

21st century families

LEARNING OUTCOMES

- I can learn about family life in other cultures and use what I learn to make connections with my own culture.
- I can talk about family life and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

- average [adj]:** the amount that is typical of a group of people
- common [adj]:** frequent or usual
- different [adj]:** not the same as another person or thing
- household [n]:** the people who live in a house or flat
- married [adj]:** when you are someone's husband or wife
- popular [adj]:** something that many people like
- population [n]:** all the people who live in a particular place
- size [n]:** how large or small something is
- together [adj]:** with each other
- transport [n]:** a method of travelling from one place to another
- typical [adj]:** like most people or things of the same type

WARMER

Find out how many brothers and sisters each student has. Ask students to raise their hands if they are an only child; if they have one brother or sister; if they have two brothers or sisters; etc. Elicit words for family members, e.g. aunt, uncle, cousin, grandparents. Ask students how many people are in their extended family and how many generations there are.

1 In pairs, students discuss the information in the table and answer the questions. Allow time for ideas to be shared with the rest of the class.

2a Ask students to read the texts quickly and find the answer.

Answer

The country with the largest households is India.

2b Students read the texts again and decide if the sentences are true or false. When students have finished, check answers as a class.

Answers

1 F 2 T 3 F 4 T 5 T 6 F

2c Students read the statements and decide which country each statement is about. They write the name of the country. Check the answers as a class.

Answers

1 the UK **2** India **3** India **4** the UK
5 the UK **6** India

Gateway to culture

3a Students work in pairs and discuss their answers to the questions. If you like, ask some students to share anything surprising or interesting about their answers with the class.

PROJECT

3b Explain to students that they are going to work in groups of three or four to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose a country they are interested in to make comparisons with their own country. Try to ensure a good mix of countries between groups. For Step 2, students follow the points for their Internet research to prepare information for their presentation. Encourage them to use official government websites for their research as the statistics on these will be more reliable. They should look for the word 'org' at the end of the website address. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 3, allow students to choose how they would like to present their findings. Encourage them to use graphs or pie charts to present any statistical information they have found.

3c Allow some time for class preparation before each group presents their ideas to the class. Encourage them to notice any similarities and differences between their own country, and the countries each group chose.