## Worksheet

## I. Birthday traditions around the world

| 1. Tick the nations | s mentioned in | the video |                 |               |
|---------------------|----------------|-----------|-----------------|---------------|
| ☐United States      | □Korea         | ☑Dutch    | ☑Jews (Judaism) | ☑South Africa |
| ☑Nigeria            | <b>☑</b> China | ☑Germany  | □Britain        |               |

2. Watch again and figure out the celebrations below.

| Germans      | 25    | A man's friends will hang a    |                        |
|--------------|-------|--------------------------------|------------------------|
|              |       | "sockencranz" or sock          | _The old socks_are a   |
|              |       | wreath, outside of his house.  | symbol of his old age. |
|              | 12/13 | Girls have a bat mitzvah and   | The ceremony           |
| Jews         |       | boys have a bar mitzvah.       | means_a move to the    |
|              |       |                                | adulthood_             |
|              |       |                                |                        |
| South Africa | 21    | Parents give their child       | It stands for _real    |
|              |       | _a key                         | responsibility_        |
| China        | 1     | The baby is placed in front of | The items the baby     |
|              |       | books, _flowers, stationery,   | reaches for indicate _ |
|              |       | coins,toys and asked to        | its future interests   |
|              |       | get something.                 |                        |
| where        | when  | how                            | why                    |

# II. The Coming -of-Age Ceremony in South Korea

| Aspects mentioned | Key Information                                 | Language Features    |
|-------------------|---|----------------------|
| mentionea         |   |                      |
| when              | 3 <sup>rd</sup> Monday of May                   | Passive voice and    |
|                   | _19years old                                    | vivid verbs: give;   |
| how               | wear_traditional clothes                        | celebrate; end up    |
|                   | given_a speech of encouragement                 | with, express,       |
|                   | end up with <b>_grace bows</b> to their parents | remind, symbolize;   |
| why               | celebrateprivilege                              | Language used as     |
|                   | _reminded of real responsibilities              | reference or give    |
|                   | _express gratitude to their parents             | further explanation: |
|                   | _symbolize the beginning of the journey ahead   | such as, for         |

## III. Think for a while: What elements or activities impress you most? Why?

#### Possible answer:

I think the most striking part to me is they offer a bow to their parents. We have a lot in common with Koreans in values. Sometimes, we take the love from parents for granted. Raising us up, parents have devoted a lot to our transition to adulthood. If given the chance, we should express our gratitude to our parents for everything we have received.

### IV. Discussion: Why do we preserve traditions?

Find as much as the importance of preserving traditions. Please write it down.

Points of view for reference:

- \*Traditions give us a sense of comfort and belonging.
- \*Traditions reinforce values such as freedom, faith, integrity, a good education, personal responsibility, a strong work ethic, and the value of being selfless.
- \*Traditions emphasize the things that really matter in life.
- \*Traditions offer a chance to say "thank you" for the contribution that someone has made.
- \*Traditions help discover diversity, and unite as a country.
- \*Traditions serve as an avenue for creating lasting memories for our families and friends.
- \*Traditions offer an excellent context for meaningful pause and reflection.

#### Possible Answer:

Traditions represent a critical piece of our culture. They help form the structure and foundation of our families and our society. They remind us that we are part of a history that defines our past, shapes who we are today and who we are likely to become. Once we ignore the meaning of our traditions, we're losing our cultural identity.

#### V. Homework:

- 1. Finish Exercise IV on Page 58 in Students' Book: List the elements or activities necessary to describe a coming-of-age ceremony.
- 2. Make a video presentation in groups and you can:
- Please form in the groups of 4 on your own.
- ◆ Choose four nations or areas to introduce their birthday traditions within 1 minute of each.

  You may choose some nations or areas you are interested.
- ◆ Make a plan and distribute tasks to each group member.
- Surf online for references to enrich your content and make a script before shooting.
- Organize the introduction in the pattern today with vivid pictures and graphs, using words and phrases learnt. You can make it very interesting and attractive.
- ◆ Edit the video presentation and upload it to Study Group online within one week.
- Grade and comment on the videos each other according to the rubrics given.
- Every one of your group should be in charge of a part of the video.

| Rubrics   | Tick |
|---|------|
| The video last for around 4-6 minutes for four nations or areas covered.      |      |
| The introduction follows the pattern learnt.                                  |      |
| The traditions mentioned have been studied online to be richer to write them. |      |
| The language is clear and easy to understand, using the pattern and languages |      |
| learnt.   |      |
| The voice and pronunciation are good in the video.                            |      |
| The video is well organized and attractive to watch.                          |      |
| The task is well-distributed and every one of the team is contributing well.  |      |
| No late submission  |      |

| Can-do Statements for this lesson:  |
|---|
| I can understand the clips given and grasp the key information. □                     |
| I can clarify and conclude the discourse pattern used to introduce a tradition. □     |
| I can tell my own understanding of the traditions and the reasons to maintain them. □ |
| I can shoot a short video to introduce one nation's birthday traditions. □            |