

CELEBRATIONS

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Weddings

Teacher's notes

Age: Teenagers/Adults

Level: Elementary–Pre-intermediate (A1–B1)

Time: 45–60 minutes

Activity: In this lesson, students will:

1. talk about wedding customs in different cultures;
2. tell a story using a timeline.

Language focus: vocabulary related to weddings; prepositions of place; using appropriate tenses to tell a story

Materials: one copy of the worksheet per student

Procedure

1. Tell students that the main picture in exercise 1 has been taken immediately after a couple has got married. Give them a few minutes to look at the pictures with a partner, decide who is who in the wedding photos and to draw lines from the words to the people in the pictures. Check their answers by asking them to tell you who is who and where they are standing in the picture. (E.g. *the flower girl is standing in the centre of the picture in front of the bride.*)

Ask them to talk about what else they can see in the pictures. Write any emerging wedding vocabulary onto the board and get them to copy it onto their worksheets.

2. Choose one of the statements from exercise 2, read it aloud and elicit from the students whether this is a normal custom in their country. If it is not common practice get them to tell you what people in their country do instead.

Point out that the words in **bold print** in each statement are special words used to talk about the topic of weddings and customs that surrounds them. Make sure that the students know what these words mean.

Now have the students discuss the rest of the statements in small groups. Allow 10 to 15 minutes for this discussion task, and then ask for feedback

3. Students work in pairs for exercise 3. They should cut out one set of cards. In their pairs the students lay out the cards on the table in front of them in the order in which they think the events most likely happened. There is no correct answer to this, and students may place the cards in the order they choose.

Tell them to use the blank cards to insert further events and elements into their story. This can be anything at all – as long as it makes sense and is able to be fitted into their story.

The students then use their cards and timeline to tell a story. Ask them to add details such as names, places, dates, weather, etc to make their stories more interesting. Now, in their pairs, they should practice telling the story with the aid of their cards. Remind them to pay attention to the tenses they need. (E.g. *Julia and Alex got engaged three years ago while they were both at university.*) When they have practiced and perfected their story in their pairs, they should tell their story to other students.

Circulate while they are doing this and make a note of any good language use you hear and any reoccurring errors – especially in the use of tenses for story-telling. Hold a group feedback session in which you talk about the good language use you heard, as well as work on any important error correction.

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Worksheet

Exercise 1: The wedding photo

a. Match the words in the box with the people in the wedding photos below.

bride	groom	best man	maid/matron of honour	bridesmaid
registrar		father of the bride	mother of the bride	flower girl



b. What else can you see on the photographs?

c. Do these look like a typical parts of a wedding from your country?

Lined area for writing answers.

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Exercise 2: Wedding customs

Read and discuss these statements. Are they true for your country and culture?



- After they get married, the **husband** and **wife** wear **wedding rings**.
- There is usually a big **reception** or party after the wedding ceremony.
- The bride wears a white **wedding dress**, and the groom wears a **suit**.
- Many relatives and friends are invited to the **wedding ceremony**.
- Before she gets married the bride has a **bachelorette party**, or a **hen night**, with her friends.
- After they leave the church, family and friends throw **confetti** over **the happy couple**.
- Before he gets married the groom's friends arrange a **bachelor party**, or **stag night**, for him.
- Before they **get married** the bride and groom send a **wedding list** to their friends and relatives that says which items they would like to get as **wedding presents**.
- People give money or gold to the **couple** on their **wedding day**.
- The married couple go on a **honeymoon** trip after their wedding.
- The bride and groom get **engaged** before they get married.

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Worksheet

Exercise 3: A wedding story timeline

Place the cards in the order you think they happened. Add further ideas of your own, as well as names and places and other details. Use your timeline to tell a story. Remember to think about the tenses you need to tell your story. E.g. *Julia and Alex got engaged three years ago.*

get engaged	set the wedding date	open presents
wedding rings	wedding dress	bachelor party
wedding cake	dance	kiss
wedding invitations	hold a speech	guests
cry	get married	eat