



TEACHER'S GUIDE

LESSON 17: WHO IS IN YOUR FAMILY?

Video summary: Anna explains who is in her family.

Functional purpose: Talk about family members; compare physical qualities.

Grammar: Comparative adjectives with *-er* (*older/younger*); superlative *-est* (*the tallest*)

Letters and sounds: /ð/ sound of voiced *th* in the middle of words: *brother, mother, father, grandfather, grandmother, other*

Questions: Who is in your family? Who do you look like in your family?

Answers: My family has ____ people; I look like _____.

Key words: family relationship words; comparative and superlative adjectives:

| Female | Male | No gender |
|-----------------------|-----------------------|------------------|
| aunt | uncle | parents |
| sister | brother | child / children |
| wife | husband | |
| mother | father / dad | |
| grandmother / grandma | grandfather / grandpa | |
| daughter | son | |

| Adjective | Comparative Adjective | Superlative Adjective |
|-----------|-----------------------|-----------------------|
| old | older | the oldest |
| tall | taller | the tallest |
| short | shorter | the shortest |
| young | younger | the youngest |

PREPARE TO WATCH

Get students' attention

- Draw a tree without leaves on the board. Ask students what things typically go on the branches of trees (stems/leaves, fruit, nuts, birds, insects).
- Next, on the tree, write your name on, or hanging from, a branch. On the branch above, write the name(s) of one or both of your parents. Draw a line connecting your parent(s) to you.
- Say, "Does your family have a tree?" Explain that a family tree is a picture of the people in a family and, in this lesson, students can make one.
- Ask, "What is a family?" Write student responses on the board in English. Accept a variety of family types and definitions.

Connect to students' experiences

- Say, "Ask your neighbor, 'How many people live in your house?' or 'Do you have a brother or a sister?'" Choose a student to demonstrate how to answer with you.

Teacher: How many people live in your house?

Student: There are five people in my house.

Guess: What will happen?

- Say, "In this lesson, Anna talks about families. How many brothers and sisters does Anna have? How many people are in Anna's house now? Guess." After watching, students can check.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- How many children do Anna's parents have? (They have seven children.)
- Who is the tallest person in Anna's house? (Felix is the tallest person.)
- Why does Anna look like a tree at the end of the video? (She is making a family tree.)

Talk more about the video

- Ask students what they liked, what made them laugh, what parts they want to see again.
- Teach one or two new words from the video, using the chart with family relationships above.
- Have students turn to their neighbor and ask, "Do you look like someone in your family?"

ACTIVITIES

1. The voiced *th* (/ð/) sound

Set up/materials

- Bring a small mirror or find a place in the school where students can look in a mirror.
- Prepare flashcards of words that include the voiced *th* sound from this lesson or write them on the board:

| Female | Male |
|-------------|-------------|
| mother | father |
| grandmother | grandfather |

How to

- Say, “There are two things to remember so you can pronounce this sound. One is in your throat (hold your hand to your throat). You should feel it moving when you say it.”
- Say *mother* and have students repeat, feeling their vocal cords moving in their throats.
- Add, “When my throat is not moving a different sound comes out.” Say the word *math* and have students repeat it. They should NOT feel their throat move with the voiceless *th* sound. The IPA symbol for that sound is /θ/.
- Explain (in the home language if possible) that to pronounce this sound properly, the tongue must lightly touch between the teeth. Holding the mirror up to your mouth, point to the place the tongue touches when you say voiced *th* or /ð/. Point out that not much of the tongue shows.
- If students have access to a hand mirror, have them use it, or pass the small mirror you brought around, saying the words as you point to them on the board or hold up flashcards.

Variation

- Show a video or image from the internet that shows the position of the tongue while it says the voiced *th* sound, such as <https://learningenglish.voanews.com/a/5902139.html>
- Give students more words to practice: *other*, *either*, and *another*.
- More advanced learners can practice words, phrases, or sentences that contain both the voiced /ð/ *th* sound and the unvoiced /θ/ *th* sound. For example:

I think that is his other brother. He lives on third street.

2. Comparisons with -er and -est

Set up/materials

- Review the adjectives for comparing qualities of people in this lesson. Note: *short* is not shown in the video so special attention should be given to it during the introduction to the activity.

| Adjective | Comparative Adjective | Superlative Adjective |
|-----------|-----------------------|-----------------------|
| old | older | the oldest |
| tall | taller | the tallest |
| short | shorter | the shortest |
| young | younger | the youngest |

- If possible, bring a measuring stick or tape to class. Or, tape a large piece of paper or posterboard to a wall. Place it on the wall at about the same height as your students.

How to

- Show how to measure a student's height by having a student stand against the wall where the paper is. Hold a small book flat on the student's head and mark the point where the bottom of the book hits the wall. Write the student's name near the mark.
- Have students line up against one wall by height, from tallest to shortest. Fold the line in half and have the last person in line walk around to the beginning and stand opposite the first person, with the other students following in sequence.
- Say, "Now you are partners. With your partner, take a pencil and a book or notebook and measure each other using the paper on this wall."
- Have students write in their notebook which person is taller.
- Ask students, in turn, to tell the class about their comparison: Ask, "Who is taller? Who is shorter?"

Make sure students learn to say the complete sentence response: "____ (name) is taller/shorter than _____ (name)."

- After several pairs have reported their comparison, ask the class as a whole: "Who is the tallest in our class? Who is the shortest?"
- Make sure students learn to say the complete sentence response: "____ (name) is the tallest/shortest person in the class." Make sure students always use *the* before adjectives ending with *-est*.

Teacher's Guide Lesson 17 Who Is in Your Family?

- As the class reports, write example sentences on the board. Have students write the sentences in their notebook.

Variations

- Have students use the measuring tape or stick to find a numeric height for their partner. Have partners share the information with each other and calculate how much taller or shorter they are. Go around the group and have pairs tell the class the data they have found:

Student A: I am two centimeters taller than my partner.

Student B: I am two centimeters shorter than my partner.

- If desired, have students write sentences and expand their description with their comparative ages:

My friend Jorge is two centimeters taller than I am, but he is also one year older than me.

- Expand the comparison activity by comparing objects, places, animals, and the like. Students can create categories and lists and then make sentences comparing the items in each category, or, when applicable, across categories. For example:

Japan is smaller than the United States. A bear runs faster than a human. A cheetah is the fastest land animal.

- Teach and practice irregular comparison words *good, better, the best* and *bad, worse, the worst*

3. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases on their activity sheets. The words are:

grew

older

brothers

sisters

younger

like

family

taller

tallest

member (note that students may want to write *person* or *boy*, but these require the preposition *in*, not *of*.)

- For the final sentence, students should write out a sentence about how they are like another person in their family. Point out that this question is different from “Who DO you like in your family?” Rather, it is asking about similarity. For adopted children, encourage writing about the things they have in common with another family member in terms of skills, hobbies, or attitudes.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

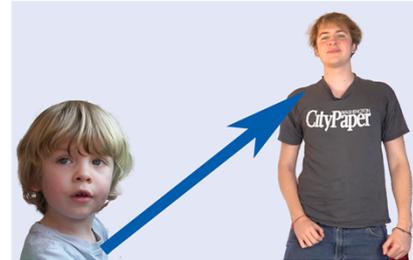
Variations

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Have students write more sentences about what is in the video.
- Turn off the audio to the video and have students read the subtitles as it plays. Pause the video when needed so students have time to read the subtitles and practice saying and/or writing them.



READ AND WRITE

Max says Felix a lot.



Anna has three brothers, two older sisters, and one younger brother.



Anna looks a family tree.



Felix is than Anna. He is the member of the family!



Who are you like in your family?

4. Listen and Speak

Set up/materials

- Give students the *Listen and Speak* activity sheet. The family tree in this graphic will allow for any kind of family that students may have. You can explain to students that there are many kinds of families in the world and the important thing is the love they feel for each other, not whether they meet a traditional pattern. Tell students they can use “pretend” family members if they do not want to talk about their real families in the classroom.
- Fill out the graphic for yourself, using real or imaginary people. Students may be amused if you use a celebrity name for a spouse or a parent or sibling. Bring in photos of the celebrity cut from a magazine or printed from the internet and tape them on the board as you demonstrate how to talk about your family.

How to

- Have students form pairs.
- Write the model conversation from below on the board. Have two students demonstrate it.

Student A: Who is in your family?

Student B: I have _____ brother(s)/sister(s)... Their names are ...

Student A: What are their names? Are they taller or shorter than you?

Student B: _____ is shorter than me. _____ is taller. _____ is the tallest.

- Ask students to write on the chart using the box at the far left to write the name of their partner, continuing to write the names of the other members of the family in the other boxes.
- Have students write six sentences at the bottom of the activity sheet about their partner's family.

Variation

- Show a family tree of a famous person. These can be found on the internet, most commonly for royal families or government figures.
- Have students take on the role of the celebrity and tell their partner about their family. They can make comparisons such as, “Beyonce can sing better than I can.”
- Teach or review the terms for more extended family members, such as *mother-in-law*, *niece*, *nephew*, *stepbrother*, *stepmother*, and the like. Have students practice explaining these relations by using family trees or pictures of families. Give examples, such as:

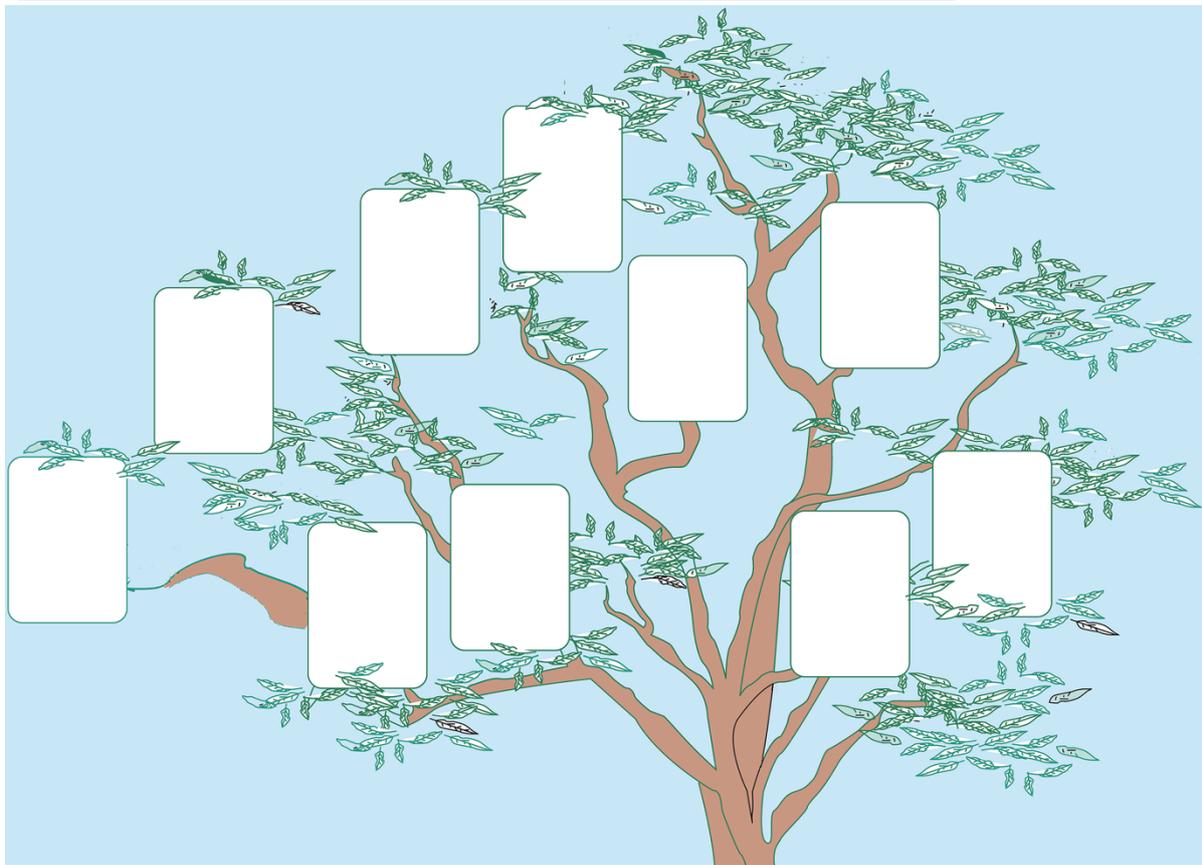
Hasan is Kamal's brother-in-law. Juliette is Aunt Margaret's niece.

LISTEN AND SPEAK

Let's
Learn
English
with Anna!

Talk with your friend. Ask, Who is in your family? Write their names on the tree below. Ask your friend to tell you more. Write sentences about six people below the tree.

Sara: Who is in your family, Ali?
Ali: I have one brother, Ahmad. He is taller than me.
Sara: Thanks. I'm writing that. Tell me about your parents.



Sample: Ali's brother's name is Ahmad. He is taller than Ali.

LEARN MORE

1. A is like B

Set up/materials

- If possible, bring pictures of people and/or objects that share similarities. These could include types of food, plants, or clothing, for example.

This activity may be done at a simple level or increased in complexity for more advanced learners.

How to

- First, ask students to compare family members. Remind them that the host says she looks like her mother in the video. Ask, “Who do you look like in your family?”
- After a student answers, use that student’s name to ask the class “Who does (name of student) look like?” Students then answer, using the 3rd person “s” singular verb *look*:

Karina looks like her sister. John looks like his father.

- Next, you can teach the phrase *A and B look alike*. For example:

Nadia and Ayla look alike.

- Write headings on the board of categories and have students write them down. For example:

flowers sweet foods/desserts salty foods TV shows music

animals names of teachers sports teams or athletes types of mobile phones

- Next, for each category, have students write lists of things/people that they think fit in the category.
- Write the phrases *A looks like B* and *A is similar to B because _____*. Use examples to show the meaning of *similar to*. Explain that *looks like* is specific to appearance, while *similar to* is general for any similarity.
- Next, teach *A and B are similar because _____*.
- Now have students choose two or more items in the same category and write sentences explaining how they are similar. For example: *Cats and dogs are similar because they are pets.*

Teacher's Guide Lesson 17 Who Is in Your Family?

- Next, have students work in pairs or small groups to compare and discuss their answers. Then, ask students to share some examples with the whole class and write those sentences on the board. Discuss interesting comparisons and add more examples.

Variations

- Ask students to consider the ways students in the class are similar to each other.
- Have students combine statements of similarity with comparisons. For example:

Ahmad looks like his father, but his father is taller.

- Teach the expression *A is/are different from B*. Then students can practice using this expression when talking about other members of their family.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna's family has seven _____.
2. The girl's brother is _____ than she is.
3. A family tree shows the _____ in the family.
4. The deer is the _____ one here.

Answer key:

1. children
2. taller
3. people
4. tallest



QUIZ

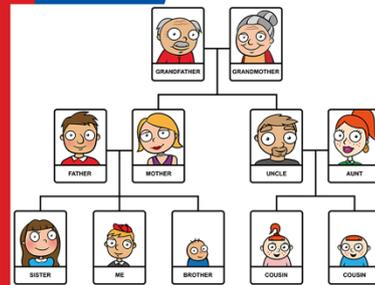
1. Anna's family has seven .



2. The girl's brother is than she is.



3. A family tree shows the in the family.



4. The deer is the one here.

