

UNIT 5 FOREVER SINGLE

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read about Angela's view of marriage.
- Answer comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about marriage, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for asking others about their opinions.
- Extend the Topic by talking about staying single or getting married.
- Read a Culture Corner extract about reasons for staying single.
- Share ideas about their future plans.
- Watch a follow-up video extract from Mei giving her views about marriage.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, the issue is about staying single or getting married. Angela, who has lived with her boyfriend for two years, has no plans to marry him, even though her boyfriend wants to marry her. Angela has decided that she wants to stay single forever and she explains why she has made this choice.

Questions Raised

- Why should anyone get married? What are the advantages and disadvantages of marriage?
- Why should anyone stay single? What are the advantages and disadvantages of staying single?
- What is the future of marriage?

To Keep in Mind

- Marriage is embedded in culture. When discussing marriage, staying single, and living without being married, cultural norms and expectations must be taken into account.
- Depending on the culture and family background, some students may have strong views about marriage.

TEACHING GUIDE

Getting Ready

→ Place students in pairs and have them ask and answer the two questions. #1 is broad and some students may have difficulty coming up with an answer. To help narrow this question down, ask them to think about how many people they know who are past the typical marrying age and are not married. For #2, check that students understand the phrase *pressure someone to do something*.

🎧 **Teaching tip:** For question #2, it might be interesting to get a few male and a few female volunteers to see if their answers are the same. In some cultures, there is equal pressure on both sexes to get married, while in others, there is more pressure on women.

Situation

→ Read the introduction to the Situation to the students. Then, with their books closed, have them listen to Angela's story. Ask them to focus on her reasons for staying single. Have students listen to the CD a second time. Do the Check Your Understanding activity. Then have them open their books and follow along as they listen a third time.

🗣️ **Teaching tip:** You might want to go over the vocabulary items in the Glossary at the bottom of the page after they have listened to the story the first time.

Check Your Understanding

Answer Key

1. F 2. T 3. F 4. T 5. T

What Do You Think?

→ Students read and listen to the opinions of Iris, Anna, Mark, and Shingo in Activity A. Individually, they check all of the opinions they agree with. The discussion in Activity B should be done in pairs.

🗣️ **Teaching tip:** In Activity B, you could have students follow the example opinions and questions in the Opinion Network box. One student gives the opinion of one of the four, and then asks the other student about his or her opinion. The second student replies. The second student then gives the opinion of another one of the four, and asks the first student about it.

✍️ **Culture Point:** Since marriage and having children are deeply embedded in culture, it might be difficult for some students to imagine not getting married. And it could be equally difficult for them to think about having children without being married.

Extending the Topic: Stay single or get married?

→ Have students work individually when filling out the two questionnaires in Activity A. Next, instruct the students to do the survey in Activity B. They ask four or five classmates what they think of marriage and write their classmates' responses in the table. Finally, place students in pairs or groups of three and have them report their results to one another (Activity C).

Give students plenty of time to complete A, and be sure that they add their own ideas. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to give their views in the survey in B.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of top reasons to stay single. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Which is the best reason to stay single? Ask the students if they can add more reasons to the list.

Sharing My Ideas: My future plans

→ Choose

Go over the three choices with your students. You could suggest a time for the third choice, such as five years, if your students have a hard time thinking 10 or 20 years in the future.

→ Prepare and Rehearse

Call your students' attention to the Language Hints as they prepare their presentations. You might want to add some other ideas to the Prepare box, such as:

- What are your hobbies?
- Do you live in an apartment or a house? Why?
- Do you drive a car?

Before students begin rehearsing, ask for a volunteer to read the Presentation Tip. This is a reminder to students to improve their notes after they practice. As students practice their presentations, go around the room and check that they are doing the Listener task. Encourage partners to help each other with this step.

Sample Presentation

Let me tell you about my future life. It's now 2020. I am 44 years old and live in Osaka, Japan. I've lived here for 10 years. I used to live in Seoul. My company moved me from Seoul to Osaka. I live in a small apartment. I am a communication specialist, which is a wonderful job. I am not married, but I have a special friend. Maybe we'll get married in the future, but neither one of us feels any pressure to get married. I enjoy my life. I'm very happy.

→Present

Have students change partners, or put them in small groups. Draw students' attention to the Listener task. They must answer four comprehension questions.

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 trying to use 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 enough information in the presentation.

(I was able to answer all four questions in the Listener task.) ★ ★ ★ ★ ★

2 – The presenter gave good examples.

★ ★ ★ ★ ★

3 – The presenter used the Language Hints.

★ ★ ★ ★ ★

4 – The presenter was enthusiastic.

★ ★ ★ ★ ★

5 – The presentation was easy to follow.

★ ★ ★ ★ ★

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
In my opinion, if two people love each other and want to stay together, they should get married. Of course, marriage requires taking on lots of responsibility. Basically, you have to share almost everything. And you really have to trust someone and you really have to respect that person in order to be able to share everything, because you have to share not only the good things but also the bad things, too.
I've been married for seven years and my husband and I don't have children, but I don't feel like I'm just living with someone. I feel like I live with my husband and we are forming a family. I also feel very close to his parents. In a way, I think they are my parents, too, and I feel my parents are his parents as well. For example, if anyone in our family gets sick, we really worry and take care of each other. And we feel very close and secure in that way. So I think this is very different from two people just living together. We feel more close and secure.

Video Script

I think if two people love each other, they should get married. And, well, marriage takes lots of responsibility. You have to share almost everything and you really have to trust someone. You really have to respect someone to share everything because you have to share not only the good things but also the bad things, too.

I've been married for seven years and we don't have children, but I don't think, like, I'm just living with someone. But I feel like I live with my husband and we are forming a family. I think I feel very close to his parents, um, because I think they are my parents, too, and I feel my parents are his parents, too. So anyone in our family gets sick, we really worry and take care of each other. And we very, we feel very close and secure in that way. So, but, so I think it's very different from two people just living together. We feel more close and secure.

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. d 2. d 3. c 4. a 5. a
B. freedom, alone, need
C. 1. a 2. b

LINKS

If you would like the class to do additional research on the advantages and disadvantages of marriage, here are some useful links:

<http://www.adherents.com/misc/marriage.html>

<http://in.answers.yahoo.com/question/index?qid=20070211063026AAsj76V>

http://health.discovery.com/centers/loverelationships/articles/marriage_myths.html