

THEME 6 Culture and Civilization Good Luck!

Lesson 1: Vocabulary

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In this theme you are going to talk about marriage customs in your culture and other cultures.

Lesson 1: Vocabulary
You are going to learn some of the vocabulary you will need to talk about marriage customs.

A Discuss these questions. They use the red words.


- 1 What is the most important festival in your culture? Do you know any festivals in other cultures?
- 2 What is your date of birth?
- 3 What are the special dates in the calendar of your culture? Why are they special?
- 4 Do you believe in good and bad luck? Are you a lucky person?
- 5 Which of your relatives live in your house?
- 6 What do you think about star signs? Do you know your star sign?

B Look at the illustrations.

- 1 What is the connection between all the items?
- 2 What is the name of each item?
Clue: Look at the green words!

C Look at each group of words in the yellow box. They are all from Themes 1 to 5 in Level 2 Speaking.

- 1 Where is the main stressed syllable?
- 2 Say the words with the correct stress. Can you see any pattern? The blue word in each set is an exception.
- 3 Read the Skills Check and check your ideas.



Group 1	Group 2	Group 3
meeting	climate	colleague
learner	explain	matter
carbon	cycle	sorry
angry	counsellor	dinner
convert	apologise	assistant

Skills Check

Stress in words
As you know, you must learn the stress in new, multi-syllable words. There is no simple rule about stress within words, but there are common patterns.
Look for:

- 1 a long vowel – this is often the stressed syllable.
Examples: 'speaking, 'argument
- 2 a diphthong – this is often the stressed syllable.
Examples: 'civilization, 'process
- 3 doubled consonants – the stressed syllable is often the one before.
Examples: 'marriage, 'wedding
Of course, there are exceptions to each pattern.

birth (n)
culture (n)
luck (n)
lucky (adj)
relative (n)
special (adj)
star sign (n)
bride (n)
ceremony (n)
get married (v)
groom (n)
marriage (n)
wedding (n)

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Language and culture note

Although predicting the future is *haram* (against Islamic culture), horoscopes do appear in Arab newspapers and many people know their star sign. However, let the students decide whether this is a subject to be talked about and do not push it if there is any rejection.

Exercise B

Refer students to the illustrations. Elicit ideas. Note that the words *ring* and *cake* do not appear in the green list – the target word here is *wedding*. You could also elicit *ceremony / wedding* for the whole thing and that the *bride and groom* are *getting married*. Make sure students are not using *marriage* instead of *wedding*. Drill the words.

Answers

a wedding cake
a wedding ring
a bride
a groom

Language and culture note

There are several words in Arabic for wedding / marriage, and some are interchangeable. Don't worry about the difference in meaning at this stage – it is explained later. Just make sure students are using *wedding* with *ring* and *cake*.

Exercise C

Set for pairwork. Feed back onto the board.

Introduction

Write the title of the theme on the board – *Good luck!* – and ask students when you say that to someone. Elicit a few situations. Then ask about the expression *Bad luck!*

Exercise A

If students did Level 1 Theme 6, you should be able to go straight into pairwork for this activity. If not, work through the questions first with the whole class, giving your own answers, to check that students understand the vocabulary; then set for pairwork.

Feed back with ideas on each from different pairs. Drill the pronunciation of the red words, focusing particularly on stress and schwa.

Answers

Group 1	Group 2	Group 3
stress on long vowel	stress on diphthong	stress before doubled consonant
'meeting 'learner 'carbon 'angry con'vert	'climate ex'plain 'cycle 'counsellor a'pologise	'colleague 'matter 'sorry 'dinner ass'istant

Methodology note

You might have to give students considerable help with this, or even do it as a teacher-paced pairwork with each group.

Language and culture note

Arabic words are stressed on long syllables / diphthongs and on the syllable before a doubled consonant – called *shadda* in Arabic. Students should therefore have no difficulty in understanding these patterns, and, hopefully, applying them in due course. However, they will not expect any exception.

Exercise D

Set for pairwork. Feed back onto the board. Identify where schwa appears. Drill the words.

Closure

Get students to look back through the lists of red and green words in the course so far. Ask them to find more words that match the patterns of the Skills Check – and some that don't.

Answers

Theme	word	pattern
1	'college	3
2	a'pologise	2 exception
3	'counsellor 'concentrate 'telesales concen'tration 'organise 'urgent	2 (and 3 exception) 2 exception 2 exception 2 2 exception 1
4	'diagram expla'nation 'sunrise 'hydrogen 'nitrogen 'process	2 2 2 exception 2 2 2 (and 3 exception)
5	'Europe Oc'eania 'Middle lo'cation popu'lation 'region	1 2 3 2 2 1

Lesson 2: Speaking

Lesson 2: Speaking

A Gary and Sami are doing the same course at Greenhill College. Listen to the first part of their conversation.

- 1 What is Sami doing next weekend?
- 2 Why is Gary surprised?
- 3 What do you want to know next?

B Listen to the whole conversation. How does Gary define each of these words?

engaged exchange fiancée honeymoon wedding reception marriage

C Sami is a good language learner.

- 1 Make a list of things he does in this conversation to improve his English.
- 2 Read the Skills Check and check your ideas.

D Look at the parts of the conversation (A–E) below.

- 1 Complete Sami's sentences with one word in each space.
- 2 Listen again and check.
- 3 Practise the conversations in pairs.

A

G: Because I didn't know that you were engaged!

S: What do you mean, _____?

B

G: In my culture, we exchange rings when we get engaged.

S: _____?

G: Yes, the man gives the woman a ring and the woman gives the man a ring.

C

G: Who is your fiancée?

S: My _____?

G: I mean, who are you engaged to?

S: _____ fiancée is called Dana. She's a student in the third year.

Skills Check

Hear, check, use!

Every time you hear a new word, you should:

- 1 check the meaning.
- 2 check the pronunciation, including the stress.
- 3 use the word in the next sentence.
- 4 use the word 10 more times in the next week.

D

G: Right. Where are you going for the honeymoon?

S: _____ what?

G: The honeymoon. You know, that's the holiday after your wedding.

S: What is it _____?

G: A honeymoon.

S: _____ honey and moon?

G: Yes, exactly.

S: _____ is it called a honeymoon?

E

S: ... but the _____ starts at 6.00.

G: It's called a reception.

S: Reception, _____ in a hotel?

G: Yes, it's the same word, but it's got two meanings. It also means a party after a wedding.

S: Oh, OK. So the _____ starts at 6.00.

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Exercise A

Give students a few moments to look at the picture and read the questions but don't give any further background. Set for pairwork. Play Part 1 of the conversation.

Answers

- 1 He is getting married.
- 2 Because he didn't know Sami was engaged.
- 3 What does *engaged* mean?

Methodology note

The ability to hear something you don't understand but hold it in aural memory is a vital conversation skill. Students should be able to give answer #2 even if they don't understand the word – perhaps *especially* if they don't understand it.

Introduction

Draw the following grid on the board.

bride	groom	special
wedding	ceremony	relatives
married	culture	marriage

Get students to play a game of noughts and crosses / tic-tac-toe. They have to say the word with absolutely correct pronunciation in order to get their symbol in the space. You are the final arbiter of perfection!

Methodology note

Normally one has to set up the situation in which a conversation is taking place. In this case, however, what Sami says comes as a surprise to Gary, so it is good for the students to be unprepared for the information, too. Of course, the introductory activity has activated the words and the schemata of marriage.

Exercise B

Give students plenty of time to read the target words. Set for individual work then pairwork checking. Play the whole conversation. Pause occasionally if you think it is necessary. Feed back, getting the words and definitions on the board.

Answers

engaged	an 'engaged person' has promised to marry someone
exchange	to give something and get something
fiancée	a woman engaged to be married
honeymoon	a holiday after a wedding
wedding	the ceremony where two people get married
reception	a party after a wedding
marriage	two people living together for the rest of their lives

Exercise C

Ask students for some advice for a language learner. How can you improve your English during conversations with native speakers? Set for individual work then pairwork checking. Elicit a few ideas. Play the conversation again for students to check.

Answers

The answers are in the Skills Check.

Methodology note

The aim of this whole series is to get students to Threshold Level as defined by the Council of Europe, i.e., the point at which they can cross over the threshold and take part in the L2 culture. Being able to pick out unknown words from the stream of speech is one of the key skills required to achieve this level.

Exercise D

- 1 Set for pairwork.
- 2 Play the recording. Feed back orally.
- 3 Set for pairwork. Monitor and assist with pronunciation.

Answers

(target words in italics)

A

G: Because I didn't know that you were engaged!

S: What do you mean, *engaged*?

B

G: In my culture, we exchange rings when we get engaged.

S: *Exchange*?

G: Yes, the man gives the woman a ring and the woman gives the man a ring.

C

G: Who is your fiancée?

S: My *fiancée*?

G: I mean, who are you engaged to?

S: My fiancée is called Dana. She's a student in the third year.

D

G: Right. Where are you going for the honeymoon?

S: *The* what?

G: The honeymoon. You know, that's the holiday after the wedding.

S: What is it *called*?

G: A honeymoon.

S: *Like* honey and moon?

G: Yes, exactly.

S: *Why* is it called a honeymoon?

E

S: ... but the *party* starts at 6.00.

G: It's called a reception.

S: Reception. *Like* in a hotel?

G: Yes, it's the same word, but it's got two meanings. It also means a party after a wedding.

S: Oh. OK. So the *reception* starts at 6.00.

Closure

Get students to use some of the new words from this lesson in their own sentences.

Lesson 3: Learning new skills

Lesson 3: Learning new skills

A Work in pairs.

Student A: Use one of the words from the yellow box in a sentence.

Student B: Imagine you have never heard the word. Be a good language learner! Change roles.

B Read these sections from the conversation in Lesson 2.

1 Choose the correct form of the verb in italics in each case.

2 Read Skills Check 1 and check your ideas.

G: What ...
are you *doing* next weekend?
are you *going to do*
do you *do*

S: *I'm getting* married.
I'm going to get
I get

G: Where ...
are you *going* for the honeymoon?
are you *going to go*
do you *go*

G: When is the reception?
S: It *is starting* at 6.00.
is going to start
starts

C Work in pairs. Ask and answer about your arrangements and timetables for next weekend.

D The same sound is missing from each of the words in the yellow box.

1 Read the words and work out the missing sound.

2 Read Skills Check 2 and check your ideas.

3 Practise saying the words.

ca_ e_tra ne_t si_ si_th wee_
e_ample e_change e_plain

bride engaged exchange fiancée groom
honeymoon reception wedding

Skills Check 1

Plans, arrangements and timetables

When we talk about the future, this often happens: We make a **plan** – we **are going to do** something in the future. The plan becomes an **arrangement** – we decide when we **are doing** things and where we **are going**, who **is coming**, etc. The arrangements often contain a **timetable** – when the event **starts**, when it **finishes**, etc.

Example:

Plan *I'm going to get married next year. (I don't know the details yet.)*

Arrangement *I'm getting married next weekend. All my friends are coming.*

Timetable *The wedding is at 5.00. The reception starts at 6.00. It finishes at 10.00.*

Skills Check 2

Consonant clusters (2) – /ks/

A common **consonant cluster** in English is **ks**. This cluster appears in two situations:

1 with the letters **k** and **s**
Examples: weeks, cakes

2 with the letter **x**
Examples: six, example

The cluster often appears with other consonants to make three or even four consonant sounds together.

ks + 1 next, sixth, exchange
ks + 2 extra, explain

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- they ask for the meaning;
- they check the pronunciation, including the stress;
- they may ask why something has that name – or check anything strange about words like *honeymoon / reception*;
- they use the word immediately;
- they use the word many times in the next week.

Have a 'good language learner' conversation about one of the words with one of the better students, e.g., you say *My friend got engaged yesterday* and then take it from there.

Set for pairwork. Monitor and assist. Feed back orally, getting pairs to do some of their conversations in front of the class.

Exercise B

Write the first set of choices on the board as follows:

What are you doing next weekend?
are you going to do
do you do

Ask which one Gary used in the conversation. Elicit the names of the three forms – present continuous, *going to* and present simple. Ask why Gary used the present continuous, but do not confirm or correct.

Set for pairwork. Feed back onto the board. Work through Skills Check 1, ensuring that students understand the difference between a plan (which is often only in your head) and arrangements (which are made with other people).

Drill the forms, pointing out the common pronunciation of *to* in the phrase *going to (do)*, i.e., /ə/, except in front of verbs beginning with a vowel, e.g., *to open*.

Introduction

Refer students to the words in the box in Exercise A. Ask which multi-syllable ones fit the stress patterns and which ones are exceptions.

Answers

word	pattern
en'gaged	2
ex'change	2
fi'ancée	-
'honeymoon	1 exception
'wedding	3
re'ception	-

Exercise A

Remind students of the things that good language learners do in conversations when they hear new words, i.e.,

Answers

Gary: What *are you doing* next weekend?

Sami: *I'm getting* married.

Gary: Where *are you going* for the honeymoon?

Sami: It *starts* at 6.00.

Language and culture note

Some native speakers of English pronounce *going to* as /gənə/, although some would refuse to admit this. However, in formal speech, this sound is unstressed and barely audible.

Exercise C

Set up the transfer exercise carefully. Begin by getting students to ask you about a (real or fictional) arrangement for next weekend that involves timetables, events too. Set for pairwork. Monitor and assist. Feed back orally.

Exercise D

Set for individual work then pairwork checking. Feed back, getting the words on the board. Drill the words.

Answers

cakes

extra

next

six

sixth

weeks

example

exchange

explain

Language and culture note

As noted before, there are fewer consonant clusters in Arabic than in English and certainly no clusters involving three or four consonants. This will be a challenging activity for Arabic speakers therefore. Make sure they are approximating to /ks/ before moving on to /kst/ and /ksth/ and even /kspl/.

Closure

Talk to students if possible about real arrangements for next lesson or next week. Encourage them to use the correct tense as detailed in Skills Check 1.

Lesson 4: Applying new skills

Lesson 4: Applying new skills

A Work in pairs. Follow the usual procedure for this activity.

1 Jack's	Jacky's
2 six	sixth
3 necks	next
4 Exeter	extra

5 This week isn't easy. These weeks aren't easy.
 6 The cake is nice. The cakes are nice.
 7 He didn't expel Anne. He didn't explain.
 8 Mike's books. Mike has booked.

B Sami is talking to his friend, Ari.

1 Listen and complete the text with a word or phrase in each space.

2 Read the Skills Checks and check your ideas.

3 Practise the conversation in pairs.

Sami: I was talking to Gary the other day about weddings in Britain. _____, the man is called the groom and the woman is the bride.

Ari: Really? Do they have a party after the wedding, like we do?

Sami: Yes, _____ reception for the party.

Ari: Like the first office in a college?

Sami: Yes, _____ that they use the same word for a wedding party.

Ari: And do they go on holiday afterwards?

Sami: Yes, _____ a honeymoon. _____ a lot of couples ran away for a month – moon means month – until the bride's father was sweet again. _____ honeymoons are usually much shorter.

C Work in pairs. Read your information about wedding customs in Britain. Then tell your partner. Use words and expressions from the Skills Checks on this page.

Student A	Student B
<p>The best man At one time, the best man helped the groom to steal the bride from the bride's family. Nowadays, the best man is just a good friend of the groom. He looks after the rings.</p> <p>The bridesmaids Bridesmaids are young relatives of the bride. At one time, the bridesmaids were girls about the same age as the bride, and they all wore similar dresses. This was to hide the bride from evil spirits. Nowadays, bridesmaids are usually very young relatives of the bride.</p>	<p>The wedding cake This tradition probably comes from the Romans. They believed that cakes brought good luck. The bride and groom must cut the first slice from the cake together, then they will have children. They must keep a piece of the cake for one year, to bring them good luck.</p> <p>The bride's bouquet The bride carries a bunch of flowers called a bouquet. She throws the bouquet over her shoulder at the end of the wedding and the girl who catches it will be the next bride – according to tradition.</p>

D Tell your partner about wedding customs in your culture.

E Tell the teacher about the wedding customs that you heard about from your partner.

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Language and culture note

Avoid using *Nick* as an example. It sounds rude to an Arab!

Exercise A

Follow the usual procedure for this activity. Note: You will have to explain the following:

- #1 Jacky can be male or female.
- #4 Exeter is a place – the capital should help them guess this.
- #7 expel = make someone leave a school, college or university
- #8 book = a noun or a verb

Exercise B

Remind students of the conversation between Gary and Sami. Point out that people often talk about conversations with other people, giving interesting information they have heard.

- 1 Set for individual work then pairwork checking. Play the conversation.
- 2 Set for individual work then pairwork checking. Feed back orally.
- 3 Set for pairwork. Feed back orally.

Answers

(target words in italics)

Sami: I was talking to Gary the other day about weddings in Britain. *Apparently*, the man is called the groom and the woman is the bride.

Ari: Really? Do they have a party after the wedding, like we do?

Sami: Yes, *they use the word* reception for the party.

Ari: Like the first office in a college?

Sami: Yes, *I understand* that they use the same word for a wedding party.

Ari: And do they go on holiday afterwards?

Sami: Yes. *They call it* a honeymoon. *At one time* a lot of couples ran away for a month – *moon* means *month* – until the bride's father was sweet again.

Introduction

Point out that the /ks/ sound appears when words ending in *k* become plural. Elicit some examples:

clerks
books
drinks
bricks

Point out it also appears in the third person singular present of verbs ending in *k* or *ke*. Elicit some examples:

likes
walks
breaks
works
thinks

Point out that it also appears with the genitive with people ending in *k*, *ke* or *ck*. Elicit some examples:

Mike's car
Jack's house
Rick's watch

Nowadays, honeymoons are usually much shorter.

Language and culture note

Apparently, there is one language in the world that has a special tense for things that the speaker does not personally know to be true. English does not have such a tense, but it does have words and phrases that indicate the same thing (like *Apparently* at the beginning of this paragraph).

Exercise C

Put students into pairs lettered A and B. Then put all the As and Bs together to check that they understand the information. Then put them back into pairs of A and B to role-play, using words from the Skills Checks. Monitor and assist. Note general points. Feed back on the activity.

Exercise D

If students are from the same culture, you will have to skip this activity.

Exercise E

Play the part of the person who doesn't know about the customs.

Closure

Ask students if they have heard about customs (not just wedding customs) in other countries. Get them to relate them to you, using language from the Skills Checks.