

Family Problems

Topic Development Ideas

Classes might want to learn more about...

- children's legal rights in Canada
- conflict resolution
- counselling services for families
- cultural differences in attitude toward spousal abuse
- cultural differences in child discipline and sex education
- elder abuse
- parental rights and obligations
- problems arising from generation gap and differences in traditions and cultures
- recognizing signs of drug abuse, smoking, eating disorders, sexual abuse, emotional abuse
- role of police in family problems
- social programs for teenagers
- telephone helplines

Strategies for Learners

Learners find it useful to...

- ask for assistance from agencies in own ethnic community
- ask for counselling in own language
- talk to other parents (e.g., classmates, neighbours) for advice on resources or problem-solving strategies

Resources for Developing and Teaching Topic

- 📖 *Family Violence is Abuse*
- 🏠 Child and Family Services Portal on 211Toronto.ca: <http://www.211toronto.ca> (Child and family services)
- 🏠 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
- 🏠 Health Canada Online: <http://www.hc-sc.gc.ca> (Just for You, Parents)
- 🏠 Legal Canadian FAQs: <http://www.extension.ualberta.ca/legalfaqs/nat/v-chi-en.htm> (Child Abuse)
- 🏠 Settlement.org: <http://www.settlement.org> (Social Services: Child, Youth and Family)
- 🔍 **family problems**; name of specific problem (e.g., **elder abuse**)

Family Problems

Topic Outcomes (CLB 1)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 👂 request assistance with a family problem 👂 give basic personal information 👂 identify expressions used to request assistance 👂 identify details in a simple listening text about a family problem: numbers, a few keywords, short expressions 📖 get information from a very basic text of up to five sentences ✍️ copy agency names and telephone numbers from a simple directory for personal use or to complete a short writing task ✍️ describe a personal situation by filling in blanks in a short three- to five-sentence guided text 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary and expressions (<i>drinks too much, no money, drugs, hit, scream, fight, swear, sad, pregnant, sick</i>) ● vocabulary for giving personal information (<i>name, address, phone number</i>) ● vocabulary for dates and time ● numbers: cardinal, ordinal ● expressions for requesting assistance (<i>Please help, Can you help me? I have a problem</i>) ● pronouns: subject and object ● verbs: <i>have</i> and <i>be</i> ● pronunciation: tense and lax vowels (<i>/iy/ beat, /ɪ/ bit, /ey/ late, /ɛ/ let, /uw/ boot, /u/ book</i>)

Sample Tasks

1. Work with a partner to match pictures with a list of problems.
2. Listen to simple dialogues of clients making appointments at community agencies. Complete sentences by filling in blanks with date, time.
3. Find the telephone numbers of emergency helplines in the front section of the telephone directory.
 - 📄 **Novice:** Create a table and insert name of helplines and telephone numbers in Language Task 3. Preview and print for future reference.
 - Skills:** Insert Table, Save, Keyboarding, Print Preview, Print
4. Describe a family situation by completing gapped sentences.

Family Relationships

Topic Development Ideas

Classes might want to learn more about...

- alternative family arrangements (e.g., blended families, common-law relationships, families with adopted children, same-sex couples)
- cultural differences in family relationships (e.g., parental expectations of children, role of seniors, levels of formality)
- effect of Western/Canadian culture on children's relationships with parents
- multicultural families
- types of families (e.g., extended, nuclear, single parent)

Strategies for Learners

Learners find it useful to...

- communicate with family in other countries using the Internet
- use personal photographs to describe own family relationships
- use picture dictionaries and family trees to describe own family relationships

Resources for Developing and Teaching Topic

- 📖 *Basic Grammar in Action*: Unit 3, “The Family”
- 📖 *Canadian Concepts 1, Second Edition*: Unit 9, “My Family”
- 📖 *English Extra*: Unit 2, “There is no school on Saturday”
- 📖 *Foundations*: Unit 1, “Personal Information”
- 📖 *Going Places 1*: Unit 19, “Your Family”
- 📖 *Side by Side, Book 1, Second Edition*: Unit 6, “My Favourite Photographs”
- 📖 *The ESL Toolbox*: Unit 4, “Culture Checks”
- 📖 *The New Grammar in Action 1*: Unit 4, “The Family”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 2, “People”
- 🌐 ELLIS – Intro – Home and Family
- 🌐 Tense Buster – Elementary – I, me, my
- 🌐 Settlement.org: <http://www.settlement.org> (Social Services: Child, Youth and Family)
- 🔑 **family relationships Canada**

Family Relationships

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ give basic personal information about own family
- 👂 identify details in a listening text about family: numbers, letters, a few keywords, short expressions
- 📖 understand a short greeting card text
- 📖 get information from a very basic text of up to five sentences about family relationships
- ✍️ complete a standard greeting card with minimum required information
- ✍️ describe personal family situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for family relationships
- vocabulary for simple greeting cards (*Happy Birthday, Get Well Soon*)
- possessive adjectives
- pronouns: demonstrative, subject
- nouns: singular, plural
- *there is/there are*
- verbs: *be, have*
- simple present tense
- pronunciation: voiced and voiceless -s endings of plural nouns /s/ (*aunts, parents*), /z/ (*uncles, brothers*)

Sample Tasks

1. Bring family photos to class and describe own family.
 - 📄 **Novice:** Open an instructor-made blank family tree and fill in with the names of own family members. Preview and print.
Skills: Open, Save As, Insert Text, Print Preview, Print
2. Listen to a text about a family and answer questions by matching family vocabulary with names of family members.
3. Match greeting cards with the family members they are intended for (e.g., mother, brother, grandfather).
4. Write about own family by filling in blanks.
 - 📄 **Novice:** Word-process the completed text from Language Task 4. Bold and underline the gapped text.
Skills: Keyboarding, Font, Select Text, Font Style (Bold, Underline)

Family Roles & Responsibilities

Topic Development Ideas

Classes might want to learn more about...

- child support
- Children's Aid Societies and their services
- cultural differences in attitude toward family roles and responsibilities
- Family Law Act of Ontario
- finding child care
- gender issues in Canada
- marital rights and legal protection in Ontario
- parental obligations
- services available for seniors
- spousal support
- types of child care available (e.g., home child care, child-care centre, babysitter)

Strategies for Learners

Learners find it useful to...

- learn about culture in Canada in order to appreciate its effect on roles within own family
- talk to classmates to find out how their families have adapted to their new country
- use the Internet and community directories to locate agencies and resources that provide family counselling and support

Resources for Developing and Teaching Topic

- 📖 *Basic Grammar in Action*: Unit 4, "At Home"
 - 📖 *Foundations*: Unit 2, "Everyday Activities"
 - 📖 *Going Places 1*: Unit 6, "Who's Cleaning the House?"
 - 📖 *Side by Side, Book 1, Second Edition*: Unit 9, "Mr. And Mrs. DiCarlo"; Unit 10, "Every weekend is important to the Franklin Family"
 - 📖 *The ESL Toolbox*: Unit 4, "Culture Checks"
 - 📖 *The New Grammar in Action*: Unit 17, "Around the House"
 - 🏠 legal aid and community legal clinics
 - 🌐 BC Council for Families: <http://www.bccf.bc.ca>
 - 🌐 Child and Family Canada: <http://www.cfc-efc.ca>
 - 🌐 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
 - 🌐 Family Service Canada: <http://www.familyservicecanada.org> (Documents)
 - 🌐 Settlement.org: <http://www.settlement.org> (Social Services: Child, Youth and Family)
- 🔑 family

Family Roles & Responsibilities

Topic Outcomes (CLB 1)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 🗣️ give basic personal information about own family responsibilities 🗣️ express ability, inability regarding family responsibilities 👂 identify details in a listening text about family roles: numbers, letters, a few keywords, short expressions 📖 get information from a very basic text of up to five sentences ✍️ describe personal family responsibilities by filling in blanks in a short three- to five-sentence guided text 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary for family members and household responsibilities (<i>do dishes, laundry, chores, cook, clean, wash floors, cut the grass, pay the bills, iron, vacuum, grocery shopping, babysitting</i>) ● possessive adjectives ● <i>can, can't</i> for ability, inability ● prepositions of time ● subject pronouns ● yes/no questions ● pronunciation: /ʃ/ and /tʃ/ contrast /ʃ/ (<i>dishes, wash, she</i>), /tʃ/ (<i>watch, catch, chores</i>)

Sample Tasks

1. Ask a classmate a list of instructor-made questions about household chores (e.g., *Can you cook? Can you clean?*). Record his/her name and answers on the worksheets.
2. Listen to someone talk about her/his typical day and answer questions by filling in blanks.
3. Match a list of household chores with pictures.
4. Write about own family responsibilities by filling in blanks in sentences.
 - 📖 **Novice:** Create a list of household responsibilities. Insert the member of your family who is responsible for each chore at your home. Change the colour of the items in the list according to the family members' names (e.g., Van-green, Thuy-red, Lan-purple).

Skills: Keyboarding, Font, Font Color