**Teaching Manual for Enhancing Students’ English Writing Skills**

**through Language across the Curriculum**

**in Life and Society (Secondary 1-3)**

**Enhancing Family Life**

**Reading & Writing Unit**



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|  | Hong Kong secondary school students studying subject contents in English typically find it challenging to express what they want to say in writing. This is especially the case for subjects where language competences are an integral part of learning, such as Life and Society (Secondary 1-3) in the PSHE KLA.  The “Teaching Manual for Enhancing Students’ English Writing Skills through Language across the Curriculum in Life and Society (Secondary 1-3)” (the Manual) aims to demonstrate how the learning of subject contents and development of academic writing skills can be interweaved in carefully designed scaffolding activities and tasks. The Manual contains 10 sample units. Educationally sound practices such as “Catering for Learner Diversity”, ”Peer Evaluation” and “Assessment as Learning” are incorporated in these sample units to facilitate learning and teaching. Upon completion, students are expected to develop an enhanced understanding of the topics taught, sharper writing skills for answering questions and better knowledge of the language functions covered.  For Life and Society teachers, we hope that the Manual will provide them with useful teaching resources for direct, selective or adaptive use. For other PSHE subject teachers, we hope that the Manual will demonstrate one possible way of how Language across the Curriculum practices can bring greater benefits to learning and teaching.  Edward Y.W. Chu  April Liu  The Open University of Hong Kong |

**Unit Overview**

**Enhancing Family Life**

|  |  |
| --- | --- |
| **Strand** | 1 |
| **Module** | Enhancing Family Life |
| **Target Class Level** | S1/S2 |
| **Learning Objectives** | **Contents:**  Students can:   1. tell the major functions of family; 2. give examples of responsibilities of the family members; 3. evaluate how well they share responsibilities in the family; 4. express gratitude to family members with reasons.   **Language functions**:  Students can:   1. apply the TEE (topic sentence, explanation, example) model to: 2. explain the responsibilities of family members 3. express gratitude for family members 4. use the following language functions correctly and appropriately: 5. giving examples about the roles and responsibilities 6. describing roles and responsibilities 7. explaining effectively with TEE model |

Module 5

Enhancing Family Life

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***Language support II: Describing roles and responsibilities: Modal verbs***

**Task 3 What can I do as a family member?**

***Language support III: Explaining effectively with TEE model***

**Task 4 Forming TEE paragraphs**

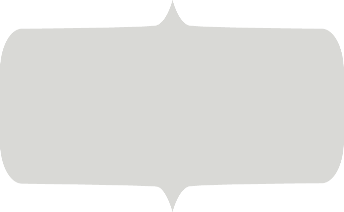
**Task 5 Writing a thank you card**

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**Task 3** **My learning record of “Enhancing Family Life”**



Notes to teachers:

To facilitate the discussion in the lesson, teachers may ask students to prepare Tasks 1 and 2 at home before the lesson.

**Part 1: Importance of family in life**

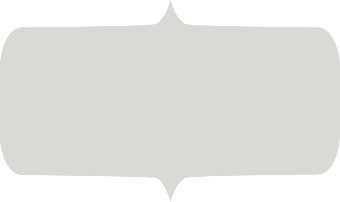
**Introduction**

|  |
| --- |
| Your family includes the people to whom you are related by birth. In some cases, family may also refer to those who live together without blood relations such as adopted children staying with the adoptive family.  Family can be broadly divided into nuclear family and extended family. A nuclear family includes parents and children whilst an extended family includes grandparents, uncles, aunts, cousins and so on. There are also other types of families such as single-parent family and grandparent family.  Some people say family life is important for younger children, such as primary school students, but not important for secondary school students. Do you agree? |

**Task 1 Self-evaluation of knowledge about family**

Join the upper dialogues with the appropriate words/phrases to see how well you know words related to family:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| “Cute drawing from grandson.”  “We are classmates.” |  | “Let’s take a family photo!” | “Do we look smart?” | “We are the Lam’s kids.” |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Nuclear family  Do you know…  The word ‘family’ comes from the Latin word ‘familia’. At that time, this word referred to the entire household including the parents and children who formed the nuclear family, the extended. | Extended family | Siblings | Teenagers | Elderly |



Notes to teachers:

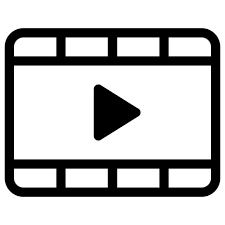
For students who are less proficient in English, they may do Question 2 first to learn more about the song from the lyrics.

**Task 2 Video watching: You Raise Me Up**

Watch a music video and answer some questions about family.

1. Watch the music video “You Raise Me Up”. What is the song in the music video about? Circle the answer.

YouTube Link: https://www.youtube.com/watch?v=CjW77WXPw8Y

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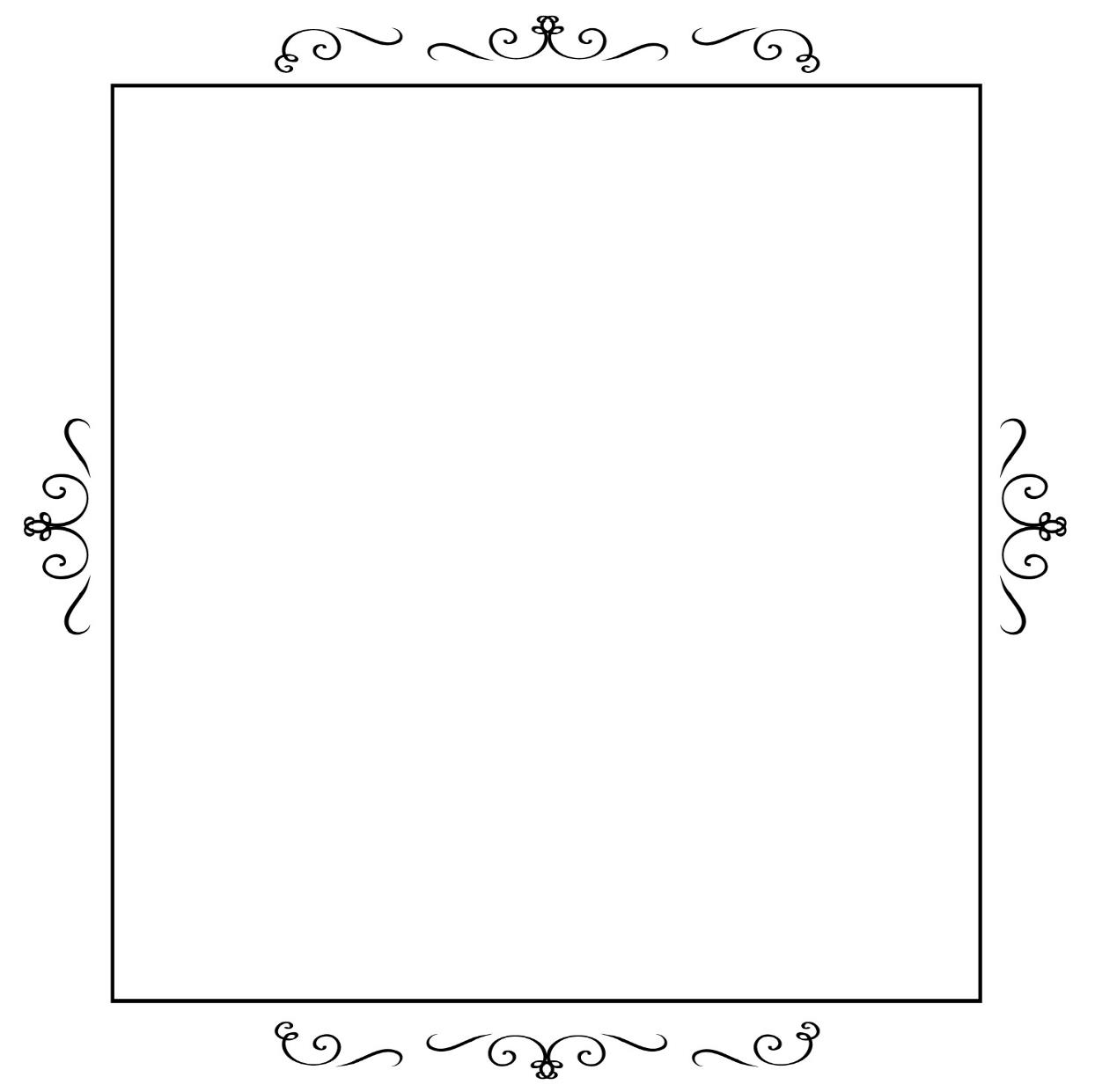
|  |  |
| --- | --- |
| 1. How different family members share responsibilities | 1. How a family nurtures a young member |
| 1. Family activities that promote communication | 1. How different types of family share responsibilities |

1. Fill in the gaps while you are listening again.

|  |  |
| --- | --- |
| **You Raise Me Up**  When I am down, and, oh, my soul, so weary  When troubles come, and my heart burdened be  Then, I am still and wait here in the silence  Until you come and sit awhile with me  You raise me up, so I can \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_  stand on mountains  You raise me up to \_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_  walk on stormy seas  I am strong when I \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_  am on your shoulders  You raise me up to more than I can be  *(repeat 3 times)*  You raise me up to more than I can be |  |

1. Answer the following questions related to family.

(Hint: The words in , and in the song are something your family can do with you **in good and difficulty times**.)

**

1. With reference to the family members, who do “you” and “me” refer to in the song?

With reference to the family members, ‘you’ refers to parent(s) while ‘me’ refers to

son/daughter.

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1. With reference to , give an example to illustrate what “you” may do to “me”.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

With reference to , parent(s) may strive to give the best to the son/daughter for high achievement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. With reference to , give an example to illustrate what “you” may do to “me”.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

With reference to , parent(s) will support the son/daughter to help them grow stronger.

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1. With reference to , give an example to illustrate what “you” may do to “me”.

With reference to , parent(s) may accompany and guide the son/daughter in difficult times.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Is family shown to be important? Why/why not?

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Yes, because with the family, the son/daughter can have protection and grow stronger.

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**Task 3 Reading I: Importance of family in life**

Read the passage and answer the questions.

|  |
| --- |
| **Importance of Family in Life**  There are many types of families but all that truly matters is that family members love and take care of each other. Some people think that family is only important for younger children, such as babies and students at primary schools, but I think family matters a great deal throughout everyone’s life. In the following, I will mention three reasons.  Firstly, our family provides support to our lives. After babies are born, they need to be nurtured physically and psychologically and rely on their families for a long time. When the babies grow older, they need to receive education and learn life skills with the families’ help.  Secondly, our family satisfies our emotional needs. Family members share happiness and bitterness together. For example, they celebrate happy occasions together when there is good news, and comfort each other when bad things happen. These are significant conditions for us to maintain physical and mental health.    Finally, family is where we sustain our everyday life. In a family, each member is responsible for sharing different duties. For instance, working outside, dealing with housework and preparing wholesome meals. Only when different duties are satisfactorily performed will our lives stay in good conditions.  In short, family can provide support to our lives, satisfy emotional needs and sustain our everyday life. When we have our family by our side, we will feel complete and will not feel lonely. |

1. According to the passage, what really matters about family?

The family members love and take care of each other.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is family important according to the passage? Give three functions of a family.

Yes, the family is important according to the passage. The three functions of a family are providing support to our lives, satisfying our emotional needs and sustaining our everyday life.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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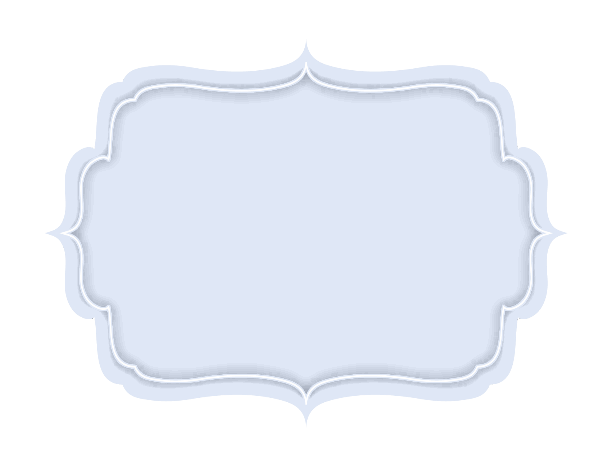
1. How will we feel when we have family with us?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We will feel complete and will not feel lonely.

**Part 2: Roles and Responsibilities of Family Members**

**Task 1 Understanding your own roles and responsibilities**



Do you know…

* Roles refer to the function or part played by a person in a particular situation.
* Responsibilities are/can be defined as things someone should do in a particular situation.

What are “roles” and “responsibilities” to you? List at least ONE role and ONE responsibility of yourself in the family and compare with the neighbouring classmate to see if you two have similar or different roles and responsibilities.

Responsibilities

[Student answer]

Possible answers:

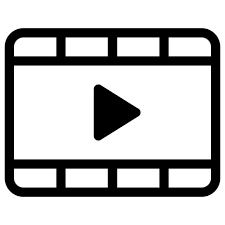
* studying hard
* taking care of younger siblings
* helping with chores at home

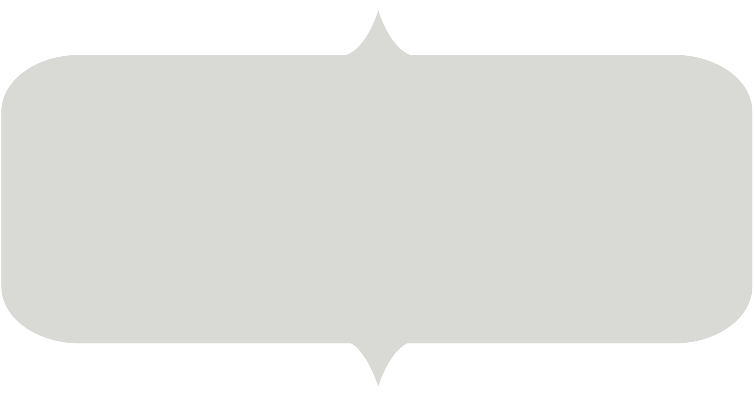
Roles

[Student answer]

Possible answers:

* a care taker
* an emotional supporter
* an adviser





Notes to teachers:

Teachers may play the following music video to students to give them an impression about family responsibilities in an interesting way.

Responsibility Song (1’52”)

https://www.youtube.com/watch?v=3HOKo8H7dLg

**Language support I**: **Giving examples**

**Giving examples:**

* In writing, we often want to make the general statements clearer. One way to do so is to give examples.

Read the following:

|  |  |
| --- | --- |
| General statementExample statement   |  | | --- | |  |  1. Family members share happiness and bitterness together. (b) For example/ For instance, they celebrate happy occasions together when there is good news, and take care of each other when bad things happen. |

|  |  |
| --- | --- |
| General statement Example statement   |  | | --- | |  |  1. In a family, each member is responsible for sharing different duties, (d) for example/ for instance, working outside, dealing with housework and preparing wholesome meals. |

Notice that (a) and (c) are general statements; they are made clearer by (b) and (d), example statements.

Notice also the features of the example statement:

|  |
| --- |
| * It’s headed by ‘**For example**’ or ‘**For instance**’ with a **comma** ‘,’ * Either **a complete sentence** (‘they celebrate happy occasions together when there is good news’) or **a noun phrase** (‘working outside’) is acceptable. * No matter how many examples are given, it will still be ‘**For example**’ or ‘**For instance**’. No ‘s’ is needed. |

* It is possible to put ‘for example’ or ‘for instance’ after the subject of the sentence:

|  |  |
| --- | --- |
| General statement Example statement   |  | | --- | |  |  1. Family members share happiness and bitterness together. (b) ***They, for example/ for instance,*** celebrate happy occasions together when there is good news, and take care of each other when bad things happen. |

The sentence will look more formal and academic.

* Speaking of giving examples, ‘such as’ is commonly used too.

|  |
| --- |
| Family members share happiness and bitterness together, ***such as*** celebrating happy occasions together when there is good news, and taking care of each other when bad things happen. |

|  |
| --- |
| There are also other types of families ***such as*** single-parent family and grandparent family. |

Notice that ‘such as’ takes **a noun phrase** (as in ‘celebrating happy occasions’ and ‘single-parent family’). A comma before it is optional.

**Task 2 Reading II: Roles and Responsibilities of Family Members**

Read the following passage and answer the questions.

|  |  |
| --- | --- |
| **Roles and Responsibilities of Family Members** | |
| Family is the place to obtain support in life, meet each other’s emotional needs and sustain everyday needs. To enable a family to function effectively, family members must be aware of the roles and responsibilities expected of them. |  |
| In the old days, the father was the only breadwinner who worked outside and the mother was the caretaker at home. Nowadays, there are dual-career families where both parents go out to work and single-parent families. Therefore, family members need to share the housework and the responsibilities of taking care of the elderly, young family members and themselves.  Our family lives will become happier and more harmonious when we take on roles expected of us. Every family member must be considerate, helpful, and respectful towards each other. They should understand that every family member is different in terms of age and physical strength, and is therefore capable of different responsibilities. Such understanding is the cornerstone of a happy family. | |



**Reading for students of stronger ability**

|  |  |
| --- | --- |
| **Roles and Responsibilities of Family Members** | |
| Roles refer to the function or part played by a person in a particular situation and responsibilities can be defined as things someone should do. The distribution of family responsibilities usually depends on history and culture of a society as well as characteristics of each family. |  |
| **Traditional roles of grandparents, parents, and children**  In the old days, the distribution of family responsibilities depended on gender and age. The grandparents were the most respected and they should give advice on important family decisions. The father was the breadwinner and the mother was the caretaker. Specifically, only the father worked outside and the mother stayed at home to take care of parents-in-law, look after the children, prepare meals and do all the household chores. The children should study hard, obey their parents and care for the elderly and younger siblings.  **The roles of family members in modern society**  Nowadays, societal changes have led to changes in the distribution of family responsibilities and roles of family members, especially the roles of the parents. There are a large number of dual-career families where both parents go out to work. Therefore, parents need to share the housework and child-raising responsibilities. As families evolve, it is even socially acceptable for fathers to become “househusbands” while only the mother earns the family income.  **Importance of knowing about roles and responsibilities in the family**  Performing the roles expected of each member can lead to family harmony and happiness. Every family member must also be considerate, helpful, and respectful towards each other. They should recognise that every family member is different in terms of age and strength, leading to different responsibilities. Such recognition is the cornerstone of happy family life. | |

1. Do you think you can share more responsibilities?

A picture containing colored, colorful, room, pink

Description automatically generatedYour parents are out of Hong Kong for a week. A relative stays with and takes care of you. There are a list of household chores and parental responsibilities that need to be completed.

Send your younger sister to the school bus pick up point of your estate at 7:30am and pick her up at 4:00pm.

Get the medicine for grandma on Friday after school.

Grandma will make dinner for you this Saturday. Can you shop for her?

Sign your sister’s handbook at night.

The light bulb doesn’t work at home. Can you fix it?

Walk the dog every other day.

Decide if you can take up these responsibilities all by yourself. Use the following criteria when you make decision: **age appropriateness, personal ability** and **whether the task is proper.** Put a tick or a cross under each criterion. The first box has been done for you as an example.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks** | **Your**  **response:** | **age appropriateness** | **personal ability** | **whether the task is proper** |
| 1. Send my younger sister to the school bus pick up point of your estate and pick her up at 4pm. | Yes, I can. | **√** | **√** | **√** |
| 2. Get the medicine for grandma on Friday after school. | Yes, I can. | **√** | **√** | **√** |
| 3. Do shopping for grandma on Saturday. | Yes, I can. | **√** | **√** | **√** |
| 4. Sign my sister’s handbook at night. | No, I cannot. | **X** | **√** | **X** |
| 5. Fix the light bulb | No, I cannot. | **X** | **√/X** | **√** |
| 6. Walk the dog every other day. | Yes, I can. | **√** | **√** | **√** |

1. If you can’t take up a responsibility, what should you do?

I should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

turn to my relatives for help or advice.

**Language support II: Modal verbs**

**Describing roles and responsibilities: Modal verbs**

We use modal verbs to talk about obligations. As roles and responsibilities are essentially obligations, modal verbs are useful when describing them.Look at the following examples:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Family members*** | ***must*** | ***be*** | ***aware of the roles and responsibilities.*** |
| *modal verb* | | *verb* | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***The father*** | ***can*** | ***participate*** | ***actively in household chores.*** |
| *modal verb* | | *verb* | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***They*** | ***should*** | ***understand/recognise*** | | **that every family member is different in terms of age and physical strength*.*** |
| *modal verb* | | | *verb* | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Performing the roles***  ***expected of each member*** | ***can*** | ***lead to*** | ***family harmony and happiness.*** |
| *modal verb* | | *verb* | |

What modal verbs do you know? Fill in the chart below.

|  |  |  |
| --- | --- | --- |
| may | can  o\_\_\_\_\_ \_\_\_  ught to  sh\_\_\_\_\_  ould  n\_\_\_\_ \_\_\_  eed to | have to  m\_\_\_\_  ust  had b\_\_\_\_\_  etter |
| **weak obligations** | **medium obligations** | **strong obligations** |

Notice how meaning is changed with the different modal verbs used:

|  |  |
| --- | --- |
| We must study very hard. | **Strong** |
| You have to study very hard. | **Obligation** |
| We had better study very hard. |
| We can study very hard. |
| We ought to study very hard. |
| You should study very hard. |
| We need to study very hard. |
| We may study very hard. | **Weak** |

**Advanced question for students of stronger ability**



Apart from describing family roles and responsibilities, can you think of other responsibilities where modal verbs can be used to express obligations? Give two examples.

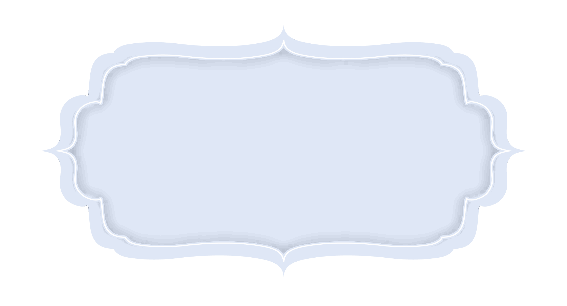
[Student answer]

Possible answers:

* the responsibility of a friend
* the responsibility of a Hong Kong resident
* the responsibility of the government

**Task 3 What can I do as a family member?**

Watch the video below to find out more about our duties in the family. Pay attention to the use of modal verbs when describing duties do and answer the questions that followed.



Do you know…

The word ‘duties’ and ‘responsibilities’ are synonyms – they have similar meaning.

Our duty towards the Family (0’15”- 2’19”)

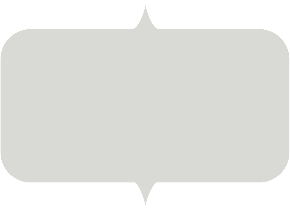
<https://www.youtube.com/watch?v=MKeLHuL0oBU>



1. With reference to the video, list FIVE duties which you should take up in your family. Write in complete sentences. Compare and discuss your answers with your neighbouring classmate.

Any five of the following:

* We should respect all the family members and listen to them.
* We should make them happy by being good.
* We should help in cleaning and dusting the house.
* We should help our parents to fetch the necessary things from the market.
* We should finish our homework every day and study ourselves.
* We should take help only when it is needed.
* We should not play mischief or fight with each other.
* The elder sister or brother should take care of the younger ones.
* All the family members should take at least one meal together.
* We should not go anywhere without the permission or knowledge of the elders.
* Do not accept anything that strangers give you.
* Do not tell lies.
* Do not be stubborn or greedy.
* We should look after our family members when they fall sick.
* We should attend to their every need.
* We should do such jobs that make them happy.
* We should love and respect our elders.
* Always behave well with the relatives and give them due respect.



Notes to teachers:

Teacher may consider asking students to prepare this task at home to save time for class discussion.

1. Which modal verb is used in the video when talking about duties or responsibilities?

should

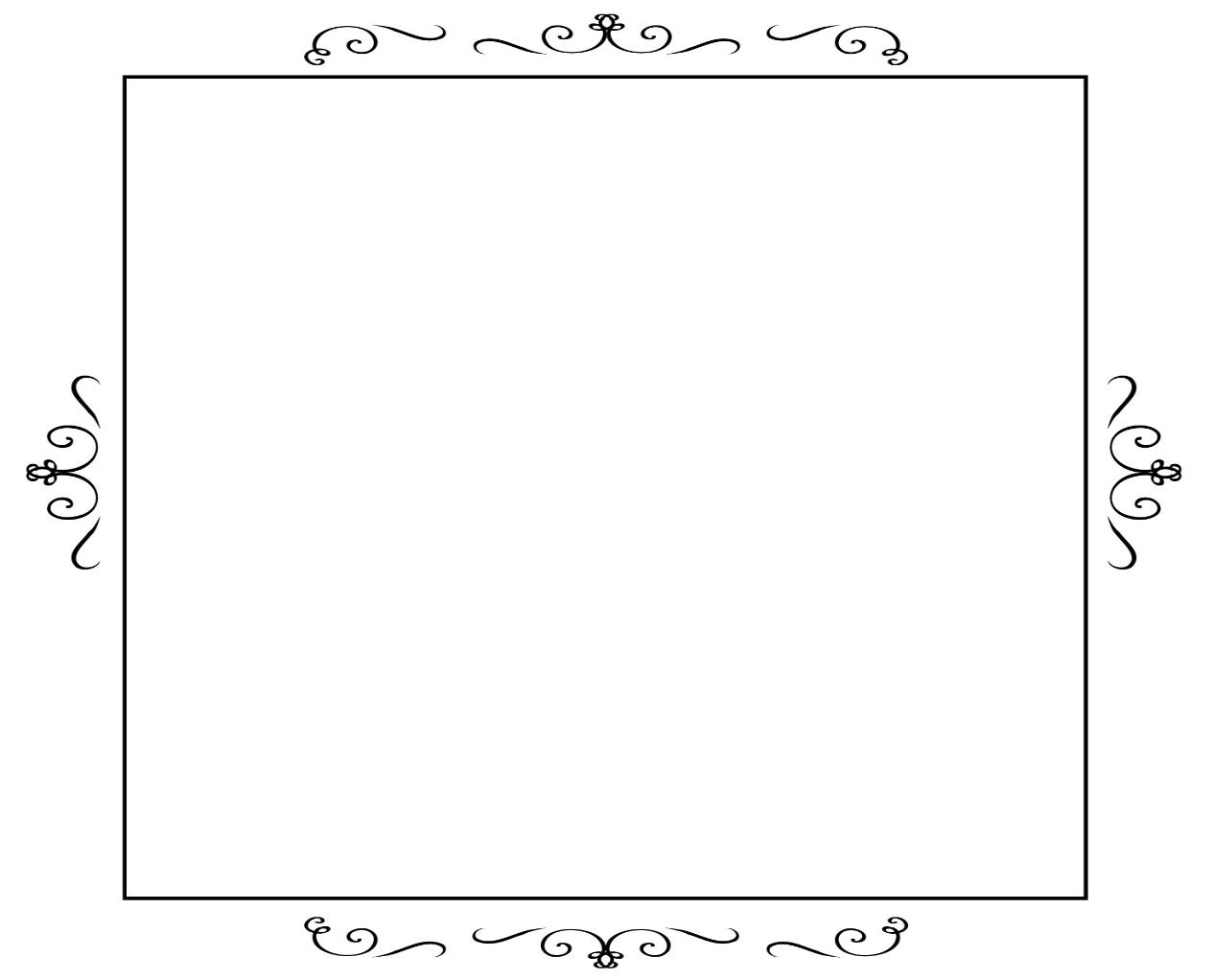


**Advanced question for students of stronger ability**

Can you find a sentence pattern which is used when talking about responsibilities, but with no modal verb? Write down the sentence in the space below and underline the part you think that it is talking about responsibilities.

Do not accept anything that strangers give you.

1. **Over to you: ‘What can I do as a family member?’**

**Answer the following extended questions.

1. Do you take up the duties mentioned in the video in your family? If yes, what are they? Give THREE examples. If no, go to (2).

[Student answer]

Refer to Question 1. of Task 4.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Do you take up responsibilities not listed in the video in your family? If yes, what are they? If no, go to (3).

[Student answer]

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1. If your answers to (1) and (2) are “no”, do you think you should take up some duties in your family? If yes, suggest two of the duties that you would take up. If no, explain why you do not need to take up any family duties.

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[Student answer]

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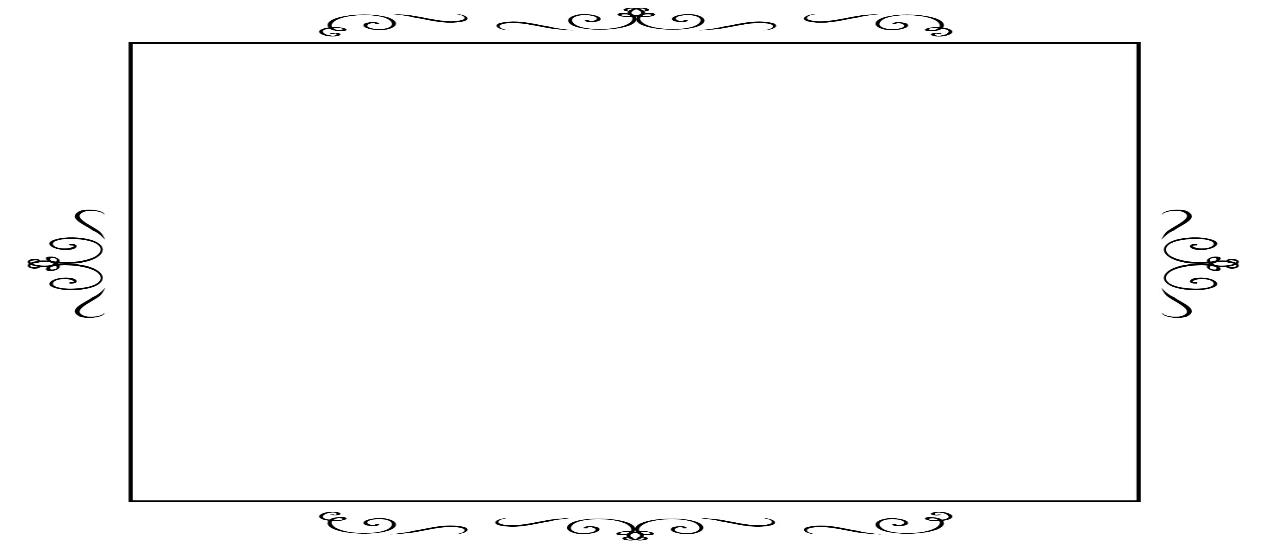
**Activity for students of weaker ability**

**Task 3 What can I do as a family member?**

1. Below are descriptions about our roles and responsibilities for our family. Based on the pictures and hints, complete the descriptions with the help of modal verbs.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Responsibility** | **Hint** | **Description** |
| a. |  | we, finish, homework | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  We have to /had better/ought to/  should/need to/may finish all homework  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  before 9pm everyday so as to spend time with our family.  I should/ought to/must help (my) parents do laundry |
| b. |  | I, help, parents, laundry | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  after finishing the homework. |
| c. |  | I, mop the floor | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I should/ought to/must/had better  mop the floor.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Family members must love each other. |
| d. |  | Family members, love | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  Notes to teachers:  Teacher may solicit whether the sentences written are of high, medium or low obligation. |

1. **Extended questions on ‘What can I do as a family member?’**

**Answer the following extended questions.

1. Do you take up the responsibilities listed in a. to d. in your family? If yes, what are they?

[Student answer]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you perform responsibilities not listed in a. to d. in your family? If yes, what are they?

[Student answer]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If your answers to (1) and (2) are “no”, do you think you should take up some responsibilities in your family? If yes, suggest two of the responsibilities that you would take up. If no, explain why you do not need to take up any family responsibilities.

[Student answer]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Language support III: Explaining effectively with TEE model model\***

**Explaining effectively with TEE model\***

In previous activities, we learn about responsibilities of family members. Read below to find out more responsibilities **of adult family members** that they can take up.

A person with collar shirt

Description automatically generated

TEE model for organising the explanation and examples

T = Topic Sentence

E1 = Explanation

E2 = Examples

|  |  |  |
| --- | --- | --- |
| T | (1) Adult members are able to share greater responsibilities in a family | Adult members are able to share greater responsibilities in a family  because they are more mature and stronger in ability.  For example, they can work and earn money for food, clothing, transportation cost and education. |
| E1 | (2) because they are more mature and stronger in ability. |
| E2 | (3) For example, they can work and earn money for food, clothing, transportation cost and education. |

**Task 4 Forming TEE paragraphs**

Now, match the sentences to form TEE paragraphs on roles and responsibilities of family members and write down the paragraph in the box provided.

1. Teenage family members in single-parent families

|  |  |  |
| --- | --- | --- |
| **Topic**  **Sentence** |  | * For instance, teenage family members can share responsibilities which are usually the adults’ such as shopping for food or preparing for meals. |
| **Explanation** |  | * Teenage family members living in single-parent families may have to take up more responsibilities. |
| **Example** |  | * Because of the absence of either one parent, more work needs to be shared among family members. |

**\*** Acknowledgement: Tak Oi Secondary School for their inspiration of the TEE model.

Teenage family members living in single-parent families may have to take up more responsibilities. Because of the absence of either one parent, more work needs to be shared among family members. For instance, teenage family members can share responsibilities which are usually the adults’ such as shopping for food or preparing for meals.

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1. Househusband

|  |  |  |
| --- | --- | --- |
| **Topic**  **Sentence** |  | * For example, more people accept that a man stays at home and takes up responsibilities which are usually performed by a housewife, such as looking after kids and cooking, while his wife works. |
| **Explanation** |  | * “Househusband” emerges since the gender roles are less fixed nowadays. |
| **Example** |  | * “Househusband” is a new term to the family role of a father. |

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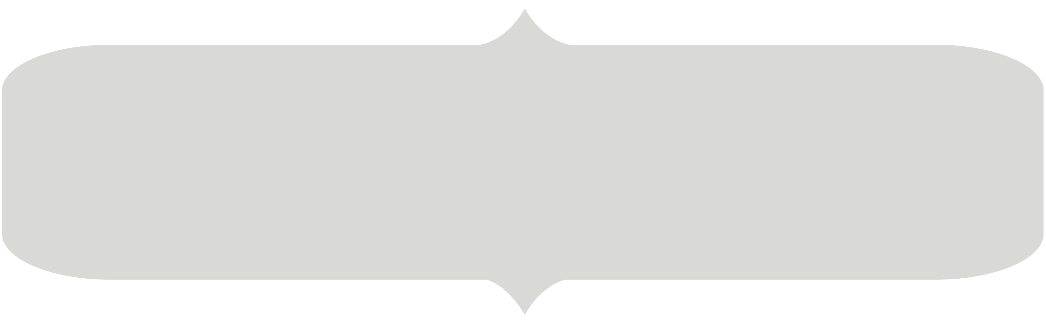
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“Househusband” is a new term to the family role of a father. “Househusband” emerges since the gender roles are less fixed nowadays. For example, more people accept that a man stays at home and takes up responsibilities which are usually performed by a housewife, such as looking after kids and cooking, while his wife works.



**Task 5 Writing a thank you card**



Notes to teachers:

Nurturing students’ humanistic qualities is one of the key focuses for curriculum development in the PSHE KLA and one of the elements of humanistic qualities is to help students become appreciative and grateful to others. This activity aims to nurture in students these qualities by asking them to reflect on what the family members have done for them and to show their appreciation and gratitude by writing a thank you card.

To make the activity more meaningful, teachers may encourage students to write the card and send it to the family members and share their feelings in another lesson.

In our lives, there are sometimes people whom we wish to thank for their help. Read a thank you card written by a girl below:

|  |  |  |
| --- | --- | --- |
| A close up of a sign  Description automatically generated  **Dear Aunt Joyce,** |  | **Analysis:**  Notice the **TEE** model being used:  Topic Sentence &  Explanation  Example 1  Example 2  Example 3  Final remark  Who you are  Your name |
| **You are a wonderful aunt because you care so much about me.** | |
| **For example, you spent time listening to my problems, and helped me come up with possible solutions. You also never fail to provide support to me.**  **For all your time, patience and love, I want to say**  A picture containing bowl  Description automatically generated  **Love from your niece,**  **Joanna** | |

Using the thank you card template, write to one of your family members whom you wish to thank. Look at the hints on the right if necessary.

|  |  |  |
| --- | --- | --- |
| A close up of a sign  Description automatically generated  Father  **Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **You are a brilliant Dad because you are 100% devoted to the family.**  **For example, you work so hard to earn a living outside. Besides, although you are exhausted with office work during the weekdays and want a break in the weekends, you always go out with us to make us happy.**  **For all you have done to us, I want to say Thank You!**  **Son**  **Joe** |  | **Hints:**  Use the **TEE** model:  Topic Sentence &  Explanation  Examples 1 & 2  Final remark  Who you are  Your name |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  A picture containing bowl  Description automatically generated | |

**Peer evaluation**

Give your thank you card to your neighbouring classmate and ask him/her to complete the peer evaluation. Remind your classmate to sign the form before returning it to you.

|  |  |
| --- | --- |
| **Description** | **Feedback**  ***No star= minimum score; 5 stars = maximum score*** |
| Relevant topic sentence |  |
| Relevant explanation |  |
| Relevant examples |  |
| Appropriate salutation and closing |  |
| Optional: Do you want to give any written feedback\* to your classmate? |  |
|  | Signature: |

***\**** You are encouraged to write down a few words to give encouragement and support to your classmate such as “Nice work!”, “Interesting”, “I like the way you write about ….”,“You are making good progress.”, “Your work will be better if you can ….”, “More effort is needed, especially in ….”

**Part 3:**  **My vocabulary bank and learning record**

Notes to teachers:

Given the importance, this part will be included in every unit.

In this part, you will revise the topic vocabulary and assess your learning.

***My vocabulary bank***

|  |
| --- |
| Do you want to write better answers to questions in *Life and Society (Secondary 1-3)*?  Good writing comes from well-written paragraphs and sentences. And well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: **subject-specific**(專科的) **vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).   * **Subject-specific vocabulary**: key concepts specific to a subject, namely Life and Society or Integrated Humanities. * **General academic vocabulary**: Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely. * **Logical connectors** (linking words): conjunctions and phrases that connect ideas. |

**Task 1 Finding useful expressions for “Enhancing Family Life”**

Fill in the blanks of the subject-specific vocabulary, general academic vocabulary and linking words from the two readings in the unit. Some are already done as examples.

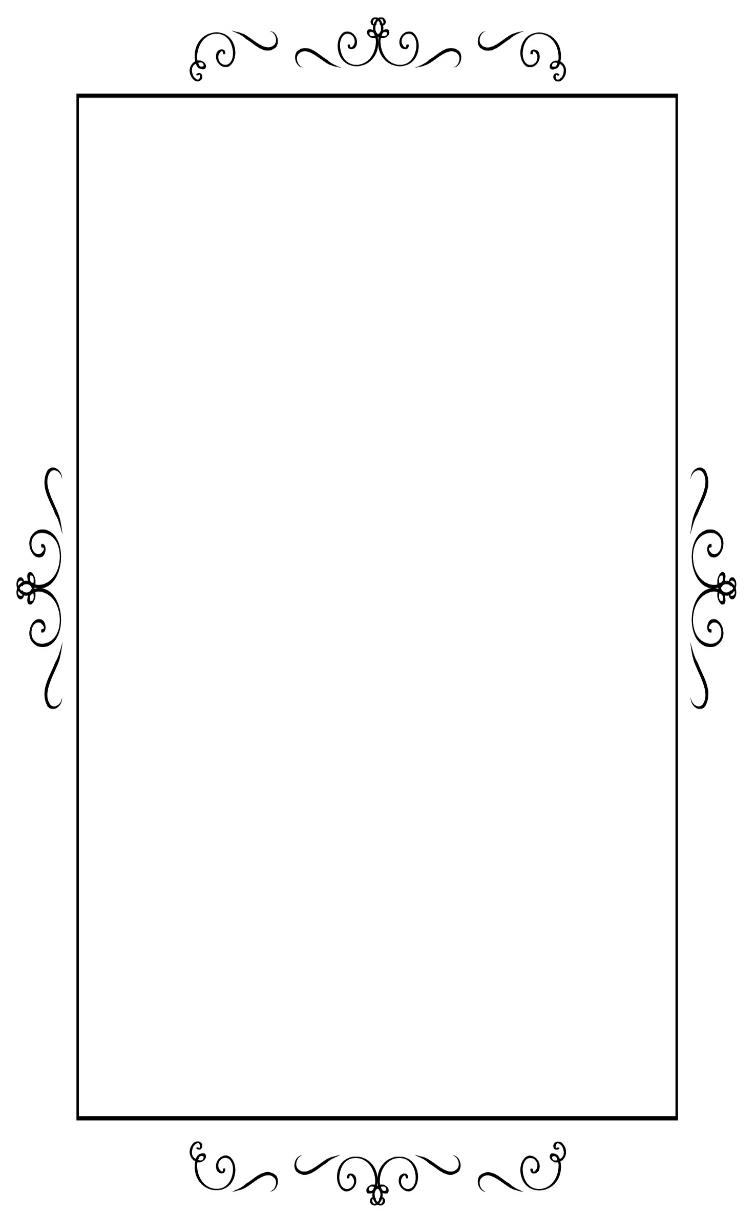
1. **Importance of family**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary** | **General academic vocabulary** | **Linking words** |
| **Types of family**  parent  grand\_\_\_\_\_\_\_\_family (n. ph.)  parent  single-\_\_\_\_\_\_\_\_family (n. ph.)  tended  the ex\_\_\_\_\_\_\_\_\_family (n. ph.)  clear  the nu\_\_\_\_\_\_\_\_ family (n. ph.)  **Functions of family**  port  To provide sup\_\_\_\_\_\_\_\_\_\_\_ in lives (n. ph.)  tional eeds  to satisfy emo\_\_\_\_\_\_\_\_\_n\_\_\_\_\_(v. ph.)  tain  to sus\_\_\_\_\_\_\_\_\_ everyday life (v. ph.)  **Others**  phy\_\_\_\_\_\_\_\_\_ and mental health (n. ph.)  sical  sically  to be nurtured phy \_\_\_\_\_\_\_\_\_and psy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (v. ph.)  chologically  ke care of  to ta\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_ (v.) | **Giving identification or definition**   1. refers to (B) (v. ph.)   **About family members:**  blood relatives (n. ph.)  the entire household (n. ph.)  **About functions of family**  bitterness (n.)  happiness (n.)  housework (n.)  to learn life skills (v. ph.)  to receive education (v. ph.)  wholesome meals (n. ph.) | **Listing ideas**  Firstly, …  Secondly, …  Thirdly, …  Key:  n.= noun  n. ph= noun phrase  v.= verb  v. ph. =verb phrase  adj.=adjective  adj. ph. =adjective phrase |

1. **Roles and responsibilities of family members**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary** | **General academic vocabulary** | **Linking words** |
| **Roles of family members**  winner  the bread\_\_\_\_\_\_\_\_\_\_\_\_\_ (n.)  taker  the care\_\_\_\_\_\_\_\_\_\_\_\_\_\_(n.)  le  to perform ro\_\_\_\_\_\_\_ (v. ph.)  **Responsibilities** **of family members**  priateness  age appro\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph.)  siderate  con\_\_\_\_\_\_\_\_\_\_\_\_\_(adj.)  mony  har\_\_\_\_\_\_\_\_ (n.)  elp  h\_\_\_\_\_\_ful (adj.)  ility  personal ab \_\_\_\_\_\_\_\_\_\_ (n. ph.)  spect  re\_\_\_\_\_\_\_\_ful (adj.)  are  to sh\_\_\_\_\_\_\_\_\_responsibility (v. ph.)  standing  under\_\_\_\_\_\_\_\_\_\_\_ (n.)  **Type of family**  areer  al  du\_\_\_\_\_ - c\_\_\_\_\_\_\_ families (n.) | **Giving definitions**   1. can be defined as (B) (v. ph.)   **Explaining causal relationship**  to lead to … (v. ph.)  **Explaining** **factors**  to depend on … (v. ph.)  **About time**  In the old days,… (prep. ph.)  Nowadays,… (adv.)  **About responsibilities**  be aware of… (adj. ph.)  be capable of…  cornerstone (n.)  expected of them (adj.)  to look after… (v. ph.)  to obey their parents (v. ph.) | **Explaining causal relationship**  Therefore,…  Key:  n.= noun  n. ph= noun phrase  v.= verb  v. ph. =verb phrase  adj.= adjective  adj. ph. = adjective phrase  adv. = adverb  prep. ph.= prepositional phrase |

**Task 2 My choice of the most useful words and expressions**

**In the space below, write:

1. FIVE top most useful subject-specific words,
2. FIVE general academic words, and
3. THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

1. Subject-specific words

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Student answer]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. General academic words

[Student answer]

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1. Linking words

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Student answer]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3 My learning record of “Enhancing Family Life”**

Put a tick (√) if you think you can manage the item in this unit.

**Do I know …**

|  |  |  |
| --- | --- | --- |
|  | **Item** | **Yes (√)/No (🗶)** |
| 1. | the importance of family? |  |
| 2. | the roles and responsibilities of family members? |  |
| 3. | how to give examples? |  |
| 4. | how to describe my responsibilities towards my family? |  |
| 5. | how to use key terms in the unit to talk about family life? |  |
| 6. | how to form a TEE paragraph? |  |
| 7. | how to write a thank you card with the TEE model? |  |