



**Gobierno
Provincial**

M.i.C

Made in Corrientes



**Gobierno
Provincial**

MADE IN CORRIENTES – ENGLISH BOOK 1

Cuaderno para el Aula de Inglés

Desarrollo de textos y actividades

Lic. Clarisa Godoy
Prof. Clavia Analía Córdoba
Prof. María Claudia Del Grosso
Prof. Roxana Mariel Proz
Prof. Alicia Raquel Villalba
Prof. Etel Itati Aguirre
Prof. Belkis María Aranda Ansermet
Prof. Fernando Matías Giménez
Prof. Iván Matías Zampedri
NSE. Prof. María Sofía Lorenzo
NSE. Edith Alejandra Lencina Malgor

Coordinación del proyecto

Lic. Clarisa Godoy
Prof. Clavia Analía Córdoba

Corrección

Prof. Anabel de los Ángeles Córdoba

Lectura crítica y corrección

Lic. Clarisa Godoy
Prof. Clavia Analía Córdoba

Ilustraciones

Luvio
luvio.com.ar

ISBN: 978-987-42-0494-3

Made in Corrientes - English Book 1. 1a ed. - Buenos Aires:
Tinta al Tiempo, 2016.

48 p.; 29 x 21 cm. (Biblioteca de consulta escolar)

ISBN: 978-987-42-0494-3

Ninguna parte de este libro puede ser reproducida, traducida o apropiada de ninguna forma y por ningún medio (incluido electrónico, mecánico u otro, como ser fotocopia, grabación o cualquier sistema de almacenamiento o reproducción de información) sin el permiso por escrito del editor.

Diseño de tapas

María José Rodríguez Bertoni

Maquetación y diseño

María José Rodríguez Bertoni

Coordinación editorial

Belén Rodríguez Bertoni

Primera edición: abril de 2016
Tinta al Tiempo
Libro de Edición Argentina
Queda hecho el depósito que dispone la ley 11.723

Gobernador de la Provincia

Dr. Horacio Ricardo Colombi

Ministra de Educación

Lic. Susana Mariel Benítez

Coordinador de Gabinete

Dr. Julio Navías

Subsecretaria de Gestión Educativa

Dra. Gabriela Albornoz

Subsecretario de Gestión Administrativa

C P Mauro Andrés Rinaldi

Secretario General

Juan Breard

Dirección de Educación Intercultural Bilingüe

Lic. Mirta Clarisa Godoy

Dirección de Proyecto
Dirección de Educación Intercultural Bilingüe
Lic. Mirta Clarisa Godoy

Coordinación de Proyecto
Dirección de Educación Intercultural Bilingüe
Prof. Clavia Analía Córdoba

Dirección de Planeamiento e Investigación Educativa
Prof. Natalia Gabriela Lencina
Lic. Aurora Emilce Pino

Dirección de Enseñanza Privada
Supervisora Mirta Dominguez

Consejo General de Educación
Prof. Ramona Yolanda Montiel
Supervisora Nilda Beatríz Sena

Profesores de Inglés
Prof. Etel Itati Aguirre
Prof. Belkis María Aranda Ansermet
Prof. Clavia Analía Córdoba
Prof. María Claudia Del Grosso
Prof. Fernando Matías Giménez
Lic. Mirta Clarisa Godoy
Prof. María Sofía Lorenzo
Prof. Roxana Mariel Proz
Prof. Alicia Raquel Villalba
Prof. Iván Matías Zampedri

Neuropsicoeducadoras
NSE. Prof. María Sofía Lorenzo
NSE. Edith Alejandra Lencina Malgor

Prólogo

Corrientes es una provincia plurilingüe. No todos los niños correntinos aprenden a hablar el español como lengua materna, muchos hablan guaraní, algunos portugués, y aprenden español en la escuela primaria.

Hace algunos años, la enseñanza del inglés también se hizo realidad en la escuela primaria. En este contexto tan diverso, aprender y enseñar una lengua extranjera como el inglés, no es tarea simple, especialmente si existen dificultades para acceder a los recursos.

A menudo, los libros de inglés están contextualizados en países de habla inglesa e intentan reflejar la cultura de los países anglosajones. Sin embargo, este libro, MADE in CORRIENTES – ENGLISH BOOK 1 es completamente diferente ya que toma a nuestra provincia, nuestras costumbres y cultura como punto de partida. Es un libro de inglés hecho por docentes correntinos para colegas y estudiantes correntinos.

Sus personajes, Santi y Andy, junto a sus familiares y amigos, y en especial, junto a Tincho, el Carpincho, nos ayudarán a saludar en inglés, a describir a nuestras familias, a describir nuestros gustos y preferencias, a contarle a otra persona sobre nuestra ciudad y muchas otras cosas más utilizando la lengua inglesa.

A través de actividades entretenidas que fueron cuidadosamente diseñadas según los conceptos de las teorías de inteligencias múltiples, la inteligencia emocional, y con mucho aporte de las neurociencias, nuestros niños podrán aprender inglés a la vez que desarrollarán distintas habilidades cognitivas. No caben dudas que este libro no tiene desperdicio.

MiC English Book 1 ha surgido del contacto de los técnicos del Ministerio de Educación con los docentes de toda la jurisdicción. Es una respuesta a la necesidad de contar con recursos adecuados a nuestra realidad, como lo expresarán los docentes de inglés en múltiples capacitaciones.

Ser docente, no es un trabajo que cualquiera pueda llevar adelante, porque para ser un buen docente se necesita mucho más que conocimiento, se necesita compromiso y convicción. El docente comprometido es aquel que continuamente investiga, busca recursos y comparte ideas con otros colegas para mejorar sus prácticas áulicas. El docente que hace la diferencia es aquel que puede tocar las almas de sus estudiantes.

Este es un libro que refleja el compromiso de nuestros docentes para con la educación de nuestros niños, que son nuestro futuro. Desde el Ministerio de Educación estamos convencidos de que todo el esfuerzo que realicemos hoy por ellos dará sus frutos mañana.

Por ello celebramos esta obra como la primera de muchas por venir. Porque la educación es acción y en Corrientes, vamos para adelante.

Lic. Susana Benítez
Ministro de Educación
Provincia de Corrientes

Summary

1

My Personal World

Greetings. Personal Introduction. Classroom Language. Instructions. The school. Classroom objects. Numbers from 1 to 20. Colours. Feelings. The family.

2

My Social Life

Sports and hobbies. Food. Likes and dislikes.

3

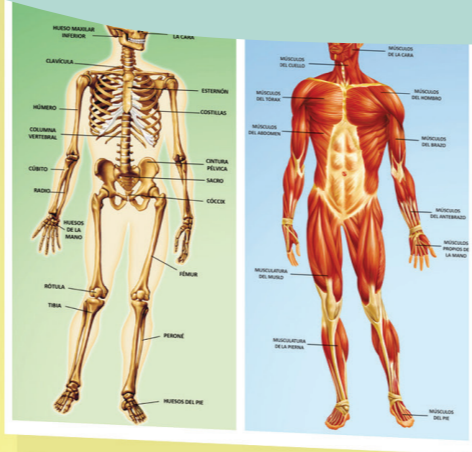
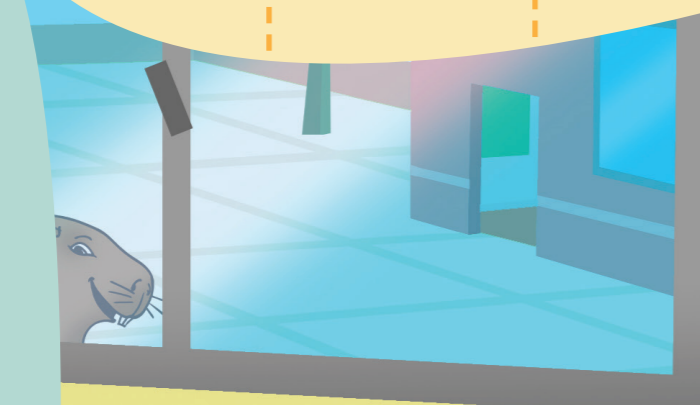
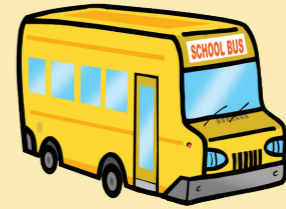
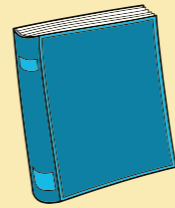
The World Around Us

The city. Places in the city. Location in a map.

Welcome

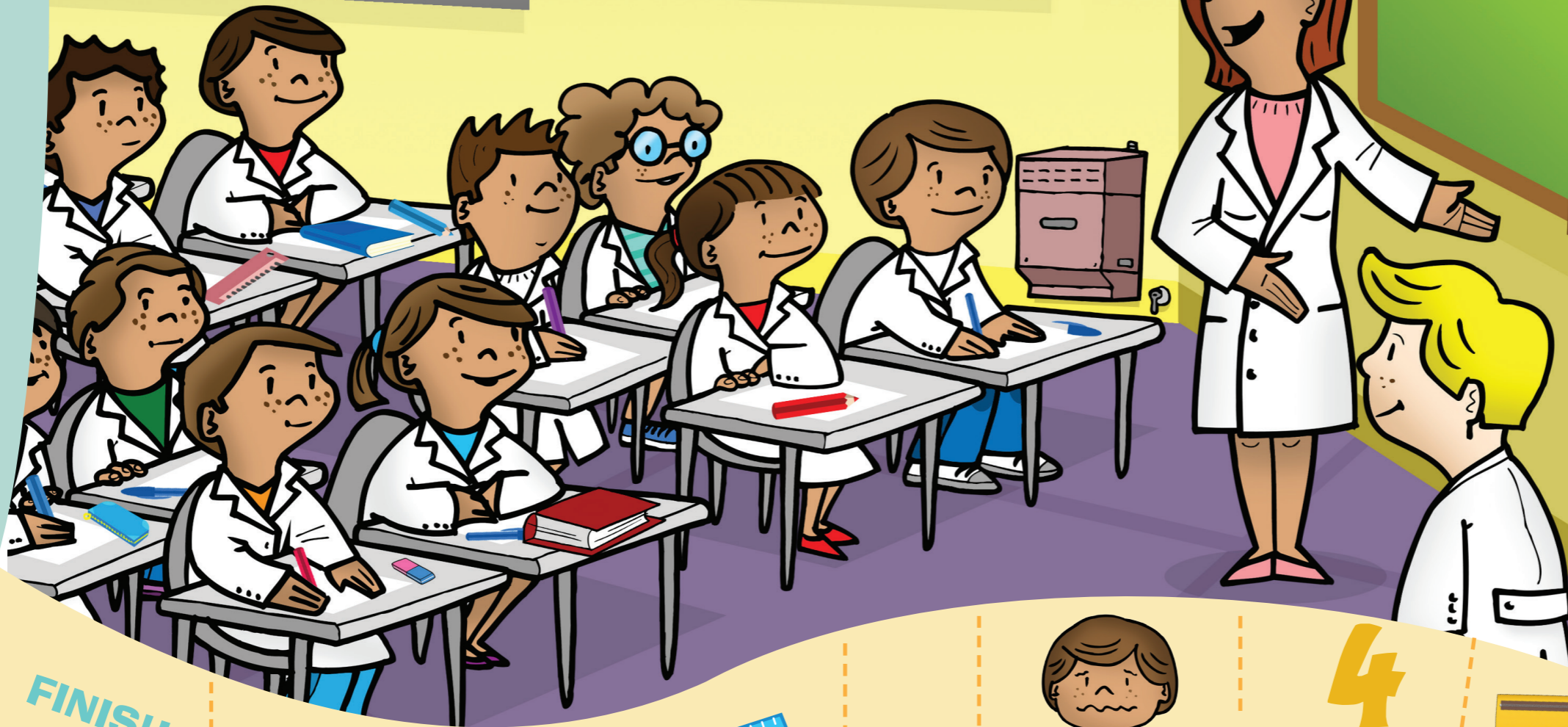
START

3



Buen día chicos!
Quiero presentarles
a su nuevo compañero.
Él es Andy y viene de
Estados Unidos.

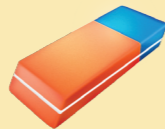
1



FINISH



4

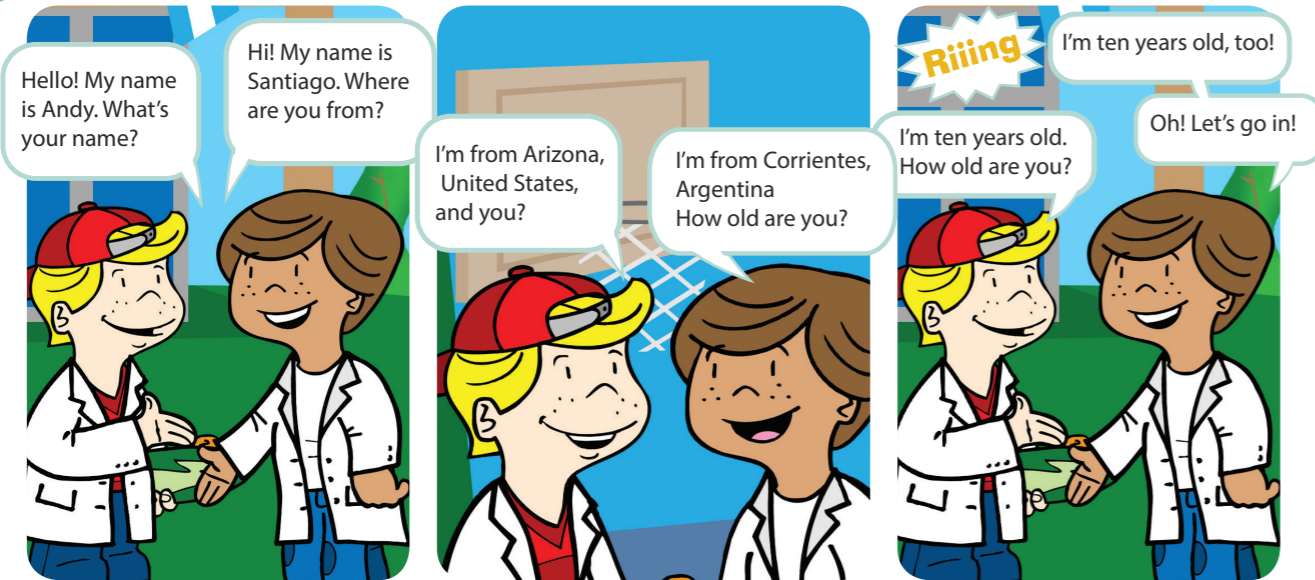


1

At school



1. Look and read.



2. Look and match.



○ Santi

○ Arizona, U.S.A.



○ Andy


○ Corrientes, Argentina



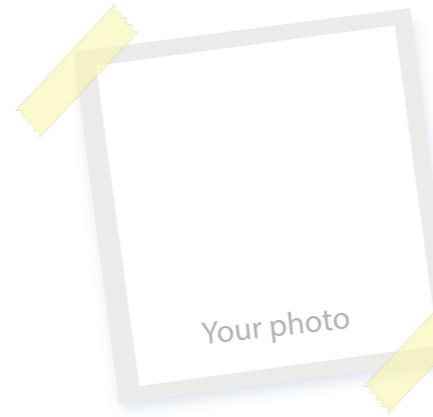
3. Complete.

Where are they from?

- Santiago is from
- Andy

4. Listen and sing the Hello Song. 

5. Complete with your personal information.



Hello, My name's Andy! I am from Arizona, USA. This is my first day at school in Corrientes. I am very happy!

Hello,
My name is
I'm from



6. Put the words in order.

is your What ? name

1.

you Where ? are from

2.

you are old How ?

3.

7. Role play.

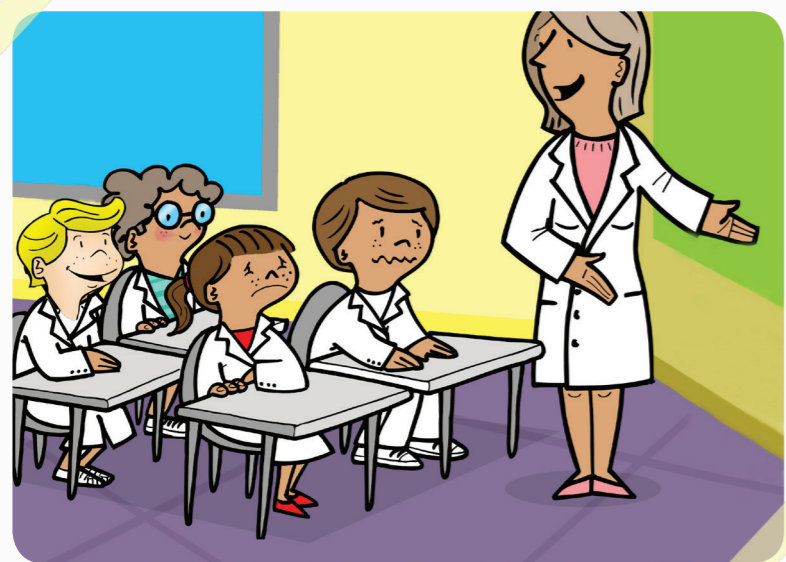
Imagine you are from another province or country. Complete the chart and ask questions to your partners.

YOU
Name
.....
From
.....

your partner
Name
.....
From
.....

In the Classroom

1. Look and read.



Look! These are my classmates! They are all from Corrientes!



2. Match.

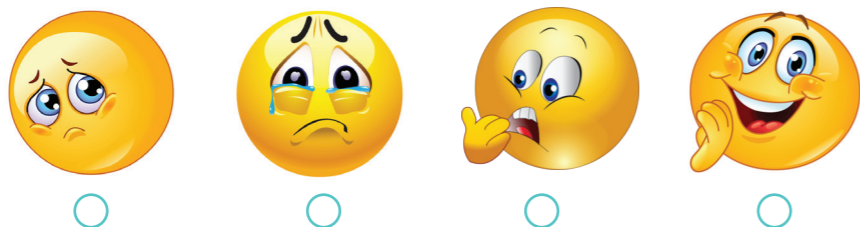
How are they today?

- Santi
- Andy
- Martín
- María



- Happy
- Sad
- Nervous
- Shy

3. How are **You** today? Tick and write.



I am

4. **CHANT!** How are you today?

I feel

I feel

I feel

What about you ?

5. Read and draw.



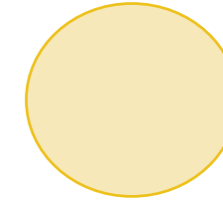
Happy



Shy



Nervous



Sad

6. Read and complete.

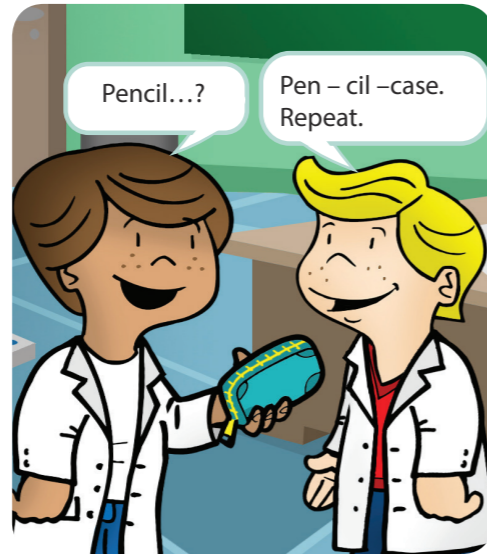
At school:

- a. My friends make me feel
- b. The teacher makes me feel
- c. The break makes me feel
- d. The lesson makes me feel
- e. The exam makes me feel

My Classroom



1. Read.



2. Roleplay the dialogue with your partner.



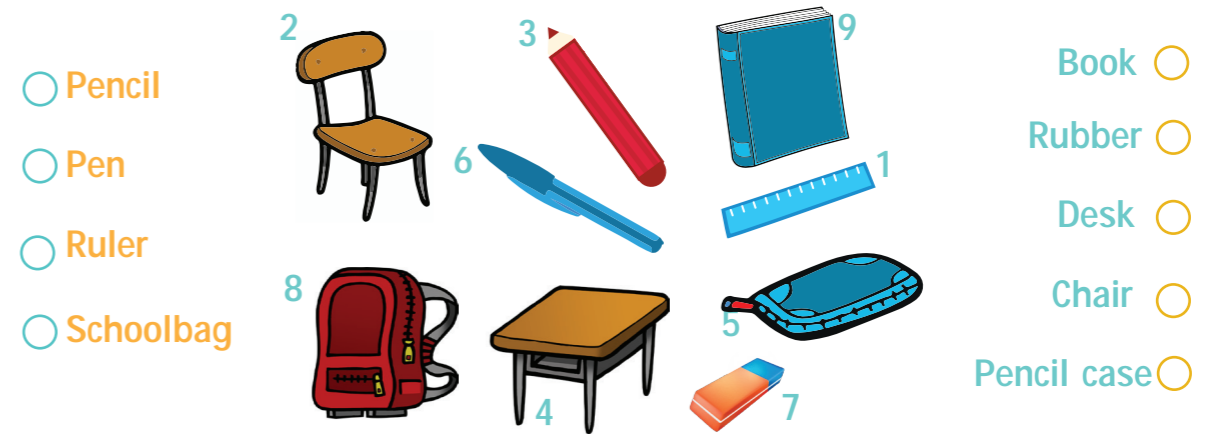
How do you say this in English?



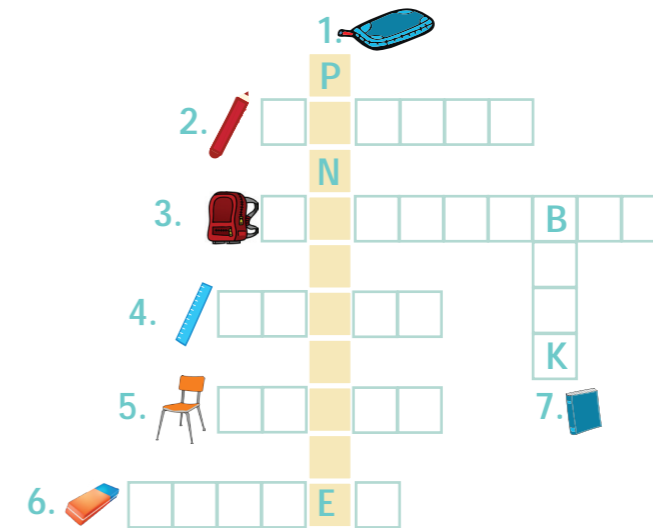
3. Read and circle YES or NO

- | | | |
|--------------------------|-----|----|
| 1. The schoolbag is red. | YES | NO |
| 2. The ruler is yellow. | YES | NO |
| 3. The table is brown. | YES | NO |
| 4. The chair is green. | YES | NO |
| 5. The rubber is orange. | YES | NO |

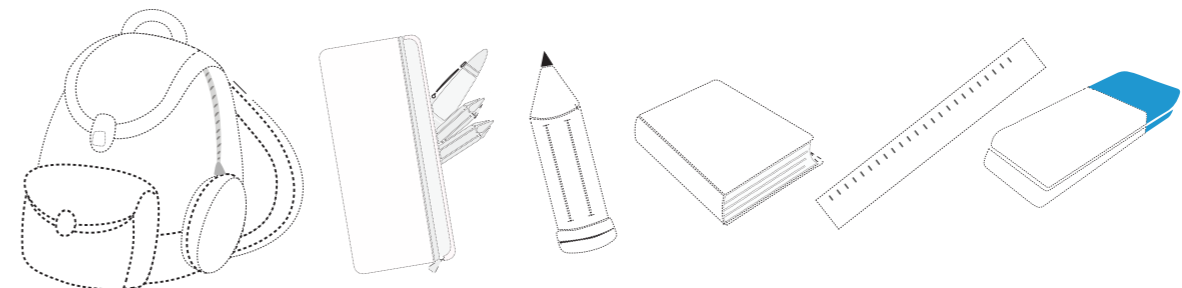
4. Look at the picture and number the classroom objects.



5. Complete the crossword with classroom objects.



6. Trace, listen and colour the objects.



7. Listen and sing.



What a MESS!

Tincho's favourite snack is chipá. He goes into the classroom looking for it.

1. Look and count the school objects.



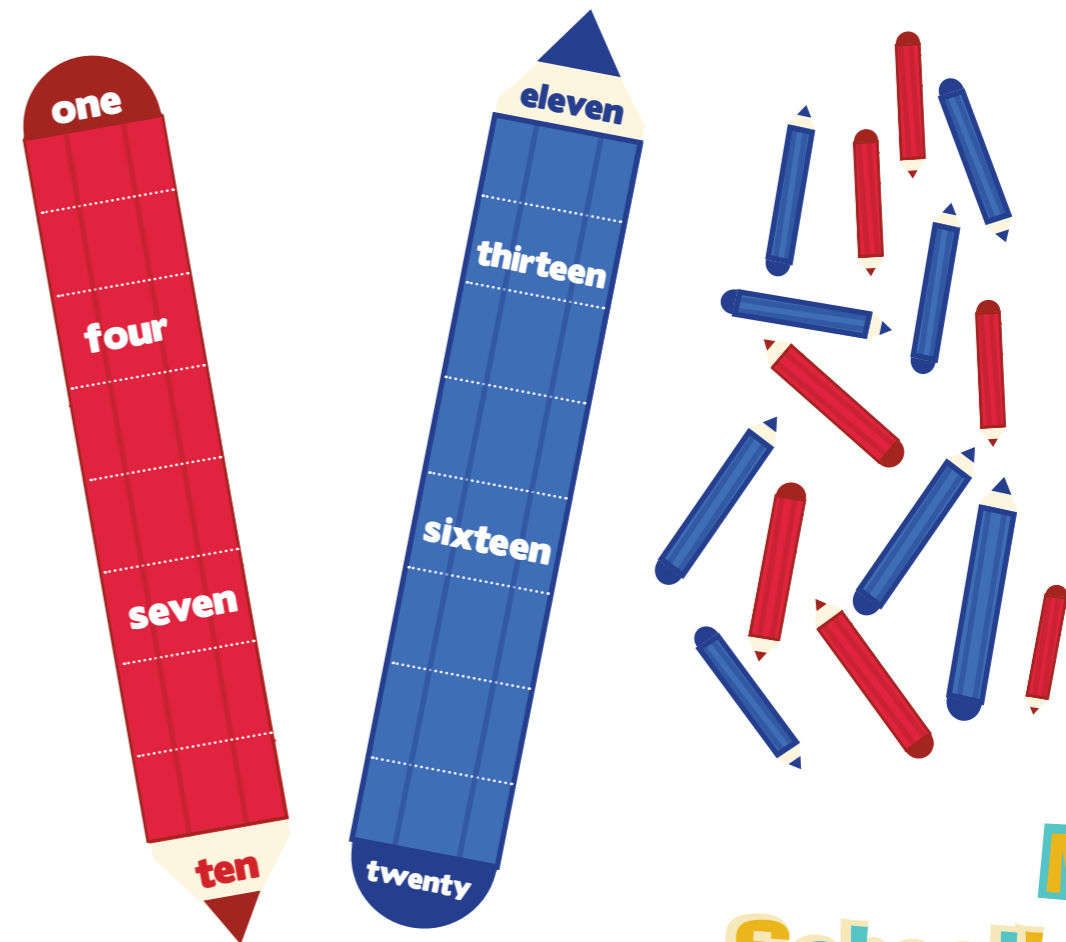
2. Listen and colour.

0 1 2 3 4 5 6 7 8 9 10

3. Trace the numbers 11 to 20.

ELEVEN TWELVE THIRTEEN FOURTEEN
FIFTEEN SIXTEEN SEVENTEEN
EIGHTEEN NINETEEN
TWENTY

4. Complete the gaps and count the pencils.



My
Schoolbag

5. Read and colour.



In my schoolbag I have got two blue pens, three black pencils, two red books and a ruler. I haven't got a rubber



My Family

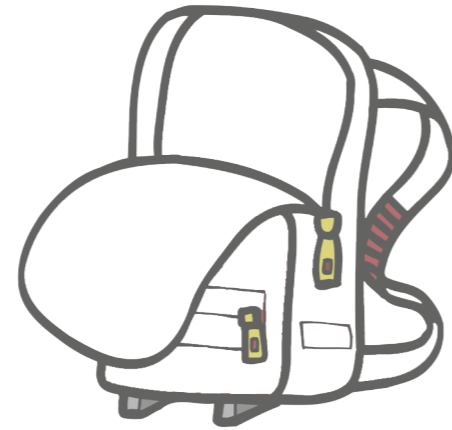
6. Now you! Draw and write!

In my schoolbag, I have got

.....

I haven't got

.....



7. Read about Andy again and complete the sentences.

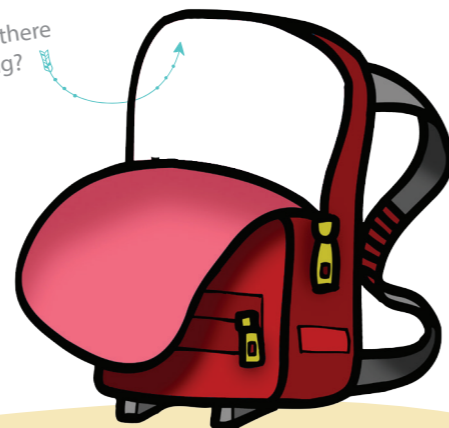


8. Role play.



Make a list of your partner's objects

What objects are there in your school bag?



1. Read the story.

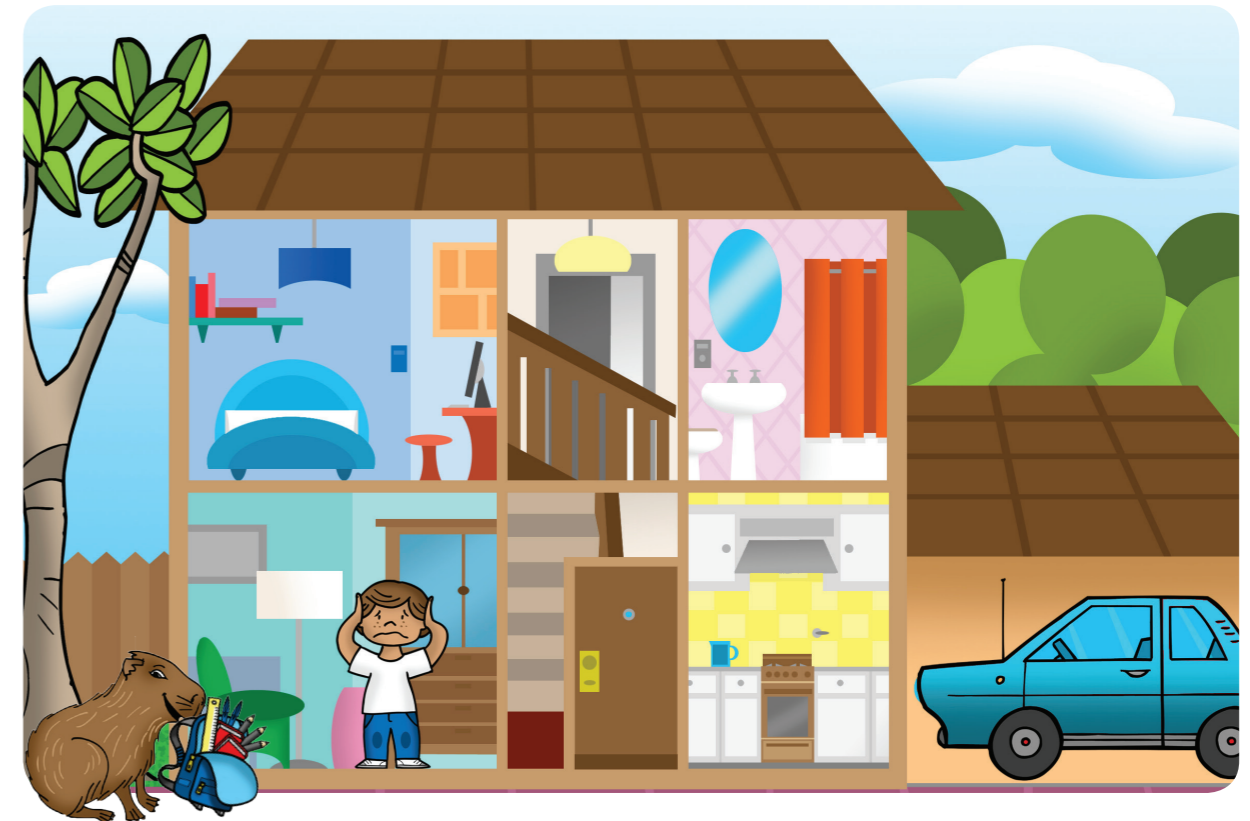
Santiago: Mum, where's my schoolbag?
Mum: I don't know, ask your father ... but here's your ruler.
Santiago: Thank you, mum.

Santiago: Dad, where's my bag?
Father: I don't know... but here's your marker.
Santiago: Thank you dad.

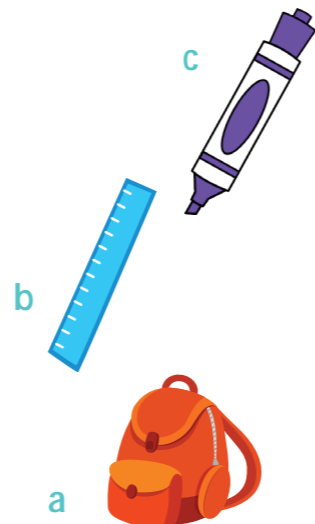
Santiago: Sis, where's my bag? Oh! you can't talk yet... but here's my pencil.

Mother: Look Santiago! There's your bag!
Santiago: Thanks Tincho. You are a good friend!

Oh no! I've lost my school things!
Where's my bag?
Let's look around....



2. Read the text and match the classroom objects to the picture of each family member



3. Listen and sing.



4. Listen and draw.



5. Look at Santiago's Family Photo Album and identify his family members.



1. _____
2. _____
3. _____
4. _____
5. _____

6. Read and complete the poem about María's family.

Mother Brother Sister

Maria has got a small family
 She has got a _____
 and a stepfather but she
 hasn't got a _____
 or a _____
 María is an only child.



7. Ask your partner about his/her family and tell the class.

My partner has got _____

Time to relax

8. Look at Tincho's family photo and circle the correct answer.

- a. Tincho has got / hasn't got a mother
- b. It has got / hasn't got a father
- c. It has got / hasn't got a sister
- d. It has got / hasn't got a brother



9. Read and put the letters in order.

This is my family photo. My **rethmo** is **lnés** and my **threaf** is **pedro**. They are from Corrientes. I have got a **tersis**..... She is a baby. She is **Elena**. I haven't got a dog. I have got a capybara. It is **Tincho**.

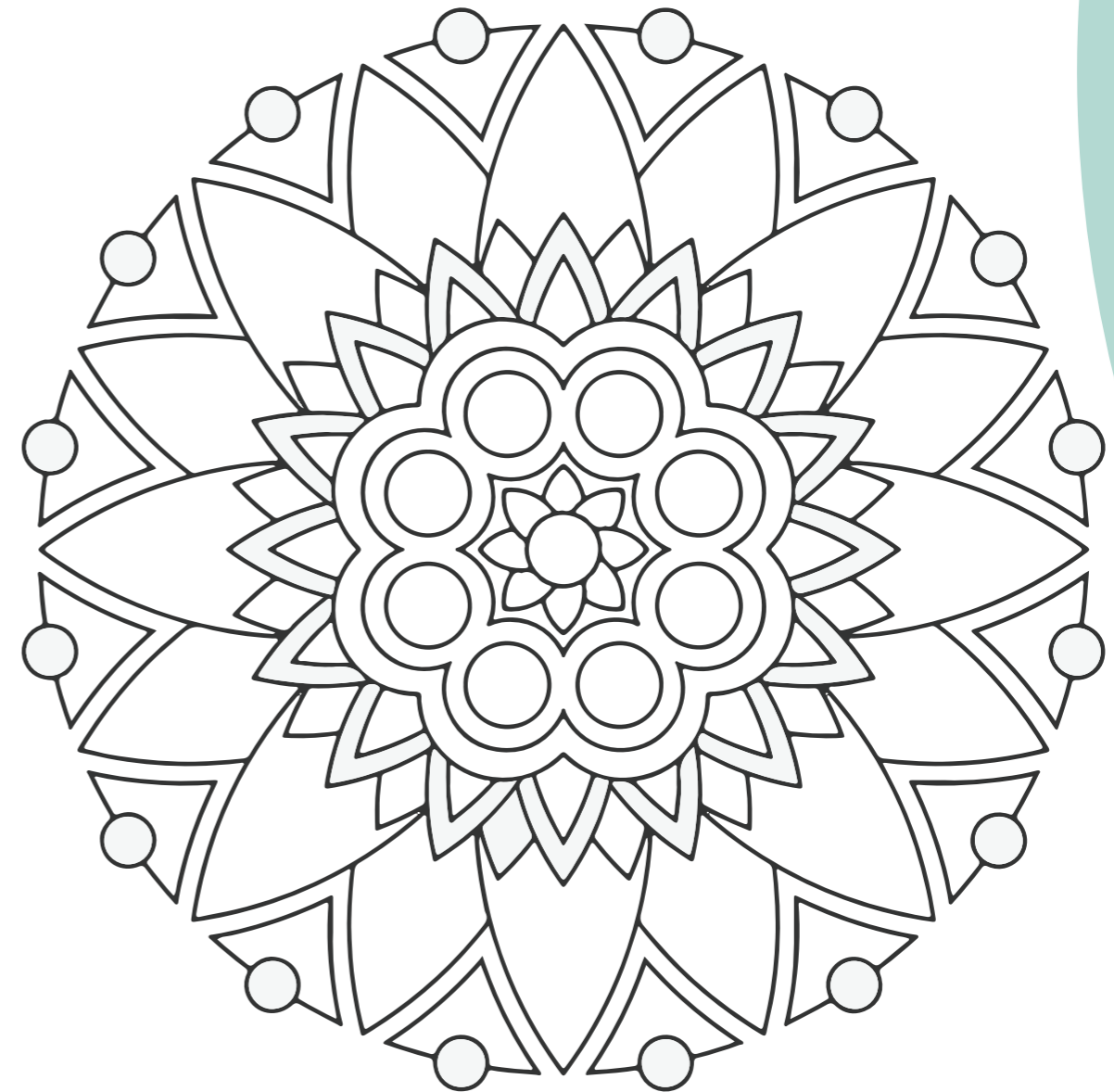
10. Draw your family.



11. Write a description.

This is my family photo. My _____

Colour the MANDALA

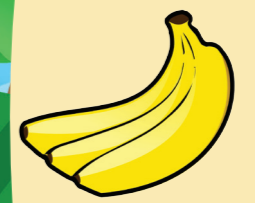


My Social Life

START



FINISH



BASKETBALL MATCHES SCORE

10 •• 7

TACURU	50	YAGUARETÉ	20
ARANDÚ	80	ARAZATY	50
YACARÉ	100	PARANÁ	40
ÑARÓ	70	MITRE	90



2

At the Club

Martin and Andy are at the Club. There, you can do different sports. You can play basketball, volleyball, rugby and football. You can do gymnastics, yoga and taekwondo. Andy loves taekwondo.



1. Read.

Andy: Martin, "Can you do taekwondo?"

Martin: Yes, I can.

Andy: What about football? Can you play football?

Martin: Yes! It's my favourite sport! I love it! What about you?

Andy: No, I can't, but I can skate. Can you skate?

Martin: Yes, I can. Let's go skating.

2. Read and tick.

Sport	Martin	Andy
Basketball		
Volleyball		
Skating		
Tennis		
Taekwondo		
Rugby		
Yoga		
Football		

3. Look and circle.

- a. María CAN / CAN'T play football.
- b. She CAN / CAN'T play tennis.
- c. She CAN / CAN'T play rugby.
- d. She CAN / CAN'T do yoga



4. Look and write about Tincho.

- a. Tincho can run but it can't ride a bike.
- b. Tincho
- c.
- d.



5. What about you?

- a. I can
- b. I can't
- c.
- d.



Playing

Andy and Santi are playing video games.



1. Read.

This is Danny Sanchez's profile. He is Andy's favourite football player.

FOOTBALL

NAME: DANNY SANCHEZ
AGE: 20
COUNTRY: MEXICO
I LIKE: PASTA, CARROTS, WATER
I DON'T LIKE: HAMBURGERS,
CHOCOLATE, ONIONS
I CAN: PLAY TENNIS, DO KARATE
I CAN'T: PLAY RUGBY

2. Complete.

At school, the teacher of English asks the students to complete a famous person's profile. Help Andy and Santi to complete Danny Sanchez's profile. Use the information from the chart

Hi! My name is Danny Sanchez. I am years old.

I am from

I like, and

I don't like, or

I can and, but I can't

3. Write your profile.

Your photo

Yummy Yummy!

Food for my tummy!

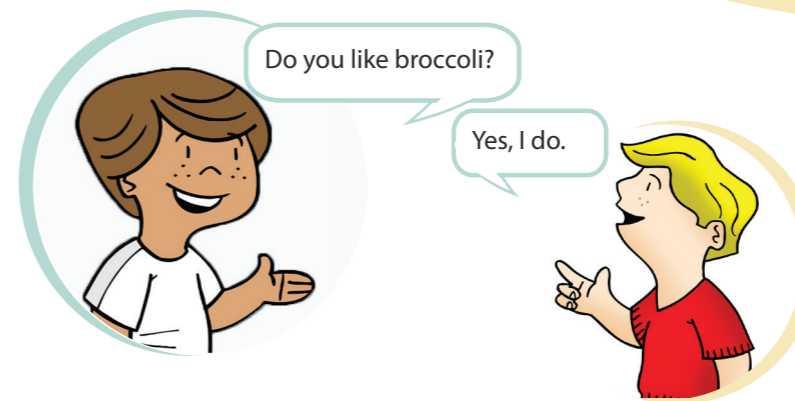
1. Read the dialogue.

Let's visit my friend Martin.



2. Circle the correct option.

- Martin, Santiago and Andy like **chipa** / pizza.
- Santiago and Andy go to visit **Martín** / María
- Grannie** / Dad is making chipa.
- They are at Martin's **house** / school
- Chipa is **horrible** / delicious!



3. Look and order.



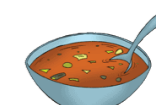
brgeurs



hotgods



psata



pous



baercube



cphis



dalsa









eci ceram



cihap

4. Read and write.

- I like 
- I like cheese. I like  and chips
- Do you like  ? Yes, I do.
- Do you like  ?
- Yes, I do, but I don't like pasta or  ?
- Do you like barbecue?
- No, I don't, but I like chipas and  too.



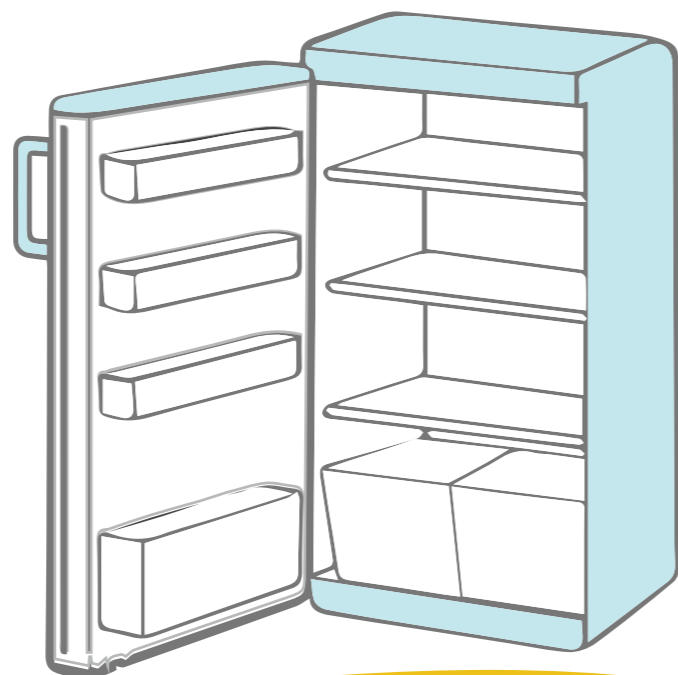
5. Listen and circle.

- a. María likes / doesn't like cereals for breakfast.
- b. Andy likes / doesn't like eggs and bacon for breakfast.
- c. Santi likes / doesn't like coffee for breakfast.
- d. Martin likes / doesn't like fruit.

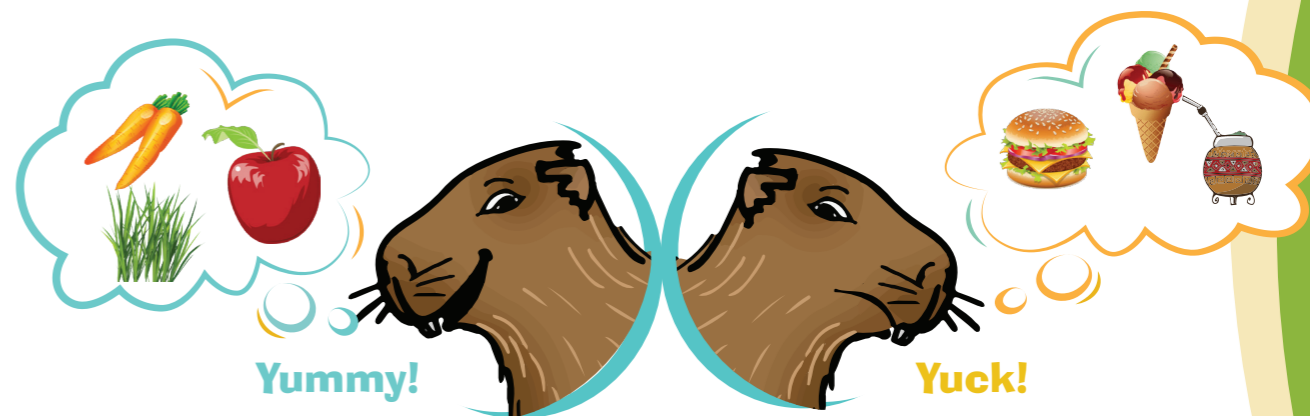
6. Write and draw.

I like _____

I don't like _____



7. Look and complete.



- a. Tincho **likes** apples but it **doesn't like** pizza.
- b. Tincho _____ grass and water.
- c. Tincho _____ hamburguers or soup.
- d. Tincho _____ carrots but it _____ ice cream.

8. Complete the chart. Ask and answer.

Do you like.....? I like ✓ I don't like ✗

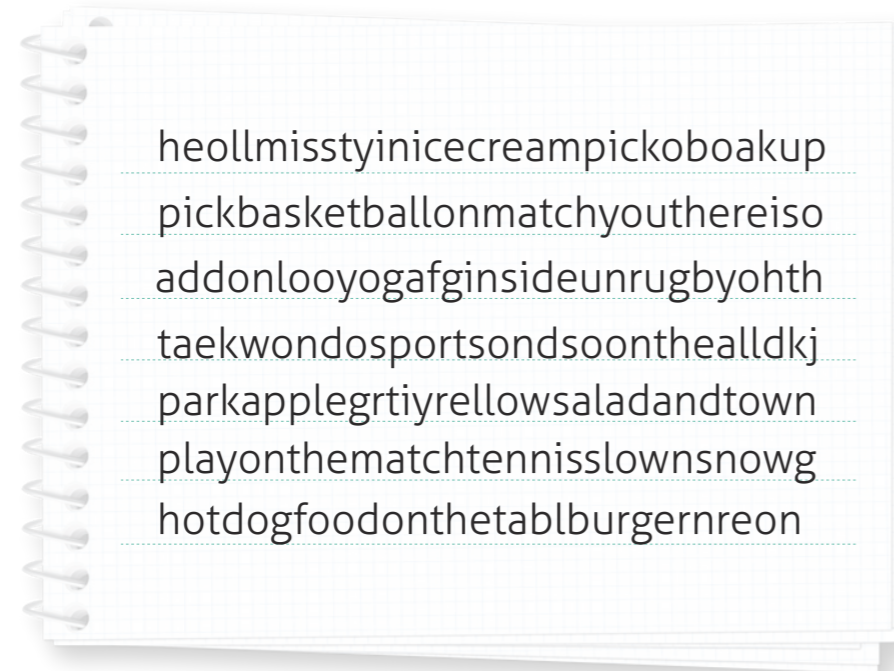
	YOU	your partner
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

9. Tell your class about your partner.

My partner likes _____

Let's Play

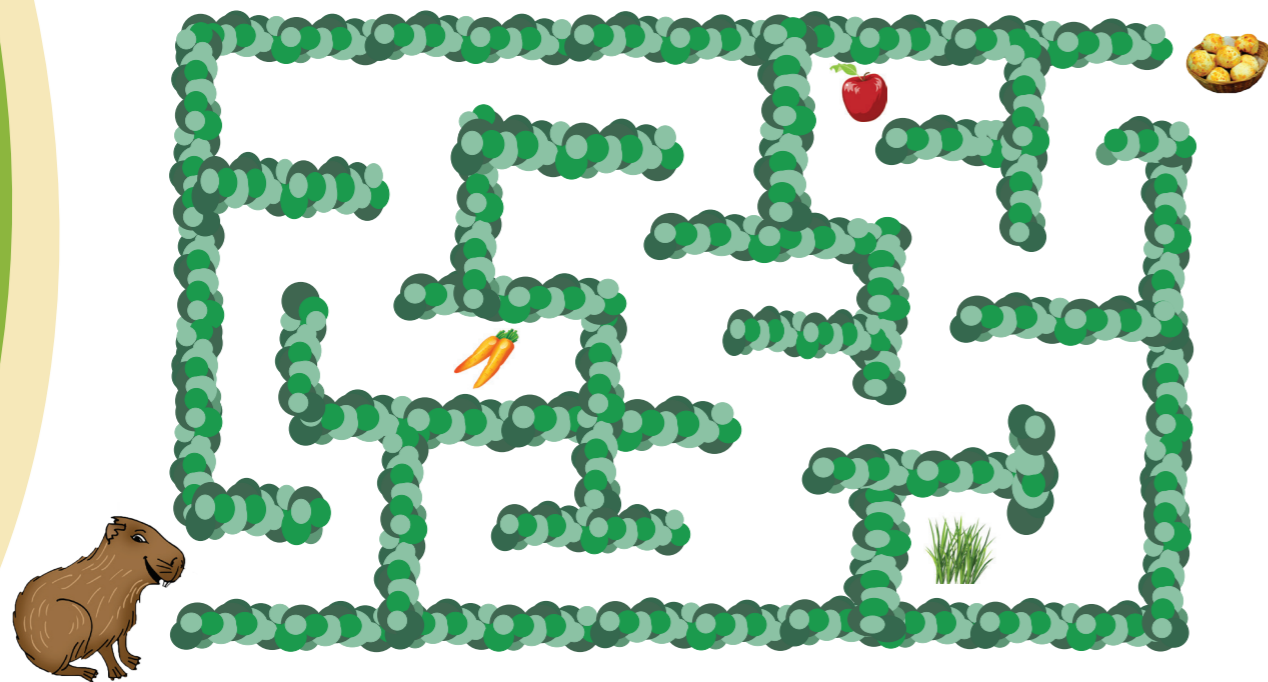
1. Find the name of 10 food and sport items.



- Burger
- Apple
- Salad
- Hot dog
- Ice cream

- Tennis
- Taekwondo
- Rugby
- Yoga
- Basketball

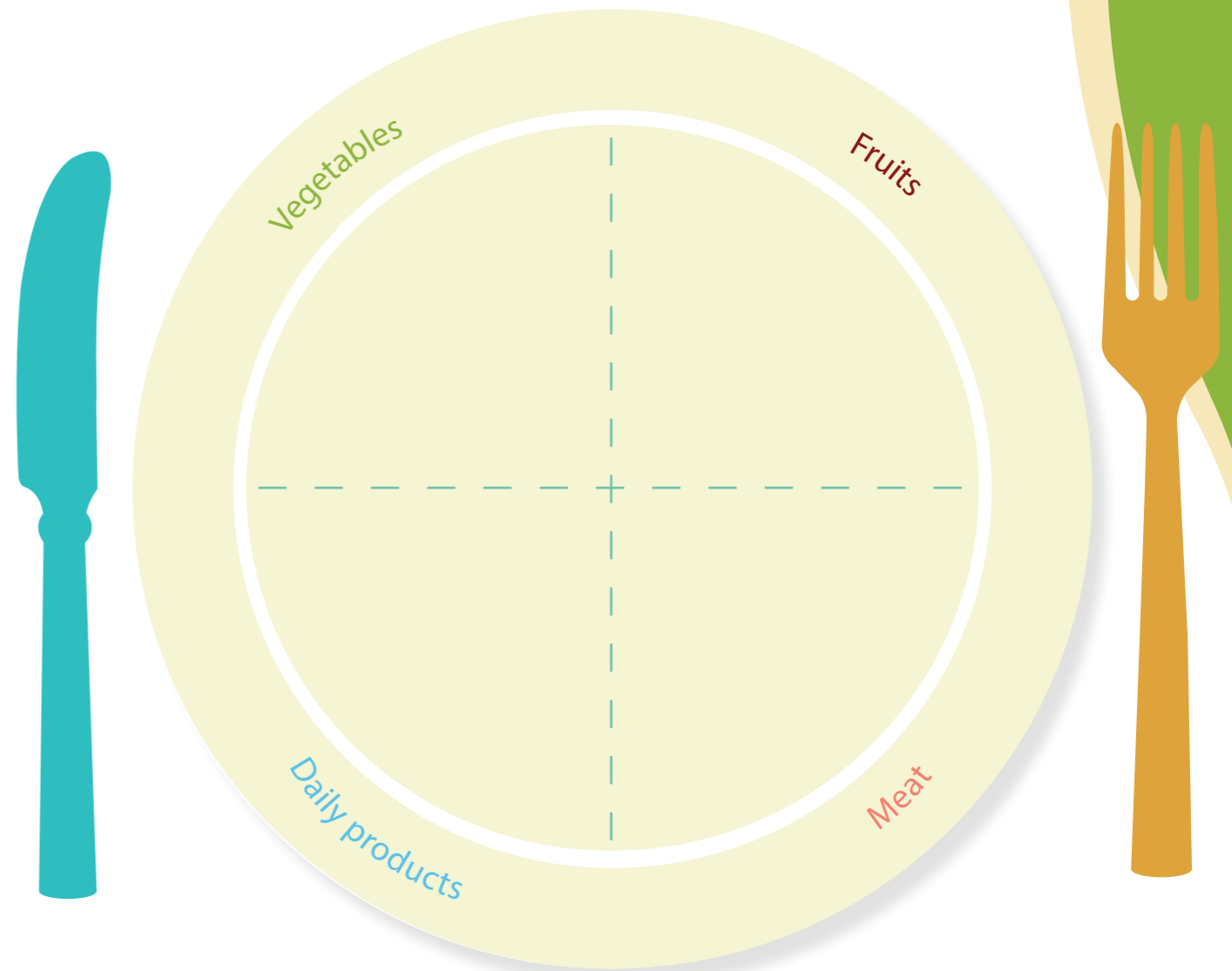
2. Help Tincho find the chipá.



Time to relax

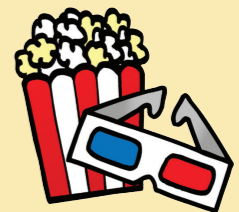


Draw your favourite food.



The World around Us

START

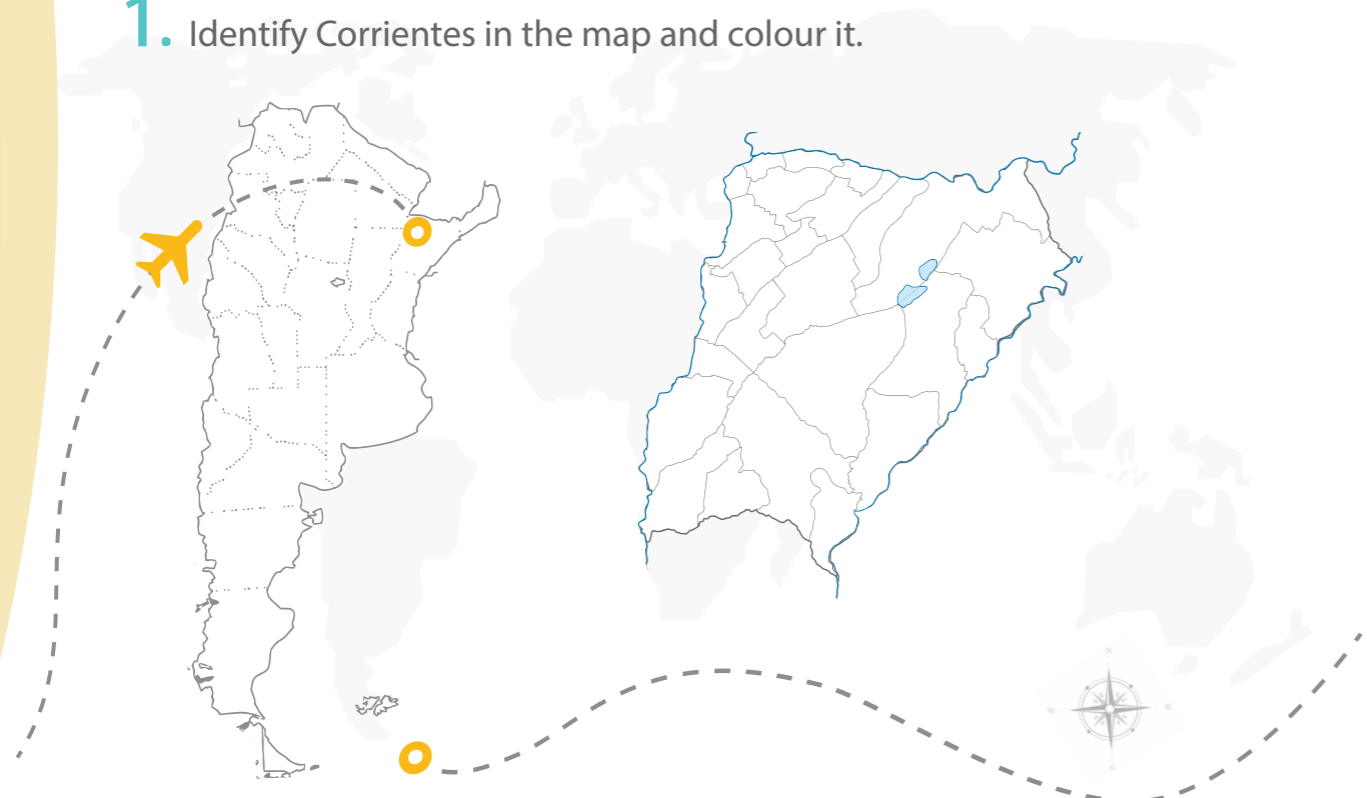


FINISH



My HomeTown

1. Identify Corrientes in the map and colour it.



2. Read the dialogue.

Mr. Adams, Andy's father, is in Corrientes. He wants to visit different places in the city.

Mr. Adams: Hi Boys!

Andy: Hi dad!

Santi: Hello, Mr. Adams. Welcome to Corrientes city!

Mr. Adams: Hello Santi! I want to visit some places.

Andy: Great. Let's take a bus!

Santi: Look! That is **Mitre Park**.

In Corrientes, there are four big parks.

Andy: And that is a famous **club**.

Mr. Adams: What's that?

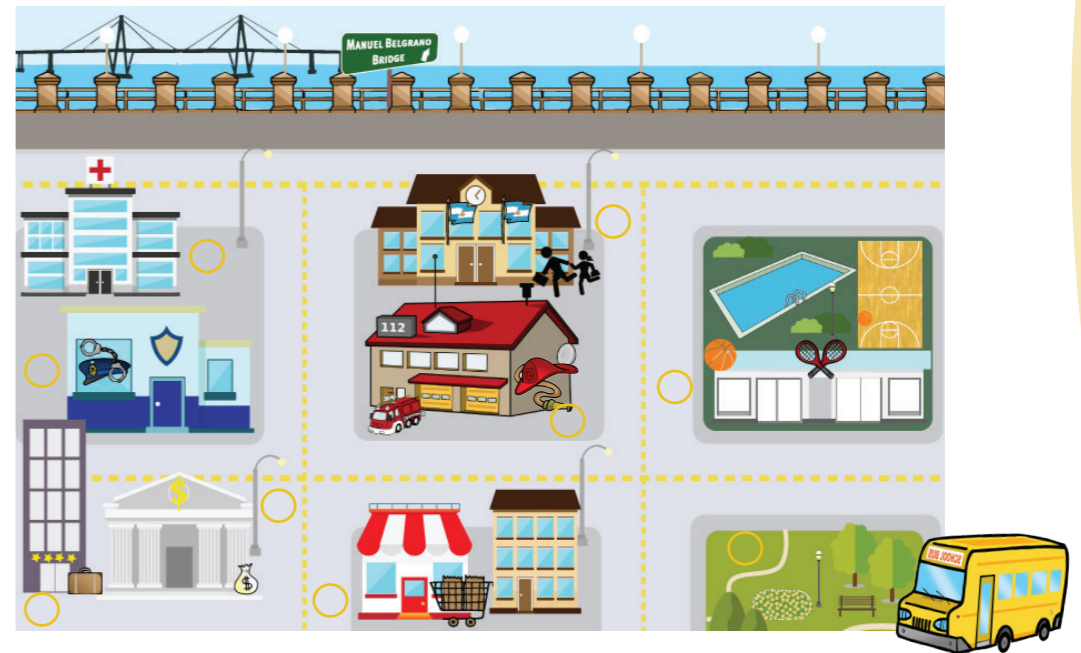
Santi: That is the **riverside** and **Manuel Belgrano Bridge**. You can see a lot of restaurants along the riverside.

Mr. Adams: Wow! Corrientes is a beautiful city!

At the bus stop



3. Read the dialogue and circle the places they visit in the map.



4. Number the pictures with the names of the places.

- 1. **HOSPITAL**
- 2. **PARK**
- 3. **Club**
- 4. **POLICE STATION**
- 5. **CLUB**
- 6. **FIRE STATION**
- 7. **School**
- 8. **Bank**
- 9. **SUPERMARKET**

5. Match the icons to the names.



6. Read the sentences and circle true or false.

In the map ...

- a. There is a museum. TRUE / FALSE
- b. There is a cinema. TRUE / FALSE
- c. There are two parks. TRUE / FALSE
- d. There are restaurants. TRUE / FALSE

7. CROSSWORD.

Is there a shopping mall in Corrientes?

1.	P			
2.		L		
3.		A		
4.	C			
5.		E		
6.		S		



8. Let's sing! "In my city" Listen and complete with the words from the box.



There is a _____ in my city,
 In my city, in my city.
 There is a _____ in my city,
 But there isn't a _____
 There are some _____ in my city,
 In my city, in my city.
 There are some _____ in my city,
 But there aren't any _____.

Zoo
 Park
 Shop
 School

9. Create your song with the words from the box.

There is a _____ in my city,
 In my city, in my city.
 There is a _____ in my city,
 But there isn't a _____
 There are some _____ in my city,
 In my city, in my city.
 There are some _____ in my city,
 But there aren't any _____.



10. Write about your city.

In my city there is a _____
 but there isn't a _____
 In my city there are _____



11. Ask Andy about his city. Complete with **Is there** / **Are there**

- Is there a zoo?
-a bank?
- any parks?
- any cinemas?
- a theatre?

12. Role play.

In pairs, read the information in your card and ask questions.

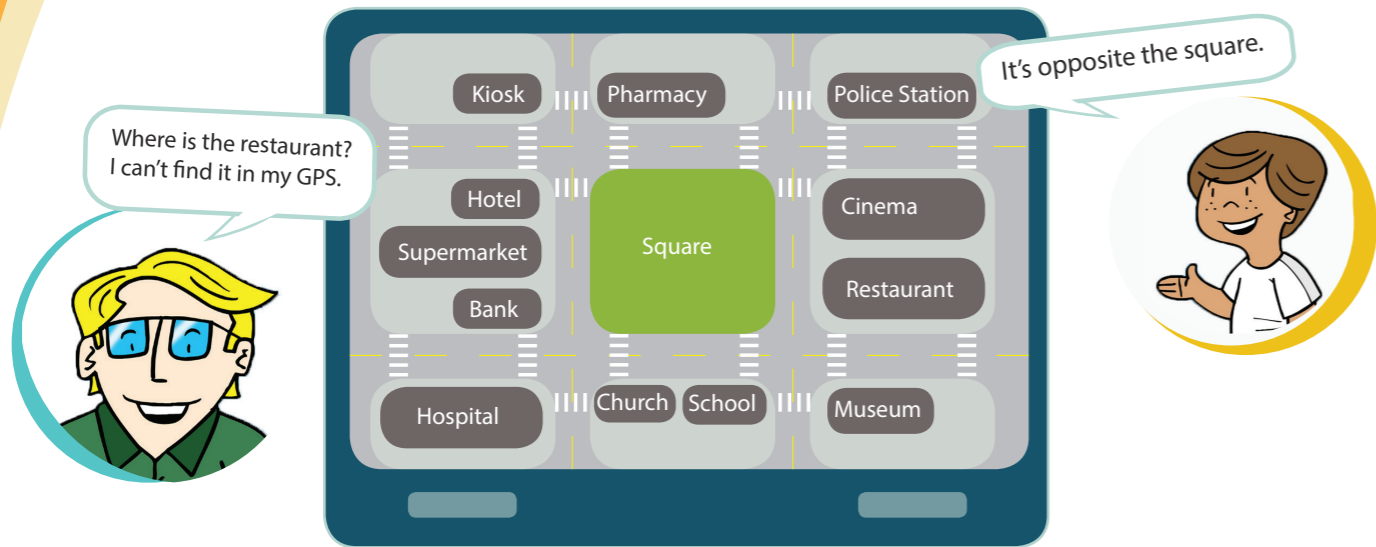
You

- Church
- Supermarket
- Shopping Mall
- Hotel

Your Partner

- School
- Park
- Cinema
- Riverside

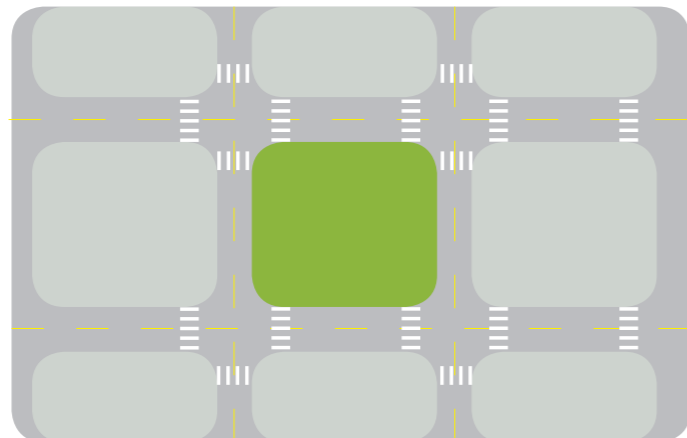
Let's Play



13. Look at the map in the G.P.S. and circle YES or NO.

- | | |
|---|----------|
| a. There is a church opposite the square. | YES / NO |
| b. There is a restaurant between the bank and the church. | YES / NO |
| c. There are two hospitals next to the square. | YES / NO |
| d. There is a kiosk opposite the pharmacy. | YES / NO |
| e. There is a school next to the church. | YES / NO |
| f. There is a supermarket between the hotel and the bank. | YES / NO |

14. Listen and place the cards in the correct place.



15. Read Mr. Adams's blog about Corrientes city.



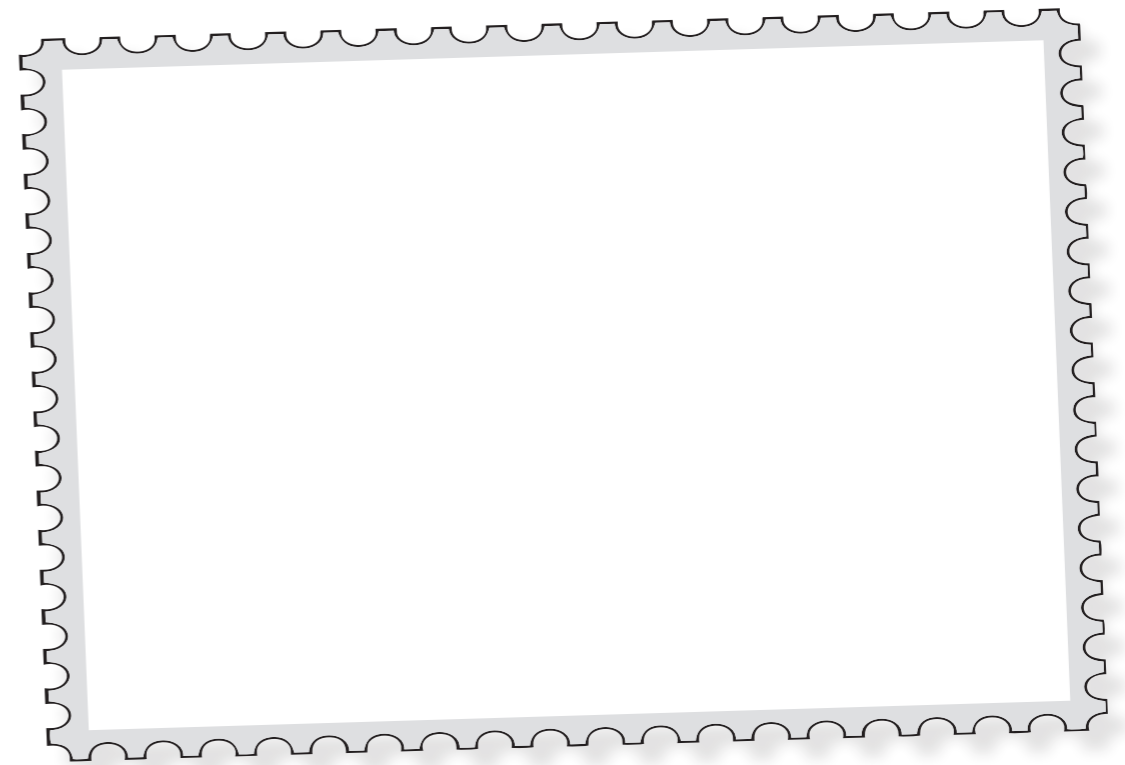
Travel.Blog

CORRIENTES "A BEAUTIFUL CITY TO VISIT" November 23rd

Dear bloggers,
 Now I'm visiting Corrientes. It is a nice city in the northeast of Argentina. In Corrientes, there is a very beautiful riverside. There are some parks, restaurants and shops along the riverside. There is a club where you can play different sports.
 One of the main squares is Cabral Square. It is opposite the Cathedral. The Cathedral is big! There is a school next to it. There are also many places around the square; there are hotels, shops and a pharmacy. There isn't a Zoo near the city but there are many other things to do!

I love this city! Come and visit it.
 Write to me about your favourite city!

16. Draw a map of your favourite city and write a description of it.



Dear Mr. Adams,

.....

.....

Time to relax

1. Look and find 10 differences between the pictures.



Este libro se terminó de imprimir
en el mes de abril de 2016,
en los talleres de Tinta al Tiempo
Piedras 482, 5 ° Q. (1070)
Ciudad Autónoma de Buenos Aires
info@tintatiempo.com.ar



Tinta al tiempo
Ediciones

M.i.C

Made in Corrientes



Tinta al tiempo

