

WHAT'S NEW?**Communication Objectives:**

- Ss will be able to:
- use expressions for generalising and conditionals.
 - use vocabulary, phrases and idioms related to roles in the family.

Educational Objectives:

Ss will analyse the cultural meaning and significance of relationships between parent and child, husband and wife and other family members.

Connected Topics:

- | | | |
|------------------------------|---------------------------|-----------------------|
| - Birth rates | - Childcare | - Household chores |
| - Modern families | - Teenage mothers | - The extended family |
| - Working mothers | - Generation gap | - How to be a parent |
| - Fathers' rights in divorce | - International adoptions | - Arranged marriages |
| - Work-life balance | - Large families | |

Grammar:

Conditionals

Key Vocabulary:

adopted	desert	in-laws	monk	rota
allocate	domestic bliss	job pool	newlyweds	separated
blood ties	droves	juggle	nuclear family	skyrocket
boast	dual	leeway	onslaught	spark
contentious	extended family	liberation	paternity leave	step-children
corporate jungle	frazzled	lobbying	patriarchal	storm
custody battle	frown upon	maternity leave	pelt	tactics
dangle	high-powered	matriarchal	rabid	thwart
descendant	impresario	mirror	recourse	vicar

The BIG question: WHAT'S A NORMAL FAMILY?

Here students should think about the definition of family and family values. Can any family be considered normal when every family situation is unique?

VIEWPOINT

Facts: The significance of these figures lies in the fact that some countries have a low birth rate and that this affects their ability to maintain their population base. Two babies have to be born in every family to maintain population size. It is possible, however, to offset a declining population with more immigration, which is a common solution for many countries.

Source:

UN Department of Economic and Social Affairs, Population Division.

EQ: *How does your country compare? Why do some countries have more or less than two children per family? What might these countries' population size*

look like in fifty years? How might the following affect the estimate: death rates, immigration / emigration rates, poverty and disease rates? What effect would declining / increasing population size have?

Quote: Delia Ephron is an American author and screenwriter.

EQ: *How accurate do you think this description of an extended family is? Has the concept of family changed much in your lifetime? Is the changing family a good thing?*

1 WORD POWER

A 1 gets students to consider the different relationships within the family construct. Students will need to present an argument for their choices.

A 2 It is important that students should not be pressed to answer this question if they are reluctant to, as discussion about one's family can be difficult for some.

1 WORD POWER A1**Sample answers**

Top picture: whole picture – extended family; back row from left – cousins, nuclear family, newlyweds; middle row from left – divorced / separated, uncle / aunt, adopted child, cousins, in-laws; front row from left – single-parent family, nuclear family, cousins (young children). Lower picture: newlyweds.

B gets students to practise the generalising phrases in **Language Bank 15**.

1 WORD POWER B**Sample answers**

It's usually the case that people have extended family. **Most people say that** the nuclear family is not that common, but I think it is. **Everyone seems to think that** adopted children are not common, but I think they are more common than people think. **I don't know anyone who** hasn't got uncles and aunts.

ARTICLES**'New Wives' Opt For Home Life**

This article discusses an apparent trend in Australia and other developed countries. Through much of the last half of the 20th century women have worked hard to ensure equality in all areas of society. One of the most contentious was of course equality in the workplace. For most women this meant showing that they were the equals of men in terms of work output and efficiency. Although a great many women managed to create careers for themselves, many men maintained the gender roles of the previous generation. This meant women had to handle both their jobs and the workload at home. Some of today's new mothers have apparently largely decided to abandon this busy lifestyle for a more traditional one, taking advantage of the maternity leave offered. In the UK mothers are entitled to 26 weeks maternity leave. Many other countries offer up to a year.

EQ: *How busy do you think your mothers' lives are today? Do you think the trend in the article is widespread? What is more important – having children or having a career? How long should mothers get for maternity leave? How old should children be before they go into childcare?*

Fight for Fathers' Rights

This article discusses the issue of fathers' parental rights after a divorce. The divorce rate in many countries has been increasing. In the UK, for example, nearly half of all marriages end in divorce, and the children are caught up in the process. Numerous studies point out some possible effects to these children's emotional, social and mental development. While many countries grant joint custody, UK courts take the view that children should be given solely to one parent, in most cases the mother. As the article states, some mothers can make it near impossible for fathers to have any visiting rights.

EQ: *What is the divorce rate in your country? What are some common reasons for divorce? What effect does divorce have on children? In the US, several states have special marriage contracts which make it extremely difficult to get divorced. What do you think of this idea?*

2 READING

A 1 is a skimming activity that will help students with the Use of English section of the CAE exam and the Reading section of IGCSE.

2 READING A1, A2**Answers**

1 Many women don't return to paid work until after the children are at school. A small number stay at home and don't go back to work at all.

2 (Sample answers) If I have children, I will put them before career. / If I have children, I will do things differently from my parents. / If they had families and careers, they would be busy but more content. / If I was an older woman, I would point out that women nowadays only had a choice because of what we did before. / If I was an older woman, I would advise my daughter to take it easier.

B reflects on-the-spot discussions that appear in the Trinity Spoken exam. Encourage the students to use vocabulary from the text and try to be concrete in their arguments.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate on

issues that are not explicitly stated. You may want to help the students by suggesting different areas, such as marriage, children, careers, education, fun.

C 2 This question requires students to speculate on the possible benefits of having children with only one parent. You can make this discussion more controversial by asking students to compare how well single mothers would do compared to single fathers.

3 SPEAK YOUR MIND

This section covers the topics of: the meaning of family, work-life balance, childcare, and fathers' versus mothers' rights.

A EQ: *What does family mean to you? Do couples need children to be a family? Are your views on family similar or different to the rest of society?*

B EQ: *Is it possible to have two working parents and a happy family? Can you have it all? Many people are choosing to work fewer hours to balance their lives. What would life be like only working 20–25 hours?*

C EQ: *How expensive are each of these childcare options? Do mothers get maternity leave in your country? If not, why not? If so, how long do / should they get?*

D EQ: *Why are mothers more likely to be given custody of children? Do fathers make good single parents?*



4 LISTEN

DVD

This audio clip is from a BBC Northern Ireland radio show. The interviewer is from Northern Ireland and Courtney Cassidy, the teenage mother, is from the English Midlands. The issue of single mothers leads to frequent debates in British society. Conservatives often believe that social constraints have become too lax and welfare only perpetuates the problem. More liberal people see the issue as an unfortunate result of poor education and poverty.

4 LISTEN B

Answers

B 1 media	2 three	3 three	4 planned
5 sister	6 older	7 seventeen	8 career

5 TEAMWORK

This activity is designed to get students to do two things. Firstly, it will allow them to discuss their families, using vocabulary that will be useful in the exam, but they can talk about friends too if this is easier. Secondly, it will give them the opportunity to discuss generational differences. Overall, this activity will prepare the students to discuss their families in a much more concrete way in the exam.

6 CONTROVERSY

In some developed countries the topic of international adoptions is not even discussed, while in others it seems to be an issue that is strongly debated and even resented. It is clear that the people adopting from other countries show their commitment to the child they are adopting by going to great expense to complete often complicated administrative procedures, but it is hard to deny that these adoptions are often made possible only through a large disparity in the standard of living between the developed country and the developing country. Is it in the best interest of the adopted children to remain in their own country with few future prospects or to be adopted by a foreign family with a better standard of living who can offer them more prospects in life?

Sources:

The Complete Guide to Foreign Adoption, Barbara Bascom
From China with Love: A Long Road to Motherhood, Emily Buchanan
<http://international.adoption.com>
www.dfes.gov.uk/adoption

EQ: *Do you see these international adoptions as baby-buying? How do you think people in the UK or other developed countries would react if individuals from developing nations came to adopt children from their countries?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

From Family History to Community History, W.T.R. Pryce
www.bbc.co.uk/history/familyhistory
www.thefamilyhistoryproject.co.uk

B Sources:

Wedding Invitations, Announcements, Place Cards, and More, Bette Matthews
www.timesonline.co.uk/section/0,,20989,00.html,
<http://listings.nytimes.com/classifiedsmarketplace/>

8 HOME ECONOMICS in English [CLIL]

The family was initially a little wary about sharing their particular situation, as they had encountered problems with media interest in the past. Similarly, Catherine has observed that there are often misperceptions about large families. In her family's case, she says on her website that many people assume that she must be religious, not believe in birth control, or be very rich. None of which is true. With a great sense of humour, she states quite simply that she and her husband Reg simply love children.

There are of course some difficulties in managing a large family. They need an extra-large van to take the whole family. Catherine has to do 12 loads of washing, twice a month, but she does get a lot of help from her husband and children. The children have home schooling, mainly because it is too far to go to the nearest English-speaking school every day. The family is English-speaking, but they live in a mostly French-speaking part of rural Quebec.

Source:

www.plomp.com/mabear

EQ: *How common are large families in your country? How are large families viewed in your country? What would it be like to have 10 brothers or sisters? In what other ways would being part of a large family affect your life? Would you want that many children yourself?*

9 FURTHER DISCUSSION

This section covers household chores, members of extended family, parenting skills, and arranged marriages.

A It might be useful to brainstorm vocabulary relating to household chores on the board, for example, washing up, doing laundry / washing, etc.).

EQ: *How do these compare with people your age? Should parents have to pay children a weekly allowance to help with the chores?*

B Try to get students to compare these relationships with other cultures.

EQ: *Do your grandparents or other relatives live with you? What are the advantages and disadvantages of having extended family nearby? Should extended family members have a say in how your family operates?*

C Ask students to think about parenting as another stage in life.

EQ: *If we expect people to behave in a certain way, should we make sure that parenting is standardised? If parenting were regulated, who should decide how it should be done? Is having children a right or a privilege?*

D Try to get students to think about countries that have arranged marriages and what the cultural reasons behind it might be.

EQ: *Why do people marry? Why might people choose not to marry? Do you think parents know better than their children about whom they should marry?*

10 Your answer: WHAT'S A NORMAL FAMILY?

This question tries to get students to address a very basic concept of family. Marriage and family are often seen in ideal terms, whereas in many developed countries they have been evolving. Non-standard families from divorce, separation, single-parenting, adoption, step-children, all seem to be in the increase. The question must then be asked: Is it fair to present the nuclear family of father, mother and 2.4 kids as the model for all families to live up to? Or is it simply another variation of family?

WORKBOOK**1 WORD POWER**

This activity will get students practising conditionals as shown in **Language Bank 15**.

1 WORD POWER**Sample answers**

1 If I need advice, I ask my parents. **2** If I see her, I will tell her. **3** If I won the lottery, my family would be very excited. **4** If it had been me, I would have

gone out of the room. **5** If I'm late, my parents get worried. **6** If you love each other, you will have a happy family. **7** If I was / were a divorced father in Britain, I would try to see my children as often as possible / every day / week. **8** If I had known ten years ago what I know now, I would have become a teacher.

2 WRITING

A You can help students by suggesting they start with themselves, then cover each immediate family member's activities over the past five to ten years.

B You can help students by getting them to think about how life might be different. Ask them to think about: technology, politics, world affairs, economy, natural resources and the environment.

3 SPEAKING STRATEGIES: Emphasising a point

This activity is the one of the basic techniques that students should learn to give better presentations. In trying to emphasise modal verbs and negatives, the students will grasp how the rhythms of speech differ when used for emphasising.

3 SPEAKING STRATEGIES		Sample answers
1 do not	2 never expect	3 do place
4 is not	5 should not	6 do function
7 would argue	8 should matter	

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1 e **2** f **3** c **4** a **5** d **6** b

1 a chip off the old block = exactly like your parent
2 Blood is thicker than water = Family is more important than other people
3 a mummy's boy = spoiled, immature man
4 a family man = man who considers his family very important
5 a ready-made family = step-children through marriage, without giving birth to them or adopting them
6 the black sheep of the family = person in family who is not considered respectable or successful

- *Why are some family members more successful than others?*
 - I think it really depends on whether someone is *the black sheep of the family*. Some people just don't seem to do very well.
 - Well, it depends a lot on the success of parents. Children tend to be *chips off the old block* and follow their parents' lead.
 - I suppose it has to do with how much freedom you have as a child. I'm sure that being *a mummy's boy* would stop you from taking risks.
- *Is it easy to be independent from your parents?*
 - I am not *a mummy's boy*, so yes I am very independent.
 - *Blood is thicker than water*. You have to accept that those ties are there forever.
 - I'm *the black sheep of the family*, so I've always been pretty independent.
- *When do you think people are ready to settle down and have a family?*
 - I'm not sure all men are *family men*. Maybe some will never settle down.
 - When I met my husband he already had children, so I had *a ready-made family*.
 - I'm *a chip off the old block* alright, just like my mum, I want kids right away.