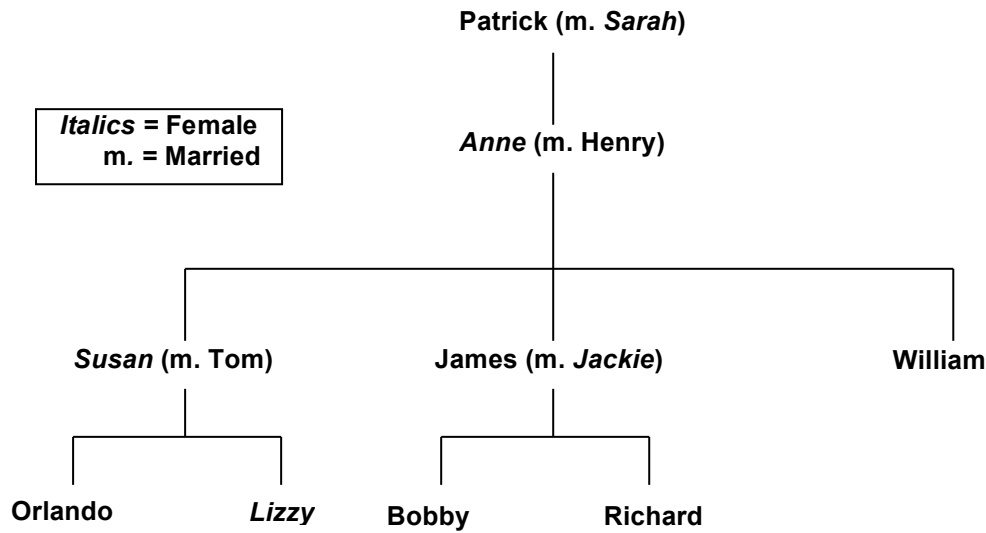


Talking About Your Family

1 Vocabulary Look at the family tree below.



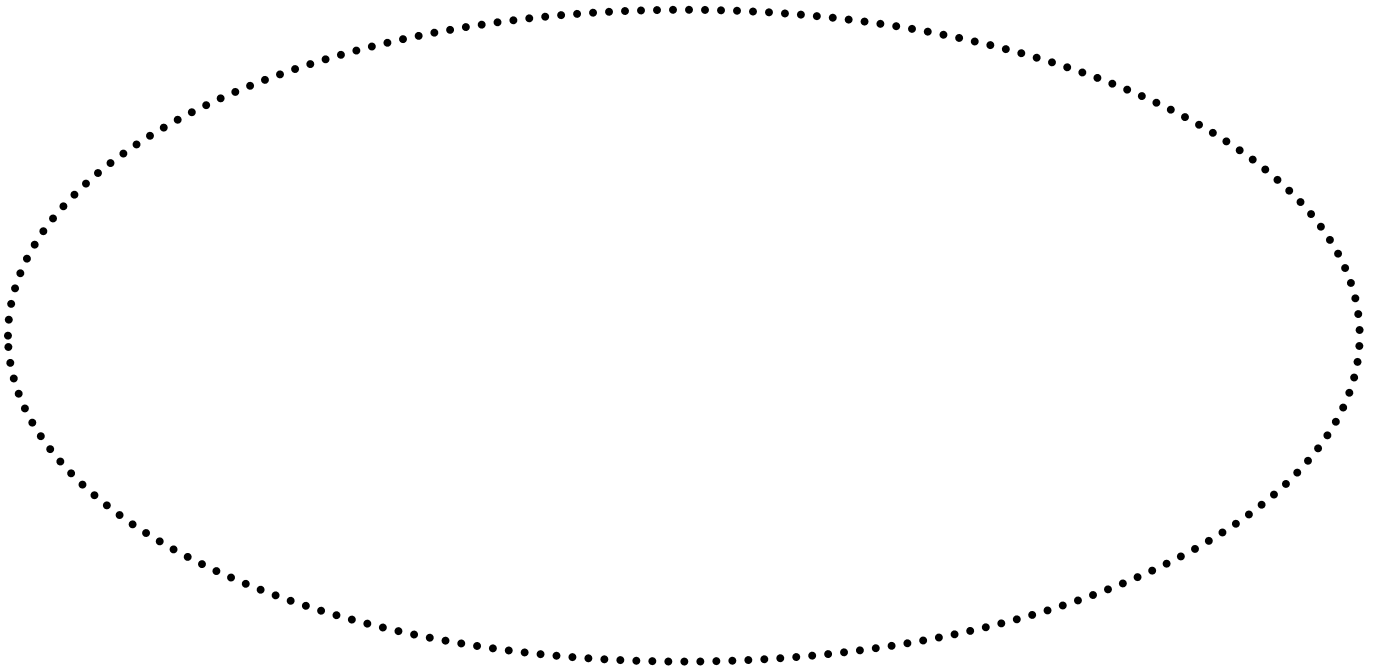
- 1) James is Orlando's _____.
- 2) Anne is Bobby's _____.
- 3) Bobby is Lizzy's _____.
- 4) Richard is Susan's _____.
- 5) Lizzy is William's _____.
- 6) Patrick is Richard's _____.

2 Speaking Test your partner on the family vocabulary.

3 Conversation Practice with a partner.

Scene: Jim and Vanessa are talking about their families.

Jim: So, Vanessa, tell me about your family.
Vanessa: Well, there are four of us – my parents, my brother and me.
Jim: Yeah? What do your parents do?
Vanessa: My Dad's a teacher, and my Mum's a secretary.
Jim: How about your brother?
Vanessa: Erm...he's a student. He's studying History at university.

4**Your Family****Write the names of some family members in the space below.****5****Conversation****Talking about your family.**

Swap worksheets with a partner. Ask questions about the names your partner has written above.

Useful questions:

- Who is ?
- What does ... do?
- How old is ... ?
- Where does ... live?
- Where does ... go to school / university?
- How often do you see ... ?

Talking About Your Family: Teaching Notes

Target Structure:	Theme Lesson: Family
Vocabulary:	Family
Level:	Elementary
Time:	30 minutes
Preparation:	None

Suggested Teaching Method

This worksheet practices family vocabulary, possessive 's', do / does questions and the Present Simple. It also gives students to personalize the language, and develop some basic fluency.

- 1 Give one set of worksheets to each student. Direct the students to exercise one. They should work on the exercise individually, and then compare answers with a partner. Go through the answers with the group, and confirm the spelling of family vocabulary (e.g. niece) on the board.
- 2 Allow the students one minute to memorize the vocabulary learned in exercise one. Clear the board. Students should fold the first page of the worksheet along the dotted line. Working in pairs 'A' and 'B', student 'A' reads two names from the family tree. Student B should say the relationship between them. Model with a strong student:

e.g.	Teacher	<i>"Richard / Susan"</i>
	Student	<i>"Richard is Susan's nephew."</i>
- 3 Students read the conversation, changing roles once. If you wish, you could ask questions based on the conversation. (How many people are there in Vanessa's family? What does her father do? etc.)
- 4 Students write the first names of as many family members as possible. Encourage students to write the names of some cousins, nephews and nieces (if they have any),.
- 5 Put students into new pairs. Go through the questions, and check that everyone understands – especially the 'What does ... do?' question.

Write the names of some of your family members on the board. Choose a confident student, who should then ask you questions on your family members.

Students then work in pairs. Monitor, and correct mistakes at the end.

Answer Key

- 1) James is Orlando's uncle.
- 2) Anne is Bobby's grandmother.
- 3) Bobby is Lizzy's cousin.
- 4) Richard is Susan's nephew.
- 5) Lizzy is William's niece.
- 6) Patrick is Richard's great-grandfather.

How are we doing?

We'd be pleased to hear some feedback on our theme lessons. Tell us how it went in your classroom.

You can let us know what you think, by sending your comments to editor@handoutsonline.com.