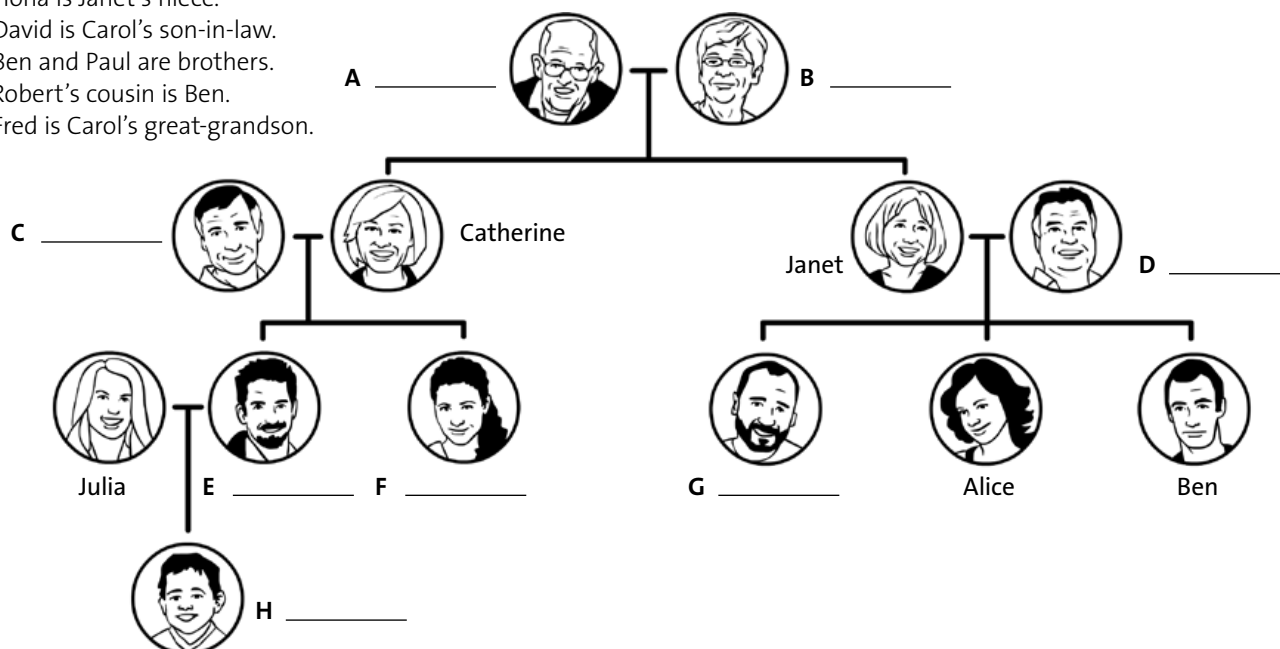**1**   **Read the sentences and complete the family tree.**

    1   Daniel is Alice's grandfather.
    2   Henry is Janet's brother-in-law.
    3   Carol's got five grandchildren.
    4   Fiona is Janet's niece.
    5   David is Carol's son-in-law.
    6   Ben and Paul are brothers.
    7   Robert's cousin is Ben.
    8   Fred is Carol's great-grandson.

A _____   B _____

C _____   Catherine   Janet   D _____

Julia   E _____   F _____   G _____   Alice   Ben

H _____

2   **Complete the dialogue with the correct words. The first letter of each word is given.**

Julia   This is a photo of my family.

Sally   Is that your grandfather with the grey [1]h_____ and a [2]m_____ ?

Julia   Yes, it is.

Sally   Who's that next to him with [3]c_____ hair and dark [4]e_____? Is it your sister?

Julia   No, it isn't. That's my cousin, Fiona.

Sally   Which are your parents?

Julia   The woman with the [5]w_____ , fair hair is my mum. My dad's the man on the right with the [6]b_____ .

Sally   Who's that [7]t_____ man at the back? He's [8]g_____-l_____!

Julia   The man with the short, [9]d_____ hair and [10]g_____?

Sally   Yes.

Julia   That's my husband, Richard.
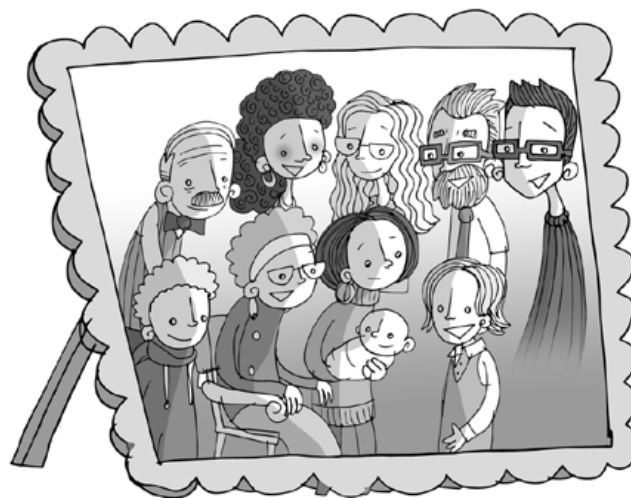
3   **SPEAKING**   **Work in pairs. Prepare a dialogue like the one in exercise 2.**

Student A Look at the picture. Imagine this is your family. Answer Student B's questions about your family.

Student B Look at the picture again. Ask Student A some questions about the people in the picture.

Solutions Third Edition Elementary

1 Functional Language Practice: Describing people

Aims: To review and practise language for describing people from the unit. This draws on the language in lessons 1A and 1G.

Time: 15–20 minutes

Materials: 1 handout for each pair of students

Exercise 1

- Give each pair of students a handout face down and explain that they are going to do the first exercise as a race. Tell them to start. The first pair to finish should put up their hands. Ask students to swap their handout with another pair and then go through the answers as a class.

KEY

A Daniel   **B** Carol   **C** Henry   **D** David   **E** Robert
F Fiona   **G** Paul   **H** Fred

Exercise 2

- Ask students to look at the picture and elicit some of the vocabulary such as *beard, glasses, straight, wavy* and *curly hair.*
- Students work in pairs to complete the dialogue with the correct words. With a **weaker class**, you could write the words on the board for students to choose.
- Once they've finished they should practise the dialogue in pairs.

KEY

1 hair   **2** moustache   **3** curly   **4** eyes   **5** wavy
6 beard   **7** tall   **8** good-looking   **9** dark   **10** glasses

Exercise 3

- Students work in pairs. Student A imagines that the picture is of his or her family. Student B thinks of questions to ask about the people in the photo. They should use the dialogue in exercise 2 to help them with the questions.
- Once they've finished they should swap roles and do it again with different ideas.
- Ask a few pairs of students to perform their dialogues in front of the class.