## 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**
  - Child and Family Services Portal on 211Toronto.ca: [http://www.211toronto.ca](http://www.211toronto.ca) (Child and family services)
  - CLEO (Community Legal Education Ontario): [http://www.cleo.on.ca](http://www.cleo.on.ca)
  - Health Canada Online: [http://www.he-se.gc.ca](http://www.he-se.gc.ca) (Just for You, Parents)
  - Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Social Services: Child, Youth and Family)
  - family problems Canada; name of specific problem (e.g., elder abuse)
## 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”
- *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](http://www.kinderstart.com/familydynamics)
- Parents Place.com: [http://www.parentsplace.com](http://www.parentsplace.com)
- Settlement.org: [http://www.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*)

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**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”
- *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](http://www.bccf.bc.ca)
- Child and Family Canada: [http://www.cfc-efc.ca](http://www.cfc-efc.ca)
- CLEO (Community Legal Education Ontario): [http://www.cleo.on.ca](http://www.cleo.on.ca)
- Family Service Canada: [http://www.familyservicecanada.org](http://www.familyservicecanada.org) (Documents)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Social Services: Child, Youth and Family)
## Topic Outcomes (CLB 2)

**Possible outcomes for this topic:**

- Give a basic description of own family and responsibilities of family members
- Talk about things one enjoys
- 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
- 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

## Language Focus

**Items to help learners achieve the outcomes:**

- Vocabulary and expressions for household chores (*make the bed, do laundry, do the dishes, take out the garbage, housework, cleaning, gardening, babysitting*)
- Adverbs of frequency
- Possessive adjectives
- Prepositions: time, location
- Pronouns: interrogative, subject
- Questions: *wh-*, *yes/no*
- *like* + gerund or infinitive
- Simple present tense
- Pronunciation: third person singular endings */z* (*lives*), */s* (*walks*), */iz* (*watches*)

## 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 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