

CELEBRATIONS

onestopenglish

Coming Of Age

Teacher's notes

Age: Adults

Level: Upper-intermediate to advanced (B2/C1)

Time: Approx. 90 minutes

Activity: In this lesson, students will:

1. read four short texts about four different coming of age celebrations around the world;
2. look at and use the language involved, and compare and contrast the information;
3. talk about coming of age traditions and special birthday celebrations in their own country, religion or culture.

Language focus: vocabulary related to *coming of age* celebrations and rites of passage and transition into adulthood.

Materials: one copy of the worksheet per student.

Procedure

1. Warmer

Students briefly discuss their answers to the questions. If they are not sure about the answers, get them to look them up.

Ask them whether the age at which young people can legally do these things in their country is very much different to any other countries and cultures that they know well.

2. Key words and expressions

Students search for the words and expressions below and underline them in the four short texts. Then they write them next to the definitions while noticing how the words are used in context.

To make this more communicative, have students do this task in pairs.

Key:

- | | |
|----------------|---------------------|
| 1. mass | 8. milestone |
| 2. ball gown | 9. prayer shawl |
| 3. tiara | 10. liberal |
| 4. court | 11. rite of passage |
| 5. commandment | 12. filing |
| 6. accountable | 13. wrath |
| 7. Sabbath | 14. grazes |

15. transition

16. adolescent

17. lavish

18. pass down

19. heirloom

20. extravagant

3. Understanding the text

Students answer the questions with the names (or letters) of the appropriate celebrations.

Key:

1. a, b & d
2. Bar mitzvah
3. Quinceañera and bat mitzvah
4. a, b & c
5. a & b
6. c
7. a & d
8. b

4. Using the key words and expressions

Individually, students each choose 10 of the words and expressions from task 2 that they think will be useful for them. They should not choose the ones that are most unusual or interesting, but the ones they think they are most likely to need when they speak or write in English. They should write the words on the first part of each of the lines provided, and then come up with a sentence for each of the words. Their sentences should, where possible, be relevant to them and their lives, (and not definitions).

Get them to exchange their sentences with other students who should read them and make or suggest any corrections they feel are necessary. Then ask students to read out some of their sentences (possibly the ones they are proudest of).

5. Discussion topics

Students talk about special birthdays and coming of age ceremonies and celebrations in their country and/or that they have experienced.