

# THEME 6 Culture and Civilization The Cost of Marriage

## Lesson 1: Vocabulary

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In this theme you are going to read two magazine articles about traditional events.

**Lesson 1: Vocabulary**

You are going to learn some of the vocabulary you will need to understand the articles.

**A** Describe a traditional event in your country. Answer these questions.

- 1 What is the event called?
- 2 When does it take place?
- 3 What does it celebrate?
- 4 How do you prepare for it?
- 5 What happens during the event?



**B** Read the text. Then match each green word to its dictionary definition.

What is the difference between *wedding* and *marriage*? The two words are very similar in meaning, but there are important differences.

A **wedding** is an event. It is the time when a man, called the **groom**, and a woman, called the **bride**, come together to get **married**. It is the special **ceremony**, perhaps in a religious place, when the man and woman become **husband** and **wife**.

Friends and **relatives** – mothers, fathers, brothers, sisters, etc. – come to the wedding and, in many countries, go to a **big reception** afterwards with special food.

What about **marriage**? A marriage is not an event. It is the connection between the bride and the groom after the wedding ceremony.

1 <b>bride</b>	a man who is getting married
2 <b>ceremony</b>	a man who is married
3 <b>groom</b>	a woman who is getting married
4 <b>husband</b>	a woman who is married
5 <b>marriage</b>	the adjective form of <i>marry</i>
6 <b>married</b>	a meal and party after a wedding
7 <b>reception</b>	someone from your family
8 <b>relative</b>	a special event, often in a religious place
9 <b>wedding</b>	the joining of a man and a woman at a special ceremony
10 <b>wife</b>	the relationship between a husband and wife

**C** Discuss these questions in pairs.

- 1 When did you last go to a wedding?
- 2 Who was the bride? Who was the groom?
- 3 Where did the ceremony take place?
- 4 Was there a big reception afterwards?

**celebrate** (v)  
**event** (n)  
**happen** (v)  
**prepare** (v)  
**special** (adj)  
**take place** (v)  
**traditional** (adj)  
**bride** (n)  
**ceremony** (n)  
**groom** (n)  
**husband** (n)  
**marriage** (n)  
**married** (adj)  
**reception** (n)  
**relative** (n)  
**wedding** (n)  
**wife** (n)

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### Answers

bride	a woman who is getting married
ceremony	a special event, often in a religious place
groom	a man who is getting married
husband	a man who is married
marriage	the relationship between a husband and wife
married	the adjective form of <i>marry</i>
reception	the meal and party after a wedding
relative	someone from your family
wedding	the joining of a man and a woman at a special ceremony
wife	a woman who is married

### Exercise C

Set for pairwork. Feed back orally.

### Closure

Give the definitions of the green words and elicit the words and / or flash the words if you have had time to make cards.

### Introduction

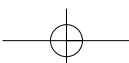
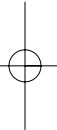
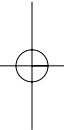
Begin to write each of the red words on the board. See if students can guess the words before you have written more than three letters in each case.

### Exercise A

Set for pairwork. Feed back orally.

### Exercise B

Set for individual work then pairwork checking. Feed back onto the board. Put students back into pairs to test each other on the words.



## Lesson 2: Reading

**Lesson 2: Reading**

**A** Discuss these questions.

Are you married?

**Yes**

- When did you get married?
- Where did you get married?
- Was it a big event? How many guests did you invite?
- Did you get lots of presents?

**No**

- When would you like to get married – soon, or after you finish your studies?
- Why will you get married in the future? OR Why might you not get married in the future?

**B** You are going to read a newspaper article about marriage. Look at the headline, picture and topic sentences on the right. What will the main point of the article be? Tick (✓) one.

Many people are not getting married because it is too expensive.

Governments have the answer to expensive weddings.

A history of marriage.

Marriage is expensive, but there are ways to make it cheaper.

The cost of marriage around the world.

**C** Read the topic sentences again.

- What information do you expect to find in each paragraph? Think about this, then ...
- Match each type of information in the blue box to the correct topic sentence.

**D** Read the article on page 14 of the Reading Resources book. Check your answers to Exercises B and C above.

**E** What conclusion do you expect to find in the final paragraph?

- Discuss in pairs.
- Read the final paragraph in the Reading Resources book.

**F** Summarise the article.

- What is the main problem?
- What are the solutions?
- Does the writer mention any problems with the solutions?

**Making Marriage More Affordable**



**a** Do you want to get married in the near future?

**b** In many countries in the world, weddings are becoming extremely expensive affairs.

**c** Young people in these countries know all about the cost of a wedding.

**d** In some countries, men solve the problem by marrying foreign brides.

**e** What can a government do about the problem?

**f** Another possible solution is the mass-wedding – ceremonies with hundreds of brides and grooms at the same time.

**g** Couples can save a lot by hiring their wedding clothes, particularly the bridal dress.

**a** government attempts to deal with the problem

**b** information about mass-weddings

**c** information about the cost of weddings in different countries

**d** information about ways the bride and groom can save money

**e** introduction to the article

**f** quotes from young people about the cost of weddings

**g** reasons for (and problems with?) marrying a foreign bride

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## Introduction

Say each of the green words from Lesson 1 and elicit a definition.

## Exercise A

Set for pairwork. Feed back orally from a number of pairs. Get students to ask you the questions, if you're prepared to answer them.

## Exercise B

Refer students to the parts of the text and remind them of the importance of preparing to read. Set for individual work then pairwork checking. Feed back, but don't confirm or correct at this stage.

## Exercise C

- Give students time to think about possible content in the paragraph that follows each topic sentence. With better classes, elicit some of the predictions, but don't confirm or correct.
- Set for individual work then pairwork checking. Feed back orally, but still do not confirm or correct.

## Exercise D

Set for individual work then pairwork checking. Feed back, ideally using a copy of the text on an OHT to enable you to highlight key points. Get students to explain why wrong summaries (B) are wrong and give evidence for the content of each paragraph (C).

Deal with any new vocabulary as you go through, especially *illegal*.

**Note:** Students should cover the final paragraph.

## Answers

**B**

Many people are not getting married because it is too expensive. This may be true, but it is not the main point.

Governments have the answer to expensive weddings. No, the article does not say this.

A history of marriage. No.

Marriage is expensive, but there are ways to make it cheaper. Yes – this is main point.

The cost of marriage around the world. No – cost is mentioned, but it is not the main point; there is certainly no comparison of cost in different countries.

**C**

Do you want to get married in the near future?

In many countries in the world, weddings are becoming extremely expensive affairs.

Young people in these countries know all about the cost of a wedding.

In some countries, men solve the problem by marrying foreign brides.

What can a government do about the problem?

Another possible solution is the mass-wedding – ceremonies with hundreds of brides and grooms at the same time.

Couples can save a lot by hiring their wedding clothes, particularly the bridal dress.

- e introduction to the article
- c information about the cost of weddings in different countries
- f quotes from young people about the cost of weddings
- g reasons for (and problems with?) marrying a foreign bride
- a government attempts to deal with the problem
- b information about mass-weddings
- d information about ways the bride and groom can save money

**Exercise E**

Set for pairwork. Feed back orally, but don't confirm. Then allow students to uncover the final paragraph and read. Indicate how the paragraph flows naturally from what goes before.

**Methodology note**

If students have correctly recognised the main topic, the topic of each paragraph AND the writer's opinion (see next lesson), they should be able to work out roughly the conclusion that the writer is going to draw.

**Exercise F**

Whole-group discussion. Remember: this is not a writing unit, so don't set this as a writing task.

**Possible answers**

- 1 The main problem is the cost of weddings.
- 2 Possible solutions are:
  - marrying brides with lower dowries
  - governments helping couples to pay the cost
  - economising on the cost of the wedding – mass-weddings, hiring wedding clothes
- 3 Possible problems with the solutions in 2 are:
  - not enough nationals to marry the local women
  - writer doesn't mention any
  - writer doesn't mention any

**Closure**

Ask the students:


- Do any of these problems exist in your country?
- Do any of the solutions exist?
- What do you think of the possible solutions?

## Lesson 3: Learning new skills

**Lesson 3: Learning new skills**

**A** What do the pronouns (in italics) mean in each of these sentences / phrases? Try to remember, then check with the text on page 14 of the Reading Resources book.

- 1 Even a relatively simple one can cost more than €80,000.
- 2 a sum paid by *her* father
- 3 But is *it* really a solution?
- 4 What can a government do about *it*?
- 5 *They* can be huge affairs, but all the couples share the cost.
- 6 However, *it* is only worn once and then put away.



**B** We have seen before (Theme 2) that we must distinguish fact from opinion.

- 1 What **facts** from the article do the numbers in the yellow box relate to?
- 2 Scan the text on page 14 of the Reading Resources book and check.
- 3 What **opinions** about weddings do these people and organisations have? Some are in the article; for others you must make an inference.
  - a Huda
  - b Huda's sister
  - c Nabilah
  - d Some governments
  - e Ali Salem
- 4 What opinions does the writer give in the article? Tick one or more opinions from the green box.
  - a Find evidence in the article.
  - b Read the Skills Check and check.

80,000	44,000	three	hundreds
80	650	16,000	thousands

**Skills Check**

**Recognising the writer's point of view**  
A writer usually has a point of view about a subject. A reader must recognise the writer's point of view. Why? Because it helps to evaluate the information the writer gives. If, for example, the writer thinks something is good, he or she may only give positive evidence. You need to look for information on the 'other side'.  
From the article on page 14 of the Reading Resources book, we can infer a number of the writer's opinions.

The writer says	Possible opinion
Even a relatively simple one can cost more than €80,000.	Weddings are too expensive.
Is this really a solution? It may create a bigger problem ...	Men should only marry nationals.
These schemes seem to be very successful.	It is a good idea for governments to help couples to get married.
It makes sense, therefore, to hire a dress for one or two days ...	Brides should rent their dresses.

5 What is your opinion about the statements in the green box?

Weddings are too expensive.  
 Men should only marry nationals.  
 It is a good idea for governments to help couples to get married.  
 Brides should hire their dresses.

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## Introduction

Flash the green words and elicit meanings, or say the text from Lesson 1 again but make mistakes for students to correct.

## Exercise A

Remind students of the importance of understanding pronoun reference. Go through the first two as examples. Set for individual work then pairwork checking. Then refer students to the text to self-check. Feed back, ideally using the OHT of the text.

### Answers

- 1 wedding
- 2 the bride's
- 3 marrying foreign brides
- 4 nationals marrying foreign brides
- 5 mass-weddings
- 6 a bridal dress

## Exercise B

Remind students about distinguishing fact and opinion.

- 1 / 2 Remind students also that facts often contain names and numbers. In this case, there are quite a lot of numbers. Set for pairwork. Feed back onto the board or do the activity as a teacher-paced one, i.e., say *Find what 80,000 relates to* and see who can find the answer the quickest in each case.
- 3 Point out that in this case, opinions are not clearly marked with words like *I think / believe* or *in my opinion*, but there are still several opinions. Set for pairwork. Feed back orally.
- 4 Point out that the writer's opinion is often even more hidden than the opinions of people who are quoted in an article. Writers usually don't say *I think / I believe*, but you can work out the writer's opinion because of things he / she says. Set for individual work then pairwork checking. Feed back orally.
- 5 Set for pairwork.

## Answers

- |         |           |  |
|---------|-----------|--|
| 1 and 2 | €80,000   | the cost of a relatively simple wedding  |
|         | 80%       | the percentage of loans that are for wedding expenses                                  |
|         | 44,000    | the number of couples who were helped to get married by a government scheme in the UAE |
|         | 650       | the number of grooms at Ali's mass-wedding   |
|         | 3 days    | the length of a traditional wedding in some countries                                  |
|         | €16,000   | the cost per couple of the mass-wedding  |
|         | hundreds  | the number of beads on a bridal dress  |
|         | thousands | the amount of euros that a bridal dress can cost                                       |

- 
- 3 a Huda – She thinks her sister’s wedding was a waste of money.  
b Huda’s sister – She thinks so, too.  
c Nabilah – She agrees.  
d Some governments:  
think weddings between nationals and foreigners should be illegal.  
think couples should be helped with the cost of their wedding.  
e Ali Salim – thinks mass-weddings are a good thing.
- 4 Answers given in the Skills Check box.

## Closure

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Feed back on Exercise B5 orally.

## Lesson 4: Applying new skills

**Lesson 4: Applying new skills**

**A** Match each adjective to a word / words to make phrases from the article in Lesson 2.

1 expensive	a affair
2 huge	b bride
3 wedding	c dress
4 traditional	d expenses
5 foreign	e reception
6 local	f wedding
7 bridal	g women

**B** You are going to read another newspaper article about marriage. Look at the headline, picture and topic sentences. What do you think the main point of the article will be?

**C** In the pink box, you can read the next sentence from each paragraph. Match the topic sentence and the next sentence.

**Example:**

Nisha Sharma is an ordinary young Indian woman.  
She is a third-year student of software engineering at Indraprastha University in Delhi.

**D** Read the article on page 15 of the Reading Resources book. Check your answers to Exercises B and C above.

**E** Guess the meaning of these words and phrases from context.

1 extraordinary	6 stacked
2 arrested	7 brand new
3 union	8 attacked
4 matches	9 walked out on
5 illegal	10 refused


**F** What conclusion do you expect to find in the final paragraph?

- 1 Discuss in pairs.
- 2 Read the final paragraph.

**G** Read the article again.

- 1 What is the writer's opinion of Nisha's actions?
- 2 What is the writer's opinion of the Dalal family's actions?
- 3 What evidence can you find for your answers?

**Paying the Price of Asking Too Much**



1 Nisha Sharma is an ordinary young Indian woman.  
2 However, on May 11th, 2003, this 21-year-old woman did something extraordinary.  
3 The union between Nisha and Munish was an arranged marriage.  
4 Nisha's family were prepared to pay money to Munish's family.  
5 Nisha's father agreed to pay 15,000 rupees to Munish's father.  
6 'Thank God the marriage did not take place,' said Nisha's mother.  
7 Nisha's actions made the front page of newspapers across India.  
8 Bride price is a big problem in India.

'What if they had hurt her or killed her?'  
Arranged marriages are normal in India. However, the actions of one brave woman may make a small difference.  
In addition, there were 'gifts' from the Sharmas to the Dalals.  
On that day, Nisha Sharma was getting married to Munish Dalal.  
She is a third-year student of software engineering at Indraprastha University in Delhi.  
This money is called a *dowry* by some people.  
They led to congratulations from Indian government ministers.

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### Introduction

Say some of the sentences from the article in Lessons 2 and 3. Ask students if each one is a fact or an opinion.

**Ask:** *How much is a husband worth?* Make it clear that you are making a joke – sort of! Remind students, if they are not aware of this, that in many parts of the world, people 'buy' a husband – that's the effect of bride price or dowry. Ask students if there is a similar idea in the Western World. If the students say no, point out that there is, in a way, or at least there used to be, because in many Western cultures the bride's father paid for the wedding.

#### Examples:

*Weddings are becoming extremely expensive affairs* = writer's opinion

*As many as 80 per cent of all personal loans in some countries are used to cover wedding expenses* = fact

### Exercise A

Do a couple of words as examples. Demonstrate that the same word can be used with more than one noun. Set for pairwork. Feed back onto the board.

#### Answers

- |               |             |
|---------------|-------------|
| 1 expensive   | a affair    |
| 2 huge        | e reception |
| 3 wedding     | d expenses  |
| 4 traditional | f wedding   |
| 5 foreign     | b bride     |
| 6 local       | g women     |
| 7 bridal      | c dress     |

### Exercise B

Follow the normal procedure for preparation. Feed back, but do not confirm or correct at this point.

### Exercise C

Demonstrate that students can link the topic sentences with the second sentences by using arrows. Feed back, but do not confirm or correct at this point.

### Exercise D

Refer students to the article. Set for individual work then pairwork checking. Make sure students cover the concluding paragraph.

#### Answers

**Topic sentences**  
Nisha Sharma is an ordinary young Indian woman.

**Second sentences**  
She is a third-year student of software engineering at Indraprastha University in Delhi.



However, on May 11<sup>th</sup>, 2003, this 21-year-old woman did something extraordinary. The union between Nisha and Sharma was an arranged marriage. Nisha's family were prepared to pay money to Munish's family. Nisha's father agreed to pay 15,000 rupees to Munish's father. 'Thank God the marriage did not take place,' said Nisha's mother. Nisha's actions made the front page of newspapers across India.

Bride price is a big problem in India.

On that day, Nisha Sharma was getting married to Munish Dalal. Arranged marriages are normal in India.

This money is called a *dowry* by some people.

In addition, there were 'gifts' from the Sharmas to the Dalals.

'What if they had hurt her or killed her?'

They led to congratulations from Indian government ministers.

However, the actions of one brave woman may make a small difference.

Point out to students, if they haven't noticed already, that it is strange that the mother was arrested, when it seems to be the father who caused the problem.

Also note, in case students ask, that although the cash gifts would have been given before the wedding, the gifts such as washing machines, etc., are still in the Sharma's living room because they are traditionally collected after the wedding.

## Exercise E

Deal with the new vocabulary.

## Exercise F

Set for pairwork. Feed back, eliciting some ideas. Do not confirm or correct.

## Exercise G

Set for pairwork. Feed back orally. Ask the students how they feel about Nisha's actions and the Dalal family's actions.

### Possible answers

- 1 The writer thinks she did a good thing – the adjective *brave* is used in the final paragraph.
- 2 The writer thinks he did a bad thing – the adjective *greedy* is used in the final paragraph.

## Closure

Ask what the writer's opinion is on other contentious points – in fact, there is no real evidence of how the writer feels about them. Ask the students how they feel about the points if you wish.