



**LEVEL 1**  
**LESSON 12**  
**MEET MY FAMILY**

<b>Topics</b> Family members Family relationships	<b>Prepare Before Class</b> Cards with names of family members and definitions
<b>Learning Strategy</b> Find and Apply Patterns	<b>Goals</b> <b>Grammar:</b> Auxiliary 'do' and the verb 'make' <b>Pronunciation:</b> Different ways to pronounce 'aunt' <b>Speaking:</b> Asking about a problem

**Day 1**

***Introduce the Lesson Topic***

Before the class, print or write out the cards listing family names and their meanings, which can be found in the Resources section below.

Say, "Today we will learn how to talk about people in our families."

Ask students to tell you the words they already know in English or their first language for family members. Let several students respond. Answers may include: mother, father, sister, brother, aunt, uncle, cousin, niece, nephew or others.

Put students into groups of four. Give one set of cards to each group. Then, tell them to work as a group to practice the words.

Then, make sure students understand the meaning of the words by using the family tree image on the Activity Sheet or by drawing one on the board.

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Write the key words on the board. Check to see if students understand their meanings by reading out definitions (in native language, if available) and asking students which word matches the definition.

After presenting the vocabulary, the Speaking Practice video teaches a way to talk about problems.

### Speaking Practice Script – Lesson 12

1. When we see a friend who is sad, we can ask, “What’s wrong?”

Listen to Marsha ask Anna:

Marsha: What’s wrong?

Anna: I’m thinking about my family. I’m feeling homesick.

Marsha: You want to talk about it?

2. Now, you try it:

What’s wrong?

(students repeat)

Do you want to talk about it?

(students repeat)

## Learning Strategy

Draw a family tree on the board and fill in the names of all of the family members that students learned about (mother, father, sister, brother and others). Keep this on the board for an activity later in today’s lesson.

Explain that when we are learning new things, it helps to look for patterns. Our brains like patterns and they help us remember things.

Tell students to look at the family member list on the board and say, “Do you see any patterns? Listen to answers and write them on the board. Answers may include: Three words end with the letters, -ther. Most words have a different male and female form. Cousin has only one form. Grand- is the start of two words. -in-law” is added to relatives by marriage. Niece and nephew both start with -n.

Tell students that in today’s lesson, they will learn to look for patterns to talk about family members in English.

**Present the Conversation**

Tell students that the video will show Anna talking about her family.

Play the main video or ask a few students to read the conversation. Tell students to listen for names of family members (aunt, uncle and others).

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

**Main Video Script – Lesson 12****1. Listen:**

What do rodeo clowns do?

Speak:

What \_\_ rodeo clowns \_\_?

They make jokes at a rodeo.

**2. Listen:**

They are my cousins.

Speak:

They are my \_\_\_\_\_. (cousins)

They are my uncle's daughter and son.

They are my \_\_\_\_\_'s daughter and son.  
(uncle)

Keep the family tree drawing on the board but erase the words (family names). Tell students you are going to test what they remember.

Call out one family name at a time (“aunt” and others.) and ask students where to put it on the family tree. When several students agree on where it goes, write it on the family tree. Keep doing this until you have used all of the names.

**Verbs ‘Do’ and ‘Make’**

Tell students that the conversation between Anna and Marsha had questions and answers with the verb “do.” Tell them that in questions, we sometimes use “do” as a helping verb.

Write these examples on the board:

What do rodeo clowns do?, What does Uncle John do? and What do they do?

Explain that we use “do” to ask about what someone does for a living or career. When we use it this way, the word appears twice -- before and after the person. Underline “do” in all of the questions on the board, like this: What do rodeo clowns do? Point to the subjects (rodeo clowns, Uncle John and they).

Tell students: The conversation also used the verb “make.” In the conversation, Anna used “make” to talk about what her family members build, create, or produce.

### ***The Pronunciations of ‘Aunt’***

Tell students that, in different English-speaking countries and parts of the United States, people say the word “aunt” differently. Some people say it “ant” and some people say it, “ahnt.”

Ask students to listen and repeat: Her aunt Lavender loves gardening. (Pronounce It “ahnt.)

Ask students to listen and repeat: Aunt Lavender makes spoons. (Pronounce it “ant.”)

#### Pronunciation Practice Video Script – Lesson 12

1. In the United States, people pronounce the word “aunt” differently. Listen to Anna talk about her aunt in the video.  
“That is my Aunt Lavender. She is my mom’s sister.”

2. In the Northeast United States, and in some groups, people say the word “aunt” like “ahnt.”  
Listen.  
Anna’s Aunt (Ahnt) Lavender loves gardening.  
Now you try it.  
Speak:  
Aunt (Ahnt) Lavender makes spoons.

### ***Activity***

Hand out printed copies of the Activity Sheet.

Review the names of family relationships. An answer key for the activity sheet is included in the Resources section for your reference.

Put students into pairs so they can interview each other. Ask one pair to stand at the front and ask each other questions. Here are samples of the conversation for this activity.

Student A: Tell me about your mother’s family.

Student B: This is my grandmother.

Student A: What’s her name?

Student B: Emilia.

Student A: What does she do?

Student B: She’s a banker.

Student B: How many sisters do you have?

Student A: I have five sisters.

Student B: Wow! That’s awesome! What does your older sister do?

Student A: She’s a student.

Student B: What does your father make?

Student A: He makes cell phones.

After students have had time to interview each other, ask several pairs to share something new or surprising they learned about their partner's family. (But first, make sure they get permission from the partner to share the information.)

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, "That is my aunt Lavender. She is my mom's sister."
2. Anna says, "Oh, this is my Uncle John. He is my father's brother."
3. Marsha asks, "Who are they?" Anna says, "They are my cousins. They are my Uncle John's daughter and son."
4. Marsha says, "What do they do?" Anna says, "They raise sheep and make sweaters."
5. Anna says, "This is my mother and this is my father. They are rodeo clowns." Marsha asks, "What do rodeo clowns do?" Anna says, "They make jokes at a rodeo. People laugh."

Collect the papers or ask students to trade papers and check the answers together.

### *Writing*

Discuss key words that may be used for the topic. Write some of them on the board for students to use in their written work.

Write the writing topic on the board:

Are you from a big family or a small family? Tell the person sitting next to you about two people in your family. What do they do? What do they make? Then, write a paragraph about your partner's two family members.

Give students time to write then ask a few or several students to read their writing aloud or summarize it for the class.

### **Conversation**

- Anna: Hello! Washington, D.C. has many beautiful parks. In fact, this park reminds me of my home very far away.
- Marsha: Anna, here's your coffee.
- Anna: Thanks, Marsha.
- Marsha: What's wrong?
- Anna: I'm thinking about my family. I'm feeling homesick.
- Marsha: Do you want to talk about it?
- Anna: Sure! I have some photos.
- Marsha: Yes. Yes, you do!
- Anna: Photos really help.
- Anna: This is my mother and this is my father. They are rodeo clowns.
- Marsha: What do rodeo clowns do?
- Anna: They make jokes at a rodeo. They make people laugh.
- Marsha: That-That's very different.
- Marsha: Who is that woman in the picture?
- Anna: That is my Aunt Lavender. She is my mom's sister. She loves gardening and makes spoons.
- Marsha: She makes spoons?
- Anna: Of course.
- Marsha: That, too, is very different.
- Anna: Oh! This is my Uncle John. He is my father's brother.
- Marsha: What does Uncle John do?
- Anna: He's a chicken farmer. And makes guitars. He's awesome, and I'm his favorite niece.
- Marsha: Who are they?
- Anna: They are my cousins. They are my Uncle John's daughter and son.
- Marsha: What do they do?
- Anna: They raise sheep and make sweaters.
- Marsha: Yeah, that's not a surprise.
- Marsha: Thanks for showing me your family photos. Your family is very different.
- Anna: I do feel better. Thanks for listening. I have many more photos!
- Marsha: Yeah. Yeah, you do.
- Anna: Washington, DC is my new home. But I like remembering my old home, too.

## Key Words

**clown** - *n.* someone who often does funny things to make people laugh

**different** - *adj.* not ordinary or common; unusual

**feel** - *v.* used to describe or ask about someone's physical or mental state

**garden** - *v.* to work in a garden; to take care of the plants in a garden

**guitar** - *n.* a musical instrument that is held against the front of your body and that has usually six strings which are played with your fingers or with a pick

**homesick** - *adj.* sad because you are away from your family and home

**joke** - *n.* something said or done to cause laughter

**laugh** - *v.* to show that you are happy or that you think something is funny by smiling and making a sound from your throat

**make** - *v.* to build, create, or produce (something) by work or effort

**park** - *n.* piece of public land in or near a city that is kept free of houses and other buildings and can be used for pleasure and exercise

**photo (photograph)** - *n.* a picture made by a camera

**raise** - *n.* to keep and take care of (animals or crops)

**remind** - *v.* to cause (someone) to remember something

**rodeo** - *n.* an event in which people compete at riding horses and bulls, catching animals with ropes, etc.

**sheep** - *n.* an animal with a thick woolly coat that is often raised for meat or for its wool and skin

**spoon** - *n.* an eating or cooking tool that has a small shallow bowl attached to a handle

**sweater** - *n.* a warm usually knitted piece of clothing for the upper part of your body

## Quiz - Level 1, Lesson 12 - Meet My Family

Listen. Circle the letter of the correct answer.

1. Who is Aunt Lavender?

- a. She is Anna's sister.
- b. She is Anna's mother.
- c. She is the sister of Anna's mom.
- d. She is Anna's niece.

4. What do Anna's cousins do?

- a. They like to sleep.
- b. They collect feathers.
- c. They raise sheep.
- d. They wear sweatpants.

2. Who is Uncle John?

- a. Uncle John is the father of Anna's brother.
- b. Uncle John is the brother of Anna's father.
- c. Uncle John is Anna's father.
- d. Uncle John is Anna's brother.

5. What do Anna's mother and father do?

- a. They make jokes at rodeos.
- b. They own a rodeo.
- c. They love to laugh.
- d. They ride horses in a rodeo.

3. Who are they? (The two young people in a photo)

- a. They are Uncle John's mother and father.
- b. They are Uncle John's brother and sister.
- c. They are Anna's friends.
- d. They are Anna's cousins.

Write the names of the family members in the space next to the picture below. Then ask your partner for information about their family members. Listen to their answers and write them below.

MARRIED .....	RELATED .....
grandfather (x2)	cousin (x2)
nephew	sister
aunt (x2)	father
brother-in-law	brother
mother	uncle (x2)
niece	sister-in-law



grandfather  
Paulo  
Mexico



Your Partner

What is your grandfather's name?

His name is Paulo.

Where is he from?

He is from Mexico.



**Answer sheet for teacher**

Write the names of the family members in the space next to the picture below. Then ask your partner for information about their family members. Listen to their answers and write them below.

MARRIED	RELATED
grandfather (x2)	cousin (x2)
nephew	sister
aunt (x2)	father
brother-in-law	brother
mother	uncle (x2)
niece	sister-in-law



grandfather  
Paulo  
Mexico



grandmother



grandmother



grandfather



uncle



aunt



mother



father



uncle



aunt



cousin



cousin



Your Partner



sister-in-law



brother



sister



brother-in-law



niece



His name is Paulo.

Where is he from?



nephew



<b>aunt</b>	the sister of your father or mother or the wife of your uncle
<b>brother</b>	a boy or man who has one or both of the same parents as you
<b>cousin</b>	a child of your uncle or aunt
<b>daughter</b>	a female child
<b>father</b>	a male parent
<b>mother</b>	a female parent
<b>niece</b>	a daughter of your brother or sister
<b>sister</b>	a girl or woman who has one or both of the same parents as you
<b>son</b>	a male child
<b>grandmother</b>	the father of your father or mother

<b>grandfather</b>	the mother of your father or mother
<b>sister-in-law</b>	the sister of your husband or wife or the wife of your brother
<b>brother-in-law</b>	the brother of your husband or wife or the husband of your sister
<b>nephew</b>	a son of your brother or sister