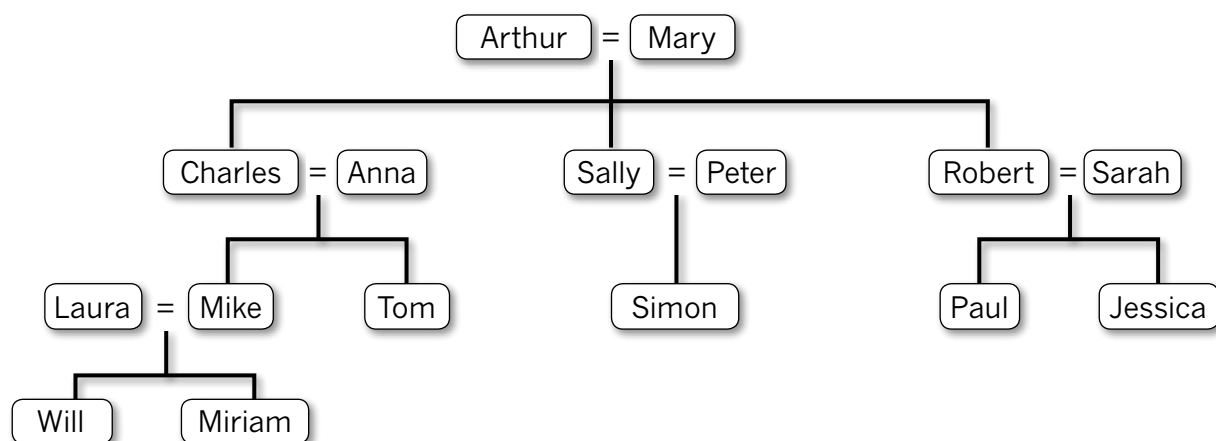


1 Circle the correct family members.

- 1 My mother's brother is my **parent** / **uncle**.
- 2 My aunt's daughter is my **sister** / **cousin**.
- 3 My father's mother is my **grandmother** / **child**.
- 4 My sister's son is my **husband** / **nephew**.
- 5 My uncle's wife is my **aunt** / **cousin**.
- 6 My mother's new husband is my **grandfather** / **stepfather**.
- 7 My brother's wife is my **sister-in-law** / **stepsister**.
- 8 My daughter's son and daughter are my **grandchildren** / **stepchildren**.
- 9 My father's mother's sister is my **great-aunt** / **great-grandmother**.
- 10 My brother's daughter is my **niece** / **grandchild**.

2 Look at the family tree then read the text. Circle and correct eight mistakes in the text.



I'm Tom. This is my family. Charles is my dad, and Sue is my mum. I've got a brother, Mike. His wife is Sophie. She's my sister-in-law. I've got a niece, Will, and a nephew, Miriam. My dad has got a brother and a sister, and I've got three cousins. Simon is my aunt Sally's daughter, and Paul and Jessica are my cousin Robert and aunt Sarah's children. My great-grandparents are Arthur and Mary. They're both quite old, but they're well. They're very happy to have four great-grandchildren.

3 **SPEAKING** Work in pairs. Draw your family tree. Then describe it to your partner. Try to draw your partner's family tree.

My family tree	My partner's family tree

1A Family

Aims: To review and practise vocabulary for family members.

Time: 15–20 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to work individually or in pairs to do the exercise.
- Set a time limit of two minutes.
- Check answers with the class.

KEY

- 1 uncle
- 2 cousin
- 3 grandmother
- 4 nephew
- 5 aunt
- 6 stepfather
- 7 sister-in-law
- 8 grandchildren
- 9 great-aunt
- 10 niece

Exercise 2

- Ask students to look at the family tree together. Elicit some of the family members by asking questions such as: *Who is Simon?* (Sally's son, Mary's grandson, etc.) *What is Tom's niece called?* (Miriam)
- Students work in pairs. Ask them to read the text and find the mistakes. Set a time limit of five minutes.
- Check answers by going round the class asking students to read sentences from the text with the correct information.

KEY

I'm Tom. This is my family. Charles is my dad, and **Anna** is my mum. I've got a brother, Mike. His wife is **Laura**. She's my sister-in-law. I've got a niece, **Miriam**, and a nephew, **Will**. (I've got a **nephew**, Will, and a **niece**, Miriam.) My dad has got a brother and a sister, and I've got three cousins. Simon is my aunt Sally's **son**, and Paul and Jessica are my **uncle** Robert and aunt Sarah's children. My **grandparents** are Arthur and Mary. They're both quite old, but they're well. They're very happy to have **two** great-grandchildren.

Exercise 3

- Students work on their own to draw their family tree. They can use the picture of Tom's family tree in exercise 1 to help them.
- They then work in pairs and describe their family tree to their partner. They mustn't show their partner their own family tree. Set a time limit of three minutes for each description.
- When they have finished ask one or two students to describe their family trees to the class, and ask other students to listen and draw them on the board.