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…

   ![Family Picture with names]
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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
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).
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2. Rules

**POSSESSIVE ADJECTIVES**

<table>
<thead>
<tr>
<th>I</th>
<th>my</th>
<th>My book is on the table.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>your</td>
<td>He’s your brother.</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>His father is tall.</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>I am her cousin.</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
<td>Its food is hot.</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>That’s our car.</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>Those are your books.</td>
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<tr>
<td>they</td>
<td>their</td>
<td>Their parents are Costa Rican.</td>
</tr>
</tbody>
</table>

Possession using names:

- Mark’s father
- Barbara’s mother
- Erick’s brother
- Paul and Susan’s sons and daughter
- Richard and Anne’s niece and nephews
- 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? ____________________________
2. Where’s Sandra’s drawing? ____________________________

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)

<table>
<thead>
<tr>
<th>Extended Family</th>
<th>Nuclear Family</th>
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</tbody>
</table>

CHARACTERISTICS:

- **Extended Family**
  - Consists of a mother, father, and their biological or adoptive descendants
  - Consists of more than parents and children: cousins, aunts, uncles, etc.
  - There are 3 types: one generation, two generations, three generations

- **Nuclear Family**
  - Many grandparents take some primary responsibility for child care.
  - Can be a nurturing environment where children are raised with love, emotional support, low stress
  - 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,
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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 vs DIFFERENCES

<table>
<thead>
<tr>
<th></th>
<th>SIMILARITIES</th>
<th>DIFFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEELINGS OF PARENTING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GREATEST CHALLENGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THINGS LEARNED FROM THEIR PARENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THINGS EXPECTED FROM CHILDREN</td>
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<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Roles</th>
<th>Job Description</th>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1 Leader</td>
<td>Sees that everybody uses English</td>
<td></td>
</tr>
<tr>
<td>Student 2 Secretary</td>
<td>Sees that everybody participates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presents the product</td>
<td></td>
</tr>
<tr>
<td>Student 3 Designer</td>
<td>Writes information about project</td>
<td></td>
</tr>
<tr>
<td>Student 4 Assistant</td>
<td>Designs layout and adds artwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helps secretary and designer with their work</td>
<td></td>
</tr>
</tbody>
</table>
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**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](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](http://www.google.com) or [www.yahoo.com](http://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.

<table>
<thead>
<tr>
<th>Website Address</th>
<th>http://:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Three things I liked</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Three things I disliked</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Three things I learned</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
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?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________