

SECTION A

Getting Started

MY FAMILY

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



A. In this section we are going to talk about family members and family relationships. Work with someone in the class that you don't know so well. Ask the questions in the following quiz and make a note of the answers.

Questions	Answers
1. Is your mother older than your father?	
2. Is the oldest person in your family a man or a woman?	
3. How many brothers have you got?	
4. How many aunts and uncles have you got? Have you got more aunts or more uncles?	
5. How many people in your family have been born since the year 2000?	
6. How many people live in your house?	

Now, find out two more interesting things about your colleague's family.

B. Look at the answers that you both gave. Tell the class if your families are very similar or very different. Tell them something interesting you found out.

C. Can you find the family relationship word in the riddle below? Look at each line and find the missing letter for the box. The first two have been done for you.



My first letter is in the word 'home' but it is not in the word 'house'.

m

My second letter is in 'love' but not in 'live'.

o

My third is in 'tea' but not in 'ear'.

My fourth is in 'child' but not in 'medical'.

My fifth is in 'teach' but not in 'watch'.

My last is in 'shower' but not in 'whose'.

What word does this spell? The picture should help you.

Focus on Listening

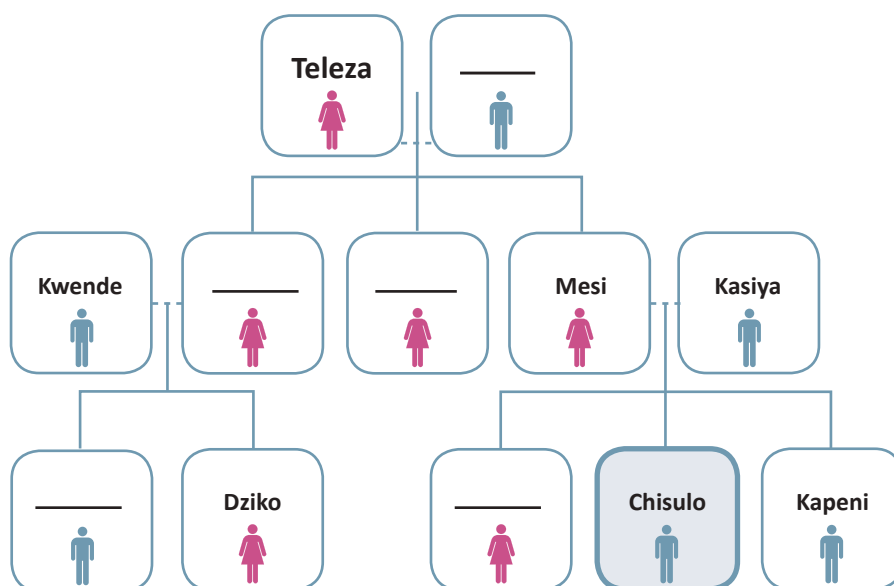
A. Chisulo is from Malawi.

Listen to the description of his family and complete the family tree below. The names you need are in the box on the right.



Malawi

Malawi is a developing country like East Timor, many people work in agriculture and live in rural areas. It has a colonial past. Many different native groups, Asians and Europeans make up its population and different languages are spoken (the main one is called Chichewa). Since 2007 the country has made real progress in achieving economic growth under the government of President Mutharika. Healthcare, education and environmental conditions have improved, and Malawi has started to move away from reliance on overseas aid. A strong part of Malawi's culture is its dances. Traditional music and dances can be seen at initiation rites, rituals, marriage ceremonies and celebrations.



Other Family Names:

- Alile
- Asali
- Chisulo
- Lugono
- Sigele

B. Decide if the following statements about Chisulo's family tree are true or false:

- | | |
|------------------------------------|--------------------------------------|
| 1. Chisulo has two sisters. | 2. Teleza has four grandchildren. |
| 3. Teleza is Alile's grandmother. | 4. Kasiya is Dziko's aunt. |
| 5. Kapeni is Sigele's niece. | 6. Mesi is Kwende's sister-in-law |
| 7. Dziko is Kasiya's granddaughter | 8. Chisulo is Kwende's father-in-law |

C. Who is it?

If you need help with the possessives see Grammar Box 1

Example: *My father's father = my grandfather!*

- My cousin's mother =
- My nephew's sister =
- My grandfather's son =
- My brother's only brother =

Your Experience

A. Design and draw your own family tree on a piece of paper.

B. Find out something special about each member of your family and write a sentence about each person. Write about any aspect of the family or use these ideas to help you:

<i>age</i>	<i>be/get married</i>	<i>meaning of name</i>	<i>birthday</i>
<i>special things he/she does</i>	<i>temperament</i>	<i>physical appearance</i>	<i>where he/she lives</i>

C. Present your family to the class.

Getting Started

SECTION B FAMILY LIFESTYLES

A. In this section you are going to look at the way people work in families. This includes the housework and responsibilities that people have as well as the fun activities they do. To start, match the activities in the table below to the pictures:

ironing

tidying the bedroom

cooking

visiting grandparents

doing homework

gardening

taking out the rubbish

shopping for clothes

feeding
the
animals



B. How many of these activities does your family do? What other activities are important? Make a list and then add some to the table above.

C. Divide the activities into two lists:

List 1 = Because we have to or need to

List 2 = Because we want to or can

D. Which activities are boring and which are fun? Which are repetitive and which take a long time? Choose adjectives to describe the activities. You may find these useful:

boring	interesting	repetitive	quick	difficult
challenging	easy	useful	expensive	fun
common	entertaining	childish	physical	good
quiet	popular	exciting	bad	dangerous
energetic	useful	unusual	time-consuming	

E. To express our opinions about these activities, we can compare them. To say which one is different from all the others, we use the superlative form of the adjective, like this:

*I think tidying my bedroom is the most boring thing I have to do.
Washing the dishes is the easiest activity on my list.*

If you need help with forming the superlative form of the adjectives, see Grammar Box 2.

Complete the sentences below and then write some more of your own using the adjectives above or others you know.

The most boring activity on my list is ...

The easiest activity is ...

The most challenging activity is ...

The longest activity is ...

F. Who does most of the boring activities in your family? Tell the class.

Focus on Reading

A. The text below describes some of the things that happen in a typical day in Malawi. Read the text and then do the tasks that follow.

Alile is Chisulo's older sister. She lives in a village called Khulungira where she was born eighteen years ago. When she was younger she missed many years of her education because she had to work in the fields. She grew food to support her family. She cultivated potatoes, cassava*, maize* and sugar cane. Once a week she went with her father to the market. They took nearly everything the family had managed to grow and sold it. Her father kept the money and bought things the family needed.

Now Alile's brother and sister are able to help more and she has returned to her studies, but she is still in primary school. She gets up at 5 o'clock in the morning because she has to do chores*. She sweeps* the ground in front of the house to make sure it is clean and then goes to get water from the well*. She cooks for herself and for the rest of her family. She makes the breakfast, a kind of porridge, over an open fire in the dark. Her brother and sister help by watching the food and keeping the animals away. Chisulo also has to get wood from the wood store and cut it into smaller pieces. Her father doesn't eat with them because he lives 50 miles away in the nearest town where he has a job in a garage.

The children all take potatoes to school for lunch so they have to peel* and prepare these before they leave the house. They have to walk quite a long way to school but they don't mind because they all go together and meet some of their friends on the way. The school only has two classrooms, so the younger children have their classes outside when the weather is good. School starts early because there is no electricity and so they can only have classes during daylight. Alile's favourite lesson is English, but sometimes she can't concentrate because she has to watch out for her brother and sister. The school rule is that the oldest in the family is responsible for the behaviour of their younger brothers and sisters. Once a week everybody has to help tidy up the school compound, clearing away weeds* and rubbish.

When school is over, everybody walks home again. Alile helps her mother most days, washing or mending* the clothes and sometimes she does her favourite thing which is to help her grandmother with her goats*. Occasionally, she cooks in the evening, she likes to do this because then she can cook her favourite meal which is nsima (maize porridge*) and potatoes. When all her chores are finished she gets together with her friends and they play games and dance. She only does her homework when it gets dark and she can no longer play outside. As she doesn't have electricity, she studies by candlelight*. She dreams of getting a job when she finishes school, she would like to be a driver or a nurse. She says that she needs a good job so she can help her family get enough food.

* cassava = mandioca

* maize = milho

* chore = tarefa doméstica

* sweep = varrer

* well = poço

* peel = descascar

* weed = erva daninha

* mend = consertar

* goat = cabra

* porridge = papas

* candlelight = luz de vela

B. These pictures illustrate the text you have just read. What do they refer to? The first one has been done for you as an example.



a. Alile dances with her friends



b.



c.



d.



e.



f.

C. Are the following statements true or false?

1. Alile and her father used to sell the things they grew.
2. Alile gets up at 5 am because school starts early.
3. The whole family has breakfast together.
4. Everybody in the family does housework.
5. The children eat the same lunch every school day.
6. Alile is responsible for her brother and sister while at the school.
7. The chore Alile likes best is washing the clothes.
8. Alile plays with her friends after finishing her homework.

D. Look at the pictures below. Who do these things belong to in the text?



E. 1. Think of some other things/objects you associate with different members of your family. Write down the names or draw a picture of these things/objects.

If you need some help with talking about possession, see Grammar Box 1.

2. Tell your colleague about the people and the things/objects. Here are some examples:

This is a Maths book from school. It is my brother's. He doesn't like Maths very much.

My mother's name is Catarina. This is her dress.

F. Read the first paragraph of the text again. Underline all the verbs. Circle all the verbs that refer to the past. Match these to their infinitive forms:

be / miss / have / grow / cultivate / go / take / manage / sell / keep / buy

G. 1. Write a short paragraph about what YOU did yesterday. Don't write the verbs in the past, leave gaps. Here is an example:

Yesterday, I 1 at 7 o'clock and 2 my face. I 3 some food to my dog, Rover.

2. What verbs could you use to fill these gaps? Choose from:

eat / get up / go to bed / brush / wash / see / give / walk

3. Now write some verbs at the bottom of your text. Include the verbs that are necessary to complete the text and some other verbs which are not necessary.

Check Grammar Box 3 in Unit 1.3 if you need some help with the verbs.

H. 1. Exchange paragraphs with another student and read the paragraph you are given.

2. Choose the verbs you think should complete the text. Put the verbs in the past.

3. When you have finished, show your completed text to the person who wrote it and ask him/her to check it.

Focus on Speaking

A. Make a list of 8 activities and chores. Then make each one into a question you can ask your colleagues. Here are some examples:

Shopping: Who does the food shopping in your house?

Cooking: Does your father cook?

Tidying: How many times a week do you tidy your room?

Riding a bicycle: How old were you when you first rode a bicycle?

B. Put your 8 questions into a questionnaire like this:

Questions	Jorge	Francisco	Marta
1. Does your father cook?			
2.			

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



C. Now ask your questions to three other students (Jorge, Francisco and Marta in the example). Write their answers under their names. When you have finished, tell your colleagues about the people you asked using the language we have studied so far.

Examples: *Marta's mother does the food shopping.*

Francisco is tidier than Jorge, but Marta is the tidiest.

Marta and Jorge both started to ride bicycles when they were 9 years old.

Your Experience

A. Look back at the text about Alile's life. Make two columns to compare her life with yours. Here is an example:

Common Things	Different Things
We both go to school.	She cooks, I don't
We both like English	I have a bicycle
Her mother cooks most of the meals.	Her brother helps at home. Mine doesn't.
...	...

B. Write a short paragraph about yourself entitled: "A day in my life". When you have finished, read your paragraph to the class.

A. In this section you are going to look at the way in which families live together and how they celebrate special occasions. The table below describes some of the details of typical family life in Malawi. For each description, decide which of the two suggested topics is the correct one. The first one has been done for you.

Detail	Topic
1. Dowries are given by the bride's parents to the husband. They are usually in the form of animals, such as cattle, goats, or chickens.	<u>Marriage</u> / Christmas
2. Families tend to live near each other, and a couple who have just married will live near the woman's family.	Older people / Home
3. Many Malawians go to church on this day then they share a special meal of chicken and rice with their families.	Christmas / Eating dinner
4. Men will often dine separately from, or before, women who will serve the men their meal.	Eating dinner / Work
5. Most people living outside the cities don't celebrate these at all, but there are many different kinds of initiation ceremonies for when young people become adults.	Birthday / Weddings
6. People dance in front of the bride and groom and throw money in the air which is collected for the couple.	Home / Weddings
7. People give money to help with costs of the coffin and burial. They also make speeches praising the person who has died.	Funeral / Marriage
8. The elderly are always looked after by their families and they have a strong influence on all the decisions made in the house.	Older people / Birth
9. Traditionally men provide the meat and the fish and women raise the food crops, though this is changing.	Advice / Work
10. When a baby is born in a hospital, it is passed around all the other women in the room so that they can hold it for a short while.	Funeral / Birth
11. Young men will speak to their uncles rather than their fathers about who they should marry.	Advice / Birthday

B. Is there anything here that is very similar to the tradition in East Timor? Is there anything that is very different? Discuss your ideas with a colleague.

Focus on Vocabulary

A. Add the words in the box to the correct topic in the table below. There are six words for each topic. Use your dictionary to help you.

reception	grave	employment	apprentice
eulogy	civil ceremony	wise	ring
manual	salary	best man	cremation
the elderly	senior citizen	mourning	retirement
wake	white collar	white	old people's home
honeymoon	house-bound	employee	cemetery

Weddings	Old People	Work	Funerals
<i>best man</i>	<i>retirement</i>	<i>employee</i>	<i>cremation</i>

B. Add more words to these topics and/or choose another topic and make a list of topic-related vocabulary. Share your ideas with your colleagues to make your lists longer.

C. In order to help you remember what these words mean you can:

1. Translate them into another language.

Example: *wedding = casamento*

2. Write a definition.

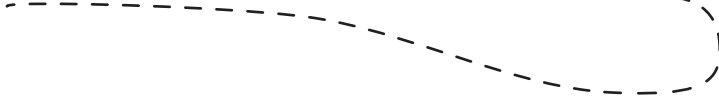
Example: *senior citizen = an older person, usually one who is no longer working and is receiving a pension.*

3. Write an example sentence.

Example: *birthday = My birthday is on the 4th June and I am going to have a party with my friends and family.*

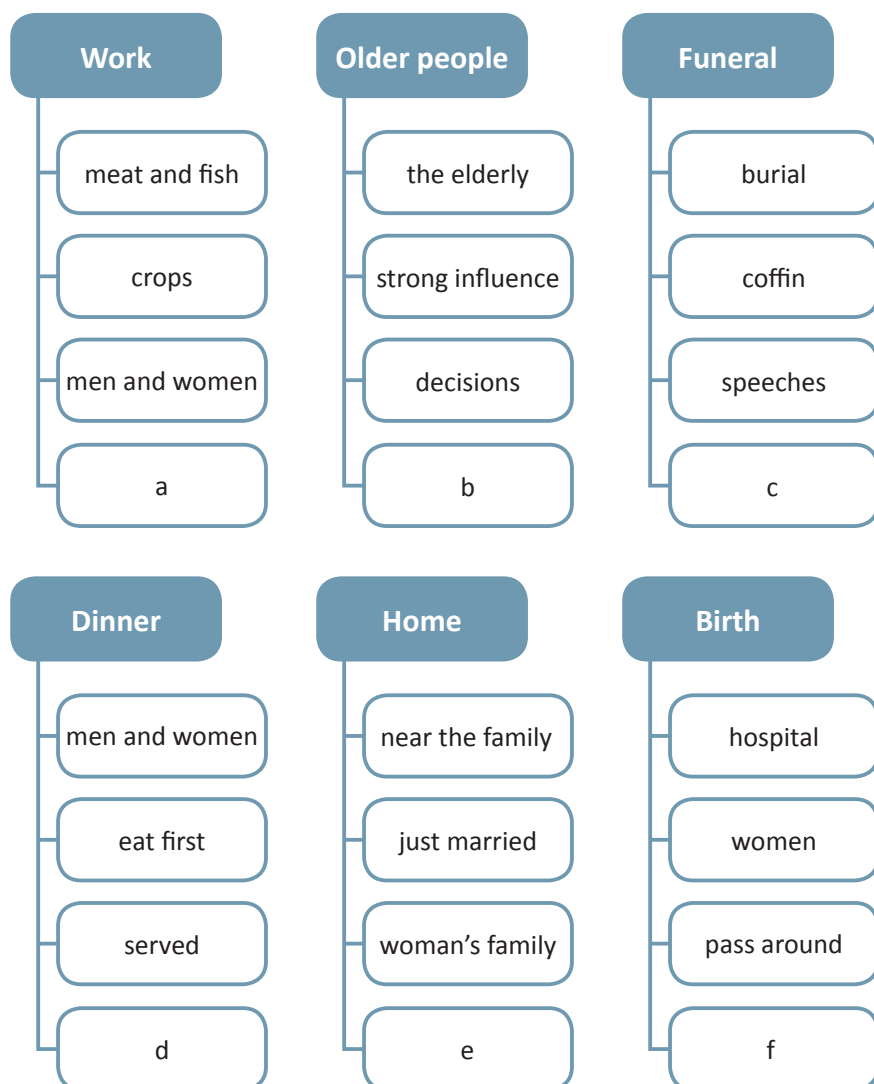
4. Draw a picture.

Example: *the elderly =*



Choose some of your words from exercise A and practise these 'ways of remembering'.

D. Some key ideas from the getting started activity have been added to the diagram below.



E. Look at the sentences below and identify a key word or phrase that you could add to the diagram above. The first one has been done as an example.

1. Most people in this country work on small **family farms**.
2. When people get very old, they are looked after by their family, usually their own children.
3. At funerals, friends will offer money to the family to help pay for the costs.
4. Potatoes are eaten at almost every meal, including dinner.
5. Families outside the cities either live in a hut or a small house.
6. When a baby is born, the father will slap its bottom to bring good luck.

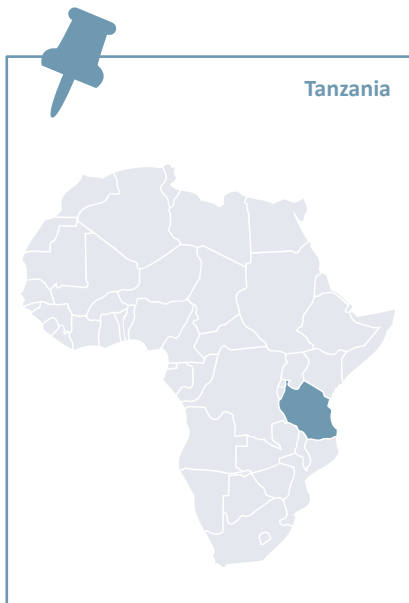
F. Write a couple of sentences explaining how things are where you live:

Example: Work = traditionally men work in jobs and women work in the fields.

Focus on Reading

A. Mesi, Chisulo's mother, has received a letter from one of her friends who has gone to work in Tanzania. In the letter she describes an engagement party that she went to.

B. Before you read the letter, check that you know some useful vocabulary by matching the words below to their meanings:



- | | |
|------------------|--|
| 1. engagement | the passage between rows of seats (like in a church) |
| 2. library | a man (a good friend) who assists the groom on his wedding day |
| 3. bride | a woman who is getting married |
| 4. groom | a woman or girl who accompanies the bride on her wedding day |
| 5. fiancée | a collection of something (like a bunch of flowers) |
| 6. stage | an agreement to get married |
| 7. grotto | the type of lights we put on Christmas trees |
| 8. bunch | a woman who is engaged to be married (for a man we say fiancé) |
| 9. glimpse | a quick view |
| 10. fairy lights | a man who is getting married |
| 11. maroon | a small cave |
| 12. aisle | a building which has books you can borrow |
| 13. bridesmaid | a colour that is between brown and red |
| 14. best man | a platform for people to sit or perform on (found in theatres) |

C. Read the letter and do the tasks that follow.

.... Today we went to a Tanzanian engagement party. It was for Atkyoo, who works at the library, and his beautiful fiancée Devota. This kind of party is called a 'soda' as there is no alcohol involved. Basically the groom's family buys lots of soft drinks and organises a massive party for the future bride's family. We set off for the party at midday wearing our best clothes.

We arrived at Atkyoo's house and met up with his family so we could travel to his fiancée's house in a convoy of cars. When we arrived there were about 500 people there already! They had put up a little stage and decorated it like a grotto for the happy couple to sit under. This was all surrounded by masses of banana trees, as the village Devota lives in is well-known for growing bananas.

After we sat down Atkyoo's female relatives entered, carrying gifts to give to Devota's family. They carried on their heads buckets of milk covered in bright coloured cloth, cooking oil and a huge bunch of bananas. Before the soda Atkyoo had already delivered a milking cow, some goats, sheep and some blankets to his bride's family.

After all the female relatives had arrived the heads of the two families met inside the house to do some negotiations and to check the gifts were alright. When the negotiations were complete we had our first glimpse of the bride to be. She emerged from the house surrounded by female relatives, who were holding a brightly coloured piece of material over her head, and were ululating* and whooping*. Devota walked up to the grotto, which was covered in twinkling* fairy lights and decorated in maroon and cream colours - the same colours as her dress and Atkyoo's shirt and tie.

Then she had to go to find her man, who was hiding somewhere in the audience. This took about 5 minutes. She presented him with a rose and then they walked up the aisle together to sit back in the grotto with the best man and the chief bridesmaid. Next, the MC introduced all the different members of each family and they stood up in turn and waved while everyone clapped.

Then came the presentation of the gifts. All the women bought kangas for the bride, which are beautiful brightly coloured pieces of material that they tie round their waists and heads or put over their shoulders. Each group of relatives got together and danced down the aisle and up to the bride before wrapping* the kanga around her. Food was then served and we had a delicious plate of rice, bananas in sauce, meat and watermelon.

Unfortunately, it started to rain and there was not enough cover for everyone. People didn't seem to mind though - they just carried on sitting there ignoring it, determined that the party should go on!



* ululate = ulular

* whooping = gritar

* twinkle = cintilar

* wrap = envolver

adapted from: <http://www.travelpod.com/travel-blog-entries/annaandmike/1/1266159680/tpod.html>

Your Experience

A. Choose one of the following family events:

A memorable family meal
 A special day out
 A recent family wedding / baptism / funeral / birthday
 Graduation / prize day
 A family weekend / holiday to remember

B. In pairs, interview each other, using the questions below and any others that you think are relevant. Make notes of your colleague's answers:

What was the occasion?
 When was it? Where was it?
 Who did you go with? Who was there?
 What did you do? What happened?
 Did anything unusual happen?
 Why was it special?

C. Exchange notes. You now have the notes your colleague made about the answers you gave. Use these notes to write a description of the occasion.



D. Put the following events from the text in the correct order:

1. Devota had to find Akyoo in the audience.
2. Mesi's friend arrived at Akyoo's house.
3. Everybody ate a meal.
4. The senior members of the family talked about the gifts.
5. The bride-to-be entered.
6. Akyoo's family brought in gifts for Devota's family.
7. It started to rain.
8. Akyoo and Devota went to sit in the grotto.

E. Answer the following questions about the text:

1. Why is the party called a 'soda'?
2. Why are bananas important in this story?
3. How many different kinds of gift were there?
4. What was the MC's main job?
5. What difference did the rain make?

F. The paragraph below describes what Mesi's friend did after the party. Choose a verb from the box to complete the gaps in the paragraph. You will need to decide if the verb should be in the Present or the Past Tense.

(not) hit	arrive	be	be	drive	eat	fall	finish
go	invite	leave	separate	sit	stand	think	wait

The party in the late afternoon when the MC up and announced that the families were leaving. We all on the street in two lines and Akyoo and Devota passed between us and then to go off with their own families. I everyone would just go home, but they didn't. Akyoo's brother us to go with him to his uncle's restaurant for an evening meal. I couldn't believe it because we had already eaten so much. Anyway, we with him in his car – a twenty-five year old Mercedes with no suspension but a lovely smell of leather inside. He really fast along the narrow roads but anything! We at the restaurant to find that practically all the same people there – except for the future bride and groom and their parents. There live music – the band played while we and lots of people got up and danced, down again, ate some more and then danced some more. We at about midnight – I asleep in the car on the way home!

Grammar Box 1 – Possession

We show possession in a number of different ways in English

The Possessive 's': We add an 's' to the end of a noun to show possession:

Possessive 's' spelling rules:

1. **Most words** > Add an apostrophe + s: cat + mouth = the cat's mouth
2. **Plural nouns** > Add an apostrophe: girls + mobile phones = the girls' mobile phones.
3. **For irregular plurals** > Add apostrophe + s: women + hats = the women's hats
4. **For names ending in 's'**, there is a choice > EITHER add an apostrophe: Charles + book = Charles' book
OR add an apostrophe + s: Charles + book = Charles's book

Possessive Adjectives

We can use a possessive adjective when we already know who we are referring to.

This is **Angela's** stethoscope and this is **her** white coat.

This is **Tom's** bat and this is **his** ball.

Write your teacher's name:

This is 1 . He/she teaches **our** class. He/she is **our** teacher.

The possessive adjectives you can use are:

	Person	Possessive Adjective	Example
Singular	first (I)	my	This is my friend. Her name is Elvira.
	second (you)	your	Where is your jacket? Did you leave it at home?
	third (he, she, it)	his, her, its	Have you got something to write with? João can't find his pencil. The teacher told Joana to switch off her mobile in class. Look at the dog. It has buried its bone in the garden.
Plural	first (we)	our	This is room 6. It is our classroom.
	second (you)	your	Teacher to class: Please give me your homework so I can correct it.
	third (they)	their	These are my cousins and this is their friend.



This is Angela. She is a doctor.



This is **Angela's** stethoscope.



This is **Tom's** baseball bat

This is Tom. He likes to play baseball.

Possessive 'of'

We usually use this form of possession when the possessor is not animate. This is how we form it:

object + of + possessor

Examples:

The climber arrived at the **top of the mountain**.

The giant octopus lives at the **bottom of the sea**.

My uncle lives at the **end of the road**.

The **roof of the house** was damaged in the storm.

Grammar Box 2 – Superlative Adjectives

When we want to compare two things we use the comparative form of the adjective. When we want to compare more than two things we use the superlative. Look at this example of three houses that are for sale:

If we compare all three houses we can make comparisons like these:

Adjective	Comparison
big	House C is the biggest house.
small	House B is the simplest house.
expensive	House C is the most expensive house.
scary	House C is the scariest house.

Like the comparative form, there are two ways to form superlative adjectives, depending on the length of the adjective:

the + adjective + 'est'
Example:
short - the shortest

Short adjectives (1 syllable)
Medium-length adjectives (2 syllables)
that end in '-y' or '-ow' or '-le'

For these adjectives there are also
some spelling rules:

the + most + adjective
Example: *beautiful -
- the most beautiful*

All other medium-length
adjectives (2 syllables)
Long adjectives
(3 or more syllables)



House A
Price = £100,000



House B
Price = £150,000



House C
Price = £200,000

Rule

Adjectives ending in 'e' – add only 'st'
2 syllable adjectives ending in 'y' – change to 'i'
1 syllable adjectives ending: consonant + vowel +
consonant – double the last consonant (except if the last
letter is -w or -y)

Some adjectives are irregular:

*large > largest | happy > happiest | big > biggest
good > best | bad > worst | far > furthest*

Extra practice

Answer the questions below about you and your family. Write full sentences.

1. Who is the youngest person in your family?
2. Who is the best sports person in your family?
3. Who lives in the biggest house?
4. Who is the funniest person in your family?
5. What is your happiest memory?
6. What is the furthest part of East Timor you have visited?
7. What is your most expensive possession?
8. What is the longest time you have stayed awake for?
9. What is the scariest film you have ever seen?
10. What is the most interesting book you have read?

Use the adjectives in the box to compare the objects below. Use both the comparative and superlative forms.

breakable	fragile	beautiful	useful	cheap	healthy
heavy	tasty	interesting	common	attractive	small



Example: *I think a frying-pan is more useful than a stethoscope but a watch is the most useful object.*