



LEAD-IN

1 Look at the photo. What's happening?

What do you think this unit will be about?

Read the following statements about marriage. Do you agree or disagree with them? Discuss your opinions with a partner.

In most marriages, only one person can get what he or she wants.

To have a happy marriage, the couple must be good friends.

You should choose your spouse¹ carefully before marriage, but after marriage you should accept his or her mistakes.





UNIT 7: BEFORE YOU SAY “I DO”



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Objectives

- * **Knowledge:**

- * - List some words relating to marriage
- * - Expressions comparatives

- * **Skills:**

- * - Improve language skills: speaking and listening,
- * - Express transitions in presentation
- * - Talking about marriage and problems in marriage
- * - Be active, excited and enthusiastic in learning.
- * - Build a habit of using English in their careers.



Objectives

- * **Attitude:**
- * - Be active, excited and enthusiastic in learning.
- * - Build a habit of using English in their careers.



1. VOCABULARY

Make words from the scrambled letters. Write one letter in each square.

1. Problems often UCROC in a marriage when the husband and wife don't communicate well.
2. When my wife and I have a problem, we ROKWTUO a solution we both agree on.
3. We made a BUTDEG so we don't spend too much money.
4. It really STHEBOR me when my husband leaves dirty dishes in the sink
5. I trust my wife, so I can really NOEPPU and tell her how I feel.
6. Our marriage CATTOCNR states that if we have children, they will have the same last name as their mother.



1. VOCABULARY

Make words from the scrambled letters. Write one letter in each square.

7. Traditionally, a husband is the DREWBRANNI for the family.
8. My parents and I have different PAXTOETEINSC about whom I will marry.
9. I don't HCEKCPUNO my husband to see if he is following the contract. I trust him
10. If a problem doesn't get solved, it gets bigger, and when this happens your wife might PLBOWU at you.



2. CREATE

- * Work in a small group. Create a role play. Follow the steps.
- * 1. Write each word or phrase from the word box on a small piece of paper. Fold the papers and mix them together in a container.
- * 2. Pick four pieces of paper and read them as a group. Do not show them to the class.
- * 3. Based on the words you picked, choose a situation from the list. As a group, create a role play about the situation. In your role play, use the four vocabulary words you picked.

* Situations

- * - Parents and other family members are talking to their son or daughter about his or her plans for marriage.
- * - Friends are discussing what kind of spouse they want.
- * - A couple is discussing their roles in their relationship (who will earn money, take care of children, cook, clean, etc.).
- * - Family members are talking about a couple that is breaking up or getting a divorce.
- * - Make up a situation

- * Practice the role play and then perform it for the class.
- * As you watch the role plays by the other groups, listen carefully for the four vocabulary words they use. Write them down. When the role play is finished, check to see whether your words match the pieces of paper that the performers picked.

Use comparative adjectives to express the idea of more: Our relationship is stronger than it was 10 years ago.

My second marriage is happier than my first.

As a gift, flowers are more romantic than books.

3. Use comparative adjectives to express the idea of less. My wife is less patient than I am.

Our marriage is not as strong as it used to be.

- There are some irregular comparative forms.

Work in a small group. Discuss the questions "Is it better to be married or single? Why?" use the adjectives from the box and add your own. Example:

A: I think it's more difficult to be single than to be married. If you're single, you're always looking for someone.

B: That's true. I think married people aren't as lonely as single people.

C: I know what you're saying, but . . .

* TRANSITIONS IN ORAL PRESENTATIONS

* POINTS OF EQUAL IMPORTANCE

* One reason is . . .

* Another reason is . . .

* And last but not least¹ . . .

* POINTS FROM MOST TO LEAST IMPORTANT

* The most important reason is . . .

* Another important reason is . . .

* A final reason is . . .



3. SPEAKING SKILL

PREDICTIONS WITH WILL AND IF-CLAUSES

Use will and will not (won't) to make predictions.

-Will is usually contracted in speech: It will rain again next week.

Tourists won't come to the shops and restaurants. They'll stay home

-Use probably with will to show less certainty.

Business will probably be slow all week. probably won't make enough money.

-Use if-clauses to talk about possible results in the future.

If the rain continues, we'll have a lot of problems



3. SPEAKING SKILL

In an oral presentation a speaker prepares a speech and presents it to an audience.

In this activity, you will give a 3—5-minute oral presentation on a controversial topic related to marriage.

Follow the steps. Try to use the vocabulary, grammar, pronunciation, and listening and speaking skills that you learned in the unit.*



3. SPEAKING SKILL

* STEP 1 :

- * Choose a topic for your presentation. You may choose one of the following topics or think of your own topic.
- * -living together before marriage
- * the rights of unmarried couples
- * -using dating services to find a spouse (Internet sites, speed dating)
- * -arranged marriages vs. love marriages



3. SPEAKING SKILL

* STEP 1 :

- * mixed marriages (religion, age, language, culture, race)
- * -types of families (blended,¹ single parent)
- * -living situations in marriage (long-distance marriages, living with relatives)
- * -divorce
- * -gay marriage
- * Other:

3. SPEAKING SKILL

- * Topic: Prenuptial Agreements
- * Opinion: I think prenuptial agreements are a good way to prepare for marriage.
- * STEP 2: Plan your presentation using the outline. Practice giving your presentation to a friend or in front of a mirror. Or videotape yourself with a cell phone or computer and review the video.
- * Introduction (1/2—1 minute)
- * Introduce the topic

3. SPEAKING SKILL

- * Give background information
- * State your opinion
- * Body (2—3 minutes)
- * Give two or three reasons for your opinion
- * State each reason
- * Explain each reason using details and examples
- * Conclusion (1/2 minute)
- * Restate your opinion
- * 'Make a concluding statement (e.g., summary of reasons, prediction for the future, quotation, question)

* **STEP 3: Give your presentation to the class. When presenting, look at the audience and use your outline as a guide. Speak loudly and clearly.**



5. ALTERNATIVE SPEAKING TOPICS

- * Look at the graph and discuss the topics. use the vocabulary and grammar from the unit.
- * Why Get Married?
- * Percent saying each is a very important reason
- * According to the survey, what do Americans feel is the most important reason to get married? What is the least important?
- * How do you think people in your home country would answer question 1? Is there a difference? Why or why not?
- * In your opinion, what two things listed on the chart are the most important reasons for getting married? What are the by least important reasons? Explain your opinion.



7. HOMEWORK

STEP : In this activity you will research an alternative marriage practice. Choose a topic from the box or think of your own.


gay marriage

civil unions	Internet brides	polygamy
dowry	matchmakers	serial monogamy



7. HOMEWORK

- * What is
- * What interesting information did you learn from the video? (Give specific facts and statistics.)
- * What controversial issues arise from this marriage practice?
- * After watching the video, what is your opinion about

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- * **STEP 3:** Meet in small groups with students who chose a different marriage practice. Talk about your topic and show your visual. Then answer questions from the group



THANK YOU!