

Kiwi Wedding

(Tying the knot)

Clare and Tim
invite
Sara and partner
to their wedding
to be held at
Al Park on Saturday,
11 am 14 January 2012.
R.S.V.P.
clareandtim@extra.co.nz
November 2011



Kiwi Wedding – – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 8 of this document.

Warm up

Before looking at the picture, discuss any weddings you or your learner have attended. Write down *wedding* and brainstorm any vocabulary you associate with the topic

Focus on key vocabulary (See page 8 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See pages 9-10 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (See page 11 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

Last Saturday, Sara and her partner went to Clare and Tim's wedding. It was being held at a park and many people were invited. When the music started playing, the bridesmaid led the bride and her father down the aisle towards the groom and the wedding celebrant. The bride was wearing a beautiful dress and had a veil covering her face. The guests watched them as they walked down the aisle. When they reached the groom, the bride's father gave her away to her future husband. The wedding celebrant talked about the meaning of marriage and read the wedding vows which the bride and groom had to repeat. Then the groom put the wedding ring on the 3rd finger of the bride's left hand and he kissed the bride.....

Point of view:

Rewrite the text from one person's point of view (for example one of the guests, or the bride, or the flower girl).

Gapped text

Gap out some words in the text on page 8 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

The music starts and the _____ begins to walk down the _____ with her father. The _____ walks in front of them. The bride is wearing a special dress and a _____.

- or "grammar" words: e.g. prepositions

The music starts and the bride begins to walk _____ the aisle _____ her father. The bridesmaid walks _____ them. The bride is wearing a special dress and a veil.

- or articles

_____ music starts and _____ bride begins to walk down _____ aisle with her father. _____ bridesmaid walks in front of them. The bride is wearing _____ special dress and _____ veil

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *The celebrant is a man* (False) *There is one bridesmaid* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *No, the celebrant isn't a man, she's a woman.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine what the people in each picture are saying. Write short dialogues
- Imagine one of the guests is telling a friend about the wedding. Write a dialogue. (useful for practicing adjectives of description: a delicious lunch, a gorgeous dress, the bride looked stunning..)

Extension activities

Personal Questions

Ask the learner to make some questions based on the text, which they can use to ask you about a wedding, perhaps yours or someone you know.

e.g.: Where did you get married? Did you have a cake? What was it like?

This is a very useful exercise, because often in a learner-tutor situation it is the tutor who asks most of the questions; and question forms are often problematic for learners.

Compare NZ wedding customs with your learner's country. Talk about:

- Special customs and traditions
- Before the ceremony
- During the ceremony
- After the ceremony
- Wedding food
- Typical gifts

Wedding customs around the world:

Look up some [world wedding customs](#) and discuss them. If your learner's culture is represented, ask him/her how accurate the article is.

Invitations: Focus on the invitation:



What is the key information here? What does RSVP mean? How could you accept or decline? Some starting points [here](#).

Some useful general language and listening activities on spoken invitations can be found on the BBC Learn English website, [in the How to section](#).

Marriage

Discuss your opinions on these aspects of marriage:

- The best age to get married
- Marrying someone from a different culture
- Arranged marriages
- Achieving a successful marriage

What effect can these changes have on a marriage?

- Getting promoted at work
- One partner losing their job
- Having a child
- The last child leaving home
- Moving to a different country or city

Dating customs

Look at the following statements. Discuss whether these are true for NZ or your learner's country.

- Kids start dating in their teens.
- They have to have an adult to accompany them.
- They go out to shops, cafes and the movies.
- They have to be home an agreed time.
- They are not allowed out on their own with a member of the opposite sex.
- Young people often live together before getting married.
- People usually get married in their twenties.
- They need their family's approval to get married.

Family vocabulary

Look at the family wedding picture:



Discuss what relationship each person is to the bride and groom. Based on this discussion, make up a family tree featuring each person, with the bride and groom at the centre. Give each person a name (this can also be a basis for helping your learner get used to common names in NZ). You can then use this to practice talking about family relationships, e.g.

Trevor is Shawn's father-in-law

John is Rebecca's uncle by marriage.

You can then ask the learner to tell you about her own family, and get her to ask about yours.

Special occasions

Discuss what other special occasions mark a person's passage through life – think of *naming ceremonies, birthdays, coming of age, graduation, engagement, having a baby, wedding anniversaries, divorce ceremonies (!), funerals*. How are these marked in NZ and in your learner's country?

Guests

Look at the guests in this picture. What are their experiences of the wedding? Talk about customs in NZ and your learner's country relating to guests. You can think about:

- a wedding
- a naming ceremony
- a funeral
- a holiday occasion (eg Christmas, Diwali, Eid)
- an everyday meal
- having someone to stay

Clothes

Focus on the clothes in the wedding pictures. What is everyone wearing? Are the clothes more or less formal than in your learner's country? What do the bride and groom typically wear? What would be appropriate clothes for other occasions - e.g.

- a job interview
- a summer barbecue
- a dinner out with friends
- a funeral
- a day out at the beach
- morning tea at a friend's house

YouTube

Watch some wedding clips from Shortland Street on YouTube (Google "YouTube" and then search for "Shortland Street wedding"). You can:

- Speculate who the people are in the video clip. What is their relationship with each other?
- Compare the wedding in the clip with the picture sequence. What is the same, what is different?
- Stop and start the video and predict what is going to happen next.
- Discuss the prospects of the bride and groom for a happy marriage.
- Pick up some typical idioms: *feel free – get wasted – come around – she'll never have carried it off-*

Honeymoon destinations

Discuss the concept of honeymoons. Is it usual in your learner's country to have a honeymoon after the wedding? Where are common honeymoon destinations?

You can [read a short passage on honeymoons](#) with a follow up activity on planning a honeymoon on a budget; and [watch a video of a honeymoon couple at a resort](#). This has some useful language for travelling "*I'd like a...*" and some idioms: "*That guy is the spitting image of...*"

Kiwi Wedding – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (See page 2)

wedding, partner, ceremony, marriage, celebrant, bride, groom, guest, best man, lapel, bridesmaid, aisle, veil, posy of flowers, vow, husband, wife, sign(v), register, witness, newlywed, confetti, reception, speech, honeymoon, tie the knot (colloq.)

Basic Story for Lower Levels

On Saturday 14 January, Sara and her partner arrive at Clare and Tim's wedding. They bring a present. Sara sees a friend and waves. The guests sit and wait for the ceremony to begin. The groom stands at the front with the marriage celebrant. He is wearing a suit and tie. He has a flower in his lapel. The best man is standing next to him.

The music starts and the bride begins to walk down the aisle with her father. The bridesmaid walks in front of them. The bride is wearing a special dress and a veil. She is holding a posy of flowers. When the bride and her father reach the front, the bride's father gives the bride to the groom and sits down. The bride and groom stand in front of the marriage celebrant. They face each other and hold hands. They say their marriage vows then the groom puts a ring on the bride's finger. They kiss and they are now husband and wife. After the ceremony, the bride and groom sign the wedding register. The best man and bridesmaid also sign as witnesses. Then the newlywed couple walk back down the aisle together. The guests throw confetti. Next there is a wedding photo of the newlywed couple and their families. The bride and groom stand in the middle .

After the wedding ceremony, there is a wedding reception. Guests arrive and sit down at a table. They have a meal, drink and chat with the other guests. The best man makes a speech then the bride and groom cut the wedding cake together. They also have the first wedding dance. The guests watch them. When the reception finishes, the newlyweds leave for their honeymoon in the wedding car. Their family and friends wave goodbye.

Questions for Question Stories (See page 2)

- Pic 1:** What is the date?
Where are Sara and her partner?
Who do they see?
What is Sara's partner holding?
- Pic 2:** Who can you see?
Where is the groom?
What is he wearing?
Who is standing next to him?
What is the bride doing?
Who is walking with her?
What is she wearing?
What is she holding?
Where is the bridesmaid?
- Pic 3:** Who can you see?
What are they doing?
- Pic 4:** What is the groom doing?
- Pic 5:** What are the bride and groom doing? Why?
- Pic 6:** What is the bride doing?
Who else has to sign the wedding register?
- Pic 7:** What are the newlyweds doing?
How do they feel?
What are the guests doing?
- Pic 8:** Who can you see?
What are they doing?
Where are the bride and groom standing?
- Pic 9:** Where are the guests now?
What are they going to do?
- Pic 10:** Who is standing up?
What is he doing?

Pic 11: What are the bride and groom doing?

Pic 12: What are the bride and groom doing?
What are the guests doing?

Pic 13: Where are the bride and groom?
Where are they going?
What are the guests doing?

Descriptions for jumbled sentences (see page 2)
Photocopy and cut up

Sara and her partner arrive at the wedding.
The music starts and the bride walks down the aisle with her father.
The bride and groom stand in front of the wedding celebrant. They say their vows.
The groom puts the wedding ring on the bride's finger.
The bride signs the wedding register.
The guests throw confetti over the newlyweds.
There is a wedding photo of the bride and groom and their families.
Guests arrive at the wedding reception.
The best man makes a speech.
The bride and groom cut the wedding cake.
The bride and groom have the first wedding dance.
After the reception the newlyweds leave for their honeymoon in the wedding car.