



MY FAMILY IS INTERESTING!

LEARNING OUTCOMES

STUDENTS WILL BE ABLE TO:

- » Describe about my family members.
- » Talk about my family's current activities.

LESSON A

TYPICAL FAMILIES

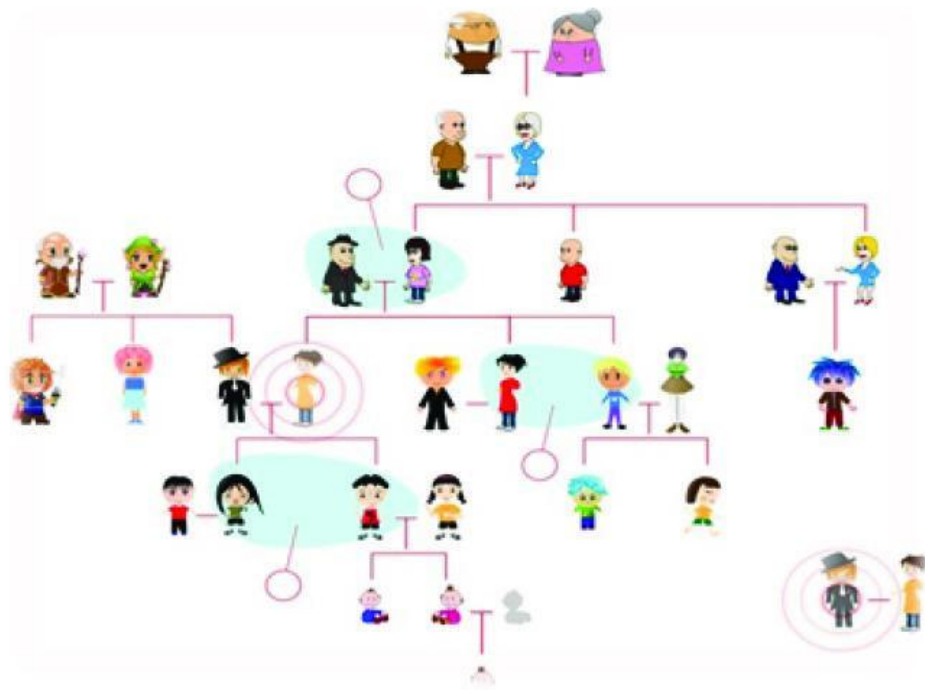
Present continuous yes/no and Wh- questions, statements, and short answers.

A. VOCABULARY

1. Look at the words and match the columns. (1-20) with (a-t). Practice and improve your vocabulary about family members.

- | | |
|--------------------------|---------------------------------|
| 1. _____ mother | a. brother's wife |
| 2. _____ children | b. father and mother |
| 3. _____ uncle | c. father's sister |
| 4. _____ father | d. father's wife (not your mom) |
| 5. _____ grandparents | e. female grandparent |
| 6. _____ your dad's dad | f. female parent |
| 7. _____ family | g. grandfather |
| 8. _____ parents | h. grandfather and grandmother |
| 9. _____ cousin | i. group of relatives |
| 10. _____ nephew | j. male grandparent |
| 11. _____ grandmother | k. male parent |
| 12. _____ grandfather | l. married man |
| 13. _____ niece | m. married woman |
| 14. _____ aunt | n. plural of child |
| 15. _____ brother-in-law | o. same mom and different dad |
| 16. _____ sister-in-law | p. sister's daughter |
| 17. _____ wife | q. sister's husband |
| 18. _____ husband | r. sister's son |
| 19. _____ stepmother | s. your father's brother |
| 20. _____ half-sister | t. your mom's nephew |





Conversation

2. Read the conversation and answer the questions.

DINNER TIME!

Mom: Everyone, dinner is almost ready! Can you help me set the table, please?

Alex: Sure, Mom. I can get the plates.

Emily: And I'll get the forks and knives.

Dad: Great! I'm just finishing up the salad. [He hums a tune]

Alex: Dad, what are you humming? Is that a new song?

Dad: Oh, it's an old one. I've been trying to learn it on the guitar.

Emily: Cool! Can you play it for us after dinner?

Dad: Sure, I'd love to.

Mom: Alex, are you still working on that science project?

Alex: Yeah, I'm trying to figure out this experiment. It's a bit tricky.

Emily: I'm almost finished reading my book. It's interesting. It's about a girl who can talk to animals.



Mom: That sounds fun! I love a good book.

Dad: Well, dinner is ready! Let's eat.



- What is the title of the conversation?
- What kind of activities does this family do?
- What kind of activities do you like to do alone or with your family?

C. GRAMMAR

Present continuous yes/no and Wh- questions, statements, and short answers.

The present continuous verb tense indicates that an action or condition is happening now, frequently, and may continue into the future.

We use the present continuous:

- To talk about things that are happening now, at the moment we speak.
- To talk about things that are happening now, but not exactly at the moment we speak.
- To talk about something, we have already arranged or planned to do in the future. We often give the future time (tomorrow, in July, on Saturday, this afternoon, next week, etc...)



AFFIRMATIVE STATEMENTS

SUBJECT	VERB TO BE	-ING FORM
I	am	playing
You	are	cooking
He	is	jumping
She	is	talking
It	is	running
We	are	reading
They	are	looking

NEGATIVE STATEMENTS

NEGATIVE SENTENCE	CONTRACTED NEGATIVE
I am not eating	I'm not eating
You are not working	You aren't working
He is not talking	He isn't talking
She is not teaching	She's not teaching
It is not raining	It isn't raining
We are not cooking	We're not cooking
They are not reading	They aren't reading

YES/NO AND WH QUESTIONS

YES/NO QUESTION	WH- QUESTION
Am I eating?	What am I eating?
Are you working?	Why are you working?
Is he talking?	Where is he talking?
Is she teaching?	When is she teaching?
Is it raining?	Where is it raining?
Are we cooking?	What are we cooking?
Are they reading?	What time are they reading?



SPELLING RULES ABOUT VERBS + ING

Bear in mind each one of this rules when you are writing the verbs.

» With most verbs we add -ing. go > going play > playing work > working	» If the verb ends in consonant + -e we delete the -e and add -ing. come > coming live > living move > moving have > having *Exception: be > being	» If the verb ends in -ie, we change -ie to -ying. die > dying lie > lying
» If the verb ends in one vowel + one consonant, we double the consonant. get > getting run > running shop > shopping sit > sitting put > putting	*Exceptions: a) When the verb ends in one vowel + -y, -w or -x, we just add -ing. play > playing snow > snowing mix > mixing	

1. Add ING to the verbs:

1. camp _____
2. swim _____
3. travel _____
4. walk _____
5. have _____
6. write _____
7. cook _____
8. shop _____

2. Put the words in the correct order to make sentences.

a) making / breakfast / is / this morning / Dad /?

.....

b) aren't / tonight / costumes / the actors / wearing /.

.....

c) to New York / at the moment / flying / I / am /.

.....

d) listening to / you / music / are /?

.....

e) a picture / isn't / the artist / now / painting /.

.....

C. LISTENING

1. Listen and practice the pronunciation.

https://www.youtube.com/watch?v=_P7_69FeqnU



2. Listen to the conversation and choose the best answer.

AUDIO UNIT 5 TRACK 1.mp3

Richard remembers some old friends after looking at a photo.



E. READING

Read about Galapagos Islands. Underline the present continuous tense into the article.

Galapagos Islands



Researchers in the Galápagos Islands are actively studying the unique biodiversity and ecosystems that make the islands famous. These scientists are focusing on a variety of subjects, including the evolutionary processes that Charles Darwin observed, which inspired his theory of natural selection. Biologists are examining the behavior, migration, and genetic diversity of species like the Galápagos tortoises and marine iguanas, which are found nowhere else on Earth.

Conservationists are working to protect endangered species and are developing strategies to reduce the impact of invasive species that threaten the fragile ecosystem. At the same time, climate scientists are investigating how rising temperatures and changing ocean currents are affecting marine life around the islands.

Ongoing projects are monitoring the health of coral reefs, the impact of tourism, and the preservation of this UNESCO World Heritage site. By collaborating with local authorities, international researchers are contributing to conservation efforts, ensuring that the Galápagos are remaining a critical site for ecological research and education.

Answers

1. *Examining evolutionary processes and species diversity*
2. *Protecting endangered species*
3. *Charles Darwin*
4. *The impact of rising temperatures and changing ocean currents on marine life.*
5. *Monitoring the health of coral reefs.*



1. Based on the article about Researcher in the Galapagos Island choose the best answer.

1. What is one of the primary focuses of researchers in the Galápagos Islands?

- a) Studying ancient civilizations
- b) Examining evolutionary processes and species diversity
- c) Developing new tourism strategies
- d) Building new infrastructure on the islands

2. What are conservationists in the Galápagos Islands primarily working on?

- a) Protecting endangered species
- b) Expanding fishing industries
- c) Creating new types of invasive species
- d) Encouraging more tourism

3. Which famous scientist's theory was inspired by his observations in the Galápagos Islands?

- a) Albert Einstein
- b) Isaac Newton
- c) Charles Darwin
- d) Marie Curie

4. What are climate scientists investigating in the Galápagos Islands?

- a) The migration patterns of birds
- b) The impact of rising temperatures and changing ocean currents on marine life
- c) The behavior of tourists
- d) The effect of volcanic activity on the land



5. What is one ongoing project mentioned in the Galápagos Islands?

- a) Building new airports
- b) Monitoring the health of coral reefs
- c) Organizing international sports events
- d) Planting new agricultural crops

F. SPEAKING

1. Complete the dialogue with phrases from the box. Then practice with a classmate.



- to someone else
- really nice
- he met my mum
- sent it to me.
- been to visit him twice.
- married an American
- was divorced
- half-brother
- on Skype a lot
- older than me
- you want to play?
- I was really little

Jack: Hi Sam. How's it going?

Sam: Good. How are you?

Jack: Fine, thanks. Hey, is that the new version of Game of Kings?

Sam: Yeah, do 1 _____ It's great!

Jack: Oh! You can't buy that here! Where did you get it?



Sam: From my brother. He 2 _____

Jack: What? Charlie?

Sam: No, my other brother, Rob. ... Well, he's my 3 _____.

Jack: But ... I don't get it ...

Sam: He's my dad's son. My dad went to New York to study and 4 _____.

Jack: Your mum's American?!

Sam: No, no, not my mum ... before 5 _____.

Jack: Ah, OK, I get it now. Wow, I didn't know that! So, how old is your half-brother?

Sam: Er, he's five years 6 _____, so he's twenty-three.

Jack: Cool. And do you see him often?

Sam: Not very often. I've 7 _____
Well, three times, but the first time I don't remember because 8 _____.
But we speak 9 _____.

Jack: And have you met Rob's mum?

Sam: Yeah. She's 10 _____. She's from Mexico originally. She's married 11 _____
now. Speaking skills practice: Talking about your family – exercises

Jack: And what does your mum think?

Sam: Er, she's fine about it! She knew my dad 12 _____ and had a son.

Jack: Huh ... OK.

Sam: OK, enough questions. Do you want to play Game of Kings or what?

Jack: Yeah, cool.

