

## Activity 2: Family and friends (CEFR A1)

**Level:**

CEFR A1

**Time:**

45 minutes

**Resources:**

- ✓ Handout
- ✓ Students own pictures

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 1
- ✓ To develop ability to describe people
- ✓ To practise introducing family members and close friends

**Exam task focus:** Component 1 Task 1

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**Procedure:**

Before class, ask Students (SS) to choose a photo from the photo bank showing family or close friends. It can be on a phone.

1. To review and practise kinship terms, e.g. I/He have/has got two brothers/children, use the family picture from activity 1.
2. Screenshare the picture to elicit and teach mother/ father/ sister/ brother/ uncle/ aunt/cousin and if age appropriate for group grandmother/grandfather/grandchild. nephew/niece.
3. Tell SS you will describe one person and they must listen and guess who you are describing.
4. Either show them the family photo on screenshare and use it to elicit and practice the terms or make a pretend family using class members (you as mother or father).
5. As review get SS to draw a very simple family tree.
6. To learn and practise adjectives to describe age, e.g. *in her twenties/thirties: young/middle-aged/elderly/old (\* appropriacy) and adjectives and phrases to describe physical attributes, e.g. tall/short: fat/big/thin/slim(\*appropriacy) He/she's got brown/black/long/curly hair/a beard/a moustache.*
7. Demo and practise with a photo of your own with three or four people in it – display photo via screenshare.
8. In break out rooms (BOR) pairs, SS describe own photos to their partners. Open BORs.
9. Close BORs and return to main room to take whole class feedback and then swap pairs to do again. Follow above steps to open and close BORs accordingly.

**Game activity:** you need a minimum of 6 students for this.

1. Divide the class into BOR groups of 4.
2. Each student chooses one person in their group to describe. Open BORs.
3. SS practise as you visit to monitor.
4. Then join two BOR groups together and they take it in turns to guess who is being described.
5. You could set as homework to describe a famous person.

### **Notes on cultural awareness and appropriacy**

A few cultures find it disrespectful to talk about female relatives, even their names, to strangers. You may also have students in your class who find it distressing to talk about their family, either because they have lost them in conflict or simply because they miss them so much.

In other cultures, there are often different words for aunts and uncles according to whether they are on the mother or father's side but there are not always different words for niece/nephew. Cousin is also often used more loosely than in English to mean any vaguely related person. Point out to your students that old/fat/thin are not polite. It is better to use elderly/well built(m) big(f) slim when talking about friends and family.

## Handout Activity: Describing people



Image: [www.unsplash.com](http://www.unsplash.com)

Alan is very old. He is married. He has got four children, three girls and one boy. He has four grandchildren.

He is short, and he has got a grey moustache. He can still walk well. He likes meeting people and watching TV with his wife.

Carol is in her thirties. She is married. Her husband's name is John. John has got one brother and one sister. Carol has got two sisters and one brother. Carol and John have got three children, two sons and a daughter.

Carol is slim and tall. She has got long dark hair. She likes meeting her friends and playing with her children.

### Vocabulary:

Mother	Brother	Child/children	Daughter	
Father	Sister	Son	Grandchild	
Young	Thin or slim*	Middle-aged	A child	A baby
Old or Elderly*	Fat or big*	A teenager	A toddler	In her twenties/thirties

He's got a beard. He's got a moustache. She's got long/short hair. She's got blond hair/dark hair. She's got curly/straight hair