



# Culture! Culture!

## Curriculum coverage

### *Listening and speaking*

Listen for information about people's lives  
Listen to tone of voice for feelings  
Give personal information and descriptions of people and things  
Take part in everyday conversations

### *Skills*

Lr/E2.2a, 2c  
Lr/E2.6a  
Sc/E2.3a, 3b  
Sc/E2.1a; Sd/E2.1a, 1e

### *Reading and writing*

Obtain information from different texts  
Use a simple dictionary  
Write an invitation  
Write descriptions of people and things

### *Skills*

Rt/E2.1b, 2a; Rw/E2.3a  
Rw/E2.4a  
Wt/E2.1a  
Ws/E2.1a, 2a; Ww/E2.1a

### *Key functions*

Describing customs, manners, events  
Inviting/accepting/apologising

### *Key grammar*

Adverbs of frequency  
Present continuous for future plans  
Adjectives and adjectival order

### *Resources to support the unit*

Audio player and recording  
Dictionaries  
Access to computers and the Internet if possible  
ESOL Core Curriculum. Check each curriculum reference for ideas for presentation  
CALL program, e.g. Wida Software Storyboard (teacher's own)  
Pictures of cultural and religious festivals and events, e.g. weddings (teacher's own)  
Poster-size paper, pens, scissors, glue  
Examples of formal and informal invitations, acceptances and refusals (teacher's own)

## Page 1

# Culture! Culture!

### Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

### Task

Introduce the theme of culture. Use the pictures to establish the concept of a multicultural area and to check understanding.

Use the pictures and questions to elicit kinds of shops and places of worship in the local area.

For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Pages 2 and 3

# Neighbours

### Materials

Audio – Mr Mahmood

Computer with CALL program (differentiation task)

### Rationale

To encourage learners to speak about their culture; to review the present simple tense; to introduce *and* and *but*

### Activity A

#### *Reading: families from different cultures*

### Pre-task activity

Use the pictures to introduce the three families. These families are used throughout the unit.

Then focus on Activity A heading, *Families from different cultures*, and elicit ideas about the meaning of the word *culture*.

Pre-teach/review *receptionist*, *secretary*, *accountant*, *housewife*, *builder*.

### Task

Give learners time to read the short texts and then match them to the relevant pictures

Encourage learners to check answers in pairs, then check answers as a group. Be careful not to pre-empt Activity B on page 3. Elicit reasons for their answers.

### Differentiation

Before they do task 1, ask learners to look through the text quickly and underline any unknown words. They then pool knowledge/ask others for meaning. Write the words on the board and check understanding.

For less confident learners, read each paragraph aloud with the learners following in their books.

### Extension

Discuss extended families, eliciting ideas from the learners.

### Activity B

#### *Speaking: discussing different cultures*

### Task

Learners work in groups and discuss the questions.

Encourage learners to use the present simple to form answers.

### Activity C

#### *Language: the present simple*

### Task

Draw learners' attention to the 'Remember' box. Elicit the pattern for positive, negative and question forms, and write on the board.

Set up as pair work. Learners change the pronoun *they* in the answers to the questions in Activity B to *I*, *you*, etc. Elicit the answer to the question. (With *I*, *you*, *we* and *they*, we use the base form of the verb, e.g. *eat*. With *he*, *she* or *it*, the verb ends in *-s*, e.g. *eats*.) Demonstrate on the board with other verbs. Point out the irregular verb *to be*.

Learners read the texts on page 2 and underline all the present simple verbs. Check as a whole group.

Learners write sentences about themselves, family or friends using present simple verbs from the text.

### Extension

Give learners time to think of other questions to ask about culture. They copy the questions from Activity B and add their own questions. They can then mingle and interview other learners about their culture.

Encourage more confident learners to write sentences using verbs not in the texts.

### **Activity D**      *Listening: using joining words*

#### **Task**

Draw attention to the 'Remember' box and discuss the use of *and* and *but* as joining or linking words. Explain that the correct term is conjunctions.

Ask learners to listen to the audio, specifically for the use of *and* and *but*.

Learners complete task 2. They then listen again and check.

#### **Differentiation**

For less confident learners, design a gap fill exercise deleting the verbs *and* and *but* in the texts.

#### **Extension**

Input the texts into a CALL program, e.g. WIDA Storyboard. Learners enter words until they have the full text.

Learners use a word-processing program to write sentences about themselves, their culture and their neighbours.

## **Pages 4 and 5** **Festivals**

### **Materials**

Access to computers and the Internet if possible  
Dictionaries

Realia associated with festivals (optional)

Music from festivals (optional)

#### **Rationale**

To practise reading for detail; to ask for factual information and descriptions; to encourage the use of dictionaries; to introduce adjectives

### **Activity A**      *Reading about Diwali*

#### **Pre-task activity**

Elicit the vocabulary *celebrate* and *festival*. Briefly elicit other examples of festivals.

#### **Task**

Learners read the text carefully.

Set up task 2 as pair work. Monitor discussions.

Whole class feedback.

#### **Extension**

Learners use the Internet to find pictures and further information about Diwali (suggested sites: [www.beeb.net](http://www.beeb.net), [www.clickwalla.com](http://www.clickwalla.com)).

### **Activity B**      *Talking about festivals*

#### **Task**

Learners discuss in groups. Class feedback. Write all the festivals mentioned on the board and encourage learners to give full details.

#### **Extension**

Use the 'Rangoli' as an example. Ask learners to write on a piece of paper the name of something said, done or used during their festivals which other learners may not know. Collect the papers in, redistribute (not to the original writers), and ask learners to find the person who wrote it and ask them questions about it. This learner then explains it to a group or the whole class.

Ask learners to bring something into class which is used in their festivals or celebrations. They talk about it to the class for two or three minutes.

Make sure everyone has a turn.

### **Activity C**      *Vocabulary: learning new words*

#### **Pre-task activity**

Give learners a dictionary (or encourage use of their own bilingual copy). Call out letters of the alphabet one at a time, in random order. (For less confident learners, write the letters on the board, one at a time.) Ask learners to open the dictionary where they think words beginning with that letter will be. Demonstrate with A and Z (learners should open the dictionary at the beginning, then at the end).

#### **Task**

Learners find and underline the words in the text. Individual work. Encourage learners to guess the meanings of the words, then use a dictionary. Check in pairs. Feedback to the whole group.

Check pronunciation. Ask learners which words are nouns and which are verbs. Point out that *design* can be both.

Set up task 2 as a pair work activity.

### Differentiation

For more confident learners, use *design* as an example to show learners the part of speech symbol in the dictionary. Learners then compare the meanings given in task 2 with those in the dictionary and decide whether they are nouns or verbs. Encourage them to check other words from the text.

### Activity D *Language: introducing adjectives*

Set up task 1 as pair work. Monitor. Check pronunciation.

In task 2 elicit adjective. Ask what these adjectives are describing (*new* = *year*, *clothes*; *colourful* = *design*; *beautiful* = *buildings lit up with lamps and candles*). Elicit that these words are nouns. Use *beautiful* to demonstrate the part of speech symbol in the dictionary.

### Extension

Elicit more adjectives from the class and write them on the board. Give learners one or two minutes to put them into alphabetical order. The fastest one wins.

Less confident learners can put all the words in Activity C in alphabetical order.

Learners use adjectives to describe their festivals or items used in their festivals.

For more confident learners, as a vocabulary extension task, put three columns on the board: *Adjective*, *Noun*, *Verb*. Ask learners to check in the dictionary to find any related words, e.g. *colourful*: *a colour*, *to colour*; *beautiful*: *a beauty*, *to beautify*. Write these under the correct headings. (You may find it better to choose the adjectives beforehand.)

### Activity E *Writing about festivals*

Encourage learners to write five sentences about a festival in their culture. Write up some sentences on the board which less confident learners could use as a model. Demonstrate how to use adjectives to make their writing more interesting. If possible, introduce realia and/or music.

## Pages 6 and 7 Fasting

### Materials

Audio – fasting

Photocopiable resource – adverbs of frequency survey

### Rationale

To raise awareness that tone of voice shows feelings; to practise using tone of voice to show feelings; to present and practise adverbs of frequency

### Activity A *Listening for true or false statements*

#### Pre-task activity

To remind learners about the relationship, elicit which house numbers Mrs Barker and Mrs Mahmood live at. Don't pre-empt task 1.

#### Task

Give learners time to read the true/false statements before listening.

Learners tick the true/false boxes. Check in pairs. Feedback to the group. Elicit experiences of fasting. Some non-religious people fast for health reasons etc.

### Activity B *Listening for intonation*

#### Task

Set up task 1 as pair work. Encourage learners to use the dictionary. Elicit that these words are adjectives.

Demonstrate the four tones of voice using your own examples. Ask learners which you are demonstrating. You may have to over-emphasise tone at first.

Learners listen and tick the boxes in task 2. Check in pairs. Whole group feedback.

Play the audio again, pausing after each example in the box to drill each phrase.

Encourage learners to use tone to show feelings. Explain that they need to listen carefully to the very last word or part of the sentence to decide whether the voice is going up or down. The voice often needs to rise in mid-sentence in order to fall at the end, and vice versa. Learners

then listen and mark the intonation in the sentences in task 2 with arrows. Check in pairs. Whole group feedback. Learners practise the sentences in pairs, using their arrows as guides.

### Differentiation

For less confident learners, play the audio pausing after each example. Drill chorally.

## Activity C

### Speaking: using intonation

#### Task

Set up as pair work. Ask learners to prepare a role play of a similar conversation to the one between Mrs Barker and Mrs Mahmood. It should be about their culture in general or a special celebration. Encourage them to make one- or two-word notes as prompts to help them remember. They should make the role play funny, perhaps emphasising how little people know about others' cultures. Monitor the preparation and encourage them to use appropriate tone of voice and intonation. When they have practised it, they act out their conversation for the class. The other learners listen for intonation and tone of voice and try to describe the feelings of each partner. They could decide which pair showed the most appropriate feelings in their role play. Keep this light.

### Differentiation

For less confident learners, put some ideas on the board yourself and use as discussion points.

### Extension

Ask learners whether any phrases used by their peers in the role plays would be useful for them to use when explaining their culture.

## Activity D

### Language: adverbs of frequency

#### Task

Use the information in task 1 to establish the meaning of *frequency*. Ask learners if they can remember what Mrs Mahmood said about her husband, son Ahmed and daughter Kudzia on the audio. (Mr Mahmood *always* fasts. Ahmed *usually* fasts.

Kudzia *sometimes* fasts.) Ask what Mr Mahmood *often* does in the evening (he often goes to the mosque).

Refer learners to task 2. Elicit *never* (0%) and *always* (100%). Learners write the other three adverbs in the correct place. Check in pairs. Whole group feedback.

Set up task 3 as pair work. Encourage them to analyse the sentence. The adverb of frequency goes before the verb.

Set up task 4 as pair work. Let learners follow the instructions. Monitor.

Listen to the audio to check answers. Deal with any queries. Only if necessary explain that *sometimes* can go at the beginning and end of the sentence, as in: *Sometimes she fasts/She fasts sometimes*. Remember this is just an introduction to these adverbs of frequency. They will be dealt with in more depth in other levels.

### Differentiation

For less confident learners, put the sentence in task 3 on the board and guide them to the answer.



## Activity E

### Speaking: using adverbs of frequency

#### Task

Learners write five sentences ready for task 2. Monitor and support.

Set up task 2 as a mingle activity. Give learners the questionnaire from the photocopiable resources. Set a time limit. Learners move around and interview as many others as they can in the time, making brief notes on the questionnaire. If necessary, drill the sample sentence.

In task 3, learners expand their notes into full sentences and then report what they have learnt to the class. Encourage them to use *and* and *but* with the adverbs of frequency if appropriate, as shown in the example.

### Differentiation

Less confident learners can interview one other person and then write their sentences.

## Pages 8 and 9

### Come to the party!

#### Materials

Audio – invitation to a party  
Access to computers with word-processing program and clip art/artwork program, if possible  
Photocopiable resource – diary page (extension task)  
Photocopiable resource – example of formal invitation  
Example of formal acceptance and refusal (teacher's own)

#### Rationale

To present and practise the present continuous for future plans; to review and practise making invitations, accepting and refusing

#### Activity A

#### *Listening to a conversation*

##### Pre-task activity

Use the introduction and the photograph. Elicit various things people do at Christmas.  
Ask learners to predict what Mrs Barker and Mrs Singh may say.

##### Task

Ask the pre-listening question in task 1. Listen. Whole group feedback.  
Listen again and fill in the gaps in task 2. Elicit the tense. Use the 'Remember' box. Focus on what kind of future plans they are and elicit *definite*. Elicit and put on the board positive, negative and question forms.

##### Extension

Use the diary page from the photocopiable resources. Tell learners they will make appointments with four other people in the class.  
Elicit the language needed for the task and put it on the board: *What are you doing on ...? What time? Sorry, I'm ...ing. Yes, I'm not doing anything then.*  
Step 1: Learners fill in their week, e.g. *come to ESOL class, collect the children from school, go to the mosque/temple/church, cook the dinner* etc. Make sure their diaries are reasonably full.

Step 2: Learners mingle but do not show other learners their diary. They must ask each other the questions on the board and make appointments with each other.  
Monitor for use of present continuous for future (definite) plans.  
Feedback.

#### Differentiation

For less confident learners, prepare four different diary pages with schedules/appointments already filled in. Learners work with these and try to make appointments with each other.

#### Activity B

#### *Writing about future plans*

##### Task

Learners write sentences changing the verb to the present continuous tense. Check as a whole group.

#### Activity C

#### *Writing invitations*

##### Pre-task activity

Discuss invitations. Do we like receiving them? When do people usually send them?

##### Task

Set up task 1 as pair work. Introduce the pre-reading question.  
Give learners time to think about formal/informal and linguistic/stylistic features. Feedback.  
Use the photocopiable resource of a wedding invitation to illustrate a formal invitation. Note the difference in language used. Make sure learners understand what RSVP means.  
Set up task 2 as pair work. Learners look at the informal example on page 9 and the formal invitation from the photocopiable resources to work out information required on invitations. Learners work on their own and design an invitation for a situation of their choice. Encourage some to do formal invitations. Monitor. Check for spelling.  
Learners give their invitation to another person in the class. This will be used in Activity D.



## Activity D      *Accepting and refusing invitations*

### Task

Introduce the pre-reading question. Encourage learners to scan for positive and negative language. Feedback.  
Elicit and put on the board other language for accepting/refusing invitations.  
In response to the invitations written in Activity C, learners write an acceptance note and then a refusal note. Monitor for spelling and acceptable language.  
Learners give their notes to the person who wrote their invitation.

### Differentiation

For less confident learners, build up language on the board to be used as a model.

### Extension

Learners look at examples of formal acceptances/refusals.  
Using a word-processing program and clipart/artwork program, learners design their own invitations, acceptance cards and refusal cards.

## Pages 10 and 11 Marriage

### Materials

Dictionaries  
Wedding or engagement photos. Ask learners to bring in photographs of a group of people, e.g. a wedding or engagement party. Bring in one of your own. If learners don't have access to photographs, cut out magazine pictures of groups (*Hello* magazine would be good) or ask learners to bring in a picture from a magazine.  
Coloured pens/pencils (extension task)

### Rationale

To encourage learners to pool knowledge; to expand knowledge and use of adjectives; to present and practise order of adjectives

## Activity A      *Reading: arranged marriages*

### Pre-task activity

Pre-teach *arranged marriage*. Discuss the concept, but handle sensitively as some of the learners may be in arranged marriages, others not. What are the advantages and disadvantages of arranged marriages, and also of the Western way of choosing your own partner?

### Task

Remind learners of the Singh family and introduce Sonya, the Singhs' niece.  
Learners read the text and underline words they don't know.  
Explain to learners that if there are words in the text they don't understand, they can look at the sentences before and after the word, which often help to explain meanings. A good example to use from the text is the word *architect*. This is followed by a sentence which tells the reader what Sandeep has to learn to be an architect, i.e. *designing and planning buildings*. Remind learners that this is a good strategy as dictionaries are not always available when reading.  
In feedback, find out the words learners now know, and check understanding. Elicit words learners still don't know and put them on the board. Assign a word to each learner with a dictionary. They check the meaning and read it out to the class.

### Differentiation

Record the letter onto a tape. Less confident learners can listen while they read. Word recognition, pronunciation and tone and intonation can be developed.

## Activity B      *Language: looking for adjectives in the text*

### Pre-task activity

Review what an adjective is.

### Task

Encourage learners to work on their own to identify adjectives. They can use a dictionary if necessary. Remind them about the part of speech symbol, if you taught this on page 5.

Learners check in pairs, then whole class feedback. Review that adjectives describe things and will be connected to the thing/person they are describing in some way. Highlight appropriate examples from the text. Explain that some adjectives describe physical things, e.g. curly hair, while others describe qualities, e.g. kind.

Set up task 2 as pair work. Encourage learners to check meanings. (They may have learnt the meaning in Activity A – in that case, make it a memory test.)

### Differentiation

For more confident learners, set a time limit to find as many adjectives as possible.

### Extension

The ideas that follow are for the use of a single adjective. Adjective order follows on page 11. Play a game where learners describe the clothing of someone in the class. Other learners guess who it is. With less confident learners, the teacher can do the describing, at least initially. Alternatively, you could describe hair, eyes etc. but be sensitive here, and only do this if your group will not be unkind about each other. Learners draw a picture, e.g. a street scene, a robot, clown, someone they know etc. They keep their drawing secret. Pair the learners with a learner who has not seen their drawing. Learner A describes their drawing to learner B, who then tries to draw what they have heard. Learners swap and learner A draws what learner B describes. When they have finished they compare the original with the described drawing to see how similar they are. Encourage the use of adjectives.

Learners write a letter to the teacher describing someone they know, e.g. friend, classmate, teacher, husband, girlfriend etc. Encourage the use of adjectives.

## Activity C *Language: the order of adjectives*

### Pre-task activity

Discuss learners' photographs of weddings or engagement parties. Talk about clothes, colours, materials etc using adjectives.

### Task

Discuss the photograph on page 11.

Elicit adjectives for describing things in the classroom, e.g. clothes, objects. Put them randomly on the board.

Allow learners to do task 2 alone. Check in pairs. Class feedback.

Choose five adjectives from the board, one each of opinion, size, age, colour, material. Ask learners which heading in task 3 they should go under.

Using your pattern, learners do task 3. Check with partner. Whole class feedback.

Make sure learners understand that where there is more than one adjective, they are in the same order as the columns of the table in task 3.

Learners write all the adjectives on the board under the correct headings.

Learners expand the lists into full sentences in task 4.

### Extension

Learners use their own photographs (or magazine pictures) to write sentences. These could be put up on the wall for other learners to guess whose photograph it is.

### Differentiation

For less confident learners, build up sentences on the board. Then put learners into pairs or groups and they work with one photograph to produce the sentences.

Put the different kinds of adjectives on different coloured cards and get learners with less confidence to put them in order.

## Pages 12 and 13 What are the rules?

### Materials

Audio – bus queue

### Rationale

To review good manners and acceptable behaviour in various cultures; to learn how to apologise gracefully; to practise language which shows respect for other cultures



## Activity A

### *Speaking: apologising*

#### Pre-task activity

Pre-teach good manners/bad manners. Elicit learners' experiences of good/bad manners. Don't go into this too deeply yet.

#### Task

Use the pictures and questions. Ask learners to predict the conversation.

Ask learners how they feel about manners. Are they important? Do people queue in their country?

Ask learners for their own experiences when they didn't know the rules of other cultures. What did they do? Did they apologise? How? How did the person react?

In task 2 learners decide what the man should say. Listen to the audio to check answers.

Set up task 4 as a group activity. You may need to listen to the audio again.

Feedback as a whole group. Elicit polite alternatives and put them on the board.

Learners work in groups of six and role play the situation in the second picture. All the learners have to say something.

Demonstrate to the class that the meaning of *Sorry* can change when different intonation is used. These are some of the reasons why English people use *sorry*: apologising for your own mistake; apologising before correcting another person's mistake; interrupting someone; asking for repetition; asking for an explanation; apologising for an accident; disagreeing with someone.

#### Extension

Ask learners if they have noticed how often English people say *sorry*. Are they always apologising? Use the three examples in task 2. Only the middle one is a true apology.

## Activity B

### *Speaking: apologising in your culture*

#### Task

In groups, learners discuss how they apologise in their culture.

Learners work in pairs and role play how they apologise in their culture. Demonstrate to the class.

## Activity C

### *Speaking: discussing the rules in your culture*

#### Task

Set up as a group activity. Group people sensitively, but try to ensure there is a mixture of cultures.

The situations on page 13 should prompt some discussions. Alternatively, choose other examples that fit your group.

Allow plenty of time for the discussions.

Monitor. Feedback as a whole class.

## Activity D *Writing: the rules in your culture*

#### Task

Learners write lists of things that people do and don't do in their culture.

Compare lists and discuss as a whole group if there is anything to add after Activity C discussions.

Feedback on what learners have learnt about other cultures. How will this affect the way they treat others with different cultures in future?

#### Differentiation

If possible, pair less confident learners with more confident learners of the same culture.

## Page 14 Project

### *Materials*

Access to computers and the Internet if possible  
Poster-size paper, pens, scissors, glue

### *Rationale*

To bring together the skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

N.B. It may not be possible to create a wall display. A good alternative is to make a class magazine. Ask learners which subjects they would like to write about, so that each one has the opportunity to contribute. If more than one learner wants to do

the same subject, ask them to approach it from different angles.

### **Pre-task activity**

Elicit what learners would like people to know about their culture. Find out from learners what they have found interesting about others in the class as they have worked through this unit.

### **Activity A Write about your festivals**

Allow learners lots of freedom with this. Ensure the work they produce uses adverbs of frequency and adjectives.

### **Activity B Design invitations**

Learners design invitations for the wall display. If the differences between the invitations are cultural, ask learners to write a short explanation of the differences.

### **Activity C Find out about weddings**

Learners interview others (preferably people outside the class) about weddings. They could use a tape recorder and produce a radio report about this subject. Keep it light-hearted.

### **Activity D Make a poster about cultural rules**

Learners produce useful information to help others respect their culture.

## **Page 15 Check it**

### **Rationale**

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

See the Introduction in the Teacher's Notes for information on setting up *Check it*.

### **Activity A Present continuous for future plans**

Learners change the sentences into the present continuous (future meaning).

### **Activity B Writing sentences with adjectives**

Learners use two or more adjectives to make sentences. You could ask for a limited number of sentences or just see how many they can produce. Refer them back to the chart on page 11 if need be.

### **Activity C Accepting invitations**

Learners write a reply to the invitation. More confident learners could be encouraged to write a refusal as well.

### **Activity D Using adverbs of frequency**

Learners put the adverbs of frequency in the right place in the sentences.

## **Page 16 Mini-projects Materials**

Access to computers and the Internet if possible

### **Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

### **Activity A Write a letter**

Learners write a letter to a friend about definite future plans.

### **Activity B Interview people**

Encourage learners to design their own questionnaire for the interview.

## ***Activity C***

## ***Use the Internet***

Encourage learners to use the Internet productively. When they find something useful, they should share this with other learners. Learners write ten sentences about the culture of the country they chose to research. Encourage the use of adjectives and adverbs of frequency. More confident learners could write a short text.

## ***How am I doing?***

### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

# Photocopiable resources

## Pages 6 and 7

### Fasting

#### Activity E

Interview as many people as you can. Ask the questions. Write the answers in the spaces to the right of the questions.

How often do you watch <i>Eastenders</i> ?	
How often do you watch <i>Coronation Street</i> ?	
How often do you travel by aeroplane?	
How often do you swim in the sea?	
How often do you go shopping?	
How often do you watch sport?	
How often do you sing?	
How often do you eat eggs?	
What do you always do?	
What do you sometimes do?	
What do you occasionally do?	
What do you never do?	

**Pages 8 and 9**  
**Come to the party!**  
*Activity A – extension*

<p><b>Monday</b> a.m.</p> <hr/> <hr/> <hr/> <hr/> <p>p.m.</p> <hr/> <hr/> <hr/> <hr/>	<p><b>Thursday</b> a.m.</p> <hr/> <hr/> <hr/> <hr/> <p>p.m.</p> <hr/> <hr/> <hr/> <hr/>
<p><b>Tuesday</b> a.m.</p> <hr/> <hr/> <hr/> <hr/> <p>p.m.</p> <hr/> <hr/> <hr/> <hr/>	<p><b>Friday</b> a.m.</p> <hr/> <hr/> <hr/> <hr/> <p>p.m.</p> <hr/> <hr/> <hr/> <hr/>
<p><b>Wednesday</b> a.m.</p> <hr/> <hr/> <hr/> <hr/> <p>p.m.</p> <hr/> <hr/> <hr/> <hr/>	<p><b>Saturday</b></p> <hr/> <hr/> <hr/> <hr/> <p><b>Sunday</b></p> <hr/> <hr/> <hr/> <hr/>

*Mr & Mrs R Spain*  
*request the pleasure of*  
**Miss Edith Shepherd**  
*at the marriage of their daughter*  
*Lorraine*  
*to*  
*Mr Theo Petersen*  
*at St Anne's Church, E7*  
*on Saturday 8 August*  
*at 3 p.m.*  
*and afterwards at*  
*The Three Bells*  
*Whitechapel Lane, E7*  
  
*RSVP*  
*21 St James Street, London E7*