

## E2L Unit: Family

This unit can be used at any stage of the course; it does not assume knowledge of previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will explore various aspects of family life. The unit begins with an article which highlights some of the changes that families in Western society in particular have experienced in the last hundred years or so - this may be a useful introduction to the unit theme. Other activities explore general aspects of family life: causes of family conflict, problems posed by gifted children, describing family members, an appreciation of the different types of family unit, and communication among family members.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<p><b><u>A brief history of the family in Western society</u></b></p>					
<p>Skimming for information, and responding to issues (Reading)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>• tested their reading comprehension skills (skimming and responding)</li> <li>• read about ways in which the family unit has changed</li> <li>• attempted to define what family means to them</li> <li>• discussed various aspects of modern family life.</li> </ul>	<p>Reading</p> <ol style="list-style-type: none"> <li>1. understand and convey information</li> <li>2. understand, order and present facts, ideas and opinions</li> <li>3. evaluate information and select what is relevant to specific purposes</li> <li>4. articulate experience and express what is felt</li> <li>5. communicate effectively and appropriately</li> </ol>	<p>Students are introduced to a definition of family and are invited to read an article which offers a brief history of ways in which the family unit in Western society has changed since 1900. There is a brief exercise testing skimming skills (gist understanding) and a chance for students to respond to some of the issues raised by the writer of the article.</p>	<p>The COLP series features a reading comprehension based on an article about parenting: <i>Parents don't have to be perfect</i>. This can be found in Module 3 of the series on pages 2-5, and focuses on gist comprehension.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination <b>Practice Card</b>. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><a href="#">&lt;link to Family lesson 1&gt;</a></p> <p><a href="#">&lt;link to Family answer key 1&gt;</a></p> <p><a href="#">&lt;link to Family practice card 1&gt;</a></p>

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<b><u>My gifted child</u></b>					
<p>Recognising implicit attitudes (Listening)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>practised listening for implicit and explicit attitudes</li> <li>considered the problems facing gifted children, and those faced by their parents.</li> </ul>	<p>Listening</p> <ol style="list-style-type: none"> <li>understand and convey information</li> <li>evaluate information and select what is relevant to specific purposes</li> <li>communicate effectively and appropriately</li> <li>recognise implicit attitudes</li> </ol>	<p>Florence Umgawa has been experiencing some difficulties with her six year old son Albie. She has been finding it more and more difficult to communicate with Albie and his schoolteachers are becoming concerned that he is not participating in school life as he used to or should be. The Principal of the school has advised Florence to have an initial consultation with a child psychiatrist - Dr. Michael Gareme, who specialises in the needs of gifted children.</p> <p><b>Insert CD1, and play Track 3</b></p>		<p><u>A writing exercise</u></p> <p><b>Writing a school report</b></p> <p>Imagine that you are Albie's teacher and you have been asked to write a brief report on his recent attitude and work. The Principal requires the report so that an assessment can be made regarding Albie's future at the school. Of particular concern is his relationship to other students in the class and how eagerly he joins in with the schoolwork.</p> <p>Your report should focus on describing Albie's strengths, weaknesses and his overall behaviour during the last term, and may include some suggestions to make things easier for him. Write about 150 words.</p>	<p><a href="#">&lt;link to Family lesson 2&gt;</a></p> <p><a href="#">&lt;link to Family answer key 2&gt;</a></p> <p>The UK National Association for Gifted Children (NAGC) website at: <a href="http://www.nagcbrtain.org.uk/index.html">http://www.nagcbrtain.org.uk/index.html</a> is a comprehensive information source for teachers and parents of gifted children, but also includes a 'youth cafe' chatroom and activity area which is intended for children and in which parents and teachers are not particularly welcome!</p> <p>Definitions of giftedness and common characteristics of the gifted child can be found on this page of the site: <a href="http://www.nagcbrtain.org.uk/giftedness/index.html">http://www.nagcbrtain.org.uk/giftedness/index.html</a></p>

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<b><u>Causes of family conflict</u></b>					
<p>Practising conversational skills - responding relevantly (Speaking)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>• developed their conversational skills</li> <li>• practised responding relevantly and with direction</li> <li>• considered the effects of generation gaps in the family.</li> </ul>	<p>Each group should use the Assessment Criteria to evaluate the performance of their group in all five tasks.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Did the tone of the conversations remain appropriate to a serious discussion?</li> <li>• Was communication between members of the group clear and concise at all times? If not, why not?</li> <li>• Were the contributions to the conversations logical and clearly related to the topic and to the points made earlier in the discussion?</li> <li>• Did the conversation move forward or did it become repetitive or circular?</li> </ul> <p>It may be appropriate for the conversations of</p>	<p>The focus of this activity will be development of conversational skills, with particular reference to listening and responding relevantly to the direction of the conversation.</p> <p>The topic is some possible causes of conflict between the generations in a family.</p>		<p>A video (or audio) tape of a discussion or debate on a similar topic could be used as an example of good practice. Many such discussions are broadcast regularly on BBC overseas television and radio channels, and provide evidence of good spoken English as well as high level conversational skills.</p>	<p><a href="#">&lt;link to Family lesson 3&gt;</a></p>

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	one or more of the groups to be recorded and for a teacher assessment to be made, which can be compared with the group's self-assessment.				

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<b><u>The family cat</u></b>					
<p>General comprehension; skimming and scanning (Reading)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>• tested their reading comprehension skills (skimming and scanning)</li> <li>• read about ways to successfully introduce a new cat into the family home.</li> </ul>	<p>Reading</p> <ol style="list-style-type: none"> <li>1. understand and convey information</li> <li>2. understand, order and present facts, ideas and opinions</li> <li>3. evaluate information and select what is relevant to specific purposes</li> <li>4. communicate effectively and appropriately</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>1. exercise control of appropriate grammatical structures</li> <li>2. understand and employ a range of vocabulary</li> <li>3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> <li>4. show an awareness of register in both formal and informal situations</li> </ol>	<p>Students read an article which offers advice on how to introduce a new pet cat to a household. The register is friendly and informal, and may help students to use an appropriate tone and vocabulary when asked to produce extended writing in a similar style. The lesson includes a straightforward reading comprehension exercise, and the extension material includes a suggestion which prompts a similar piece of writing.</p>	<p>For more practice at personal and informal writing, refer to Linda Alderson and Patricia Aspinall's <i>International English</i>. Unit 9, on page 58, offers a contrast between formal and informal letters. Page 60 illustrates how a student might plan a piece of personal writing.</p>	<p><u>A writing exercise</u></p> <p>You may invite students to complete the following task to help them practise extended writing.</p>	<p><a href="#">&lt;link to Family lesson 4&gt;</a></p> <p><a href="#">&lt;link to Family answer key 4&gt;</a></p>

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<b><u>A family nature walk</u></b>					
<p>Using sensory language to produce an extended piece of descriptive writing (Writing)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>• surfed the Internet and explored a variety of nature walks or tours in a variety of regions</li> <li>• considered the extent to which they participate in outdoor activities with their family</li> <li>• practised descriptive writing skills, focusing on the use of sensory language</li> <li>• written a diary entry.</li> </ul>	<p>Writing</p> <ol style="list-style-type: none"> <li>1. exercise control of appropriate grammatical structures</li> <li>2. understand and employ a range of vocabulary</li> <li>3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> <li>4. show an awareness of register in both formal and informal situations</li> </ol>	<p>Students are presented with links to several websites which may help them locate material or ideas which they use to generate a piece of descriptive writing. However, the activity also seeks to encourage students to think about their involvement in family-based outdoor pursuits. There are a number of 'live' links which should take students to a variety of nature walks or tours. However, appropriate selected pages could be printed off for distribution to students if computer access is not possible or inappropriate.</p>	<p>This activity will be more effective if students are encouraged to use search engines to locate websites exploring nature walks or tours in their realm of interest.</p>	<p>You may like to use the oral examination <b>Practice Card</b>. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><a href="#">&lt;link to Family lesson 5&gt;</a></p> <p><a href="#">&lt;link to Family practice card 5&gt;</a></p>

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<b><u>Describing a family member</u></b>					
<p>Improving the range and precision of oral vocabulary (Speaking)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>increased the range and precision of their descriptive vocabulary</li> <li>considered a family member's characteristics in some depth.</li> </ul>	<p>Each pair chooses one of its descriptions and tapes it. It is then played to the whole class and assessed. Each student should be provided with a copy of the vocabulary column of the Assessment Criteria. The description is marked individually by each student followed by an adjudication by the teacher.</p> <p>In each case the class advises each student on how the description might be improved in order to merit a higher vocabulary assessment.</p>			<ul style="list-style-type: none"> <li>The teacher presents the whole class with the description of a character from fiction, and then plays an extract of the video tape showing an actor playing the part.</li> <li>How does the actor's appearance (not character) confirm or contradict the writer's description? How does the actor's appearance differ from the student's picture of the character?</li> <li>A possible further development is to play a recording of a voice and require candidates to give a description of the speaker. Pairs could discuss their opinions.</li> </ul>	<p><a href="#">&lt;link to Family lesson 6&gt;</a></p>

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<b><u>Dear Jane - Agony Aunt</u></b>					
<p>Writing for a specific purpose - offering advice (Writing)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>written for the specific purpose of giving advice</li> <li>considered and responded to some parent:child issues.</li> </ul>	<p>Writing</p> <ol style="list-style-type: none"> <li>exercise control of appropriate grammatical structures</li> <li>understand and employ a range of vocabulary</li> <li>demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</li> <li>show an awareness of register in both formal and informal situations</li> </ol>	<p>Students read some responses from a psychiatrist to questions posed by parents about problems relating to their children. These are intended to serve as archetypal 'advice column' writing. The exercise which follows invites students to complete one or two of their own extended pieces of written advice.</p> <p>Teachers are advised to use the extended writing criteria relating to sense of audience and choice of register when offering feedback.</p>		<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination <b>Practice Card</b>. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><a href="#">&lt;link to Family lesson 7&gt;</a></p> <p><a href="#">&lt;link to Family practice card 7&gt;</a></p> <p>If any students show a particular interest in advisory writing you may like to introduce them to <a href="http://teenwriting.about.com/mpchat.htm?once=true">http://teenwriting.about.com/mpchat.htm?once=true</a>, which is a site which focuses on creative writing opportunities for teenagers. On the site, there is a section which deals with teenagers who have suffered physical or mental abuse and who have chosen creative writing as a means of communicating their experiences to others: <a href="http://teenwriting.about.com/library/weekly/aa032801a.htm">http://teenwriting.about.com/library/weekly/aa032801a.htm</a>.</p> <p>The site includes help with grammar, punctuation and syntax, and although not specifically intended for the ESL student, does</p>



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					offer stepped exercises intended to improve written fluency and overcome writing blocks.

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<b><u>Communicating with your teen</u></b>					
<p>Listening for general understanding; offering a personal response (Listening)</p> <p>At the end of the activity, students will have:</p> <ul style="list-style-type: none"> <li>practised listening for general understanding</li> <li>experienced an insight into how parents might perceive teenage problems</li> <li>offered a personal, written response.</li> </ul>	<p>Listening</p> <ol style="list-style-type: none"> <li>understand and convey information</li> <li>understand, order and present facts, ideas and opinions</li> <li>evaluate information and select what is relevant to specific purposes</li> <li>articulate experience and express what is felt</li> <li>communicate effectively and appropriately</li> <li>recognise implicit attitudes</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>exercise control of appropriate grammatical structures</li> <li>understand and employ a range of vocabulary</li> <li>demonstrate an awareness of the conventions of paragraphing, sentence structure,</li> </ol>	<p>Students are placed in a compromising role play situation! They are about to overhear a conversation between their parents about themselves. The conversation is focused on ways that the mother and father feel that they can improve communication with their teenage son. A true or false exercise confirms general understanding, and a written response allows each student to respond in more depth.</p> <p><b>Insert CD1, and play Track 4</b></p>	<p>The COLP textual series offers students a chance to plan and produce an article entitled <i>Five golden rules for parents</i> - a sample article is given and teachers may like to compare it to the advice that Mr and Mrs Carter were given in this activity. The article can be found in Module 3 of the series on pages 12-14.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination <b>Practice Card</b>. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><a href="#">&lt;link to Family lesson 8&gt;</a></p> <p><a href="#">&lt;link to Family practice card 8&gt;</a></p> <p><a href="#">&lt;link to Family answer key 8&gt;</a></p>

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	punctuation and spelling 4. show an awareness of register in both formal and informal situations				