5A The People in My Life

VOCABULARY: How's it going?

1. Look at the photo. Answer the questions.
   1. How would you describe these people? Do you know anyone like this?
   2. Why do you think they’re doing this?

2. MY PERSPECTIVE

Which of your friends and family are important if you want to talk about difficult things? Need advice? Want to have fun? Want to learn about something? Share your ideas with a partner.

When I need help with my homework, I usually ask my dad.

3. Copy the chart below. Write the words in the correct column. Use your dictionary if necessary. Add one or two words of your own to each column.

<table>
<thead>
<tr>
<th>aunt</th>
<th>cousin</th>
<th>best friend</th>
<th>partner</th>
<th>classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiss</td>
<td>stranger</td>
<td>bow</td>
<td>brother</td>
<td>uncle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>say hello</td>
<td>shake hands</td>
<td>wave</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cousin</td>
<td>friend of a friend</td>
<td>grandmother</td>
</tr>
<tr>
<td></td>
<td></td>
<td>friend</td>
<td>classmate</td>
<td>sister</td>
</tr>
</tbody>
</table>

4. Follow the steps below. Then share your ideas with a partner.
   1. Choose three words from the “Family” column. Then write a definition for each family member.
   
   Your aunt is the sister of your mother or father.

   2. Put the “Other people” in order from 1 (the closest to you) to 5 (the least close).

   3. Which greeting do you use for each person? Are there any greetings that you use that aren’t on the list?

5. Describe a person in your life using the following information. Can your partner guess who it is?

- Male or female?
- How you greet them
- Where they live
- Age
- Something you usually do together

A: He’s 45 years old. He lives in a town two hours from here. I usually greet him with a hug. When I see him, we usually play soccer.
B: Is he your cousin?
A: No, he isn’t. My cousins are all my age.
B: Is he your uncle?
A: Yes, that’s right!

IN THIS UNIT, YOU...

- talk about friends and family members.
- learn how we greet the people in our lives.
- read about how people celebrate life’s changes.
- watch a TED Talk about why we laugh.
- make and describe plans for a party.
LISTENING

The chart shows how people greet the people around them. Listen to the podcast and match each column of the chart with a speaker. Write the number of the speaker at the bottom.

<table>
<thead>
<tr>
<th>People</th>
<th>Types of greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strangers</td>
<td>kiss, shake hands, bow, wave</td>
</tr>
<tr>
<td>People I've met</td>
<td>kiss, shake hands, bow, wave</td>
</tr>
<tr>
<td>Friends</td>
<td>kiss and hug, wave, bow, wave</td>
</tr>
<tr>
<td>Best friends</td>
<td>kiss and hug, hug, bow, wave, say hello</td>
</tr>
<tr>
<td>Family</td>
<td>kiss and hug, shake hands, hug, kiss, show respect</td>
</tr>
</tbody>
</table>

Which speaker is the most like you? Complete the chart with people you know and your ways of greeting them. Use the chart in Activity 6 as an example.

GRAMMAR

Present perfect and simple past

Look at the Grammar box. Read the sentences from the podcast. Match each with the best description below.

<table>
<thead>
<tr>
<th>Present perfect and simple past: statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I've never hugged my dad.</td>
</tr>
<tr>
<td>b. She's learned to hug and kiss like a Brazilian, so she feels at home now.</td>
</tr>
<tr>
<td>c. I've met people from other countries.</td>
</tr>
</tbody>
</table>

The sentences refer to...

1. an action in the past with a result in the present.
2. a situation that started in the past and continues to the present.
3. an experience or experiences that happened at an unspecified time.

Complete the article with the present perfect form of the verbs.

Photographer and anthropologist Emily Ainsworth (1) _______ (travel) the world because she wants to learn about other cultures. She (2) _______ (have) amazing experiences in many different countries, but she says Mexico is very special. "I (3) _______ (return), and returned again," she says, adding, "it (4) _______ (be) my second home." And the people (5) _______ (welcome) her—at celebrations, family events, and even in a circus, where she (6) _______ (perform) as a dancer many times.

Circle the verbs in each sentence. Then answer the questions.

Present perfect and simple past: questions and short responses

a. Have you ever visited Mexico?
   b. Yes, once. I went there last year.

1. Which sentence is about a certain time in the past?
2. Which is about an unspecified time in the past?

Choose the correct options to complete the text.

Emily was sixteen when she first (1) _______ (travel) to Mexico, and she (2) _______ (return) to the country many times. Now she has a lot of friends there. During her visits, she (3) _______ (travel) in many places, including Day of the Dead celebrations and many other important cultural events. At first, she just (4) _______ (want) to have photos to remember her trip. But over time, she says, she (5) _______ (build) and continues to build—"relationships with some really interesting people," and wants to tell their stories. As a result, she (6) _______ (receive) several awards for her work.

PRONUNCIATION

Read the Pronunciation box. Check (✓) the /-ed/ pronunciation for the words in bold. Listen and check your answers.

<table>
<thead>
<tr>
<th>verb</th>
<th>/-ed/</th>
<th>/-t/</th>
<th>/-d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We celebrated my sister's fifteenth birthday last year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My dad has photographed our most important family events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I've never stayed awake all night during the new year celebration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When my cousin turned twenty, he had a huge party.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I've never invited more than two or three friends to a birthday celebration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My friends and I have always laughed a lot at our village fiestas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the words to make questions about experiences. Use the simple past or present perfect.

1. you meet anyone from another country?
2. you celebrate on the last day of elementary school?
3. when the last time you laugh a lot with your friends?
4. what events you celebrate with friends?
5. what you do last weekend?

Work in pairs. Ask and answer the questions in Activity 14.

Events like this circus in Mexico City can show what is important to a culture. When Emily joined the circus in Mexico, she learned about the people in it, as well as herself. Is there anything like this in your country?
5B Coming of Age

VOCABULARY BUILDING

Adjectives ending in -al

The suffix -al usually means related to. For example, national means related to a nation.

1. Read the sentences from the article. Match the words in bold with the correct meaning below.

- A girl’s fifteenth birthday is a huge social occasion for many Latin American families.
- The tradition has become international, spreading through Central and South America.
- It marks a time of important personal change.
- The event has both personal and historical importance.

- a. connected with…
- b. tradition of…
- c. a person
- d. groups of people

2. Read the tip and the article. Then choose the topic and main idea of the article.

The topic of a text is a word or phrase that answers the question “What is the writer’s most important point about the topic?” This is usually expressed as a sentence.

1. Topic: a. Latin American celebrations
   b. The fiesta de quince años
2. Main idea: a. The culture of ancient Mexico has affected all of Latin America.
   b. The fiesta de quince años shouldn’t be more important than a wedding.
   c. A girl’s fifteenth birthday is one of the most important celebrations for Latin American families.

3. Read the article again. Is the information true, false, or not given?

1. According to the article, the biggest fiestas de quince años are held in Spain.
2. In the US, the fiestas usually aren’t as big as weddings.
3. The history of the fiesta goes back more than 500 years.
4. There are over 500,000 fiestas in the US a year.
5. Some fiestas in the US last for a week.
6. New shoes show that the girl has become a young woman.

4. Find information in the article to support each sentence.

1. The celebration is a very old tradition.
2. Certain things are expected at most parties. At a fiesta de quince años, a person’s father removes her shoes.
3. The party brings out strong feelings. The shoe-changing ceremony ends with the girl’s father removing the flat shoes she wore to the party and replacing them with a pair of more grown-up shoes with a high heel.
4. People spend a lot of money on a fiesta de quince años.
5. A father and daughter celebrate at a fiesta de quince años.

5. Read the comments. Write one of your own, making some connection with your own life or culture.

Comments

BeijingGuy Interesting post! I’m Chinese, and I’ve just celebrated my “Guang Li”—a twentieth birthday celebration for boys. We also celebrate a girl’s fifteenth birthday. We call it “Shi Li.” Both of these are like the fiesta de quince años—we celebrate becoming men and women.

Agnieszka In Poland, we don’t have a cultural tradition like this, but for us, 18 is a big birthday. We usually have a party with friends. You can vote and drive a car when you’re 18. I haven’t had my eighteenth birthday yet—one more year!

6. Design your perfect party. Where is it held? Who do you invite? What do you do?

A father and daughter celebrate at a fiesta de quince años.

From child to adult— in one day

Delilah Bermejo, a New Yorker with family history in Puerto Rico and Colombia, says that “it’s the most important day” of a girl’s life. The fiesta de quince años—a girl’s fifteenth birthday celebration—is a huge social occasion for Latin American families and is one of life’s biggest celebrations. Friends and relatives come together to celebrate a girl’s passing from childhood into the adult world. It marks a time of important personal change. According to Ed Hassel, manager of a company that provides food for parties in New York, the celebrations are now “bigger than the weddings I do. We’re talking 125, 150, 175 people. And they’re taking Saturday night, my most expensive night.”

The event has both personal and historical importance. Families have held special celebrations for fifteen-year-olds for at least 500 years—since the time of the Aztecs in Mexico. At age 15, Aztec boys became warriors—men old enough to fight in a war—and girls became women with adult rights and duties.

In the past, parties were usually small, with a few friends and family members. It was a chance for the young woman to meet young men. Only very rich families had big fiestas. Since the arrival of Europeans in the Americas, the tradition has become international, spreading through Central and South America and into North America. Nowadays, big celebrations are popular with the nearly 60 million Latinos in the US and Canada.

Friends and family take an active part in a traditional Mexican fiesta de quince años. A “man of honor,” usually a member of the girl’s family, accompanies the quinceañera throughout the celebration. She also chooses a “court,” often fourteen girls and fourteen boys, one for each year of her life. They stay near the quinceañera, join all of the dances, and look after her on her special day. The celebration often begins with a formal ceremony before it becomes a more usual birthday party with food and dancing. Families with more money usually have bigger parties. A typical ceremony ends with the girl’s father removing the flat shoes that she wore to the party and replacing them with a pair of more grown-up shoes with a high heel. This can be an emotional moment. It means that the person who walked into the party as a girl leaves the party as a young woman.

61 Unit 5 Family and Friends
5C Stop me if you’ve already heard this one.

GRAMMAR Present perfect with for, since, already, just, and yet

1 Look at the Grammar box. Choose the correct option to complete each explanation for the sentences below.

Present perfect with for, since, already, just, and yet

1 Families have celebrated the fiesta de quince años for about 500 years.
2 Since the arrival of Europeans in the Americas, the tradition has become international.
3 I’m Chinese, and I’ve just celebrated my “Guan Li.”
4 I haven’t had my eighteenth birthday yet—one more year.
5 My sister has already celebrated her eighteenth birthday.

Check page 136 for more information and practice.

2 Complete the exchanges with for and since.

1 A I haven’t seen my cousins recently last month.
   B Really? I haven’t seen mine since almost three years.
2 A We’ve been friends for ten years.
   B Yeah, I guess you’re right. We’ve known each other since we were five years old.
3 A Has your brother been in the running club for a long time?
   B Not really. He’s been a member since January.

3 Complete the questions with you and the correct form of verbs in parentheses. Then work in pairs to answer each question with for and since.

1 How long (know) your best friend?
2 How long (live) in the home you now live in?
3 How long (study) English?
4 How long (attend) the school you go to now?

4 Complete the text with just, already, or yet.

“Comedy is kind of a language, so you’re connected and relating.” — Gad Elmaleh

Moroccan-born comedian Gad Elmaleh has taken a lot of English lessons in his life but jokes that he doesn’t really speak English (1)_________. However, that hasn’t stopped him from performing comedy for American audiences. Although he arrived in the US fairly recently, he’s (2)_________ done shows in New York, Los Angeles, and lots of cities in between. He’s (3)_________ completed a tour of more than ten US cities and plans to continue performing. Although Gad has (4)_________ started his comedy career in America, he’s (5)_________ a superstar in Europe—especially France. In the US, he hasn’t (6)_________ become that popular. His career, like his English, is a work in progress.

5 Put the words in the correct place in each sentence. Some words can go in more than one place.

A I’ve heard a really funny joke. (1, just)
   Why is U the happiest letter?
B Because it’s in the middle of fun.
   So, I’ve heard that one (2, already).
A OK, here’s one you probably haven’t heard. (3, yet)
   Why is six afraid of seven?
B Because seven ate nine! My brother has told me that one! (4, already)

6 Answer the questions. Use the present perfect.

1 What have you done recently that you’re proud of?
   My paper is due next week, and I’ve already finished writing it.
   I’ve just passed my piano test.
2 What have you done for a long time that you’re proud of?
   I’ve been on the soccer team for five years.
   I’ve taken art classes on Saturdays since I was eleven years old.

7 CHOOSE

Choose one of the following activities.

- Work in pairs. Tell your partner about the things you wrote about in Activity 6. Ask and answer questions.
   A How long have you played the piano?
   B Since I was about five years old.
   A Does anyone else in your family play?
   B Yes, my mother plays, and my brother does, too.
   - Write a paragraph about one of the things you wrote about in Activity 6. Give more information about it.
   - Prepare a short presentation about one of the things you wrote about in Activity 6. Tell the class about it.

Birthday celebrations are important get-togethers for many families around the world. This family is celebrating in Brazil.
5D Why We Laugh

“You are laughing to show people that you understand them, that you agree with them, that you’re part of the same group as them.”

SOPHIE SCOTT

Read about Sophie Scott and get ready to watch her TED Talk. ➤ 5.6

AUTHENTIC LISTENING SKILLS

Dealing with fast speech

Some people speak very quickly, often because they are excited about a topic or they are nervous. Here are some ways to deal with fast speech:

• Listen for words or ideas that the speaker repeats.
• Try to identify the main idea and then connect it with what you hear.
• Focus on what you do understand and try not to worry too much about what you don’t understand.

WATCH

1. Sophie’s parents were laughing at a song.
2. The first recording includes both a man and an animal.
3. Sophie is worried that the second person laughing doesn’t breathe in.
4. The third recording is an example of a monkey laughing, which is very similar to a human.

Read the Authentic Listening Skills box. Then listen to ways to deal with fast speech:

1. The first part of the TED Talk and answer the questions. ➤ 5.7
   1. What words or ideas does the speaker repeat?
   2. What words tell us that she’s talking about her childhood?
   3. In your own words, say what you think she’s describing.

2. Listen again. What is the point of Sophie’s story? ➤ 5.8
   a. When she was a child, she usually didn’t understand her parents’ jokes.
   b. When we hear people laughing, we want to laugh with them.
   c. Sometimes, laughing can make the people around you feel bad.

VOCABULARY IN CONTEXT

a. Watch the clips from the talk. Choose the correct meaning of the words and phrases. ➤ 5.9
   1. I think ______ is weird.
   2. I had an odd experience when ______.
   3. I think ______ is silly.
   4. I would like to know more about the origins of ______.
   5. I would like to know the roots of ______.

b. Complete the sentences with your own words. Then discuss with a partner.
   1. ______ are not the only ______ that laugh—many mammals laugh to feel better. And animals also have both real and fake ______ with very different ______. Laughter helps us maintain ______ and control our ______.

CRITICAL THINKING Recognize supporting evidence

Speakers often give evidence to support their theory or idea. Evidence may include images, recordings, demonstrations, or quotations from experts or other reliable people.

Read the Critical Thinking box. Work in pairs. How does this evidence from the talk support Sophie Scott’s message that “laughter is an ancient behavior that we use to benefit ourselves and others in complex and surprising ways.”

1. She plays examples of real human beings laughing and asks us to think about how primitive laughter is as a sound.
2. She points out that the audience laughed when listening to others laugh.
3. She plays recordings of voluntary and involuntary laughter.

Work in pairs. Discuss the questions.

1. Which part of Sophie’s talk was the most interesting to you? Why?
2. Have your ideas about laughter changed? How?

CHALLENGE

For a couple of days, listen for people laughing. Try to notice examples of both real and polite laughter. Make notes. Present your results to the class, explaining the situations where you heard each type of laughter.

Work in groups. Discuss the questions.

1. Sophie says that we laugh “to show people that [we] understand them, that [we] agree with them, that [we]’re part of the same group as them.” What other ways do we show that we are part of the group?
2. Most people are part of more than one group. How many groups are people in at your school?
3. How do the people in the groups you named in Question 2 show that they are part of that group?
**5E Invitations**

**SPEAKING** Taking about availability

1. **MY PERSPECTIVE**
   
   How do you think the students in the photo feel? Why?

2. **Listen to the conversation.** What important life event is mentioned? [Answer: My perspective]

3. **Listen again.** Write down the days and times mentioned. [Answer: Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays]

4. **You’re having a party to welcome a new student, Delia, to your school.** Decide on a day, time, location, and type of food for it.

5. **Work in pairs.** Take turns inviting each other and saying whether you can or can’t go. Use phrases from the Useful language box.

**WRITING** Informal invitations and replies

6. **Read the three notes.** Match each one to the correct purpose.

   - **a** Making an invitation
   - **b** Accepting an invitation
   - **c** Saying no to an invitation

   a. Hi Davina,
   
   Thanks for inviting me to your graduation party. It sounds like a lot of fun. I’d love to come. What should I wear? Should I bring anything? Let me know A.S.A.P.
   
   Lena

   b. Anders,
   
   Thank you for the invitation to your New Year’s party. I’m sorry, but I can’t make it. I’ve already made other plans that night. I’m going to be with my family.
   
   P.S. I hope you have a great time! Let’s catch up soon!
   
   Lucas

   c. Hey Sylvia,
   
   I’m having a birthday party on Saturday the 25th from 5:00 to 10:00 at my house. We’re going to have pizza and cake and then watch a movie and play some games. Can you make it? R.S.V.P.
   
   Joanna

7. In each note, underline the expressions used for making, accepting, or saying no to an invitation.

8. In informal notes, we sometimes use abbreviations. Find an abbreviation in each note. Which one means:

   - **1** Let me know if you can come?
   - **2** As soon as possible?
   - **3** I also want to say…

9. **WRITING SKILL** Politely making and replying to invitations

   Work in pairs. Read the Writing strategy box. Think of a celebration you would like to have. Write an informal invitation to your partner. Use two abbreviations.

   10. **Exchange invitations.** Then write a reply to your partner’s invitation.

   11. Check each other’s work. Do the notes use abbreviations and the Writing strategies correctly?