

# Cultural Encounters for the EFL Class

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UNIVERSIDAD  
NACIONAL DE  
VILLA MARIA

# CULTURAL ENCOUNTERS

## FOR THE EFL CLASS



STUDENTS'  
MATERIAL

# *Cultural Encounters For the EFL Class*

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## Foreword

A partir del desafío que supuso una propuesta de investigación, un grupo de profesores de la Universidad Nacional de Villa María ha generado este novedoso cuadernillo complementario a los libros de texto tradicionales. Pretende ser una atractiva herramienta de trabajo de inmediata utilización en el aula de inglés de la escuela secundaria argentina y cuya generación responde a criterios y enfoques pedagógicos de reconocida actualidad. Pretende suplir carencias observadas en la mayoría de los textos dirigidos a la enseñanza de esta lengua extranjera de circulación global, que no incluyen cuestiones que hacen a la cultura, la idiosincrasia y la propia realidad del estudiante argentino. Intenta, asimismo, y en relación al docente que lo utilice, operar como disparador de la reflexión sobre el “rationale” que subyace a su diseño y promover la generación de material didáctico ajustada al entorno específico de sus estudiantes. Los docentes reconocerán en estos materiales *un modelo de trabajo* que puede ser extendido no sólo a abarcar otras temáticas de interés puntual sino también a ser replicado para la enseñanza de otras lenguas extranjeras, conformando así una visible instancia de desarrollo profesional en la dirección propuesta.

El proyecto que dio origen a la mencionada publicación corresponde al Programa de Incentivos a la Investigación del Ministerio de Educación de la Nación bajo el título *“La competencia comunicativa intercultural en la enseñanza de inglés como lengua extranjera en la escuela secundaria: una propuesta didáctica.”* Está anclado en el Instituto Académico-pedagógico de Ciencias Humanas de la UNVM y fue llevado a cabo a lo largo de 2014 y 2015 por un equipo de docentes investigadores del Profesorado en Lengua Inglesa y del CELE – Centro de Español como Lengua Extranjera de la mencionada universidad. Supuso la generación de una variedad de actividades de corte académico a partir del acercamiento a la teoría, la investigación, la posterior reflexión, el diseño y la eventual publicación – la concreta propuesta didáctica a acercar a la comunidad educativa de la enseñanza de inglés en particular y de lenguas extranjeras en general.

Se considera que el material ha sido generado en base a criterios y estándares que responden al nuevo escenario de la educación y a los intereses de los estudiantes de la escuela secundaria argentina, ya que incluye:

- actividades de trabajo colaborativo,
- temáticas cercanas a la experiencia del grupo etario,
- uso de diversas tecnologías como modo de búsqueda, expresión y vinculación, naturalizadas entre los destinatarios,
- trabajo interdisciplinario.

Además, y lo que justifica su razón de ser, responde a los nuevos desafíos del mundo globalizado que demanda la formación de ciudadanos abiertos al mundo, munidos de nuevas habilidades que les permitan insertarse exitosamente sin perder su propia identidad. Para acercarse a este objetivo además de las ya reconocidas habilidades esenciales de dominio de las nuevas tecnologías se suma la habilidad intercultural que garantice una fluida *comunicación intercultural*.

Con el nuevo siglo, diversos autores se han referido a la *competencia intercultural* como la competencia global, el aprendizaje global, el aprendizaje de culturas, la educación para la democracia, la ciudadanía cosmopolita, el conocimiento globalizante, etc. Sin embargo, a pesar de la diversidad de disciplinas cuyo objeto de análisis es la naturaleza de la competencia intercultural, se ha coincidido en definirla como *“un conjunto de habilidades y características cognitivas, afectivas y del comportamiento que aseguran la interacción apropiada y efectiva en diversos contextos culturales.”* (Bennet, 2006)

Un resultado extremadamente beneficioso de desarrollar la competencia intercultural es la transformación que se espera realice el estudiante - lo que George Kelly (citado en Maher, 1969) llama la generación de *“constructos permeables”*. Se refiere a las concepciones que los estudiantes tienen de sí mismos, de otros y del mundo que no están rodeadas por barreras gruesas y rígidas sino por otras muy sutiles que permitirán cambios a futuro. La flexibilidad y la apertura para redefinir su propia identidad son requisitos previos de aprendizajes para la vida, ya que ambas garantizan la posibilidad de crecimiento personal continuo.

El material diseñado permite al alumno vivir el *encuentro intercultural* en su propio entorno, reflexionar sobre su significado, y no menos importante, generar una actitud positiva hacia el reconocimiento y la valoración de su propia cultura como parte de un proceso que se da en llamar “la internacionalización en casa”. Se sabe que los programas de intercambio son una instancia ideal de inmersión en otra/s cultura/s, de sensibilización intercultural, aunque a la fecha, reservada a unos pocos estudiantes secundarios. De ahí la necesidad de generar espacios alternativos que promuevan la conciencia de la pertenencia a un mundo globalizado, de la interdependencia entre regiones y el desarrollo de nuevas destrezas necesarias para enfrentarlo.

Acercamos esta propuesta con la esperanza de que resulte de interés para el alumnado de inglés de la escuela media; que lo acompañe en el conocimiento de la cultura del otro, en la valoración de la propia, en aceptar la diversidad; que le permita iniciar el desarrollo de la competencia intercultural necesaria para actuar exitosamente en el nuevo escenario planteado por la globalización; y que también resulte una instancia de desarrollo profesional para los profesores que la implementen en sus aulas.

Al equipo que seleccionó e intervino pedagógicamente ciertos contenidos culturales y los presentara como material didáctico significativo para el desarrollo de la competencia comunicativa intercultural, en nombre de la UNVM, mi reconocimiento.

**Lic. Estela López Favre.**  
**Directora de proyecto**

**Villa María, 2015**



1. With your partners, discuss the concept of “TRADITIONAL FOODS”.



In essence, traditional foods are those whole and ancient foods that have been eaten for centuries and even millennia. **They are the foods that your great-great-great-great-great grandmother and grandfather would have eaten.** They are simple, naturally grown or raised, nutrient-dense, thoughtfully prepared. They are not fads (in fact, they tend to go in direct opposition to most conventional nutritional advice these days).

- Foods in their **original form, as they were Created**— not modernized, not processed, not packaged.
- Foods that have a long history of supporting good health.
- Foods that are whole and nutrient-dense.
- Foods that are simple and basic: meat and poultry, eggs, whole grains, fish, beans and legumes, vegetables, fruit, nuts and seeds, dairy, fats.

- The so-called “health foods” that you’ll find with bold labels on the store shelves.
- Low-fat, low-cholesterol, vegetarian or vegan.
- Boring, bland, undesirable. (Quite the opposite- I think that once you get accustomed to them, you’ll find that traditional foods taste incredible and are easy to love!)



## SOMETHING ABOUT FOODS



3. a. Think about traditional foods you know. Make a list.



.....

.....

.....

.....

3. b. Do the foods in your list match the definition from the text? Why?

4. Do you eat those foods? When?

Example:

**For birthdays, we cook "asado".**

We eat "locro" on  
May 1<sup>st</sup>.

5. Write down some of your ideas:



## SOMETHING ABOUT FOODS



6. Let's revise some FOOD VOCABULARY!

In pairs, find the words in the word search.

### Food for thought

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

BEANS	LETTUCE
BEETROOT	MUSHROOM
BROCCOLI	ONIONS
CABBAGE	PEAS
CARROT	PEPPER
CHEESE	PORK
CHICKEN	POTATO
CHICKPEAS	PUMPKIN
CINNAMON	RICE
CORN	SAFFRON
EGGPLANT	
FISH	
GARLIC	
GINGER	
LENTILS	

7. Now, classify the food items in:

VEGETABLES	MEAT	BEANS & GRAINS	OTHER

## SOMETHING ABOUT FOODS



8. Do you know these traditional foods? What ingredients do you think they have?



Asado



Borscht



Feijoada



Moussaka



Sushi



Bitlong



Harira



Köfteh

9. Work with your partners and match the dishes to their corresponding country. Then locate the countries in the map.

**Morocco - Brazil - Japan - Turkey - Greece**  
**South Africa - Russia - Argentina**



## SOMETHING ABOUT FOODS



10. With your partners pick 3 other countries:

\_\_\_\_\_

11. In what continents are those countries located?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Find those countries' traditional dishes and complete the table:

You can visit this website to help you: <http://www.foodbycountry.com/>

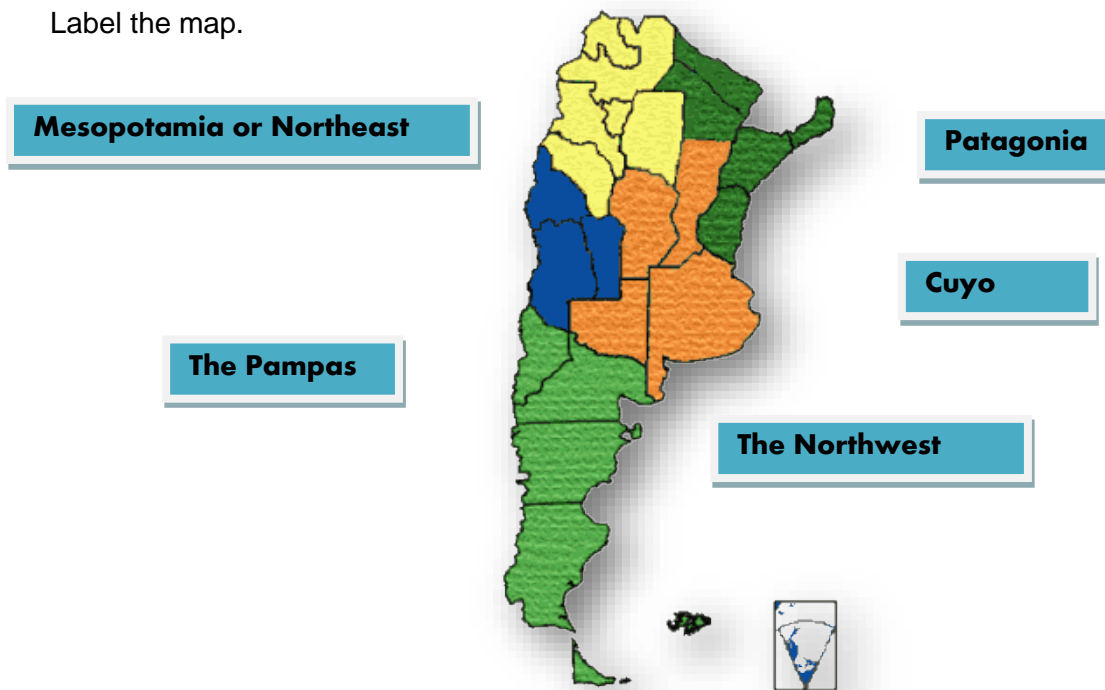
Country	Traditional food	Ingredients

## SOMETHING ABOUT FOODS



13. What are the different geographical regions of Argentina?

Label the map.



14. Gather information from your books or the Internet and complete the chart:

	Region's agricultural production
Northwest	
Mesopotamia or Northeast	
The Pampas	
Cuyo	
The Patagonia	



<http://www.oni.escuelas.edu.ar>

## SOMETHING ABOUT FOODS



15. What other traditional foods do you know from Argentina? What region are they from?



16. Watch the following video and answer the questions below:

### Dave's Kitchen

- a) What food is the cook preparing?
- b) Where is that dish from? Find the country in the world map above.
- c) What ingredients does he use?



## SOMETHING ABOUT FOODS



d) Revise the following words. Watch the video [Dave's Kitchen](#) again and tick (✓) the cooking verbs you hear.



e) With your partner, write the recipe.





## SOMETHING ABOUT FOODS



### 17. Let's make a video!

a) In groups, choose a "traditional food" you'd like to prepare.

b) Find information about it and answer:

- Where is it from?
- When do people eat it?
- What ingredients does it take?
- How do you prepare it?



Some websites to visit:

<http://www.foodbycountry.com/>  
<http://www.bbcgoodfood.com/recipes/category/cuisines>  
<http://www.bbc.co.uk/food/cuisinesh>  
<http://www.bbcgoodfood.com/howto/guide/top-10-foods-try-argentina>

c) Imagine you have a cooking TV show and make a video preparing that dish (you can use pictures of the ingredients and the food).

d) As the different groups present their foods, the rest of the class completes this chart.

Name of the food and origin	Ingredients	Easy/difficult to prepare

e) Which foods would you like to try? Why?

## FESTIVALS AND TRADITIONS



*Let's enjoy festivals!*

### AROUND THE WORLD (Part I)

#### READING /WRITING /SPEAKING

1. What typical festivals/traditions around the world can you mention? For instance: *In the USA, people celebrate Halloween.*
2. Match the festivals/traditions to their corresponding country. There is an extra country. The first one is done for you.

**Taiwan – Spain – Mexico – The USA – Brazil – India – Germany**

Thanksgiving Day (\_\_\_\_\_)



Oktoberfest (\_\_\_\_\_)



La Tomatina (\_\_\_\_\_)



Pingxi Lantern Festival (\_\_\_Taiwan\_\_\_)



Holi (\_\_\_\_\_)



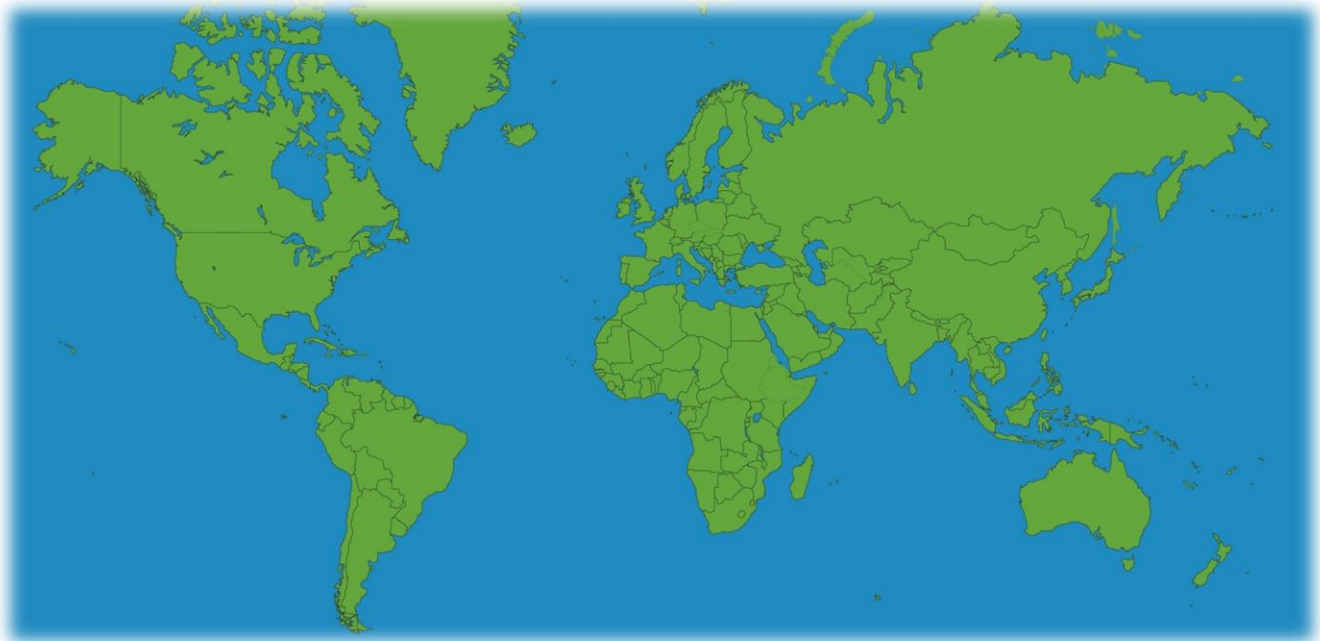
Day of the Dead (\_\_\_\_\_)



## FESTIVALS AND TRADITIONS



3. Locate the countries mentioned above in the world map.



4. Read the descriptions. Which festival/tradition from above is each one describing?

**CELEBRATION:** \_\_\_\_\_

It is a food fight festival held on the last Wednesday of August each year in the town of Bunol near to Valencia. Thousands upon thousands of people make their way from all corners of the world to fight in this 'World's Biggest Food Fight' where more than one hundred metric tons of over-ripe tomatoes are thrown in the streets. Prior to 2013 anywhere from 40,000 to 50,000 (reported to be 50,000 in 2012) people go to this huge tomato fight, greatly expanding Bunol's normal 9,000 person population. Since 2013 official ticketing has been in place limiting the number of participants to just 20,000 lucky people. The festival is in honor of the town's patron saints, St. Louis Bertrand (San Luis Bertràn) and the Mare de Déu dels Desemparats (Mother of God of the Defenseless), a title of the Virgin Mary.

**CELEBRATION:** \_\_\_\_\_

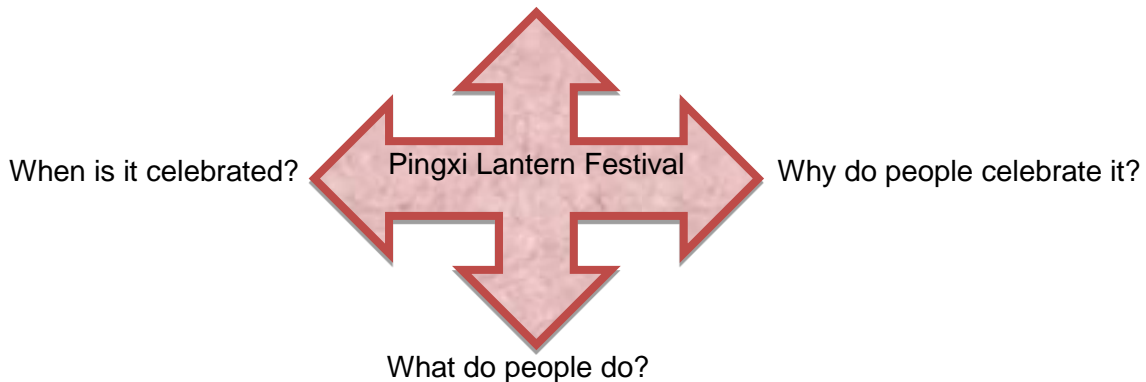
It is a spring festival also known as the festival of colors. It is an ancient Hindu religious festival which celebrates the victory of good over evil and a celebration of the arrival of spring and harvests to come. The specific date of this festival can vary from year to year, as it is observed on the full moon day of Phagun (12th) month in Hindu calendar, which usually falls at the end of February or early March. It starts with a Holika bonfire on the night before the festival where people gather, sing and dance. The next morning is free for all carnival of colors, where everyone plays, chases and colors each other with dry powder and colored water, with some carrying water guns and colored water-filled balloons for their water fight. Anyone and everyone is fair game, friend or stranger, rich or poor, man or woman, children and elders. Groups carry drums and musical instruments, go from place to place, sing and dance.

**CELEBRATION:** \_\_\_\_\_

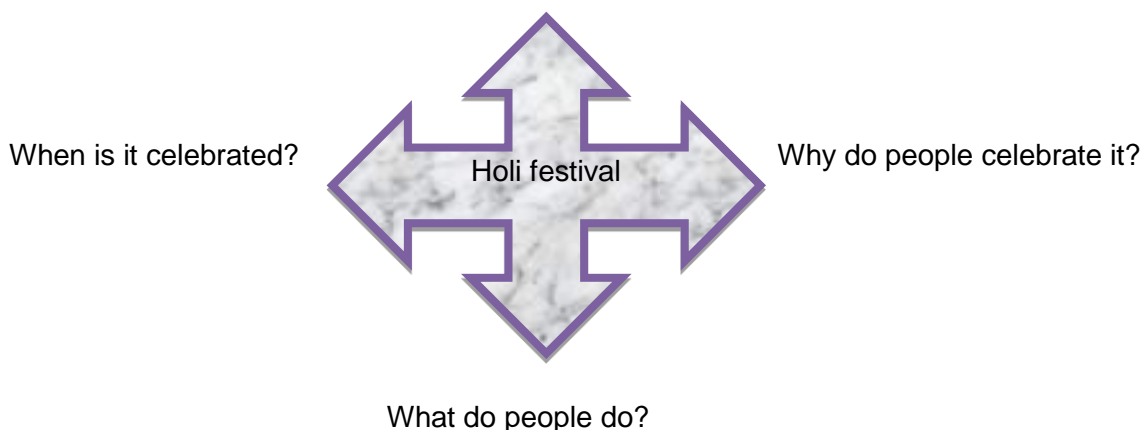
It is celebrated every Chinese New Year (mid-January to mid-February depending on the lunar calendar) by thousands of revelers. During the festival, stalls selling paper lanterns, miniature toy lanterns, food and fireworks line the streets. At night, hundreds of lanterns are simultaneously launched from a school field and visitors can buy their own lanterns. People can pick the lantern color and write their wishes on the lantern. It is believed the wishes are sent to heaven and bring luck in the New Year. Lanterns were released originally to let others know that the town was safe. This festival was voted by the Discovery Channel as the second biggest New Year's Eve celebration in the world.

5. Read the descriptions again and complete the diagrams.

What kind of celebration is it?



What kind of celebration is it?



## FESTIVALS AND TRADITIONS



What kind of celebration is it?



When is it celebrated?

Why do people celebrate it?

What do people do?

6. Work in pairs. Use the information provided to describe the Day of the Dead celebrated in Mexico.



- **Mexican holiday**
- **28 October - 2 November**
- **family and friends pray for and remember friends and family members who have died**
- **build private altars (ofrendas)**
- **honor the deceased (sugar skulls, marigolds, and the favorite foods and beverages of the departed)**
- **visit the graves of families and friends / adorn them (brilliantly colourful flowers and offerings of food – in particular the sugary "bread of the dead" – spices, toys, candles, and drinks amongst other things)**
- **popular belief: the deceased have divine permission to visit friends and relatives on earth and enjoy once again the pleasures of life / the spirit of the dead visit their families**

7. Work in groups. Find out information about the other 2 celebrations (**Thanksgiving** and **Oktoberfest**). Prepare an oral presentation and a poster to share them with your classmates. Add any new information your partners have.

## FESTIVALS AND TRADITIONS



### AROUND THE WORLD (Part II)

#### VIDEO/LISTENING

##### Before watching/listening

1. What do you know about Saint Patrick's Day?
2. Match the words to their corresponding picture/definition.

**Christian missionary**

**Potato famine**

**Shamrock**

a.



b. **a person who has been sent to a foreign country to teach their religion to the people who live there: He did missionary work for the Presbyterian Church in Alaska.** (Definition of missionary from the [Cambridge Advanced Learner's Dictionary & Thesaurus](#) © Cambridge University Press)

c. **a situation in which there is not enough food for a great number of people, causing illness and death, or a particular period when this happens: Another crop failure could result in widespread famine. There were reports of refugees dying of famine. Thousands of people emigrated during the Irish potato famine of 1845–46.** (Definition of famine from the [Cambridge Advanced Learner's Dictionary & Thesaurus](#) © Cambridge University Press)

3. Tick the statements you consider are true about St. Patrick and St. Patrick's Day.
  - a) He is the Patron Saint of Ireland.
  - b) Patrick was born in Ireland.
  - c) He was a Christian since he was born.
  - d) There is a myth Patrick he drove the snakes of Ireland into the sea to their destruction.
  - e) Patrick used shamrocks to explain Holy Trinity.
  - f) The first Saint Patrick's Parade was in New York in 1763.

##### While watching/listening

Video link: "[St. Patrick's Day](#)"

1. **First watching/listening.** Answer: Which statements from above are true about Saint Patrick's Day?



## FESTIVALS AND TRADITIONS



2. **Second watching/listening.** Circle the correct option.
- a) When he was *16/20* years old, he was kidnapped by Irish raiders.
  - b) He was kept *6/16* years of captivity.
  - c) He died on March *17, 461/481*.
  - d) He worked as a Christian missionary in *England/Ireland*.
  - e) Nowadays, *250,000/200,000* people participate in the Parade.
  - f) There are *3,000,000/13,000,000* spectators in the Parade.

### After watching/listening WRITING

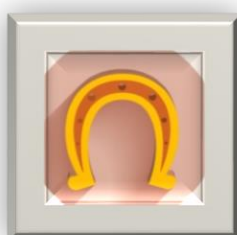
1. Use the information from the video and the paragraph below to complete the second column of the chart.



### St. Patrick's Day

St. Patrick's Day is celebrated on March 17, the saint's religious feast day and the anniversary of his death in the fifth century. The Irish have observed this day as a religious holiday for over 1,000 years. On St. Patrick's Day, which falls during the Christian season of Lent, Irish families would traditionally attend church in the morning and celebrate in the afternoon. Lenten prohibitions against the consumption of meat were waived and people would dance, drink and feast—on the traditional meal of Irish bacon and cabbage.

St Patrick's Day is celebrated in many parts of the world, especially by Irish communities and organizations. Many people wear an item of green clothing on the day. Parties featuring Irish food and drinks that are dyed in green food color are part of this celebration. It is a time when children can indulge in sweets and adults can enjoy a “pint” of beer at a local pub.





## FESTIVALS AND TRADITIONS



	Patron Saint of Ireland Saint Patrick's Day	Patron Saint of your country
Who?		
When?		
Where?		
What?		
Why?		
How?		
Clothes?		
Food?		

2. Who is the Patron Saint in your country? Find information to compare and contrast him/her with the Patron Saint of Ireland. These sites can help you.

[Our Lady of Lujan](#)

[Mary, Our Lady of Luján Basilica](#)

## FESTIVALS AND TRADITIONS



### YOUR COUNTRY

#### SPEAKING

1. Do you know any typical festivals/traditions in your country? What about your province?
2. First, label the provinces. Then, match the festivals/traditions to the corresponding province.

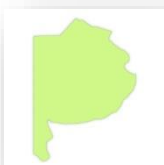
Santiago del Estero – Buenos Aires – Córdoba – Río Negro – Entre Ríos – Catamarca



1. \_\_\_\_



a. Festival of the Poncho



2. \_\_\_\_



b. Chocolate Festival



3. \_\_\_\_



c. The Carnival Gualeguaychú



4. \_\_\_\_



d. Fiesta del Bombo

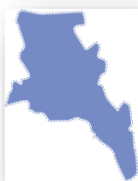
## FESTIVALS AND TRADITIONS



5. \_\_\_\_



e. Luján Pilgrimage



6. \_\_\_\_



f. The Rodeo National Festival

3. Have you ever participated in one of these festivals/traditions?

- **When did you go?**
- **Why did you go?**
- **Who did you go with?**
- **How did you get there?**
- **What did you do there?**

(You can share your experiences of any other festivals/traditions)

**For example:** *I went to the National Flower Festival in Escobar (province of Buenos Aires) in September 2010. I went with my family and some relatives. We travelled by bus to get there. We enjoyed the floral displays, ate fresh fruits and barbecue. We also went to the parade of floral floats and saw the reigning queen of the National Flower Festival.*

## READING / VIDEO

### Pre-reading activities

1. Read the title and look at the pictures of the text. Tick the activities you think are related to Vendimia.

- Queen contest
- Burning of a man
- Grape harvest
- Music shows
- Dancing performances
- Queen's parade
- Throwing of food

2. Watch the video and check.

[Grape Harvest Festival and Main Event](#)

a. \_\_\_\_\_

Thus, this act gave origin to the legitimacy adopted by the Grape Harvest in the agenda of Mendoza and later on in the national agenda, turning this effort of men and women into one of the most important popular festivities in our country.

d. \_\_\_\_\_

e. \_\_\_\_\_

A photograph of a pond with a large, leafy tree on the right bank and a small bridge in the background. The water is calm, reflecting the surrounding greenery. The image is framed with a soft, white border.

A large crowd of people at a night festival, many holding up yellow star-shaped signs. The scene is illuminated by warm, golden lights, suggesting a festive atmosphere. The crowd is dense, and the people are mostly young adults. Some are holding up phones to take pictures. The background shows some structures and more lights, indicating an outdoor event space.

A photograph showing a woman on the left wearing a crown and a sash that reads "Miss Universe". She is smiling. Another woman on the right is placing a crown on her head. Both women are wearing ornate, sequined dresses.

h.

- The Vendimia Queen
- Mega-tasting
- The Vendimia Show
- History of the Festival
- Blessing of the fruit
- Jazz on the Lake
- Introduction
- What you can do

## FESTIVALS AND TRADITIONS



2. Find in the text phrases to label these pictures.



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

3. Complete the chart.

Date:

Origins:

Activities:

Location:

Inauguration:

4. Place these sentences into the correct paragraph.

- ✓ *The stage is on an island in the middle of the lake that the park encircles.*
- ✓ *Brought along from Aragon, Spain by Antonio Solanilla, her presence guarantees a good harvest every year for all the people in Mendoza.*
- ✓ *History goes that the celebrations began at the gates of General San Martín Park and that they were so important that Dr. Miguel Ángel Cárcano, the then Minister of Agriculture of the Nation attended the event.*
- ✓ *The crowning event is held on the first day of the Vendimia show.*



## FESTIVALS AND TRADITIONS



### Post-reading activities

#### SPEAKING

1. According to what you know about Vendimia, what kind of people would enjoy this festival/tradition? Put a tick next to the options and justify your answer.

People who...

- ❖ like wine.
- ❖ like music.
- ❖ like silence and meditation.
- ❖ enjoy crowded spaces.
- ❖ enjoy quietness.
- ❖ like fireworks.

2. Work in pairs. Ask and answer each other questions about “La Chaya” in La Rioja to compare it with “Vendimia”.

**Student A:** ask a partner the following questions.

*When is it celebrated?*

*Where is it celebrated?*

*Why is it celebrated?*



*How long does it take?*

*How does it start/end?*

*What do people do/wear?*





<h2 style="text-align: center;">LA CHAYA</h2> <div style="text-align: center;">  </div>	
Date	Mid February
Place	It is celebrated in many different villages of the province of La Rioja. As well as in the villages, celebrations are held in the different neighbourhoods that make up big cities. The houses of the residents become the epicenter of the fun.
Origins	There are several theories on the origin of the term “chaya”. It might derive from the Quechua term chayac, “the one who arrives”, what would refer to the arrival of the Carnestolendas. But it also might have its roots in the verb ch'allay, “to sprinkle, spray [water]”, a typically Andean way of showing gratitude, which would have continued down to the present in the form of flour and water games.
Duration	3 days
Start /End	<p>Celebrations usually begin with the classic “unburial of the Pujllay”(from Quechua puqllay, “to play”, “game”), it is a rag puppet the size of a person, poorly dressed, with a caja (drum) in one hand and a bottle of wine in the other, who presides – sat or stood- over the celebrations. The celebrations come to an end when the Pujllay is burnt.</p> <div style="text-align: center;">  </div>
Activities	People of all ages play with water, flour and paint and wear leaves and small bunches of basil (the symbol of the festival) attached to the hats or clothes; they sing and dance coplas and vidalas to the beat of the cajas (drums), eat tasty local dishes and (adults) local wines (famous all over the country). Stages are improvised for live performances.

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## FESTIVALS AND TRADITIONS



### FOLLOW UP ACTIVITIES

Work in pairs/groups. Find information about the festivals/traditions your teacher will assign and complete the chart and design a poster with all the information. Display the poster on the classroom walls. Then, walk around the classroom, read about the traditions/festivals and complete the chart below.

CELEBRATION				
When?				
Where?				
Why?				
How long?				
What do people do?				
How do people get dressed?				

### YOUR CITY/TOWN

1. What about your city/town? Do you celebrate the anniversary of the city/town?
2. What do people do? Write 6 sentences about what your people do to celebrate the anniversary of the city/town.
3. Work in groups, share the information and find out at least 2 differences and 2 similarities.



## CELEBRATIONS AROUND THE WORLD

Let's celebrate!



## READING COMPREHENSION: COMING OF AGE TRADITIONS

## People around the world: can you identify them?

1. Match the pictures with the countries.



**INDIA – ARGENTINA – JAPAN – CHINA – GERMANY –**

**MEXICO – UNITED STATES - KENYA**

## CELEBRATIONS AROUND THE WORLD



## PICTIONARY

2. Circle the vocabulary items you identify with Argentina. Can you match some items with the countries in the previous activity? For example: jewelry-India



## Reading

**By Leticia Pfeffer and Christina Nuñez, Sept. 9, 2014 Source:**

## 13 Amazing Coming of Age Traditions From Around the World

## Amazing coming of age traditions from around the world

## Before reading

1. Read the title and the source of the text. What does **global citizen** mean? What do you think the text will be about? Make predictions.
2. Do you know the meaning of the phrase **coming of age**? Read the following extract and guess the meaning from the context.

*“Moving from childhood to adulthood is an important event in most cultures, and each culture recognizes it in a different way. This transition is called ‘coming of age’.”*

Adapted from: [http://blog.becauseiamagirl.ca/celebrating-girls-coming-of-age-around-the-world/#.Ve9T1xF\\_Okp](http://blog.becauseiamagirl.ca/celebrating-girls-coming-of-age-around-the-world/#.Ve9T1xF_Okp)

## CELEBRATIONS AROUND THE WORLD

3. Read the subtitles and observe the pictures in the text: what do people do in those communities to celebrate the *coming of age*?



## AMAZING COMING OF AGE TRADITIONS FROM AROUND THE WORLD

## 1. Jewish Coming of Age Tradition: Bar and Bat Mitzvah

Around the world, young Jewish boys and girls celebrate their Bar and Bat Mitzvahs at age 13 and 12 in order to demonstrate their commitment to their faith and recognize that they are now responsible for following Jewish law. After the religious ceremony, a reception typically ensues to celebrate the young person's hard work and accomplishment. They have often spent weeks learning and preparing for this day.



## 2. Hispanic Coming of Age Tradition: Quinceañera

In many parts of Central and South America, young girls celebrate their Quinceañera when they turn 15 years old. The coming of age tradition typically begins with a Catholic mass where the girl renews her baptismal vows and solidifies her commitment to her family and faith. Immediately following the mass is a fiesta where friends and family eat and dance.



### 3. American Coming of Age Tradition: Sweet 16

Less rooted in tradition, the 16th birthday is an important one for American youth, as it marks the time when they are legally permitted to drive a car (and with driving comes big-time freedom). For some lucky teens the day is celebrated with an over-the-top party and potentially a new car, as documented on the the MTV show *My Super Sweet 16*.





A photograph showing a person in mid-air, performing a backflip or similar acrobatic maneuver. The person is silhouetted against a bright, cloudy sky. They are positioned in the center-right of the frame. To the left, there are dark, silhouetted branches and leaves of tropical vegetation. The background is a bright sky with some clouds.

A group of six women are standing in a row, dressed in traditional Japanese kimonos and obis. From left to right: the first woman wears a light-colored kimono with a floral pattern and a red obidomari; the second wears a white kimono with a dark pattern and a white obidomari; the third wears a dark kimono with a light pattern and a dark obidomari; the fourth wears a red kimono with a white pattern and a red obidomari; the fifth wears a blue kimono with a white pattern and a blue obidomari; and the sixth wears a purple kimono with a white pattern and a purple obidomari. They are all holding white cushions (futon) in front of them. The background is dark and indistinct.

Source: adapted from [13 Amazing Coming of Age Traditions From Around the World](#) By **Leticia Pfeffer** and **Christina Nuñez**, Sept. 9, 2014

## CELEBRATIONS AROUND THE WORLD

### While reading

4. Now, read each section again, pay attention to details to complete the chart. Follow the example.

CULTURE	Jewish culture	Hispanic culture	North American cultura	Malaysian culture	Vanuatu culture	Japanese culture
TRADITION	Religious celebration and then reception					
GIRLS/BOYS	both					
AGE	12-13					
PURPOSE	To demonstrate commitment to their faith					

### After Reading

5. In pairs, prepare a text about coming of age celebrations in your country. Answer the following questions in order to organize the information:

- What symbolizes the transition from childhood to adulthood in your country?
- Is the same for boys and girls?
- Explain the *15th birthday celebration* as the Argentinean coming of age tradition.

You may start like this....



*Coming of age is the transition from child to adult, boy to man, girl to woman. But when exactly that happens – and how you celebrate the change – may depend entirely on where in the world you live. In Argentina.....*



## CELEBRATIONS AROUND THE WORLD

## VIDEO ACTIVITY: WEDDING CEREMONIES

## Pre-viewing

1. Weddings in Argentina: in pairs discuss the following questions. In groups, compare your answers.

- A. Do couples usually celebrate an engagement before they get married?
- B. Where do wedding ceremonies usually take place? How long does a wedding last?
- C. Is there a religious component or practice? Does anyone lead the ceremony? Do the bride and groom make any statements (vows)?
- D. Which type of clothes do people (bride, groom, close family and friends) wear?
- E. Are there any other traditions that take place?

## Viewing

3. Watch the following video [Nubian Wedding. National Geographic](#)

Tick (✓) what you see in the video.

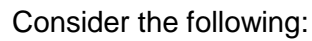
- A. There are women singing.**
- B. There are children playing drums.**
- C. There are people dancing in the morning and at night.**
- D. The bride and the groom are painted in their hands.**
- E. People take a bed outside.**
- F. The Nubians live near the river Nile.**
- G. People eat food on the floor.**
- H. The bride and the groom wear a lot of jewelry.**



3. Write **T** (*true*) or **F** (*false*) according to the information in the video.

- A. In the Nubian tradition all the village celebrates a wedding.
- B. A Nubian wedding lasts 8 days.
- C. A boy visits every home in the village to choose a bride.
- D. When the boy finds the right girl he can visit her until the day of the wedding.
- E. The bride is painted with make-up.
- F. The groom is perfumed.
- G. On the final day people eat in front of the bride's house.
- H. After midnight the bride and the groom arrive at the wedding party.

4. In groups, compare a Nubian wedding and an Argentinean wedding.



5. Share and check your ideas with the whole class.



## CELEBRATIONS AROUND THE WORLD

## PROJECT: GRADUATION TRADITIONS AROUND THE WORLD

1. Read information about graduation customs around the world and complete the following chart. Consult the following links:

### Academic Graduation by Country

## Graduation Around the World



CHARACTERISTICS	JAPAN	PHILIPPINES	UNITED KINGDOM	RUSSIA	SWEDEN	HONG KONG	MEXICO	NORWAY
EXAM								
CLOTHES								
PARTY								
CEREMONY								
FOOD								
OTHERS								

2. Find out what students in 6th year in your school do for their graduation.
  - A. Do they have a ceremony at school? Do they receive anything in particular in that ceremony? What do they wear?
  - B. What kind of celebration do they have? Do they have an informal party? A formal dinner?
  - C. Do they have a graduation trip? Where do they go? How long does it take?
3. Now, in groups of 3-4, choose two countries from the table above. Use the information to write one or two paragraphs. Follow the model paragraphs you read to solve activity 1.



- ## WRITING RUBRIC

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# TOURIST ATTRACTIONS



*Let's travel around the world!*

## TOURISM AROUND THE WORLD

1. With your classmate, match the tourist attractions to their locations in the map.

**Colosseum**

**Iguazu Falls**

**Pyramids and the Sphinx**

**Christ the Redeemer**

**Taj Mahal**

**Chichén Itzá**

**The Great Wall**

**Sydney Opera House**

**Grand Canyon**

**Temple of Angkor Wat**

**Eiffel Tower**

**Temple of the Sagrada Familia**

**Machu Picchu**

2. Now, with the whole class, check your answers. Write sentences with the correct information.

**Example:** *The Eiffel Tower is in Paris, France.*

**The Pyramids and the Sphinx are in ...**

## TOURIST ATTRACTIONS



3. Divide the class in different groups. Each group gets one of the previous tourist attractions, looks up information about it, and completes the following information.

*Name of the place:*

*Location:*

*Distance from your hometown:*

*Main characteristics (age -height - builder - etc.):*

*Best time to visit:*

*Number of visitors per year:*

*Other interesting information:*

4. With your group, present your findings about your tourist site.

**If available, you can use Google Maps (<https://maps.google.com> ) and make a virtual tour of those places.**

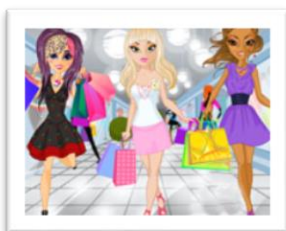
5. What attraction do you find more interesting to visit? Why?



## TOURIST ATTRACTIONS



6. Label the following pictures.
























go kayaking    go dancing    go sightseeing    visit a museum    go shopping    go swimming  
 listen to music    go skateboarding    visit the markets    try typical food    go for a bike ride

What activities do you like doing when you are on vacation?



# TOURIST ATTRACTIONS



*In the mountains you can/can't.....*

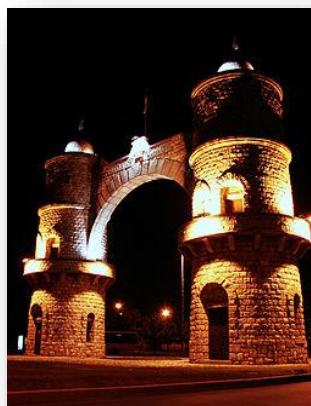
*In the city you can/can't.....*

*At the beach you can/can't.....*

7. Do you know these places? What are their names? Where are they?









## TOURIST ATTRACTIONS



8. What do you know about Córdoba city? What activities can you do there?



9. Now, read the following text and do the activities that follow:

### ***Tourism in Córdoba city.***

Córdoba is located in the geographical center of Argentina and it is a wonderful destination to visit all year round due to its strategic location and its great tourist facilities and services.

Founded in 1573, the city has a Historic Center which stands out in the national and international contexts due to its beauty and historic value. The city heritage includes churches, convents, museums, theaters and monuments which constitute the main attractions for tourists that come from other parts of the country as well as from abroad. The Jesuit Block in Córdoba, declared as World Heritage by UNESCO in 2000, stands out in the down town area. In the city center tourists can visit the traditional San Martín Square, the monumental Cathedral and the historic Cabildo, the Carmelite nuns' Convent, St. Therese Church and the Museum of Religious Art, the Marquis of Sobremonte Museum and the centenary Libertador Theater, among other historic and beautiful buildings. Next to this colonial sector, tourists can also find a modern and active part of the city with pedestrian areas and a newly built pathway that links the historic center with cultural and commercial zones. There, tourists can go to Patio Olmos Shopping Mall, the Paseo del Buen Pastor, where they can enjoy its beautiful dancing water fountain, the Bellas Artes Museum in the Palacio Ferreyra, Emilio Caraffa and the Natural

**The city is a great destination appropriate for visitors of all ages, all year round.**

- 1573:
- 2000:
- 10,000:

- *When is the best time to visit Córdoba city?*
- *What can you do there?*
- *What tourist attractions can you visit in Córdoba? List them.*
- *What activities can you do there?*

- **“from 5-star accommodation to hostels”** means:
  - i. Accommodation is expensive in Córdoba.
  - ii. There are different prices and types of accommodation in Córdoba.
  - iii. Hostels are cheap in Córdoba.
- **“The city is a great destination appropriate for visitors of all ages”** means:
  - i. Adults and children can enjoy the city.
  - ii. Only adults can have fun.

## TOURIST ATTRACTIONS



10. A tourist traveled to Argentina and created a video about Buenos Aires. Watch it and answer:

***What are the top things to do in Buenos Aires? Complete the list below.***



Url: [https://www.youtube.com/watch?v=XJLHk\\_7dFeg](https://www.youtube.com/watch?v=XJLHk_7dFeg)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

11. Check your answers with your classmates.

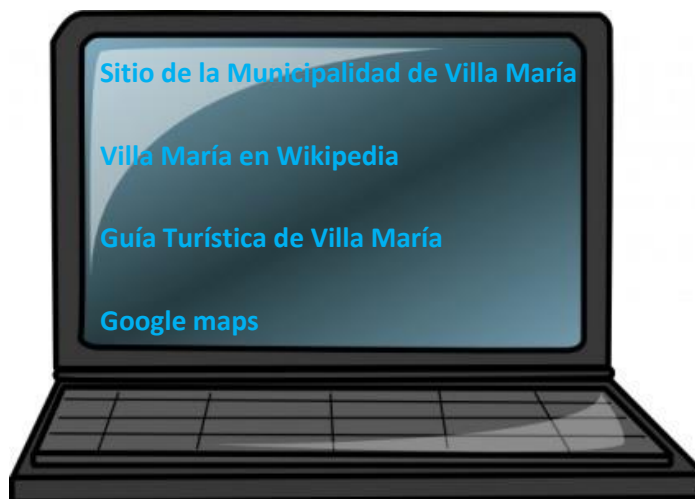


## TOURIST ATTRACTIONS



12. Get in groups of 3 or 4 students and find information about tourist attractions in Villa María.

**Visit these sites:**



13. Decide on 10 things to do when visiting Villa María and:

- **create a video**  
**or**
- **make a Powerpoint presentation with your choices**

Useful expressions:

**Villa María is ..... years old/  
Villa María was founded in....**

**There is/are....**

**It has....**

**You can..../ Tourists can....**

**In... you can....**



## SPORTS AROUND THE WORLD

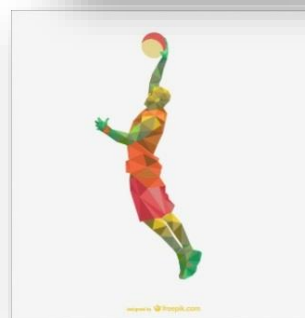
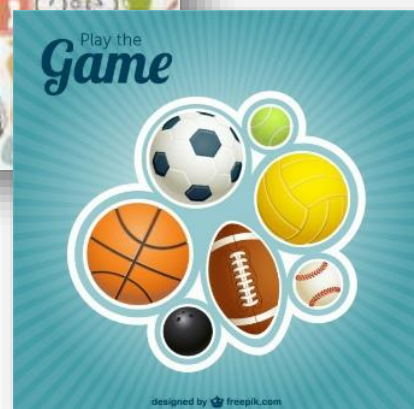
*Let's play!*

### HOW MUCH DO YOU KNOW ABOUT SPORTS?

#### VOCABULARY

1. Match the questions with the sports below

- A. What sports are played in the summer?
- B. What sports are played in the winter?
- C. What sports do people play individually?
- D. What sports do people play in teams?
- E. What sports use water?
- F. What sports use balls?



*baseball - golf - basketball - ice hockey - badminton - ping-pong  
(table tennis)- (American) football - soccer (football) -  
gymnastics - field hockey - volleyball - judo - tennis - rugby -  
cricket - boxing - swimming - karate*

### TASK: SPORTS POPULARITY

#### Pre-task

There are many reasons why a sport may be popular or not. It depends on the place where it is practiced. Let's take Badminton and Skiing.

[http://www.officialbadminton.com/countries\\_badminton\\_is\\_played\\_in.php](http://www.officialbadminton.com/countries_badminton_is_played_in.php)



shutterstock · 337031816

A photograph of four young adults (two men and two women) sitting on a light-colored sofa. They are all smiling and appear to be in a friendly conversation. The woman on the far left is wearing a green shirt, the man next to her is in a white shirt, the woman next to him is in a black shirt, and the man on the far right is in a bright green shirt. They are all looking towards the center of the group.A photograph of four young adults (three men and one woman) sitting on a light-colored sofa. They are all smiling and looking towards each other, appearing to be in a friendly conversation. The man on the far left is wearing a green t-shirt, the man next to him is wearing a white t-shirt, the woman in the center is wearing a black top, and the man on the far right is wearing a light green t-shirt. The background is a plain, light-colored wall.

- What expressions are used to define a sport?
- What expressions can help you express popularity reasons?
- What expressions/words help you describe equipment?

In this task you will first list and then present to the class the most popular and the least popular sports in your country.

- 

A blank, lined page from a spiral-bound notebook. The page has horizontal ruling lines and a vertical margin line on the left. The spiral binding is visible along the top edge.

- 

A blank spiral-bound notebook with a pink cover. The cover has a circular logo in the top left corner containing a stylized pencil and paper icon. The notebook is open to a blank white page, and the metal spiral binding is visible along the top edge.

## SPORTS AROUND THE WORLD



### Planning

One person from your group will present the list of most popular sports and another will present the list of least popular sports to the class (leave the list on the board). Plan what you are going to say (the reasons) and who will say that (the presenters).

### Report to the class

The presenters will explain why their group chose those sports: the reasons.

### AUDIENCE

Listen to the reports of the different groups. Does your group have the same sports? And the same reasons? Take notes.

Group number	Sport	Reasons

### Language Focus

#### Analysis

With your class, compare the lists on the board. Are the lists and the reasons the same? Different? Discuss similarities and differences.

## SPORTS AROUND THE WORLD



### WEBQUEST: The Olympic Games

#### Introduction

This project is designed to help you explore Olympic sports that are practiced in different countries around the world and, as part of the activity; you will also be examining one sport practiced in your own country.

#### Task

At the end of this project you will know details such as history, equipment and characteristics of different Olympic sports. Also, you will describe a sport practiced in your country.



In groups of 3 to 4 you will present information (history, equipment and characteristics) of a particular Olympic sport. You will research that sport in detail, you will prepare a multimedia presentation (Power Point presentation) and you will present it to the rest of your class. You will have two weeks to research and prepare.

After the presentation, with the same group, you will complete the same table but this time with information about a sport that is practiced in your own country. You will use the information to write a paragraph describing it.

#### Process

Step 1: Each group will choose one sport from the ones below.

- ✓ **DIVING**
- ✓ **CYCLING MOUNTAIN BIKE**
- ✓ **FENCING**
- ✓ **ROWING**
- ✓ **JUDO**
- ✓ **BOBSLEIGH**
- ✓ **CURLING**



## SPORTS AROUND THE WORLD



Step 2: Now, search for information: surf on the web pages in the Resources section, collect data and complete the following table.

SPORT	SUMMER/WINTER	HISTORY	EQUIPMENT	CHARACTERISTIC
<b>SPORT IN ARGENTINA:</b>				

Step 3: Prepare the multimedia presentation following these guidelines: title page, at least 3 slides describing your sport, each slide will use both text and graphic support, each slide will use complete sentences. Mention, at the end of the presentation, the bibliography with the information sources you used. Organize the oral presentation by deciding who is going to explain what.

Step 4: Chose an Olympic sport that is practiced in Argentina and complete the last section of the table. Write a paragraph using the information.

Step 5: You (as a class) will read the descriptions of the Olympic sport practiced in your country written by all the groups (and displayed on the walls), discuss and choose the least known by the group.

### Resources

General resources:

<http://www.wikipedia.org/>

Maps

<http://plasma.nationalgeographic.com/mapmachine/index.html>

Sports

<http://www.olympic.org/>

<http://www.olympic.org/sports>



## SPORTS AROUND THE WORLD



[https://en.wikipedia.org/wiki/Olympic\\_sports](https://en.wikipedia.org/wiki/Olympic_sports)

<http://www.topendsports.com/events/summer/sports/>

[http://www.bbc.co.uk/schools/primaryhistory/ancient\\_greeks/the\\_olympic\\_games/](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/)

[http://teacher.scholastic.com/activities/athens\\_games/history.htm](http://teacher.scholastic.com/activities/athens_games/history.htm)

### Pictures

[https://www.google.com.ar/search?q=olympic+games&rlz=1C1KMZB\\_esAR621AR621&espv=2&biw=1366&bih=599&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDEQsARqFQoTCKbHx6Cy6scCFcISkAodrvQF1Q](https://www.google.com.ar/search?q=olympic+games&rlz=1C1KMZB_esAR621AR621&espv=2&biw=1366&bih=599&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDEQsARqFQoTCKbHx6Cy6scCFcISkAodrvQF1Q)

### Dictionaries

<http://www.yourdictionary.com/>

<http://www.foreignword.com/>

## Conclusion

This Webquest was designed to encourage you to look at a variety of different sports around the world. By participating in this project you will:

- increase your awareness and understanding of people in the outside world on the issue of sports.
- realise you are able to find and manipulate appropriate information from the internet.

## Webquest evaluation

Your project will be evaluated using the following rubrics:

### 1. MULTIMEDIA PRESENTATION RUBRIC

EXCELLENT	<ul style="list-style-type: none"><li>• Consistently shows evidence of planning</li><li>• Includes many vital details that are accurately presented</li><li>• Includes all teacher requirements:<ul style="list-style-type: none"><li>-Title page</li><li>-At least 3 slides of details</li><li>-Slides containing both text and graphic support</li><li>-Complete sentences</li></ul></li></ul>
GOOD	<ul style="list-style-type: none"><li>• Frequently shows evidence of planning</li><li>• Includes some vital details that are accurately presented</li><li>• Includes most teacher requirements</li></ul>
MEDIOCRE	<ul style="list-style-type: none"><li>• Rarely shows evidence of planning</li><li>• Includes few vital details that are accurately presented</li><li>• Includes few teacher requirements</li></ul>
POOR	<ul style="list-style-type: none"><li>• No or poor attempt</li></ul>

## SPORTS AROUND THE WORLD



### 2. WRITING RUBRIC

Score	Development	Organization	Attention to Audience	Language
Excellent	The writer consistently provides accurate, specific, purposeful information that is extended and expanded to fully explain the topic.	The writer establishes an organizational plan and consistently maintains it.	The writer provides information relevant to the needs of the audience.	The writer consistently provides language choices to enhance the text.
Good	The writer provides information that adequately explains the topic, with some extension of ideas. The information is accurate and purposeful.	The writer establishes and maintains an organizational plan, but the plan may have some minor flaws.	The writer provides information most of which is relevant to the needs of the audience.	The writer frequently uses language choices to enhance the text.
Mediocre	The writer provides information that seldom explains the topic. The information is sometimes inaccurate, general, or extraneous.	The writer generally establishes and maintains an organizational plan.	The writer provides some information relevant to the needs of the audience.	The writer seldom uses language choices to enhance the text.
Poor	The writer provides insufficient information to explain the topic. The information provided may be vague or inaccurate.	The writer either did not establish an organizational plan or, if an organizational plan is established, it is	The writer did not provide information relevant to the needs of the audience.	The writer rarely, if ever, uses language choices to enhance the text.

## SPORTS AROUND THE WORLD



		only minimally maintained.		
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### Reading: Argentina's national sport

#### Before Reading

1. QUIZ. Work in pairs and answer the following:

- Is soccer a popular sport or the national sport in Argentina?
- How many times did the Argentine national soccer team win a World Cup?
- Does Argentina have any famous racing-car drivers? Who? Did they win any championship?
- Is rugby popular? What is the name of the national team?
- Mention at least 6 more popular sports that are practiced in your country.
- Mention at least 5 significant names related to different sports.

2. Check your answers in the following link: <http://www.argentina.org.au/sport.htm> Do you have the same information?

#### While Reading

3. Read the texts and put the following subtitles/ideas in order.

Who wins the game	
Characteristics of the early game	
Reasons for not changing the national sport	
Kind of sport and relation to other sports	1
Prohibition	
How to play pato /Equipment	

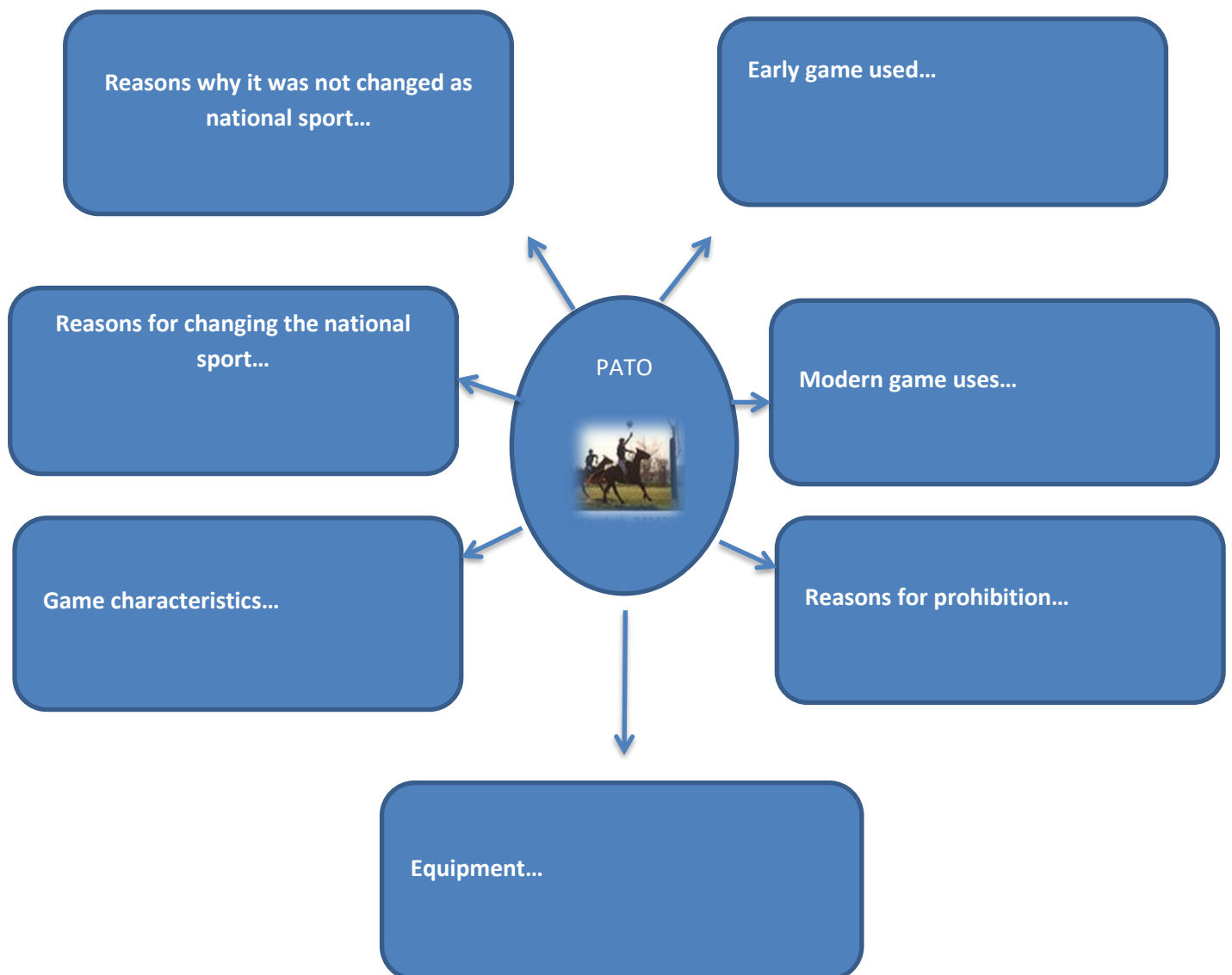


## SPORTS AROUND THE WORLD



<b>Reasons for changing the national sport</b>	
<b>Characteristics of modern pato</b>	
<b>When it was declared a national sport</b>	

4. Read the text again and complete the following diagram with specific information.



## SPORTS AROUND THE WORLD



**Pato** is a game played on horseback. It adds ideas from polo and basketball. It is the national sport of Argentina. *Pato* is Spanish for "duck". The early games, approximately in 1610, used a live duck inside a basket instead of a ball. The playing field would go between neighboring ranches. The first team to reach its own ranch house with the duck was the winner. Pato was banned several times during its history. This was due to the violence—not only to the duck; many gauchos lost their lives in knife fights that started during the game.



During the 1930s, pato had rules added by ranch owner Alberto del Castillo Posse. He made a set of rules based on modern polo. President Juan Perón made pato Argentina's national game in 1953.

In modern pato, two four-member teams ride on horses. They try to get a ball made of leather which has six handles. They score by throwing the ball through a ring that is vertical. They are on high poles. A closed net holds the ball after goals are scored. The winner is the team with most goals scored after the time is done. Game time is six 8-minute "periods".

Pato is similar to the game of horseball played in France, Portugal, and other countries.

The sport hit the headlines in 2010 when a bill was introduced to change the national sport to football. Senator Emilio Alberto Rached proposed the bill saying that football is “working class and inclusive” while pato is “exclusive and costly”.

But the sport’s advocates argue that it is 100% indigenous to Argentina, while football was brought to the country with the founding of the English Football Association in 1863. Senator Rached argued that Argentina is a country of immigrants, but the bill was not passed, and pato remains the national sport to this day.



In defense of pato’s status as the national sport of Argentina, Fernández says that football is the most popular sport in the whole world, not only Argentina. He notes that Brazil has arguably the best football team in America, while their national sport is capoeira (a martial art native to Brazil), concluding: “I believe all countries need to preserve their national sports because they represent tradition and history.”

From: <http://www.argentinaindependent.com/life-style/sport/pato-argentina%E2%80%99s-national-sport-2/>

## SPORTS AROUND THE WORLD



<https://simple.wikipedia.org/wiki/Pato>

### After Reading

5. In the webpage <http://www.argentinaindependent.com/life-style/sport/pato-argentina%E2%80%99s-national-sport-2/> you can read the text “Pato: Argentina’s National Sport” (you read part of it in the previous activity). After the article, some people left the following messages:

#### Responses to “Pato: Argentina’s National Sport”



**Christina** says: April 22, 2013 at 7:40 pm  
What kind of leagues does Pato have??



**Christina** says: April 22, 2013 at 7:41 pm  
and who mangages Pato???



**luna** says: May 9, 2013 at 6:45 pm

WELL THEY STILL TALK SPAINSH

6. In groups of 3 to 4, write your response to the article. You may consider the following to organize the information:

- Do you like Pato? Why? Why not?
- Do you agree with Senator Emilio Alberto Rached in that soccer should be the Argentine national sport? Why? Why not?





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