

#T.A.G2

Teens Around the Globe



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CORRIENTES
somos todos!
MINISTERIO DE EDUCACIÓN

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#TAG2 - Teens Around the Globe

Student's book

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#TAG 2 Teens Around the Globe 2 / 1a ed. - Corrientes : Ministerio de Educación de la Provincia de Corrientes, 2023.

Libro digital, PDF

Archivo Digital: descarga y online

ISBN 978-987-8261-14-0

1. Enseñanza de Lenguas Extranjeras. I. Título.

CDD 428.00712



CORRIENTES
somos todos!

PRÓLOGO

Es un honor presentar el libro de inglés, **"#TAG 2 - Teens Around the Globe"**, destinado al segundo año del Nivel Secundario de la provincia de Corrientes. Esta publicación pretende ser un recurso educativo para potenciar las trayectorias educativas de los jóvenes en el área de lenguas extranjeras.

Esta es la continuación de la cautivadora historia de los personajes presentados en **"#TAG - Teens Around the Globe"** con el objetivo de seguir fortaleciendo este lazo especial que permite que los estudiantes se conecten con la narrativa, la cual está contextualizada en nuestra provincia.

Este libro ha sido diseñado por un equipo de técnicos referentes de lengua inglesa y docentes de inglés en ejercicio en las aulas, quienes validan los contenidos, asegurando la calidad y pertinencia de los mismos, con el objetivo de brindarle al estudiante la oportunidad de desarrollar sus habilidades lingüísticas de manera efectiva.

"#TAG 2 - Teens Around the Globe" no solo continúa la historia antes presentada, sino que además, incluye secciones especiales que enriquecen el aprendizaje y fomentan un enfoque comunicativo de la lengua.

No podemos pasar por alto el valor de este recurso para fortalecer las trayectorias educativas. Su enfoque interdisciplinario mejora el dominio del idioma y potencia las competencias fundamentales para el siglo XXI, promoviendo, también, habilidades blandas, tan necesarias en el mundo actual. La gamificación, presente en su diseño, hace del aprendizaje una experiencia dinámica y atractiva, motivando a los estudiantes a involucrarse de manera más activa y autónoma en su proceso educativo.

Estamos convencidos de que **"#TAG 2 - Teens Around the Globe"** será una herramienta clave en el desarrollo integral de los jóvenes correntinos, impactando de manera significativa en su formación y su adquisición de habilidades relevantes para su futuro.

Ministerio de Educación
Provincia de Corrientes

#TheyAreBack

#Vocabulary

Animals
Jobs
Food and drinks
Parts of the house
Furniture
Electronic devices
Clothes
Sustainability words
School conflicts

#Grammar

Verb to be: am - is - are
There is/ There are
Present Simple
Present Continuous
Imperatives
Prepositions of time and place
Why/because

#Communication

Talking about school life and activities
Expressing opinions and preferences
Describing ongoing activities
Naming parts of the house

#Emotional-E

1. Who are you?
2. Build your self-esteem.
3. Design a flag that represents you!

#GLOCALE

PODCAST: "Global Classroom Facts"

Listening

Speaking

Reading

Writing



SDG 4:

Quality Education



1 Without looking at the BIG PAGE, can you remember the following?
Write the answers in your notebook.



a. five animals.



c. two types of food or drink.



d. three electronic devices.



b. three jobs/ occupations.



e. fourteen items of clothing.

2 Now, look at the BIG PAGE. Find someone who...

- | | |
|----------------------------------|--|
| a. is 8 years old. | e. is taking care of the patch. |
| b. has got blonde hair. | f. likes sleeping. |
| c. is cooking quince pie. | g. is doing house chores. |
| d. wears glasses. | |



3 Read the dialogue.
Alex, Mía, and Nicole are at Tabaré's house.



Hey guys, it's such a nice day today, isn't it?



Definitely! The sun is shining, and it's perfect for some tereré and snacks.



I'm glad you are all here. This tereré is so refreshing!



Yeah, and these pepas and chipa are delicious. Thanks for sharing, Tabaré.



So, are you all ready for school tomorrow? Second year is going to be exciting!



I can't believe summer break is over. But I really want to see our friends and teachers again.



Me too! I hope we have some fun subjects this year.



Yeah, and maybe we can go on some field trips, too!



Oh, speaking of trips, I would love to travel with you guys!



Me too! During the winter break. How about you?



I would like to explore nature...



That sounds amazing! I would love to explore some new places, too.



Tabaré, would you like some quince pie?



Yes, please, Grandma!



Your grandma's food always smells delicious, Tabaré.



And your mom is so sweet. She helps us prepare for school by ironing our uniforms. She is the best!



Look at me, I'm a dancer! Wanna see my moves?

Wow, Julia! You're so funny!

Alright, let's finish our snacks and enjoy the rest of the day. School is starting, but we can still have fun!

4

Read the dialogue again. What do the underlined words mean?



giving out or reflecting bright light.



very impressive or excellent.



use, occupy, or enjoy (something) with other people.



serving to refresh someone.



Tabaré is worried. He can't find his notebook. Listen to the dialogue and help him find it. Follow the objects around the house in the same order that they are mentioned. Do not go back or pass by any other object.



Find the missing objects. Complete the sentences using the correct prepositions.



- a. Alex's keys are missing. They are...
b. Germán's phone is not in his pocket. It's...

- c. Nicole can't find her backpack. It is...
d. Horacio's glasses are missing. They...
e. It's cold. Silvia needs her scarf. It...



Read Mía's post on InstaShot. Answer the questions:

- a. What special day is it?
b. Who are in the photos?
c. Why are these her favourite photos?
d. Where are they?
e. What are they wearing?
f. What are they doing?



These are my favourite photos. I'm here with my parents. We are wearing traditional Italian clothes, but we are not going to a costume party. Why are we dressed up like this? Because it's an Intercultural Party where different communities participate. It's celebrated in September in the city of Oberá, Misiones. Every year we travel there with my family to be part of this fantastic event. Our family is from Italy and we represent our culture by wearing typical costumes, by dancing Tarantella and by cooking delicious Italian food.



I'm wearing a red skirt, a white blouse, white socks, black shoes, and a black corset belt. I dance Tarantella, which is a very popular dance from the province of Taranto, Italy. In this photo, I'm dancing and my father is playing the tambourine. My mother is serving food to people who come to visit our stand. It's my favourite photo because this event is very special for me and my family. It's an opportunity to learn about different cultures, meet new people, and have fun.



Read the post and choose the correct phrases.

- a. Mía is with her friends / parents / rabbit Amanda in the photo.
b. Mía's post is about a sports competition / birthday party / cultural event.
c. This celebration takes place in May / September / November.
d. Different bands / players / communities participate in the event.
e. Mía is wearing a skirt / trousers / a dress.
f. Mía's father / brother / mother plays a musical instrument.
g. It's an opportunity to learn about nature / sports / cultures.



Now, it's your turn. Choose a personal photo that you really like and write a description in your notebook.

- 1** Alex, Nicole, Mía, and Tabaré are back to school. Who knows more about these topics, students or teachers?
Add three things to each list.

fashion - languages - science - social networks - video games - tests - subjects

Students know more about

Teachers know more about

- 2** Read the preceptor's note to students about homework. Fill in the blanks with the affirmative or negative imperative forms.

Homework is important, and it isn't all bad. Here 's my advice.

- _____ your homework on time. (do) ✓
- _____ late! (be) ✗
- _____ study all the time - have some fun, too! (study) ✗
- _____ all day. (work) ✗
- _____ a lot of breaks. (take) ✓
- _____ to bed late. It isn't good to sleep in class. (go) ✗
- _____ TV and do your homework at the same time. (watch) ✗
- _____ a social club or sports team. Exercise and relaxation are good. (join) ✓
- _____ a lot of good friends. (make) ✓
- _____ a great school year. (have) ✓

IMPERATIVES

- give orders: **Be** silent.
- give instructions: **Press** this button.
- make requests: **Lend** me your book, please.
- give advice: **Drink** water.
- give directions: **Turn** right.

- 3** Now, it's your turn. Write in your notebooks the tips you follow when studying. Add your tips.

✗ Don't memorize

✓ Sleep well

only review notes
underline main ideas
teach someone else
play video games
take too many breaks

watch TV
listen to music
scroll through social media
set a schedule
choose a dark place to study
use diagrams and mind maps

- 4** Alex, Nicole, Mía, and Tabaré are at school. They are listening to a speaker talking about common school conflicts.

S: Hello, everyone. Let's talk about some **serious** problems at school, for example, **bullying**.
M: Yes, a friend is suffering from bullying at our club. It's very **sad**.
S: I'm sorry to hear that, Mía. If this happens, tell a teacher.
N: I think that sports **competitions** can be **stressful**.
S: You're right, Nicole. We need to relax and have fun.
T: **Gossiping** and spreading rumours can be **upsetting**.
S: Absolutely Tabaré because it creates unnecessary conflict.

S: Speaker
M: Mía
N: Nicole
T: Tabaré
A: Alex



A: I believe **group projects** are **annoying** because some members don't work.
S: You're correct, Alex.
N: Sometimes, it's hard to make new friends.
T: Yeah, meeting new people can be **weird**.
S: You are right. Remember, respecting differences is **important**, and listening to each other can help solve problems. Let's make our school an **exciting** place to be. Thank you all.

- 5** Read the dialogue. Match the school situations with these adjectives.



Example: I believe that spreading rumours is irritating.

Bullying
Competition in sports
Spreading rumours
Group project issues
Not having friends

- 6** Order the words to make sentences about other problems at school.

- rude / teachers. / to / Students / are
- someone's / sometimes / homework. / copy / Students
- walls. / graffiti / on / spray / Students
- listen / students. / don't / Teachers / to
- can / exam. / during / cheat / Students / an
- class. / in / phones / mobile / use / Students / always

- 1 Work in pairs. Look at the words in purple in the dialogue. Use these words and/or your own ideas. Act out the conversation.

What do you think of bullying?

I think bullying is sad and scary at the same time.

Asking for opinions

What do you think of...?

Giving opinions

I think ...
I believe ...

I consider ...
In my opinion ...

- 2 Tabaré is texting his friends. Complete the chat with the verbs from the box in the correct tense.

have - revise - listen - do - read - play - buy - prepare - win

10:10

Tabaré
Hi guys! What are you doing? ✓

Mia
✓ Hi 🖐️ I **am listening** to music.

Tabaré
COOL!! ✓

Nicole
Hey! I _____ the shopping with mum. 😊

We _____ some snacks and drinks for Granny's birthday. It's next Sunday. ✓

Mia
🥰 Awww. That's lovely Nic!
✓ A chocolate cake for her!

Nicole
✓ Yes! It's her favourite one! 🍰

Tabaré
Mmm..delicious! ✓

Alex... are you there? ✓

10:10

I think he _____ video games because I can see his avatar online. ✓

Tabaré
🎮 ✓

Nicole
@Tab _____ you _____ your notes for the student council meeting? ✓

Tabaré
Yes! I'm very anxious and nervous, too. 😊
Now, I _____ and _____ our ideas. ✓

Nicole
✓ 👍 You are the best!

Alex
Sorry guys! I _____ a final match in my game and I _____ now! ✓

Good luck Tab! See you tomorrow! ✓

- 3 Tabaré is actively participating in the Student Council Meeting.

Welcome to Temiandú School, a place where we promote democracy and active participation. Lucas, you propose more art workshops after classes. Why?

Because they are important for creativity and imagination.

What can we do about it?

I think it is important to learn about fire prevention. We can have workshops with specialists.

YEAH!

I am impressed by your enthusiasm and interest. Now, let's listen to other students' opinions.

What about you, Tabaré?

I think our forests are in danger. They need protection **because** the fires are destroying them.

Asking for a reason

Why? Why not?

Giving a reason

Because...

- 4 Reread the dialogue and choose the correct option.



a. Why are art workshops important?

1. They are important because they protect the environment.
2. They are important because they help you imagine and create.
3. They are important because they help you stay fit and active.



b. How can we help the environment?

1. We can learn about prevention.
2. We can protect animals.
3. We can save energy.



c. Why are the forests in danger?

1. They are in danger because of illegal agriculture.
2. They are in danger because of deforestation.
3. They are in danger because of heat and flames.

- 5 Make your statements to express reason. Examples:

"I enjoy going to school daily because I learn new things and spend time with my friends."

"I practice yoga because it keeps me fit and calm."

"I take photos because I want to capture moments and stories."



1 Make five sentences following the same emojis. Then, say if they are true to you.

🤖 It's (not)	🐦 My	😬 is (not)	🌈 my	🐦 is (not)
😬 My	🌈 friends	😬 raining	🐦 teacher	😬 TV
🌈 with	😬 watching	😬 today	🌈 chatting	😬 best
🐦 now	😬 here	🌈 online	😬 friend	🐦 talking
🌈 feeling	🐦 bad	🐦 hurts	🌈 great	🌈 the
🌈 They're (not)	🌈 because	🌈 Math	🌈 I'm (not)	🌈 teacher's
🐦 My	🐦 Bullying	🐦 Friday	🐦 is (not)	🐦 chipa
🐦 Today	🌈 My	🐦 mother	🌈 notebook	🌈 is (not)
🐦 is (not)	🌈 are (not)	🌈 on	🐦 cooking	🐦 is (not)
🌈 desk	🐦 it	🐦 people	🌈 numbers	🌈 favourite
🌈 subject	🌈 my	🐦 because	🌈 I	🌈 love

#TRACKRECAPADVENTURES

Go to <https://www.mec.gob.ar/>, solve the recap activities, and get to the next place.



#GLOCAL-E

PODCAST



1

Look at the pictures related to the podcast and predict the title. Then, listen and check.

- School Conflicts.
- Global Classroom Facts.
- Secondary Schools in Argentina.



2

Listen to the podcast about school systems around the world.

SDG 4



Info

1. Lilian Sainz: Primary School Teacher from Corrientes, Argentina.



Info

2. Klaus Weber: a dedicated high school teacher from Munich, Germany.



Info

3. Kwame Adebayo: an enthusiastic teacher from Accra, Ghana.





Listen to the podcast and follow the rules:



- stand up if you listen to a country. Name the country.
- clap your hands if you listen to a subject. Draw the subject.
- snap your fingers if you listen to a month of the year. Spell the month.
- touch your head if you listen to a number. Write the number in your notebook.



Listen to the podcast and draw 😊 for YES or ☹️ for NO.

- In Argentina, the school year starts in January.
- German students choose between "Sekundarschule" and "Gymnasium" after primary school.
- Argentinian students go to school five days a week.
- Students in Germany wear uniforms.
- In Germany, the school year starts in November.
- African students only attend school from Monday to Thursday.
- Students in Ghana wear uniforms representing their schools.
- African education in Ghana promotes culture and local languages.
- German education combines tradition with technology.



Draw the chart in your notebook, listen to the podcast again, and write the information. Then, add a place you know, provide the necessary information, and write a short paragraph about education there.

City / Town	Country	Flag	Number of school hours	Dress code	Main Subjects	Main topics
Accra	Ghana					
Munich						
Corrientes						
Your own						

#Emotional-E



Who are you?

Sometimes, this is a really difficult question for us to answer. Copy in your notebook and complete these prompts in any way you like. Think, and write down the first thing that comes to your mind.



I am someone who ...



Build your self-esteem

Notice your strengths! Name:

2 things about your character

2 things you are good at

2 positive words or phrases that you love

2 things you like about yourself



Design a flag that represents you!



#TeamWork

#Vocabulary

Sports
Healthy habits
Meals
Food and drinks
Parts of the day

#Grammar

Definite and indefinite articles: a/an, the
Singular and plural nouns
Countable and uncountable nouns
Compound nouns
Adverbs of frequency
Present Simple
Present Continuous
Punctuation

Listening

Speaking

Reading

Writing

#Communication

Naming sports
Suggesting healthy habits
Describing meals
Giving opinions
Identifying parts of the day

#Emotional-E

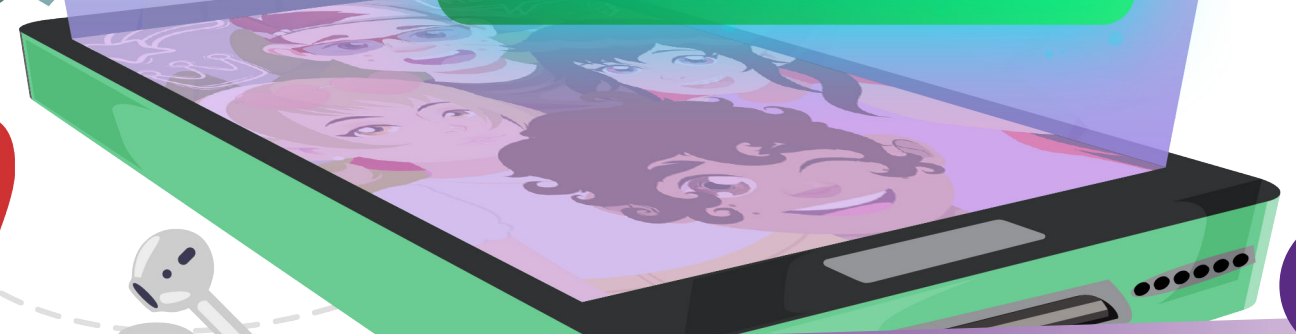
1. Self-care activities.
2. What is empathy?
3. Artwork time!

SDG 3:

Good health and well-being

#GLOCAL-E

PODCAST: "World Sport Games"





1 Without looking at the BIG PAGE, can you remember the following?

- | | |
|--------------------------------------|-----------------------------|
| a. How many students are running? | d. Who is doing taekwondo? |
| b. Where is Franco? | e. Is there a photographer? |
| c. What colour is the healthy stand? | f. Are there any animals? |

2 Now, look at the BIG PAGE. Find something beginning with...



3 Read the poster. What is each paragraph (1-4) about?
Nicole is reading a poster about healthy habits.

Healthy Habits

1 It's essential to eat the right food. We need to eat five different kinds of fruits and vegetables every day. Drinking water is good for us and we need to drink around eight glasses a day. Cake and sweets can be bad for our teeth, too.

2 Exercise is good for our bodies. We can ride bikes, walk, run, and swim. We can play sports like football, basketball, and hockey. It's important to move our bodies to be healthy.

3 Our bodies need to rest as well. It's important for teenagers to get around eight hours of sleep every night.

4 Every time you buy a product, check its food labels. They provide information about how healthy the food is.

- 1
- The Role of Water in our Diets.
 - The Power of Healthy Eating.
 - The Best Fruits and Vegetables.

- 3
- Our Bodies Need to Rest, too.
 - Meditation before Sleeping.
 - Dreams and Nightmares.

- 2
- Games and Competitions.
 - Sports Injuries.
 - The Benefits of Moving our Bodies.

- 4
- Understanding Food Labels.
 - Cooking Tips.
 - Food Packaging.

4 What about your habits? Copy the chart in your notebook, read and ✓.

HABITS	Always	Usually	Often	Sometimes	Hardly ever	Never
I eat fruits and vegetables.						
I exercise and play sports.						
I drink enough water.						
I sleep 8 hours a day.						
I check the food labels.						

5 Work out your score. Sum up your results. Go to page 62 and find out how healthy you are.

Always: 6	Usually: 5	Often: 4	Sometimes: 3	Hardly ever: 2	Never: 0
	6			3	
	5			2	
	4			0	

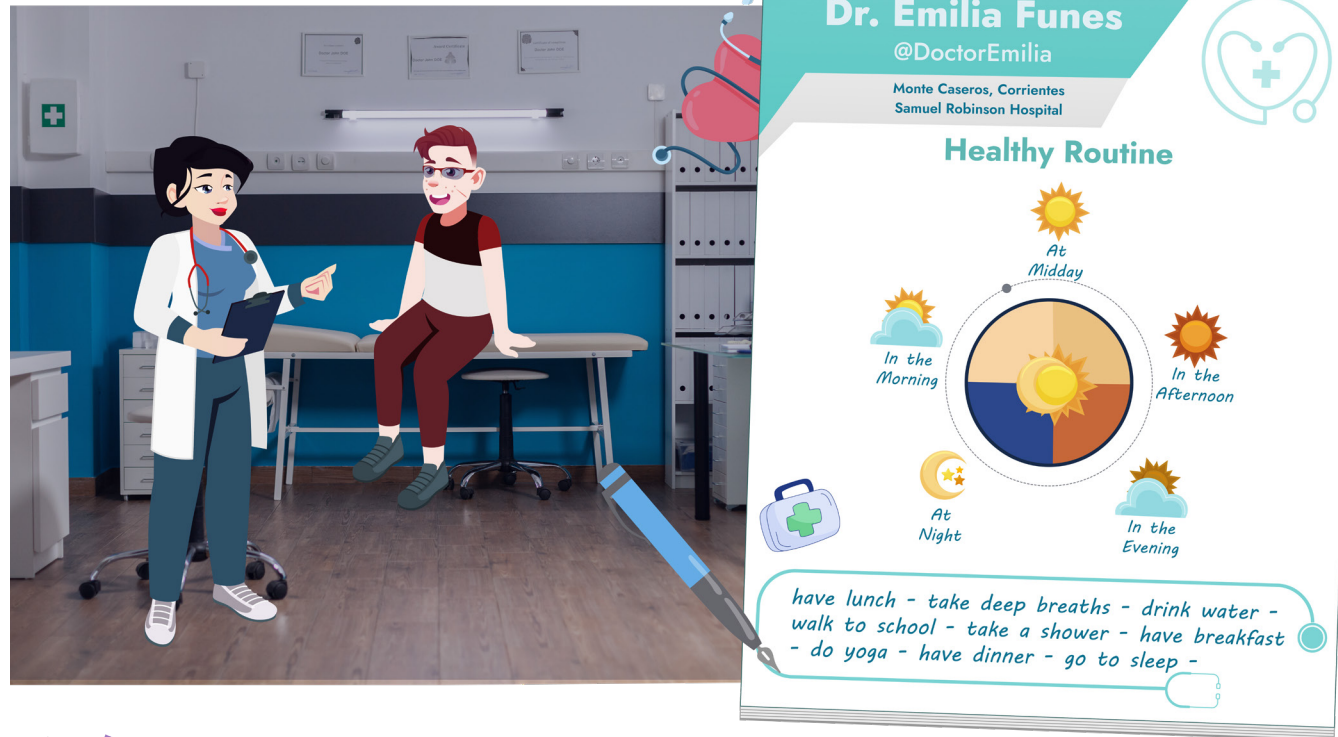
6 Share your results with the class.
Example:

I have 11 points. My habits are unhealthy. I need a change! Nicole's mother can help me.



- 1** Listen to the dialogue. Copy Dr. Emilia's prescription paper in your notebook. Classify the actions according to the time of the day.

Alex goes to see Doctor Emilia for some advice.



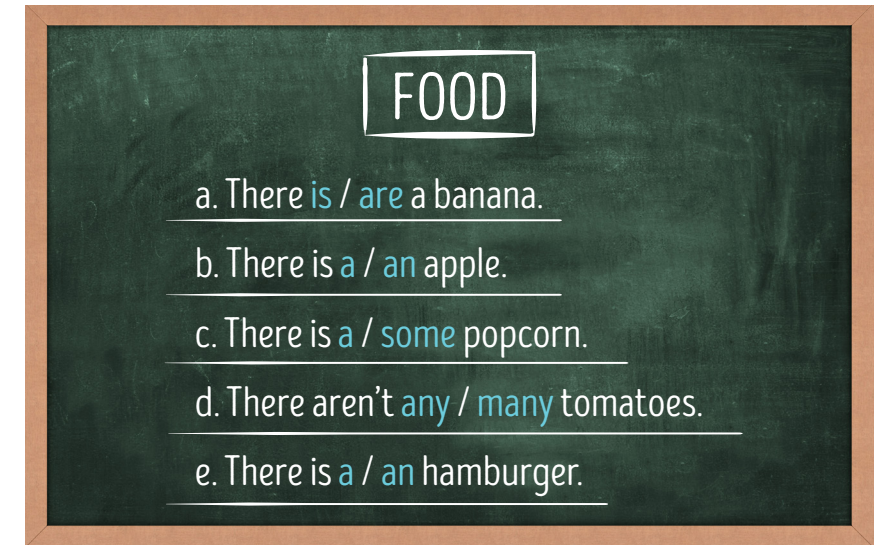
- 2** In your notebook, create your healthy routine for each part of the day.

- 3** Look at the picture, classify the food and write the list/s in your notebook.



COUNTABLE NOUNS	UNCOUNTABLE NOUNS	QUANTITY
<ul style="list-style-type: none"> Can be counted An apple, a book 	<ul style="list-style-type: none"> Cannot be counted Sugar, water 	Countable nouns There is a melon. There is an orange. There are some/a lot of oranges. There aren't any/much oranges.
<ul style="list-style-type: none"> Can take singular or plural verbs 	<ul style="list-style-type: none"> Always take singular verbs 	Uncountable nouns There is some/a lot of rice. There ins't any/much rice.

- 4** Look at the picture again and choose the correct word. Read your sentences.



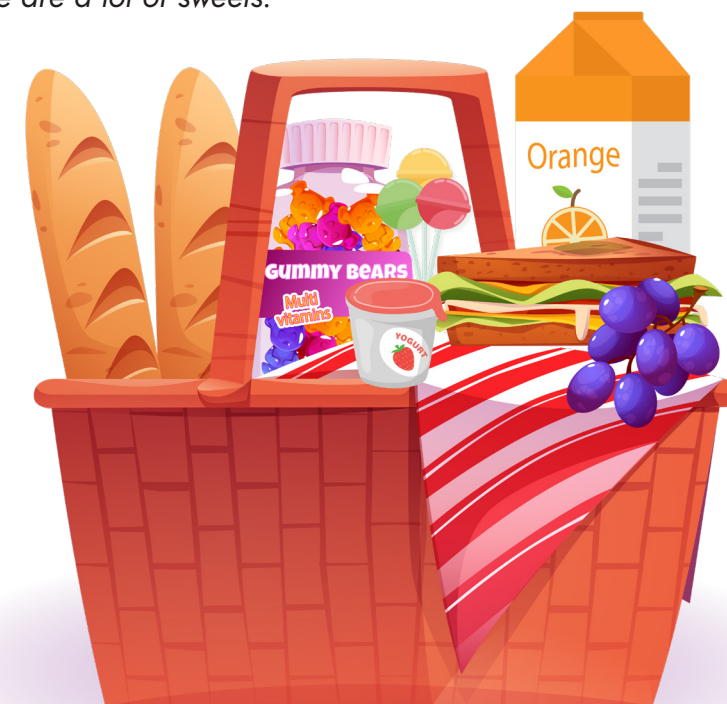
- 5** Look at the picture again for a few minutes. Close your book and tell a friend what the people are doing. Example:

A man is eating a hotdog.



- 6** Now, it's your turn. Look at the basket and write sentences in your notebook. Example:

There are a lot of sweets.

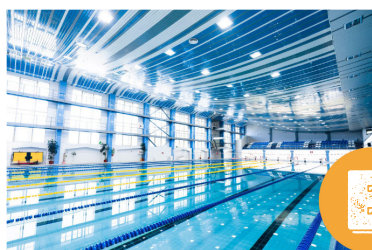


1 Match the pictures to these compound nouns. Then, listen, check, and repeat.

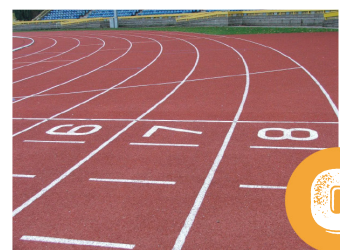
- | | | | |
|---|---|---|---|
| <input type="checkbox"/> RACING TRACK | <input type="checkbox"/> SPORTS CENTRE | <input type="checkbox"/> TENNIS COURT | <input type="checkbox"/> VOLLEYBALL NET |
| <input type="checkbox"/> FOOTBALL FIELD | <input type="checkbox"/> BASKETBALL COURT | <input type="checkbox"/> FOOTBALL BOOTS | <input type="checkbox"/> TAEKWONDO BELT |
| <input type="checkbox"/> SWIMMING POOL | <input type="checkbox"/> HOCKEY STICK | <input type="checkbox"/> TENNIS RAQUET | |



A



B



C



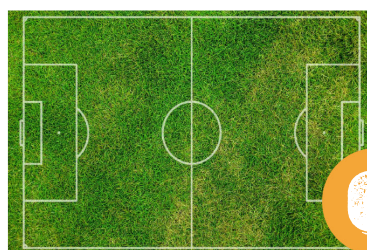
D



E



F



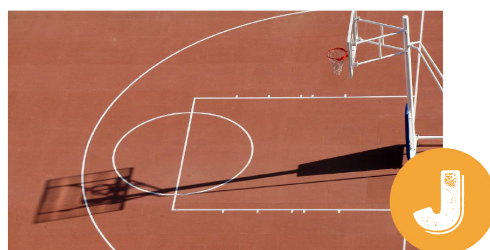
G



H



I



J



K

2 Look at the pictures again. Make sentences using these compound nouns. Example:



The tennis court has got a net.

3 Copy the black and white octagons in your notebook. Put the sports in the correct column below them.

SPORTS

archery · football · hockey
cycling · snowboarding
athletics · gymnastics
swimming · basketball
horse-riding · judo · skiing
tennis · taekwondo
volleyball

Play	Go + ing	Do
basketball	horse-riding	archery

4 Complete the sentences with **play**, **go**, and **do** using the correct verb form.

- Alex ? skating in the local park after school.
- Tabaré ? taekwondo every afternoon.
- Nicole ? hockey with her cousins.
- Mía and Alex ? gymnastics together at the gym.
- Silvia ? swimming every morning to stay healthy.
- Franco ? tennis at the sports centre.





1

Work in pairs. Student A looks at chart A. Student B looks at chart B on page 62. Take turns to guess what the person is doing.



Nicole is playing tennis.

No, try again.



	A	B
1		
2		

	A	B
1	Mía.	A girl.
2	Tabaré.	Alex.



2

Read the Inter-School Competition poster and say what sports the sentences refer to.



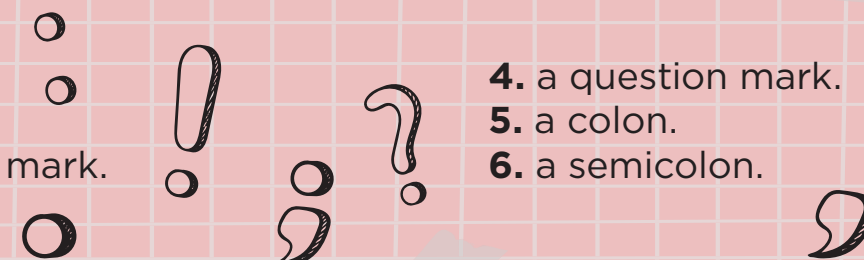
- Shoot and score on the **basketball court**.
- Fasten your **taekwondo belt** and be ready for your best **sidekick**.
- Score and lead your team to glory on the **football field**.
- Run like the wind on the **racing track**, and break records with your speed.
- Hit the ball with your **hockey stick** and shine with your team.



3

Read the poster again and find:

- a full stop.
- a comma.
- an exclamation mark.
- a question mark.
- a colon.
- a semicolon.



- 1 Listen to the dialogue. Choose the correct options.
Alex and Mía are reading the poster.

a. What is the topic of the conversation between Alex and Mía?

 A school project
 An inter-school competition
 A new movie
 Their favorite books

b. How does Mía feel about it?

 Indifferent
 Excited
 Bored
 Scared

c. What is the event about?

 Science
 Sports
 Art
 Music



- 2 Complete the following sentences in your notebook.

- Alex and Mía are excited about an ? competition.
- The competition is related to ? .
- They plan to inform their ? and start training.
- This is an ? event.
- Alex says that Temiandú School has ? and ? .

- 3 Listen and write the questions for these answers in your notebook.
Mía is applying for the inter-school competitions.



XXII Corrientes
Inter-School Competitions

I am 13 years old.

I am 1 metre and 62 centimetres tall.

No, I don't drink alcohol.

No, I don't smoke.

Yes, I exercise regularly.

I run.

No, I don't have any illnesses.

Yes, I drink enough water.

In an emergency, contact my mother on 377587453.

- 4 Look at the words related to sports on page 35. Choose three activities you like. Why do you like them?



Reason

I like hockey because it's an active sport that requires skill and teamwork.



1 Look quickly at the text. What type of text is it?

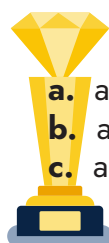
- a. A scientific article.
- b. A comic.
- c. A blog post.



2 Read and choose the correct option.

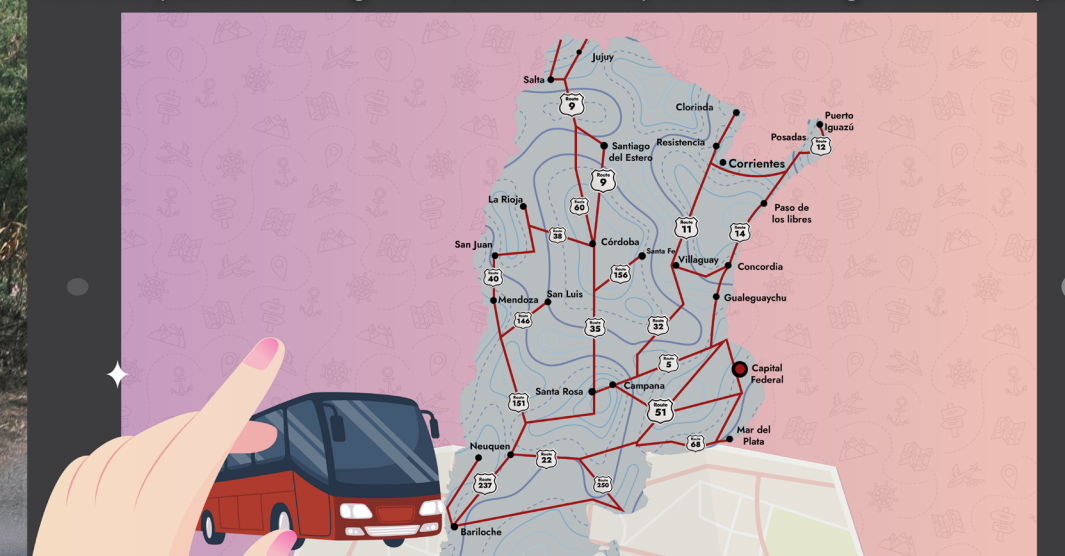
The students travel to Buenos Aires because they are the winners of:

- a. a Talent Show.
- b. a Science Fair.
- c. an Inter-School Competition.



#TRACKRECAPADVENTURES

Go to <https://www.mec.gob.ar/>, solve the recap activities, and get to the next place.



#GLOCAL-E

PODCAST



1 Look at the pictures related to the podcast and predict the title.

- a. Healthy habits.
- b. Sports Centres.
- c. World Sports Games.

2 Listen to the podcast and check your predictions.

SDG 3



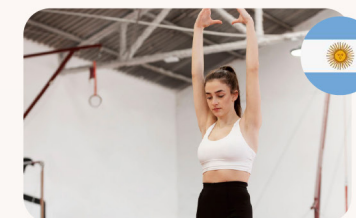
Info

1. Paul Dupont: French runner



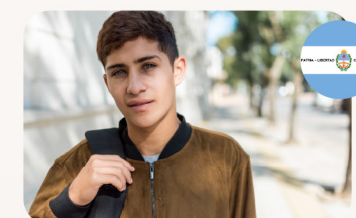
Info

2. Aldana Quiroga: Argentinian Gymnast



Info

3. Gonzalo Rodriguez: Correntinian swimmer





Listen to the podcast again and choose the best option.

- What is Paul's dream as an athlete?

- a) To participate in the National Evita Games.
- b) To compete in the Olympics.
- c) To be the best athlete in France.
- d) To win all the competitions.

- How old is Aldana?

- a) 40
- b) 18
- c) 14
- d) 15

- What does Gonzalo like about swimming?

- a) The teamwork.
- b) The challenge of being alone with the water.
- c) The creativity in routines..
- d) The training.



Listen to the podcast once more and say if it is True or False.

- Paris is the host city of next year's Olympic Games.

- a. True
- b. False

- In the sentence: "It's very **challenging** because it's just me and the water.", the word **challenging** means: easy.

- a. True
- b. False



Read the following questions and discuss them in groups. Share your answers with the class.

- a. Is it easy to be an Olympic athlete? Why?
- b. What sports are popular in your country?
- c. Do you practice any sports or activities?
- d. Do you know of any other Olympic competitions?



#Emotional-E

1 Self-care activities.

Tick or cross the activities that you do every day

- I sleep 8 hours or more.
- I exercise.
-I eat healthy food.
-I drink enough water.
-I always take breaks from social media.



-I do things to feel happy.
-I spend time outside.
-I hug a pet or a friend.
- I laugh.



2 What is empathy?

Empathy is the act of understanding, being aware of, and sensitively experiencing the feelings, thoughts, and experiences of another person.



Think about this definition and tick the correct statements:

-You can imagine what another person is feeling.
- You don't care about your friends
- You show compassion and care for others.
- You are confident to stand up for your friends.
- You are rude to your teachers.

Answer this question in your notebook:
What is empathy for you?



3 Artwork time!

Finish the comic. Think about a situation to promote empathy.



#TangoTales

#Vocabulary

Traveling
Tourism
Ecology
Sustainability

#Grammar

Prepositions of time
Prepositions of space
Environmental verbs
Imperatives
Simple Past - to be

#Communication

Giving directions
Describing places
Talking about climate action
Identifying environmental verbs
Agreeing and disagreeing
Giving information about an itinerary

#Emotional-E

1. Positive vibes
2. Secret message
3. School year reflection

#GLOCALE

PODCAST: "Green Talk"

 Listening

 Speaking

 Reading

 Writing



SDG 13:
Climate action





1

Look at the BIG PAGE for a few minutes. Close your book. Can you remember the following? Say Yes or No.

- Alex is wearing a cap.
- Mía is taking photos of the Obelisco monument.
- There are five bicycles.
- Franco is looking at a map.
- There is a lot of rubbish.
- It's a partly cloudy day.
- Some students are drinking water.



2

Complete the words related to Climate Action with the corresponding vowels, and then, find them in the BIG PAGE.

a. S?L?R P?N?L



d. B?K? R?CKS



b. R?CYCL?NG B?N S



e. G R??N S P?C?S



c. H??LTHY ST?T??N



f. ?L?CTR?N?C D?SPL?Y B??RD



3

Read the dialogue and solve the quiz.



Hey guys, we're finally in Buenos Aires! This city is amazing.

Totally! And look at these tall buildings. Buenos Aires is so different from Corrientes. What do you want to see first?



The Obelisco Monument, Mayo Square, and the Casa Rosada. I want to know about these historical places.

Great! There are iconic neighbourhoods like San Telmo and La Boca. I cannot wait to see them!



Look! There are recycling bins, bicycle tracks, and green spaces. The bus stations and the traffic lights have got solar panels. That's great!

Yeah! Buenos Aires is a really eco-friendly city. Amazing!



True! We can take these ideas back to Corrientes.

Absolutely. Let us enjoy the city, but also learn and take positive changes home.



- What are the three places Tabaré wants to visit first?
- Name two iconic neighbourhoods Nicole mentions.
- List two eco-friendly actions in Buenos Aires.



4

Match the words (1-6) and meanings (a-f) in your notebook.

1. The Obelisco.

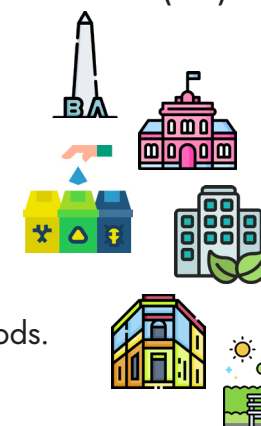
2. The Casa Rosada.

3. Recycling bins.

4. Eco-friendly city.

5. Iconic neighbourhoods.

6. Green spaces.



a. City spaces with plants and trees.

b. Containers for recycling materials.

c. Famous and important locations.

d. A historical monument in Buenos Aires.

e. The official place where the president works.

f. A city with green practices.



5

Look at the travel itinerary and answer the following questions.

Travel

ITINERARY

1 DAY

MONDAY

Leave at: 8:15 a.m. (bus)

Morning: visit Mayo Square

Lunch: La Vaquita Restaurant

Afternoon: Chinatown

Dinner: Food Trucks

Return at: 9 p.m. (hotel)

2 DAY

TUESDAY

Leave at: 9 a.m. (bus)

Morning: visit Colón Theatre

Lunch: El Bodegón Bar

Afternoon: La Boca

Dinner: Abasto Shopping Centre

Return at: 9:30 p.m. (hotel)



- What time does the bus leave the hotel on Monday?
- Where do they go on Monday morning?
- Where do they have dinner on Monday?
- What place do they visit first on Tuesday?
- What are the lunch plans for both Monday and Tuesday?
- What is the afternoon destination on Tuesday?
- When do they go back to the hotel on Tuesday?



6

Look at the travel itinerary again and make true sentences in your notebook. Use these prepositions of time.

Prepositions of time

in 2005 / February

on Sunday / 22nd June

in the morning / the afternoon / the evening

at 7 o'clock / night / midnight

Examples:

The bus leaves at 8:15 a.m.

They visit La Boca on Tuesday.



1

Read the dialogue and choose the correct answers.

Alex wants to visit the Planetarium. He asks the tourist guide for information.



Good morning. **Can/Do** I help you?



Yes, please. I want **visit/to visit** the Planetarium. How much **are/is** the tickets?



They're \$500 for students and \$300 for **child/children**.



What time **it opens/does it open**?



The opening hours are 11 am to 5 pm from Monday to Sunday.



Where **it is/is it**?



The entrance to the Planetarium is on Sarmiento Avenue.



And how **I can get/can I** get there?



You can take the underground and then walk or get a bus.



Thank you very much!



2

Read the dialogue again and complete the following tasks.

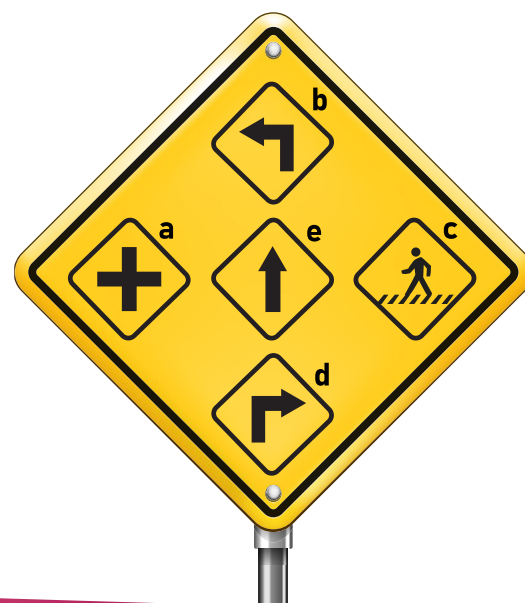
a. Ticket Pricing Puzzle: Calculate the total cost for a group consisting of nineteen students and three children.

b. Opening Hours Challenge: Identify the number of days of the week when the Planetarium is open and calculate the total number of its operating hours.



3

Match the directions (1-5) with pictures (a-e).



4

Listen and put the instructions in the correct order.

It's Wednesday and the group has a day off. They want to visit the Planetarium. They are in Alto Palermo Shopping Centre. Franco asks the GPS to get to the Planetarium.

1. Walk to Bulnes Underground Station.
- (...) Go straight to Sarmiento Avenue for 3 blocks.
- (...) Get off the underground at Plaza Italia Station.
- (...) Turn right and cross Sarmiento Avenue.
- (...) Enjoy your visit!
- (...) Turn right and there is The Galileo Galilei Planetarium.
- (...) Take the underground to Congreso de Tucumán Station.
- (...) Walk through Plaza Italia for 4 blocks up to Sarmiento Avenue.



5

Listen again and say if this sentence is True or False.

The recommended mode of transportation to reach the Galileo Galilei Planetarium is the underground.



6

Work in pairs. Act out the conversations.



Let's go to the Colon Theatre.

Because it's exciting.

Why?

What can we see there?

We can see the ballet.

No, thanks! I do not like ballet.

Let's go to the Planetarium.

Why?

Because it's interesting.

Yes, I like it! How much is the ticket?

It's \$500 for students.


Ok!



1 Read and match the questions to the correct answers.

Fact File

The Obelisco



- What can tourists do?
- What is it?
- What is special about it?
- How high is it?
- Where is it?

A?

The Obelisco is on 9 de Julio Avenue, in Buenos Aires.

B?

It's a prominent monument. It is in the heart of Buenos Aires, Argentina.

C?

The Obelisco is 67 meters tall.

D?

Visitors take the stairs to the top of the monument for a panoramic view of the city.

E?

The Obelisco is important for Argentina because it represents its history.

2 Design your Fact File about the Casa Rosada in Buenos Aires in your notebook. Use these questions to help you.

- Where is Casa Rosada located?
- How old is it?
- What can visitors explore inside it?
- In which square is Casa Rosada situated?
- What is the distinctive colour of this building?

3 Write a paragraph about a popular tourist attraction in your city. Use all the previous questions to help you.



What is it?



What can tourists do there?



Where is it?



What is special about it?

4 Look at the pictures and complete the containers with the words from the box.

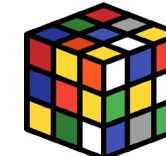
paper - glass - plastic - metal - wooden

- a. a ... box b. a ... can c. a ... bag d. a ... bottle e. a ... jar f. a ... T-shirt



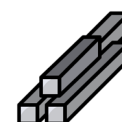
5 What do we need to make...?

- a. a light bulb.
We need glass.
b. a newspaper
c. a ring
d. a Rubik's cube
e. a chair



6 Which words do the sentences refer to? Use the clues to help you.

metal - light bulb - bottle - glass - newspaper - jar - plastic - bag



- a. You use this to drink water. **bottle.**
b. You turn this on to illuminate a room.
c. You use this to read information and news.
d. You can recycle this to help the environment.
e. You use this to carry groceries.



7 Identify and classify the waste you see in the picture. Talk to your friend and decide which their corresponding bin is.



EXAMPLE: A: THIS IS AN APPLE. B: PUT IT IN THE BLUE BIN FOR RECYCLABLES.

1 What about you? Ask and answer questions.

What do you recycle?
What do you throw away?

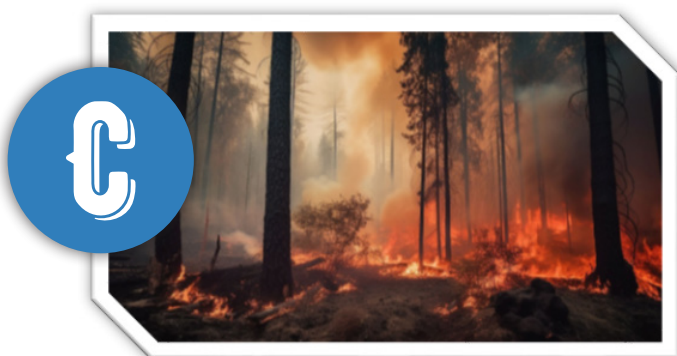


Example:
I RECYCLE PAPER.
I THROW AWAY ORGANIC FOOD.

2 What is the environment? Choose the best definition.

- a "The environment is only the air we breathe."
- b "The environment is about animals and plants."
- c "The environment is only important for animals, not for people."
- d "The environment is everything around us – the air, water, land, plants, and animals."

3 Look at the photos (A-D). What environmental problems do they show?
Nicole is looking at an electronic display board in the Planetarium.



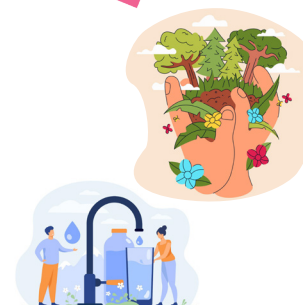
forest fires flooding pollution drought

4 Listen to a conversation between the students and say who: Tabaré (T) Carla (C) or both (B).

Tabaré meets a student at the Planetarium.

lives in a big city. **a** wants to make a change.
lives near the river. **b** thinks drought is bad.
c is worried about forest fires.

5 Match the pictures to these phrases. Then, listen, check, and repeat.



- a. Don't **waste** water.
- b. **Protect** our rivers.
- c. **Recycle** paper.
- d. **Reuse** old things.
- e. **Save** the forests.

6 Complete the sentences with verbs from the previous exercise.

- a. Don't **waste** water.
- b. ... clothes again and again.
- c. ... trees. Save the
- d. Be green. ... paper.

7 Work in pairs. Student A reads out a phrase below. Student B draws the phrase in his notebook. Change roles.

01
OPTION

Protect our forests

05
OPTION

Reduce plastic waste

02
OPTION

Don't pollute the river

06
OPTION

Save electricity

03
OPTION

Reuse old things

07
OPTION

Compost kitchen waste

04
OPTION

Plant more trees

08
OPTION

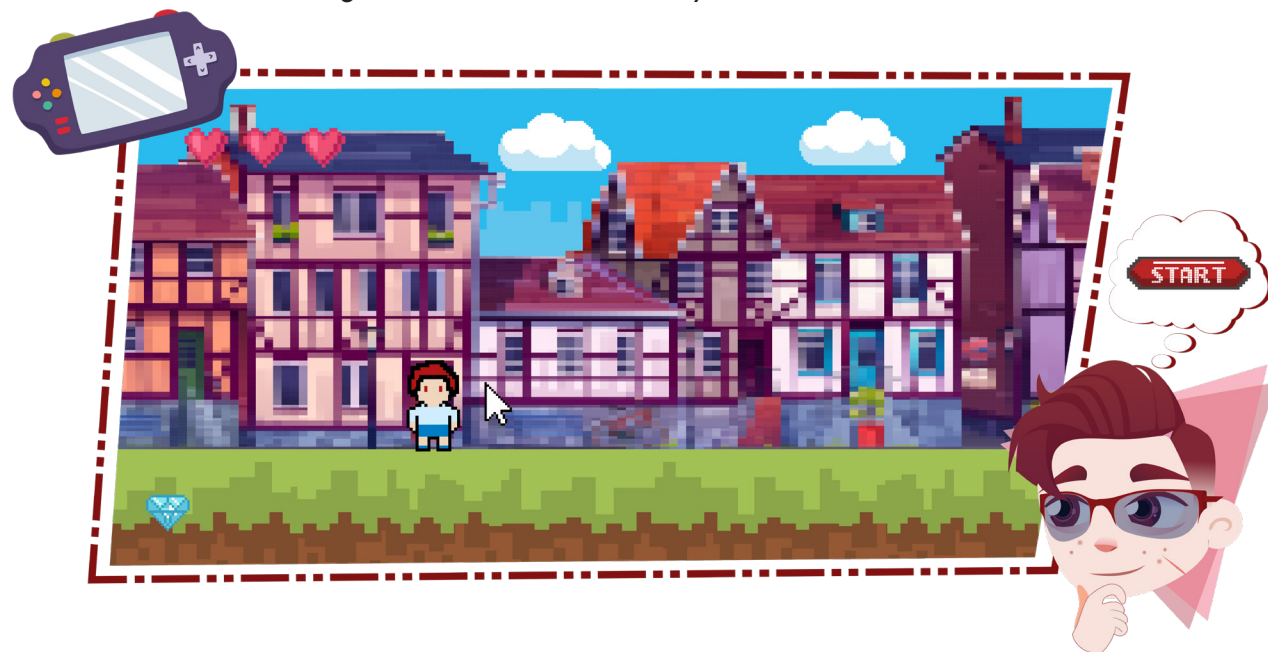
Opt for reusable bags



1

Read and complete with the words in the box.

Alex is thinking about his ideal virtual city.



game - bike - bins - avatar - trees - racks - aren't - big - is - buildings

My virtual city is CoolCity. It's not **big**, but it's good for nature because it **?** eco-friendly. There are green spaces with **?** and big houses with gardens, recycling **?**, and solar panels to save energy. There **?** any restaurants or shops, but there are tall **?** with offices because people work there.

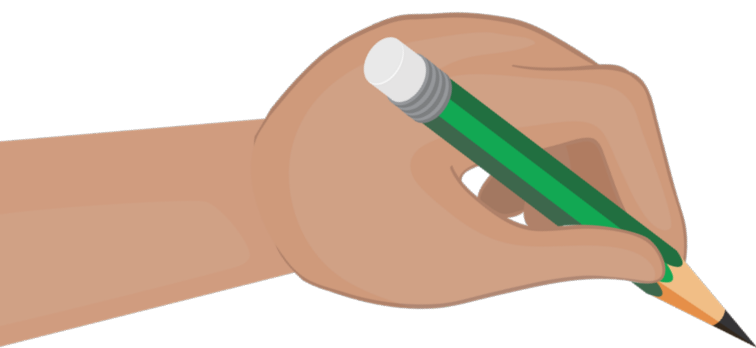
I have got an **?** or virtual identity, and I work in a building next to the park. I'm a **?** designer in CoolCity. I love my job because I can create and play games. I ride my **?** to work to help the environment and park it in the bike **?**. I like clean cities!

Now, can you tell me about your virtual city and who you are there?



2

Draw or create a visual representation of CoolCity based on the text. Include elements like green spaces, big houses, recycling facilities, solar panels, tall buildings, and bike racks.



3

Write about your virtual city and your avatar. Use some of these words and phrases.

My virtual city is called...

//There is... //It hasn't got...
//There isn't... //It's near/next to/
//There are (some) behind...
//There aren't (any) //I'm a
//It's got... //I work in ...



4

Write a Haiku, a traditional form of Japanese poetry consisting of three lines. Choose any of the sentences.

Tabaré likes Haikus.



The planet needs our help - Prevent fire in forests - Stop pollution

Recycle and reuse - Be green - Protect the planet - Rivers cry

Earth is in pain - Nature needs our help - Trash on the floor - Trees are sad

Help Earth, make it clean - Plastic in the sea - Loud machines, no songs - Stop noise

Save Earth, set it free - Animals lose their home - Be a green friend, please

Simple Past - to be

Affirmative

I was happy.

You were in Salta.

They were delicious.

Negative

I wasn't worried.

You weren't in Alvear.

They weren't nice.

1 Read Mía's post about the trip to Buenos Aires. Complete the post with was, wasn't, were, or weren't.

dancing.mia

Buenos Aires, Argentina

Wonderful trip to Buenos Aires with my friends Nicole, Alex, and Tabaré, plus classmates and our dear Franco! I alone! We so excited! — Plaza de Mayo, the Obelisco, Casa Rosada, Teatro Colón, and the Planetarium..... incredible. 🏰🇺🇸 Meals at bars and food trucks..... delicious. 🍷🛍️ Teatro Colón.... a dream — Nick and I really excited about the ballet! 🦸 The dancers amazing. This trip an unforgettable experience. We learned about the importance of preserving the environment and having a green city. 🌱🌍 #BuenosAiresAdventures #TeatroColonMagic #GreenCity

dancing.mia

Buenos Aires, Argentina

dancing.mia

Buenos Aires, Argentina

#TRACKRECAPADVENTURES

Go to <https://www.mec.gob.ar/>, solve the recap activities, and get to the next place.



#GLOCAL-E

PODCAST

1 Look at the pictures related to the podcast and predict the title.

- Eco-friendly Schools.
- Global Waste.
- Green Talk.

2 Listen to the podcast and check your predictions.

SDG 13

Info

1. Candela Arias, the Eco-Guardian Student from Corrientes, Argentina.



Info

2. Riley Moore, the Planet-Caring Student from Ontario, Canada.



Info

3. Devrim Gilmas, the Green-Hearted Student from Istanbul, Turkey.





1

Complete the chart with the students' information.

	Riley Moore FULL NAME		Xxxxx Xxxxx FULL NAME		Xxxxx Xxxxx FULL NAME
Xxxxx	Xxxxxxxxx	Argentinian	Xxxxxxxxx	Xxxxx	Green club at school
NATIONALITY // ENVIRONMENTAL ACTIVITY		NATIONALITY // ENVIRONMENTAL ACTIVITY		NATIONALITY // ENVIRONMENTAL ACTIVITY	



2

Create bingo cards using the vocabulary from the podcast and play in groups.

ARGENTINA	COMPOSTING	BAGS	ENVIRONMENT	SCHOOL	REDUCE	PEOPLE	TURKEY	IDEAS
WORLD	POLLUTION	GARDEN	CANADA	PLASTIC	BINS	SAFE	PODCAST	SHADE
COMMUNITY	EPISODE	SOIL	RECYCLE	GREEN	WASTE	PROGRAMME	CLASSMATES	TRESS



3

In pairs, make a poster with four slogans about the environment. Examples:



#Emotional-E

1 Positive vibes

Plan and create a “#DoSomethingCampaign”

- It's all about giving people something to smile about.
- Write down positive things, phrases, and inspirational quotes to spread positive vibes for you and your classmates around the school.
- Design a poster and share it with your classmates.



2 Nature journal

Keep a nature journal for a week. Document your observations of the natural world around you, noting details about plants, animals, weather, and landscapes.

My nature journal

- | | |
|--|--|
| <p>Plants:</p> <p>Pretty flowers, lots of colours!</p> | <p>Landscapes:</p> <p>There is a plastic bottle on the path, we need to keep nature clean.</p> |
| <p>Animals:</p> <p>Birds singing in the trees.</p> | <p>Weather:</p> <p>Sky full of clouds and stars.</p> |

3 Positive vibes

Complete these sentences about your school year and plans for summer.

- | | |
|--|--|
| <p>THIS SCHOOL YEAR WAS...</p> <p>MY CLASSMATES WERE...</p> <p>MY FAVOURITE TEACHER WAS...</p> <p>MY FAVOURITE SUBJECT/S WAS/WERE...</p> <p>MY FAVOURITE DAY/S WAS/WERE...</p> | <p>THIS SUMMER, I PLAN TO...</p> <p>NEXT SCHOOL YEAR, I PLAN TO...</p> |
|--|--|

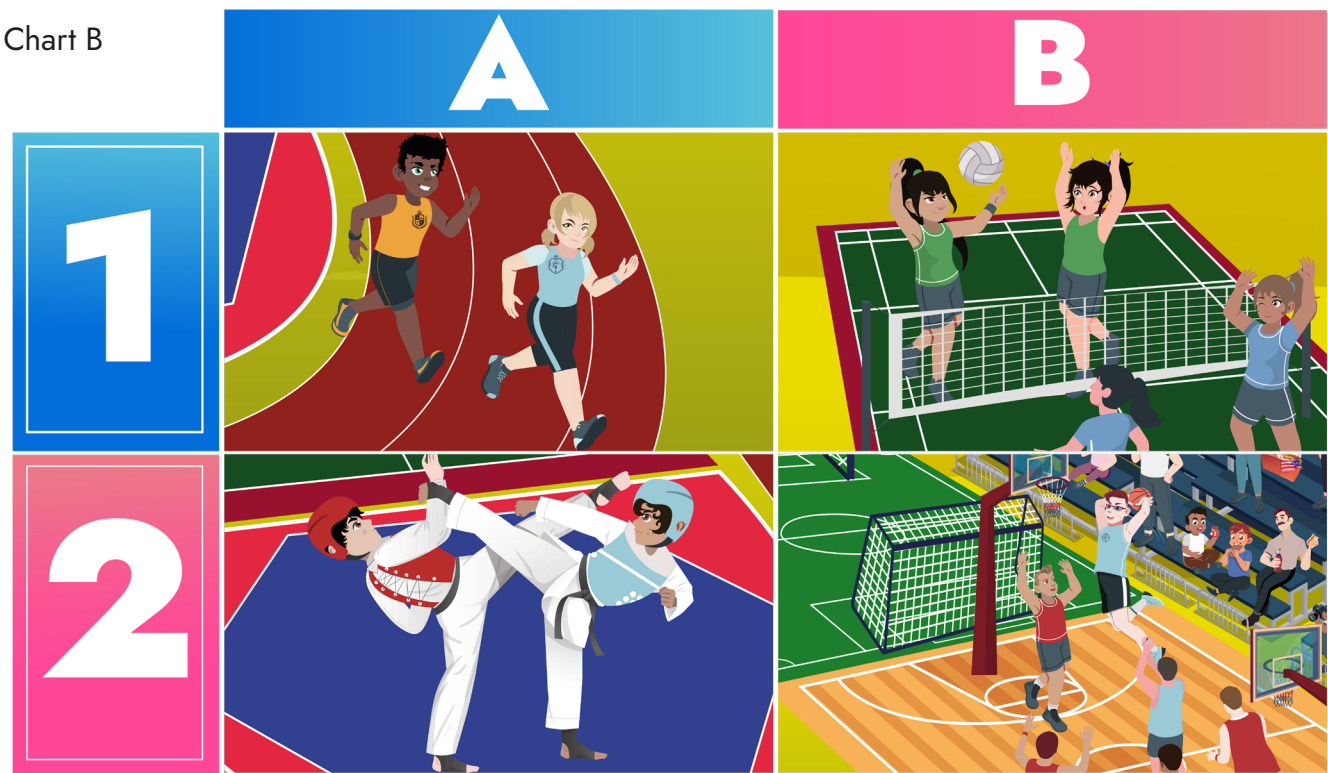
#Communication activities

Episode 2
Exercise 5 (page 31)

Final scores:
0 - 11 = Oh, no! These are unhealthy habits. You probably feel tired and sleepy a lot of the time. You need to consider changing your lifestyle.
12 - 21 = These habits are OK. You are doing well, but it's important to keep on like this.
22 - 30 = These are very healthy habits. Well done! You probably feel fit and happy every day.

Episode 2
Exercise 1 (page 36)

Chart B



	A	B
1	Franco.	The boys.
2	The nurse.	The man with the camera.

AGRADECIMIENTO

Expresamos nuestra profunda gratitud a la Prof. Graciela Alejandra Tutuy, cuyo compromiso y experiencia fueron invaluablees como miembro destacado de la Comisión Redactora de este libro. Su influencia perdura en cada página, y su ausencia deja un vacío que nunca podrá ser llenado. Apreciamos sinceramente su dedicación y la huella imborrable que ha dejado, no solo en este proyecto, sino también en cada uno de los profesores a quienes formó.

Su memoria vivirá eternamente en nuestros corazones.

Coordinación de Educación Intercultural Bilingüe

#T.A.G2

Teens Around the Globe

Temiandú School



CORRIENTES
somos todos!

MINISTERIO DE EDUCACIÓN

ISBN 978-987-8261-14-0



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