

## Teacher's notes - Families and relationships

### Aim

The aim of these vocabulary activities is to introduce between ten and twenty useful vocabulary items for the level, with an emphasis on checking the meaning and using the words and phrases. The students should be able to use the language actively once they have completed the tasks.

Each vocabulary worksheet can be used as a lesson in itself. It provides practice in speaking, reading and writing as well as introducing vocabulary. However, the worksheets are designed to be flexible. The first two exercises can be used as a lead-in to a lesson on the topic area, introducing vocabulary before going on to a listening or reading from the class coursebook. The final speaking activity can be used as a follow up to a lesson on the topic area. The writing task makes a natural homework activity.

The tasks are designed to help students match words to meaning, and to use and personalise vocabulary. However, it is always a good idea to think about which words your students will find difficult. If you have a monolingual class it is easy to predict this, and think of check questions to make sure they understand the words.

### Notes for the teacher

1

Ask the students to solve the puzzle. See who can do it quickest. The aim is to remind students of words to describe family members. You could follow up by briefly eliciting any other words to describe people in a family that the students can think of.

### Answer

Frank

2

Ask students to discuss the difference in meaning in pairs.

### Answers

- a. Parents = mother and father. Relatives = all people in your family.
- b. Nephews = male children of your sister or brother. Nieces = female children of your sister or brother.
- c. Stepsisters = If, for example, your mother remarries, and her new husband already has a daughter, then she becomes your stepsister.  
Sisters-in-law = If your brother marries, his wife becomes your sister-in-law.

d. Godfathers = In the christian religion, when a child is baptised, his/her parents ask friends or relatives to be the child's godparents.

Great-uncles = your grandfather's brother.

e. A close relative = mum, dad, granny, etc.

A distant relative = perhaps a cousin, who is not close.

3

Put the students in pairs to read the phrases, and match them with the best definition.

**Answers**

- a. I have a similar appearance.
- b. I have inherited some of her characteristics.
- c. I have a very good relationship
- d. I have a deep, strong relationship.
- e. We share similar interests.
- f. I have a similar personality.

4

Ask the students in pairs to describe the relationships, using the phrases in exercise 3. Do the first as an example.

**Answers**

- a. *John and Rob have a lot in common.*
- a. Claire is very close to Sue.
- b. Aunt Rose looks like my mum.
- c. Paul is like Colin.
- d. I take after my granny.

5

Ask the students to work in pairs to divide the phrases into two groups: people are similar, and people are different.

**Answers**

People are similar:

- We're like two peas in a pod,
- We get on like a house on fire,
- She's the spitting image of her mother,
- You just can't tell them apart.

People are different:

- We're as different as chalk and cheese,
- I have little to do with her.

6

Give the students a few minutes to prepare to discuss the questions. Then put the students in pairs to discuss.

You could ask the students to write about people in their family for homework.