

Weddings: Teachers' notes and tips – upper intermediate

1 Pre-reading tasks

- a Write on the board *a wedding* and *a marriage* /mɒrɪdʒ/ and ask students to clarify the difference. (the marriage ceremony; the state of being married)
- b Then ask students in pairs to tell each other about a wedding they have been to. Was there anything that happened before, during or after the ceremony that was a particular wedding custom for that culture? They can talk about their own weddings of course.
- c Listen to comments and if anyone mentions a custom that is *not* referred to in the reading ask them to tell the class about it.

Tip: take advantage of multi-cultural classes

Get students to sit next to someone who comes from a different culture. If the students come from the same culture see how many things they can identify that vary according to region.

- d Dictate or write the following 10 words on the board: *jewellery, tie, candles, rice, red, blue, nuts, porcelain, money* and *shoes*. Ask students, still speaking in pairs or small groups, if they know of any wedding ceremonies where one or more of these items play an important part. Again, if a student mentions something that is not in the reading this can be shared with the class.

Tip: create interest in the subject

Perhaps you could bring in an example of each of the 10 items and at the start of the lesson ask students to speculate on what the subject of the reading might be!

Tip: keep an eye on the time

Students should just talk about a few of the items; it shouldn't drag on too much. If students seem interested then that's fine but leave enough time for the reading tasks.

2 First reading tasks

- a Now give each student a copy of the reading and ask them to scan the text very quickly and say which of the 10 items talked about are *not* the reading. Remind students that scanning a text is to read quickly and find particular information; they are only looking for mention of the ten items. You can help by saying that four of the items are missing, and you can encourage them by giving one of the items to the first student who gets the answer right – perhaps the candles?!
- b Feedback: *tie, rice, nuts* and *money* are not mentioned.

3 Second reading tasks

- a Students now read the text again to see if they can identify the different cultures. Encourage students to read as quickly as possible still.
- b Then, write these names on the board: *China, Turkey, the US, the Maasai, Germany* and *Colombia* to help them.
- c Get students to compare their answers before feedback: Olga – Germany; Manuela – Colombia; Meryem – Turkey; Noshilu – the Maasai (who live in Tanzania and Kenya); Lin – China; Barbara – the US.

- d If any of your students come from one of these places and they are married, ask them to say whether they did any of these things. Or did they do something different? If so, what?

Tip: give students confidence in reading quickly

Always remind your students that there is opportunity to read the text again more slowly.

4 Third reading tasks

- a Now give each student a copy of the worksheet. Ask them to read about the different weddings again and answer question 1. When they've finished, get students to compare their answers.
- b Feedback: **a** Meryem **b** Noshilu and Barbara? **c** Noshilu? **d** Olga, Manuela, Meryem and Lin **e** arguably all of them *had to do* something **f** Olga and Barbara **g** Perhaps Manuela and Meryem did too **h** Lin

Tip: encourage students to disagree if they want

If students say *I'm not sure about that because it says here...* that's great!

5 Post-reading tasks – noticing

- a The students have had quite some time now to look at the text. How much did they notice about the grammar and vocabulary? Get them to turn over the reading and to do question 2 without looking. How observant are they as readers? As always, get students to compare their answers and help each other.
- b The answers are in the text – get them to find them themselves!
- c Feedback (is this necessary?): **a** civil **b** sweep it up **c** lit; alight **d** husband-to-be **e** giggle and write their names in the shoes **f** tricky **g** cattle **h** prosperity **i** hanky **j** because her boyfriend was so enthusiastic **k** a sapphire ring

Tip: think about feedback

Going through the answers when it's not necessary can slow a lesson down and make it more boring for the students. Perhaps just go through any answers they're not sure about.

- d Do the same with question 3.
- e Feedback: **a** gave each other **b** see each other **c** wished each other **d** loved each other

6 Post-reading tasks – writing

- a Suggest that before writing they make notes outlining their points of view. Encourage them to give their personal point of view along with facts and / or figures to support this. There should be a brief introduction and a concluding sentence too. Give a word limit of 150 – 200.

7 Post-reading tasks – reading / speaking

- a There are plenty of things you can do next. Reading each other's letters is an obvious task. Perhaps, depending on the class and the range of views, there could be a 'TV debate' with an interviewer and a panel that represents the different views. If you have some great ideas why don't you write into the onestopenglish forum and tell us all!