

# The Big Picture

## Materials and Resources for ESOL Tutors

### Section B: Daily life



## 6 Family life

### Lesson plan and exercises

#### Objectives

The students will be able to:

1. Read and write about family life
2. Compare family life in Ireland with other countries
3. Talk about family

# Contents

---

---

## Section B - Daily Life

### **6 Family Life**

#### **6.1 My Family**

- Lesson Plan 113
- Student Writing 115
- Reading Comprehension 116
- Vocabulary 117
- Family Photos Text 118
- Family Photo Writing 119

#### **6.2 Comparing Countries**

- Lesson Plan 120
- Student Writing 122
- Country Profiles 123
- Writing Frame 124

#### **6.3 My Life as a Parent**

- Lesson Plan 125
- Text 1 127
- Reading Comprehension 128
- Linking Words 129
- Text 2 130
- Reading Comprehension 2 132

## 6.1 My Family - Lesson Plan

Objectives:	At the end of the activity students will be able to: read about and discuss family information, ask and answer verbal and written questions regarding families and write short texts giving personal information about families, describe photos and activities	
Functions:	Reading comprehension, writing short texts, question forms, vocabulary building	
Level:	Beginner to Elementary, ESOL Literacy, Basic Literacy	
Materials:	• Student Writing	Page 115
	• Reading Comprehension	Page 116
	• Vocabulary	Page 117
	• Family Photos Text	Page 118
	• Family Photo Writing	Page 119

### Instructions for Beginning ESOL Students:

#### Text

1. Go over any vocabulary not previously covered. Some introduction of past tense may be necessary (died, was, didn't come).
2. Read each text aloud and have students follow. Have students read once, silently. Ask comprehension questions after each text.
3. For consolidation of family vocabulary, give students the **Family Vocabulary Activity Sheet**. Have them underline family words in the text and then put them in the correct box.
4. Ask about vocabulary they already know and put those in the correct boxes. Have students look at remaining words in the lists below the box and put them in the correct box.  
Check as a class.
5. Give students the **My Family - Reading Comprehension**. Introduce the idea of scanning and have them look only for the specific information in the questions. They may work in pairs or individually. Have them write the correct name in the space next to each question.  
Check as a class.
6. Ask them to ask you the questions in the "Ask Your Teacher" activity. Have them write the answers in the box and write each answer on the board, if necessary. Ask them questions to make sure they understand (How many people are there in my family?).

## 6.1 My Family - Lesson Plan (continued)

---

### Extension:

If students are willing to talk about their families, have them write and ask each other questions. The questions could be created as a whole class activity: students either dictate the questions to the teacher or write them on the board. In pairs, have them ask a selected number of questions. Have them report to the class information they have learned. Write any new words or phrases on the board.

### Photo Writing

1. Tell the students someone is writing about a member of their family. Hand out the **Family Photos Text**. Ask students to fold the paper in half and look at the photo and the question. Ask for possible answers and write them on the board. If students want to give more information (where he is from, what his name is, etc.), include these guesses on the board.
2. Have the students read the text and find the answers. Check the answers as a whole group.
3. Do the same with the second text.
4. If possible, use a family photo (enlarged, photocopied or on an overhead transparency) and model your own text or ask students to ask you questions and write the answers on the board.
5. Ask your students to bring in a family photo for the next class. If they don't have one, have them take a digital or instant photo, draw a picture or take a photo of classmates and write about classmates instead. Students can write the text as homework for the next class as an in-class assignment.
6. Put students in groups and have them ask and answer questions about the photos or drawings. Have them change groups once or twice and do the same again.

### Extension

1. Make a class book or wall display of the writings and photos (photocopy or scan in the photos if students are afraid of losing them). Use them for future class activities, where more information can be added on if there is a birth, visit of family member, marriage, etc. Do the same with your own family, or use a popular movie star, politician, etc. for future classes.
2. This may be done as a group activity. Keep each student's story on a separate transparency or flip chart for the student to copy later.

**Read the texts and do the exercises on page 116.**



My mother is still strong. She is 95 years old. She gets up at half past four every morning. She brushes her teeth. She wakes her little nephews and nieces. Then she goes into the kitchen and cooks breakfast. After breakfast, she washes the dishes. Sometimes she does the housework: cleaning, washing, and cooking. My mother is still living in Vietnam. She didn't come with me to Ireland.

### **Van**

My family has four people: my parents, my brother and I. I am the youngest in my family. Both sad and happy come to my family now. My family was divided. My parent and I live in Ireland, but my brother lives in America now. We talk to each other on the phone, but we hope one day we can meet him here.

### **Tranh**

*My name is Minh. I come from Vietnam. In 1999 I came to Ireland.  
I am living in Blanchardstown. I'm single and I don't have any children.  
My father died when I was 2 years old.  
My mother died in 1991. I have 9 brothers and sister's.  
My oldest brother's name is Lan My oldest sister's name is Mai.  
My youngest sister's name is Tan.  
We live in Blanchardstown. My other brother's and sister's are living in Vietnam.  
Although I like living here, I miss my family, my friends and my country.*

*Minh*

## Reading Comprehension

Van ?

Tranh ?

Minh ?

### Who is it

Look at the **My Family Student Writing**. Read each sentence below. Which person is it? Write the correct name next to the sentence.

Example: His mother is 95 years old.

Van

1. There are four people in his family.

2. He lives in Blanchardstown.

3. His brother lives in America.

4. He has 9 brothers and sisters.

5. His mother lives in Vietnam.

6. He came to Ireland in 1999.

### Ask Your Teacher

Write the correct verb in each blank. Ask your teacher these questions. Write the answer in the box next to the question.

1. How many people \_\_\_\_\_ there in your family?

2. Where \_\_\_\_\_ you live?

3. How old \_\_\_\_\_ your mother?

4. How many brothers \_\_\_\_\_ you got?

5. \_\_\_\_\_ you have any children?


# Vocabulary



**Look up these words in the dictionary. Put them in the correct box.**

- aunt
- uncle
- son
- daughter
- grandfather
- grandmother
- grandparents
- parents
- mother-in-law
- father-in-law
- sister-in-law
- brother-in-law
- stepchild
- step-son
- step-daughter
- step-father
- step-mother
- children
- cousin
- child
- husband
- wife
- great-grandfather
- great-grandmother

**Write the names of family members in the correct box.**

Male	Female	Both

### Read the texts and answer the questions



In this picture you can see my husband.

This picture is in 1999 in the summer.

The weather is hot, so he is not wearing a jacket. He is at the Great Wall of China.

He is talking to my mother on the phone.

My husband is 48 now. In this picture he is 43.

**Who is in the photo?**

**When is it?**

**Where is it?**

**What is the person doing?**



This is a photo of me and my daughter, Katya.

We are in the Cabra library. I am using the computer and Katya is helping me!

She is two years old, but she knows the alphabet in English and Ukrainian.

She likes me to read stories to her, so we often come to the library. We read a story every night before she goes to bed.





## 6.2 Comparing Countries - Lesson Plan

Objectives:	By the end of this activity students will have: <ul style="list-style-type: none"><li>• increased vocabulary to do with living in Ireland</li><li>• practised reading comprehension skills</li><li>• practised joining sentences with appropriate linking words</li></ul>
Skills practised:	Reading, writing, speaking (making a presentation)
Materials:	<ul style="list-style-type: none"><li>• Student Writing Page 122</li><li>• Country Profiles Page 123</li><li>• Country Profiles Writing Frame Page 124</li></ul>
Level:	Pre-Intermediate to Intermediate Language

### Key Vocabulary

- population
- birth rate
- mortality rate
- life expectancy
- upbringing
- standard of living
- salary
- average

### Focus on Language

Comparatives / Question Forms

### Instructions:

- Family Life Text**  
**Pre-reading:** Look at the title and the author's name/country. Ask what the students know about Belarus. Predict what information the text will include.
- Key vocabulary and phrases:** Give examples, putting words in context (for example What's the birth rate in Ireland/your country?)
- Reading:** Students underline new words/phrases. Ask questions to check comprehension. Dictionary work (English-English dictionaries).
- Comparing Countries Worksheet**  
**Speaking:** Students work in pairs to discuss/guess the answers to the chart for Ireland. One person per pair takes notes.
- Introduce **question forms**. Students work in pairs to write down the questions.
- Speaking:** Students interview the teacher about Ireland and fill in the chart. Discuss if their answers were correct. Students fill in chart about own countries and practise interviewing other students in pairs.
- Introduce **comparatives**. Model examples on board, asking for comparative sentences from the students about the different countries in their charts.

## 6.2 Comparing Countries - Lesson Plan (continued)

---

---

8. **Comparing Countries Writing Frame**      Finish the sentences Students use the information in their charts to complete the sentences.
  
9. **Writing frame:**      Students use the writing frame to write about their own countries. Model an example text on the board first about Ireland.  
Do this as a whole group activity (i.e. ask for information from students).
  
10. **Speaking:**      Students make presentations about their countries.  
Encourage active listening by asking the students to take notes/ fill in a chart as they listen and retell the main points afterwards in pairs / small groups.

### Suggestions for extension/consolidation activities:

- Do a web search to find about different countries;
- Make a poster/information sheet;
- Interview other students from different groups;
- Make recordings of presentations and play back;
- Record presentations onto cassette for feedback/error correction/FETAC Language portfolios.

### Family Life in Belarus



### Student Writing

I would like to talk about family life in the Republic of Belarus.

Families usually have one or two children.

Usually both parents work.

The mortality rate is higher than the birth rate.

Children go to crèche and playschool until they are six years old.

In my opinion, upbringing in the family is better than going to crèche or playschool.

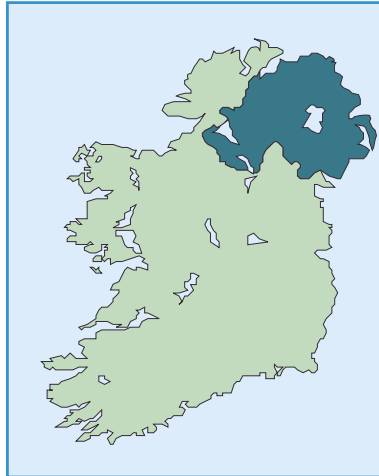
Women work like men. However, the salaries are very low.

Because the standard of living is low, the birth rate is low too.

In conclusion, it is necessary to change the government and hope that the situation will improve.

### Anatoly from Belarus

## Country Profiles



1. Talk to a partner. Discuss the chart for Ireland. What do you think? Write down some notes.
2. Then interview your teacher about Ireland and fill in the chart. Were your answers correct?
3. Fill in the chart for your country.
4. Interview another student from a different country. Fill in the chart.
5. Discuss. Compare different countries.

	Ireland	Your country	Your partner's country
Population			
Birth rate			
Life expectancy for men			
Life expectancy for women			
Average number of children per family			
Average salary (per month or per year)			
Do women and men do the same jobs?			
Do children usually go to pre-school (crèche or playschool)?			

## Writing Frame

**Use the information from the chart on page 123, to finish the sentences.**

1. The population in my country is bigger than in.....
2. Women live longer than men in .....
3. People earn more in .....  
than in .....
4. More women work as ..... than men  
in.....
5. Families in .....are bigger than in  
.....

### **Write about your country.**

The population of ..... is.....

.....  
.....  
.....  
.....

Families usually have .....children.

.....  
.....

The average salary is.....

.....

Typical jobs are .....

.....

The standard of living is.....

.....  
.....

### **Speaking.**

Make a short presentation about your country.



“Today I would like to talk to you  
about.....

Firstly, .....

Secondly,.....

Finally,.....”

## 6.3 My Life as a Parent - Lesson Plan

Objectives:	By the end of this activity students will have: <ul style="list-style-type: none"><li>• increased vocabulary to do with living in Ireland</li><li>• practised reading comprehension skills</li><li>• practised joining sentences with appropriate linking words</li></ul>
Skills practised:	Predicting, speaking, reading, writing
Materials:	<ul style="list-style-type: none"><li>• Text 1 Page 127</li><li>• Reading Comprehension Page 128</li><li>• Linking Words Page 129</li><li>• Text 2 Page 130</li><li>• Reading Comprehension 2 Page 132</li></ul>
Level:	Pre-Intermediate to Intermediate ESOL Literacy (adapt first text as required)

\*Please note: the reading text is at two different levels.

Higher level students can work on text 2, page 130 with reading comprehension questions, page 132.

### Key Vocabulary

• **customs** • **culture** • **childminder** • **patience** • **to bring up children** • **fluent**

### Focus on Language

Relative Pronouns: who /where /when

Linking words: and /but /so

### Instructions:

1. **Pre-reading:** Students discuss questions in pairs.
2. Elicit feedback, encouraging students to predict what the text is about.
3.
  - Pre-teach vocabulary.
  - Put a few words that appear in the text on the board/flipchart.
  - Students work in pairs to explain the words to each other in English, using English/English dictionaries if necessary.
  - Feedback from whole group.
4. Students read the text once for general understanding.
5. Ask questions to check comprehension. Encourage students to compare what they predicted the text would be about to what they read.
6. Students read the text a second time and work in pairs to complete reading comprehension activity (multiple choice).

## 6.3 My Life as a Parent - Lesson Plan (continued)

---

---

7. **Speaking:**
- Do in pairs/small groups first.
  - Encourage students to think of two things that are difficult/not difficult about life as a parent in Ireland (OR life in Ireland generally) and to write them down.
  - Ask for feedback and write up each pair's/group's two things in a spidergram on board/flipchart.

These ideas can then be expanded on for students to write about the topic themselves/ write a comparison between life in Ireland and their countries.

8. **Linking words:**
- Model an example on board/flipchart.
  - Pairwork.

### Further ways to practise linking words:

- Students circle/underline given linking words (and/so/because/but) in a text.
- Matching sentence beginnings and endings using linking words.
- Give out cards with linking words. Students write own sentences using one linking word per sentence.
- Blank out linking words in a simple text. Gap-fill exercise.



## My Life as a Parent - Text 1

### Speaking

Before you read, look at the title and the author's name at the bottom of the page. Talk to a partner.

Answer these questions

- What do you think is different about life as a parent in Ireland?
- Where is the writer from?
- Write down three things you know about her country.



### My Life as a Parent in Ireland

I would like to write about my life as a parent in Ireland.

All my family are from Peru.

The customs in Peru are different from Ireland.

My husband and I went to work.

Our parents looked after our two children.

This is normal in Peru.

The grandparents spend a lot of time with the grandchildren.

It is also easy to get a childminder.

The childminder looks after your children in your home.

We came to Ireland because we wanted a better life for our family. We do not have family here.

At the beginning I had terrible English. It was not easy.

The customs in Ireland are different. The food is different.

It is a different culture. There are different ways to bring up children.

Your children fill your time with love and patience but it is difficult and lonely without your family.



### Erika from Peru

## Reading Comprehension

### Reading

Read the text. Work alone or with a partner.

Circle the correct answer (a, b or c).

The first one is done for you.

1. a. Some of her family are from Peru.  
 b. All her family are from Peru.  
c. All her family come from Ireland.
2. a. In Peru she looked after her children at home.  
b. In Peru the grandparents looked after the children.  
d. In Peru her husband stayed at home.
3. a. The family came to Ireland to learn English.  
b. They came to Ireland to look for a better life.  
c. They came to Ireland because they had family here.
4. a. Her English was fluent when she arrived.  
b. Her English was good when she arrived.  
c. She only had a little English when she arrived.
5. a. The customs in Ireland are very similar to Peru.  
b. Parents have different ways of bringing up children in Ireland and in Peru.  
c. The food in Ireland is the same as in Peru.

### Speaking

What is difficult for her about living in Ireland?

What do you think is difficult about living in Ireland?

What is easy?



# Linking Words

## Writing

Linking words



- A. Write the sentences again. Use a word from the box for each sentence. The first one is done for you.

but

so

and

1. Your children fill your time with love and patience **but** it is difficult and lonely without your family.
2. We came to Ireland because we wanted a better life for our family. We do not have family here.

- .....
- .....
3. At the beginning I had terrible English. It was not easy.

- .....
4. The customs in Ireland are different. The food is different. It is a different culture.

.....

.....

## B. Relative Pronouns

Use one word from the box in each sentence.

when

where

who

1. Our parents looked after our two children \_\_\_\_\_ my husband and I went to work.
2. In Peru it is easy to get a childminder \_\_\_\_\_ looks after your children in your home.
3. All my family are from Peru \_\_\_\_\_ the customs are different from Ireland.

## My Life as a Parent - Text 2

---

**Read Text 2 for more information and answer the questions on page 132.**

I would like to write about my life as a parent in Ireland.

All my family are from Peru. The customs in Peru are different from Ireland. My husband and I have two sons.

When we were in Peru our parents supported us because we were working every day and they looked after our children. This situation is very normal in Peru. The parents always give their sons or daughters a hand.

In addition, I could say the grandparents often spent more time with our children than us. Furthermore, if you could not get any help it is easy to get a childminder in Peru to look after your children at home.

In our own experience, we brought our children to Ireland because we wanted a better future for them and for us too.

We feel that Ireland has a very different lifestyle and we do not have family here to ask for help. We are on our own.

One of us has to stay at home to look after the children because they need supervision.

At the moment, my husband is doing his PhD in Physics, so I stay at home.

At the beginning I also had terrible English. So it was not as easy as I hoped.



## My Life as a Parent - Text 2 (continued)

---

Some of the customs in Ireland are different. When my eldest son started school he complained every day that the other children had crisps and sweets in their lunch boxes. His friends do not have strict times for watching TV and bedtime. We supervise our children. They have set times for going to bed and for watching TV. It was terrible for my husband and I. We had to talk to him about our customs and different views on bringing up children.

In conclusion, we understand how important the family is and how important our children are. We have learned to manage without our family but I can not say that it is easy.

In my opinion, when you are from another country it is quite difficult and lonely without support and without your family, even if your children fill your time with love and patience.

### **Erika from Peru**



## Reading Comprehension 2

---

---

Read **My Life as a Parent Text 2**, on page 130 and write the answers to the questions.

1. What situation is normal in Peru?  
.....
2. Is it difficult to find a childminder in Peru?  
.....
3. Why did Erika's family come to Ireland?  
.....
4. What does Erika's husband do?  
.....
5. What was Erika's English like when she first arrived in Ireland?  
.....
6. Write about two things that Erika found difficult when her son started school in Ireland.  
.....  
.....
7. What is the most difficult thing about living in Ireland for Erika and her husband?  
.....

### Questions for discussion

- What is the childcare situation in Ireland?  
In your country...
- Do both parents usually work?
- Is it easy to find childcare?
- Does the government subsidise childcare?

