

# 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
- 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
- ask for written version of information about children's rights
- attend parenting workshops
- learn mediation strategies for parent-child conflicts
- share parenting issues with other parents

## Resources for Developing and Teaching Topic

- 📖 *Family Violence is Abuse*
- 🌐 About: The Human Internet: <http://childparenting.miningco.com/library/howto/htfamilyconflict.htm> (How to Resolve Family Problems and Conflicts)
- 🌐 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>
- 🌐 Fact Sheet: Elder Abuse: <http://www.gov.ns.ca/coms/files/facts7.asp>
- 🌐 Health Canada Online: <http://www.hc-sc.gc.ca> (Just for You, Parents)
- 🌐 Legal Canadian FAQs: <http://www.extension.ualberta.ca/legalfaq/nat/v-chi-en.htm> (Child Abuse)
- 🌐 Parenting of Adolescents: <http://parentingteens.miningco.com/msub11.htm>
- 🌐 Settlement.org: <http://www.settlement.org> (Social Services: Child, Youth and Family)
- 🔑 **family problems Canada**; name of specific problem (e.g., **elder abuse**)

# Family Problems

## Topic Outcomes (CLB 2)

### Possible outcomes for this topic:

- 🗣️ make and respond to simple requests
- 🗣️ give expanded basic personal information
- 🗣️ give a basic description of a family problem
- 👂 identify a range of expressions used to make and respond to requests
- 👂 identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- 📖 get information from a very basic text of up to seven sentences
- ✂️ copy information from a directory for personal use or to complete a task
- ✂️ give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*abuse, injury, right, lawyer, trouble, drugs, alcohol, fighting*)
- vocabulary for giving personal information (*name, address, phone number*)
- expressions: time, frequency
- modals for requests
- possessive adjectives
- pronouns: subject, object
- questions: yes/no, wh-
- verb tenses: simple present, simple past
- pronunciation: unstressed vowel sounds (*alcohol, cousin, support*)

## Sample Tasks

1. Practice asking for help with different problems illustrated in pictures.
2. Listen to a dialogue of someone explaining a family problem to a friend and circle details in a list.
3. Read a short story about a family problem and answer true/false questions.
4. Complete a worksheet by locating and copying phone numbers and addresses of family agencies from a community directory.

## Additional Tasks

- 📁 **Experienced:** Open an instructor-made file containing simple sentences describing family problems and another file with a list of local agencies or services to help with the problems. Switch between documents using the Window menu to cut appropriate agency names and paste them beside corresponding problems.

**Skills:** Open, Switch Between Multiple Windows, Cut, Paste

# 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 understand family relationships

## Resources for Developing and Teaching Topic

- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 1, “Welcome to Class”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 4, “Family and Friends”
- 📖 *Interchange 1*: Unit 5, “Tell me about your family”
- 📖 *Ontario Reader 1998*: “My father would be proud of me”
- 📖 *The ESL Tool Box*: Unit 4, “Culture Checks”
- 🌐 ELLIS – Intro – Home and Family
- 🌐 Tense Buster – Lower Intermediate – Present Continuous – Practice: proofreading
- 🌐 Child and Family Canada: [http://www.cfc-efc.ca/site\\_map](http://www.cfc-efc.ca/site_map) (Family Life)
- 🌐 Kinderstart: <http://www.kinderstart.com/familydynamics>
- 🌐 Parents Place.com: <http://www.parentsplace.com>
- 🌐 Settlement.org: <http://www.settlement.org> (Social Services: Child, Youth and Family)
- 🔑 **family relationships Canada**

# Family Relationships

## Topic Outcomes (CLB 2)

### Possible outcomes for this topic:

- 🗣️ give a basic description of own family
- 🗣️ talk about things family members enjoy
- 👂 identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- 📖 generally understand the main point of a short written message or text in a special occasion greeting card, invitation, or postcard
- 📖 get information from a very basic text of up to seven sentences
- ✍️ complete an expanded range of greeting cards with minimum required information
- ✍️ give a basic description of personal family situation by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for family relationships and greeting cards
- adjectives: comparative, superlative, possessive
- subject pronouns
- questions: wh-, yes/no
- simple present tense
- verbs: *be, have*
- pronunciation: /p/ and /b/ contrast (*brother/parent, boy/play*)

## Sample Tasks

1. Find someone who...: Ask classmates questions in order to find someone who meets specific criteria listed on a worksheet (e.g., has siblings, is an only child, lives with extended family, etc.)
  - 📋 **Experienced:** Interview three classmates using questions from Language Task 1. Organize the information in a table. Insert check marks or other symbols using Wingdings in the appropriate columns.
    - Skills:** Insert Table, Insert Symbol, Wingdings
2. Listen to a story about a family and answer true/false questions.
3. Read greeting cards and choose appropriate messages from a list to insert in the cards.
4. Describe own family by answering five or six questions.

## Additional Tasks

- 📋 **Experienced:** Create a table to name and organize male and female family vocabulary (e.g., husband – wife, son – daughter, mother-in-law – father-in-law). Remove the cell borders between the paired words. Shade the two columns with your choice of colours.
  - Skills:** Insert Table, Borders and Shading

# 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

-  *Grammar Connections 1*: Unit 3, "What a Nice Family"
-  *New Grammar in Action 1*: Unit 4, "The Family"
-  *The ESL Toolbox*: Unit 4, "Culture Checks"
-  *The Pizza Tastes Great*: Unit 1, "Food"
-  legal aid and community legal clinics
-  ELLIS – Intro – Home and Family
-  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 2)	Language Focus
<p><b>Possible outcomes for this topic:</b></p> <ul style="list-style-type: none"> <li>👤 give a basic description of own family and responsibilities of family members</li> <li>👤 talk about things one enjoys</li> <li>👂 identify details in a listening text: numbers, letters, time references, places, keywords, short expressions</li> <li>📖 get information from a very basic text of up to seven sentences</li> <li>✍ give a basic description of family responsibilities by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions</li> </ul>	<p><b>Items to help learners achieve the outcomes:</b></p> <ul style="list-style-type: none"> <li>● vocabulary and expressions for household chores (<i>make the bed, do laundry, do the dishes, take out the garbage, housework, cleaning, gardening, babysitting</i>)</li> <li>● adverbs of frequency</li> <li>● possessive adjectives</li> <li>● prepositions: time, location</li> <li>● pronouns: interrogative, subject</li> <li>● questions: wh-, yes/no</li> <li>● <i>like</i> + gerund or infinitive</li> <li>● simple present tense</li> <li>● pronunciation: third person singular endings /z/ (<i>lives</i>), /s/ (<i>walks</i>), /əz/ (<i>watches</i>)</li> </ul>

## Sample Tasks

1. Complete a worksheet about household chores by asking a partner questions (e.g., *Who does the dishes? Who does the shopping?*). Record your partner's name and answers on the worksheet.
  - 📖 **Novice:** Report your findings from Language Task 1 by word-processing sentences about partners' responses. Find and insert appropriate an appropriate Clip Art picture.
  - Skills:** Keyboarding, Insert Picture (Clip Art)
2. Listen to a text about someone's day and put pictures in chronological order.
3. Read a dialogue of two people talking about household chores they enjoy doing. Answer true/false questions.
4. Write about the responsibilities of members of your family by answering questions.
  - 📖 **Experienced:** Word-process the answers for Language Task 4. Change the orientation of the document to landscape. Add your name in a header and date in a footer. Print for evaluation.
  - Skills:** Keyboarding, Page Setup (Orientation), Insert Header and Footer, Print