

UNIT 1 Meet My Family

A. LOGGING ON



1. Goals: In this Unit you will learn how to.....

- Talk about your family and family members
- You will practice..... Present progressive e.g. I'm learning English.

2. Vocabulary:

1. Read the conversation below and understand the family relations based on the picture.

Friend: Hey Rosy, Is this your **mother**?

Rosy: No, she's not. Clara is my mother's **sister** ...my **aunt**. This is my mother. Her name is Blanca.

Friend: And who is the man next to your mother?

Rosy: That's Pedro, my oldest **brother**.

Friend: And these two people behind you? Who are they?

Rosy: OH!! That's Gustavo, my younger brother and this is our **cousin**, Matilde next to him. She lives in Cartago.

Friend: Is this your **grandfather**?

Rosy: Yes. He's my **dad**'s father. We love grandfather Alonso. He's very sweet.

Friend: And where's your dad?

Rosy: Well ... he was taking the picture...



Unit 1 Meet my family

2. Use the following words below to complete the statements.

mother father cousin father brother sister grandfather

a. Rosy is Clara's _____.

b. Blanca is Rosy's _____.

c. Alonso is Rosy's _____.

3. Warm-up

1. Read the following mini conversation between Carlos and Maria, and write the names of the people on the photograph.

Carlos and Maria are sharing some family pictures...

Carlos: Look. Here are some pictures of my family. This is my sister, Saray, and this is her husband Gerardo. And this is their baby.

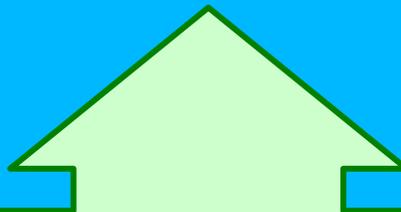
Maria: Oh! He is cute. What's his name?

Carlos: Josue. And this is his big brother. His name is Marco.

Maria: Is this your mother?

Carlos: Yes, she is. Her name is Elida. And these are my grandparents, Blanca and Calixto. And this is my dog, Thalia.

4. Your turn



Write the names of the members of your family:

Mother: _____

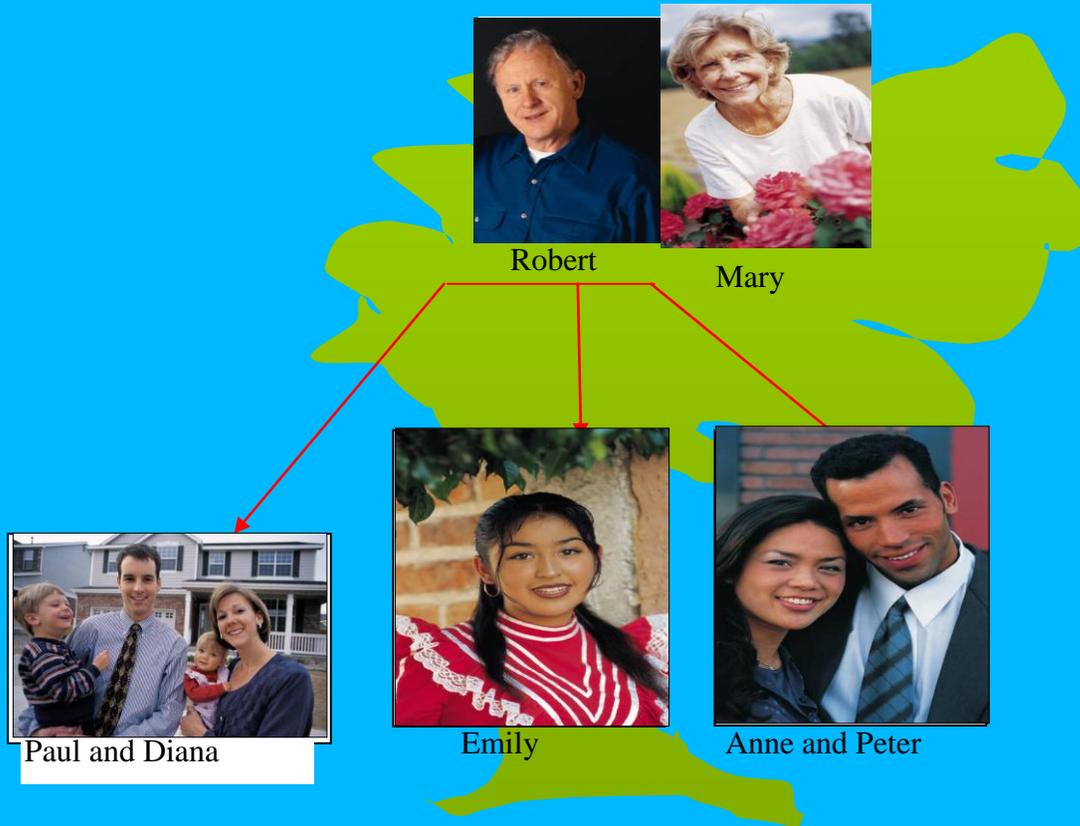
Father: _____

Brother(s): _____

Sister(s): _____

Grandparents: _____

A. Look at the family tree and choose the correct answer.



Script:

This is my grandfather. His name is Robert. And this is my grandmother Mary. These are Paul and Diana. Paul is my younger brother and Diana is my sister in law. They have a son and a daughter. And these are Anne and Peter. Peter is my older brother and Anne is my other sister in law. And finally, this is me. I love my family!

1. Emily is Peter's
 - a. sister
 - b. brother
 - c. husband
 - d. niece

2. Peter is Emily's
 - a. sister
 - b. father
 - c. brother
 - d son

Unit 1 Meet my family

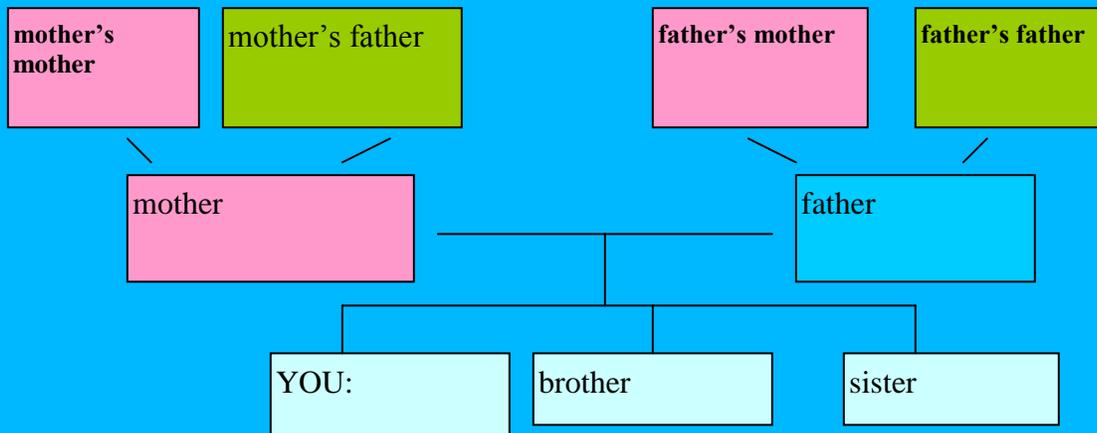
2. While Listening

A. Who are they talking about? Listen to each description and write the name of the person in the family tree above.

- a. listening 1 (Paul)
- b. listening 1 (Emily)
- c. listening 1..... (Robert and Mary)

3. Post-Listening

A. Create your own family tree and write the relationship of each member.



PRONUNCIATION:

Pay special attention to the pronunciation of the following possessive forms. Listen and repeat.

[IZ]

Carlos' brother
My niece's name

[Z]

My sister's niece
John and Mary's daughter
My father-in-law's wife

[S]

My wife's car

C. SYSTEM TOOLS

1. Read and Understand



This is my family. My mother and father are very nice. They have been married for 28 years. My father is a business man. His name is Paul. My mother is a pediatrician. Her name is Susan. My mother is the beautiful lady sitting in front of me, and my father is next to me. I have two brothers and a sister. They are younger than me. One of my brothers, Mark, is a student at our local university. Our little brother, Rafael, is a high school student. My sister, Barbara is 16 years old. My aunt and uncle are in the picture, too. They are very close to us, and we enjoy spending time together. My uncle, Richard, is a lawyer, and his wife, Anne, is a professor. They are our neighbors. I am the bald man in the back. I'm 24 years old, and I've just become an engineer. My name is Erick. My family is very close.

A. Understand the family relationships. Complete the following statements with family words.

- a. Paul and Susan are _____ and _____ (husband and wife).
2. Barbara is Paul and Susan's _____ (daughter).
3. Erick, Mark and Rafael are Paul and Susan's _____ (sons).
4. Erick, Mark, Rafael, and Susan are _____ and _____ (brothers and sister).

2. Rules

| POSSESSIVE ADJECTIVES | | |
|-------------------------|--------------------------------------|---------------------------------------|
| I | my | My book is on the table. |
| you | your | He's your brother. |
| he | his | His father is tall. |
| she | her | I am her cousin. |
| it | its | Its food is hot. |
| we | our | That's our car. |
| you | your | Those are your books. |
| they | their | Their parents are Costa Rican. |
| Possession using names: | | |
| Mark's father | Paul and Susan's sons and daughter | |
| Barbara's mother | Richard and Anne's niece and nephews | |
| Erick's brother | Mark and Rafael's uncle and aunt | |

A. Drag the following possessive adjectives: Your, My, His, Its.

- 1.** I have two hobbies. _____ hobbies are playing the piano and listening to music.
- 2.** You are a kind person. _____ personality is good.

B. Fill in the blanks with the correct possessive adjective.

- 1. A:** Where are your books?
B: _____ books are on the shelf.
- 2. A:** Are Tom and Mary home?
B: Yes. _____ car is in the garage.
- 3. A:** Is that Pedro? Is that a new haircut?
B: Yeah. _____ hair looks shorter.
- 4. A:** When is the bookstore open?
B: _____ hours are from 9:00 – 4:00.





C. Look at the picture above and answer the questions. Use possessive adjectives when you answer. Use the cue words from the box.

Example: Where's Sandra's cup? Her cup is on the desk.

1. Where's Sandra's apple? _____ on the desk
2. Where's Sandra's drawing? _____ on the wall

3. YOUR TURN

A. Work with a partner and answer the following questions

1. What is your favorite music? _____
2. What's your mom's favorite color? _____
3. What's your brother's favorite sport? _____
4. What's your sister's favorite movie actor? _____
5. What your father's favorite hobby? _____

D. SCAN IT

1. Pre- Reading

Drag the characteristics to the appropriate column. (explain the terms)

| Extended Family | Nuclear Family |
|-----------------|----------------|
| | |
| | |
| | |

CHARACTERISTICS:

| | |
|--|--|
| Consists of a mother, father, and their biological or adoptive descendants | Many grandparents take some primary responsibility for child care. |
| Consists of more than parents and children: cousins, aunts, uncles, etc. | Can be a nurturing environment where children are raised with love, emotional support, low stress |
| There are 3 types: one generation, two generations, three generations | There are 3 types: man works outside home, woman works outside home, both wife and husband work outside home |

2. While-Reading

Read the text below and do the practices provided.

Families

There are basically two types of families: *nuclear families* and *extended families*. The nuclear family usually consists of two parents (mother and father) and their children. The mother and father form the nucleus, or center, of the nuclear family. The children stay in the nuclear family until they grow up and marry. Then they form new nuclear families.

The extended family is very large. There are often many nuclear families in one extended family. An extended family includes children, parents, grandparents, uncles, aunts, and cousins. The members of an extended family are related by blood (grandparents, parents, children, brothers,

sisters, etc.) or by marriage (husbands, wives, mothers-in-law, etc.). They are all related, so the members of extended families are called relatives.

Traditionally, all the members of an extended family lived in the same area. However, many nuclear families have moved away from the family home in order to find work. Today, the members of most nuclear families live together, but most extended families do not live together. Therefore we can say that the nuclear family becomes more important than the extended family as the society industrializes.

In the United States, even the nuclear family is changing. The nuclear family is becoming smaller as parents want fewer children, and the number of childless families is increasing. Traditionally, the father of a nuclear family earned money for the family while the mother cared for the house and the children. Today, more than 50% of the nuclear families in the United States are two-earner families--both the father and the mother earn money for the family. Many nuclear families are also "splitting up"--more and more parents are getting divorced.

What will be the result of this "splitting" of the nuclear family? Scientists now talk of two new family forms: the single parent family and the remarried family. In 1978, almost 20% of all American families were single-parent families, and in 85% of these families, the single parent was the mother. Most single parents find it very difficult to take care of a family alone, so they soon marry again and form remarried families. As social scientists study these two new family forms, they will be able to tell us more about the future of the nuclear family.

1. True / False. Read the statements and write "T" for True and "F" for False.

1. _____ As societies change, so do family types.
2. _____ Fathers who stay at home and take care of the children are common in single-parent families.
3. _____ Divorce is the main reason for the "splitting up" of nuclear families.
4. _____ The members of an extended family used to live closer to each other in the past.
5. _____ Nowadays nuclear families are smaller in part because the number of families without children has grown.

3. Post – reading

Answer the following questions about your family.

1. What type of family you live in, extended or nuclear?

2. Who are the members of your family?

E. TYPE IT UP

1. Pre-writing

Conduct an interview on “parenting” to one of your parents (your mother or your father). Use the questions below.

1. *How do you feel as a parent?*
2. *What’s your greatest challenge as a parent?*
3. *What did you learn about parenting from your own parents?*
4. *What do you as parents expect from your children?*

2. Writing

After you have interviewed one of your parents, write a short paragraph on their responses. Remember to write an introductory sentence, supporting details and a concluding sentence.

3. Post-writing

Read your classmates’ paragraph on the interview conducted to their parents. Compare your writings and talk about the differences or similarities in their responses. Fill in the chart below.

| | SIMILARITIES | DIFFERENCES |
|--|---------------------|--------------------|
| FEELINGS OF PARENTING | | |
| GREATEST CHALLENGE | | |
| THINGS LEARNED FROM THEIR PARENTS | | |
| THINGS EXPECTED FROM CHILDREN | | |

6. LOGGING OFF.

TEAM PROJECT

NEIGHBORHOOD FAMILY LIFE CYCLE PROJECT.

OBJECTIVES:

- To investigate about families in the neighborhood
- To report on the different types of families in the neighborhood
- To display the information on a bulletin board

Groups of four or five students. Form groups of four students as follows:

| Roles | Job Description | Student's Name |
|--------------------------------|--|-----------------------|
| Student 1 Leader | Sees that everybody uses English Sees that everybody participates Presents the product | |
| Student 2 Secretary | Writes information about project | |
| Student 3 Designer | Designs layout and adds artwork | |
| Student 4 Assistant | Helps secretary and designer with their work | |

Unit 1 Meet my family

STEP 1. Students visit different families in a neighborhood which they have chosen and find out the type of families around the neighborhood.

EXAMPLE OF FAMILIES:

- Couples (without children)
- Families with preschool children (oldest child 6 years of age)
- Families with school-aged children (oldest child 6-13 years of age)
- Families with teenagers (oldest child from 13-20 years)
- Families with young adults (first child gone to last child leaving home)
- Middle-aged parents (empty nest to retirement)
- Aging family members (retirement to death of both spouses)

STEP 2. Students classify the families based on the stage of the Family Life Cycle

Stage 1 - Couples (without children)

Stage 2 - Families with preschool children (oldest child 6 years of age)

Stage 3 - Families with school-aged children (oldest child 6-13 years of age)

Stage 4 - Families with teenagers (oldest child from 13-20 years)

Stage 5 - Families with young adults (first child gone to last child leaving home)

Stage 6 - Middle-aged parents (empty nest to retirement)

Stage 7 - Aging family members (retirement to death of both spouses)

STEP 3. Students design a table or graph on the amount of families per stage around the neighborhood and report to class.

STEP 4. Students collect information among groups and analyze the types of families per stage. Students report results in the school's bulletin board with graphs and charts.

(ADAPTED FROM: <http://www.sasked.gov.sk.ca/docs/health/health6-9/g8fam.html>)

2. SURFING THE NET

Search the web on the following topic: **Different Types of Families**. You can visit www.google.com or www.yahoo.com

1. Choose one specific topic
2. Write the name of the topic
3. Write three things you liked about the topic
4. Write three things you did not like about the topic.
5. Write three things you learned from the topic.

Fill in the following table.

| | |
|-------------------------|----------|
| Website Address | http://: |
| Topic | |
| Three things I liked | 1. |
| | 2. |
| | 3. |
| Three things I disliked | 1 |
| | 2 |
| | 3 |
| Three things I learned | 1. |
| | 2. |
| | 3. |



SELF-ASSESSMENT UNIT 1

In this unit you have learned things about family and family members. Mark your new abilities in the use of the English language. Rate your comfort level.

Skills

- I can talk about my family and family members.
- I can identify family relations.
- I can identify people and their relations by listening to their descriptions.
- I can identify my family by drawing a family tree.
- I can differentiate between nuclear and extended families.
- I can write about my family.
- I can classify families based on the stage of the Family Life Cycle.
- I can use the present progressive to talk about the family.
- I can use possessive adjectives to describe who the family members are.
- I can search about different types of families around the world through the web.

Self reflection

1. What was the most useful thing you learned in this unit?

2. How will this help you in real life?
