

#T.A.G

Teens Around the Globe 🌐

Student's Book





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CORRIENTES
somos todos!

#TAG - Teens Around the Globe

Student's book

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CORRIENTES
somos todos!



Prólogo

Lograr una educación de calidad para todos los estudiantes de Corrientes es el camino para avanzar hacia el desarrollo, modernización e inclusión social, los tres ejes marcados por los programas y políticas educativas que este Ministerio fomenta en todos los niveles.

TAG - Teens Around the Globe es parte de la apuesta por una educación de calidad e inclusiva, fruto del trabajo desinteresado de un grupo de docentes de excelencia que se desempeña en la provincia. Ellos representan el compromiso de los docentes correntinos para una transformación que sucede en la escuela y principalmente, en el aula.

TAG es una publicación destinada a los actores institucionales involucrados en el primer año del Ciclo Básico del Nivel Secundario, enmarcada en el Diseño Curricular Jurisdiccional y que permitirá una mejora en las prácticas áulicas ya que está contextualizada a nuestra provincia, la cual tiene características diversas, multiculturales y plurilingües, pocas veces contempladas.

TAG - Teens Around the Globe, tiene como personajes principales a cuatro adolescentes que ingresan a primer año del secundario. Uno de ellos es oriundo de Uruguay. Los jóvenes se comienzan a conocer y comparten experiencias como compañeros de curso del Colegio Temiandú de la ciudad de Monte Caseros, y en sus vivencias la interculturalidad cobra un gran protagonismo.

El libro se divide en tres episodios y cuenta con secciones tales como *#Emotional-E* y *#Glocal-E*, que resaltan y favorecen el respeto a la diversidad y a las múltiples culturas presentes en nuestra provincia, en nuestro país y en el resto del mundo.

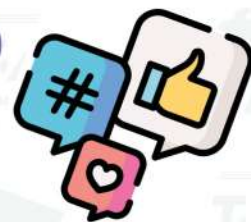
De manera especial, queremos invitar a los profesores a explorar este material y a trabajarlo junto con sus estudiantes, valorando su compromiso en la transformación educativa, como protagonistas indiscutidos del futuro de la educación correntina.

TAG es un material bibliográfico que nos permitirá continuar avanzando en pos de una educación de excelencia e inclusiva, el fortalecimiento de los procesos curriculares en las instituciones y la equidad social.

Ministerio de Educación
Provincia de Corrientes



All about me



My name is

I am
years old.



My birthday is on

I am from



My favourite colour is



I like



I don't like



My signature is



- Episode 1 -

#ThisIsUs

#Vocabulary

Colours
Numbers: 0 - 100
Days of the week
Months
Countries and nationalities
Greetings and farewells
School objects
School subjects
Prepositions of place
Adjectives

#Skills



Listening



Speaking



Writing



Reading

#Grammar

Subject pronouns
Verb to be: am, is, are
Possessive adjectives
Yes - No questions
Wh - questions

#Communication

Giving personal information
Counting
Asking and answering questions
Describing
Talking about school timetables
Talking about school clubs

#Emotional-E

Emotions and feelings

- Design your own emoji
- Complete the sentences
- Find the 8 words connected to emotions
- Log book

#CutOutSheet

- Complete the files
- Choose the emoji
- Time to relax! Let's play!



Tereguahẽ porãite!

Hello, V

¡Hola, bi



Welcome!

Olá, bem-vindo!

Bem-vindos!



New Students



1 Read the dialogue and put the pictures in order.

Alex: Hi, are you OK?



Nicole: Mmmm. No! Where is it? Where is it?

Alex: Where is what? Where is your ruler? Where are your scissors? What?



Nicole: It's my pen! I can't find it!

Alex: Is it in your school bag?



Nicole: Let's see... Here is my ruler, here is my marker, here are my scissors... but, where is my blue pen?

Alex: I don't know. What about your pencil case?



Nicole: No. It's not in my pencil case. And it is not in my school bag.

Alex: Look! Here it is!



Nicole: Oh! Cool! Thanks! I'm Nicole. What's your name?

Alex: I'm Alex. Nice to meet you.



Nicole: Nice to meet you, Alex. It's time to go to classes. Let's go!



2 Read the dialogue, find words and phrases, and re-write them in the correct gem.

Greetings

Questions

School objects

3 Match the sentences to the pictures. Refer to pages 10 and 11 to help you.



- a. The globe and the duster are in front of the board.
- b. The plant is on the locker.
- c. The umbrella is between the school bags.
- d. Thor is under the desk.
- e. The football and the cards are in the locker.
- f. The globe is next to the pen holder.
- g. The bin is behind the door.



4 Look at the picture and choose the correct description.



This is Nicole's desk. Look! The blue pencil is on the desk. The brush is between the notebook and the blue pencil. The glue is on the scissors. The pink ruler is in the pencil case. The headphones are under the book. The calculator is next to the marker. The pen is between the set square and the compass. The scissors are behind the ruler. There are two books in the school bag.

This is Nicole's desk. Look! The blue marker is next to the calculator. The light blue book is under the red book. The compass and the set square are in the pencil case. The blue pencil is between the brush and the scissors. The yellow book is in the school bag. The ruler is on the desk. The pencil case is behind the notebook. The rubber is near the brush.

5 Draw your desk and school objects and write sentences about them in your notebook.



Listen to the school spot and circle the words you hear.



Monday / Tuesday / Wednesday / Thursday / Friday / Saturday / Sunday

rugby / basketball / volleyball / handball / athletics / tennis

fantastic / funny / interesting / new / horrible

actors / teacher / friends



Read the dialogue and complete the questions. Use the question words from the box below.



F: Hi, Mía. Can you spell your surname?

M: C – O – D – U – T – T – I.

F: _____ is your birthday?

M: It is on December 14th.

F: _____ are you?

M: I'm 12.

F: _____ are you from?

M: I'm from here! Monte Caseros.

F: _____ is your mother's mobile number?

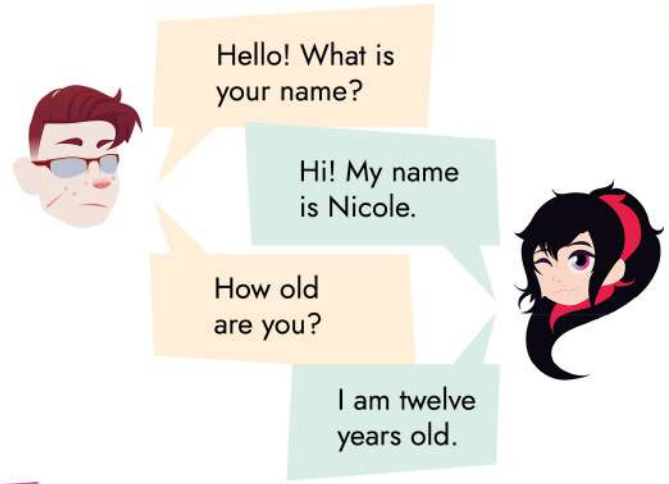
M: It is 377 585 741.

F: _____ is your address?

M: It's 643 Independencia Street.



Now, it's your turn! Roleplay. Ask and answer.



WHO

For a person



WHAT

For a thing or an action



WHEN

For the time



WHERE

For a place



HOW

For the way something is or happens



HOW OLD

For ages



4 Read the files and answer True or False.

Student's File

Name: Nicole
Surname: Vanni
Age: 12
Date of birth: 25.10.2010
Nationality: Argentinian
Country: Argentina
Home Town: Monte Caseros
E-mail: nicoltop@mymail.com
Phone number: 377 585 743
Family contact number: 377 778 895
Address: 241 España St.

Student's File

Name: Alex
Surname: Rodríguez
Age: 12
Date of birth: 29.08.2010
Nationality: Argentinian
Country: Argentina
Home Town: Monte Caseros
E-mail: alex84gaming@mymail.com
Phone number: 377 583 574
Family contact number: 377 434 895
Address: 2239 Catamarca St.

Student's File

Name: Mía
Surname: Codutti
Age: 12
Date of birth: 14.12.2010
Nationality: Argentinian
Country: Argentina
Home Town: Monte Caseros
E-mail: dancingmia@mymail.com
Phone number: 377 785 741
Family contact number: 379 499 652
Address: 643 Independencia St.

Student's File

Name: Tabaré
Surname: Alvez
Age: 12
Date of birth: 31.12.2010
Nationality: Uruguayan
Country: Uruguay
Home Town: Bella Unión
E-mail: -
Phone number: -
Family contact number: +59 8 477 981 237
Address: 345 Mitre St.

- | | | | |
|----------------------------------|--------------------------|--------------------------------|--------------------------|
| a. Alex is from Bella Unión. | <input type="checkbox"/> | e. Alex is from Entre Ríos. | <input type="checkbox"/> |
| b. Tabaré's birthday is in May. | <input type="checkbox"/> | f. Nicole is eleven years old. | <input type="checkbox"/> |
| c. Mía is not Brazilian. | <input type="checkbox"/> | g. Tabaré is from Uruguay. | <input type="checkbox"/> |
| d. Nicole is from Monte Caseros. | <input type="checkbox"/> | h. Mía is in primary school. | <input type="checkbox"/> |

5 Go to page 25, cut and stick the characters in their files in exercise 4.

6 Mía introduces herself to the class. Read her notes.

Hello, my name is Mía and my surname is Codutti.
I am 12 and my birthday is in December.
I'm Argentinian. My InstaShot is @dancing.mia.

7 Now, it's your turn. Write about yourself in your notebook.

1 Read and complete the timetable.

Franco, the preceptor, is talking about the school subjects.

History is on Mondays from 7:30 to 8:50 and on Fridays from 9 to 9:40. **Language** is on Thursdays from 9 to 10:20 and on Wednesdays from 10:30 to 12:25. **Geography** is on Tuesdays from 10:30 to 12:25.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:10					
8:10 - 8:50		Biology Biology	Ethics Ethics		Maths Maths
9:00 - 9:40	Maths		BREAK		
9:40 - 10:20	Maths	Ethics	Biology Biology		
10:30 - 11:10	Maths		BREAK		
11:10 - 11:45				P.E.	
11:45 - 12:25				P.E.	

2 Listen and complete the timetable.

Alex is absent today. Mía sends him a voice message with the information about the timetable.



3 Now, look at the timetable again and complete the sentences.

- School classes are from _____ a.m. to _____ p.m.
- Technology is on _____ and _____.
- We have _____, _____, and _____ on Mondays and Fridays.
- P.E. is on _____.
- We have _____ school subjects.



4

Sum up the numbers and write the solution in letters. Then, find the words.

a. $2 + 9 + 15 + 12 + 15 + 7 + 25 =$ eighty-five



b. $1 + 18 + 20 =$ _____



c. $5 + 20 + 8 + 9 + 3 + 19 =$ _____



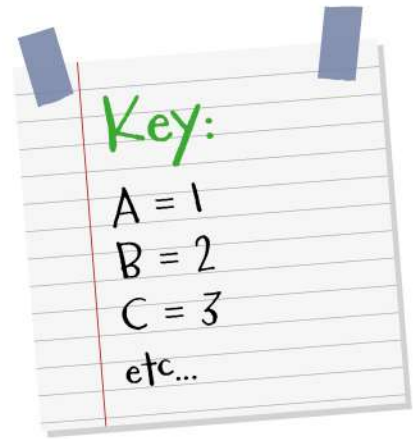
d. $12 + 1 + 14 + 7 + 21 + 1 + 7 + 5 =$ _____



e. $20 + 5 + 3 + 8 + 14 + 15 + 12 + 15 + 7 + 25 =$ _____

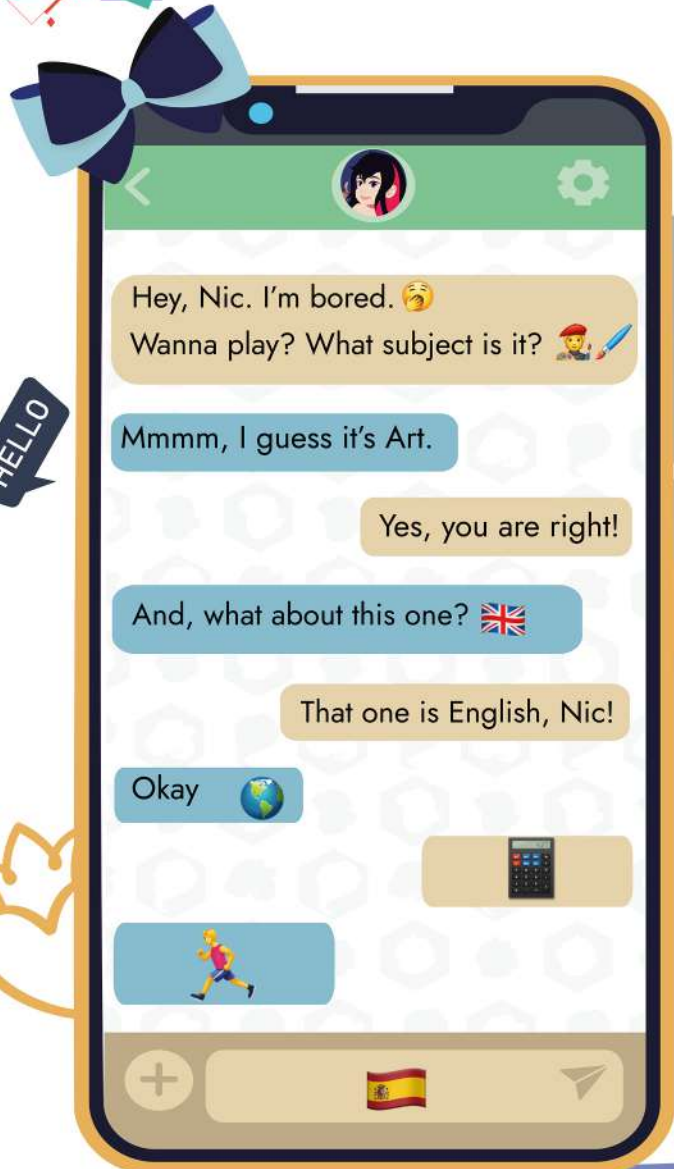


f. $8 + 9 + 19 + 20 + 15 + 18 + 25 =$ _____



5

Mía and Nicole are playing a game. Look at the emojis, guess and write the subjects.



HELLO



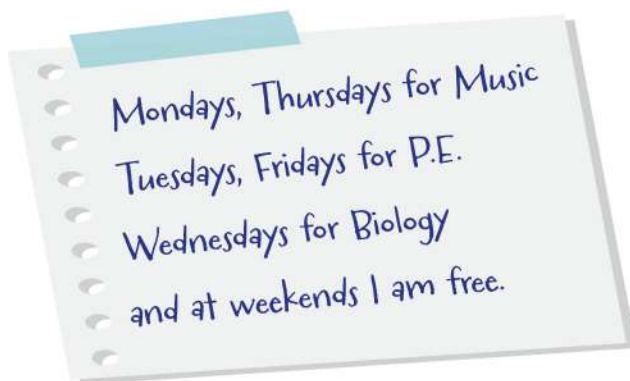
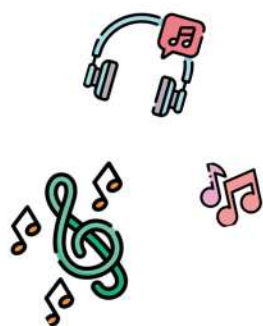






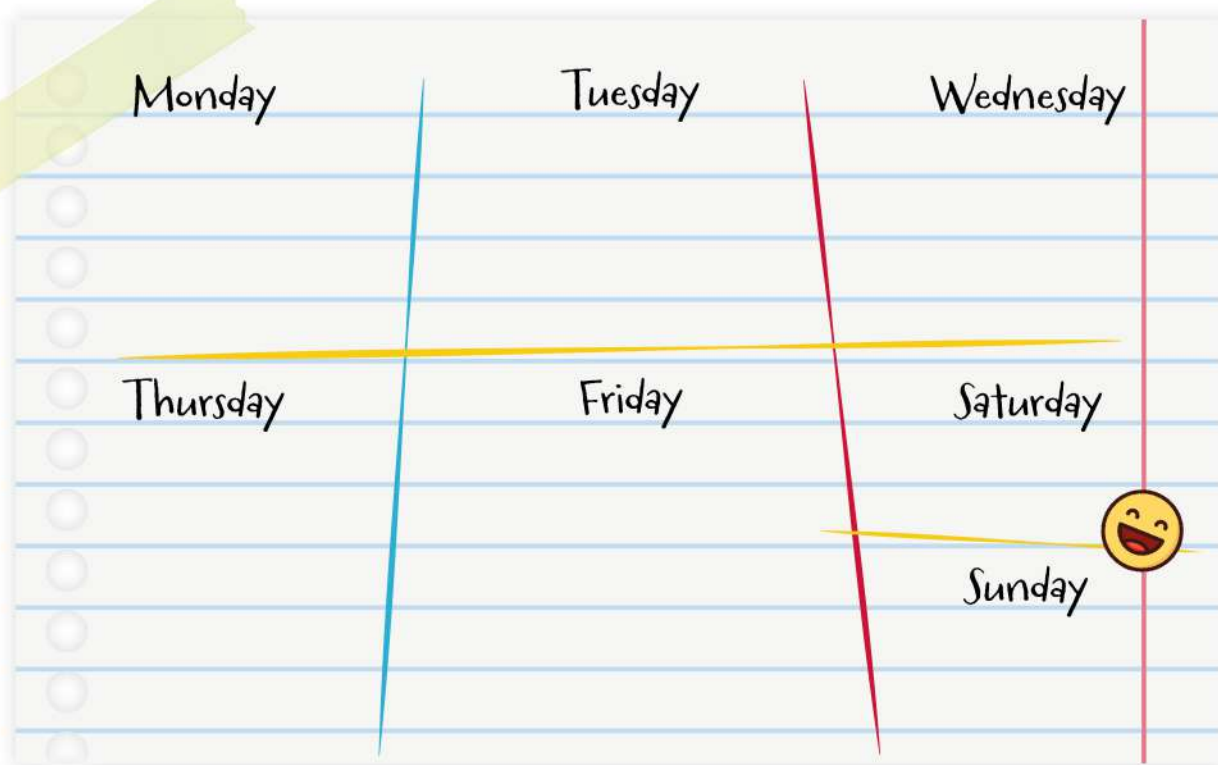
1

Create your tune with the days of the week. Start your song with the following verse and share it.



2

Create your ideal timetable in your notebook. Make sentences and share them.



3

Time to relax! Let's play! Read the instructions behind the Speaking Wheel on page 25 and play with your classmates.



Friday is my favourite day.

Maths is on Mondays at 10:10.

Nicole is 12 years old.

Biology is on Mondays from 10:30 to 11:20.



4

Look at the board. What do you think the posters are about?

- a. School subjects.
- b. School societies.
- c. School objects.



5

Read the text. Tick ✓ the correct sentences.

At Temiandú School there are different school clubs or societies from Monday to Saturday. Students can draw, paint, play football, dance, sing, act, read aloud, recycle, and play chess. But, they can't do taekwondo or go swimming. These clubs are optional.

These school clubs are very interesting and fun. They are a great opportunity for students to learn new things, make friends and have fun.

- a. School clubs are obligatory.
- b. You can't play games at school clubs.
- c. You can practise sports at these clubs.



- d. School clubs are on weekdays.
- e. Temiandú School Clubs are not boring.
- f. You can meet new friends there.



6

Where can you ...? Match the actions to the clubs and the clubs to their names.

You can listen to rock and roll.

You can play football.

You can draw and paint.

You can recycle.

You can dance hip hop.

You can read aloud.

You can practise hockey.

Drama Club

Sports Club

Science Club

Music Club

Art Club

"Imagine your World"

"Feel the Rhythm"

"Ready, Steady, Go"

"Eureka"

"To Be or Not to Be"



1

Look at the picture. Where are Alex, Nicole, Tabaré and Mía? Complete the sentences with the names of the clubs from page 19.

- Alex is in . He is good at drawing and painting.
- Mía is in . She likes acting and dancing.
- Nicole is in . Music and her guitar are her passion.
- Tabaré is in . The planet and Mother Nature are very important to him.

2

Why are school clubs important? Order the words to make sentences.

- make / friends. / can / You _____
- You / can / fun. / have _____
- can / teams. / in / You / work _____
- new / learn / You / can / things. _____
- dance / You / and / can / sports. / play _____
- can / paint. / You / draw / and _____



3

Create your ideal school club. Write about it. Design a poster for your club in your notebook and share it with your classmates.

This is my club. In this club you can .

We meet on from to .

This club is .



School Clubs in Argentina

Some schools in Argentina have community and extracurricular activities: drama, music, sports, science, and literature clubs. They incorporate after-school projects in the form of "clubs" where students can participate. They can choose what to do with the help of a teacher or coordinator.

In these clubs, students make friends, learn new things, and have fun. Here are some examples of school clubs in Argentina:



Créditos: Instituto de Educación Córdoba, Córdoba.

Art School Clubs

In a school in Córdoba, there is an Art School Club. Students learn music, visual arts, and drama. They perform at local events at the end of the year. [...]



Créditos: Si San Juan. Clubes ambientales escolares.

Environmental School Clubs

In San Juan, there are eco-friendly school clubs. Students learn to protect our planet. They have their own magazine about their green projects. [...]



Créditos: pehuenchedigital.com.ar

Chess School Clubs

In General Alvear, Mendoza, at Escuela 4-113 "Ing. Jorge Raúl Barraquero", there is a Chess Club where students learn to think logically and participate in interschool tournaments. [...]

Most recent posts

"Ñande Ivy Porã" Science School Club

Do you know there is a Science club in Itatí, in our province? Its name is "Ñande Ivy Porã". It is in guaraní and it means "our beautiful land". "Ñande Ivy Porã" Club members meet at school every Friday afternoon, from 2 to 4 p.m.

There are twenty-two students from 12 to 18 years old in this club. There are six teachers of different subjects: one of Maths, one of Chemistry, one of Technology and three of Biology. There is a coordinator of the club. Her name is Yolanda Sosa. She is one of the Biology teachers.

In this club, students learn how to take care of our environment, make vegetable patches, reduce, reuse, and recycle. They protect our planet. Students participate in regional and national Science fairs. This club is a place for students to design, create, share ideas, and do innovative projects.



1 Read the texts on page 21 and answer YES or NO.

- a. Some schools in Argentina have drama, music, sports, science, and literature clubs.
- b. In these clubs, students do a lot of homework.
- c. In San Juan, students have their own environmental magazine.
- d. The football club is from Mendoza.
- e. At the school club in Córdoba, students learn History, Ethics, and Biology.
- f. "Ñande Ivy Porã" is a name in Guaraní.
- g. In "Ñande Ivy Porã" students draw, paint, and dance.
- h. Every Saturday morning students meet in this club.
- i. This club is a great opportunity for students to share their creativity.
- j. "Ñande Ivy Porã" is a club in Monte Caseros.

2 What about you? Are there school clubs in your school? Are there school clubs in your city? Write four sentences in your notebook about a school club you know.

#Emotional-E



Emotions are essential in our life. We feel lots of emotions in different parts of our body every day. There are no positive or negative emotions. They are all important because they provide information about how we are at a specific moment. There are six primary emotions that are universal: happiness, sadness, anger, surprise, fear, and disgust.

1

Design your own emoji

Read the words in the box. How does your emoji feel?



Happy

Scared

Surprised

Sad

Angry

Disgusted

2

Emotions and feelings

Look at the students' faces. Choose an emoji from page 25 and stick it in the circle. Then, complete the sentences using the emotions.



Nicole is



Mia is



Thor is



Alex is



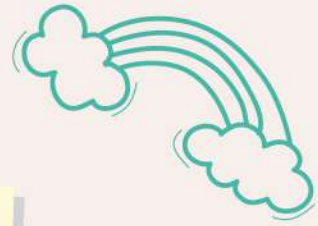
Franco is



3

Word search

Find words connected to emotions in the word search.



Curious

Scared

Sad

Bored

O	A	D	C	E	B	J	S	V	P	H	P
T	N	G	C	A	S	Q	O	M	J	A	C
F	X	P	B	N	C	Q	T	A	S	P	O
Q	I	X	O	G	A	B	I	J	A	P	F
T	O	G	R	R	R	E	R	D	D	Y	J
K	U	G	E	Y	E	T	E	S	G	D	M
H	S	Q	D	R	D	Q	D	E	L	Q	K
N	S	W	C	U	R	I	O	U	S	V	H

Angry

Anxious

Happy

Tired

4

Journal

Register your emotions for a week and complete the log book with your emotions.



Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:



#CutOutSheet

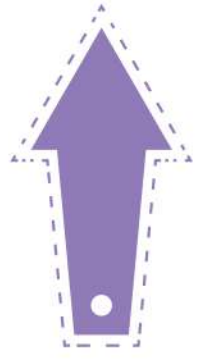
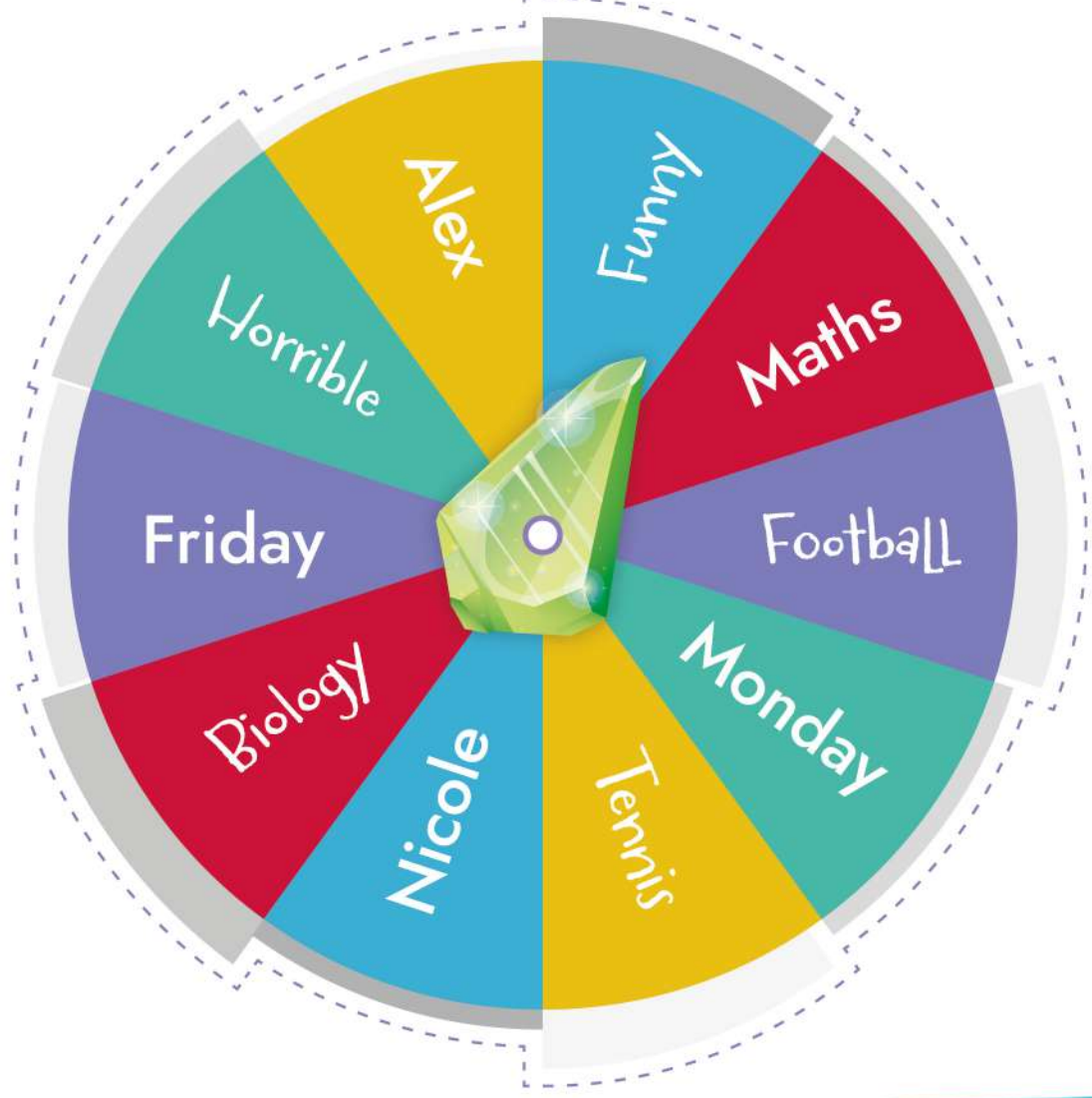
1 Complete the files: cut out these drawings and stick them in the correct file on page 15.



2 Choose the emojis: complete exercise 2 on page 23.



3 Time to relax! Let's play!
The instructions are behind the wheel.



Instructions

1. Cut out the wheel and arrow.
2. Fasten the arrow over the wheel with a butterfly pin, like this:
3. Look at the example.
4. Play in groups of two or three.
5. Spin the wheel in turns.
6. Say a sentence using the word/s where the arrow stops.
Example: Maths is my favourite subject.
7. The winner is the student with the most correct sentences.



- Episode 2 -

#ThereWeGo

#Grammar

Have got/has got
Present simple: I, you, we, they
Present simple: affirmative, negative
and interrogative forms
Likes/dislikes
Can/can't

#Vocabulary

Animals
Parts of the body
Physical appearance adjectives
Personality adjectives
Food and drinks
Meals
Free time activities

#Communication

Describing physical appearance and personality
Asking and answering questions
Talking about possessions
Talking about free time activities
Talking about likes and dislikes

Listening

Speaking

Writing

Reading

#Emotional-E

- Colour the parts of your body
- I feel... when...
- Self-regulation techniques

#CutOutSheet

- Cut out Heads Up flashcards

<https://www.colegiotemiandu.blog-e.com>

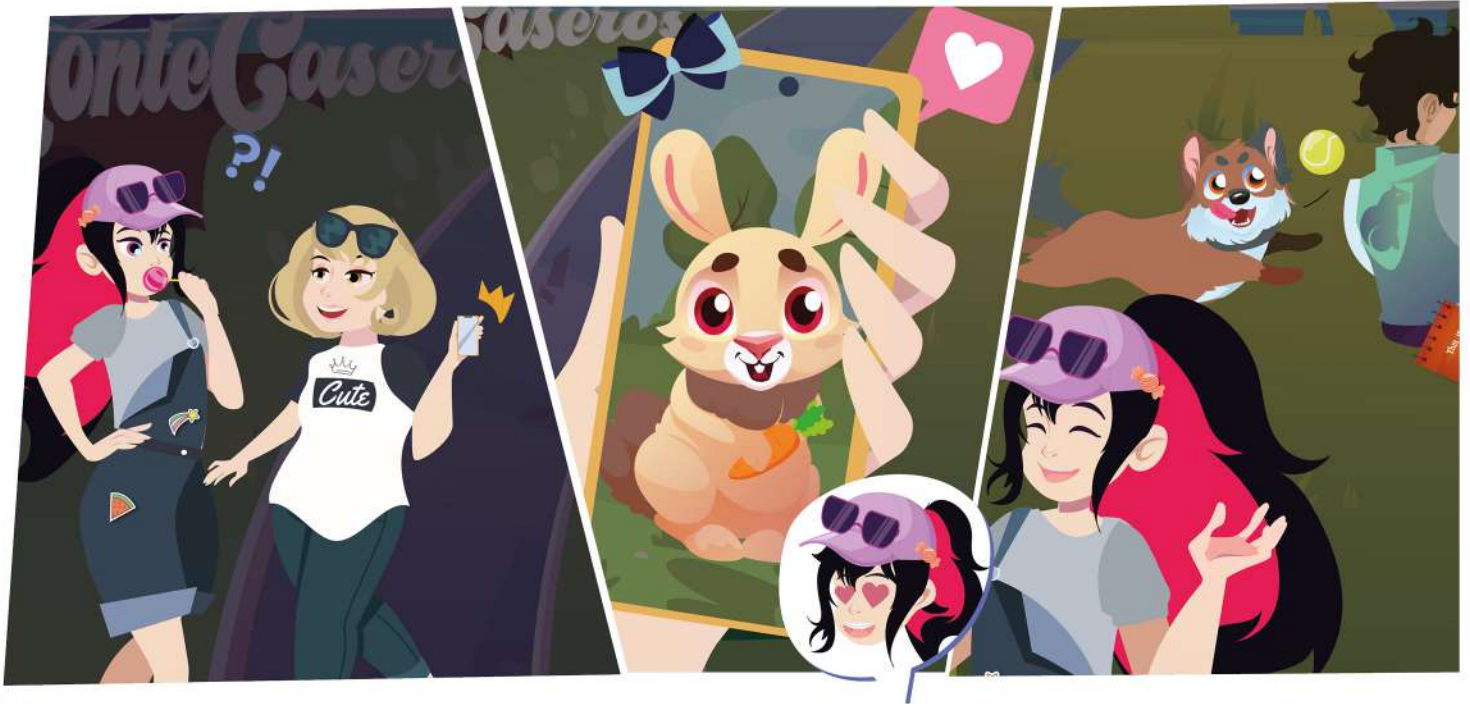
#GLOCAL-E

Reading: "Typical Sundays in America"
Reading: "Typical Sundays in Argentina"

Monte Casero







1

Read the dialogue.

Mía and Nicole are at Monte Caseros riverside.

Look, Nick! I have got a new pet at home. It is a rabbit. Its name is Amanda.

Aw, it is *adorable*!

Yes! It has got *long* ears and *big* teeth. It is *light* brown. It has got *red* eyes and a *small* nose. It has got four legs and *furry* feet.

Is it shy?

No! It is very *curious*. Its *favourite* food is apples. It doesn't like grapes.

I haven't got a pet at home. But Thor is like my pet. Oh, look! Thor is over there, next to the *new* student!

2

Complete the sentences below. Choose one word from the box.

1. Mía has got a pet. It's a _____.
2. Mía's pet has got long _____.
3. It has got four _____.
4. Its _____ are red.
5. It likes _____.
6. _____ are not its favourite food.



dog



cat



apples



rabbit



head



grapes



ears



eyes



legs



banana

Listen and complete Thor's profile. Use the words below.



Signature 

Animal : 

 **Animal Profile** 

Name _____ Colour: _____ Home: _____

Personality: _____ Age: _____

Body: _____

Likes: _____

Dislikes: _____

Can: _____

Can't: _____

- hot dogs and chipá
- fluffy tail
- furry paws
- dog
- small nose
- nice fur
- vegetables
- Thor
- five years old
- short legs
- energetic and friendly
- pointed ears
- run very fast and jump
- sharp teeth
- climb trees or swim
- Temíandú School
- small mouth
- big brown eyes
- brown and white



1 Read the article and number the parts of the animal in the picture below.
Tabaré is an animal lover. He is reading a scientific article about the Rewilding Foundation.

The Giant Anteater in Great Iberá Park

By Federico Marconi

Introduction

Giant anteaters are insectivorous mammals native to Central and South America.

In Corrientes, these animals live in Rincón del Socorro, in the Iberá Wetlands. They are adorable and cute.

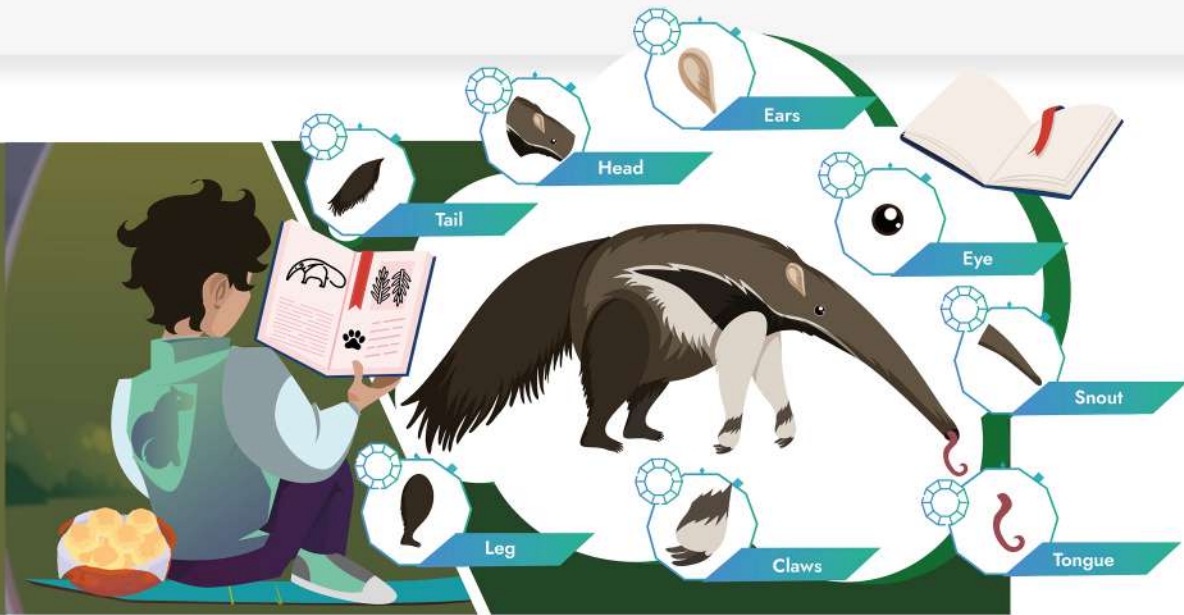
They have got a very long snout (it is their nose) and a long sticky tongue, that is about 60 cm. long. Anteaters love eating ants and termites. They have not got any teeth. They have got small eyes. They cannot see clearly, but they can smell perfectly well. Anteaters are also good swimmers, using their long snouts as a snorkel. They have got tubular heads (long, like tubes) and furry tails. They have got four legs with long sharp claws. They have got white and grey fur.

Methods

The Great Iberá Park is home to many endangered species of animals like the Pampas deer, the Marsh deer, the Maned wolf, the Crowned eagle, the Giant river otter, the Strange-tailed tyrant, the Red-and-green macaw, and the Giant anteater. All of these live on the Great Iberá vast grasslands. The Reintroduction Programme rescues anteaters and other animals taken by hunters and by people who keep them as pets in this part of Argentina. Biologists and veterinarians who work for this programme take care of them in the province of Corrientes.

Results

Today, more than 200 anteaters live free in the Iberá Wetlands National Park under a rewilding project. They are safe there.



2 Read the text again and answer the questions in your notebook.

- a. Where are anteaters from?
- b. What is the name of their nose?
- c. How many legs have they got?
- d. Can they swim?
- e. Can they see very well?
- f. Which animals are under protection now?

3 Carry out some research (online) about the animals in danger of extinction in Corrientes. Fill in the following with the information you collect. Write in your notebook.

Animal:

Abilities:

Habitat:

Food:



4a

Read the sentences and choose the correct word to complete them.

I have got a/an Animal .
 Its name is Name .
 It is Colour and Colour .
 It has got Body part ,
 Body part and
 Body part .
 It is Size and
 Size .

Colours

black	red	green	white
brown	pink	grey	blue
yellow	orange	purple	

Body parts

ears	teeth	legs	arms
tongue	tail	wings	head
beak	eyes	neck	trunk

Size

short big long small medium-sized



4b

Now, draw your animal or cut out different parts of pictures of animals and stick them in your notebook.



5

Mía and Alex are playing Heads Up using the mobile phone. Play with your partner using the flashcards from page 47 and guess. Take turns.

Example:

A: It is brown. It has got a small nose and a small mouth.

M: Mmm... I guess it is a rabbit!

A: No, you're wrong.

M: Has it got long legs?

A: No, you're wrong.

M: Has it got furry paws and pointed ears?

A: Yes, you're right!

M: Is it friendly?

A: Yes!

M: A dog, it is a dog!

A: Great!

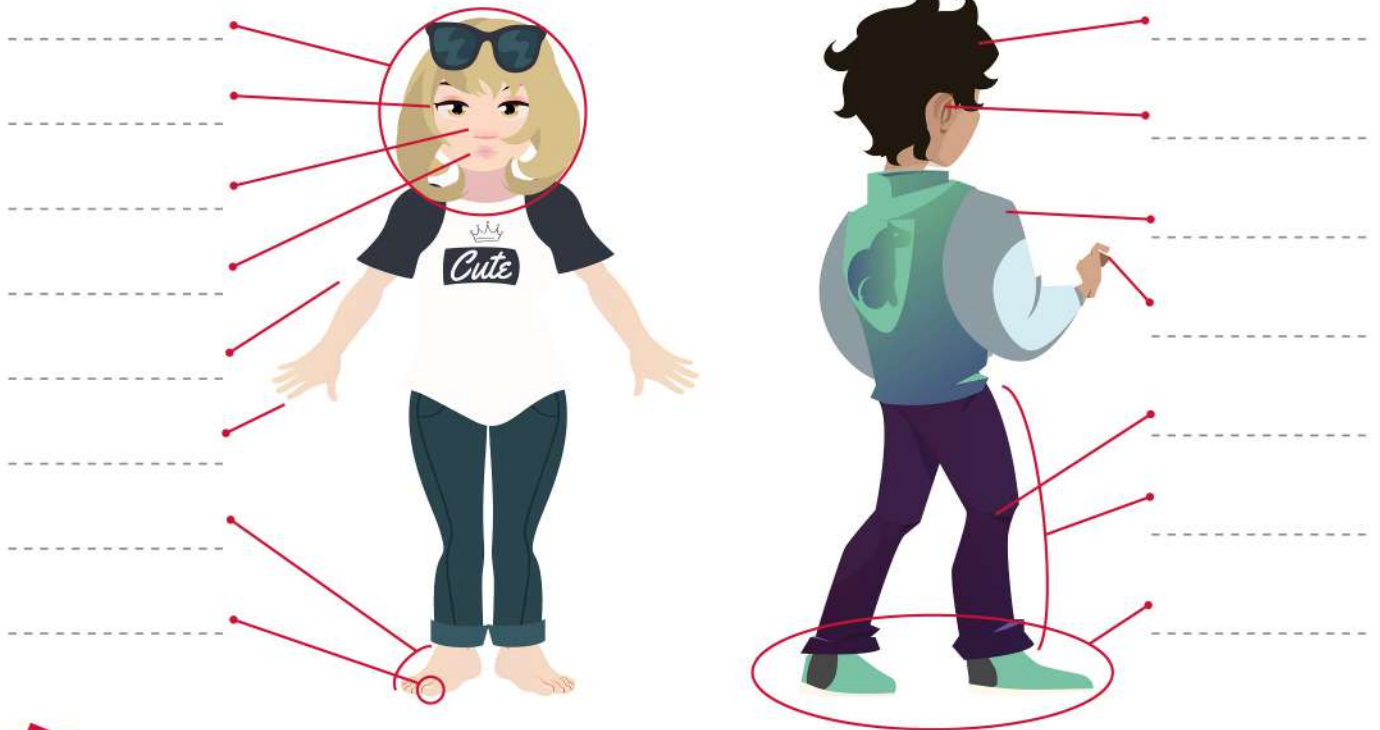




Find and circle the body parts inside the letters.



Use the words from exercise 1 and write them on the correct line.



Now play "Simon says" with your classmates.

Simon says: Touch your nose.



Open your mouth.



Wink an eye.



Clap your hands.



Raise up your hand.



Stamp your feet.



Jump on one leg.



Snap your fingers.



Shake your head.



Cross your fingers.



Cover your ears.





4

Read the sentences and choose the correct option.

Mía is describing herself and her pet.

Hi! My full name is Mía Codutti.

I am **ten / twelve** years old.

I have got **blonde / black** hair.

I have got **red / brown** eyes.

I have got a **small / big** mouth, but my teeth are big.

I have got long legs, but **small / large** feet.

I have got a pet. It's a **dog / rabbit**.

It's **black / brown**. Its name is Amanda.

It has got red eyes and **short / long** ears, but it has got a short tail.



5

Complete the food names with the missing vowels: A - E - I - O - U.



W _ T _ R M _ L _ N S



B R _ _ D



Q _ _ N C _ P _ _



_ C _ C R _ _ M



C _ T T _ N C _ N D Y



C H _ P _ B R _ _ D



G R _ _ N _ P P L _ S



H _ T D _ G



G R _ P _ S



1

Go to exercise 5 on page 35. Listen to Tabaré and circle with green the things he likes and with red the ones he doesn't like.



2

Look at the icons on exercise 5 on page 35 and draw a 😊 by the things you like, and a ☹️ by the things you don't like.



3

Read and complete the poem. Use the words from exercise 5 on page 35.

I like



I like



I like and



I like but I don't like



I don't like



I don't like



I don't like



because I don't eat pets!



4

Now, write your own poem according to your emojis (😊 and ☹️) from exercise 5 on page 35.

I like _____ ,
 I like _____ ,
 I like _____ , and _____ .
 I like _____ , but I don't like _____ .
 I don't like _____ ,
 I don't like _____ ,
 I don't like _____
 because I don't _____ !





5

Look at the application form and complete the speech bubble. You have the first letter to help you.

Alex is recording for the Regional Talent Show audition.

Talent Show

- Audition form -

Name: Alex Mobile Number: 377 583 574
Age: 12 years old School: Temiandú Year: 1st

Talent description

Abilities: can/can't

- | | | |
|--|--|---|
| <input type="checkbox"/> Cook | <input checked="" type="checkbox"/> Skateboard | <input checked="" type="checkbox"/> Paint |
| <input checked="" type="checkbox"/> Draw | <input type="checkbox"/> Dance | <input type="checkbox"/> Sing |

Likes/dislikes

- | | |
|--|---|
| <input checked="" type="checkbox"/> Drawing cartoons | <input checked="" type="checkbox"/> Painting graffiti |
| <input type="checkbox"/> Dancing hip hop | <input type="checkbox"/> Roller skating |
| <input type="checkbox"/> Cooking pastries | <input checked="" type="checkbox"/> Skateboarding |

Personality

- | | | |
|--|---|---|
| <input type="checkbox"/> Calm | <input checked="" type="checkbox"/> Creative | <input checked="" type="checkbox"/> Organized |
| <input checked="" type="checkbox"/> Friendly | <input checked="" type="checkbox"/> Energetic | <input type="checkbox"/> Logical |



Hi, I am Alex. I am years old. I go to Temiandú School and I'm in first year. I have got many talents. I can p, I can d, and I can s, but I can't s, I can't c, or I can't d.

I like painting graffiti, s, and d cartoons, but I don't like roller skating, d hip hop, or c pastries.

As regards my personality, I'm f, energetic, organized, and c.



6

Listen to Alex and check your answers.

TALENT SHOW



Some ideas for your talent:

cooking, dancing, singing, magic, comedy, skateboarding, roller skating, drawing, painting, miming, gymnastics

Record yourself on a short video with a smartphone

Performances:

Wednesday, May 29th - 2 p.m. to 6 p.m.



1

Unscramble the words from the flyer.

a. s n y s t a g m i c = _____

b. w a r d i n g = _____

c. g c k o i n o = _____

d. t i n p i n g a = _____

e. d c y o e m = _____



2

Now complete the sentences with the words on exercise 1.

a. Students are good at _____ mandalas.

b. I really like _____ cartoons.

c. We love _____ barbecue.

d. _____ is my favourite type of drama.

e. I can do _____.



3

Now, it's your turn! Talk about you. Use some of these expressions.

I'm...

I go to...

I can..., but I can't...

I like..., but I don't like...

I am... (+ adjective for describing personality)



creative



flexible



positive



logical



friendly



honest



responsible



patient



imaginative



decisive



4

Look at the pictures and complete the sentences. Use the words from the box. There are two extra ones.

eat ice cream - take pictures - swimming - eat chipá - play games - have fun
drink mate - go to the riverside - have picnics - cooking



Mía finds a notebook on the grass. Whose is it? In the notebook, there are sentences about a typical Sunday in Monte Caseros.

Every Sunday in Monte Caseros, people



Friends get together, and



Teens
and



There are some activities to do in the river like,
rowing and sailing.



Families
and



5

Write sentences in your notebook about typical Sundays in your city.

Here in..., people...

They...

They generally eat... ,

but they don't have...



1

Go to pages 28 and 29, identify the following actions, and circle the ones you see.



chat



play a musical instrument



watch TV



sing



rollerblade



ride a bike



read a book



play videogames



dance



cook



write



take a picture



2

Listen to the dialogue and match. *Mía and her friends are talking about Sundays.*

- | | | |
|-----------------|--------------------------|-----------------------|
| a. We can skate | <input type="checkbox"/> | to school. |
| b. We can relax | <input type="checkbox"/> | at 6 o'clock. |
| c. We don't go | <input type="checkbox"/> | Sundays? |
| d. Do you like | <input type="checkbox"/> | and drink some mates. |
| e. We get up | <input type="checkbox"/> | and ride our bikes. |

3

Listen to the dialogue again and write: True, False or It Doesn't Say.

- | | |
|--|----------------------|
| a. All of them like Sundays. | <input type="text"/> |
| b. They don't like Saturdays. | <input type="text"/> |
| c. They like Mondays. | <input type="text"/> |
| d. They go to school on Mondays. | <input type="text"/> |
| e. They don't go to school on Sundays. | <input type="text"/> |



4

Write three things you do or don't do on Sundays. Read them aloud. Your classmates guess if they are True or False.

On Sundays, I get up early.

On Sundays, I go to my grandma's house.

On Sundays, I read a book.

On Sundays, I...



5

Read the dialogue and choose the correct answer.

Nicole and Mía are talking.

N: Hi, Mía!

M: Hi, Nicole! How are you?

N: There is a Talent Show at school. I want to participate.

M: Great! Me, too!

N: What can you do? Can you ride a bike?

M: Yes, I can. Can you skate?

N: No, I can't skate at all, but I can rollerblade.

M: Great!

N: Can you dance folk music?

M: I can't dance folk music. Can you sing chamamé?

N: Yes, I can. I love it! And you?

M: Me, too! Let's do it together at the Talent Show.

N: Great idea!

a. Mía can .
rollerblade swim ride a bike

c. Mía and Nicole can .
sing chamamé dance folk music skate

b. Nicole can't .
rollerblade skate draw

d. The Talent Show is at .
a social club school the park



6

Now, it's your turn! In pairs, complete the dialogue about a Talent Show.

A: Hi! !

B: Great!

B: Hi, ! How are you?

A: Can you ?

A: There is a Talent Show .

B: I can't . Can you ?

I want to participate.

A: Yes, I can. I love it! And you?

B: Great! Me, too!

B: Me, too! Let's do it together at the Talent Show!

A: What can you do? Can you ?

A: Great idea!

B: Yes, I can. Can you ?

A: No, I can't , but I can .



7

Role play your dialogue.



1

Read the dialogue and put a tick ✓ under the correct character.

N: Hi Mía! Can you answer some questions for my article for the school magazine?

M: Wow! Yes, of course!

N: What do you do from Monday to Friday in the afternoon?

M: Well... Look, here, at my Instashot highlights stories...

This photo is at the park last Tuesday. I always go there with some friends after school.

N: What do you do at the weekends?

M: Mmm... Let me show you... Look! I go rollerblading with my sister. And you, Nicole?

N: Well, I sometimes have a milkshake at the riverside café... Oh, but I often play cards with some friends on Saturdays.

M: Look at this photo, it's my favourite. On Sundays, I love going to the river, eating barbecue, and watching the sunset.

Activity			You



2

Put a tick ✓ next to the activities you do. Then, write sentences about you in your notebook. Use the adverbs of frequency.

Remember!

We usually put the adverb before the verb.

She **always** goes to the gym.
I **usually** have cereal for breakfast.

If the verb is to be, we put the adverb after the verb.

They are **often** on holidays in July.
He is **sometimes** late for school.

Adverbs of frequency

Percentage of times an action is done.





3

Now, it's your turn! Imagine and write the activities you can do to live your best weekday ever.

#MyBestWeekdayEver



8 a.m.

4 p.m.



7 p.m.

11 a.m.



9 p.m.



1 p.m.

11 p.m.



4

Tell your classmates about your best weekday ever and compare it with theirs.



5

Think about your favourite weekend activities. Use the following emojis to help you. Then, write full sentences in your notebook.



On Saturday morning, I ...



On Sunday morning, I ...



On Saturday afternoon, I ...



On Sunday afternoon, I ...



On Saturday evening, I ...



On Sunday evening, I ...





Typical Sundays around America

Some people have got hobbies. A hobby is something you enjoy doing in your free time. It is an activity that makes you happy and helps you when you are stressed.

Hobbies are different. It depends on culture, personality, or country. Sundays are the days when people typically do their hobbies.

Mexico



Diego Miguel Riveras

13 years old - Oaxaca

"My grandfather has got a Mariachi band. He and his friends play the guitar and I sing. Every Sunday in the afternoon we meet at "Órale Bar". There, we sing, dance, and eat tamales. Music is my passion and singing is my favourite thing to do. [...]"

Cuba



María del Mar Pérez

13 years old - La Habana

"Every Sunday, I go with my family to Paseo del Prado. It is an Avenue located in La Habana Vieja. There, my parents dance salsa and I play the maracas in a band. I love playing them. I sometimes, play the drums, too. [...]"

Brazil



Joamar Silva Coutinho

14 years old - Porto Alegre

"On Sundays, I meet with my friends and we play football in our neighbourhood. Football is my passion. It is the best sport in the world. My little brother, Joao, is a very good swimmer. He often goes to the club to practice. [...]"

USA



M. J. Farelly

10 years old - Pennsylvania

"I love playing baseball. Every Sunday, I play it at the club with my friends. In summer, I love travelling to the beach with my family. I surf and build sand castles with my cousins. They are great! In winter, I play in the snow. My favourite dessert is ice cream. [...]"



Most recent posts

Typical Sundays in Argentina

🌐 Corrientes



Juan José Luque

15 years old - Corrientes City

"Sundays are my favourite days! I go to Parque Mitre where I can skate. There is a big skatepark. Many boys and girls get together there and enjoy this great activity. I love skating!"

Once a month, there is a skate competition. People from different places take part in this event. The best skater wins a trophy. The contest lasts 4 hours and you have to pass 3 levels. [...]



🌐 Corrientes



Valentina Aymar Toledo

14 years old - Corrientes City

"My favourite food is "milanesa" and fries, but I don't have it very often because I practice taekwondo. I love training! Sunday is a special day for me, because I sleep a little longer. I generally go fishing under General Belgrano Bridge. My friends and I enjoy listening to rock concerts on the riverside avenue. I don't like missing taekwondo training or school. I am very responsible, my mother says. [...]"



1 Who says it? Read the texts and write: M.J., Diego, Joamar, Mara del Mar, Juan Jose or Valentina.

- a. My grandfather plays the guitar and sings. _____
- b. Parque Mitre has a great skatepark. _____
- c. I am good at playing with the ball. _____
- d. My cousins and I build sand castles at the beach. _____
- e. My mother and father dance salsa. _____
- f. There are rock concerts on the riverside avenue. _____



#Emotional-E



Emotions are essential in our life. You can feel lots of emotions every day. You can usually feel them in different parts of your body. It is important to notice where emotions appear in the body to respond properly.

1

Colour the part of your body.

Where do you feel the following emotions?

a. Happiness

d. Anger

b. Sadness

e. Fear

c. Surprise

f. Disgust



2

I feel... when...

Circle the option or options that are correct for you.

a. I feel angry when...

- my friends laugh at me.
- I can't go to a party.
- the teacher does not respect my feelings.

c. I feel happy when...

- I get a 10 in a subject at school.
- I can go out with my friends.
- my favourite team wins a match.

b. I feel sad when...

- I don't have likes on my posts.
- my best friend doesn't talk to me.
- my pet gets ill.

d. I feel surprised when...

- my friends prepare a party for me.
- I receive a lot of money for my birthday.
- my best friend doesn't answer my messages.

3

Self-regulation techniques.

Match the activities you can do when you feel different emotions.

- listen to music
- play football
- talk to a friend
- breathe
- go outside
- sleep
- cry

When I feel **angry**, I can...

When I feel **sad**, I can...

When I feel **relaxed**, I can...

- run
- draw
- dance
- drink water
- smile
- give somebody a hug



#CutOutSheet



GAME: WHAT ANIMAL IS IT?

Instructions:

1. Students cut out and place the cards faced down on a desk or table.
2. S1 picks up a card, and puts it on S2's forehead.
3. S2 asks Yes/No questions for three minutes to guess the animal.
4. S1 answers Yes/No.
5. The student keeps the card when the answer is correct.
6. The student misses the card when there is no correct answer after three minutes.
7. The student who has more cards is the winner.





#ThatIsHim

#Vocabulary

- Animals
- Parts of the body
- Action verbs
- The time
- Parts of the day
- Jobs
- Meals
- Spare time activities

#Grammar

- Present Simple
- Present Continuous
- Can/can't
- Preferences: love, like, enjoy, hate, ...
- Adverbs of frequency

#Communication

- Describing animals
- Identifying some parts of the body
- Talking about jobs
- Expressing abilities
- Talking about routines and spare time activities
- Giving information about celebrations and festivals
- Speaking about preferences

#Skills

- Listening
- Speaking
- Writing
- Reading

#Emotional-E

- What pushes your buttons?
- Coping with anger
- Coping with frustration and sadness
- Self-regulation strategies

#GLOCALE

- Reading: "Quick Facts about Celebrations around the Globe"
- Reading: "Quick Facts about the Taragüí Rock Festival"

#CutOutSheet

- Jobs' dominoe
- Speaking cards

Peguahẽ porãite amandajépe MERCOSUR

Welcome to the

★ Bienvenidos a la Fe





Listen to Franco, the preceptor, and choose the correct option.

- Tabaré... **a.** comes from Monte Alto.
b. is drinking tereré.
c. is new in town.



Listen again and choose.

a. What is the fair about?



i



ii



iii

d. What colour is Alex's stand?



i



ii



iii

b. What country is Mía representing?



i



ii



iii

e. What is Nicole wearing?



i



ii



iii

c. What is Mía preparing?



i



ii



iii

f. What is Tabaré holding in his hand?



i



ii



iii



Listen again and match.

Nicole

Tabaré

Alex

Mía

She **is wearing** a dress.

He **is representing** Brazil.

She **is dancing** tango.

He **is drinking** mate.

He **is wearing** a football T-shirt.

She **is preparing** a typical drink.

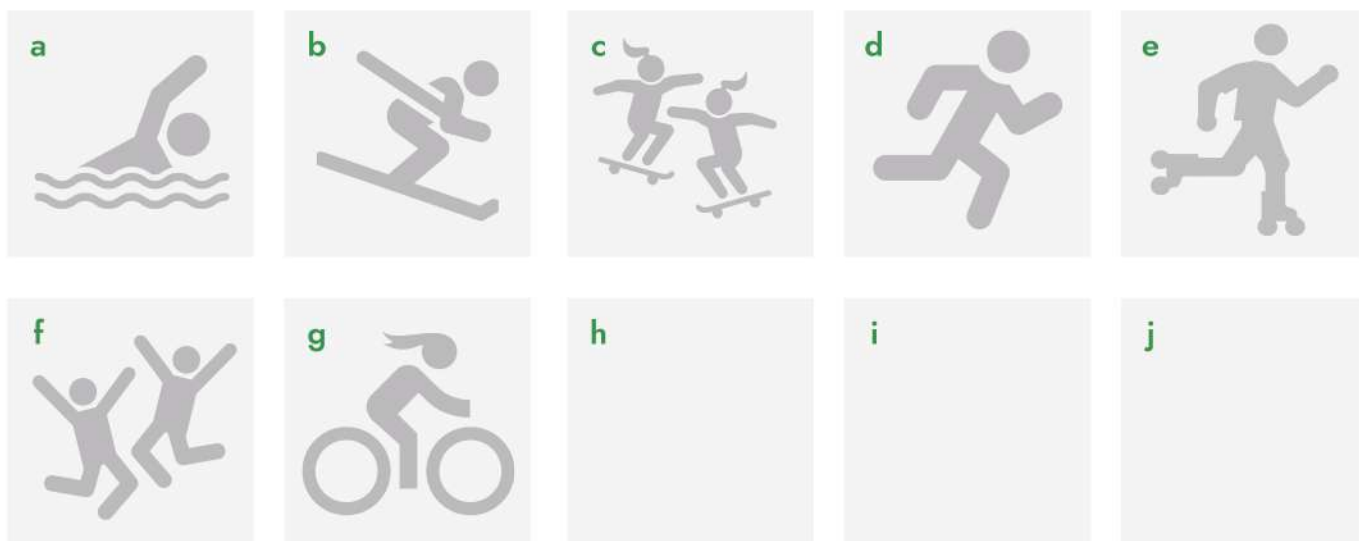


Tell me who... Find the hidden words on pages 50 and 51. Complete the sentences. There are two extra words.

- a. The _____ **is taking** photos.
- b. The _____ **is petting** the dog.
- c. The _____ **is wearing** the school uniform.
- d. The _____ **is eating** chipá.
- e. The _____ **are presenting** their stands.
- f. The _____ **is opening** the fair.
- g. The _____ **is sitting** on a chair.



What are the shadows doing? Look at them and write the answers in your notebook. Then, draw three more actions and write about them.



Act it out! Work in groups, write sentences, read them aloud, and mime the actions.



1

Read Tabaré's description. Answer with complete sentences as in the example.

Hi! My name is Tabaré. I'm from Bella Unión, Uruguay. Uruguay is a very small but beautiful country. Uruguay and Argentina are very similar. We love barbecue and empanadas. We also eat chipá. But we have a special dessert, the chajá! It has cream, meringue, and peach. It is sweet and delicious!

Our national sport is football. In Uruguay, there are very good football players like Enzo Francescoli and Luis Suárez. They play in our national football team. Uruguay has two World Cups.

We like dancing. In summer, we celebrate carnival. But, Uruguay and Argentina have different carnivals. In my country, we have murgas. People dance and play drums in the streets.

There are many beautiful beaches in Uruguay. My favourite place in the country is Cabo Polonio.



Is it true that Tabaré is from Monte Caseros? No, it isn't. He is from Bella Unión.

- Is it true that Uruguay and Argentina have similar traditions?
- Is it true that chajá has chocolate and strawberries?
- Is it true that Uruguay's national sport is basketball?
- Is it true that Luis Suárez plays in the national football team?
- Is it true that Uruguay has murgas for the carnival?
- Is it true that Tabaré's favourite place in Uruguay is Punta del Este?



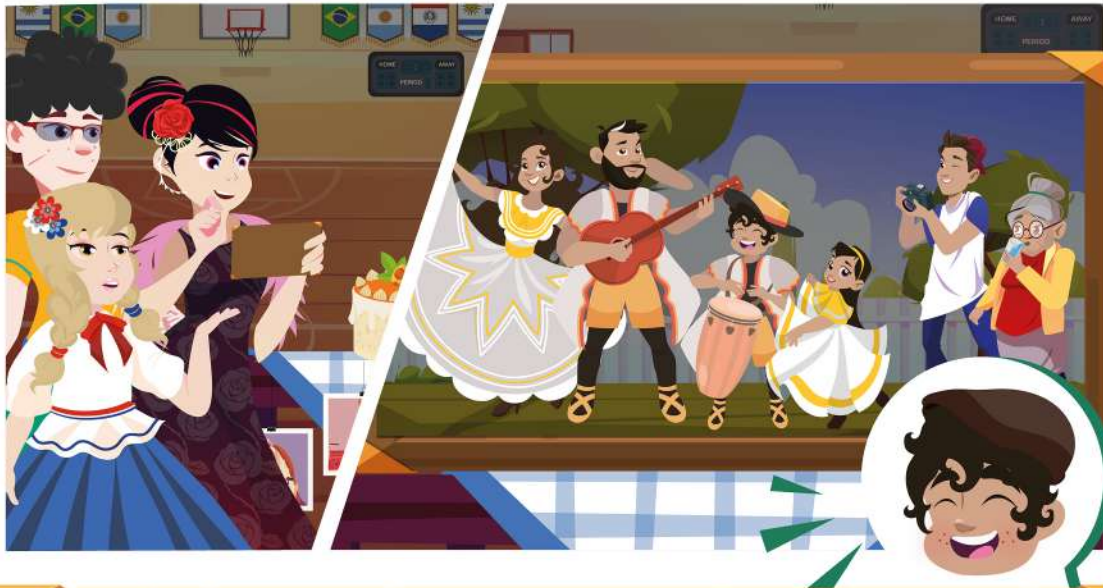
2

Read and put the conversation in order. Mía finds the owner of the notebook.

- T:** Great, let's go!
- M:** I see. Here is your notebook.
- T:** Yes! That's me. And you are ...?
- M:** Sure! And do you like tereré? I have some in my stand.
- T:** Thanks! Do you want a piece of chajá?
- T:** Hi, Mía! Yeah... but I'm new in Monte Caseros.
- M:** Mmm... That's why you are very mysterious. Is this yours?
- 1 M:** Hi, are you Tabaré?
- T:** Yes! It's my notebook! It's very important for me.
- M:** I'm Mía. We're in the same class!



Listen to Tabaré and write the words in the correct box.
 Tabaré is telling Mía, Nicole and Alex about his family.



grandmother	sister	uncle	cousin
aunt	brother	father	grandfather



Listen again and write the names of the family members.

Horacio Silvia Nina Germán Julia

- | | |
|---------------------------------------|----------------------------------|
| a. She is a retired teacher. _____ | f. She is 74 years old. _____ |
| b. He works in a factory. _____ | g. He wants to be a vet. _____ |
| c. She goes to primary school. _____ | h. He is an engineer. _____ |
| d. He is 18 years old. _____ | j. She is Tabaré's mother. _____ |
| e. She makes carnival costumes. _____ | |



Guess who... Work in pairs, say sentences about the characters and guess who they are.



1

Read and match.

Mía, Nicole and Alex are talking about their families.



That is my mother. She is a doctor. She works at Samuel Robinson Hospital. She helps sick people.



Look! They are my parents. My mother is a nurse. She works at Cruz Roja. She takes care of our community. My father is a police officer. He patrols the city and protects people.



The vet over there is my father. He offers medical service to animals. He goes to farms to treat big animals and pets, too.



2

Choose a person you know and write about his/her job in your notebook.

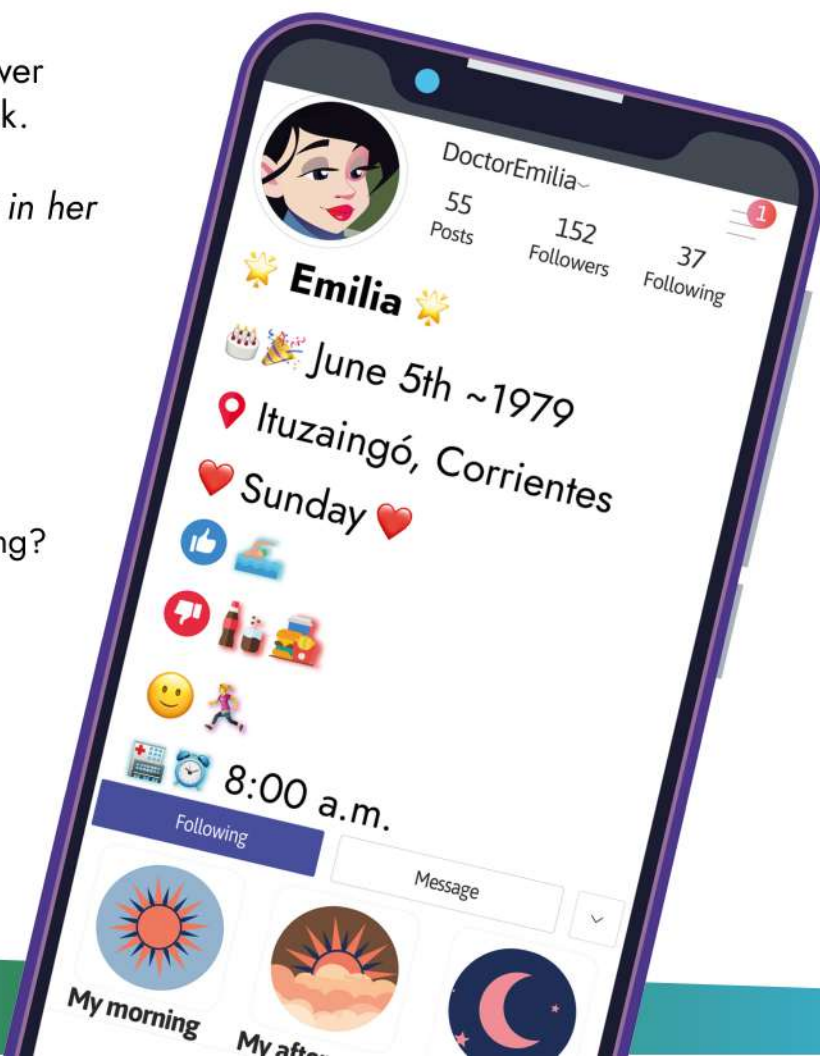


3

Look at the InstaShot and answer the questions in your notebook.

Nicole is showing her friends a day in her mother's life.

- When is her birthday?
- How old is she?
- Where is she from?
- Where does she work in the morning?
- What does she like doing?
- Does she like fast food?
- What is her favourite day?
- Does she do any sports?





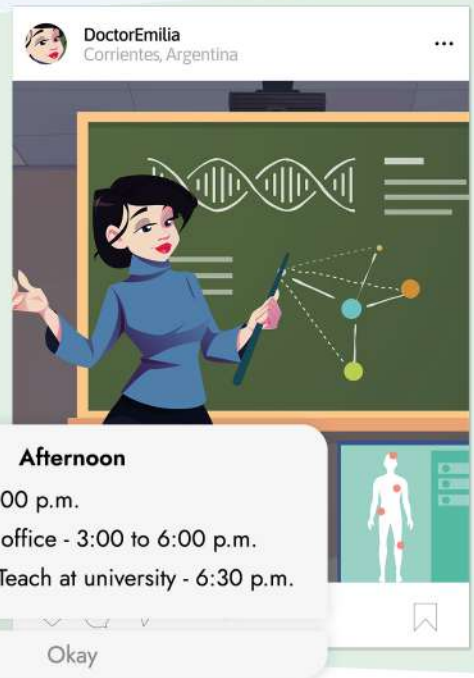
4 Read and circle the correct options.

- a. She *get up / gets up / getting up* at 6 a.m.
- b. Nicole's mother *take / taking / takes* a shower at 6:30 a.m.
- c. She always *has / have / having* a healthy breakfast at 7:30 a.m.
- d. Emilia *go / going / goes* to hospital at 8 a.m.



5 Read about Emilia's afternoons and complete the sentences with the correct form of the verbs.

- a. Emilia _____ at 2 p.m.
- b. She _____ from 3 to 6 p.m.
- c. On Wednesdays, she _____ at 6:30 p.m.



6 Put the words in order to form correct sentences in your notebook.

- a. home p.m. goes Emilia at 8
- b. cooks at She 9:30 p.m. dinner
- c. She with watches Nic TV 10 at p.m.
- d. 11 to She goes p.m. at bed



1

Read the text.

She is Florencia González Cabañas. She is a paralympic athlete from Corrientes.

Let's have a look at her routine on FaceMe.

Wow! It's amazing!



Florencia González Cabañas

Today 10:00

She gets up at 7:30 a.m. on weekdays. At 8 a.m., she has coffee, eggs, and cereals.

After that, she gets ready to go to university. She is studying to be a journalist. Classes start at 9 a.m. and finish at 12:30 p.m.

Once at home, she has lunch at 1 p.m. She generally prepares noodles with tomato sauce. She loves pasta! She doesn't take a nap. She goes to the gym at 4 p.m. There, she works out really hard because she plays professional wheelchair basketball. Every weekday, from 6 p.m. to 8 p.m., she trains with the 'Province Wheelchair Basketball Team'.

Later on, at 8:30 p.m., she takes a shower. At 9:30 p.m., she often eats chicken and salad for dinner. Next, she watches TV, and finally, she goes to bed at 11:30 p.m.



You and 99 others

Like

Comment

100 Comments

2

Read the clues and find the words in the text to complete the table.

	Clues	Answers
a	Job	
b	Pasta	
c	Siesta	
d	To exercise	
e	Sport	

3

Read the text and sequence Florencia's activities. There's one action that does not happen.

- | | | |
|---|--|--|
| <input type="checkbox"/> Flor trains with her team. | <input type="checkbox"/> She has coffee, eggs, and cereal. | <input type="checkbox"/> She has chicken. |
| <input type="checkbox"/> She goes to university. | <input type="checkbox"/> She goes to the gym. | <input type="checkbox"/> She takes a shower. |
| <input type="checkbox"/> She has noodles. | <input type="checkbox"/> She plays basketball. | <input type="checkbox"/> She takes a nap. |

4

Choose a person you admire. It can be a sports player, an actress, an actor, a singer, etc. Write about his/her routine in your notebook. Use Florencia's routine to help you.



Go to the Speaking cards on page 65. Choose a country, cut out the corresponding card, and read the information. Tell your classmates about it as in the example. They have to guess the country.

*This country is in Europe and Asia.
The name of its capital city starts with M.
The official language is not Spanish.
Its nationality ends with N.
Its flag is white, blue and red.
What country is it?*



Look at the three Big Pages and write the number of the Episode/s next to them.

Episode 1

Episode 2

Episode 3



- a. The boy is running.
- b. Thor is sleeping.
- c. The students are wearing costumes.
- d. It is a beautiful sunny day.
- e. There are flags from different countries.
- f. Mía is taking a selfie.
- g. There is a lot of food.
- h. Alex is helping Nicole.
- i. Tabaré is reading.
- j. There are a lot of school objects.



Look at the Big Pages again and write two more sentences describing each one.

Big Page - Episode 1	Big Page - Episode 2	Big Page - Episode 3

Quick Facts about Celebrations around the Globe

La Tomatina Festival



Spain

Credits: cucinare.tv

- When?** La Tomatina Festival happens on the last Wednesday of August.
- Where?** It takes place in Buñol, a little village near Valencia, Spain.
- Who?** Locals and people from all over the world take part in this event. Only 22.000 people can participate and the minimum age is 18.
- What do they do?** Locals and tourists use 120 tons of red smashed tomatoes.
- How?** Tomatina Festival begins at 12 a.m. People throw tomatoes at each other. It is a funny battle and a hilarious experience.

[Read more \[...\]](#)



Credits: Salva Garrigues



Holi Festival



India

Credits: travelwise.com.do

Credits: Memphis Tours

- When?** In March. It marks the beginning of spring after a long winter. It represents the triumph of good over evil.
- Where?** It takes place in India, Nepal and in other places around the world, too.
- Who?** Millions of Indians and other South Asian communities celebrate Holi.
- What do they do?** People use coloured powder to celebrate. Each colour carries a meaning. Red, for example, symbolizes love and fertility while green stands for new beginnings. Later in the day, families gather for meals.
- How?** People throw coloured powder into the air and sprinkle them on others. People also splash water on each other with toy guns and balloons.

[Read more \[...\]](#)



Credits: travelogy.com.mx



Monkey Buffet Festival

🌐 Thailand



Credits: Zuma Press, inc.



Credits: elcomercio.pe

- 🐒 **When?** On the last Sunday of November, the annual feast invites local macaques to eat on towers of fruit and vegetables.
- 🐒 **Where?** The celebration takes place at the ruins of a 13th-century temple in Thailand.
- 🐒 **Who?** Many tourists and local people attend the festival. They buy their food because nobody can eat the monkey's banquet.
- 🐒 **What do they do?** The local monkey population is a sign of good luck and prosperity.
- 🐒 **How?** There is an opening ceremony that includes performances by dancers in monkey costumes. When the monkeys arrive, they jump across tables and climb towering pyramids of fruits, vegetables, cakes, candies, and more.

[Read more \[...\]](#)



Credits: Emol Fotos



Humahuaca Carnival

🌐 Argentina



Credits: Ser Argentino



Credits: Wikipedia

- 🌸 **When?** Humahuaca Carnival starts 40 days before Holy Week and it lasts 9 days.
- 🌸 **Where?** This carnival is a popular celebration from Jujuy and it occurs in Tilcara, in Quebrada de Humahuaca valley.
- 🌸 **Who?** Local people and lots of tourists take part in this fantastic event.
- 🌸 **What do they do?** People wear colourful costumes and masks, dance "carnavalito" and play regional instruments like "charangos" and "bombos". They honour Pachamama or Mother Earth.
- 🌸 **How?** This celebration starts on a Saturday. During that day, people dance along the streets, sing, and throw flour and confetti at each other. The event finishes after nine days on a Sunday when people taste regional dishes like empanadas, and lamb cheese and drink "chicha", a beverage made from corn.

[Read more \[...\]](#)



Credits: Alquiler Argentina





Most recent posts

Quick Facts about the Taragüí Rock Festival

🌐 Corrientes



-  **When?** This music festival occurs in September.
-  **Where?** At the Capital City of Corrientes in Argentina.
-  **Who?** Locals and tourists enjoy this rock festival.
-  **What do they do?** Several rock bands perform and play different music genres for the audience.
-  **How?** There are two stages and people gather around them to listen to the bands, sing, enjoy and have fun. There are food trucks that sell "chipá parrilla", "choripán", "chipapizza", "morcipan", and "mbeju". There are also craft stands.

Read more [...]

1 Read the texts and put a tick in the correct festival.

In these celebrations...					
people wear colourful costumes.					
people dance and sing.					
there are a lot of fruits and vegetables.					
there are famous and local music bands.					
people paint their faces and bodies, and wear masks.					

2 Read the texts and complete the sentences with the words from the box. There is an extra word.

colours - days - September - food - city - month

- a. In the Monkey Buffet Festival, people offer different _____ to monkeys.
- b. Taragüí Rock Festival takes place in Corrientes _____.
- c. This celebration lasts nine _____.
- d. La Tomatina Festival occurs in the _____ of August.
- e. In the Holi Festival, _____ have different meanings.

#Emotional-E

Emotions are essential in our life. There are no positive or negative emotions. They are all valid and when they appear, it is important to recognize them and respond properly.

1 What pushes your buttons?

Mark the things that push your buttons.

- Being told NO
- Too much to do
- Gossip
- Losing a game
- Being tired
- Other...
- Hunger
- Loud noises
- Being ignored
- Being scared
- Bad news



To **push someone's buttons** is to cause a strong reaction or emotion in someone.

Example: *My brother knows exactly how to push my buttons.*



2 Coping with anger

Match techniques you can try when you feel angry to the correct drawings.

a. Clench your fists or tighten your muscles. Then, shake your hands, arms and body. After that, relax.

b. Push a wall with all your energy using both hands. Then, stop, shake your body, and relax.

c. Grab a piece of paper and scratch it with red or orange colours. Let the anger disappear and start painting with soft colours.

d. Sit in a quiet place. Put one hand on your stomach. Take a deep breath. Feel how your stomach inflates. Breath out slowly and relax. Repeat 4 times.



3

Coping with frustration and sadness

Follow these steps:

- a. Think of activities you can do when you feel down or sad, for example: listen to music.
- b. Write down your **favourite** ideas on strips of paper.
- c. Get an **empty** jar.
- d. Fill the jar with your **ideas**.
- e. When you **feel down or sad**, pull one out and do the activity.



4

Mood music

Music can be very powerful. It can help us change our moods.

Think and write about your favourite songs and how they can impact your mood:



A song I listen to when I feel angry:
.....

A song I listen to when I feel sad:
.....

When I'm anxious I listen to:
.....

A song that best describes me:
.....

A song that makes me dance every time:
.....

My favourite band of all times:
.....

A song that reminds me of a person I love:
.....

My favourite place to listen to music:
.....

5

Self-regulation strategies

Circle some ideas to help you calm down. Think of other ideas that can help you calm down.
.....
.....

Ask for help

Go for a walk

Take deep breaths

Count to ten

Take a break

Drink some water

Talk to someone

Imagine something nice

#CutOutSheet

1 Jobs' dominoe

	Prepares lessons, evaluates, and educates students.		Enforces the law, prevents crime, and protects people.		Cultivates plants and harvests crops.
	Protects and rescues people from fire and emergencies.		Plans, prepares, and cooks food.		Monitors patients, administers medication, and assists doctors.
	Diagnoses, examines, and treats patients.		Assists teachers and students at school.		Drives a bus, takes people from one place to another.
	Washes, cuts, and arranges the hair.		Greets guests and takes drinks and food orders.		Treats the injuries and illnesses of pets and other animals.

2 Speaking cards

<p>The UK</p> <p>Continent: Europe</p> <p>Capital: London</p> <p>Official language/s: English</p> <p>Nationality: British</p> 	<p>The USA</p> <p>Continent: America</p> <p>Capital: Washington D.C.</p> <p>Official language/s: English</p> <p>Nationality: American</p> 	<p>China</p> <p>Continent: Asia</p> <p>Capital: Beijing</p> <p>Official language/s: Chinese</p> <p>Nationality: Chinese</p> 
<p>Russia</p> <p>Continent: Europe & Asia</p> <p>Capital: Moscow</p> <p>Official language/s: Russian</p> <p>Nationality: Russian</p> 	<p>Brazil</p> <p>Continent: America</p> <p>Capital: Brasília</p> <p>Official language/s: Portuguese</p> <p>Nationality: Brazilian</p> 	<p>France</p> <p>Continent: Europe</p> <p>Capital: Paris</p> <p>Official language/s: French</p> <p>Nationality: French</p> 
<p>Morocco</p> <p>Continent: Africa</p> <p>Capital: Rabat</p> <p>Official language/s: Arabic, Berber</p> <p>Nationality: Moroccan</p> 	<p>Peru</p> <p>Continent: America</p> <p>Capital: Lima</p> <p>Official language/s: Spanish, Quechua</p> <p>Nationality: Peruvian</p> 	<p>Hungary</p> <p>Continent: Europe</p> <p>Capital: Budapest</p> <p>Official language/s: Hungarian</p> <p>Nationality: Hungarian</p> 





CORRIENTES
somos todos!

#TAG

Teens Around the Globe 🌐
Student's Book



CORRIENTES

somos todos!

Ministerio de Educación



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