





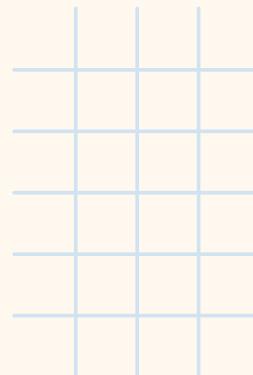






what
time
is it?

ACTIVITY 3



(Picture by Prof. Karina Fernández)

1 Mirta works at the school's kitchen. Help her with the school's menu. **Cross** the odd one out.

	Monday	Tuesday	Wednesday	Thursday
BREAKFAST 08 : 00	YOGURT SOU APPLE	BREAD MILK PASTA	HAMBURGER ORANGE JUICE CAKE	BREAD FISH COCOA MILK
LUNCH 12 : 00	MILK BREAD HAMBURGER	STEW RICE QUINCE JAM	COOKIES PASTA WATER	FISH WATERMELON PASTA

2 Let's check all together! 

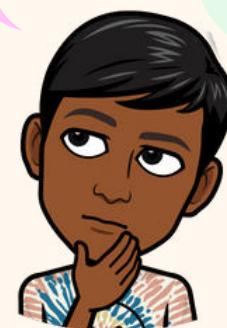
*Do you have
soup for
breakfast at
8:00 o'clock?*

No, I don't.



*Do you have
rice for lunch
at 12:00
o'clock?*

Yes, I do.





3 Complete the menu for Friday. *a*

Friday	
BREAKFAST	
08:00	
LUNCH	
12:00	

4 Complete the sentences about that day. *a*

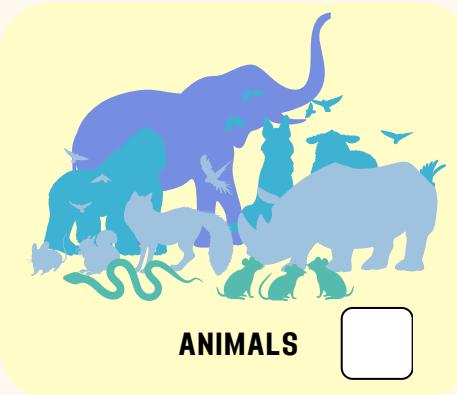
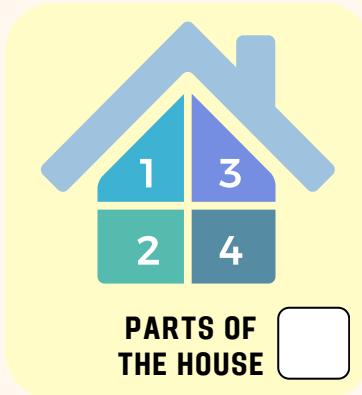
On Fridays, I have _____ at 8 o'clock. I have _____

On Fridays, I have _____ at 12 o'clock. I have _____

ACTIVITY 4

1 Listen to the teacher reading a poem. 

2 What is the poem about? Tick  the correct answer.



3 Read the poem and check your predictions. 



Let's visit my house
and enjoy the day.
I'll show you all the rooms
where we work and play.

Here is the kitchen
where mum cooks for me.
Here is the living-room
where I watch TV.

Here is the sitting-room
we eat here every day.
And this is my bedroom
where I sleep and play.



4

Help Emma label the following pictures. 

(images from Freepik.com)



5

Read the comic. 

Where do you have breakfast?



I have breakfast in the kitchen.

At what time of the day?

At seven o'clock.



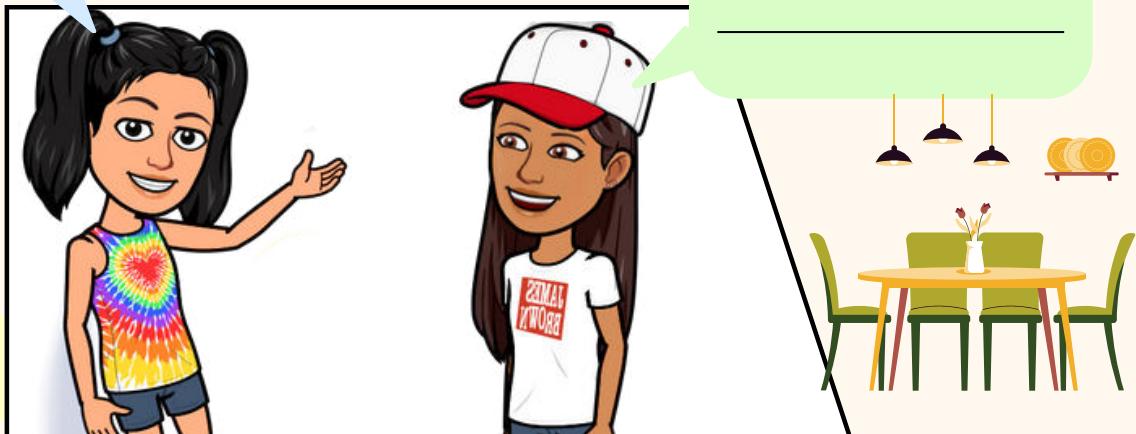
What do you have for breakfast?



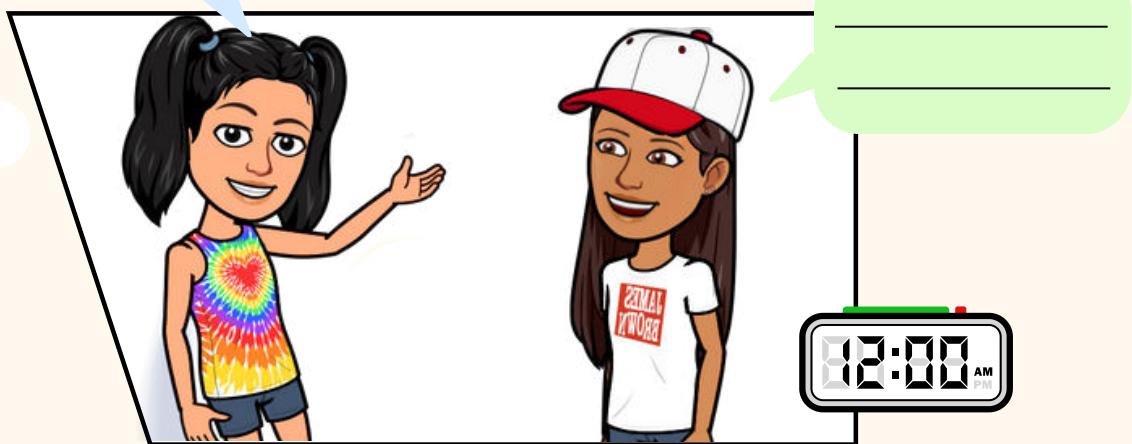
I have milk and toast.

6 Write Sara's answers. a

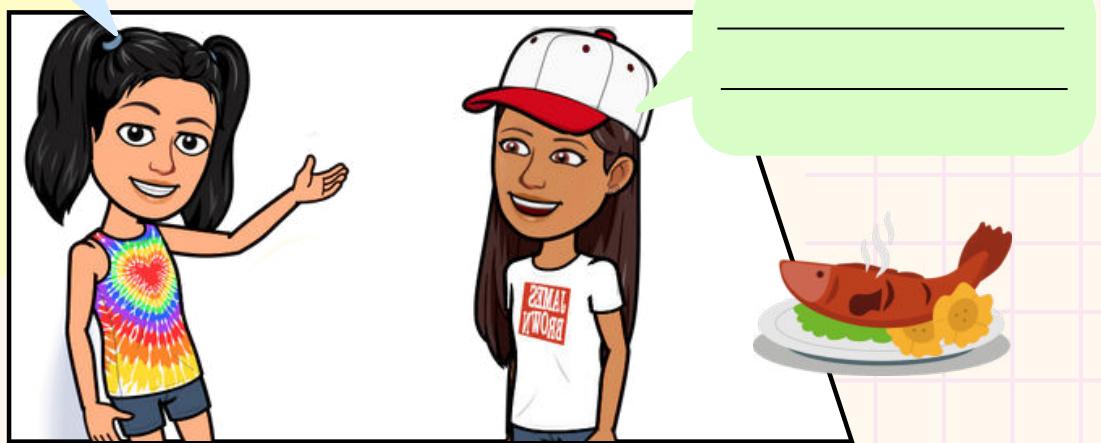
Where do you have lunch?



At what time of the day?



What do you have for lunch?



ACTIVITY 5

Do you remember
the poem from last
class?



03

1 Let's say the poem all together. 

2 Find the following food items in this picture:

- a sandwich
- six eggs
- two bottles of milk
- a slice of cheese
- four bananas
- a bowl of salad
- a chocolate cake
- two hamburgers
- a bottle of soda
- three glasses of orange juice



(Imagen from Freepik.com)

Language CORNER

A B C

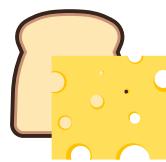
A BOTTLE OF...



A GLASS OF...



A SLICE OF...



S



A BOWL OF...

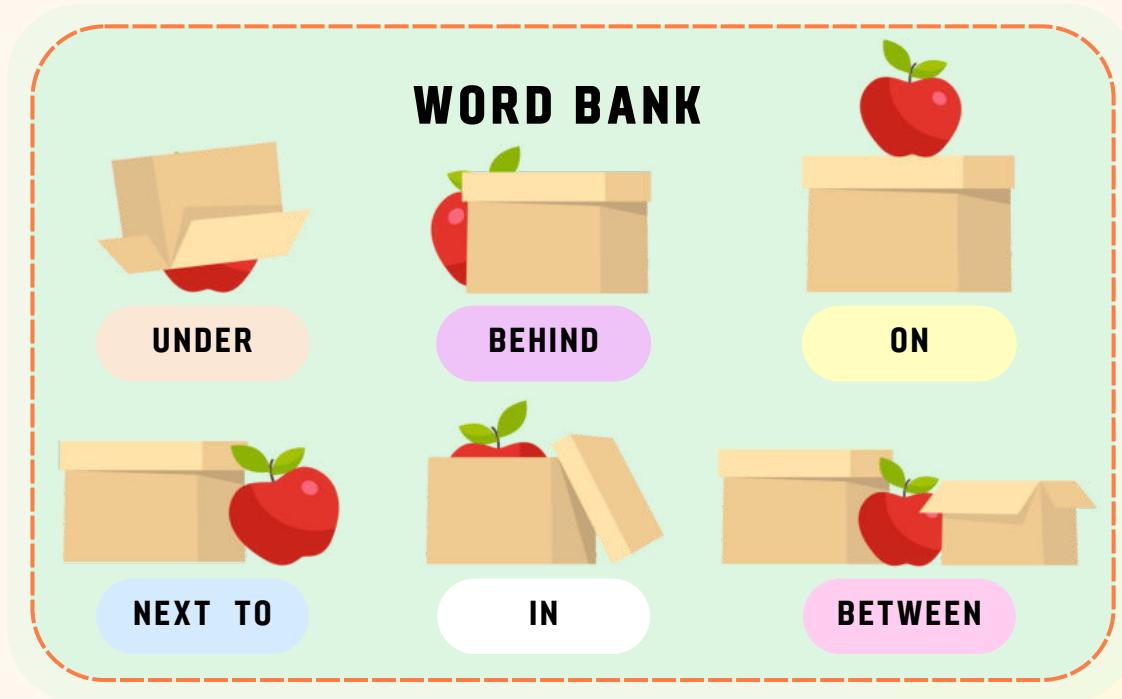
3 Look at the picture. Write YES or NO. 03

Example: *The eggs are next to the bottles of milk.* **NO**

NO

- 1 The hamburgers are on the table. _____
- 2 The chocolate cake is next to the salad. _____
- 3 The grapes are between the oranges and the sandwich. _____
- 4 The lettuce is behind the tomatoes. _____
- 5 The yogurt is under the bananas. _____

Remember this:



(Images source: Freepik.com)

4

Sara and Freddie are playing a game. 
Help Freddie!

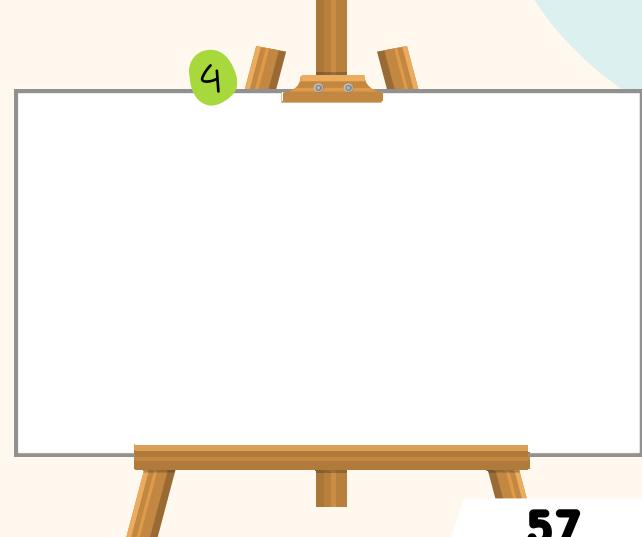
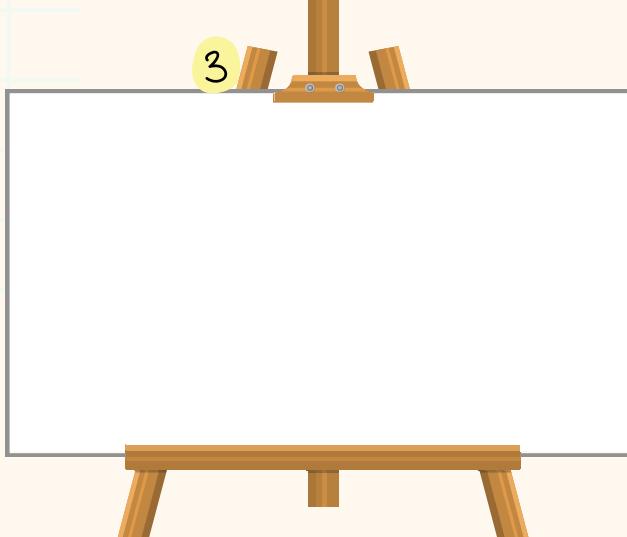
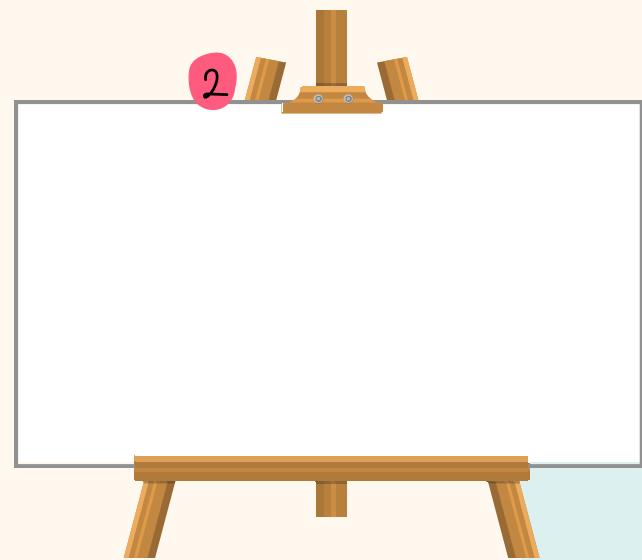
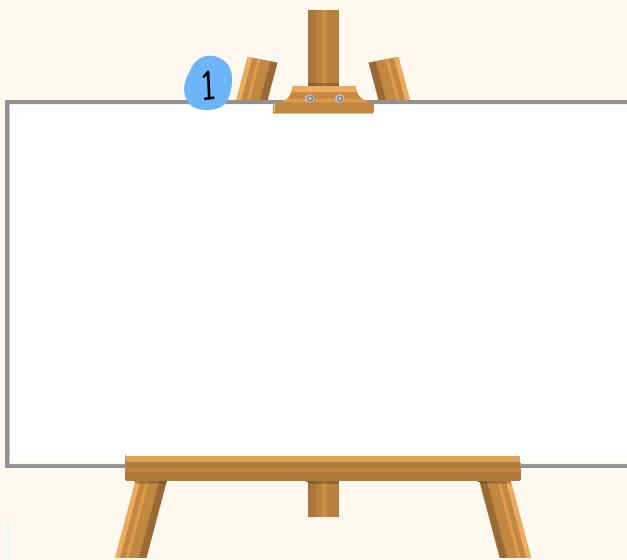
Example:



There is an apple next to a banana.



- 1 There are two oranges under a table.
- 2 There is a strawberry in a bowl.
- 3 There are three books between the blue chair and the green chair.
- 4 There is a watermelon on the fridge.





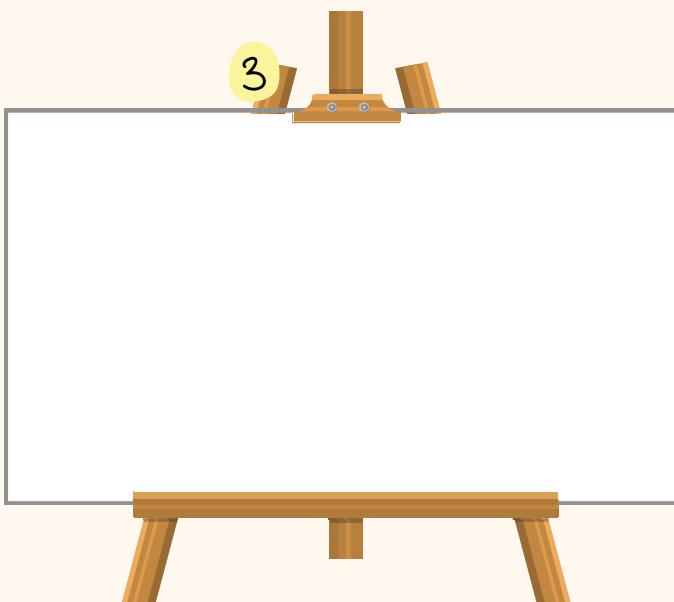
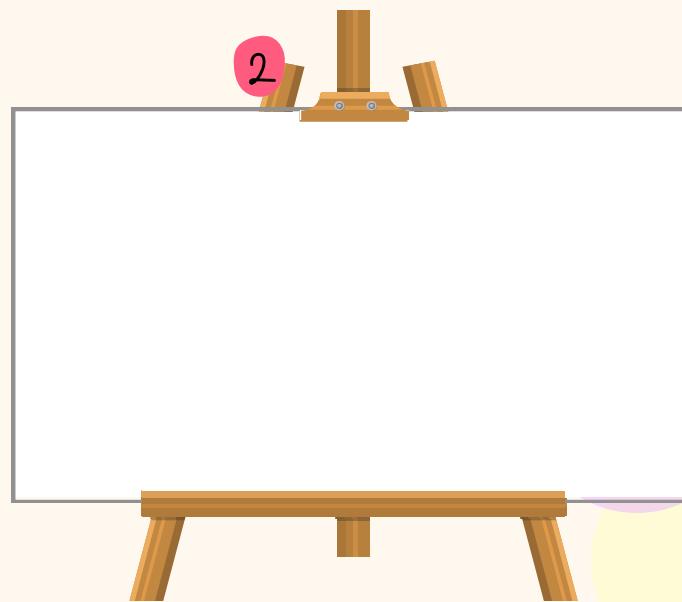
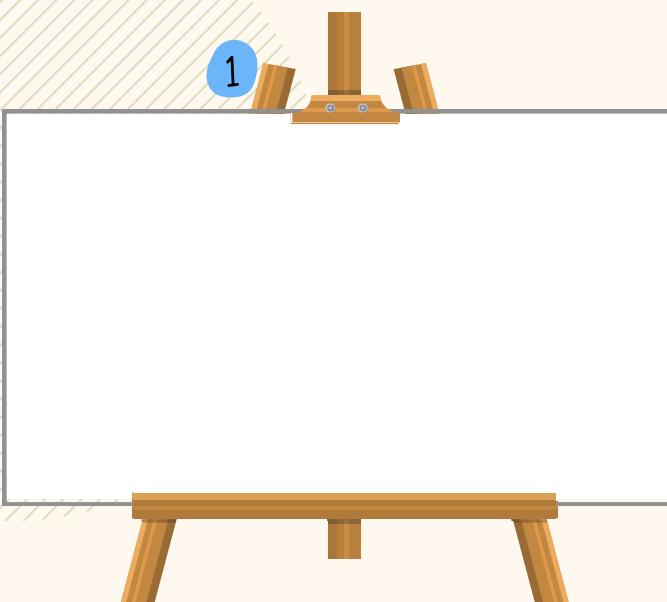
5 Now, it is your turn. Write 3 instructions for your partner.

1 _____

2 _____

3 _____

6 Get in pairs and play the game.



ACTIVITY 6

1 On Thursdays, Nico and her mother go to the street market. Look at the picture and complete the dialogue.



(Images source: Freepik.com)

Mother: Nico, where are the carrots?

Nico: The carrots are between the oranges and the eggplants.

Mother: Where are the strawberries?

Nico: They are under the apples.

Mother: Where are the watermelons?

Nico: They are under the apples.

Mother: Where is the orange juice?

Nico: It is in the bottle on the counter.

Mother: Can you see the cheese?

Nico: Yes, it is in the cheese box on the counter.

2**Read the description and draw.**

The bananas are between the potatoes and the oranges. The oranges are under the pears. The strawberries are on the table. The carrots are under the watermelons. The pineapples are next to the plums and the plums are over the bananas. The lemons are in the red box and the apples are in the green box.



(Images source: Freepik.com)

3**Get in pairs and compare your drawings.****4****Read the dialogue. Then, role-play.**

- Hello!
- Good morning! Can I help you?
- Yes, I want four apples, two bananas and a bottle of orange juice.
- Here you are!
- Thank you!

**5****Now it is your turn!**

ACTIVITY 7



- 1 Listen to the song “Do you like broccoli ice-cream?”



- 2 Listen and draw.



a green vegetable

a yellow fruit

- 3 Listen and **circle** the food items that are mentioned in the song.

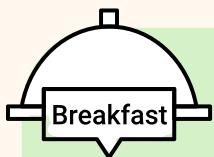
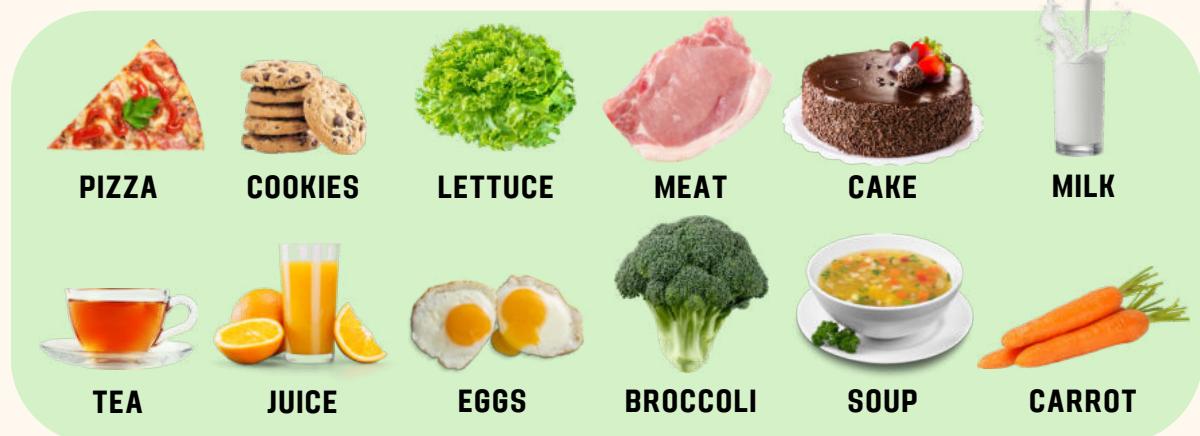


(Images source: <https://supersimple.com/content-type/free-printables/>)

4

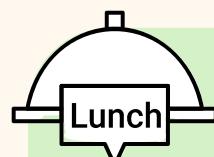
Look at the pictures and write the food items in the corresponding column.

63



cake

tea



SOUP

EGGS

BROCCOLI

CAKE

LETUCE

MEAT

COOKIES

PIZZA

MILK

TEA

JUICE

CARROT

At 8 o'clock, I have tea and cake for breakfast.



5

Now, it is your turn!



I have _____ at 8 o'clock. I have _____

ACTIVITY 8 ASSESSMENT

1 Create a menu for the school. 



2 Talk to your partner about your breakfast on Sunday.

- Where do you have breakfast?
- At what time of the day?
- What do you have for breakfast?



3

Read the chart and complete the sentences.



NAME	MEAL	TIME	PLACE	FOOD
EMMA	BREAKFAST	7:00	KITCHEN	YOGURT AND TOAST
NICO	LUNCH	12:00	SITTING-ROOM	CHICKEN AND SALAD
FREDDIE	BREAKFAST	8:00	BEDROOM	MILK AND COOKIES
SARA	LUNCH	1:00	GARDEN	HAMBURGER AND JUICE

- Emma has breakfast at 7 o'clock. She has yogurt and toast in the kitchen.
- Sara has lunch at _____. She has _____ and _____ in the _____.
- Freddie has breakfast at _____. He has _____ and _____ in the _____.
- Nico has lunch at _____. He _____





4 Mirta goes to the street market every week.

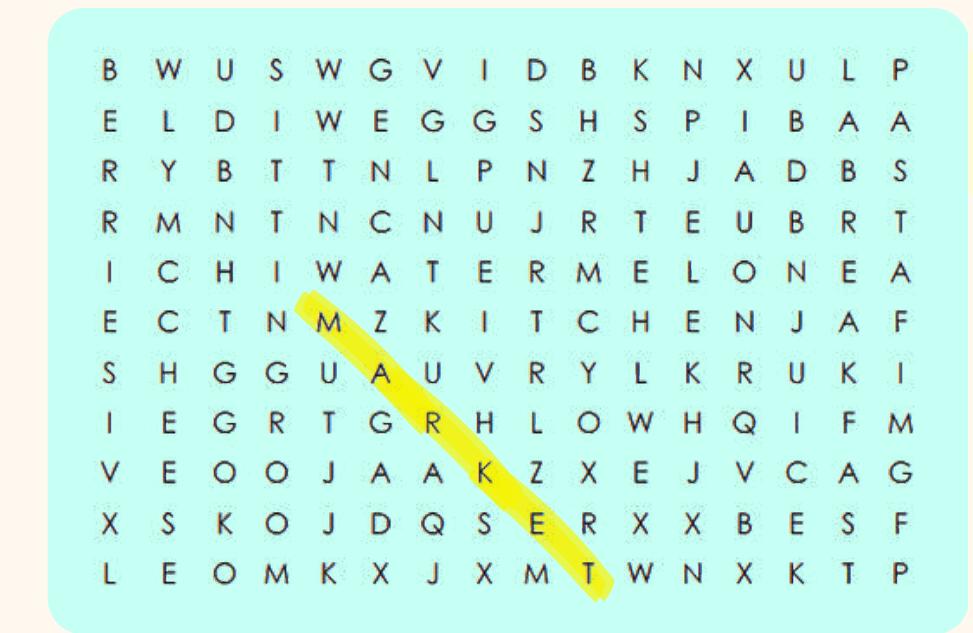
Listen to her and write if the sentences are **True** or **False**.



- 1 The bananas are next to the mangoes. _____
- 2 The carrots are next to the potatoes. _____
- 3 The eggs are in a basket. _____
- 4 The oranges are between the potatoes and the carrots. _____
- 5 The watermelons are next to the carrots. _____

5 Find the following items in the word search.

MARKET



EXTRA ACTIVITY

Let's play a game!



“Who took the cookies from the cookie jar?”



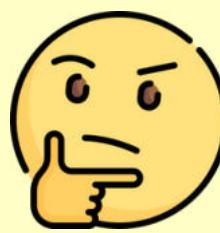
IN THIS UNIT, I DID...



EXCELLENT



GOOD



SO SO

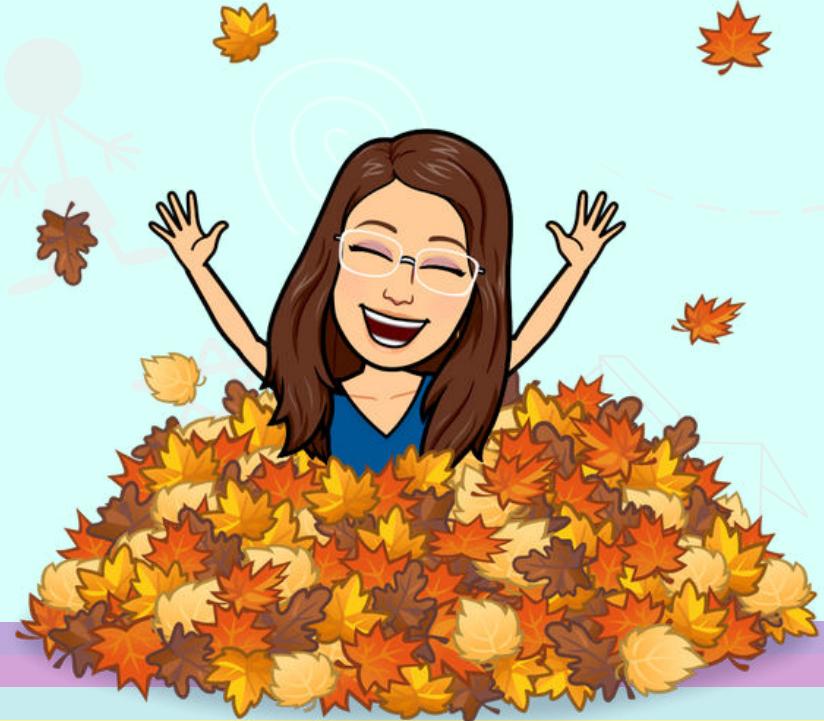


**HELP,
PLEASE!**



UNIT 5

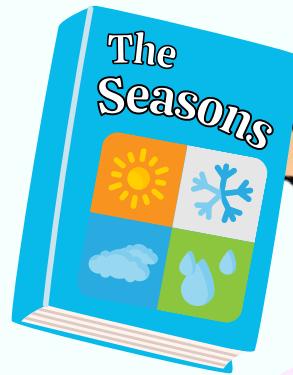
OUR WORLD





UNIT 5- OUR WORLD

ACTIVITY 1



Winter is my favorite season! I love cold days! What about you?

1 Read and match.



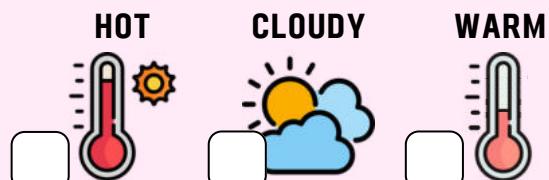
SEASONS

2 What is the weather like in ...? Tick the correct options.

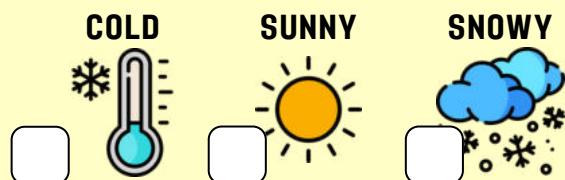
What is the weather like in **spring**?



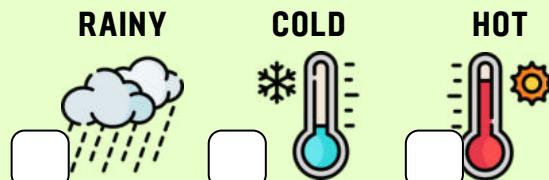
What is the weather like in **autumn**?



What is the weather like in **summer**?



What is the weather like in **winter**?



2 Role-play.

Emma is in class. Can you help her answer the questions?



What is the weather like in summer?

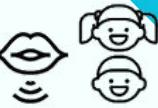
It's hot!

What do you do in summer?

In summer I go to the beach.

3

Now, it is your turn to work with a partner. Ask and answer questions.



- run
- fly a kite
- play video games
- drink hot chocolate
- take photographs
- eat a sandwich
- watch a movie
- read a book
- ride a bike
- go to the beach



4

Emma is doing her homework. Can you help her? Look at the pictures and complete Emma's work.



1

In spring, I can fly a kite.

2

3

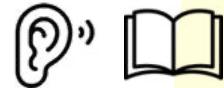
4

ACTIVITY 2

- 1 Nico's teacher is reading a poem about the seasons.
Let's listen to it!



- 2 Read/listen to the poem and **circle** the seasons.



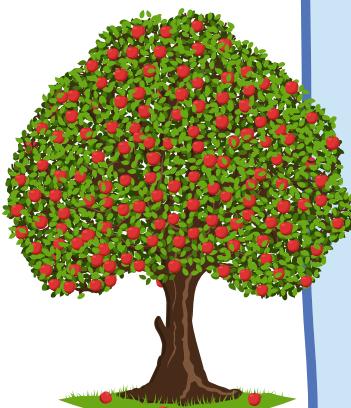
The Seasons

Spring is here, the weather is warm!
Let's fly a kite
and go for a walk,

Summer is here, the sun is bright!
Let's go to the beach and
let's ride our bikes!

Autumn is here! Let's play all day!
Let's take photos!
It's a great day!

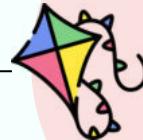
Winter is here, it's snowy and cold!
Let's drink hot chocolate,
and stay at home!



3

Read the poem again and **find** an activity to match with each picture.

Example: *drink hot chocolate*



4

The teacher spilled coffee on the poem. *a* Help her **rewrite** the poem.

The Seasons

is here, the weather is warm!

Let's

and go for a walk,

is here, the sun is bright!

Let's go to the beach and
let's

is here! Let's play all day!

Let's take photos!

It's a great day!

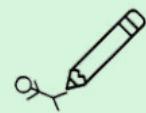
is here, it's snowy and cold!

Let's drink hot chocolate,
and

Oh, no! Can you
help me?

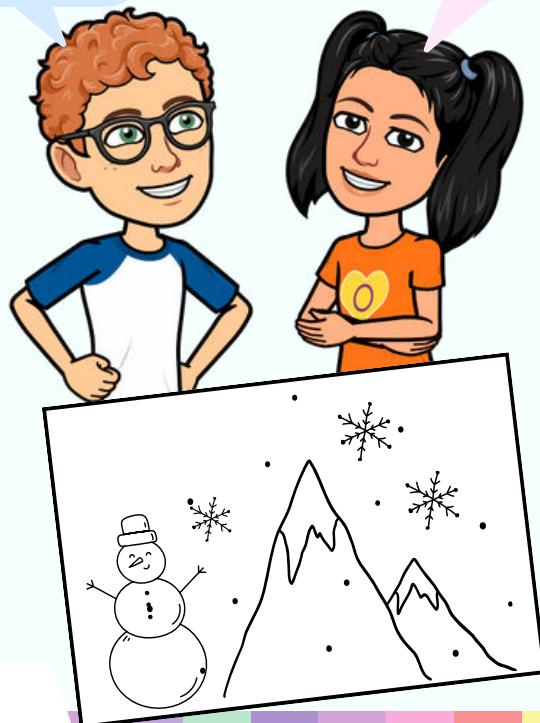


5 Choose one part of the poem and make a drawing.

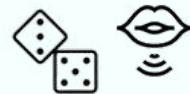


Is it autumn?

No, it isn't.



6 Let's play a game:
guess the season!



Is it winter?

Yes, it is!!



ACTIVITY 3



1

Do you remember the seasons and the activities from



Last week, I showed you a book called "The seasons".



In summer I go to the beach.

Now it is your turn!!



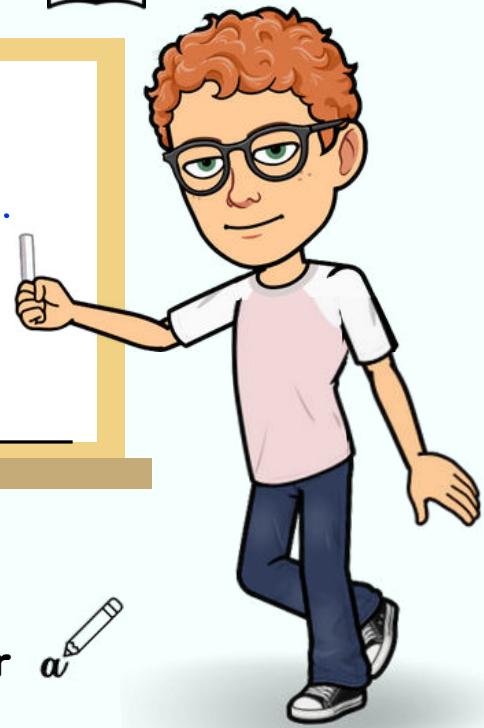


2

Read the whiteboard in Freddie's class.



TODAY IS APRIL 2ND.
WE ARE IN AUTUMN.
IN AUTUMN, WE PLAY OUTDOORS.



3

Write the missing information on your classroom's whiteboard.



TODAY IS _____.

WE ARE IN _____.

IN _____ WE _____

_____.

ACTIVITY 4

My favorite season is autumn. What is your favorite season?



1 Complete the sentence. a

My favorite season is _____.

2 What does Emma do in autumn? Read and tick ✓.



In the morning I do my homework.



In the afternoon I play hide-and-seek.



At night I visit my grandpa's house.



3

Circle the correct option.

- We are in...

SUMMER



AUTUMN

WINTER



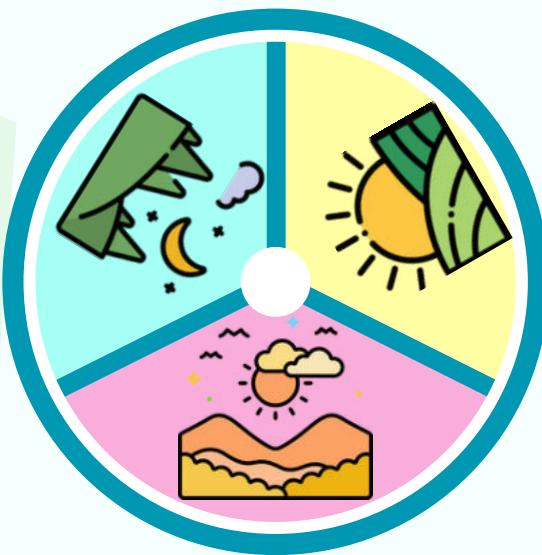
SPRING

In which season are we now?



4

Spin and say.



WORD BANK

PLAY SPORTS



PLAY VIDEO GAMES



FLY A KITE



VISIT MY GRANDPA'S HOUSE



DO MY HOMEWORK



RUN



DRINK HOT CHOCOLATE



GO TO THE CINEMA



WALK



GO TO THE BEACH



READ A BOOK



TAKE PHOTOS



WATCH TV



RIDE MY BIKE



PLAY HIDE-AND-SEEK



5

Read and answer with words from the word bank.



What kind of things can we do in the morning ?

In the morning I _____



What kind of things can we do in the _____ ?

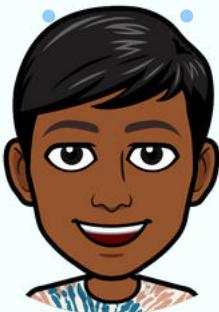


What kind of things can we do at _____ ?



ACTIVITY 5

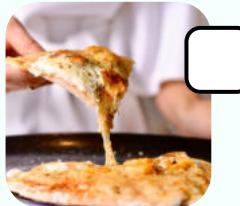
During the week, I have breakfast at school at 8 o'clock. On Sunday, I have breakfast at home at 10 a.m.



1 Listen and number what Nico does on Sunday.



1
2
3



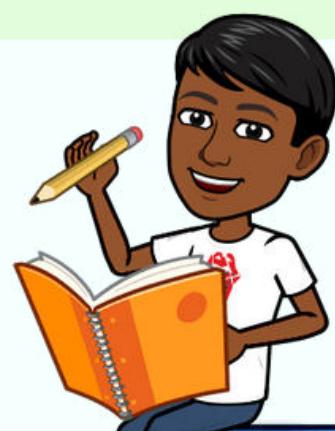
2 Complete what Nico does on Sunday.



In the morning, he drinks hot chocolate and he plays _____.

In the afternoon, he reads _____ and he rides his _____. Then, he plays _____ with his friends.

In the evening, he visits his _____ and they have _____.



3 Read the dialogues and complete the children's routines.



Example: *What does Nico do in the afternoon?*

Nico rides his bike in the afternoon.



1

What does Emma do in the morning?



2 What does Freddie do in the afternoon?



3

What does Sara do in the afternoon?

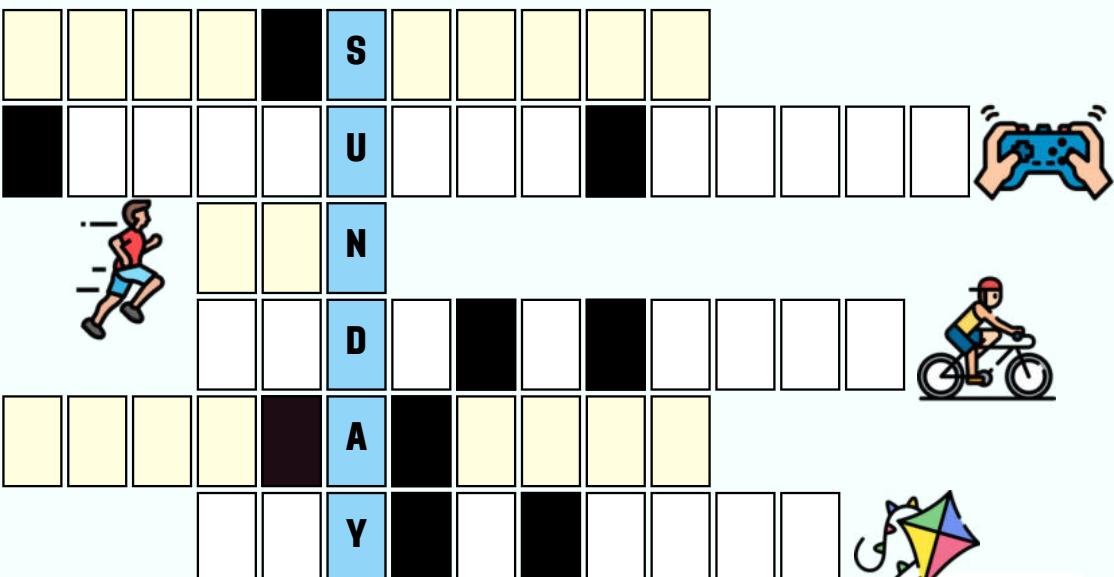


4 What does Nico do at night?



4

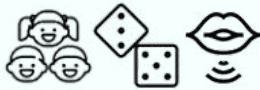
Complete the crossword with the activities Nico does on Sunday.



5 The class is playing a guessing game. Freddie picks an action from the word bank. Look! 

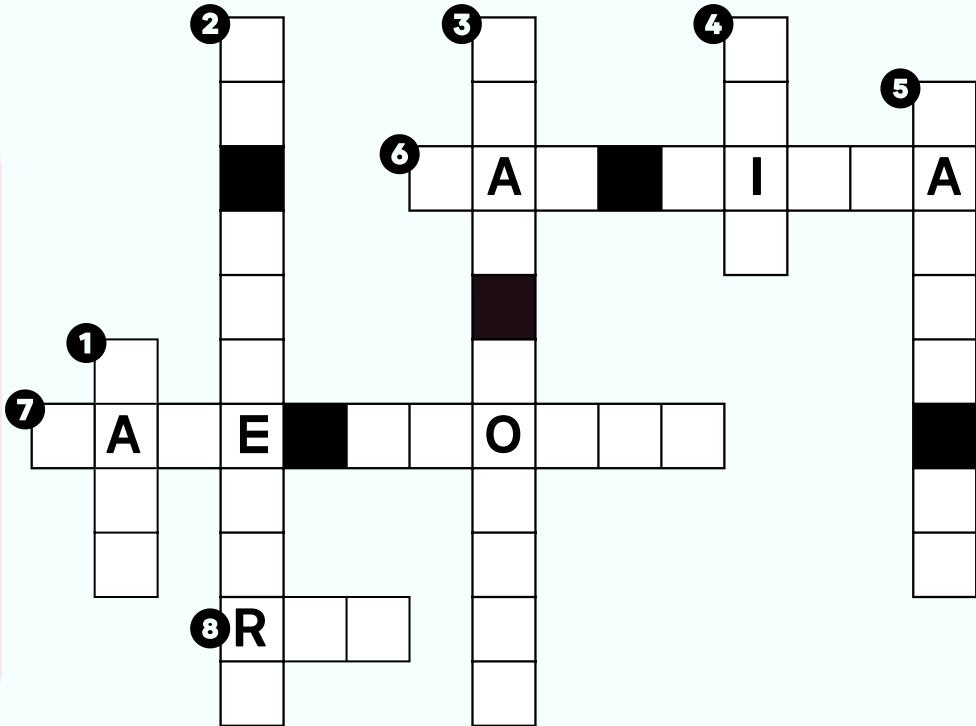


Now it is your turn! Play the guessing game with your partners. Use the words from the box.



- read a book • play soccer • swim • ride a bike • drink hot chocolate •
- take photos • run • eat pizza • play hide-and-seek •

6 Complete the crossword puzzle with daily activities. 



ACTIVITY 6



Today we have a new classmate. Her name is Alina. She comes from the USA. Let's learn about her routine!



1 Read the text. Write YES or NO.



In the morning Alina wakes up and has breakfast. Then at 8 o'clock, she goes to school. At 12 o'clock she has lunch and watches TV. In the afternoon she plays in the park. She rides her bike and plays with her friends. At night Alina does her homework and has dinner with her family. She goes to bed at 9 o'clock.



- 1 Alina does her homework in the morning. NO
- 2 Alina goes to school at 9 o'clock. _____
- 3 She watches TV in the evening. _____
- 4 She plays with her friends in the park. _____
- 5 She has dinner with her family. _____

2 Read the text. Classify the activities.



MORNING



AFTERNOON



EVENING



WAKES UP

3

Freddie is asking Alina some questions about her.
Listen and **circle** the correct answer.



- *Where are you from?* I am from **Chicago.** / **Texas.**
- *How old are you?* I am **seven** / **eight** years old.
- *What color is your house?* My house is **blue.** / **yellow.**
- *Do you have any pets?* Yes, I have one **cat.** / **dog.**
- *What is your pet's name?* Its name is **Tom.** / **Jerry.**
- *What's your favorite sport?* My favorite sport is **baseball.** / **football.**
- *Do you have any brothers or sisters?* I have one **brother.** / **sister.**

4

Read the text about Ben
and complete the blanks.



video games • grandfather • motorbike
rugby • dinner • ~~hot chocolate~~ • books



In the morning Ben drinks hot chocolate and he plays _____.

In the afternoon, he reads _____ and he rides his _____.

Then, he goes to the club and plays _____ with his friends.

At night he visits his _____ and they have _____.

ACTIVITY 7

Today we'll learn a poem about the seasons, but there is a problem, the seasons have disappeared.



- 1 Read the poem and complete the blanks with the seasons.



The Seasons

Spring, summer, autumn, winter, all the seasons bring us fun.

In _____ the flowers bloom and we fly our kites under the sun.

In _____ we go to the beach and play with sand all day.

In _____ the leaves turn red and we jump and play for hours.

In _____ the snow falls white and we build a snowman each night.

- 2 Read the poem again and tick ✓ the correct option.

SPRING



SUMMER



AUTUMN



WINTER

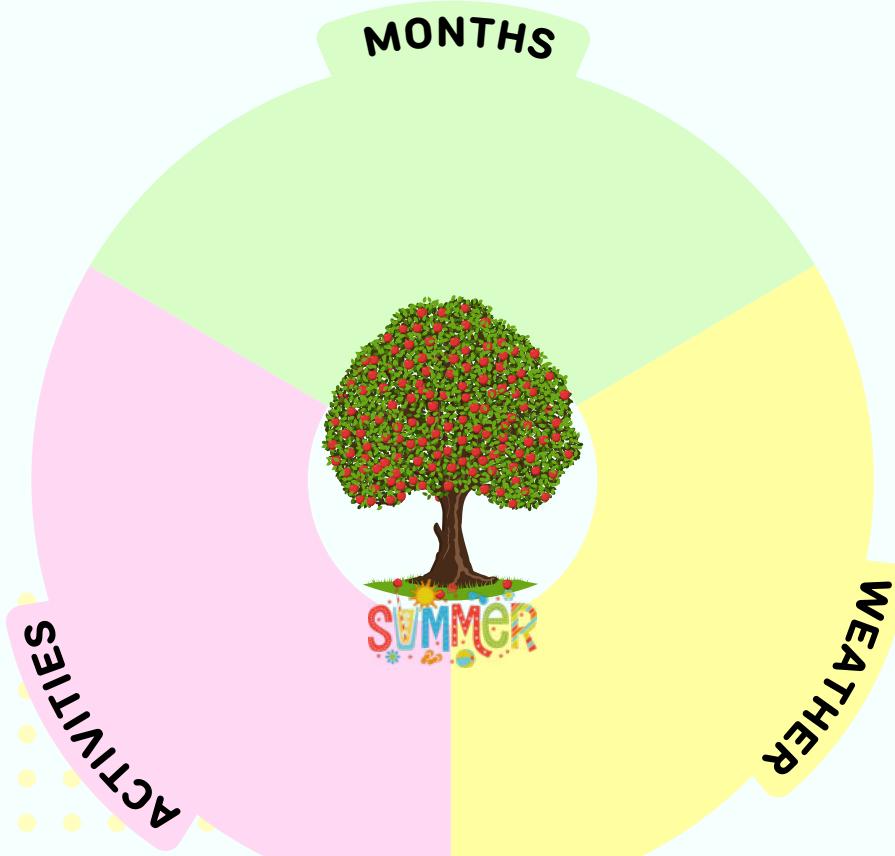
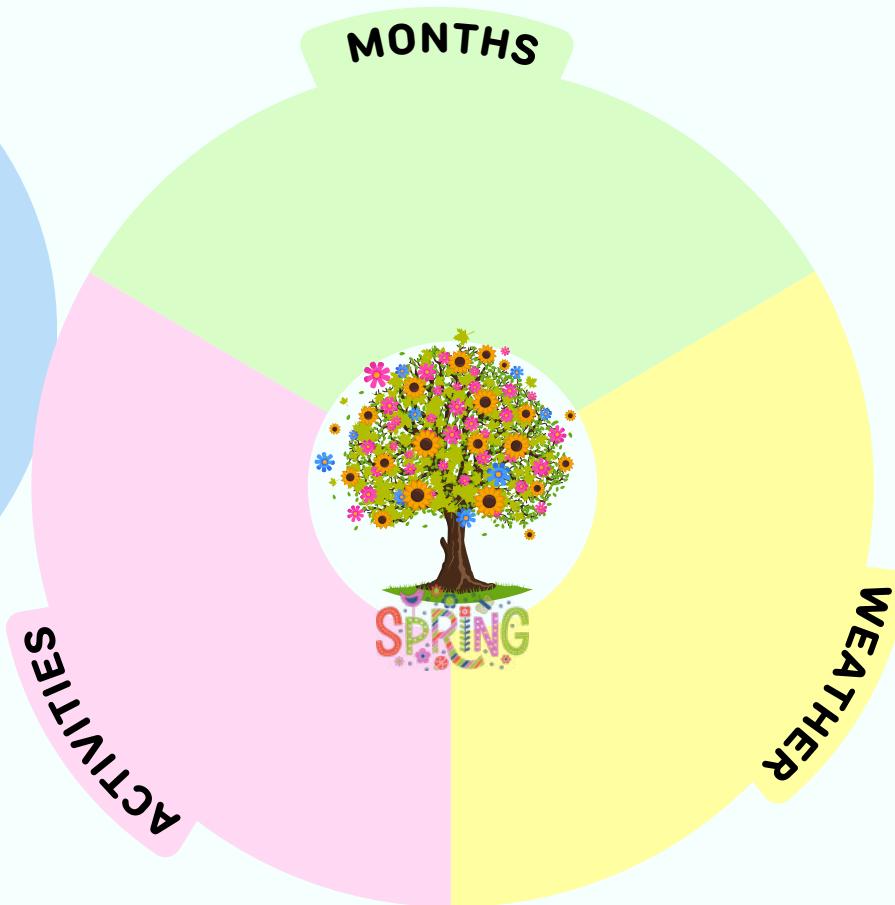


3 Read this diagram about one of the seasons of the year.



4

In groups of four, complete the rest of the visual organizers. Use the words and phrases in the word bank.



WORD BANK

MONTHS

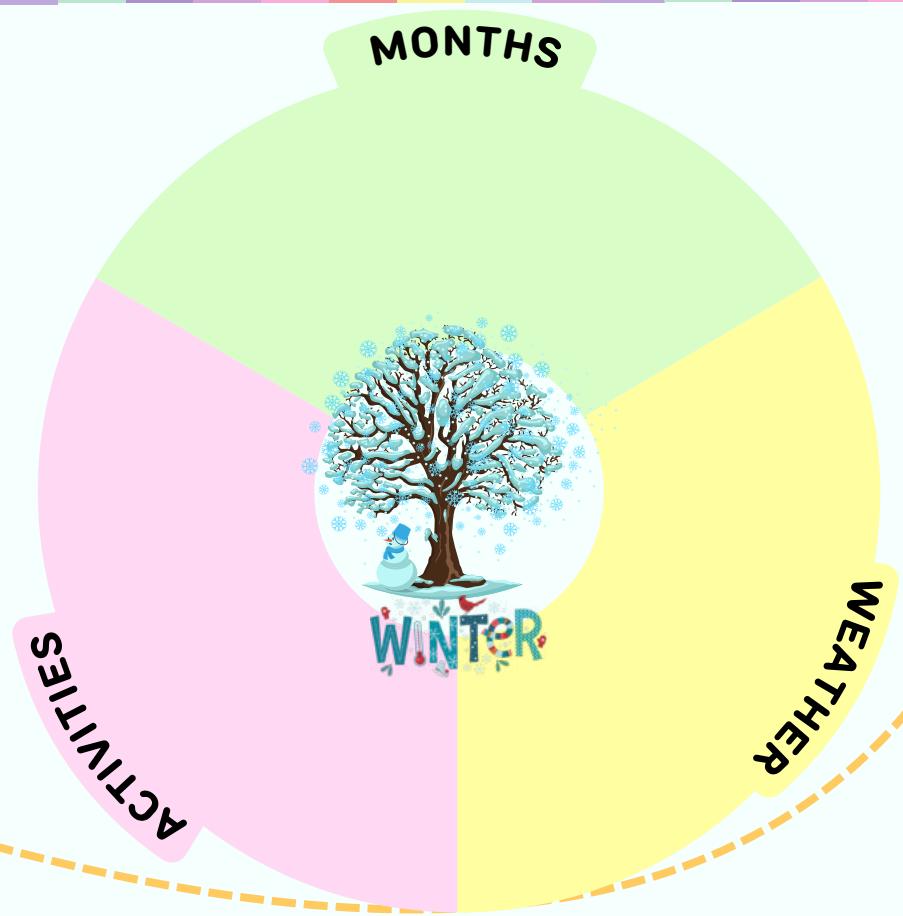
January • February
March • April • May
June • July • August
September • October
November • December

WEATHER

hot • cold • warm
rainy • snowy
windy • stormy

ACTIVITIES

read a book
play soccer
swim • ride a bike
drink hot chocolate
take photos • run
eat pizza • fly a kite
go to the beach
play computer games



5

Choose one of the diagrams and write a paragraph similar to this:



In Uruguay autumn starts in March and finishes in June. The weather is warm. It can be windy and rainy, too. In autumn I can play computer games with my friends, read books and play soccer.



ACTIVITY 8

ASSESSMENT

LEARNING STATION 1 : Read the poem and answer YES or NO.



The Seasons

Spring, summer, autumn, winter, all the seasons bring us fun.

In spring the flowers bloom and we fly our kites under the sun.

In summer we go to the beach and play with sand all day.

In autumn the leaves turn red and we jump and play for hours.

In winter the snow falls white and we build a snowman each night.

Example:

There are four seasons. YES

- In spring, we fly kites._____
- In summer, leaves turn red._____
- In winter, it is snowy._____
- In autumn, we go to the beach._____



LEARNING STATION 2 : What does Nico do on Saturday?



Listen to Nico and **circle** the correct options.

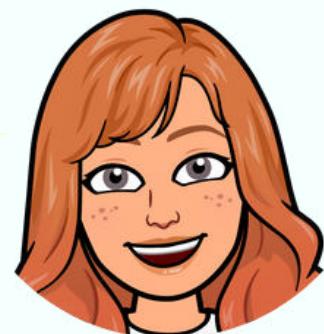
Example:



LEARNING STATION 3 : Speak.



In spring, it is windy and warm. I can fly a kite.





LEARNING STATION 4 : Write a text about the season in the picture.



In Uruguay autumn starts in March and finishes in June. The weather is warm. It can be windy and rainy, too. In autumn, I can play outside with my friends, read books and play soccer.

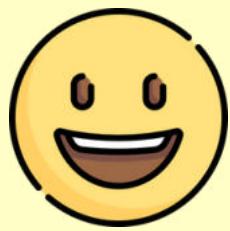
WEEKLY PLANNER

SUN	MON	TUE	WED	THU	FRI	SAT

SUNNY
HOT



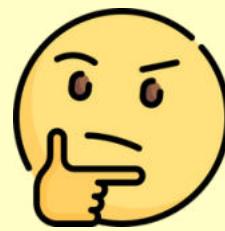

IN THIS UNIT, I DID...



EXCELLENT



GOOD



SO SO

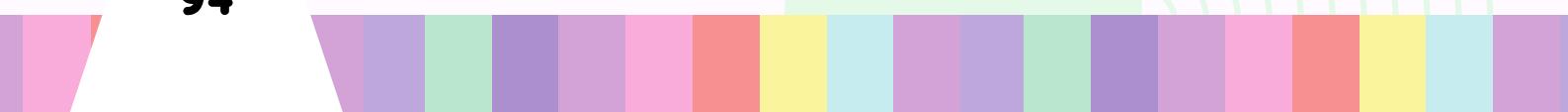
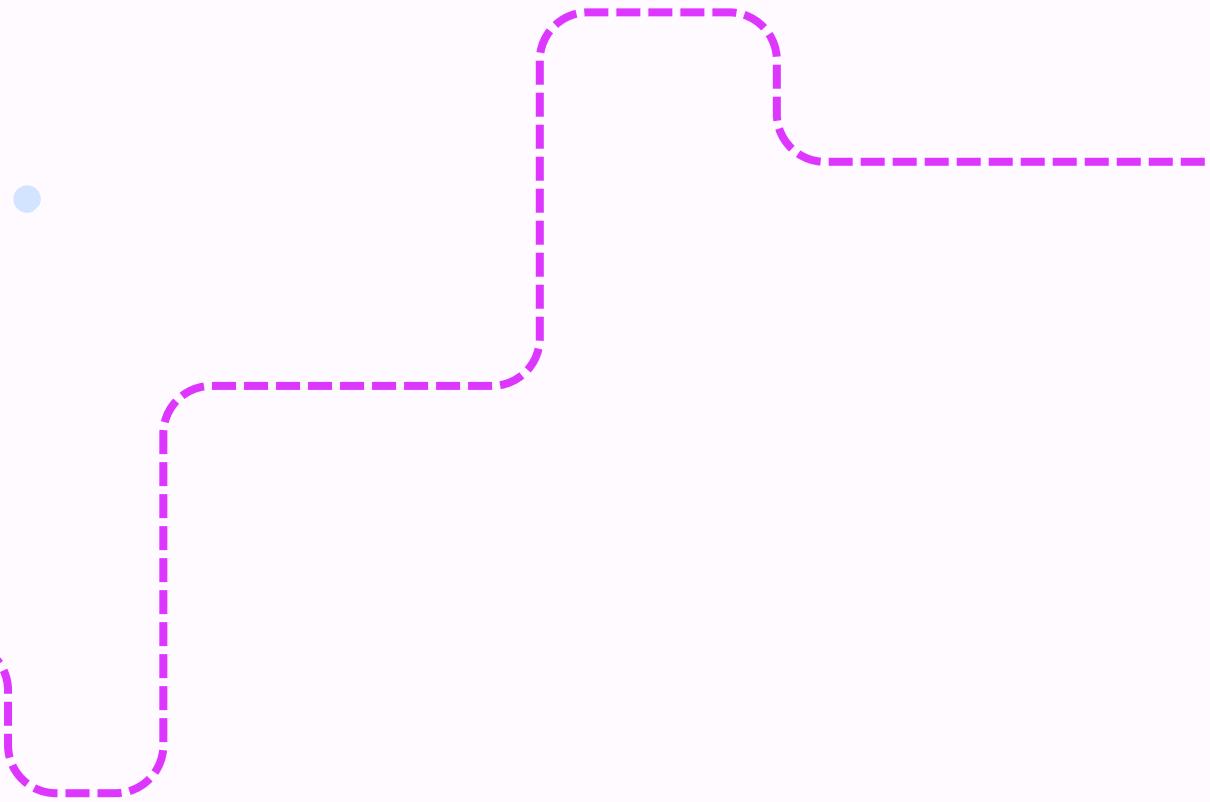
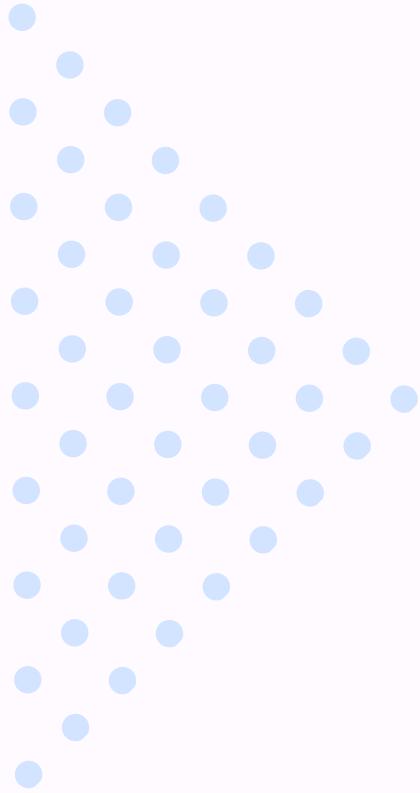
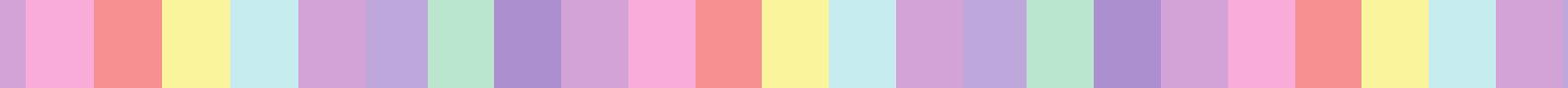


**HELP,
PLEASE!**

UNIT 6

TIME TO HAVE FUN

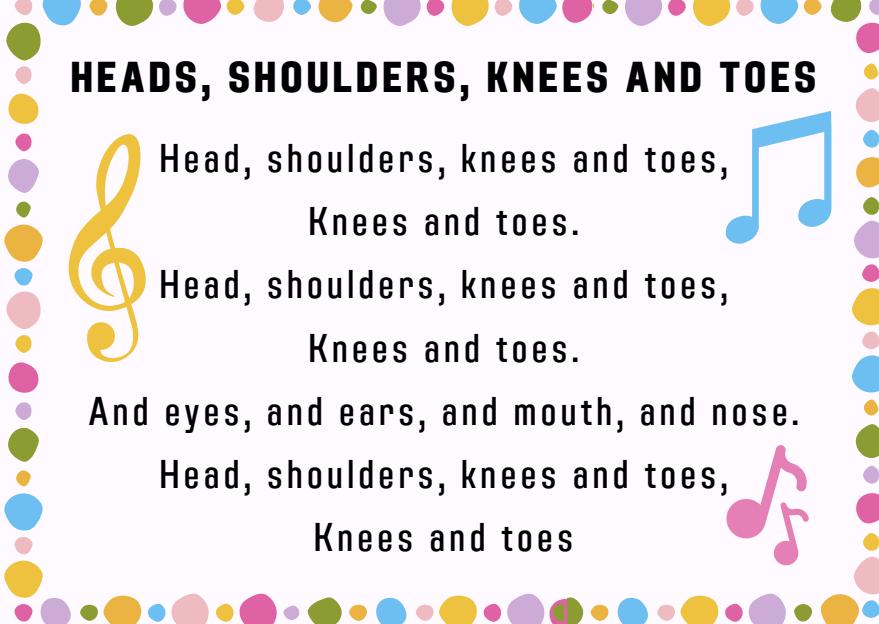




UNIT 6- TIME TO HAVE FUN

ACTIVITY 1

Do you remember the song "Heads, shoulders, knees and toes"? Can you sing it?



1 Unscramble the words:

adeh

head

oluredshs

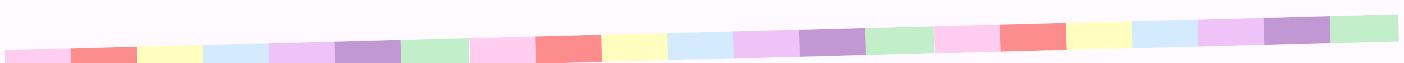
shoulders

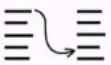
nksee

knees

tseo

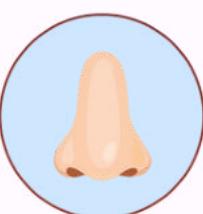
toes



2 Draw a line to the corresponding picture. 



NOSE
ARMS



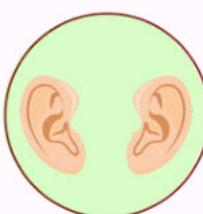
LEGS
HANDS



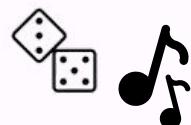
HAIR
EYES



FEET
MOUTH



3 Let's play a memory game, sing the song and touch.



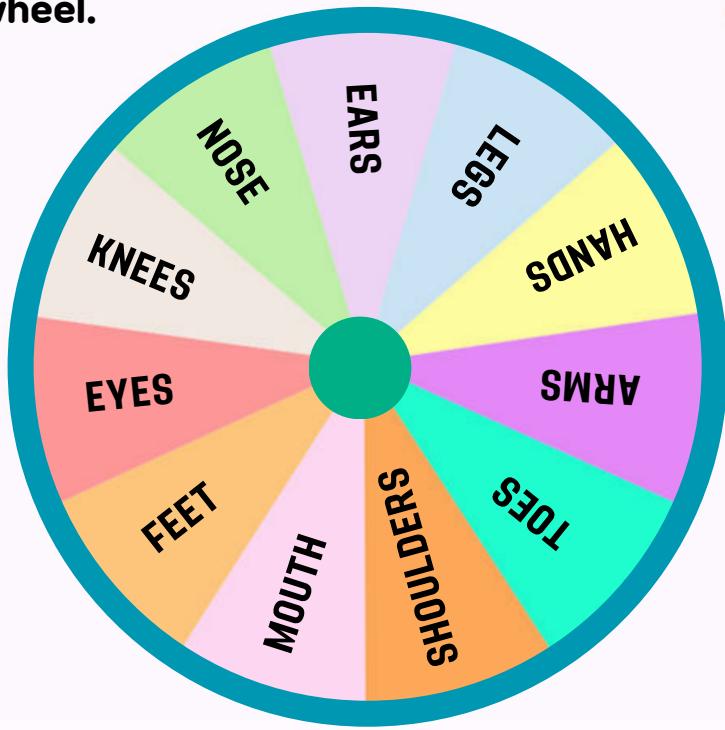
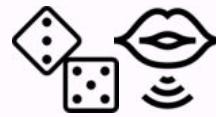
(CUT OUTS ON PAGES 111 AND 113)



ACTIVITY 2

1 Play “the spinning wheel” and speak.

- Draw the spinning wheel.
- Play!



2 Listen and sing the song.



Let's sing the song again!

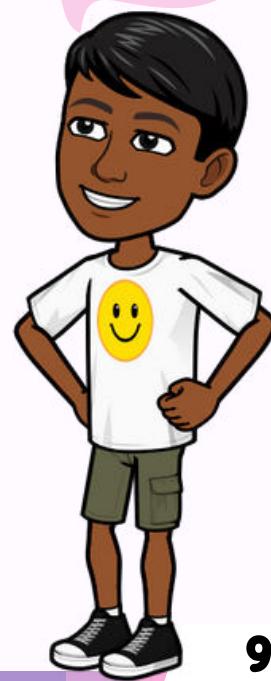
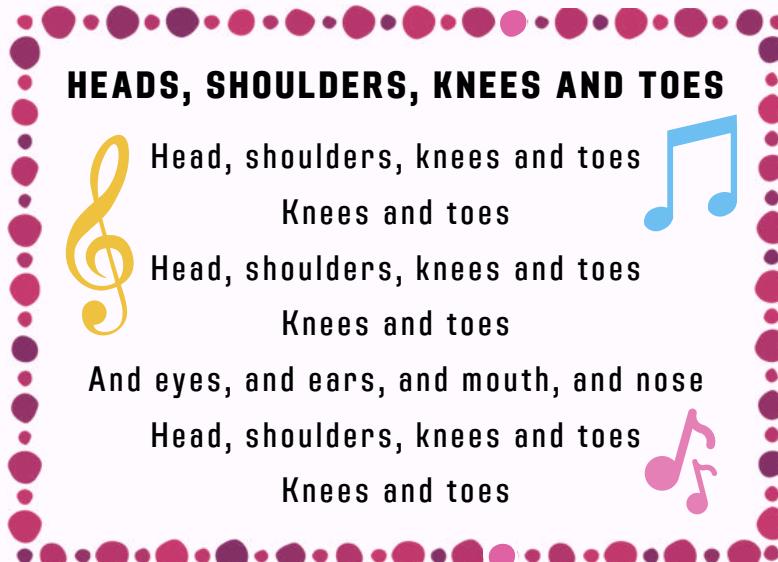
HEADS, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes
Knees and toes

Head, shoulders, knees and toes
Knees and toes

And eyes, and ears, and mouth, and nose

Head, shoulders, knees and toes
Knees and toes



3

Listen and draw!



Bring a portrait
of yourself.

4

What about you? Listen and
touch the parts of your face.

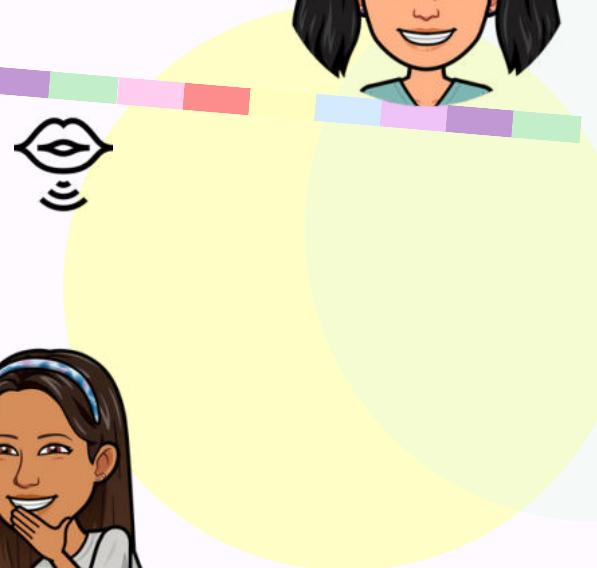


5

Tell your partner about your face.



I have green
eyes.



Yes, he is!

Are you
Freddie?



6 role-play. Let's play!



Touch your
head!



7 Write about yourself.



This is my face.

My hair is and

My are

My is

My is

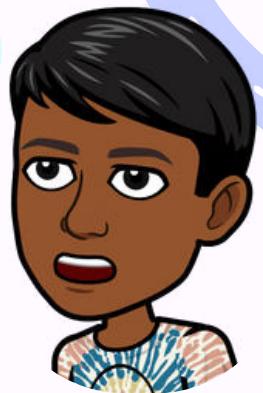
My is

WORD BANK

FACE • CHIN • HAIR •
EYES • NOSE • MOUTH •
CHEEK • BLUE • BLACK •
SMALL • BIG • LONG •
SHORT • CURLY • WAVY
STRAIGHT • BROWN •
DARK • BLOND • RED

ACTIVITY 3

Look at my 4 friends. They are all different. Each one is special.



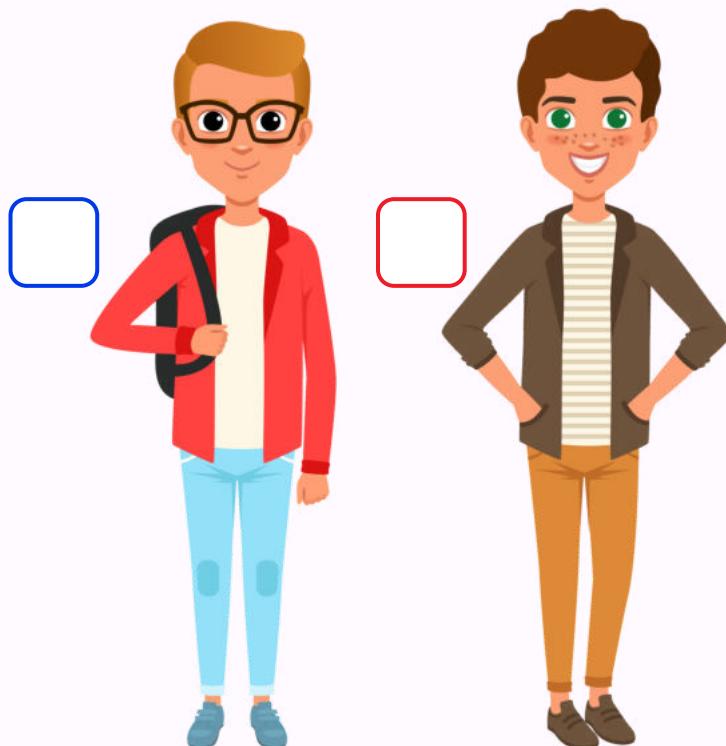
1 Look at the pictures and read the descriptions.

- Match the descriptions with the corresponding pictures.
- Complete with one sentence.

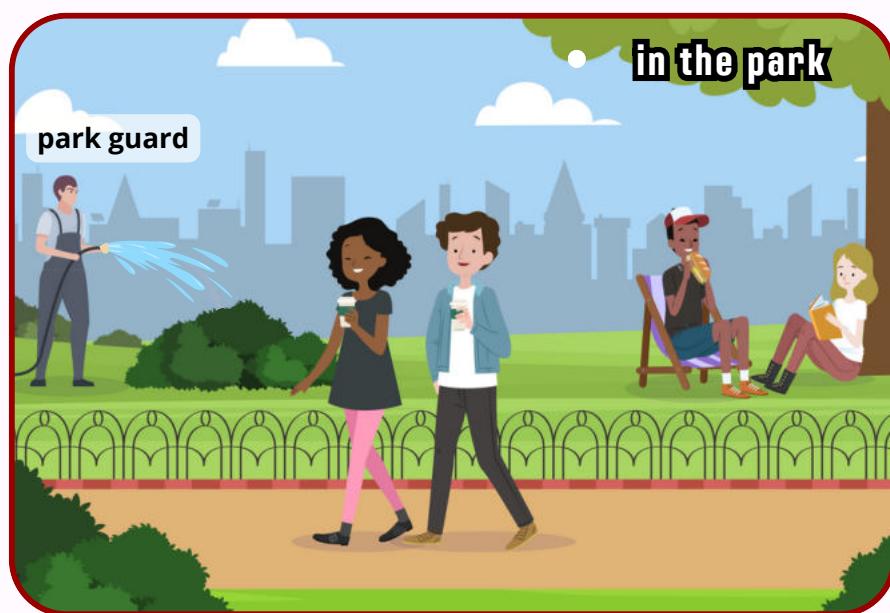


Nº: <input type="text"/>	Nº: <input type="text"/>	Nº: <input type="text"/>	Nº: <input type="text"/>
She is short. Her hair is long and black. Her eyes black. She has _____ _____ _____	His hair is red. He has big blue eyes. His nose _____ _____ _____	She is blonde and thin. Her mouth is small. Her ears _____ _____ _____	He has a big mouth, a small nose and small eyes. His hair _____ _____ _____

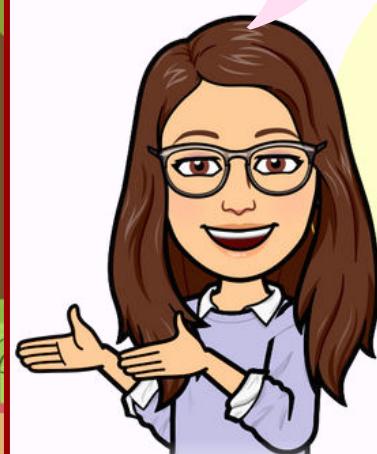
2 Listen to the description and tick ✓ the correct picture.



ACTIVITY 4



Let's play miming!





1 **Look** at the pictures and **talk**. What are they doing? 

WORD BANK

- gardener • street sweeper • street vendor • zookeeper •
- square guard • beach guard • running • riding a bike • jumping •
- dancing • climbing • swinging • taking photos • eating a sandwich •
- flying a kite • walking • buying fruits • watering the plants •
- reading •

2 Match heads and tails.

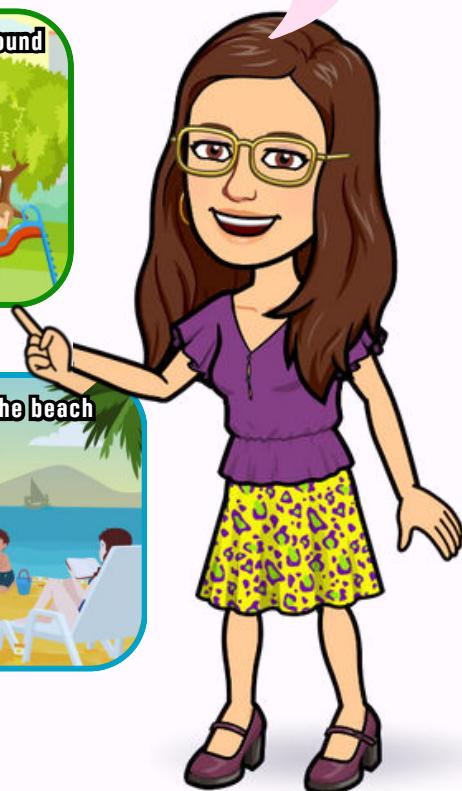


The beach guard
The square guard is
The children are
There are two girls
There is a boy
The street sweeper

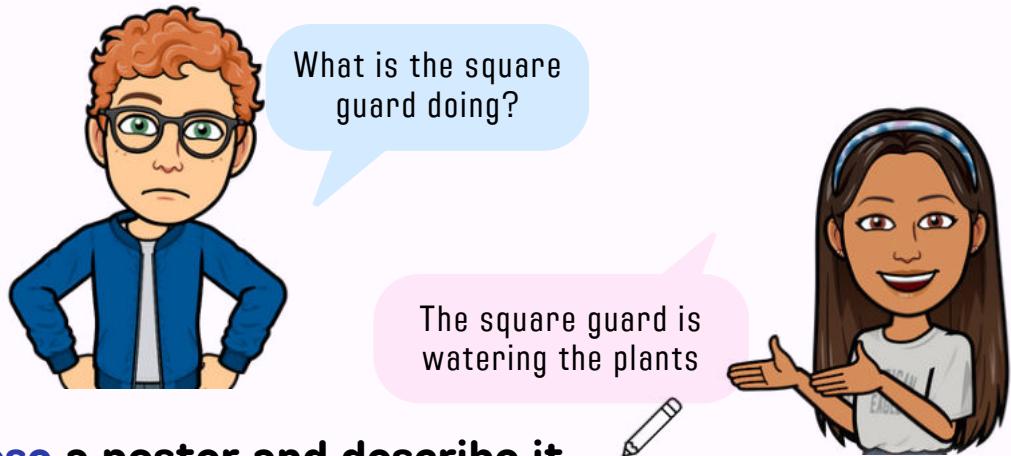
is smiling.
playing in the sea.
flying a kite.
has a whistle.
watering the plants.
sliding and swinging.

ACTIVITY 5

Do you remember the poster from last class?



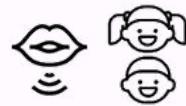
1 Freddie and Sara are describing the posters.
Can you help them?



2 Choose a poster and describe it. 

A large rectangular area with horizontal blue lines for writing, enclosed in a blue border. In the bottom right corner, there are three blue star-like sparkles.

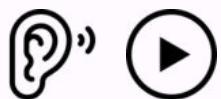
3 Share your poster with your partner.
He or she has to guess your poster.



ACTIVITY 6



1 Listen to Freddie describing a character and **circle** him/her in the picture.



WORD BANK

- building a sandcastle •
- collecting shells •
- sunbathing • surfing •
- reading a book •
- swimming • relaxing •
- diving



2 Tick  the correct option.

1 The children are building a bridge. a sandcastle.

2 The girls are playing in the sea. collecting shells.

3 A woman is reading a book. sunbathing.

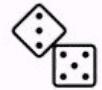
4 The dog is chasing the children. a ball.

5 A man is resting. putting up an umbrella.

ACTIVITY 7

1

Let's play the game "I spy with my little eye..."



- Choose a flashcard from the bag.

- Look at the picture. Who is using the object?
- Describe the character.

- Ask your partner to point to the character in the picture.



(CUT OUTS ON PAGE 115)



Who is using
this?



2**Listen and order.**

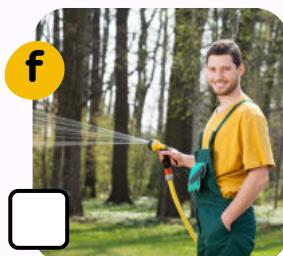
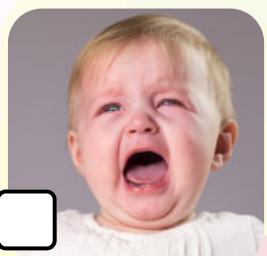
ACTIVITY 8

1**Read and draw on your notebook.**

Every Sunday I go to the park with my family. There, I can ride my bike or play ball games with other children. My brother loves running races and climbing trees. My father plays the guitar. He sings our favorite songs. We sometimes have a picnic. We eat sandwiches and fruit and drink orange juice. I love wearing my brown shorts and my favorite sneakers on weekends.



2 Listen and tick ✓.



Let's play statues.



- Stand up with your classmates and pretend you are doing an action.
- Take turns to say what each classmate is doing.



Tell your teacher what your classmates are doing. 

1

Emma is running. _____

2

3

4

5

6

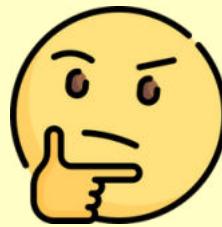
IN THIS UNIT, I DID...



EXCELLENT



GOOD



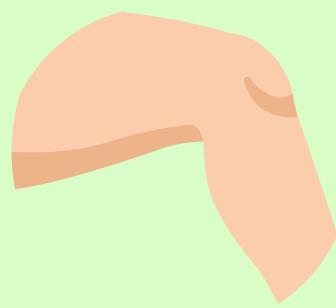
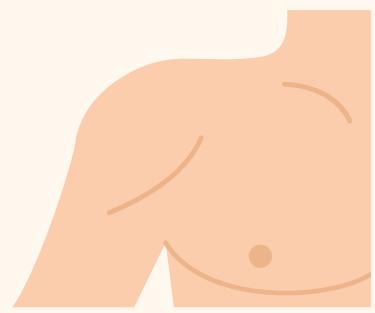
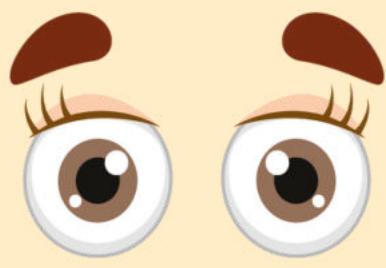
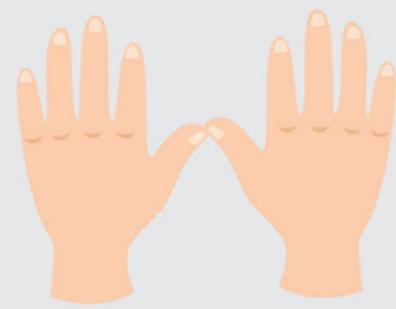
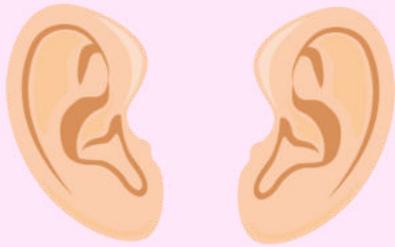
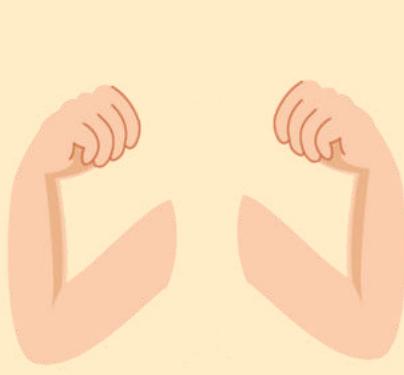
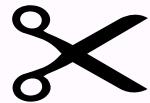
SO SO

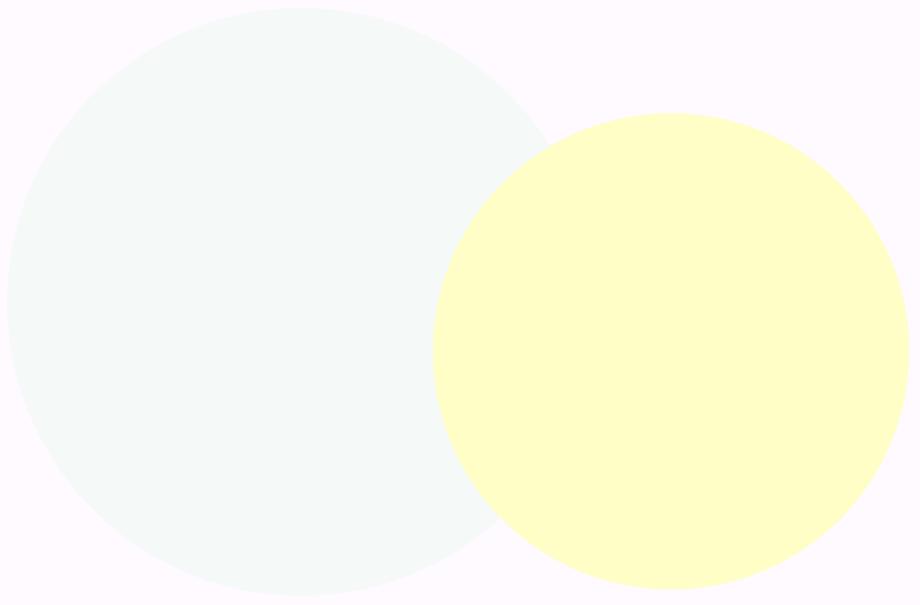
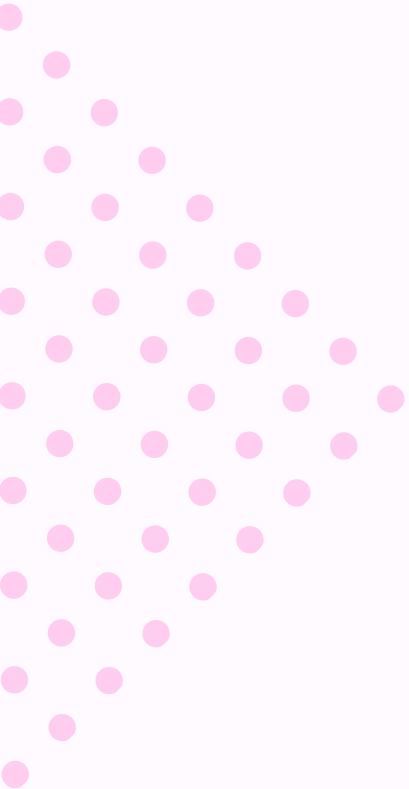


**HELP,
PLEASE!**

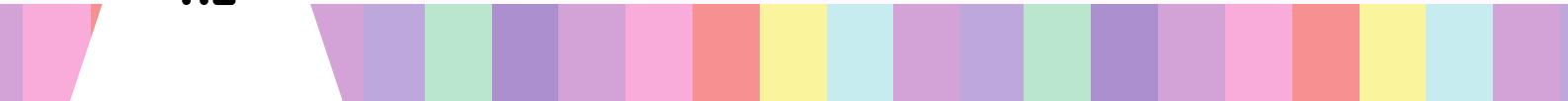


CUT OUTS

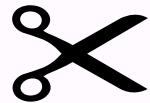




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CUT OUTS



ARMS

HANDS

NOSE

LEGS

EYES

TOES

FEET

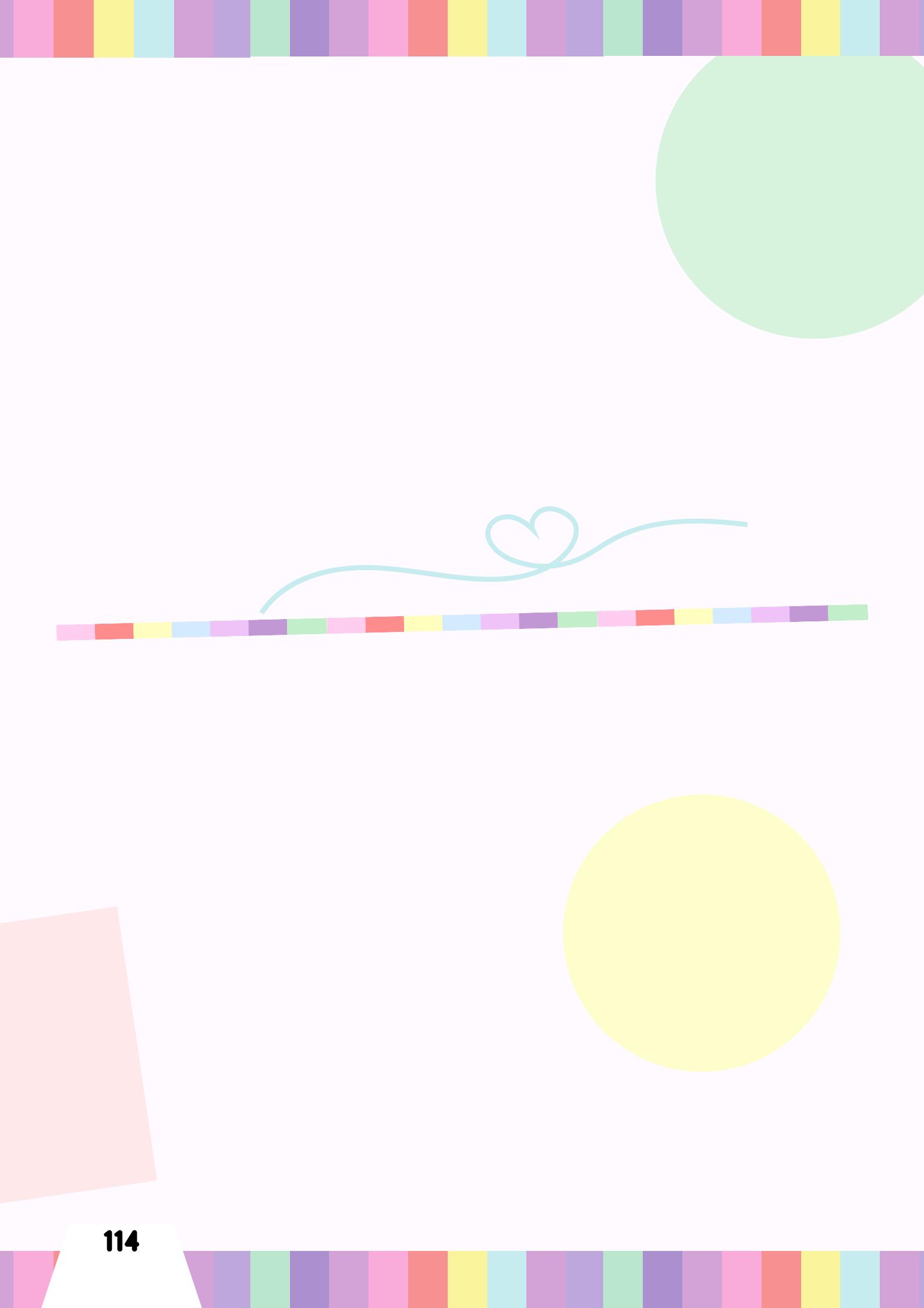
EARs

MOUTH

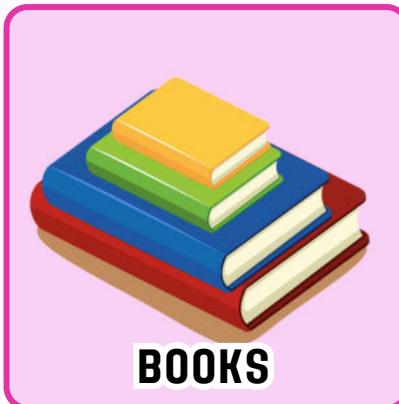
FACE

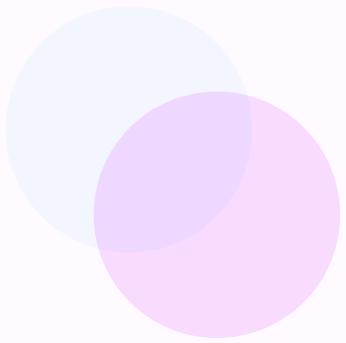
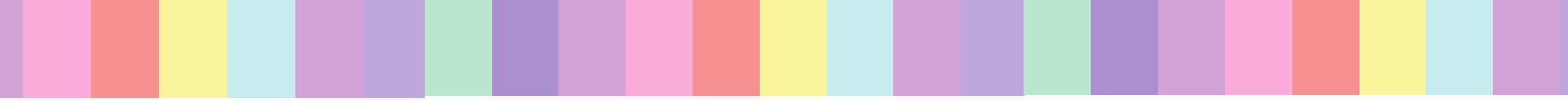
KNEE

SHOULDER



CUT OUTS





LOVING URUGUAY 2



ANEP

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DE EDUCACIÓN
INICIAL Y PRIMARIA

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Departamento
de Segundas Lenguas
y Lenguas Extranjeras