

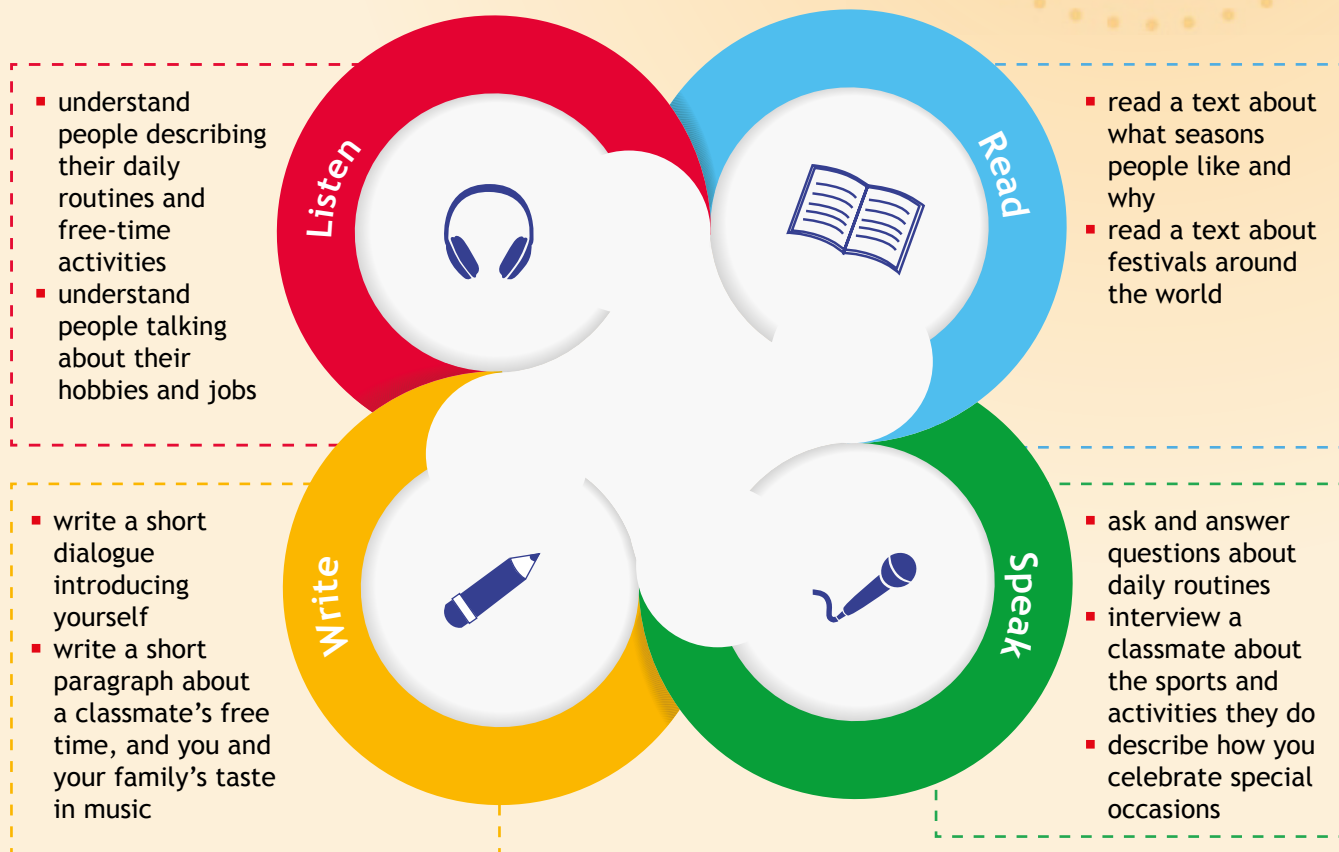
Around the world



In this module you will ...

- learn how to describe daily routines and free-time activities in
Unit 1 From day to day
- find out about different types of dances, sports, music and the weather in
Unit 2 Local colour
- discover ways we celebrate and spend our holidays in different parts of the world in
Unit 3 Special days

You will also ...



Let's work together

A special place

You will work together as a team of three students to create a promotional poster about a location in Colombia.

This project will practise the following skills:

- **processing information** - you will need to find, process and communicate information
- **linguistic communication** - you will use persuasive language in your poster to encourage people to visit your chosen area
- **social competence** - you will need to understand the social reality in which we live

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

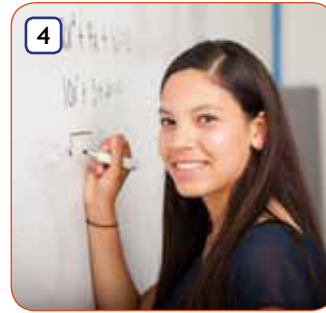
 Read

 Get Ready!

1. Read the sentences a-e and match them to pictures 1-5.

Teenagers around the world

- a. Hi! I am Elvira and I am in São Paulo. It's Monday and I am at school today. I usually have a Maths lesson at 2:00 PM.
- b. Hello! I am Larissa and I am in London. I watch TV in the afternoon after school. It's my favourite time!
- c. Hello! I am Fernando and I am in New York. It's time for breakfast now! I have breakfast at 7:00 AM.
- d. Hi! I am Daniel and I am in Armenia. It's Saturday morning and I am at home. I usually play video games at 11:00 AM.
- e. Hello! I am Camilo and I am in Bangalore. It's late - nearly time for bed. I usually go to bed at 10:30 PM.

2. Add the letters *a, e, i, o* or *u* and write the five activities from exercise 1 in your notebook.

- a. g_ t_ b_d
- b. pl_y v_d__ g_m_s
- c. h_v_ _ M_ths l_ss_n
- d. w_tch TV
- e. h_v_ br__kf_st

 Listen

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3. Listen to four teenagers talking about activities they do. In your notebook, write the sentences a-j under the correct name.

- a. I talk to my parents while we eat.
- b. I play chess at 4:00 PM.
- c. I watch the news.
- d. I get up late.
- e. I read or watch TV.
- f. I have piano lessons in the morning.
- g. I usually have a nap.
- h. I do homework after 6:00 PM.
- i. I help my mum at home.
- j. I go to bed very early.

Caleb	Tahomi	Karima	Bruno

Glossary

have a nap = hacer una siesta
at noon = al medio día

Focus on vocabulary

4. Look at the activities that José does every day. Match the activities with a time and write them in order in your notebook.

get up = 6:00 AM



have dinner



go to school



get up

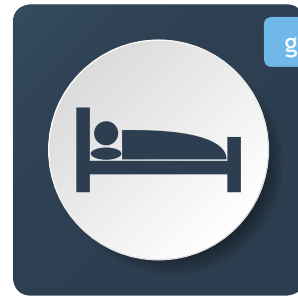


play football

have breakfast



have lunch



go to bed

4:30 PM 10:15 PM 7:30 PM 6:15 AM 7:00 AM 6:00 AM 12:45 PM



5. Listen and check your answers.
 6. Read the *Useful expressions* box. Listen to the sentences about daily routines. Put the times a-f in the order you hear them.

- a. 3:00
- b. 8:15
- c. 1:30
- d. 11:45
- e. 7:30 1
- f. 9:10

Useful expressions

You can say the time in more than one way:

- quarter past eight or eight fifteen
- quarter to twelve or eleven forty-five
- half past one or one thirty

7. In your notebook, write sentences about what time you do the activities in exercise 4. Tell your partner about your daily routine.

In the morning, I get up at ...

Focus on language

8. In your notebook, write the statements which describe routines.

- | | |
|--|--|
| a. I have breakfast at home. | g. My friends and I go to bed late at the weekend. |
| b. My phone number is 7310342. | h. Some of my friends are from Chile. |
| c. They get up at 7:00 AM. | i. You do homework after lunch. |
| d. I have lunch at school. | j. My friends play basketball after school. |
| e. They are young and happy. | k. My mother's brother is a doctor. |
| f. I listen to music in the afternoon. | |

9. Read the sentences. Are they true (T) or false (F) for you? Write the sentences in your notebook. Correct the false sentences.

Example: F. I go to bed at 9:00 PM.

- I go to bed very late.
- I do homework after dinner.
- I get up at 7:00 AM.
- I play the piano.
- I watch TV after lunch.
- I play football after school.
- I have lunch at home.
- I never have breakfast.



10. Tell your partner what you do every day. Say three things that are false. Can your partner identify the false statements?

Example: Manu: I get up at 6:00 AM, then I have my breakfast ...
Miguel: No. You get up at 7:00 AM.

11. Read these sentences about habits in other cultures. Are they similar to habits in Colombia?

- In the Middle East, people usually eat lunch after 2:00 PM.
Example: No, in Colombia, people eat lunch at 12:00 PM.
- In Japan, children finish school at 3:15 PM.
- In Spain, many people eat dinner around 11:00 PM.
- In the United States, many families get up before 7:00 AM at the weekend.



12. Listen and choose the correct option A, B, or C.

- | | | | |
|--|--------------|---------------|---------------|
| 1. I go to the gym on ... | A. Mondays | B. Tuesdays | C. Fridays |
| 2. They visit friends on ... | A. Saturdays | B. Wednesdays | C. Sundays |
| 3. We go to our grandparents' house on ... | A. Thursdays | B. Sundays | C. Tuesdays |
| 4. My brothers get up late on ... | A. Saturdays | B. Fridays | C. Mondays |
| 5. I have a Social Science lesson on ... | A. Tuesdays | B. Fridays | C. Wednesdays |

 **Read**

13. Put the sentences in order to describe the daily routines of Clara and Santiago. Then write them in the correct order in your notebook.

Student 1: Clara

Hi! My name is Clara. I am from Peru. This is what I do most days.

- After lunch, we stay at school for Music lessons or sport.
- After dinner, I watch TV or go online.
- At 10:00 PM, I am tired.
- At 5:00 PM, I return home, I do my homework and talk to my parents.
- I get up very early. I go to school by bus.
- After lessons, I have lunch at school.
- I have piano lessons and my friends play football.
- Finally, I brush my teeth and I go to bed.
- We have dinner at 7:00 PM.
- At school, we have lessons from 7:00 AM to 1:30 PM.


Student 2: Santiago

Hello! My name is Santiago. I am from Colombia and I live in Pereira. This is my daily routine.

- After breakfast, I do my homework and get ready for school.
- At 11:00 AM, I finish homework and play video games.
- I get up very early because I have a lot to do in the morning.
- After lunch, I go to school on foot.
- First of all, I have breakfast at 6:30 AM.
- I have lessons from 1:00 to 6:00 PM.
- I have lunch with my family at 11:45 AM.
- When I return home, I have dinner in the evening, then I watch TV.
- Finally, I go to bed at 10:00 PM.


 **Write**

14. Write about your daily routine. Look through the lesson for ideas to help you. Check your writing carefully.

Writing Tip

Use these expressions to make your writing more interesting:

- ✓ *After breakfast / lunch / school / classes, etc.*
- ✓ *First of all, Then, Finally*
- ✓ *When I return home.*

Focus on vocabulary

Get Ready!

1. Match the free-time activities in the box to the pictures 1-8.

watch TV go bowling play the guitar go shopping
 go to the cinema listen to music
 play computer games read books



2. Look at the free-time activities and answer the questions in your notebook.

- Do you **listen to music**?
Yes, I do. / No, I don't.
- Do you **play computer games**?
Yes, I do. / No, I don't.
- Do you **go shopping** with your friends?
Yes, I do. / No, I don't.
- Do you **go bowling**?
Yes, I do. / No, I don't.
- Do you **watch TV**?
Yes, I do. / No, I don't.
- Do you **go to the cinema** with your family?
Yes, I do. / No, I don't.
- Do you **read books**?
Yes, I do. / No, I don't.
- Do you **play the guitar**?
Yes, I do. / No, I don't.

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3. Say it!

Listen and repeat.

When you ask a question beginning with 'Do', the intonation goes up and then down at the end of the question.

Do you live in Colombia?
Yes, I do.

Do you speak French?
No, I don't.

Speak

4. Ask and answer the questions in exercise 2.

Do you listen to music?
Yes, I do.

 Listen
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5. Listen to three short interviews. Write the questions you hear in your notebook.

Interview 1:

- A. Do you play sport?
- B. Do you get up before 7:00 AM?
- C. Do you go shopping?
- D. Do you play football at the weekends?

Interview 3:

- A. Do you read books?
- B. Do you have a nap after lunch?
- C. Do you all go to the cinema?
- D. Do you live with your parents?

Interview 2:

- A. Do you chat online?
- B. Do you play chess?
- C. Do you go to school on foot?
- D. Do you finish school at 12:00 PM?

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6. Listen again. After each question, write the answers *Yes, I do.* or *No, I don't.*

 Focus on language

7. In your notebook, write the words in the correct order.

- a. you / play / do / chess / school / at ?
- b. you / do / chat / your / online / friends / with ?
- c. to / breakfast / go / school / have / you / do / before / you ?
- d. the / you / to / weekend / do / go / cinema / at / the ?
- e. spend / family / your / time / you / do / with ?

8. Answer the questions in exercise 7 in your notebook.

Example: Do you play chess at school? Yes, I do. / No, I don't.

9. Find the mistakes in these questions. Then write the correct question in your notebook.

- a. Are you do your homework in the evening or at the weekend?
- b. You go to bed early or late?
- c. Do have you lunch at school?
- d. Watch TV before you go to school?
- e. Do you going shopping with your family?

10. Ask and answer the corrected questions from exercise 9 with a partner.



 Read

11. Read the interview. Then read the questions and answers a-g. Are the answers true (T) or false (F) for Jo? Correct the false ones by writing what Jo says.

Interviewer: Good morning! I'm doing a survey about free-time activities.

Do you have five minutes?

Jo: Yes, of course.

Interviewer: What's your full name?

Jo: My full name is Joanne Brown. But you can call me Jo.

Interviewer: Nice to meet you, Jo. My name's Sam.

Jo: Nice to meet you, too, Sam.

Interviewer: We're interested in how young people spend their free time.

For example, do you listen to music?

Jo: Yes, of course I do. I listen to music every day. And I play the guitar. I love music!

Interviewer: That's great. Do you do any sport?

Jo: Yes. I love sport. I play volleyball and I go to the gym three times a week.

Interviewer: Excellent. I love volleyball too. Do you play any other games? For example, do you play chess?

Jo: No, I don't. I play cards though.

Interviewer: OK. Do you meet your school friends out of school?

Jo: Yes, I do. I go to the cinema with my best friend every Friday. We love films!

Interviewer: That's great. And the final question ... do you spend much time with your family?

Jo: Well, we have dinner together almost every evening and at the weekend we sometimes go bowling.

Interviewer: Thanks, Jo.



Glossary

interested in = interesado en
of course = por supuesto
play cards = jugar cartas
together = juntos
spend time = pasar tiempo

Useful expressions

Time expressions

every day, every Friday, every week, every month, once a month, twice a month, three times a month

- a. Do you like music? *No, I don't.* Example: F. (Yes, I do. I love music!)
- b. Do you play any instruments? *Yes, I do. I play the piano.*
- c. Do you do any sport? *No, I don't.*
- d. Do you play chess? *No, I don't.*
- e. Do you play cards? *Yes, I do.*
- f. Do you go to the cinema? *No, I don't.*
- g. Do you spend time with your family? *Yes, I do. We go to the cinema.*

Focus on vocabulary

12. Complete the mind map in your notebook with the words in the Vocabulary box.

play

- a sport**
 - []
 - []
 - []
 - []
- an instrument**
 - []
 - []
 - []
 - []
- a game**
 - []
 - []
 - []
 - []

Vocabulary

- baseball
- basketball
- cards
- chess
- dominoes
- football
- tennis
- the drums
- the saxophone
- the guitar
- the piano
- video games

Speak

13. Write six questions about free-time activities in your notebook.

- a. Do you ...?
- b. Do you ...?
- c. Do you ...?
- d. Do you ...?
- e. Do you ...?
- f. Do you ...?

14. Ask six students your questions. Use some time expressions in your answers. Write down the answers in your notebook.

*Example: Do you go to the cinema with your friends?
Yes, I do. I go to the cinema with my friend, Clara at the weekend.*

Write

15. Read the results of Sam's survey of six students in his class and answer the questions.

All the students like music and two students play an instrument. Five students play sport two or three times a week. Only two students play chess, but four students play cards or dominoes. All the students go to the cinema two or three times a year, and three students go every week!

- a. How many students like music?
- b. Do all the students play an instrument?
- c. How many students play a sport?
- d. How many students play cards?
- e. Do all the students go to the cinema every week?

16. Write the results of your own survey. Use the text in exercise 15 to help you.

Focus on vocabulary

Get Ready!

1. Look at the daily activities and write them in the chart in your notebook.

brush your teeth		dry your hair	
sweep the floor		have a shower	
cook dinner		make the bed	
do the ironing		set the table	
do the washing up		wash your hands	

Personal hygiene	Jobs to do at home
<i>brush your teeth</i>	<i>sweep the floor</i>

Listen



2. Listen and write the correct word in your notebook.

Example: (0) *have*

I live with my parents and my brother and sister. At weekends, we all (0) *have / has* chores to do at home. My mother usually (1) *cook / cooks* the meals. Her meals are delicious. My father (2) *do / does* the washing up. My little brother (3) *sweep / sweeps* the floor. My sister (4) *make / makes* the beds and I (5) *set / sets* the table. In the afternoons my sister (6) *go / goes* out, my brother (7) *play / plays* chess with a friend, my father (8) *watch / watches* TV, my mother (9) *visit / visits* friends and I (10) *do / does* homework.

Useful expressions

When we talk about activities we do regularly at a particular time of day or week, we use the plural form:

At weekends

In the afternoons

On Mondays

3. Complete these statements with the activities each person does.

Example: *At weekends, my mother cooks the meals and visits friends.*

- a. My father ...
 b. My brother ...
 c. My sister ...
 d. I ...

 **Read**
4. Read about my sister's daily routine. Put the activities in order.

My sister is 14 years old. She is a student and her name is Gloria. Every day she gets up before 7:00 AM. She has a shower and gets dressed. Then she has breakfast. She usually has cereal, eggs and bread and she drinks milk. After breakfast, she brushes her teeth and packs her school bag. She goes to school by bus. She has lessons from 8:00 to 2:30 PM and then she has lunch at school. She always sits next to her best friend, Sofía. At 3:00 PM, she goes home and has a nap. Later, she does homework and watches TV. In the evening, we all cook dinner together. Gloria helps too - she sets the table. We chat about school while we eat. After dinner she tidies her room. Then she usually reads a book before she goes to bed.



Example: 1 c

- | | |
|---|--------------------------------------|
| a. She <u>goes</u> to bed. | i. She <u>has</u> lunch at school. |
| b. She <u>has</u> a nap. | j. She <u>tidies</u> her room. |
| c. She <u>gets</u> up. | k. She <u>brushes</u> her teeth. |
| d. She <u>has</u> breakfast. | l. She <u>goes</u> home. |
| e. She <u>reads</u> a book. | m. She <u>sets</u> the table. |
| f. She <u>has</u> a shower. | n. She <u>gets</u> dressed. |
| g. She <u>watches</u> TV. | o. She <u>packs</u> her school bag. |
| h. She <u>has</u> lessons from
8:00 AM to 2:30 PM. | p. She <u>goes</u> to school by bus. |
| | q. She <u>does</u> homework. |

Useful expressions
Time expressions

before / after - *she gets up before lunch / after 6:00 PM*
 every day - *I get up at 7:00 AM every day.*
 then - *I have breakfast, then I go to school.*
 while - *We chat while we have dinner.*

Focus on language
5. Look at sentences a-q again and answer the questions.

- Why do all the underlined verbs end in *s*?
- Which verbs add *s* and *es* at the end? Write them in your notebook in two groups.
- Find two verbs in the text which are not typical. Why are they different?

6. Read the sentences and choose the correct option A, B, or C.

- My cousin works in a hotel in the school holidays. He _____ beds.
 A. make B. makes C. goes
- My grandmother helps my mum at home. She usually _____ dinner for us.
 A. washes B. cook C. cooks
- My brother is a student. He _____ a lot of homework.
 A. have B. has C. possess
- My friend is a security guard. He _____ up very late as he works all night.
 A. gets B. washes C. get
- My mother is a film critic. She _____ DVDs for her job.
 A. watch B. make C. watches

 Listen

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7. Listen to three people talking about their daily routine. Complete the events and times in the chart in your notebook.



Person	Activity	Time
Elizabeth	gets up	(1) _____
	(2) _____	12:00 PM
	(3) _____	6:00 PM
Oscar	(4) _____	7:15 AM
	watches the news	(5) _____
	(6) _____	6:30 PM
Alejandro	(7) _____	7:30 AM
	studies	(8) _____
	(9) _____	10:15 PM

Focus on vocabulary

8. Match the verbs a-h with the words in 1-8 to make phrases.

Example: a-4 watch the news

9. In your notebook, complete the sentences with the phrases from exercise 8. Use the correct form.

- | | |
|-----------|--------------|
| a. watch | 1. French |
| b. study | 2. school |
| c. help | 3. my bag |
| d. clean | 4. the news |
| e. send | 5. a friend |
| f. pack | 6. the house |
| g. finish | 7. a nap |
| h. have | 8. emails |

- Before school, he _____ with books, a calculator and his pencil case.
- My dad _____ on TV every evening at 6:00 PM.
- At weekends, she _____. Then she does the ironing.
- My mum _____ in the afternoon when she is tired.
- Sandy _____ from his phone.
- Margo _____ at school.
- Kevin _____ with his Maths homework after school every Monday.
- Tommy _____ at 3:00 PM, then he plays football.

Write

10. Read the text and find the time expressions. Write them in your notebook.

Example: *in the mornings, around midday ...*

● My mother's name is Marilyn and she is a teacher. In the mornings, she gets up every day at 5:00 AM. She has a shower and gets dressed and then she has breakfast. At 7:00 AM she goes to work.

● Around midday she has lunch at school. She doesn't usually have much time, so she just eats a sandwich. She comes home between 3:00 and 4:00 PM.

● In the afternoons, she writes articles for the school newspaper.

● In the evenings, we have dinner together. Then she usually reads or watches TV with me. That's my favourite time of day - I love being with her.

● At night, we go to bed at the same time - about 10:30 PM.



Glossary

between 3:00 and 4:00 PM = entre las 3:00 y las 4:00 PM
I love to be with her = me gusta estar con ella.
at the same time = a la misma hora
around midday = sobre el mediodía

11. Choose a member of your family. Write his/her routine in your notebook. First, prepare some notes under these headings. Then write your text. Remember to use time expressions and to check your work when you finish.

morning	midday	afternoon	evening / night

Speak

12. Find someone who ... Write six questions about daily routines. Ask the questions to your classmates. If the answer is affirmative, write it in your notebook.

Example:
 Do you get up early?
 Melissa gets up early. She gets up at 5:30 AM

Writing Tip

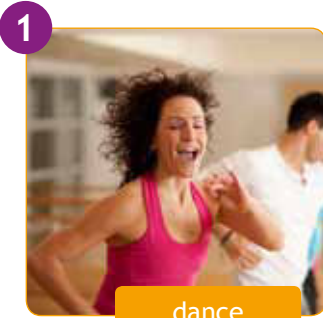
- ✓ Break down your writing into sections - it will feel more organised.
- ✓ Always write notes to plan your writing.

Focus on vocabulary

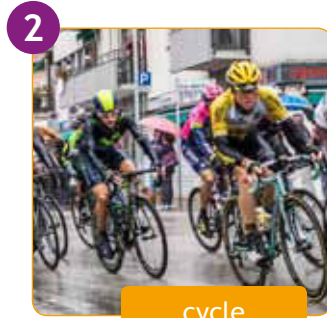
Get Ready!

1. Which activities do you, your friends and your family do? Write sentences in your notebook.

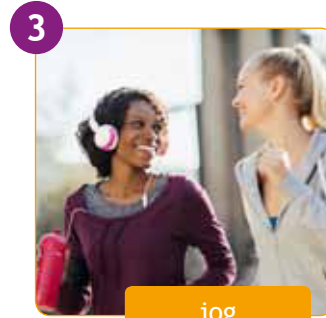
Example: *My mum dances at the weekend.*
Tom cycles to school every day.



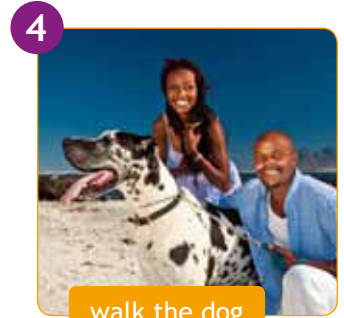
dance



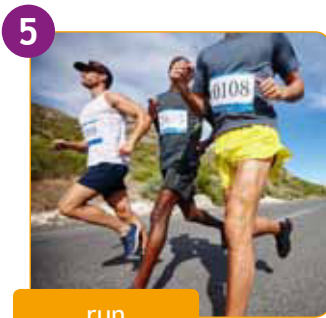
cycle



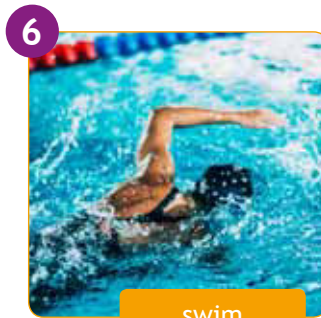
jog



walk the dog



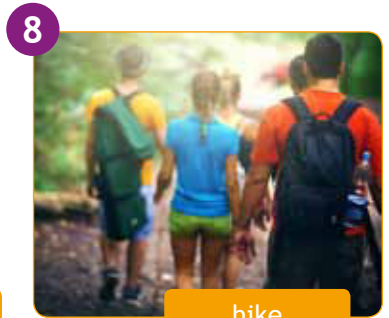
run



swim



rollerskate



hike

2. Find the activity that is different.

- | | | |
|-----------------------|-------------------|---------------------|
| 1. A. walk the dog | B. brush my teeth | C. have a shower |
| 2. A. sweep the floor | B. watch TV | C. make the bed. |
| 3. A. go to bed late | B. jog | C. hike |
| 4. A. have lunch | B. cycle | C. have dinner |
| 5. A. rollerskate | B. swim | C. go to the cinema |

Listen

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3. Listen to six people talking. Choose the correct option.

- Jaime *drives / doesn't drive* a taxi on Sundays.
- Pablo *runs / doesn't run* when he's on holiday.
- Tilly *walks the dog / doesn't walk the dog* at the weekend.
- My teacher *speaks / doesn't speak* Spanish.
- Patricia *dances / doesn't dance*.
- Daniel *gets up / doesn't get up* late at weekends.

 **Read**

4. Read the text. Which dances can you see in the pictures?

DANCES AROUND THE GLOBE

The **Macarena** is a dance song from Spain, but you don't need to be Spanish to dance the Macarena. The world record for the largest Macarena dance is for 2,226 teachers and students from the south-west of England.

Colombian dancer Alberto 'Beto' Pérez is the creator of **Zumba** - a dance fitness programme. It now keeps people fit and happy all over the world. It doesn't feel like exercise as it's good fun.



Bollywood dance is famous around the world because of the popularity of Indian Bollywood films. It is a mixture of belly dancing and Indian folk. In Bollywood dance, you don't just dance, you also sing. There's one non-Indian Bollywood dancer, of course, Shakira.

The Haka is a Maori dance from New Zealand that is famous round the world. The dance is a traditional Maori war dance, which the All Blacks Rugby team perform before the match. Most people don't do the dance - they watch.

Reading Tip

- ✓ Don't worry if you don't understand every word.
- ✓ Use the glossary to help you.
- ✓ Keep a vocabulary book and write down words that you want to learn.

5. Read the text again. Are the sentences true (T) or false (F)?

- a. The Macarena doesn't come from Spain.
- b. Zumba is a type of dance that helps you to keep fit.
- c. In Bollywood dance, you don't just dance.
- d. Shakira doesn't do Bollywood dance.
- e. The Haka is a dance that a lot of people do all over the world.

Glossary

world record = *récord mundial*
keep fit = *mantenerse en forma*
belly dancing = *danza árabe*
perform = *realizar, actuar*

Focus on language



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6. Listen and choose the correct option.

- | | |
|------------------------------------|--|
| 1. A. I cycle to school. | B. I don't cycle to school. |
| 2. A. We study at night. | B. We don't study at night. |
| 3. A. They sing very well. | B. They don't sing very well. |
| 4. A. She walks the dog every day. | B. She doesn't walk the dog every day. |
| 5. A. You jog in the park. | B. You don't jog in the park. |

I/You don't drive.
He/She/It doesn't drive.
We/They don't drive.

7. Complete the text with the correct form of the verb affirmative (+) or negative (-).

Mary (1) (+) _____ (like) to keep fit, so she (2) (-) _____ (watch) TV every night. She (3) (+) _____ (do) exercise. On Mondays and Fridays, she (4) (+) _____ (swim). Her friends (5) (-) _____ (swim), so she goes alone. On Tuesday and Thursday mornings, Mary and her friends (6) (+) _____ jog in the park. They (7) (-) _____ (go) when the weather is bad. Also Mary (8) (+) _____ (cycle) a lot. She (9) (-) _____ (drive) her car very often. She's very active. Sometimes she (10) (+) _____ (rollerskate) to the shops!



49

8. Listen and repeat. Pay attention to the sound of *don't* / *doesn't*.

- | | |
|---------------------------------------|-----------------------------|
| a. My friend doesn't walk the dog. | d. I don't jog or run. |
| b. My teacher doesn't speak Japanese. | e. You don't dance or sing. |
| c. Classes don't start at 5:00 AM. | |

 Listen


50

9. Listen and choose the correct option A, B, or C.

- | | |
|---|--|
| 1. What does Dele say?
A. I drink a lot of water.
B. I don't come from Nigeria.
C. I do a lot of preparations. | 4. What do they all say about preparing for a marathon?
A. I run every day.
B. I don't go to bed late.
C. I eat healthy food. |
| 2. What does Nette say?
A. I don't run all year.
B. We don't go to bed late.
C. It doesn't make me strong. | |
| 3. What does Ryan say?
A. I don't do triathlons.
B. I don't like the weather in Australia.
C. I don't live in Australia at the moment. | |



Focus on vocabulary



10. Listen again and write the adjectives you hear in your notebook.

boring dangerous exciting
interesting fun tiring

11. Choose the correct word to complete the sentences.

- I'm sure you can cycle down this hill. It isn't *dangerous* / *exciting*.
- We love to rollerskate at the weekend. It's *fun* / *boring*.
- I don't read many books. They are *boring* / *interesting*.
- He wants to see that film again. It's really *interesting* / *tiring*.
- She doesn't run marathons. They're *fun* / *tiring*.
- I can't wait until we do the New York Marathon. It's *dangerous* / *exciting*.



Speak

12. Interview a classmate. Follow the steps below and make notes in your notebook.

- Choose six activities to find out about.
Do you rollerskate?
No, I don't. / Yes, I do.
- Find out why they do / don't do that activity.
Why do / don't you rollerskate?
I think it's dangerous / fun. OR I don't think it's boring.

Write

13. Write a report about the activities your classmate does and the activities he/she doesn't do and why. Use the example below to help you.

Julia likes to keep fit, so she does a lot of activities. She cycles every day to school and back. She thinks it's fun. She swims every day too. She doesn't think it's boring. Julia doesn't jog or run - she finds it tiring, but she does walk the dog every afternoon. It's fun to play with her dog in the park. She doesn't hike, but she rollerskates. Some people think it's dangerous, but she thinks it's exciting.

Focus on vocabulary

Get Ready!

1. Match the types of weather to the pictures.

Example: 1 = rainy

cloudy sunny snowy rainy windy

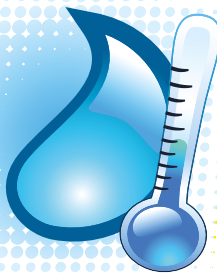
51

2. Listen to five people describing the weather in the places in exercise 1. Match the speakers a-e to the pictures 1-5.

3. Match the adjectives describing temperature to pictures 1-4.

hot cool warm freezing

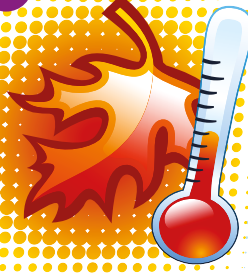
1



2



3



4



4. Describe the weather where you are today.

Example: I'm in Oxford. It's cold and rainy.

 **Read**

5. Match the seasons in the box to the people. Then read the text and check your answers.

spring summer autumn winter

Glossary

skating = patinar
skiing = esquiar
blossom = flor

WHAT'S YOUR FAVOURITE SEASON?

I'm Joanna and I'm from London. My favourite season is the summer. In July and August it's usually warm and sunny. Many people go to the beach on holiday. We always go to my grandparents' home near the sea. I love it!

My name's Peter and I'm from Germany. I like autumn because the temperature is perfect. It's usually sunny, but it's never too hot. In September we usually go for long walks. The trees are full of fruit and the colours are just so beautiful!

I'm Mindy from Canada. Winter here is freezing with sub-zero temperatures. Usually, it's snowy and sometimes it's very windy. Many people like winter because they can do winter sports like skating, skiing, and snowboarding.

I'm from France and my name's Pierre. My favourite season is the spring because after the cold days of winter, it's warm again. Trees and bushes are full of blossom and people sometimes go on picnics.



Joanna



Peter



Mindy



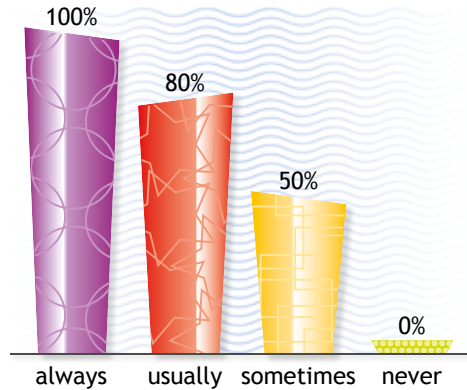
Pierre

6. Read the text again and answer the questions with the correct option A, B or C.

- What's the weather usually like in the summer in London?
 - warm and rainy
 - hot and sunny
 - warm and sunny
- Why does Peter like autumn?
 - It's too hot.
 - It's not too hot or too cold.
 - It's perfectly hot.
- Where and when do people go skating and skiing?
 - In the winter in Germany.
 - In the summer in Canada.
 - In the winter in Canada.
- Why does Pierre like the spring?
 - The temperature gets warm.
 - He likes picnics.
 - He's from France.

Focus on language

7. Look at the diagram. Find examples of frequency adverbs in the text in exercise 5.



Useful language

Look at the position of the adverb in affirmative and negative sentences.
*We **usually** go to the beach in the summer.*
*We **don't usually** go to the beach in the summer.*
 The negative form is used with *always* and *usually*.

8. Read the *Useful language* box, then complete the sentences.

- People in Colombia _____ go on holiday in December.
- It _____ rains in the Atacama Desert.
- I _____ wear shorts in the snow.
- In Canada it _____ snows in the winter.
- In spring, the weather is _____ cold and rainy.

Glossary

Don't confuse the words *wear* and *carry*.
wear = *llevar puesto*
carry = *llevar (en sus manos)*

Focus on vocabulary

9. Match the words to the clothes 1-12.



hat scarf coat jumper T-shirt
 shorts jeans skirt dress
 boots shoes umbrella



Listen

10. Listen to five people and say if the sentences are true (T) or false (F).

- Speaker 1 never carries an umbrella.
- Spring in Paris is usually cloudy and cool.
- Speaker 2 never wears a lot of clothes in winter.
- At the weekends, he goes to the mountains.
- Speaker 3 always wears a dress or a skirt and a T-shirt.
- Speaker 4 lives in Wellington where it's always windy.
- Speaker 5 is from Santa Marta, where it's usually cloudy and hot.
- He usually plays volleyball with his friends.

11. Tell a classmate about the clothes you wear for different types of weather.

Example: When it's rainy and cool, I wear a coat, a hat, boots, jeans and a jumper. I carry an umbrella.

Write

12. Look at the map of Colombia and the weather chart. Write an email to a friend saying what the weather is like today in three of the places on the map. Describe what people wear in that type of weather and what they usually do. Look at the example to help you.



Bogotá	cold
Medellín	rainy
Cali	windy
Barranquilla	sunny
Bucaramanga	cloudy

Dear Micky,

Great to hear about your trip to Colombia. I know you travel a lot and the weather is usually different in different parts of Colombia, so here's today's weather in five different cities and what people usually wear and do in those cities.

In the capital, Bogotá, it's cold today. People usually wear jumpers and coats when it's cold. Sometimes people wear gloves and hats too. They usually meet friends at a café and they go to the cinema. Sometimes they visit museums.

Speak

14. Prepare a short presentation about a different country. Research the weather at one particular time of the year in three different places in that country. Explain what people wear in that type of weather and the type of activities that people do at that time of year.

53 **13. Say it!**

Read the information. Then listen and repeat.

When you say a list of items in English, the intonation on each word goes up at the end, until the last word in the list when the voice goes down.

I wear a coat, a hat, boots, jeans and a jumper.

 **Speak**
Get Ready!

1. Read what people say about music. Which person is most like you?



2. Walk around the classroom and ask your classmates the questions.

Questions	You	Classmate 1	Classmate 2
Do you like music?			
What type of music do you like?			
Do you feel happy when you listen to music?			
Do you dance when you hear music?			
Do you listen to music on your phone, on the radio, on a CD player?			

3. Compare your answers with the rest of the class. Which type of music is the most popular?

 **Read**

4. Read the text and answer the questions Yes (Y) or No (N). Correct the No answers.

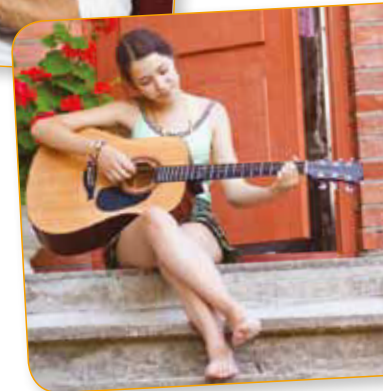
Hi there. I'm Santiago, I'm 16 and I love music - it's my hobby. My favourite type of music is rock - I listen to it every day and there are a few bands that I follow - I'm crazy about them. There are other types of music that I like, but rock is my favourite. I don't like vallenato - it's boring.

Hi. My name's Jan and I'm 15 years old. Music is very important in my life. All my family loves playing and listening to music. My dad and I play the guitar together, but we have very different music taste. I enjoy listening to metal - I find it really exciting. My father loves classical music - he says it's relaxing.

Hi, I'm Annie, I always sing when I listen to music that I like. My favourite types of music are salsa and merengue. It's amazing - when I listen to that type of music I feel happy! Music plays a big role in my life because my mum is a music teacher and our whole family is musical. I play the piano and my sister plays the flute.

My name's Lola and I'm 14 years old. For me, music is an important part of my life - I like listening to it in my bedroom. I remember good times when I listen to music. I love pop music, but I can't stand listening to metal. Metal is annoying.

- Does Santiago only like rock music?
- Does he think vallenato music is boring?
- Does Jan play the same instrument as her dad?
- Does Jan's dad think classical music is exciting?
- Does Annie like more than one type of music?
- Does she play any instruments?
- Does Lola like listening to music in her bedroom?
- Does Lola think pop music is annoying?


Focus on vocabulary

- Find five adjectives ending in *-ing* in the text. What do they describe?
- Complete the sentences with the words below so they are true for you.

amazing annoying boring depressing exciting relaxing

- Pop music is ...
 - Reggae is ...
 - Classical music is ...
 - Rock music is ...
 - Vallenato music is ...
8. Compare your answers to exercise 6 with your classmate.

54


7. Say it!

Listen and repeat.

Practise pronouncing *-ing* /ɪŋ/.
amazing annoying boring
depressing exciting relaxing

 Listen
55


9. Listen to an interview with a famous pop star and answer the questions with *Yes, she does.* / *No, she doesn't.*

- Does Tallulah know the title of her song?
- Does Tallulah write her own songs?
- Does she like doing concerts?
- Does her guitarist like doing concerts?
- Does Tallulah like answering questions?

55


10. Listen again and match the beginnings of the sentences with their endings.

- | | |
|------------------------------------|-------------------------|
| a. Tallulah's fans are crazy about | 1. travelling. |
| b. Tallulah can't stand | 2. her fans. |
| c. Tallulah hates | 3. her. |
| d. Tallulah loves | 4. answering questions. |
| e. Tallulah doesn't like | 5. doing concerts. |

Useful expressions

be crazy about + -ing / noun
be mad about + -ing / noun
can't stand + -ing / noun
don't mind + -ing / noun
love / like / hate + -ing / noun

11. Read the *Useful expression* box. Then complete the sentences so they are true about you and your family.

- | | |
|-----------------------------------|----------------------------------|
| a. I am crazy about ... | d. My neighbour doesn't like ... |
| b. My mother / father loves ... | e. I can't stand ... |
| c. My brother / sister enjoys ... | f. My friends at school hate ... |



Focus on language

12. Choose the correct word to complete the questions.

- Does / Do* your father love music?
- Does / Do* your friends hate classic music?
- Does / Do* your teacher enjoy pop music?
- Does / Do* you mind listening to rock music?
- Does / Do* you hate cumbia?

Useful language

Yes/No questions

We use *Does* in questions with *I, you, he/she/it, we, they*.

We use *Do* in questions with *I, you, he/she/it, we, they*.

Write

13. Use the words in the box to write questions.

Do	you your brothers and sisters friends	love like hate	listening to playing dancing to	music? rock music? pop music?
Does	he your mum that man		pop music? reggae? vallenato?	

14. Now write five *yes/no* questions to ask your classmates about their taste in music. Also find out about their family.

Example:

Do you like pop music?

Does your mum like rock?

15. Write a short paragraph about you and your family's taste in music. Use the texts on page 69 to help you.

- Introduce yourself and your taste in music
- Say what type of music you like / don't like
- Say how certain music makes you feel
- Talk about your family members' tastes in music

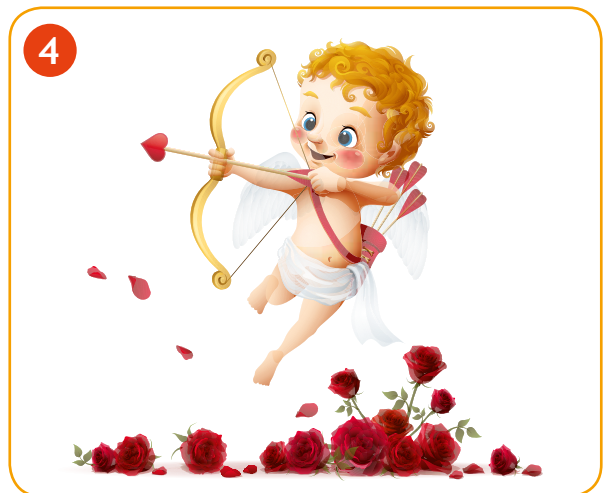


Listen

Get Ready!

1. Match the celebrations to the pictures 1-4.

Valentine's Day Halloween Carnival Independence Day



2. What other festivals do you know? Write a list in your notebook.



3. Listen to these people talking about celebrations. Complete the chart in your notebook.

Celebration	Place	Time	Activities



4. Listen again and complete the sentences.

- Independence Day ___ Colombia is ___ July 10th.
- Halloween is ___ October. It is ___ October 31st.
- Easter ___ Mexico lasts two weeks.
- ___ the USA, people celebrate Saint Valentine's Day ___ February 14th.

 **Read**
5. Read about the celebrations and match them to the pictures.

Thanksgiving Day: In the United States, this special celebration is in November (on the fourth Thursday). It's a holiday in the United States and they celebrate the harvest. At lunch time, families get together to eat a traditional Thanksgiving meal of turkey and pumpkin pie. It's a special time when families can be together.

Chinese New Year celebrations: In China, these celebrations start on the 23rd day of the 12th lunar month of the Chinese calendar. This festival ends on the 15th day of the first lunar month in the following year in the Chinese calendar. The streets are decorated with red lanterns and there are parades and fireworks. Traditionally people give children money in red envelopes - red is a lucky colour. Many people clean their homes to welcome the new year.

Christmas: In Colombia, Christmas is celebrated on December 24th. Families get together, sing carols and eat turkey or pork. The house has decorations, such as lights, a Christmas tree and a Nativity scene. At midnight, they give presents to each other.


6. Read the text again and answer the questions.

- What is celebrated in the United States on the fourth Thursday in November?
- What is the traditional way to celebrate Thanksgiving?
- Name four ways the Chinese celebrate the New Year.
- What is special about the colour red in China?
- When do Colombians celebrate Christmas?
- When do Colombians give presents?

Glossary

harvest = cosecha
 parade = desfile
 carols = villancico
 Nativity scene = pesebre

Focus on language
7. Look at the underlined words in the reading. Then complete the sentences with the correct word.

- ___ noon, people usually have lunch.
- ___ November 1st, people celebrate the Day of the Dead.
- People usually go dancing ___ Friday nights.
- We start classes ___ January.
- Mum and Dad often go to bed ___ midnight.

Useful language

celebrate - celebration
 decorate - decoration

Focus on vocabulary

8. Complete the phrases a-i with the correct verb from the box.

celebrate dance decorate give have (x2) set off visit wear

- | | |
|--------------------------|----------------------------|
| a. ____ traditional food | f. ____ the family |
| b. ____ fireworks | g. ____ a meal |
| c. ____ presents | h. ____ a special occasion |
| d. ____ the streets | i. ____ in the streets |
| e. ____ costumes | |

9. Complete the sentences with phrases from exercise 8.

- At Christmas, many people ____ such as turkey and Christmas cake.
- We usually ____ by having a party.
- At New Year in many countries, people ____ to celebrate by lighting up the sky.
- At Carnival, people ____ and parade through the streets.
- In many countries, people ____ at midnight on Christmas Eve.
- At Chinese New Year, people ____ with red lanterns.

Listen



57 10. Listen and write the words you hear from exercise 8 in your notebook.



58 11. Say it!

Listen and repeat.

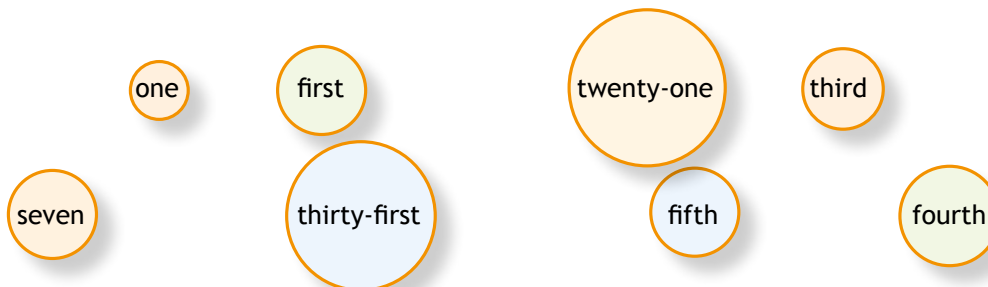
Ordinal numbers.

first second third fourth fifth

tenth sixteenth twenty-seventh thirty-first



59 12. Listen and write the numbers you hear in your notebook.



 **Speak**

13. In your notebook, write information about these celebrations.

Celebrations	Day	Activities
Mother's Day		
Father's Day		
Teacher's Day		
Student's Day		

14. Share the ideas from exercise 13 with a classmate. Are they similar? What are the differences?
15. With another pair of students, share the similarities and differences of how you celebrate the special occasions in exercise 13.

 **Write**

16. Invent your own special occasion. Write notes under the headings below. Then write a paragraph describing the celebration. Use the texts on page 73 and the activities in exercise 8 to help you.

Name of the celebration:

Place:

Date / Time:

Activities:



Focus on vocabulary

Get Ready!

1. Match the sentences to the pictures 1-8.

We visit new cities.

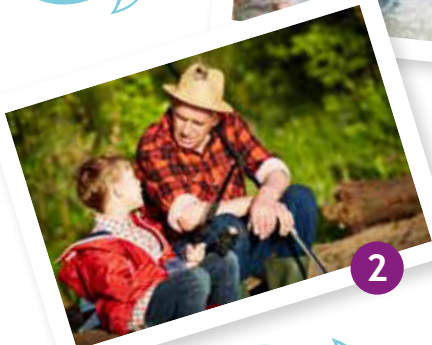
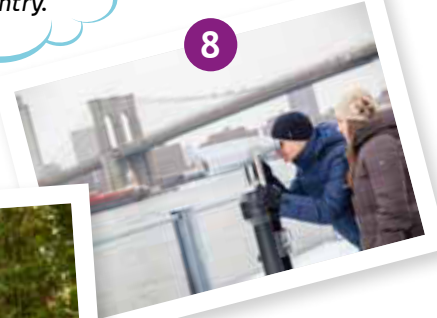


1

We travel around the country.

8

We stay at my grandparents' house.



2

I go to the beach with my friends.



7

We go camping in the countryside.

IT'S HOLIDAY TIME!
WHAT DO YOU DO
ON HOLIDAY?

6



3



They usually go to summer camp.

They go skiing in the mountains.

5



I sometimes go abroad.

4



2. Ask and answer the questions with a classmate.

- Where do you usually go on holiday?
- What do you usually do on holiday?
- What is your favourite type of holiday?
- What is your least favourite type of holiday?

Useful expressions

go to the beach
go to summer camp
go abroad
go camping / skiing

 Listen

60

3. Listen to the interviews and complete the questions with the correct word.

- When does Stacey go ___ holiday?
- Where does she ___ go?
- What does she do on ___ ?
- How ___ does Wesley go on holiday?
- Where ___ he go to?

60

4. Now listen again and answer the questions in exercise 3 in your notebook.

Example:

When does Stacey go on holiday?

She goes on holiday at the end of August.

Glossary

actually = en realidad
nowadays = actualmente

Useful expressions

I'm sorry I'm late.
That's fine.
Can I ask you a few questions?
Well, actually ...
Nowadays, ...
Let's talk about ...
No problem.

Focus on language

5. Read the *Useful language* box and put the words in order to make questions.

- live / does / Where / Charlie ?
- time / do / What / to bed / they / go ?
- many / does / How / holidays / have / she ?
- skiing / you / Who / do / with / go ?
- do / holiday / they / on / How / go/ often ?
- camping / When / go / they / do ?

6. Write a *Wh-* question for each question word in the *Useful language* box.

Useful language

Wh- questions are used to ask more specific information:
Where ... ? (place)
What ... ? (object)
Who ... ? (person)
When ... ? (date / time)
How often ... ? (frequency)
How many / much ... ? (quantity)
What time ... ? (hour)

61

 7. Say it!

Listen and repeat.

Who / How begin with the sound /h/.

Where / When / What begin with the sound /w/.

 Read

8. Read the text and the sentences. Then say if sentences a-f are true (T) or false (F)?

Budi's job is a holiday. What do I mean? Well, 21-year-old Budi loves surfing and guess what his job is. Yes, he's a surf instructor. I met up with him to find out what it's like to love your job so much!

What do you do every day, Budi?

Well, I get up early and check the weather. When it's very rainy, we cancel lessons. Here it's usually sunny and windy - perfect for surfing. After breakfast, I go to the beach to prepare the boards.

What time do you start lessons?

The first one is at 9:00 AM. Each lesson is one hour.

How often do you have a break?

We have 30-minute break at 11:00 AM and 3:00 PM and two hours for lunch. In the summer holidays it's busy all day, but other times, we may only have three or four lessons.

When do you do your own surfing?

I love surfing alone in the evening when the sun comes down. Sunsets are amazing here!

Who do you work with?

There are six of us who work together. We're all good friends.

Where do you live?

The surf club has houses on the beach, so the surf instructors all live there.

What do you think of your job?

It's a brilliant job to have. I'm so lucky.



- Budi is on holiday at the moment.
- They have surf lessons in the rain.
- The first lesson finishes at 10:00 AM.
- They don't have a break in the morning.
- The summer is always very busy.
- Budi surfs in the evening with six friends.



9. Say it!

Listen and repeat.

Pronunciation of *do* and *does* in questions:

What time do you start lessons?

Who do you work with?

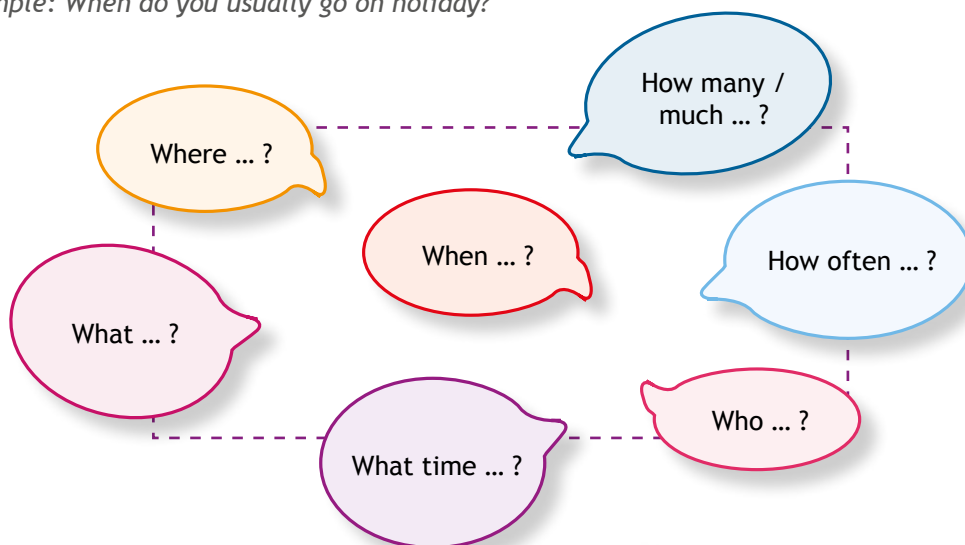
Where does your friend go on holiday?

How often does your friend go surfing?

 **Speak**

- 10.** Write six questions to ask your classmate about their holidays. Look at pages 76 and 77 to help you.

Example: When do you usually go on holiday?



- 11.** Now ask and answer the questions to find out about your classmate's holidays. Give as much information as you can. Write down their answers in your notebook.


 **Write**

- 12.** Write a paragraph about how your classmate spends his/her holidays.

Remember these points:

- Think about a logical order for your paragraph.
- Use adjectives and linking words to make it more interesting.
- Write in third person (*he/she*).
- Check your work for spelling and punctuation.





A special place



Prepare your presentation

1. Look through module 2 to remind yourself of the topics.
2. Discuss the topic of Colombia.

In groups, think of:
 - things that make Colombia unique
 - celebrations that take place in Colombia
 - the activities that you can do at the celebration / in the area.
3. You are going to prepare a poster to encourage more tourists to come to your country. As a group, choose a region of Colombia:
 - Pacific
 - Andean
 - Orinoquia
 - Amazon
 - Caribbean
4. Collect information about the region:
 - Location
 - Celebrations
 - Characteristics
 - Activities
5. Find out some unusual facts to capture the reader's attention.



Make your poster

6. The poster should be very visual.
 - In your groups, think of ideas to present the information in a more visual way.
 - Write some text. Use persuasive language to encourage people to visit your country,
 - Check your writing carefully for grammar and spelling mistakes.
 - Choose a title and photos or illustrations for your poster.

Project Tip

✓ For this type of poster, use persuasive language to encourage readers to come to Colombia. Use adjectives and positive statements.



Present your posters

7. Decide how to present your poster.
 - Write some questions for people to answer after they have looked at the poster.
 - Prepare an oral presentation to support your poster.



1. Assessment of your English language skills

Look back over the module. What have you learned? Tick (✓) the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read simple texts about routines.			
	B. I can identify ideas in different types of texts: interviews, descriptions.			
	C. I can complete reading activities.			
WRITING	A. I can write about daily routines.			
	B. I can write interviews.			
	C. I can describe celebrations.			
LISTENING	A. I can identify daily routines.			
	B. I can follow pronunciation patterns.			
	C. I can recognise words to ask questions about routines.			
SPEAKING	A. I can describe my daily routine.			
	B. I can ask questions about daily routines.			
	C. I can answer questions about free-time activities.			