



You meet each other.



You finish school.



You're attracted to each other.



You go out with each other.



Your parents meet.



You get engaged.



You fall in love.



You get to know each other.



You get married.



You start going steady.



You have children.



You go on vacation together.



A

Maria and Juan both lived in the town of San Filipe in Mexico. Maria first saw Juan in 1951 and she thought he looked nice but they couldn't talk to each other. In fact, the only way they could meet was at the *Plaza*. There, young women with their mothers or chaperones walked one way around the square while the young men walked the other way. When they met, walking in opposite directions, the young man could nod and smile and the young woman could smile back if she was interested. When Maria's mother saw her daughter smile back at Juan, she told Maria's father who then went to visit Juan's family. Maria's father thought Juan would be a suitable husband for his daughter and Juan and Maria met and spoke to each other, but only in front of relatives. Then they got engaged. The first time they were alone together was after the wedding. Today, Maria doesn't think it matters if you get to know someone well or not before you get married because life after marriage is so different from any relationship you have before. Juan thinks his wife is more beautiful to him today than she was when they got married more than forty years ago.

B

During the Second World War, Rodrigo was serving as a soldier with the Brazilian army abroad. Monica lived with her family in Rio de Janeiro, Brazil, and had just started working as a primary school teacher. One day, she read in the local newspaper that Brazilian soldiers serving abroad were looking for pen pals and so she wrote her first letter to Rodrigo. They wrote to each other for four years and today they both say that they fell in love through their letters. In fact, they got engaged before meeting each other in person. When the war was over and Rodrigo returned to Brazil, Rodrigo and Monica met for the first time. Now they have been married nearly fifty years and neither of them regrets their unusual engagement.

One Thing Leads to Another

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 them without showing it to their partner.
7. Now ask each student to re-arrange the "stages of a relationship" cards in order, according to the relationship in the text.
8. When they have done this, Student A and Student B should take turns describing 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*
 - take a shower*
 - brush 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.