

# Lenguas Adicionales Inglés



Actividades para los estudiantes

Primer año

What customs and traditions  
are associated with festivals  
and celebrations?

Serie PROFUNDIZACIÓN • NES



Buenos Aires Ciudad

Ministerio de Educación del Gobierno de la Ciudad de Buenos Aires  
06-05-2024



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What customs and traditions are associated with festivals and celebrations?

**JEFE DE GOBIERNO**

Horacio Rodríguez Larreta

**MINISTRA DE EDUCACIÓN E INNOVACIÓN**

María Soledad Acuña

**SUBSECRETARIO DE PLANEAMIENTO E INNOVACIÓN EDUCATIVA**

Diego Javier Meiriño

**DIRECTORA GENERAL DE PLANEAMIENTO EDUCATIVO**

María Constanza Ortiz

**GERENTE OPERATIVO DE CURRÍCULUM**

Javier Simón

**GERENTA OPERATIVA DE LENGUAS EN LA EDUCACIÓN**

Cristina Banfi

**DIRECTOR GENERAL DE TECNOLOGÍA EDUCATIVA**

Santiago Andrés

**GERENTA OPERATIVA DE TECNOLOGÍA E INNOVACIÓN EDUCATIVA**

Mercedes Werner

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Jorge Javier Tarulla

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**Y ADMINISTRACIÓN DE RECURSOS**

Sebastián Tomaghelli



## What customs and traditions are associated with festivals and celebrations?

### SUBSECRETARÍA DE PLANEAMIENTO E INNOVACIÓN EDUCATIVA (SSPLINED)

**DIRECCIÓN GENERAL DE PLANEAMIENTO EDUCATIVO (DGPLEDU)**

**GERENCIA OPERATIVA DE LENGUAS EN LA EDUCACIÓN (GOLE)**

Cristina Banfi

**ESPECIALISTA:** Laura Sebastiano

**DIRECCIÓN GENERAL DE TECNOLOGÍA EDUCATIVA (DGTEDU)**

**GERENCIA OPERATIVA TECNOLOGÍA E INNOVACIÓN EDUCATIVA (INTEC)**

Mercedes Werner

**ESPECIALISTAS DE EDUCACIÓN DIGITAL:** Julia Campos (coordinación), María Lucía Oberst

---

**COORDINACIÓN DE MATERIALES Y CONTENIDOS DIGITALES (DGPLEDU):** Mariana Rodríguez

**COLABORACIÓN Y GESTIÓN:** Manuela Luzzani Ovide

**EQUIPO EDITORIAL EXTERNO**

**COORDINACIÓN EDITORIAL:** Alexis B. Tellechea

**DISEÑO GRÁFICO:** Estudio Cerúleo

**EDICIÓN:** Fabiana Blanco, Natalia Ribas

**CORRECCIÓN DE ESTILO:** Lupe Devezza

**IDEA ORIGINAL DE PROYECTO DE EDICIÓN Y DISEÑO (GOC)**

**EDICIÓN:** Gabriela Berajá, María Laura Cianciolo, Andrea Finocchiaro, Bárbara Gomila, Marta Lacour, Sebastián Vargas

**DISEÑO GRÁFICO:** Octavio Bally, Silvana Carretero, Ignacio Cismondi, Alejandra Mosconi, Patricia Peralta

**ACTUALIZACIÓN WEB:** Leticia Lobato

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ISBN 978-987-549-777-1

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Dirección General de Planeamiento Educativo / Gerencia Operativa de Currículum, 2018.

Subsecretaría de Planeamiento e Innovación Educativa / Dirección General de Planeamiento Educativo / Gerencia Operativa de Currículum.  
Holmberg 2548/96 - C1430DOV - Ciudad Autónoma de Buenos Aires.

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Para visualizar correctamente la interactividad se sugiere bajar el programa [Adobe Acrobat Reader](#) que constituye el estándar gratuito para ver e imprimir documentos PDF.



Portada

 Flecha interactiva que lleva a la página posterior.

Pie de página

 **Volver a vista anterior** — Al clicar regresa a la última página vista.

 — Ícono que permite imprimir.

 **4**  — Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

Itinerario de actividades

 **Actividad 1**

**Presentación de la temática**  
*Introduction to the topic*

**1**

Organizador interactivo que presenta la secuencia completa de actividades.

Actividades

**Presentación de la temática**  
*Introduction to the topic*

**Actividad 1**

a. Have a look at the pictures from the mural. What festivals/celebrations can you identify in the pictures? What countries, empires or civilizations do you associate with the origins of these festivities?

 **Volver al Itinerario de actividades**

 **Volver al Itinerario de actividades** Botón que lleva al itinerario de actividades.

 Sistema que señala la posición de la actividad en la secuencia.

Íconos y enlaces

**1** Símbolo que indica una cita o nota aclaratoria. Al clicar se abre un *pop-up* con el texto:

Ovidescim repti ipita voluptis audi iducit ut qui adis moluptur? Quia poria dusam serspero valoris quas quid moluptur?Luptat. Upti cumAgnimustrum est ut

Los números indican las referencias de notas al final del documento.

El color azul y el subrayado indican un [vínculo](#) a la web o a un documento externo.

 — Indica enlace a un texto, una actividad o un anexo.

**“Título del texto, de la actividad o del anexo”**



What customs and traditions are associated with festivals and celebrations?

# Itinerario de actividades



## Actividad 1

Presentación de la temática  
*Introduction to the topic*

1



## Actividad 2

Desarrollo de la temática  
*Development of the topic*

2



## Actividad 3

Organización del trabajo para elaborar la presentación final  
*Organization of the work to make the presentation of the final task*

3



## Actividad 4

Integración de contenidos y diseño de la presentación final  
*Integration of contents and preparation of the final task*

4





What customs and traditions are associated with festivals and celebrations?

## Presentación de la temática *Introduction to the topic*

### Actividad 1

- a. Have a look at the pictures from the mural. What festivals/celebrations can you identify in the pictures? What countries, empires or civilizations do you associate with the origins of these festivities?





- b.** Copy the mind map about festivals/celebrations designed by your teacher. You will need this information for future activities.

### Digital resources

You can copy the mind map on a sheet of paper or on a note using the online programme [Evernote](#). This tool, when saved in the cloud, allows you to have access to the programme from any digital device, so you can add more information to your notes at any time and make all the necessary changes to enrich them.

- c.** In pairs, have a look at the mural and make a list of the objects that you can see in the pictures related to festivals/celebrations. Examples: pumpkin, masks, costumes, etc.

### Online dictionaries

You can use the following dictionaries to check some vocabulary: [Word Reference](#), [Wordnik](#), [Wiktionary](#) and [Merriam-Webster](#).

- d.** Write the names of these celebrations and festivals below the correct pictures: Easter - Christmas - Halloween - Glastonbury - Chinese New Year - The Carnival of Venice - Saint Valentine's Day.

### Digital resources

You can write the information for Activity 1 **a.**, **b.**, **c.**, and **d.** on this sheet of paper or fill in the [Google Drive Form](#) shared by your teacher. On this website [Conectar Igualdad en la Escuela Normal](#) you will find some guidelines to create Google Drive Forms.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_



### What customs and traditions are associated with festivals and celebrations?

- e. Read the following descriptions of festivals and celebrations and underline the *transparent* words that you can identify in the texts.

#### Vocabulary spot



A “transparent word” is a word that has a similar spelling, meaning and pronunciation in both languages, for example music, guitar, culture, etc. Can you think of other examples of transparent words in English?

- f. Match the descriptions with the pictures from Activity 1 d. Remember that you can also use the information from the previous exercises to understand the texts.

1. Couples celebrate this special occasion by giving gifts, buying heart-shaped boxes of chocolates or sending flowers and greeting cards.
2. Children wear creepy costumes of monsters, goblins, witches and wizards. Also, they knock on the doors of different neighbours to ask for some sweets.
3. People decorate trees with colourful lights and shiny bulbs and on December 24<sup>th</sup> they get together with their relatives or friends to have dinner.
4. People wear special masks made of glass, leather or porcelain. These masks are usually decorated with gems and natural feathers.
5. Children participate in chocolate egg hunts and the child who finds the most eggs is the winner and gets a prize.
6. During this celebration, people like watching dragon dances, setting off firecrackers and decorating lanterns of different shapes and colours.
7. This festival lasts five days and artists from different fields participate in various activities such as concerts, plays and dances.

#### Final task – Part A

Group work. You’re going to make a presentation about a festival or celebration using Powerpoint, [Google Slides](#), Prezi ([Webpage/Basic Plan](#)) or any other presentation software. Start thinking what festival or celebration you would like to talk about!

Volver al  
Itinerario de actividades







What customs and traditions are associated with festivals and celebrations?

Desarrollo de la temática  
Development of the topic

Actividad 2

a. Classify these activities into the categories of the table below: go to a concert - have dinner - brush my hair - wash my face - act in a play - do homework - make a birthday cake - go home - get up - blow candles - make my bed - have breakfast - go to school - wear a costume - have a shower - get/give presents - wear new clothes - have lunch - go to the cinema - read a speech - watch TV - go to bed - do craftwork - go to a restaurant - send a greeting card.

| Activities we do every day | Activities we do on special occasions |
|----------------------------|---------------------------------------|
|                            |                                       |

b. Put the following sentences in chronological order: *I go to school by bus.* - *I have lunch at home.* - *I get up at eight o'clock.* - *I have dinner at ten o'clock.* - *I have cookies for breakfast.* - *I go to school in the morning.* - *I watch TV while I have dinner.* - *I go to the club after I play computer games.* - *I have a shower before I go to bed.* - *I brush my teeth before I go to bed.* - *I do my homework in the afternoon.* - *I play computer games after I finish my homework.*

| Daily activities              | Your partner's answers | Tick ✓ / Cross X |
|-------------------------------|------------------------|------------------|
| 1. I get up at eight o'clock. |                        |                  |
| 2.                            |                        |                  |
| 3.                            |                        |                  |
| 4.                            |                        |                  |
| 5.                            |                        |                  |
| 6.                            |                        |                  |
| 7.                            |                        |                  |
| 8.                            |                        |                  |
| 9.                            |                        |                  |
| 10.                           |                        |                  |
| 11.                           |                        |                  |
| 12.                           |                        |                  |



What customs and traditions are associated with festivals and celebrations?

- c. Turn the sentences from the previous exercise into questions to find out information about your partner’s routine. Take turns to ask the questions and write down your partner’s answers. Example: Student A: Do you get up at eight o’clock? Student B: Yes, I do./No, I don’t.

Digital resources



You can complete the tables on this sheet of paper or create a document with the tables using the Google Drive text processor or Microsoft Word/Open Office Writer.

- d. Compare your partner’s answers with your daily routine. If you have a coincidence, write a tick ✓ next to your partner’s answer. If you don’t have a coincidence, write a cross X. How many coincidences do you have with your partner?
- e. Michelle Stewart is 13 years old and lives in Los Angeles, California. For her Language class, she wrote these paragraph about her daily routine and her favourite celebration in the USA. Read the paragraphs and make a list of the *transparent words* that you can identify in the text.

Every day, I get up at 6:30 and have a shower. Then, I have breakfast and make my bed. After that, I go to school at 7:30. I like History and Geography but I don’t like Maths or Science. My brother, Andrew, goes to school in the afternoon. He likes PE and Computer Programming but he doesn’t like the rest of the subjects. At weekends, we go to the club. I swim in the swimming pool and Andrew plays football with his friends.

Our favourite celebration in the USA is Halloween, which is celebrated on October 31<sup>st</sup>. On Halloween’s day, I usually wear a witch costume and my brother wears a wizard costume because he is a huge fan of Harry Potter. He is a Potterite! In the afternoon, we walk around our neighbourhood and knock on the doors of different neighbours to ask for some sweets. We always say “Trick or treat?” to ask for the sweets. Trick-or-treating is a lot of fun! And we both think that Halloween is definitely a cool and creepy celebration!

- f. Read the paragraphs again and write the correct option next to the sentences: True - False - The information doesn’t appear in the text. Underline in the text the information for the sentences.



What customs and traditions are associated with festivals and celebrations?

1. Michelle doesn't have a shower in the morning. \_\_\_\_\_
2. Michelle's favourite subjects are History and Geography. \_\_\_\_\_
3. Andrew doesn't like Maths or Science. \_\_\_\_\_
4. Michelle and Andrew do sports at weekends. \_\_\_\_\_
5. Michelle and Andrew go to the club by bus. \_\_\_\_\_
6. Andrew's birthday is in October. \_\_\_\_\_
7. Michelle usually wears a wizard costume for Halloween. \_\_\_\_\_
8. Andrew doesn't like the Harry Potter series. \_\_\_\_\_
9. Michelle's dog wears a ghost costume for Halloween. \_\_\_\_\_
10. Andrew and Michelle don't enjoy trick-or-treating. \_\_\_\_\_

### Grammar spot

All the verbs in Michelle's paragraph are in Simple Present. We use the Simple Present to talk about habits, customs or daily routines. On this website [Woodward English](#) there are some interesting explanations about the grammar rules for the Simple Present tense. Read the rules for affirmative sentences and then do the following online exercises: [Exercise 1](#), [Exercise 2](#), and [Exercise 3](#).

Volver al  
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## Organización del trabajo para la presentación final Organization of the work to make the presentation of the final task

### Actividad 3

- a. Read the paragraph about Halloween and answer the questions at the end of the text.

### Culture note

In the USA and the UK, people usually do the following activities to celebrate Halloween: they wear creepy costumes, carve jack-o-lanterns, light bonfires and watch horror films. Also, many families decorate their houses with lights to give some Halloween Light Shows with music. Do you celebrate Halloween in your country? What costumes do you usually wear to celebrate this event?





## What customs and traditions are associated with festivals and celebrations?

### Pronunciation spot

On this website [Learning English Online](#) there is an interesting explanation about the rules for the pronunciation of the different -s endings of the verbs in simple present.

- Read the rules and then practise the pronunciation of the sounds by clicking on the pronunciation button and repeating the sounds.
- Record yourself practising the pronunciation of the verbs that appear on the website. You can use these applications [Online Voice Recorder](#)/[EducApp](#) or the recording applications of your computer, cellphone, tablet, etc.
- Record yourself reading these sentences and send the files to your teacher: He likes coffee. - She goes to the club. - He eats out at weekends. - She plays the guitar. - He washes the dishes. - She drives a car. - He watches TV. - She reads the newspaper. - He studies French. - She brushes her hair. - He cleans the house. - She does the homework. - He gets up early. - She relaxes at the gym. - He cooks pasta.

- Watch this video [The History of Halloween](#) by Simpleshow Foundation and make a list of the words or set expressions related to Halloween. For example: pumpkin, bats, costumes, etc.
- Watch the video again and decide if these sentences are true or false. Give the correct information for the false sentences. (Work on this excerpt 0:00/1:35).
  - Jimmy doesn't wear a skeleton costume. \_\_\_\_\_
  - Jimmy's grandmother is called Caroline. \_\_\_\_\_
  - Jimmy's grandmother wears a witch costume. \_\_\_\_\_
  - Jimmy's grandmother doesn't walk with her grandson. \_\_\_\_\_
  - Jimmy is at times a little scared of the costumes he sees. \_\_\_\_\_
  - Jimmy asks his father about the origins of Halloween. \_\_\_\_\_
  - The origins of Halloween are related to French history. \_\_\_\_\_
  - For the Celts, October 31<sup>st</sup> was a magical day. \_\_\_\_\_
  - The Celts believed that ghosts, witches and goblins appeared in the streets on October 31<sup>st</sup>. \_\_\_\_\_
  - The trick-or-treating tradition has its roots in a German festival. \_\_\_\_\_

### Grammar spot

Read the sentences from Activity 3 **c.** and underline the negative sentences. On this website [Woodward English](#) there are some interesting explanations about the grammar rules for negative sentences in Simple Present. Read the rules and then do these online exercises: [Exercise 1](#) and [Exercise 2](#).





### What customs and traditions are associated with festivals and celebrations?

- d. If you feel ready, you can also do the following exercise: Watch the rest of the video [The History of Halloween](#) and fill in the blanks with these words: holiday - ghost - spooky - spirits - potatoes - religious - pumpkin - trick-or-treat - America - Halloween. (Work on this excerpt 1:50/3:25).
1. In addition, they carried vegetable lanterns carved from turnips or \_\_\_\_\_ which later became the well-known \_\_\_\_\_ lights.
  2. Finally, during the Great Potato Famine, the festival travelled with the Irish catholics to \_\_\_\_\_ and became today's secular \_\_\_\_\_ that everyone can enjoy regardless of their \_\_\_\_\_ beliefs.
  3. Of course, playing pranks had to be part of the celebration and the children dressed up to \_\_\_\_\_ in seriously \_\_\_\_\_ neighbourhoods, just like Jimmy tonight!
  4. Jimmy is surprised to hear that \_\_\_\_\_ is a major celebration of dead \_\_\_\_\_ since the old ages and he secretly wonders if he will meet a real \_\_\_\_\_ soon.

### Final task – Part B

- a. Group work. Choose the festival/celebration you would like to talk about during the presentation.
- b. Individual work. Use the following questions as a guide to search for information on the web. Write down only key words to answer the questions. Remember to search for valid and reliable information on official websites.
  1. What is the name of the festival/celebration?
  2. Where does this festival/celebration take place?
  3. When does this festival/celebration take place?
  4. What do people wear?
  5. What do people eat?
  6. Do people dance?
  7. Do people listen to music?
  8. Do people wear masks or make-up?
  9. What special activities do people organize?
  10. What other important details do you want to add about the festival/celebration?
- c. Hand in a report to your teacher with the information from the questions.



What customs and traditions are associated with festivals and celebrations?

## Grammar spot

Read the questions about the festival/celebration and underline all the verbs that appear in the questions. On this website [Woodward English](#) there are some interesting explanations about the grammar rules for questions in Simple Present. Read the rules and then do the following online exercises: [Exercise 1](#) and [Exercise 2](#).

## Final task – Part C

Individual work. You're going to write different drafts of a paragraph about the festival/celebration for the presentation. Remember that you can use the vocabulary and set expressions from the different activities of the guide.

- Draft 1. Write sentences to describe the festival/celebration. You will get some feedback from your teacher.
- Draft 2. Write a paragraph about the festival/celebration. Use the following connectors and time expressions: and, but, or, also, In addition, Then, After that, During this festival, In the morning/afternoon/evening, etc. Also, say why you want to talk about this festival/celebration for the presentation. You will get some feedback from your teacher.
- Final draft. Write the final version of the paragraph taking into account the feedback from your teacher.

Volver al  
Itinerario de actividades



## Integración de contenidos y diseño de la presentación final *Integration of contents and preparation of the final task*

### Actividad 4

**Before you start playing the game *Snakes and Ladders* with your partner, follow these steps:**

- Read the rules of the game and check the meaning of the highlighted words using these dictionaries: [Word Reference](#), [Wordnik](#), [Wiktionary](#) and [Merriam-Webster](#). You can also make a glossary of the terms related to games.
- Read the rules of the game again in class with your teacher. Follow your teacher's instructions.
- Play the game and have fun!



What customs and traditions are associated with festivals and celebrations?

## How to play *Snakes and Ladders*

1. The **aim** of the game is to be the first player to **land on the last square** of the board game by moving across the **board**. (Final square = Finish = Star).
2. Follow the numbers on the board to see how to **move forward**.
3. Each player **rolls a die** to see who goes first. The player who gets the highest number starts the game. (Starting point = Start = Arrow).
4. Roll the die and move forward that number of squares. For example, if you roll a two, **move your token** to square number two.
5. Make the correct sentence or question that appears on the square. If your answer is correct, you **stay on that square**. If your answer is wrong, **move backward** to your previous square. (In case of doubt, the teacher can play the role of the **umpire**).
6. If you land on a square with the bottom of a ladder, move up to the square with the top of the ladder.
7. If you land on a square with the top of a ladder or in the middle of a ladder, follow instruction number 5.
8. If you land on a square with the head of a snake, move down to the square with the tail of that snake.
9. If you land on a square with the tail of the snake or in the middle of the snake, follow instruction number 5.
10. The first player who lands on the last square of the board wins the game. But there's a twist! If you roll too high, your token "bounces" off the last square and moves backward. You can only win by rolling the exact number needed to land on the last square.



Anexo 1. *Snakes and Ladders*.



Anexo 2. Tablero borrador de *Snakes and Ladders*.

## Final task – Part D

Individual work. Search for the images and videos that you would like to include in the presentation. The videos are optional. You can use the following tools to search for the images: [Google Images](#) (Tools>Usage Rights>Labelled for reuse without modifications); [Pixabay](#); [Public Domain Pictures](#); [Creative Commons Search](#). Then, hand in a report to your teacher with the list of links.

Group work. Follow these steps to get organized.

1. Make a list of the information to include in the presentation.
2. Choose the presentation software (Powerpoint, [Google Slides](#), Prezi ([Webpage/Basic Plan](#))).



What customs and traditions are associated with festivals and celebrations?

3. Choose the images and videos (optional) about the festival/celebration.
4. Write the descriptions about the festival/celebration.
5. Organize and design the slides of the presentation.
6. Decide who is going to describe the different slides.
7. Write a report with all information included in the presentation and the names of the members of the group.
8. Analyze the feedback from your teacher.

Volver al  
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What customs and traditions are associated with festivals and celebrations?

Anexo 1

Snakes and Ladders

|                                                                |                                                          |                                                                |                                                                                                |                                                 |                                                             |                                                                         |
|----------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|
| 62<br><b>FINISH</b>                                            | 61<br>Mary / brush / her teeth before she / go / to bed. | 60<br>My best friend / not have / a computer.<br>              | 59<br>People / decorate / trees with shiny bulbs for Christmas.                                | 58<br>My father / not get up / at 6:00 o'clock. | 57<br>                                                      | 56<br>Sam / wear / a ghost costume for Halloween.                       |
| 49<br>We / walk / around our neighbourhood on Halloween's day. | 50<br><b>ROLL THE DIE AGAIN!</b>                         | 51<br>I / read / poems.                                        | 52<br>Kim / enjoy / watching dragon dances during Chinese New Year.                            | 53<br>Sam / go / to school / by train.          | 54<br>Your / teacher / work / in a secondary school?        | 55<br>Musicians / give / concerts / in the Glastonbury Festival.        |
| 48<br>What / people / wear / in the Carnival of Venice?        | 47<br>                                                   | 46<br>                                                         | 45<br>I / ride / my bicycle with my friends.                                                   | 44<br>We / get up / at 6:00 o'clock.            | 43<br><b>MISS A TURN!</b>                                   | 42<br>Children / participate / in chocolate egg hunts on Easter Sunday. |
| 35<br>My sister / have / a smartphone.                         | 36<br>Sam / like / History and Geography.                | 37<br>Susan / wear / a witch costume for Halloween.            | 38<br>My sister and her boyfriend / usually have / a romantic dinner on Saint Valentine's Day. | 39<br>                                          | 40<br>Caroline and Tom / not go / to school in the morning. | 41<br>Michael / swim / in the swimming pool.<br>                        |
| 34<br><b>ROLL THE DIE AGAIN!</b>                               | 33<br>She / do / her homework in the afternoon.          | 32<br>Michael / study / Medicine at university.<br>            | 31<br>                                                                                         | 30<br>When / they / go / to the club?           | 29<br>I / have / dinner with my family on Christmas Eve.    | 28<br>He / not like / tea.                                              |
| 21<br>What TV series / you / watch?                            | 22<br>My mother / cook / pasta at weekends.              | 23<br>Mary / have / a dog.                                     | 24<br>                                                                                         | 25<br>I / not work / in a hospital.             | 26<br>They / play / the guitar?                             | 27<br>                                                                  |
| 20<br>Mary / brush / her hair in the morning.                  | 19<br>                                                   | 18<br><b>MISS A TURN!</b>                                      | 17<br>I / not speak / French.                                                                  | 16<br>Where / Peter / live?<br>                 | 15<br>We / read / novels.                                   | 14<br>Peter / not like / pop music.                                     |
| 7<br>Why / Tom / go / to work by bus?                          | 8<br>You / wear / a uniform to go to school?             | 9<br>My boyfriend / not celebrate / Christmas with his family. | 10<br>I / not play / football.                                                                 | 11<br>I / like / apples.                        | 12<br>What time / you / have / breakfast?                   | 13<br>They / not watch / TV at night.                                   |
| 6<br>Where / your friend / go to school?                       | 5<br>My parents / not live / in a house.                 | 4<br>You / play / computer games?                              | 3<br>My father / read / the newspaper every day.                                               | 2<br>                                           | 1<br>Tom / have / a shower in the morning.                  | <b>START</b>                                                            |

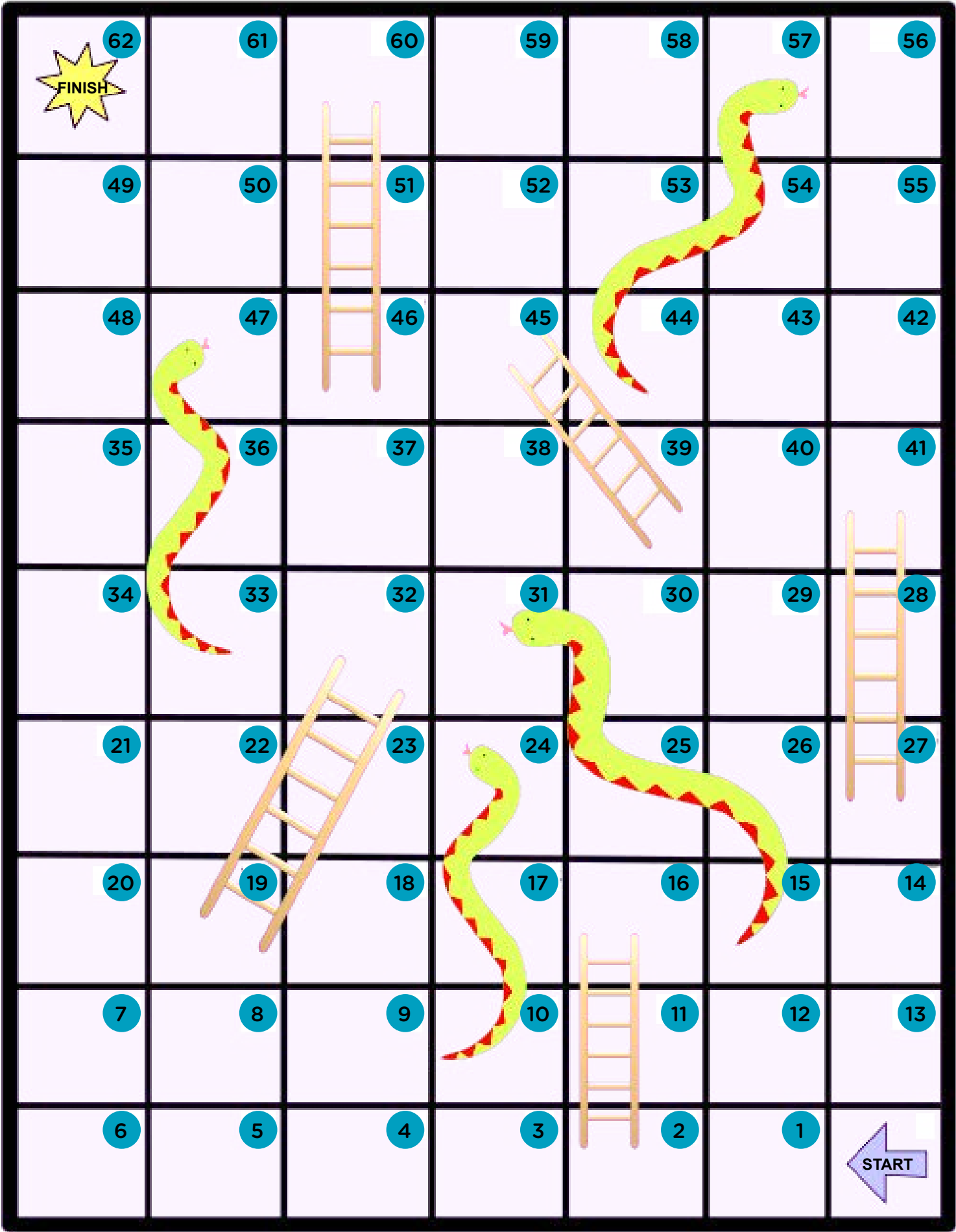
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What customs and traditions are associated with festivals and celebrations?

Anexo 2

Tablero borrador de *Snakes and Ladders*





What customs and traditions are associated with festivals and celebrations?

Notas

- 1 PE: Physical Education.
- 2 Potterite: A fan of the Harry Potter series created by J. K. Rowling.
- 3 Source: English4You.
- 4 Source: English4You.
- 5 Source: English4You.
- 6 Source: [WikiHow](#) (Adapted Version).

Imágenes

- Página 6: Party, StockSnap, Pixabay, <https://goo.gl/Tuwafw>.  
International Hot Air Balloon Festival 2012, Tomas Castelazo, Wikimedia Commons, <https://goo.gl/sZcrmw>.  
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Hearts, Susan Cipriano, Pixabay, <https://goo.gl/oDcjVG>.
- Página 7: Straight couple, Firkin, Openclipart, <https://goo.gl/zEFMio>.  
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- Página 10: Vector Spiral Notebook, Pixel\_perfect, Pixabay, <https://goo.gl/QmtNbt>.  
Página 11: Trick or Treat Bag, netalloy, Openclipart, <https://goo.gl/mrHpJz>.  
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06-05-2024

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