

GRADE 10: IDIOMATIC EXPRESSIONS

ROLES IN THE FAMILY

The breadwinner

A wage slave

Put food on the table.

Starved of attention

The black sheep of the family.

Be a good role model.

Set a good example

Like father, like son. / A chip off the old block./ The fruit doesn't fall far from the tree.

Nuclear family/ extended family/ one parent family

Tied to his mother's apron strings./ A mummy's boy.

Spread your wings.

Fly/ leave the nest

Cut the apron strings .

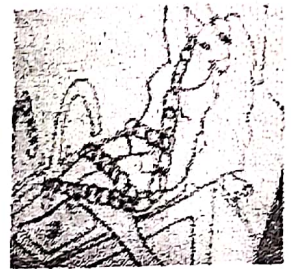
Stand on your own two feet.

Blood is thicker than water.

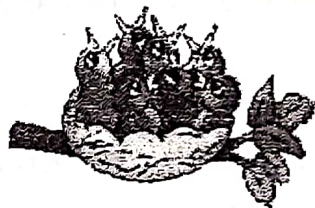
EQUAL OPPORTUNITIES



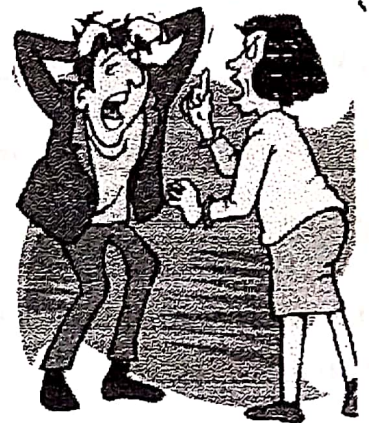
Bring home the bacon.



Chained to the kitchen sink.



A lot of mouths to feed.



Henpecked.

Roles in the family (A) Equal opportunities (B)

WHAT IS A TYPICAL UK FAMILY?

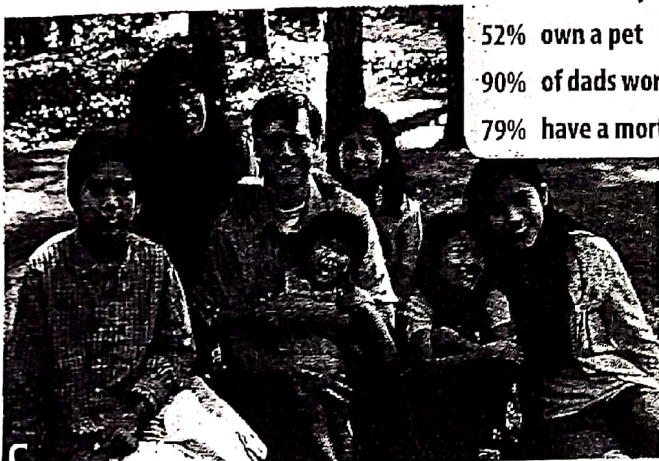


A

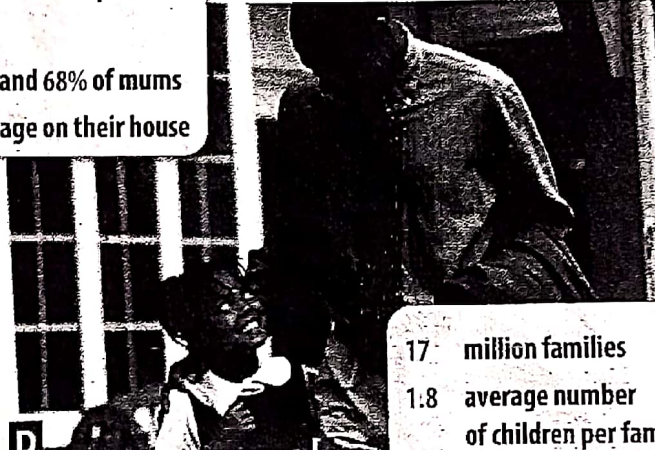


B

2 million lone-parent families
71% headed by married couples
52% own a pet
90% of dads work and 68% of mums
79% have a mortgage on their house



C



D

17 million families
1.8 average number of children per family
40% of families have 2 cars
79% have a mobile
65% have a home computer

Vocabulary

Roles in the family

1 Look at the information above about a typical UK family in the early 21st century. Is there anything that surprises you? Discuss whether the UK picture reflects the situation in your own country and check on the Internet to find out.

2a Look at the pictures and talk about the family roles they represent. Who do you think has the most demanding role?

b Discuss what the following adjectives mean when used to describe families.

- | | |
|------------|------------------|
| 1 extended | 3 traditional |
| 2 nuclear | 4 unconventional |

c Compare the roles shown in the pictures with those in your family. Note down the differences and similarities and ask each other questions.

Student A: Does your own family bear any resemblance to any of the pictures?

Student B: Well, not really. Although we are a pretty conventional family, my mum and dad live together, my grandparents live a long way away in the south of the country.

d Discuss in groups to what extent roles in the family have changed in your lifetime. Do you think these changes have had a positive or negative effect? Give reasons.

Roles in the family (A)

Function focus

■ Developing an argument

7 In order to develop an argument you need to follow a process. Look at the list below (A-F) and number them (1-6) in the order you would do them.

- A Talk it through with friends, family or teacher.
- B Support your main points with concrete details or examples.
- C Decide what your main arguments are going to be.
- D Brainstorm every possible idea or argument.
- E Select an idea to explore or defend.
- F Come to a conclusion.

8 In the Conversation phase, the examiner might ask you about roles in the family. The examiner has selected the subject area/idea. He/she might say:

What do you think are the advantages and disadvantages of traditional family roles?

In pairs go through the process recommended above. Use a mind map to brainstorm. (see also Unit 2 for mind maps)

