

# 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 verbal information about children's rights
- attend parenting workshops
- guess meaning of unfamiliar words from context
- learn mediation strategies for parent-child conflicts
- learn strategies for conflict resolution
- share parenting issues with other parents

## Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two: Unit 2, "Family Life"*
- 📖 *Ontario Reader 1998: "Bittersweet romance"*
- 📖 *The Chicken Smells Good: Unit 4, "Families and Fighting"*
- 📖 advice columns such as Ann Landers
- 📖 *Family Violence is Abuse*
- 🗣️ guest speaker from an immigrant agency or family-counselling service
- 🌐 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> (Parenting)
- 🌐 Legal Canadian FAQ's: <http://www.extension.ualberta.ca/legalfaqs/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 3, 4)

### Possible outcomes for this topic:

- 🗣️ indicate communication problems and ask for an explanation
- 🗣️ ask for, offer, accept, or decline assistance with a family problem
- 🗣️ give a brief description of a family problem
- 🗣️ talk about feelings
- 👂 identify expressions used to indicate communication problems
- 👂 understand factual details and some implied meanings in a listening text about a family problem
- 📖 get information from a simple one- to two-paragraph text about a family problem
- ✍️ describe a person, situation, or event in five to eight sentences

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*verbal, physical, emotional abuse, delinquency, alcoholism, drug addiction, violence, poverty, conflict*)
- expressions for worry or concern (*I'm worried about..., I'm afraid*)
- idioms (*be fed up with, blow one's top, drive someone crazy, get on one's nerves*)
- adjectives to describe feelings (*angry, frustrated, depressed, lonely*)
- adverbs of frequency
- modals: requests
- verb tenses: simple present, present continuous, simple past, present perfect
- pronunciation: intonation and pitch for indicating emotion

## Sample Tasks

1. Role-play a family problem involving a teenager. Describe the problem and your feelings.
  - 📖 **Novice:** Recall and word-process a version of the dialogue from Language Task 1. Check spelling, preview, and print for peer evaluation.
  - 📖 **Experienced:** Insert an appropriate watermark, and change font style in previous task. Preview and print for peer evaluation.

**Skills:** Spelling, Borders and Shading, Background (Watermark), Print Preview, Print
2. Listen to a description of a family problem. Then read a summary of the problem, check for accuracy, and identify errors.
3. Read a description of a family problem and answer comprehension questions.
4. Write about an event involving a family problem.

# 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

## Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation Book, Book Two*: Unit 2, "Family Life"
- 📖 *Line by Line, Second Edition, Intermediate*: Unit 5, "A Wonderful Family"
- 📖 *Ontario Reader 1997*: "One big happy family"
- 🌐 ELLIS – Intro – Home and Family
- 🌐 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 3, 4)

### Possible outcomes for this topic:

- 🗣️ give a brief description of own family
- 🗣️ talk about health and feelings of family members
- 👂 understand factual details and some implied meanings in a listening text about a family
- 📖 find information about families in a table
- 📖 get information from a simple, explicit, one- to two-paragraph text
- ✍️ write a five- to eight-sentence text about a personal family situation

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*adopted, nuclear, extended, blended families, single parent families, stepchild, divorced, separated, same-sex couple*)
- vocabulary for health and feelings
- adjectives: comparative, superlative, order
- verb tenses: simple present, simple past, present continuous
- pronunciation: word stress on content words in sentences (*This is my **oldest son***)

## Sample Tasks

1. Describe family members to a partner using personal photographs.
  - 📄 **Novice:** Word-process the names of people in your immediate family and words for their relationships. Save and print the list. Using scissors, cut out the names and relationship words and paste onto a diagram of a family tree. Present to a small group or the class.
  - 📄 **Advanced:** Create a family tree by using text boxes for names of family members and the Line and Arrow buttons on the Drawing Toolbar for connecting the text boxes. Preview and print your family tree for presentation or display.

**Skills:** Save As, Insert Text Box, Drawing Toolbar, Line and Arrow Buttons, Print Preview, Print
2. Listen to a text about a family and complete a family tree based on the information heard.
3. Read a simple text about Canadian families and answer questions.
4. Write about your own family situation, including information about extended family.

## Additional Tasks

- 🌐 **All Levels:** Find information about Living Arrangements in Private Households on the Statistics Canada web site: <http://www.statcan.ca/english/Pgdb/People/Families/famil52a.htm>. Decide which household definition fits your family. How many other people in Ontario have the same situation?

**Skills:** Internet Basics, Browsers, URL, Hyperlink

# 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

- 📖 *A Canadian Conversation Book, Book Two: Unit 2, "Family Life"*
- 🏛️ 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 3, 4)

### Possible outcomes for this topic:

- 🗣️ tell a story about the sharing of responsibilities in own family
- 🗣️ give a brief description of family routines
- 🗣️ talk about feelings regarding family responsibilities
- 👂 understand factual details and some implied meanings in a listening text
- 📖 get information from a simple, explicit, one- to two-paragraph text
- ✍️ describe own family's daily routines in five to eight sentences

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*chores, errands, housekeeping, role, allowance*)
- idioms (*make ends meet, wear the pants, lend a hand*)
- adjectives: comparative, superlative
- adverbs of frequency
- modals: necessity, obligation
- prepositions: time, location
- questions: wh-, yes/no
- verb + gerund or infinitive to express likes, dislikes
- simple present tense
- pronunciation: -ing endings (*shopping, cleaning, gardening, babysitting*)

## Sample Tasks

1. Interview a partner about the busiest and most relaxing days of her/his week.
  - 📖 **Experienced:** Create columns with headings for each day of the week. Insert responsibilities you have for each day. Follow instructions to insert paragraph borders. Colour code the level of activity for each day by choosing shading for busy, busiest, free.  
**Skills:** Format Columns, Insert Column Break, Borders and Shading
2. Listen to a dialogue of someone describing her/his least favourite household chores. Answer questions.
3. Read a text about roles and responsibilities in a family and answer multiple-choice questions.
4. Write about a typical day in your family.
  - 📖 **Novice:** Word-process Language Task 4. Preview and print.  
**Skills:** Keyboarding, Save As, Print Preview, Print