Weddings in the UK

**Topic:** Weddings  
**Level:** SfL Entry 1 / SQA Access 2 / CEFRL A1  
**Time:** 100 minutes approx

**Aims**
- To develop learners' knowledge of weddings in the UK  
- To give reading practice of a basic text about weddings (reading aloud, gist, for detail)  
- To give personalised speaking and writing practice about weddings

**Preparation**
- Prepare to display the Powerpoint slideshow on a whiteboard if you wish to use it in class.  
- Prepare learner worksheets:  
  - **Worksheet 1:** one per pair  
  - **Worksheets 2-8:** one per learner

**Introduction**
This lesson is about weddings in the UK and in other countries the learners know. This lesson is aimed beginner ESOL learners who can read and write at a basic level. Learners will learn useful vocabulary so they can discuss weddings and they will have the opportunity to read a text aloud and complete some comprehension tasks. Also, learners are given very controlled writing practice followed by freer writing practice where they are encouraged to write about weddings in other countries they know.

**Procedure**

**Warmer (10 mins)**
- Display slide 1 of the Powerpoint document which shows a picture of a newly married couple. Alternatively, hand out one copy of **Worksheet 1** to each pair.  
- Elicit that this is a picture of a wedding.  
- Ask learners to use the word ‘wedding’ in a sentence. Compare with ‘married’.  
  For example: “My wedding is on Saturday.” (It's the ceremony)  
  “I am married.” (I have a wife or husband)  
- After illustrating the meanings, check the learners understand the difference through concept-checking questions. For example, “Which is only one day?” (a wedding) or "Is the Queen married?" (Yes, she has a husband).  
- Ask the learners if they know more words associated with weddings. Put learners into groups of 3 to think of words and phrases. During class feedback, write the words on the board and drill.
Task 1 - Vocabulary (10 mins)
• Hand out Worksheet 2 to each learner. Tell them to write the correct words under each picture. Encourage pairwork.
• During class feedback, check pronunciation and word stress. Write short phrases on the board e.g. The man wears a suit.

Differentiation
• When you monitor, prioritise the weaker readers. If necessary, tell them the word and encourage them to find it from the list.
• During group feedback, to build the confidence of weaker learners, nominate them for easier words (e.g. party, dress). When monitoring, note which questions the weaker learners will be able to answer during feedback.

Task 2 – Speaking about weddings (10 mins)
• Display Powerpoint slide 2 and/or hand out Worksheet 3 to each learner. Put the learners into groups of 3 or 4 and ask them to discuss the questions about weddings in Task 2. Split up nationalities here to allow for more cultural exchange.
• Encourage some open-class discussion following the groupwork. This should reveal some of the information in the text to come, which will make the reading tasks more achievable.
• To further build interest and encourage the learners to predict the text, you could also ask questions here such as, ‘Do all couples in the UK get married?’; ‘How much do weddings cost?’; ‘Who pays?’; ‘How many days are weddings?’ etc. Don’t tell the learners if they are correct or not here – the text will reveal the answers.

Task 3 – Reading (15 mins)
• Display slide 3 and/or tell learners to look at the reading text called 'Weddings in the UK' in Task 3 on Worksheet 3.
• Read the text to the learners, running your finger under the words as you do so.
• Ask one or two gist questions, e.g. ‘Where are weddings in the UK?’; ‘What happens after the church?’ etc.
• To encourage word recognition, point at some words (e.g. many, where, food) and ask ‘What’s that?’ Elicit initial sounds (point and ask, ‘What’s the sound for this letter?’).
• Now encourage the learners to read the text about weddings in Task 3 aloud in pairs, i.e. one reads aloud while their partner listens and reads. To clearly set the task, model it with two learners.
• Monitor as the learners read aloud in pairs. Elicit/give initial consonant/vowel sounds if learners are struggling.

Differentiation
• Pair weak and strong readers to enable the weaker learners to receive some help.
• Alternatively, group the weaker learners together to give more help in monitoring.
Task 4 – Reading: reordering (5 mins)
• Ask learners to look at Task 4 (Worksheet 3) and put the sentences in the correct order according to the text in Task 3. Encourage pairwork.
• During feedback, you could display and write on slide 4 of the Powerpoint document.

Task 5 – Reading: True or false? (10 mins)
• Hand out Worksheet 4 and tell learners to complete Task 5 by answering true or false according to the text in Task 3. Encourage them to check their answers in pairs when they have finished.
• Elicit feedback from the group and write the answers on the board or slide 5 of the Powerpoint. Ask learners which words/sentences tell them the answer, and to explain why false sentences are false etc.

Differentiation
• Help weaker learners here in monitoring by reading the true/false sentences aloud; directing them to the parts of the text which provide the answers.
• Early finishers can correct the false sentences.

Task 6 – Writing: fill in the gaps (10 mins)
• There are two versions of this task. Task 6a for weaker learners (gap-fill words provided) and Task 6b for stronger learners (gap-fill words not provided).
• During feedback, display slide 6 of the Powerpoint – the teacher/learners can write the answers on the interactive whiteboard.

Task 7 – Writing: spelling (5 mins)
• Focus learners' attention on the spelling task in Task 7 (Worksheet 5) and ask them to fill in the gaps.
• During feedback, display slide 7 from the Powerpoint document and encourage learners to come to the whiteboard and write in the missing letters.

Differentiation
• Say the words for weaker learners to encourage them to use phonics to aid their spelling.
• Allow weaker learners to look at the text in Task 3 (Worksheet 3) to help.
• Stronger learners/early finishers can cover the words and attempt to write the sentences in full.

Task 8 – Speaking (10 mins)
• Put learners in pairs (mixed nationality pairs if possible) and ask them to complete Task 8 (Worksheet 5) where they tell each other about weddings in their own country. Ask them to think about what to say before they start speaking. Tell them they can adapt some of the sentences from the reading text in Task 3 (Worksheet 3).
• If you have mixed nationalities in your class, put the learners into groups of 3 or 4 and ask them to tell each other something interesting they learnt about weddings in another country. Otherwise, elicit feedback as a whole class and discuss differences between weddings in the UK and in other countries.
Task 9 – Writing: Look-say-cover-write-check (10 mins)

- Hand out Worksheet 6 to each learner. This task involves the learners writing about what happens at weddings in their own countries. Tell learners to complete the sentences for their own countries, then follow the ‘look-say-cover-write-check’ steps (i.e. they cover the completed sentence and write it from memory).
- Model the task by focusing on the country of one of the weaker learners. Elicit possible sentence endings for question 1 of Task 9 for this country and then demonstrate the process of ‘look-say-cover-write-check’.
- Ask the learners to complete the sentences for their own country and then ‘look-say-cover-write-check’. Monitor to check that learners are going through the ‘look-say-cover-write-check’ steps and to help with spelling, ideas etc.

Differentiation

- Very weak learners can copy here, though encourage them to write some words from memory/using phonics.

Task 10 – Writing: free writing (15 mins)

- Hand out Worksheet 7. Ask the learners to write a short text about weddings in their country. Monitor to help with spelling, ideas etc. Encourage self-correction, e.g. ‘Check your spelling here’, ‘There’s a word missing here’ etc.
- Learners can read their texts aloud to each other when they finish.

Differentiation

- Allow weaker learners to look at the original text on Worksheet 3. Alternatively display slide 3 from the Powerpoint again.

Extension activities / Homework

- After Task 2 on Worksheet 2 (the vocabulary task) ask the learners to test each other. The teacher gives a new blank worksheet out per pair, one learner points at a picture and asks ‘What’s that?’ for the other to answer. This could also be done as revision at the end of the lesson/ beginning of the next lesson.
- Collect the learners’ writing after Task 10. Underline the mistakes and in the following lesson, learners can redraft their work.
- To revise the vocabulary and spelling, ask the learners to study the words from Task 2 on Worksheet 2 (the vocabulary task). Write the words on card and hand them out to pairs of learners to practise. Tell them to ask questions like, ‘How do you spell cake?’
Answer Key

Task 1
1. the couple; 2. dance; 3. a church; 4. a dress; 5. go on holiday; 6. a cake; 7. a suit

Task 4
1. Everyone goes to church; 3. People eat and drink; 4. There is a party; 5. The couple go on holiday

Task 5
1 – T; 2 – F; 3 – F; 4 – T; 5 – F; 6 – F

Tasks 6a and 6b (same answers for both tasks)
weddings / in / woman / food / big / is / good / one / go / pay / people / not

Task 7
1. Weddings are in a church.; 2. The man wears a suit.; 3. The woman wears a dress.; 4. People have some food and drinks.; 5. There is a party.; 6. The couple go on holiday.; 7. Weddings are expensive.