

Home and family

Lead-in (page 30)

Use the cartoon to elicit words about the family, such as *relative, related, uncle, aunt, cousin*.

Presentation (page 30)

1. Before playing the presentation: Tell students to listen and find out whether Harry likes his aunt and uncle. (He does.)
2. Ask students what the average age is in their culture for children to leave the family home.
3. Now ask students to read through the idioms and definitions and find any that they have heard or read. Ask which idioms are similar to idioms in their first language. (*Blood is thicker than water* and *be born with a silver spoon in your mouth* occur in several languages.)

Fun fact

wear the pants (in the family)

Wear the pants (in the family) refers to a time when women wore only skirts and dresses; the men wore pants. The idea is that men used to wear the pants in the past and make all the important decisions in the family.

Focus on meaning (page 31)

Concept map

In pairs or groups, students complete the concept map and then check their answers.

Focus on form (page 32)

A Editing

Students work alone to correct the sentences and then check their answers in pairs.

B Sentence completion

In pairs or groups, students complete the sentences and then check their answers.

Focus on use (page 33)

A Letter from home

In pairs or groups, students complete the letter.

B Over to you

1. Give students a few minutes to think about the two questions.
2. Ask students to stand up and circulate, asking as many people as possible what makes them *feel at home* in a new place and whether there are any special talents or characteristics that *run in their family*.

Now write (page 33)

1. Give students time in class to write about someone in their family.
2. Put students into groups of 3 or 4 to describe their relatives. Groups choose their favorite description to retell to the whole class. (The storyteller should be someone other than the one who originally wrote the description.)