



**Topics: Family**  
**by Adrian Tennant**

**LEVEL:** Intermediate +  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Modal verbs, understanding vocabulary in context, topic words

**LEAD-IN**

Ask students to look at the wordsearch and try to find the ten words connected to family. It might be a good idea to encourage students to work in pairs. Make sure they know that the words can be in any direction including backwards and diagonally. Check the answers together. You could present the completed wordsearch on an overhead projector (OHP) to make it easier to check.

Key \_\_\_\_\_

G	L	M	U	N	P	Q	U	E	N	D	S
G	R	A	N	D	P	A	R	E	N	T	S
K	F	T	C	A	I	N	R	A	M	T	I
D	E	L	L	E	W	K	B	I	L	J	S
I	N	K	E	Y	C	S	S	N	I	W	T
V	I	N	X	R	U	A	A	J	I	L	E
S	N	E	P	H	E	W	B	F	U	H	R
O	L	I	X	B	A	M	E	Y	W	F	U
M	A	W	Q	E	E	U	Z	P	N	R	E
V	W	U	R	L	J	X	N	B	P	K	O
M	S	T	E	P	B	R	O	T	H	E	R

**FIRST SENTENCES**

Explain to the students that they are going to read four sentences that are the first lines of four different letters to an agony aunt (someone in a newspaper or magazine who tries to help people with their problems). First, check to see if your students know what an agony aunt is, then get them to read the sentences. They should then discuss in pairs what they think the problem is in each situation. Elicit ideas from students as a whole class discussion. Don't confirm whether their ideas are correct yet.

**READING: LETTERS**

Ask students to read through the letters and see if their ideas were correct. While they are doing this, they should also try to complete each letter with the correct first line (if you want, you can give a short time limit, i.e. two minutes). Tell them they don't need to understand every word of the letters. Get students to check their answers in pairs before checking as a class. Remember to discuss their predictions from the previous stage.

Key a \_\_\_\_\_  
1. b; 2. d; 3. a; 4. c

Next, ask students to read the four comprehension questions and answer each one. Again, get pairs to check their answers together before checking as a class.

Key b \_\_\_\_\_  
1. stepmum and stepdaughter; 2. that they can help her look after her two children; 3. not very long as they have only recently met each other; 4. 25

After this, ask the students to read through the two replies and match each one to the correct letter. Get them to check their answers in pairs, check as a class.

Key \_\_\_\_\_  
A. 3; B. 1

**WORKING WITH THE LANGUAGE**

**Focus 1: Understanding meaning**

Ask students to answer the five questions in pairs. Monitor and help where necessary before checking as a class.

Key \_\_\_\_\_  
1. living with her in-laws; 2. seeing her (identical) twin sister; 3. her daughter's pregnancy; 4. the opportunity; 5. having to share with a brother or sister

**Focus 2: Language use**

Ask students to look back at the letters and replies and circle the modal verbs (check they know what these are). Then get them to read the sentences with the modals in and work out the function of each one. Get students to check their answers in pairs before checking as a class.

## Topics: Family by Adrian Tennant

**Key** \_\_\_\_\_  
1. *can / should*; 2. *have to*; 3. *can*; 4. *might*; 5. *can*;  
6. *must (be) / (have)*

### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Ask students to look back at the letters and replies and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. Check the answers as a class.

**Key** \_\_\_\_\_  
1. *brat*; 2. *get on*; 3. *strict*; 4. *bump into*; 5. *identical*;  
6. *neglect*; 7. *come to terms with*; 8. *turned on its head*;  
9. *get used to*

#### Focus 2: Topic-related words

Next, ask students to look back at the letters and responses and circle all the words connected to family members. Then, ask students to work in pairs and complete the table. Encourage students to add any other family words they know. Check the answers as a class.

**Key** \_\_\_\_\_

male	female	either / both
<i>father / dad</i>	<i>mother / mum</i>	<i>parent(s)</i>
<i>stepdad</i>	<i>stepmum</i>	–
<i>son</i>	<i>daughter</i>	<i>child(ren) / kid / baby</i>
<i>stepson</i>	<i>stepdaughter</i>	<i>stepchild(ren)</i>
<i>brother</i>	<i>sister</i>	<i>sibling(s) / only child</i>
<i>twin brother</i>	<i>twin sister</i>	<i>twin(s)</i>
<i>stepbrother</i>	<i>stepsister</i>	–
<i>husband</i>	<i>wife</i>	<i>spouse</i>
<i>father-in-law</i>	<i>mother-in-law</i>	<i>in-laws</i>
<i>grandfather</i>	<i>grandmother</i>	<i>grandparent(s)</i>
<i>uncle</i>	<i>aunt</i>	–
<i>nephew</i>	<i>niece</i>	–
–	–	<i>cousin(s)</i>

### LISTENING

Ask students to listen to a short extract from a radio show and decide which of the letters from the Reading: Letters exercise it is most closely related to.

### Transcript:

Host: OK, so let's go to our next caller ...  
Trudy: Hi, my name's Trudy and I'm 35 years old.  
Host: And what's your story, Trudy?  
Trudy: Well, recently I had the shock of my life. I've always thought I was an only child but it turns out I have a brother.  
Host: Really? And how did you find this out?  
Trudy: I was at home watching TV when the phone rang. It was a man and he said he was my brother. Of course, I didn't believe him but then he seemed to know a lot about my parents.  
Host: So what did you do?  
Trudy: Well, we arranged to meet and it turns out that he is my older brother. Apparently, he was adopted as my mother was only 15 when she had him.  
Host: Wow!  
Trudy: I know. His name's Kieran and he's lovely. We've met a few times and we really get on. But now I've got to tell my family.  
Host: Your family?  
Trudy: Yes, my husband and son - they don't know about him yet.  
Host: Well, good luck and thank you for sharing your story with us.

**Key** \_\_\_\_\_  
*letter 3*

Ask students to read letter 3 and circle any differences between that and the radio show. Put students in pairs and ask them to discuss their answers together. Play the recording again, if necessary. Check the answers as a class.

**Key** \_\_\_\_\_  
*brother / sister; he phoned her at home / she bumped into her; he is older than her / they are the same age (twins); he / she was adopted; his name is Kieran / her name is Karen; they get on very well / don't know if they will get on*

### SPEAKING

Put students in small groups and ask them to discuss the advice that they would give to the other two letters that Betty didn't reply to. Monitor and help where necessary. Afterwards, ask a few groups to report back on their suggestions.

### PROJECT

Ask students to carry out the project for homework and follow it up in the next lesson.