

Materials Adaptation: Talking about “Typical” Families in an EFL Class

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The effect of textbooks on students' views of the world in terms of culture, class, gender, and sexuality, as well as textbooks' effect on students' language use, cannot be underestimated (Gray, 2013). If we focus on gender and sexuality in particular, we find that many ELT materials contain stereotypes and unchallenged assumptions about gender roles, gender identities, and sexuality. Cameron (1996) observes that it is important to take note of how curriculum content may affect English learners' language use and influence their views of gender. Daniel and Kloss (2016) second this claim, saying it is necessary to address social justice issues in ELT in order to empower students, affirm their diverse cultural backgrounds, and give them tools to understand gender in their target culture. As for sexuality, according to Paiz (2015, 2017), "...mainstream curricular materials, mass-produced by commercial publishers, often reify heteronormative discourses that can establish the available range of identity options for students and may silence alternative voices" (p. 269). In line with these authors, I also believe that issues of power and identity, intersecting with gender and sexuality, are vitally important to address in the ESL and EFL classrooms. In my analysis of a family-related activity from an EFL textbook, I will take an integrated approach, analyzing sexism and heterosexism as interrelated issues, as suggested by Catalano and Griffin (2016). I will seek to draw out these interrelated issues by analyzing the perspectives of the textbook maker, as well as my perspective, student perspectives, and issues in praxis. Finally, I will present an adapted version of the activity that better addresses issues of sexism and heterosexism in the EFL classroom.

Source material and target audience

The source material I have selected is from the student book for the 3rd edition of the textbook *American Headway* Level 3 from Oxford Publishing. The inclusion of "American" in the title suggests that the textbooks are targeted towards ESL learners in the U.S., but in fact, this textbook series is used by both ESL and EFL teachers all over the world. According to the Oxford University Press English Language Teaching website, "The *Headway* series and its award-winning authors, Liz and John Soars, have helped around 100 million students in over 127 countries learn English" (*American Headway*, n.d.). Based on the "scope and sequence" section of the book (see Appendix B), I estimate the target level of language ability of the Level 3 book to range from B1 to B2 on the Common European Framework of Reference (Council of Europe, 2020). Looking at the topics and language functions (laws in the US, differences in formal and informal writing, falling in love, talking about changes in the environment), I judge this textbook to be targeted toward ESL/EFL students in post-secondary education.

Material evaluation

I chose an activity called "Worlds apart" in Chapter 1, "A World of Difference" (please see Appendix A on pp. 9-10). According to the textbook, this is a reading and speaking activity that allows students to read about and compare "the lives of two families from different parts of the world" (Soars & Soars, 2016, p. 6-7). The reading section is a jigsaw activity: there are two profiles of two different (real) families, one from Kenya and one from China, on separate pages. Family photos are also included. Here is a step-by-step description of the activity:

1. As a schema-building pre-activity, students discuss questions such as “Who is in your immediate family?” and “Who did you grow up with?”
2. Students divide into two groups and read about the two families.
3. In their separate groups, students answer comprehension questions about the family whose profile they read. The questions include, “What jobs do the parents do? Do they earn much money?” and “How long have the parents known each other?”
4. Students make pairs with partners from the other group. They are instructed to compare similarities and differences about the two families, especially how their lives have changed over the years, their worries and regrets, and their mottos.
5. There is a vocabulary matching activity and a chance for students to teach their partner from the other group their passage’s vocabulary words.
6. Finally, there is a section called “What do you think?” that asks the following questions:
 - a. In what ways are these families typical of their country?
 - b. What is a typical family in your country? Is there such a thing?
 - c. Is your family typical? Why/why not?

As for step 6 in the activity, no explicit instructions are given as to what students should do to answer the questions.

From a teacher’s perspective, this activity seems pedagogically sound to me at first. The jigsaw activity provides students ample opportunity to communicate, and the reading passages encourage students to think about different kinds of families around the world. The activity is also more authentic because real families appear to have been interviewed, so I feel it is much better than a fake textbook family. I think the authors were trying to make the activity more authentic and give students a window into other people’s lives that they might have never thought about before. Furthermore, the spotlighted families are not from inner-circle countries (Kachru, 1990) such as the U.S. or Australia, but from countries where English is spoken as an additional or foreign language. If I am teaching in Japan, I can ask my students if any of them have a multi-generational household, as the Chinese family does. I can also ask my students if their parents work long hours, as the parents in the Kenyan family do. I would definitely encourage my students to find as many things in common with these families as possible, instead of just focusing on differences. To prepare my students to read the text, I can ask them what they know about families in China and in Kenya, giving them a bit of background knowledge to show them the diversity within these countries and creating the chance to unpack stereotypes.

From a student’s perspective, I think this topic of “families around the world” is appropriate, but it may be problematic for Japanese students as it is currently presented. Specifically, I think many Japanese students know very little about Kenya, so I fear that showing them a short profile of a Kenyan family may lead to reinforcement or formation of stereotypes about people from African countries. Therefore, more information about Kenya and Kenyans is necessary. Furthermore, if there are Chinese or Kenyan students in my class, this material may be offensive to them because it does not bring up the idea that there can be diversity within a single country, and these families do not represent all

families from China or Kenya. There is a serious danger that learners who are unfamiliar with China/Kenya will take the families at face value as representatives of what family life is like in their respective countries. This concerns not only the families' socioeconomic status and attitudes, but also their family structure (married heterosexual couple and child(ren), +/- grandparent). The lack of LGBTQ+ representation and the lack of problematization of traditional family structures and gender roles is a serious problem that reinforces notions of the "traditional family" and erases the diversity of family structures throughout the world, such as single parents, adoption, and chosen families. This lack of representation and "country equals culture" essentialism could be completely overlooked by students who are not aware of these issues.

Next, I will analyze this activity in terms of practice. This text perpetuates the bias that people's cultures and living situations can be generalized at a countrywide level. Depending on who my learners are, this text may privilege them (if they are in a higher socioeconomic class or part of a "traditional" family structure) or exclude them (if they are part of a family structure that isn't represented, or if they are of Chinese or Kenyan background and feel stereotyped by the narratives presented). One of the main issues with this activity is that the traditional family (heterosexual married couple with children) is assumed as the norm. Another issue is the presentation of one family from each country as an attempt at diversity without acknowledging the diversity of sexuality, family structures, socioeconomic status, etc. within these countries -- having "country representatives" seems common in language textbooks. The textbook view of the world, of "typical" families and "typical" people, is prevalent here. Even though there is a question section at the end (step 6) asking students to consider what a typical family is and if there even is such a thing as a typical family, this seems to be presented as an afterthought and could lead to more stereotypes if not framed critically by the instructor.

Digging deeper into the family profiles themselves, it is concerning that only the Kenyan husband, Boniface, is given a voice to tell their story -- the wife, Pauline, is only spoken about. Most noticeably, when talking about how they met, the male perspective is dominant, centering Boniface's feelings and preferences in choosing a partner: "I didn't want a woman from the city, so when I learned that Pauline was from the country, I was pleased" (Soars & Soars, 2016, p. 6). It is also deeply concerning that the Kenyan family's economic struggles are presented completely uncritically and without any contextual information, as if we are supposed to take for granted that Kenyan (read: African) families are poor. As for the Qus, curiously, the husband (Qu Wansheng) and wife (Liu Guifang) are referred to by their surnames, as if the textbook writers did not know that given names come second in Chinese names, or did not care to mention it. Although the wife taking the husband's surname is not traditional in China, the family is still referred to as "the Qus" even though the wife has a different surname. As in the profile of the Kenyan family, the dominant voice is the father, and his main focus is his work. Wife Liu Guifang does get one quote, notably on the topic of childbearing: "Our daughter is lonely... I always wanted to have two children" (Soars & Soars, 2016, p. 7). Furthermore, the traditional patriarchal family structure in China is highlighted without explanation, as there is no reason given why the father's father lives with them instead of the mother's father, and Qu Wansheng says, "My brothers and their families come to visit on weekends" (p. 7). This would be a good opportunity to talk about the definition of

patriarchy and patriarchal (and non-patriarchal) structures in families around the world, but it is presented uncritically.

Adapting the material

To this activity, I would like to add the social justice goal of acknowledging the traditional patriarchal family structure and all of the “non-traditional” family structures in our world. I would like to supplement the material with information about more families in the world. I would like to add two more families each from Kenya and China, as well as two families from the US. This will give students more opportunities to discuss how family structures vary both within countries and around the world. These family profiles will include more diverse voices than the source material, such as single mothers, gay couples, and disabled children. If I could interview real people, I would also include more direct quotes from them. Showing students more diverse families will give them an opportunity to discuss why some families are considered typical and others are not, what “typical” even means, and what kinds of challenges face various types of families. Additionally, I will include information about gender roles in the family profiles for the students to unpack (e.g. who works, who takes care of children, how housework is divided up). Depending on the class size and the amount of time available for the activity, even more families of different cultural backgrounds and structures can be added. When I assign each family profile to each group, I will also assign them the task of coming up with two or three questions about the family’s cultural/national context that they would like to know more about after they read the profile. I could ask the students to think about what information is missing from this profile. This could be a problem-posing activity that could lead to another activity in which students research social, economic, and political contexts in a subsequent lesson. To help my students find similarities with themselves and reflect on their own worlds, I would challenge the students to find points in common with their assigned families. To encourage students to explore the perspectives that went into the creation of the activity, I would ask them why they think these particular families and countries were chosen to be highlighted. I will also make sure to guide the students in a post-activity discussion of the original step 6 questions about “typical” families in order to draw their attention to the narratives and cultural stereotypes behind traditional vs. “non-traditional” families. I will then encourage students to unpack gender and family stereotypes in their local contexts and in their home cultures. By laying this groundwork, in a subsequent lesson, I can ask students to brainstorm what they can do to promote gender equity in their localized contexts (family, friend group, neighborhood, class, school, etc.).

Adapted material

Step 1) Warmup - Discuss the following questions in pairs.

- a. Who are you close to?
- b. Who did you grow up with?
- c. Who do you live with now?
- d. Who is in your immediate family?
- e. Name some people in your extended family.

- f. What is a traditional “family” in your culture and why?
- g. What is a “family” to you and why?
- h. How many different kinds of family structures can you think of?

Step 2) Divide into six jigsaw groups and read about your assigned family.

1. One working-class family from Kenya: same as original material

2. One middle-class family from Kenya:

Otieno and Samuel are in their mid-twenties and live in Nairobi, the capital city of Kenya. Otieno is training to be a doctor and Samuel works for an **IT company**, part of a fast-growing industry in Kenya. Otieno was able to go to medical school, a six-year program in Kenya, because his father and older brother went to the UK to work when Otieno was 12. Samuel’s parents run a fruit **exporting** business. Samuel got a scholarship to study computer science at the University of Nairobi, where he met Otieno. They live in an apartment in Kilimani, just outside of the city center, where the rent is more affordable. They have been together for six years, but they are not allowed to get married under Kenyan law and do not even speak openly about their relationship with their families. Their parents sometimes ask them when they are going to find women to **settle down** with and start a family, but Otieno and Samuel always say that they are too busy with their careers. The couple has to be careful what they say and how they behave because homosexuality itself is **criminalized** in their country. They risk being rejected by their families and fired from their jobs if their identities are discovered. Samuel’s parents have been helping him pay off his car loan, but they have had to cut back on their support because their export business is not doing as well during the COVID-19 pandemic. However, Samuel and Otieno are hopeful for their future. Samuel is saving up money and hopes to start his own IT company. Otieno is studying to take an examination to be registered as a doctor as he finishes his second year of clinical training. He wants to bring his dad home from the UK and buy his parents a new house once he officially becomes a doctor. Samuel and Otieno enjoy watching movies, spending time with their **nieces and nephews**, and checking out new cafes and restaurants.

3. One working-class family from China:

Zhu Xiaomin, 13, and Jianhong, 10, live in **rural** Hunan province in southern China. Their parents, Lu Huilan and Zhu Zhipeng, went the capital city of Nanning to find work, so their **paternal** grandparents, Juxia and Shixiong, are raising them. Juxia is in charge of childcare and housework, while Shixiong works as a farmer. They belong to the Zhuang ethnic **minority** and speak Zhuang, a language related to Thai, as their home language. At school they study Mandarin Chinese, the official language of China. They wish they could move to Changsha with their grandparents to be together with their parents, but this is not possible because schools in Changsha only accept students from the Changsha area. Furthermore, their family is poor and can only afford to rent one small room in Changsha. Huilan and Zhipeng send home money every month to

support their children and Zhipeng's parents. Huilan works in a clothing factory and Zhipeng works in construction. Xiaomin, Jianhong and their grandparents' look forward to Huilan and Zhipeng's visit home once a year, during the Spring Festival, also known as Chinese New Year. Huilan and Zhipeng **encourage** their grandchildren to study hard in school, as good grades and exam results will help Xiaomin and Jianhong get into a good high school and then a good university in the future. Xiaomin's favorite school subject is science, while Jianhong's is PE. Huilan and Zhipeng's goal is to save up money for their children's education and Zhipeng's parents' retirement. They don't want their children to have to do farm work or become **migrant workers** themselves after they finish junior high school. They call home to check on the family once a week, and do video calls once a month. Xiaomin shows her parents the dishes she can make as she is learning to cook from her grandmother, but Huilan worries that Xiaomin will be tasked with more and more housework as she gets older. Nonetheless, Xiaomin dreams of becoming a research scientist in a big city in the future. Jianhong loves playing soccer and wants to be a police officer when he grows up.

4. One middle-class family from China - same as original material

5. One working-class family from the US:

Melissa Cachni lives with her daughter, Serenity (5), in Gallup, New Mexico, a town with a population of about 20,000 people. She is a member of the Zuni Native American Tribe. She grew up in the Zuni Indian Reservation, also known as Zuni Pueblo. She was studying for a two-year degree in dental assisting at the University of New Mexico Gallup campus when she met her boyfriend, got **pregnant** with Serenity, and dropped out of school. A year ago, she decided to finish her degree and moved to Gallup to be close to campus. She lives in a **one-bedroom apartment** with Serenity. She works as a salesperson at a clothing store to pay for Serenity's child care, and she will graduate with her associate's degree next semester. Her parents help pay part of her school costs, but she had to take out **student loans** to cover the rest. She hopes to get a job as a dental assistant. Melissa takes Serenity to visit her parents and relatives on the reservation a few times a month. Serenity's father is not of Zuni **heritage**, but since Serenity has over 25% Zuni blood, she is still a tribal member. Melissa wants Serenity to have a strong sense of **pride** in Zuni culture and wants to pass down the customs and traditions to the next **generation**, as Melissa's parents did to her. Melissa is worried that Serenity will grow up only speaking English, so she encourages her parents to speak to Serenity in Zuni whenever possible. Although Serenity's father is not in her life, Melissa feels that she has a strong community of support in her Zuni Pueblo. Being a young single mother isn't easy, but Melissa is determined to make a life for herself and her daughter on her own terms.

6. One middle-class family from the US:

Amber Greenlee, a college professor, and Michelle Dobrowski, an accountant, are a married couple with three children living in Atlanta, Georgia. In 2015,

they met and got married in Massachusetts, where same-sex marriage has been **legal** for many years. When Amber was offered a teaching position at a college in Georgia in 2015, they were worried about how they would be affected by Georgia's ban on same-sex marriage if they moved there. However, they decided to move anyway due to the economic opportunity. Fortunately, same-sex marriage was legalized across the US in the summer of 2015, and the two were able to obtain full recognition and **rights** as a married couple. Since 2015, they have **adopted** three children: Elijah (7), Angelina (5), and Jade (4). Since Amber is a child of adoptive parents herself, she feels strongly about providing a loving home for children who need it. However, Michelle has always wanted her own **biological child**, so the couple decided to use a sperm donor. Michelle is due in a few months, and everyone is very excited about the new arrival. They live in a **two-story house** in suburban Atlanta. Elijah loves music and wants to be a singer. Angelina is fascinated by space and dinosaurs. Jade loves animals and really wants to get a pet cat. Angelina has been diagnosed with autism and sometimes has difficulty communicating with words, but she knows the names of every dinosaur and spaceship. She also likes to express herself through drawing and finger painting. Amber and Michelle are a little worried about how the kids will adjust to the new baby, and they often reassure them that it doesn't matter whether you're adopted or come from Mom's belly -- we love you just the same. They also hope that Angelina will be able to receive love and acceptance from her peers in kindergarten. On the weekends, this family likes to visit the playground, the farmer's market, and the Atlanta Zoo.

Step 3) With your group, answer these comprehension questions about the family you read about.

- a. Where do they live and how long have they lived there?
- b. What jobs do the adults do?
- c. What do they spend their money on?
- d. If there are children, what do you learn about them?
- e. If there are other members of the family, what do you learn about them?
- f. What hopes and worries do the family members have?

Step 4) Make a pair with another student who read about a different family from the same country as the family you read about. Introduce your passage's family, compare similarities and differences about these families and answer the following questions:

- a. What similarities and differences can you find between the two families from the same country?
- b. Why do you think these families were chosen to represent their countries?
- c. How are these families similar to/different from your own family?

Step 5) Vocabulary matching activity: Teach your partner from the other group the

bolded vocabulary words from your passage.
Step 6) In your original groups, present your families to the class. Present your answers from Step 3. Watch the other groups' presentations and take notes on the similarities and differences among the families.
Step 7) As a class, brainstorm similarities and differences between all the families (not only family structure but also things like living situations, jobs, hopes, worries, etc.). Call out ideas and the teacher will put them on the board/PowerPoint.
Homework assignment: write a few sentences for each answer, reflecting on the following questions. - What did you learn from today's family jigsaw activity? - What questions do you still have about the family you read about? Come up with 2-3 questions that you would like to research. - Who decides what is a typical or atypical family? - What does a stereotypical family look like in your country? How often is this stereotype true? - Is your family typical? Why/why not?

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Appendix A: Source materials

READING AND SPEAKING Worlds apart

1 Discuss these questions about your family.

- Who is in your immediate family?
- Name some people in your extended family.
- Who are you close to?
- Who do you live with now?
- Who did you grow up with?

2 Read the profiles of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?

3 Divide into two groups.

Group A Read about the **Kamau family** from Kenya.

Group B Read about the **Qu family** from China.

4 In your groups answer these questions about the Kamaus or the Qus.

- 1 Where do they live? What are their homes like?
- 2 How long have they lived there?
- 3 What jobs do the parents do? Do they earn much money?
- 4 What do they spend their money on?
- 5 What do you learn about the children? What do they do?
- 6 How long have the parents known each other?
- 7 What do you learn about other members of the family?
- 8 What hopes and ambitions do the parents have for themselves and their children?

5 Work with a partner from the other group. Compare and swap information about the families and their mottos.

- 1 What similarities and differences can you find?
- 2 How have their lives changed over the years?
- 3 What regrets or worries do they have now?

Welcome to



PROFILE

The Kamaus from KENYA

FATHER: Boniface Kigotho Kamau, 35
MOTHER: Pauline Wanjiku, approximately 29 (exact age unknown)
DAUGHTER: Joyce Muthoni, 8
DAUGHTER: Sharon Wanjiru, 16 months

Boniface and his wife, Pauline, live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a **single-story** block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4:30 A.M. in his white Toyota—**cracked** windshield, 200,000 miles on the odometer—and is back by 10 P.M. On a good day he finds two clients. In a typical month he takes home about \$215.

"It's a hard job, but I like it," he says. "I meet new people, so I get some experience of the world—even though I have never been outside Kenya."

Pauline is a **dressmaker** but isn't working right now. She stays at home to take care of the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met 12 years ago: "We liked each other immediately," says Boniface. "I didn't want a woman from the city, so when I learned that Pauline was from the country, I was pleased."

They married a year later, and at first they lived in a **slum**. They often didn't have a lot to eat, just sukuma wiki (a green vegetable). Then, Boniface won \$90 in a bicycle race. The money helped them move to a better area and paid for driving lessons so that Boniface could become a taxi driver.

His salary doesn't go far. Rent is \$45 a month, and he gives the same amount to his parents, who don't work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families, too. He says, "I am always so **stressed** about money." Joyce's school fees cost another \$40 a month.

"We are trying to give our children the best education," says Pauline, who, like her husband, never finished school. "Joyce wants to be a doctor."

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. "This apartment is not a good place to raise a family," says Boniface. "The bathrooms are **communal**—one for every four families." Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

THE FAMILY IS HAPPIEST WHEN: they have some spare money: Boniface takes them to see the wild animals at Nairobi National Park.

FAMILY MOTTO: Try to do your best at all times.

our world



PROFILE

The Qus from Beijing, CHINA

FATHER: Qu Wansheng, 44

MOTHER: Liu Guilfang, 43

DAUGHTER: Chen, 17

GRANDFATHER: (Qu's father) Huanjun, 84

Qu and Liu have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Qu and Liu are happy to have a girl. Like most parents in China, they put the needs of their only child, Chen, first. She is applying to study at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family has lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong alleyways. These areas are known for their close-knit families and warm hospitality. The elderly sit outside and chat. People wander to the stores in their pajamas. It is a way of life cherished by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

"We are not in a hurry to get rich," says Qu. "I don't want to rush around trying to make money—I am not a machine. I put my family first."

Tens of thousands of alleyways have been knocked down in the past few years, and their house is said to be next for demolition. And when the old communities go, the traditional family structure, in which children take care of their elderly parents at home, goes, too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and frail, is the center of the family. "My father lives here, so this is the headquarters of the family," says his son. "My brothers and their families come to visit most weekends. We are very close."

They are sad that their daughter has grown up alone because she has no brothers or sisters. "Our daughter is lonely," says Liu. "I always wanted to have two children."

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. "College will cost a great deal of money," says her father. "So we try to live frugally and save for our daughter."

THE FAMILY IS HAPPIEST WHEN: they are all together in the evening.
FAMILY MOTTO: Save money, live simply, care for your friends, tell the truth.

Vocabulary work

6 Find the six highlighted words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

The Kamaus

- 1 someone who makes clothes
- 2 with only one floor
- 3 an area of old houses in bad condition
- 4 shared by a group of people
- 5 broken
- 6 worried

The Qus

- 1 loved and treasured
- 2 weak and unhealthy
- 3 narrow lanes between buildings
- 4 knocking down buildings
- 5 close and caring
- 6 economically

7 Work with a partner from the other group. Teach them your words.

What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?



Scope and Sequence

Appendix B: Textbook scope and sequence

UNIT		LANGUAGE INPUT		EVERYDAY ENGLISH		SKILLS DEVELOPMENT				
		GRAMMAR		VOCABULARY		READING				
1	A world of difference page 2	Naming tenses Present, Past, Present Perfect Auxiliary verbs do, be, have p. 2 Questions and negatives Where were you born? He doesn't live in Montreal. p. 2 Short answers Yes, I have. No, he didn't. p. 4 Spoken English – sounding polite "Yes, I did. I went shopping." p. 4	What's in a word? Pairs of specific and meaning verb, adjective, noun, or adverb? Spelling and pronunciation vowel sounds Word formation active, actor, action Words that go together fall in love Keeping vocabulary records p. 9	Everyday situations I need to make an appointment. A medium latte, please. For here or to go? p. 9	Worlds apart The life of a hardworking future king – the private and public man p. 14	A class survey Interviewing someone about his/her job p. 12 Discussing the pros and cons of bringing up a family in another country p. 15 Role play Acting out everyday situations p. 9	An informal letter Correcting mistakes (1) Finding and correcting mistakes in a sample letter I like mistakes! WW Writing a letter to a friend correcting each others' letters p. 99			
2	The work week page 10	Present tenses Simple and continuous What does she do? What's she doing? p. 10 State verbs He works, she knows, understand p. 11 Passive People are employed ... I'm being served. p. 13 How often ...? hardly ever twice a year p. 11	Positive and negative adjectives hardworking bad tempered p. 15 Free time activities go for a run go to the gym a recipe, to chop p. 16	Making small talk It's such a great city, isn't it? I was born in ... but I live in ... Oh, good. Really? Who do you work for? Spoken English – softening a negative comment a bit late not very big p. 17	Charles, Prince of Wales The life of a hardworking future king – the private and public man p. 14	Who earns how much? How much do different jobs pay? p. 13 Spoken English – giving opinion I think so, too. Actually ... p. 13	Talking about you How often do you do things? p. 11 Project Interviewing someone about his/her job p. 12 Discussing the pros and cons of bringing up a family in another country p. 15 Exchanging information Talking about your free time activities p. 16	Letters and e-mails Differences in formal and informal writing Beginnings and endings of letters and e-mails I got my regards to Robert. E-mailing an old friend with news p. 100		
3	Good times, bad times page 18	Past tenses Simple and continuous He worked in London. He was studying art. p. 19 Past Perfect He had fallen in love. He had been singing. p. 19 used to He used to wake up at 6:00. p. 19	Spelling and pronunciation Spelling made, mail ful tooth truth juice p. 21 Lost sounds choseplate foreign p. 21	Giving opinions He's really good, isn't he? Definitely! Mmm! That's not true! Spoken English – making an opinion stronger just awful absolutely adore p. 25	A Shakespearean Tragedy Re-creating the talk show The love story in cartoons p. 22	The first time I fell in love The first time I fell in love experiences of early love p. 24 Dictation Transcribing a summary of an interview p. 20	A Shakespearean Tragedy Re-creating the talk show The love story in cartoons p. 22	Telling a story (1) Two stories: "The farmer and his sons" "The Emperor and his daughters" Linking ideas as soon as However Writing a folk tale or fairy tale p. 101		
4	Getting it right page 26	Advice, obligation, and permission You should check online. You must tell your neighbors. They can get married at 18. You are allowed to go. Children had to go to school. They didn't have to work. pp. 26-28	Phrasal verbs (1) Literal or idiomatic? She took her boots off. His business has taken off. The flight took off on time. Separable or inseparable? He turned it on. She takes after him. p. 32	Polite requests and offers I'll give you a ride. Do you think you could ...? Can you tell me ...? Would you mind ...? p. 33	Kids then and now Kids who have it all Bringing up kids in the 1970s and now p. 30	Rules for life Three people talk about their personal philosophies p. 29 Spoken English – have got to I've got to go now. Bye! p. 29 Song I believe by Ian Dury p. 29	Life fifty years from now Life in 2060 An international group of scientists make their predictions p. 38	World weather warnings Five weather forecasts from around the world p. 36 Rockstar man Steve Beattie, scientist and rock star p. 37 Spoken English – pretty The weather was pretty bad. p. 37	Discussion Lives in the U.S. and your country p. 28 What's important to you in life? p. 29 What do you think? Bringing up children Household rules p. 30	Writing a folk tale or fairy tale p. 101
5	Our changing world page 34	Future forms Will, going to, or Present Continuous? What will the world be like? Things are going to change. They're meeting James at 11:00. Ben is going to marry Sarah, might, could The earth may get warmer. Temperatures might rise. What could happen? p. 34	Word building Suffixes prediction, excitement Prefixes impossible, disagree, react Changing word stress i imagine / imagination p. 40	Arranging to meet I was wondering if we could meet. I'll just get my calendar. I can't have coffee. What about we ...? Let's ... Misc of English – making suggestions p. 41	Life fifty years from now Life in 2060 An international group of scientists make their predictions p. 38	World weather warnings Five weather forecasts from around the world p. 36 Rockstar man Steve Beattie, scientist and rock star p. 37 Spoken English – pretty The weather was pretty bad. p. 37	My closest relative Five people talk about who they feel closest to in their families p. 48 Spoken English – adding emphasis My father, I don't get along with. What I like about her is ... The thing I love about him is ... p. 48	Project Your most treasured possession p. 45 Your best friend p. 46 Discussion First-born/second-born children Who do you feel closest to in your family? p. 48	Describing a place – a description of a room Role play I spend hours listening to music. Writing about your favorite room p. 104	
6	What matters to me page 42	Information questions What are they like? How is she? p. 42 How tall? p. 42 What colorized brand ...? Which floor/part of town ...? How far/long ...? How much/many ...? p. 42	Describing people, places, and things He's a lot of fun/very sociable. p. 42 What's your favorite food? p. 43 What's your favorite color? p. 43 Adjectives -ed / -ing amazing, amazed Adjective + noun: sandy beach Compound adjectives: well-dressed p. 44 Adverbs -ly and not -ly: simply, fully, just, too verb + adverb: wait patiently p. 45	In a department store Toys and babywear Shirts and pajamas Sneakers What size do you wear? Keep your receipt. Buy two, get one free Signs Final clearance p. 49	The heart of the home My kitchen The heart of the home Different countries (figaw) p. 46	My closest relative Five people talk about who they feel closest to in their families p. 48 Spoken English – adding emphasis My father, I don't get along with. What I like about her is ... The thing I love about him is ... p. 48	Project Your most treasured possession p. 45 Your best friend p. 46 Discussion First-born/second-born children Who do you feel closest to in your family? p. 48	Describing a place – a description of a room Role play I spend hours listening to music. Writing about your favorite room p. 104		
Scope and Sequence		Scope and Sequence		Scope and Sequence		Scope and Sequence				