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One thing leads to another



You meet one another.



You finish your studies.



You're attracted to one another.



You go out with one another.



Your parents meet.



You get engaged.



You fall in love.



You get to know one another.



You get married.



You start living together.



You have children.



You go on holiday together.



A

Sraya and Haroon both lived in the town of Kanpur in India. Sraya first saw Haroon in 1951 and she thought he looked nice but they couldn't talk to one another. In fact, young Indian men and women couldn't get to know one another before getting married. Sraya told her father about Haroon and he went to visit the boy's parents. Sraya's father thought Haroon would be a suitable husband for his daughter and so Sraya and Haroon met and spoke to one another in front of relatives. Then they got engaged. The first time they were alone together was after the wedding. Today, Sraya doesn't think it matters if you know someone or not before you get married because life after marriage is so different from any relationship you have before. Haroon thinks his wife is more beautiful to him today than she was when they got married forty years ago.

B

During the second world war, Michel was serving as a soldier with the French army abroad. Madeleine lived with her family in Lyon, France and had just started working as a primary school teacher. One day, she read in the local newspaper that French soldiers serving abroad were looking for pen-friends and so she wrote her first letter to Michel. They wrote to one another for four years and today they both say that they fell in love through their letters. In fact they got engaged before meeting one another in person. When the war was over and Michel returned to France, Michel and Madeleine met for the first time. Now they have been married for nearly fifty years and neither of them regrets their unusual engagement.

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Worksheet

3

ACTIVITY

Pairwork: reading, speaking

AIM

To put the stages of a relationship in order according to different criteria.

GRAMMAR AND FUNCTIONS

Describing a sequence of events: *before/after* + subject + verb;

before/after + *-ing*

During and *for*

VOCABULARY

Stages of a relationship

PREPARATION

Make one copy of the complete worksheet, and cut texts A and B off as indicated. Make one copy of the 'stages of a relationship' at the top of the worksheet for each student in the class and cut them into cards as indicated. Make one copy of texts A and B for each pair of students in the class and cut them in half as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Give one set of cut-up 'stages of a relationship' cards to each student in the class. Do not give them texts A and B yet.
- 2 Ask the students to arrange the 'stages of a relationship' cards in order, according to what they think is usual for their own country.
- 3 When they have done that, ask them to compare results. In a class where the students come from a variety of different cultures, there are likely to be some differences from one culture to another; in a class where the learners all come from the same cultural background, people may have different opinions about what is usual.
- 4 When the students have compared their own opinions, ask them whether they think that the stages of a relationship may happen in a different order in other cultures.
- 5 Now ask the students to work in pairs of Student A and Student B.
- 6 Give each Student A a copy of text A and each Student B a copy of text B and ask them to read the passage you have given to them without showing it to their partner.
- 7 Now ask each student to re-arrange their 'stages of a relationship' cards in order, according to the relationship they have read about.
- 8 When they have done this, Student A and Student B should take it in turns to describe the relationship they have read about to their partner by referring to the order in which they have arranged their 'stages of a relationship' cards.

FOLLOW-UP

- 1 Ask the students to put the following actions in order, according to their own morning routine, leaving out any that are irrelevant:
 - get out of bed*
 - put clothes on*
 - put shoes on*
 - have breakfast*
 - have a wash*
 - clean teeth*
 - wash the dishes*
 - brush hair*
 - put make-up on*
 - read the newspaper*
 - listen to the news*
 - make the bed*
 - kiss members of your family*
 - say prayers*
- 2 Ask them to compare morning routines with a partner.