

UNIT 18 FINDING THE RIGHT ONE

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the letters from Akane and Pat.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about marriage, and decide who makes the strongest point.
- Study the Opinion Network to learn expressions for talking about others' opinions.
- Extend the Topic by talking about where we can find love.
- Read a Culture Corner extract about marriage and culture in India.
- Share ideas about the ideal spouse or marriage.
- Watch a follow-up video extract from Mei giving her views about introduced marriages and love marriages.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Joseph's unit introduction.

The Issue

In this unit, we read letters from Akane and Pat. They both have big news—they are getting married. But there's a big difference in how they met and decided on their partner. Pat fell in love and her family is not involved in the marriage. Akane had an arranged meeting. They both have very different ideas about marriage. This unit allows students to talk about their thoughts about love, marriage, and the role of romance and family in marriage.

Questions Raised

- What are the pros and cons of love marriages?
- What are the pros and cons of introduced marriages?
- What makes a good marriage?
- How important is love in a marriage?
- How important should the role of the family be in a marriage?

To Keep in Mind

- For teachers raised in countries where love marriages are the norm, it may be difficult to understand the views toward marriage in a country where introduced marriages are relatively common.
- In general, in countries where introduced marriages are common, they are often seen as a union between families, not simply two people.
- Of course, there's no exact definition for introduced marriages and love marriages. Depending on the country and family, introductions may be casual or very elaborate. And sometimes introductions may be made to give a couple the chance to fall in love. Students may not draw a clear distinction between these two styles of getting married. The larger question in the unit is the role of love and family in marriage, and the nature of love in the context of marriage.

TEACHING GUIDE

Getting Ready

→ Explain to students that this unit will discuss love marriages and introduced marriages. Write the terms on the board and define them, giving examples. It's important for students to have a clear idea of the contrasting approaches to marriage represented by the unit.

🗣️ **Teaching tip:** The first two items of this section are closed-ended questions and won't generate discussion unless the teacher gives more support. For example, the instructions for the activity might be:

Student A: Ask your partner the questions.

Student B: Give your answer. Add a comment to explain your answer.

Situation

→ Have students work in pairs and listen to the recording with the text covered. Have them listen again while reading the text. Explain to students that one person will “learn” one of the two passages and then will be “tested” by their partner. Have student A read Akane's passage again, while student B reads Pat's passage. Next, have student A close his/her book and tell Akane's story in his/her own words. Student B can keep his/her book open and help student A when necessary. Afterward, student B closes his/her book and tells Pat's story in his/her own words. Student B keeps his/her book open and helps student A when necessary.

🗣️ **Teaching tip:** When doing a retelling activity with lower-level students, it may be better to allow students to look at the passage when they are retelling the story. To prevent them from simply reading off the page, make the “rule” that they can look at the passage, but must close the book when they are speaking. This allows even the lowest-level students to have the support they need when speaking.

Check Your Understanding

Answer Key (sample answers)

1. She met him through an introduction by her family.
2. She met him at a party.
3. She knew he was the right one very quickly.
4. Yes, they will.
5. Pat isn't sure if they will go to the wedding.

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of introduced marriages and love marriages. Discussion should be done in pairs.

🗣️ **Teaching tip:** This activity can be turned into a listening activity by having students cover the opinions of Luis, Susan, Luis, and Yeon-Suk. Have students mark how strongly they agree with their opinions on a separate piece of paper. Put support on the board such as:

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

✍️ **Culture point:** The idea of marrying for love is a fairly recent idea. Prior to the 19th century, even in Europe and the United States, the role of the family in arranging marriages was very strong. And while the idea of love marriages is much more common in many parts of the world today, it is probably not the dominant idea overall. There are many countries (India and Saudi Arabia, for example) in which dating and romantic love often play a small part in marriages.

Extending the Topic: Looking for love

→ Have students work individually when filling out the list, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read the items on the list of places to find spouses or partners, and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

Culture Corner

You can do this Culture Corner as a whole class. Read the article “Marriage and Culture” aloud to the students. Make sure they understand any new vocabulary as you proceed through the story, including such terms as *gravely injured*, *begging*, *full recovery*, and *prospective suitors*. Ask the students questions. For example: Do all parents act like this? Why are parents so concerned about their children's marriages?

Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of four. Two students (students A and B) must assume the belief: The internet is the best place to meet a boyfriend or girlfriend. The other two (students C and D) must assume the opposing belief: The

internet is a terrible place to meet a boyfriend or girlfriend. Note: You can create alternative topics related to marriage, such as these:

- Arranged marriage versus love marriage
- Getting married before age 25 versus getting married after age 25
- Having a big wedding versus having a small wedding

Give the groups time to prepare a list of reasons. Then have the first group present their reasons. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to argue back and forth a number of times until they are finished, or you can set a time limit. At the end, ask students to decide which group had the better arguments.

Sharing My Ideas: My ideal

→ Choose

This activity focuses on the ideal husband/wife, marriage, or wedding. Explain that *ideal* means the various qualities of the “perfect” husband, wife, wedding, etc. Elicit some sample ideas for the kinds of things students might talk about if they choose that topic. Give students enough time to think about which topic they would like to talk about.

→ Prepare and Rehearse

To help students think more deeply about what they want to talk about, ask some questions related to each topic title. For example: My ideal husband/wife—What would he/she look like? What would his/her personality be like? What kind of life would you have together? How would you meet? Remind students to use the Language Hints, and be sure to go over the Presentation Tip before they begin making notes.

The goal of the Rehearse step is not only to have students practice their presentation, but also to go over their outline again and add more information. Try giving students a length of time that their presentation should last (for example, two minutes). If they can't speak long enough, they should add more information to their outline. Check that students have read and understood the Listener task before they begin.

Sample Presentation

My Ideal Wife

I want to tell you about my ideal wife. To begin with, I want my wife to have a sense of humor. If you live with someone all the time, it's important to have fun. That's why a sense of humor is important to me. Next, I like to travel, so I want a wife who doesn't want to stay home all the time. I want us to travel together. Finally, I hope my wife likes to cook, because I can't cook well. I don't mind washing dishes, but I'm really not a good cook. In conclusion, if I have those things, I'm sure I'll be happy with my wife!

→ Present

Have students change partners, or put them in small groups. Point out the Listener task and encourage students to take notes during the presentations.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see *Assessing the Activity*, Unit 1.)

- | | |
|---|-----------|
| 1 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave three characteristics of his or her ideal. | ★ ★ ★ ★ ★ |
| 3 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 4 – The presentation was not too long or too short. | ★ ★ ★ ★ ★ |
| 5 – The presenter showed enthusiasm for his or her ideal. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Mei's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Mei
Which is better—introduced marriages or love marriages? Personally, I think an introduced marriage is a safe way to meet someone. When I was younger I thought that it was very unromantic, and I wasn't in favor of it. But now I think it's a good idea because I have a friend who was introduced to her husband through her parents and she didn't know him at all. But they got married right away and they have been married for almost ten years. And to me they look very happy. They have two children. She has many hobbies that her husband supports, and I think that they love each other, too.
But there is no guarantee that you can be in love forever. One thing to remember is that loving each other doesn't necessarily mean that you'll be happy together. So, in this sense, I think a love marriage is good but introduced marriage can also be good.

Video Script

I think introduced marriage is a safe way to meet someone. It's also a good way to meet someone. Um, when I was young I thought it's very unromantic. But now I think it's a good idea because I have a friend who was introduced to her husband from her parents and she didn't know him at all. But, um, they married right away and they've been married for almost ten years and they look very happy. They have two children, she, she's, she has many hobbies that her husband supports and they, I feel, I think that they love each other, too. And that marriage is also good but there's no guarantee that you can be in love forever, and it doesn't mean that if you, if you love each other, you can be really happy to be together, so I think, I still think a love marriage is good, but introduced marriage is also good.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

- A. Understanding the Situation:** The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.
- B. Vocabulary:** The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.
- C. Expressions:** The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

- A. 1. c 2. b 3. a 4. a 5. d
B. wonderful, arranged, surprise
C. 1. c 2. b

LINKS

If you would like the class to do additional research on arranged marriages and marriage customs in other countries, here are some useful links:

Arranged marriages in India:

<http://www.pardesiservices.com/tradition/arrangedmarg.asp>

Wedding traditions in Africa:

<http://www.eng.umu.se/vw/Culture/African%20weddings.htm>

Love marriage versus arranged marriage:

http://www.blurtit.com/forandagainst/Love_Marriage_Vs_Arranged_Marriage