

Notes for the teacher – Families, Pre-Intermediate

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.

Teacher's notes 1

At this level it is a good idea to draw *your* family tree on the board, and elicit simple words like father and sister before doing the gap-fill exercise.

Read through the family tree with the students, then put them in pairs to fill in the gaps.

1a) Answers

1 Jill and 2 Paul, my mother and father, (I call them mum and dad, by the way), have three children, two daughters, me and 3 Amy, and one son, 4 Michael. My older sister, 5 Amy, is married and has two children, my niece, 6 Sally, and my nephew, 7 Jack. Her husband's name is 8 Ralph. He's my brother-in-law, and he's very nice. My younger brother, 9 Michael, is still at school. I have two cousins. One of them, 10 Claire, my dad's brother's daughter, is a really good friend. The other one, 11 James, is younger than me, and I don't know him very well. He lives in Australia with his parents, Uncle 12 Tom and Aunt 13 Sarah. I know all my other relatives very well. I visit my grandfather, 14 Fred, and my grandmother, 15 Agnes, every Sunday. I call them grandad and granny. And my favourite auntie, 16 Elizabeth, who is single, is lots of fun.

1b) If many of the family words are new for your students, ask them to work in pairs to underline the 'family' words and put them in two lists. You could then drill the words for pronunciation.

Answers

Male relatives: father, dad, son, nephew, husband, brother-in-law, brother, uncle, grandfather, granddad.

Female relatives: mother, mum, daughter, sister, niece, aunt, grandmother, granny, auntie.

Both: cousin, parents, relatives.

1c) Parents = your mother and father

Relatives = all the people in your family, aunts, uncles, cousins, etc.

(Note that these two words are often confused by speakers of latin languages.)

2 Put the students in pairs to read the phrases and complete the family tree. See which pair finishes first.

Answers

```

                Peter Claire                John Sara
                |   |   |                   |
William (is married to) Anne      Luke Mark (is engaged to) Karen
```

In the feedback, you may need to double check new words like engaged, divorced and fiancée.

3

Ask the students to draw their family tree on an A4 sheet of sheet. Monitor and make sure they include parents and grandparents, brothers and sisters, aunts and uncles. Give them time to prepare to describe their family.

Put the students in pairs to describe their family to a partner.

4

Ask the students to write about a favourite relative. You could set this for homework.