

Family Roles & Responsibilities

Topic Development Ideas

Classes might want to learn more about...















- child welfare and parental obligations in Canada
- child-care options including subsidized care
- cultural differences and attitudes toward family and extended family
- divorce laws in Ontario and how they differ from own country
- elderly persons in Canada
- family laws in Ontario including the Child Protection Act
- gender issues in Canada
- marital rights and legal protection in Ontario
- relationship between the family and society
- types of families (e.g., nuclear, extended, single parent, same-sex, common-law)

Strategies for Learners

Learners find it useful to...

- access counselling in own language
- practice asking for referrals for specific problems or issues
- use community agency resources to deal with family problems
- use pictures when describing own family
- use predicting skills to locate key information in printed pamphlets
- use the Internet and other directories to locate agencies and resources

Resources for Developing and Teaching Topic

-  *Amazing 2! Canadian Newspaper Stories*: Chapter 7, “The Cappuccino Family”
 -  *Canadian Concepts 4, Second Edition*: Unit 8, “It’s All in the Family”
 -  *Take Charge*: Unit 5, “At Home”
 -  *Take Part, Second Edition*: Unit 9, “Family Ties”
 -  *The Parenting Program*
 -  legal aid clinics
 -  *Across Generations*
 -  BC Council for Families: <http://www.bccf.bc.ca>
 -  Child and Family Canada: <http://www.cfc-efc.ca>
 -  Child Welfare Resource Centre: <http://www.childwelfare.ca/cwrccas.shtml>
 -  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 4, 5)

Possible outcomes for this topic:

- 🗣️ tell a detailed story about an event in the present, past, or future
- 🗣️ give a detailed description
- 🗣️ ask for and give information related to routine daily activities
- 🗣️ give opinions, agree and disagree in a small group discussion
- 👂 identify the situation and relationship between speakers
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 get information from a two- to three-paragraph text
- ✍️ write a one-paragraph description of experiences or events in the past

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*single parent, caregiver, child care, elder care, yard work, housekeeping, chores, stay-at-home mom, two-income family*)
- idioms (*wear the pants, henpecked husband, lend someone a hand, breadwinner, pull one's weight, bring one's work home*)
- expressions for giving opinions and agreeing or disagreeing (*In my opinion*)
- adjective clauses (*The father is the one who should...*)
- modals: suggestions, advice
- questions: yes/no, wh-
- verb tenses: simple present, simple past, present perfect, habitual past with *used to*, future
- pronunciation: sentence stress and tone for indicating mood

Sample Tasks

1. Brainstorm a list of household responsibilities with the class. Then interview a partner about who is responsible for those chores in his or her family.
2. Listen to conversations about sharing family responsibilities. For each, identify the relationship of the speakers and the topic of the conversation.
 - 📖 **Experienced:** Prepare a conversation between a parent and a child about chores in the house. Record the conversation using the Windows sound recorder. Save and play the conversation for the class.
Skills: Windows Sound Recorder, Controls, Save
3. Read a short text about the changing roles of mothers and fathers in today's society.
 - 📖 **Novice:** Open an instructor-made file with incomplete sentences related to Language Task 3. Complete sentences by cutting and pasting from a list. Save and print for peer evaluation.
Skills: Open, Save, Cut, Paste, Print
4. Write a paragraph about the responsibilities you had in your family when you were a child.

Friendship

Topic Development Ideas

Classes might want to learn more about...

- appropriate ways to greet friends
- balancing personal and professional relationships
- cultural differences in perceptions of friendship
- dating services
- different register use for a friend or a co-worker
- non-romantic male/female relationships
- pen pals and Internet chat partners
- places to meet people
- responsibilities attached to friendship

Strategies for Learners

Learners find it useful to...

- learn culturally appropriate ways of expressing affection towards friends
- practice expressing feelings in English
- practice small talk conversations (openers, closers, responding to vague invitations)
- practice techniques to keep the conversation going (e.g., making eye contact, nodding, repeating, paraphrasing)
- use the Internet to find e-mail pals and safe chat partners

Resources for Developing and Teaching Topic

- 📖 *Brainwaves*: Part 1, “Conversation Management”
- 📖 *Interchange 3*: Unit 1, “That’s what friends are for”
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 2, “People”
- 👤 *George and Rosemary*
- 🌐 *CLB Listening/Speaking Resource*: Stage II, Social Interaction dialogues 1, 11
- 🌐 Acquaintance or friend: building close friendships: <http://www.cyberparent.com/friendship>
- 🌐 English as 2nd Language Chat: <http://esl.about.com/mpchat.htm>
- 🌐 Friendship Overseas: <http://www.d1.dion.ne.jp/~kentac>
- 🌐 Intercultural E-mail Classroom Connections: <http://www.iecc.org>
- 🌐 msn chat: <http://chat.msn.com>
- 🌐 The Friendship Page: <http://www.friendship.com.au>
- 🔑 **friendship**

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 🗨️ initiate and respond to small talk comments
- 🗨️ offer, accept, or decline an invitation
- 🗨️ express and respond to a compliment or congratulations
- 🗨️ participate in a conversation by showing interest and taking turns
- 🔍 identify factual details and implied meanings in a dialogue containing a compliment, an invitation, or an offer
- 🔍 identify situation and relationship between speakers
- 📖 get information from a simple two- to three-paragraph text
- ✍️ write a short one-paragraph formal or informal letter or three- to five-sentence note for an invitation, thank you, regret, cancellation, or apology

Language Focus

Items to help learners achieve the outcomes:

- idioms (*drop someone a line, keep/stay in touch, shoot the breeze, wear out one's welcome, two peas in a pod, stab someone in the back*)
- expressions for giving and responding to compliments (*That's very kind of you*)
- adjectives (*honest, reliable, caring, fun loving, easygoing, understanding*)
- modals: requests, suggestions
- phrasal verbs (*get together, meet up with, catch up, run into, come over*)
- questions: wh-, yes/no, tag
- pronunciation: intonation in tag questions

Sample Tasks

1. Work with a partner. Create a list of situations where people might meet a new friend (e.g., ESL class, a party). Make small talk conversations for each situation.
2. Listen to a conversation between two friends talking about their weekends. Answer multiple-choice questions.
3. Read a text about building friendships. Answer true/false questions.
 - 📖 **Novice:** Create and show a presentation of the strategies from Language Task 3.
 - Skills:** (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation
4. Write a letter to a friend inviting her/him to visit you in Canada.

Additional Tasks

- 🗨️ **All Levels:** ELLIS – Senior Mastery – **Casual Introductions and Small Talk – Making Introductions.**
- 🗨️ **All Levels:** Tense Buster – Upper Intermediate – **Past Continuous – Practice: Was doing/did.**
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Parenting Dilemmas

Topic Development Ideas

Classes might want to learn more about...


- children's legal rights in Canada
- counselling services for parents and teenagers
- cultural differences in child discipline
- parental rights and obligations
- parenting information hotlines
- problems arising from generation gap
- signs of drug abuse, smoking, eating disorders
- social programs for teenagers
- what to do if a teenager is being detained by police

Strategies for Learners


Learners find it useful to...

- ask for written information about children's rights
- attend parenting workshops
- learn mediation strategies for parent-child conflicts
- learn to identify indicators of teen problems
- share parenting issues with other parents


Resources for Developing and Teaching Topic


 *Brainwaves*: Part 3, "Parenting Dilemmas"


 *LINC Parenting Program*


 Ann Landers or other advice columns in the newspaper


 BC Council for Families: <http://www.bccf.bc.ca>

 Canadian Parents Online: <http://www.canadianparents.com> (Library, Parenting-General)


 Child and Family Canada: <http://www.cfc-efc.ca>

 Family Service Canada: <http://www.familyservicecanada.org> (Documents)

 Health Canada Online: <http://www.hc-sc.gc.ca> (Parenting)

 Parenting of Adolescents: <http://parentingteens.miningco.com/msub11.htm>

 Settlement.org: <http://www.settlement.org> (Social Services: Child, Youth and Family)

 Transition Magazine – September 1998 – Immigrant Families Adapting to Life in Canada: <http://www.vifamily.ca/tm/283>

 **parenting**

Parenting Dilemmas

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 🗣️ give a detailed description of a parenting issue
- 🗣️ ask for and give information in an inquiry about a parenting problem
- 🗣️ give opinions, agree and disagree in a small group discussion
- 🗣️ express necessity, worry, or concern
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 find information about resources for parents in an authentic directory
- 📖 get information from a simple two- to three-paragraph text about a parenting issue
- ✍️ write a one-paragraph description of an experience with a parenting problem, giving reasons

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*drug abuse, spanking, teenage pregnancy, discipline, juvenile delinquency, safe sex, depression*)
- idioms (*be fed up with, blow one's top, get on one's nerves, have one's hands full, until you're blue in the face, time out*)
- expressions for indicating worry and concern
- adjectives: equative, non-equative
- modals: necessity, obligation, polite request
- passive voice (*Teenagers should be allowed to...*)
- questions: embedded, wh-, yes/no
- pronunciation: stressed/unstressed vowels (*abuse, discipline, delinquency*)

Sample Tasks

1. In a group, brainstorm a list of problems that immigrant parents face in Canada and suggest solutions.
2. Listen to parents talking about the rules they have for their children. On a worksheet, check off the rules you hear in the conversation.
3. Read advice for parents who have just come to Canada. Answer questions.
 - 📖 **Novice:** Word-process sentences containing unfamiliar words from Language Task 3. Highlight the words with a colour of your choice. Define the words after the sentence.
 - 📖 **Experienced:** Use Thesaurus to find three meanings for each word in previous task and decide which meaning would best replace the actual word in the sentence. Discuss your choices with a small group or the class.

Skills: Keyboarding, Highlight, Thesaurus
4. Write about a problem you have had as a parent or as a son or daughter.

Additional Tasks

- 🗣️ **All Levels:** ELLIS – Master Pronunciation – **Conversing – Express Opinions, Disagree Politely**
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills