

Love and Marriage Stories

Vocabulary development and lots of discussion on a topic that everyone likes talking about. The activities start with imaginary stories and can move onto personalisation for classes that know each other (or would like to know each other!) well.

by Alex Case

The class brainstorm some language to talk about love and marriage. They then make stories out of this vocab and compare them. They practice the language of advice with some imaginary problems, and can then move onto to a slightly risqué game asking personal (but not too personal!) questions on the topic.

30-75 mins.

Stage	Time	Procedure
1. Intro	1-2	a) Draw a big heart on the board and ask Ss what today's topic could be. b) Write 'Love and Marriage' in the heart.
2. Brainstorm vocab	10	a) Brainstorm vocab onto a 'mind map' on the board. Organise into verbs, adjectives and nouns. b) Start with anything students can come up with (e.g. 'kiss', 'date') and then start eliciting some more complex vocab (e.g. phrasal verbs such as 'cheat on', 'go out with', 'throw someone out'), especially the words and expressions in the pack of cards in 3 below (see worksheet).

<p>3. Love stories</p>	<p>15-25</p>	<p>a) Ask students which of the things on the board usually happens first (e.g. 'love at first sight' or 'blind date').</p> <p>b) Ask which is the end (e.g. 'divorce', 'visiting rights', 'golden wedding anniversary')</p> <p>c) Tell students you want them to arrange the vocabulary into a story.</p> <p>d) Give out worksheets with your chosen vocab.</p> <p>e) Ss make story in pairs. Monitor, and supply any language needs, such as different parts of speech.</p> <p>f) Feedback as class. Ask one group to tell the class about their story, and other groups to listen and tell class after how theirs is different.</p>
<p>4. <i>Optional extension- Advice Match</i></p>	<p>10-12</p>	<p>a) Pick one piece of vocabulary (e.g. affair) and tell class 'I have a problem, (my husband's having an affair). What do you think I should do?' Take suggestions from class. Then tell them that you will only accept advice containing one piece of vocab from the board/ worksheet. When someone finds one, get them to put the card with that piece of vocab on top of yours. Ask class if it is good advice. If so, the student can take the two cards and gets a point.</p> <p>b) Get the student who answered you to ask for advice using another piece of the vocab. Again, take advice from class.</p> <p>c) Brainstorm language for asking for, giving, accepting and refusing advice.</p> <p>d) Students in pairs deal out all the cards and play the game.</p> <p>e) Stop game when one group has used up all their cards. The winner is the student with most accepted answers.</p>

<p>5. <i>Optional extension/revision activity (future lesson?)</i> - Ask and Answer</p>	<p>15-25</p>	<p>a) Take out a coin and elicit the vocab 'heads', 'tails' and 'toss a coin'. b) Tell students that in this game heads equals ask and tails means tell. Write it on board. c) Take one of the cards from the pack (e.g. 'blind date') and ask the class to make a nice, interesting question out of it (e.g. 'Have you ever been on a blind date?'). Choose one of their questions, something interesting but not too personal. d) Toss the coin. If it is heads, explain that you can now ask the question to anyone in the class. Choose someone. If it's tails, explain that you have to answer it yourself and do so. e) Explain that students can make any questions they like from the vocab, but they have to be careful <i>because they might have to answer it themselves</i>. f) Put class into groups of 3 or 4 students. Give them a pack of cards and make sure they have a coin. Nominate a student in each group to take the first card and make the first question. g) Monitor- especially for use of the vocab on the cards.</p>
<p>6. <i>Optional extension-homework</i></p>		<p>a) Students could write 'Agony Aunt' letters using the vocab at home. b) In the next lesson, take in the letters and hand them to other groups. They then read the letter and discuss what their advice would be. c) Feedback as class.</p>