



MY FAMILY



Scan to review worksheet

Expemo code:

135I-31QE-PK1T



1

Warm up

Complete the table with these family words.

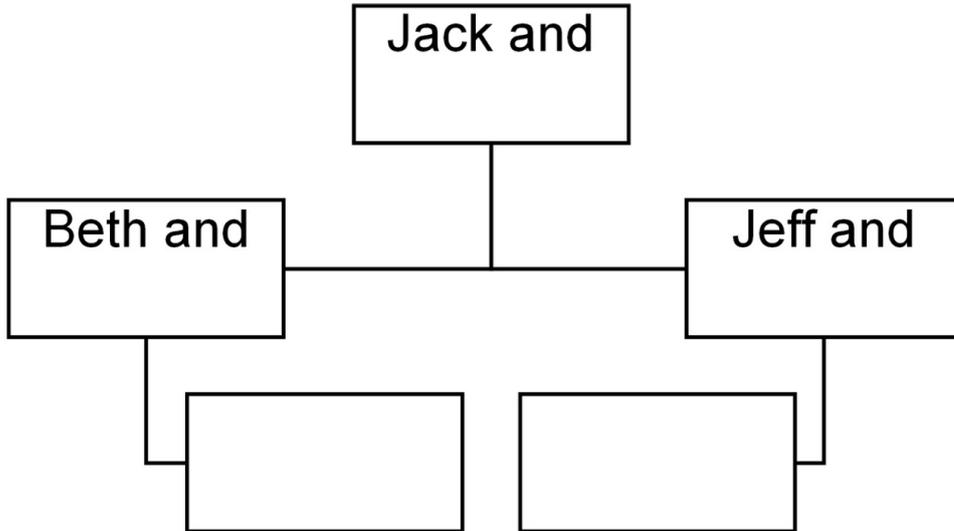
aunt	mother	son	sister
husband	niece	grandfather	

male	female
_____ 1	grandmother
father	_____ 2
_____ 3	daughter
brother	_____ 4
_____ 5	wife
uncle	_____ 6
nephew	_____ 7
cousin	cousin



2 Reading

Read about the family in the photo and complete the diagram with the missing names.



Hi! I'm Beth.

That's me in the red top. This is my family. I'm married, and my husband's name is Tim. We've got a daughter named Sarah. My parents are in the middle of the picture - Jack and Olivia. Sarah sees her grandmother and grandfather every day because we live in the same town.

I've got one brother named Jeff. He's in the picture with his wife, Sandra. They've got a daughter, Tamsin. We don't see them very much because they live in another city. Sarah and Tamsin and talk on the phone a lot. Tamsin's got a cat. Sarah really wants to visit her aunt and uncle when she is older.





Read the text again and decide if these sentences are true or false. If they are false, correct the information to make them true.

True or false

1. Sarah has got an uncle, and his name is Jeff.
2. Olivia's got two daughters.
3. Tamsin is Tim's niece.
4. Sandra is Sarah's grandmother.
5. Jack is Beth's father.
6. Sarah's got a sister named Tamsin.
7. Olivia is Jack's wife.
8. Sarah wants to visit Jeff and Olivia.

3

Language Point

Study these sentences.

We've got a daughter named Sarah.

I've got one brother named Jeff.

They've got a daughter, Tamsin.

Tamsin's got a cat.

We use **have got** (as well as **have**) to talk about our families and relationships and also about possessions, or things we own. **Have got** and **have** mean the same thing, but the grammar is different. **Have got** is more informal.

	<i>positive sentence</i>	<i>negative sentence</i>	<i>question</i>	<i>short answers</i>
I/you/we/they	've got a brother (have got a brother).	haven't got a brother (have not got a brother).	Have they got a brother?	Yes, they have. No, they haven't.
he/she/it	's got a brother (has got a brother).	hasn't got a brother (he has not got a brother).	Has he got a brother?	Yes. she has. No. she hasn't.

1. The verb forms for **have got** are always the same / change with the subject.
2. Questions and short answers with **have got** use a form of **do** / a form of **have**.
3. We **use** / **don't use** contractions with **have got** for positive sentences.



4 Practice

Read these sentences and decide if there is a mistake. If the sentence is correct, put *a tick* next to it. If the sentence has a mistake, correct it.

I got two sisters.

1. _____

He's got a daughter.

2. _____

They haven't a dog.

3. _____

She haven't got a brother.

4. _____

Do you got a cousin? Yes, I have.

5. _____

Has he got a wife? Yes, he has.

6. _____

Have we got an uncle? Yes, we do.

7. _____

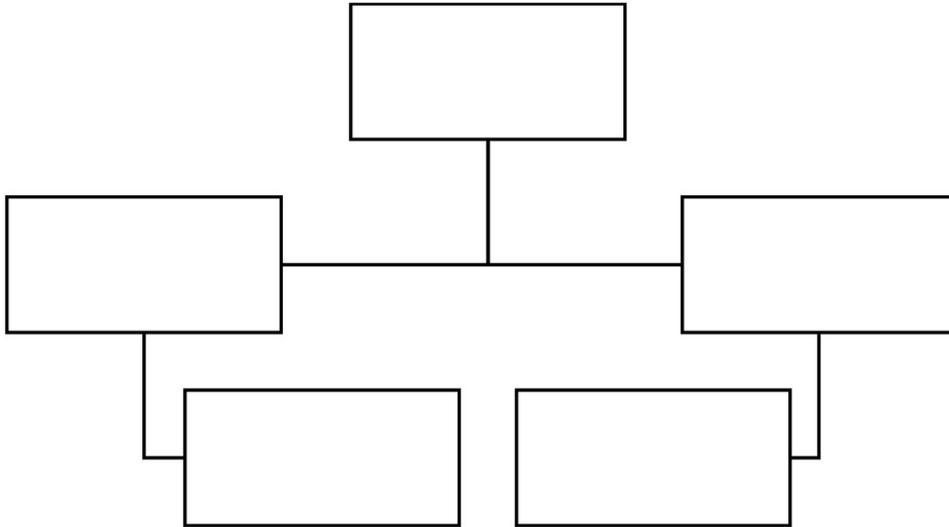
Has she got a husband? No, she's not.

8. _____



5 Speaking

You are going to describe a family. You can describe your own family, a family you know, or a famous family from a TV show or book. First, draw a diagram of family names like the one in the Reading. You can change this diagram or add information.

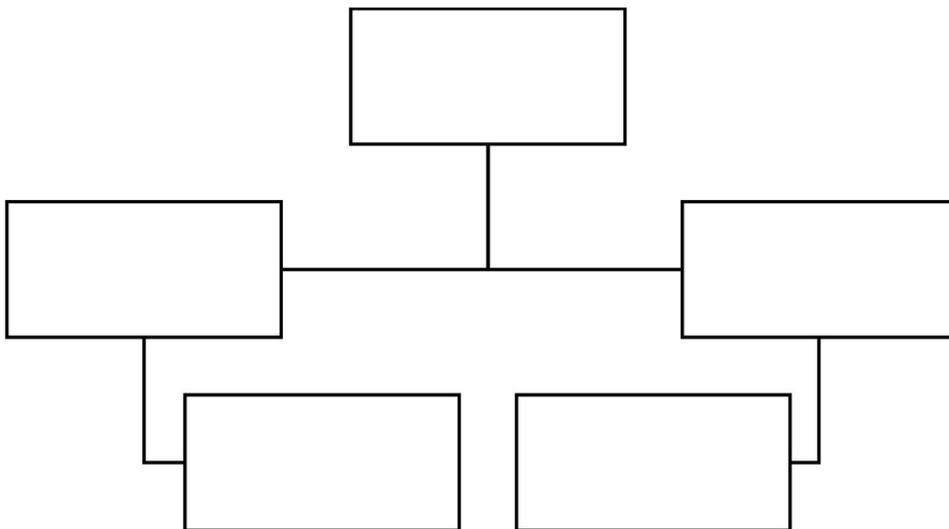


Now speak in pairs about your diagram. Choose one person and explain the family from their point of view. Ask questions to get more information. Make notes about your partner's family.

Example:

A: This is me. I've got two brothers,- Julian and Antonio.

B: OK. Have you got a sister too?



Answer your teacher's questions about your partner's family.



6 Extra practice/homework

Complete the gaps with words from the box.

grandsons	've	cousins	hasn't	grandmother
wife	got	sons	nephew	's

Jenny's _____¹ a big family. She _____² got two brothers, but she _____³ got a sister. Her brother Chris is married. His _____⁴ is named Angie. They _____⁵ got two sons. Jenny is married, and she's also got two _____⁶. Jenny sees her _____⁷ when she visits Chris and Angie. The four _____⁸ enjoy playing together. Jenny's mother loves seeing her _____⁹, and the boys love their _____¹⁰.

7 Optional extension

We use both *have* and *have got* in many everyday sentences.

- Families: I have/have got three children.
- I need help: I have/have got a question!
- Timetables: I have/have got a class at 9:00 am.

Sometimes we use *have* (but not *have got*) for events or things that happen at a specific time.

- Celebrations: When it's my birthday, I have a party.
- Eating and drinking: We have breakfast at 8:00 am, lunch at 1:30 pm, and dinner at 7:00 pm.

Match these phrases to similar examples above.

a coffee	fun	kids	a meeting
a new baby	a problem	a snack	

Make sentences about yourself. Tell your partner.



Key

1. Warm up

5 mins.

Call attention to the header image, which shows a multigenerational family. Start with the older lady in the photo and elicit grandmother and then grandfather. Continue with the other family members and words in the table below, pausing to allow students to write the words in the table. English does not differentiate male and female cousins.

Drill pronunciation, especially for the difficult words *daughter*/'dɔ:tə/, *niece* /ni:s/ and *cousin*/'kʌzɪn/.

1. grandfather
2. mother
3. son
4. sister
5. husband
6. aunt
7. niece

2. Reading

10 mins.

Go over the instructions and establish that the family in the photo is described in the text. Students read the text and write the names in the family tree diagram. If you want to structure the reading more, try Guided Reading:– the teacher reads the text out loud at a comprehensible speed while the students follow along silently. Students can check answers in pairs first. Then ask students to complete the true/false exercise, correcting the information in the false sentences. Check answers. Students may notice the use of *have got* instead of *have* in the text; this language point will be explored in the next stage.

Answers: Beth and Tim → Sarah; Jack and Olivia; Jeff and Sandra → Tamsin

- | | |
|------|--|
| 1. T | 2. F She's got a son and a daughter. |
| 3. T | 4. F Sandra is Sarah's aunt. |
| 5. T | 6. F Sarah's got a cousin named Tamsin. |
| 7. T | 8. F Sarah wants to visit Jeff and Sandra. |

3. Language Point

10 mins.

Note: *have got* is used in American English but not as often as in British English. American English speakers sometimes use *have got*, and they understand it. Most low-level students of English are looking for competence in an international context and expect to use English with other non-native speakers. Therefore, mastery of this language area is a worthwhile aim even if American English is the main language of instruction.

Have students focus on the sentences, explanation, and table. It may be helpful to use students' L1, if your class is monolingual, to translate *relationships*. Go through the questions one by one, nominating a different student to answer each question, to clarify the rules of this extremely important grammar point. Reassure students that *have*



and *have got* are used more or less interchangeably. Drill the example questions and answers with the class and remind students that contractions are used in virtually all informal speech.

1. change with the subject
2. a form of have
3. use

4. Practice

10 mins.

Do the first sentence as an example with the whole class. Students work alone and then check answers in pairs before going over the answers with the whole class.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- | | |
|--|---|
| 1. I've got two sisters. | 2. correct |
| 3. They haven't got a dog. | 4. She hasn't got a brother. |
| 5. Have you got a cousin? Yes, I have. | 6. correct |
| 7. Have we got an uncle? Yes, we have. | 8. Has she got a husband? No, she hasn't. |

5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking and writing activity. Go over the instructions/examples for the activity. Set up A/B pairs and give students a few minutes to work alone to prepare their diagram. They should add to or change the diagram as needed. Students with very large families should not include all their relatives! You may also need to be sensitive to individual circumstances;– it may be more tactful to ask students to use a fictional family like the Simpsons or introduce a photo of a large family as a stimulus to their imagination.

Then students can speak in pairs and make notes about their partner's family. Monitor and support students as necessary. Conclude this stage by asking individual students to talk about their partner's family. The aim is to elicit sentences with *has got/hasn't got*, so you could say, "Tell me one thing about your partner's family," or "Has your partner got a sister?" If your class is very large, students could change partners again and report information about their first partner's family to each other while you monitor and support as needed.

If you want to set homework, students can write a short paragraph about their partner's family.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. got
2. 's
3. hasn't
4. wife
5. 've



6. sons
7. nephews
8. cousins
9. grandsons
10. grandmother

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students can work on collocations with *have* and *have got*. Go over the information, explaining *events*, and give students a couple of minutes to complete the exercise. Check answers and ask if students can suggest any more ideas. Then students can speak in pairs to make sentences about themselves.

Answers 1:

1. kids, a new baby
2. a problem
3. a meeting

Answers 2:

1. fun
2. a coffee, a snack