

5 Family and friends



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

A group of friends perform on a subway car in New York City, US.

5A The people in my life

VOCABULARY How's it going?

1 Look at the photo. Answer the questions.

- How would you describe these people? Do you know anyone like this?
- Why do you think they're doing this?

2 MY PERSPECTIVE

Work in pairs. Which of your friends and family are important if you want to talk about difficult things? If you need advice? If you want to have fun? If you want to learn about something?

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

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

aunt	best friend	bow	brother	classmate
cousin	friend of a friend	grandfather	grandmother	hug
kiss	neighbour	partner	say <i>hello</i>	shake hands
sister	stranger	teammate (sports)	uncle	wave

Family	Other people	Greetings

4 Follow these steps. Then compare your ideas with a partner.

1 Choose three words from the 'Family' column. Then write a definition for each family member.

Your aunt is your mother or father's sister.

2 Put the people in the 'Other people' column in order of closeness to you (1 = the closest).

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

I usually greet my best friend with a hug. When I meet a stranger for the first time, we usually just say hello.

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!

LISTENING

- 6 The table shows how we greet the people around us. Listen to the podcast and match each column of the table with a speaker. Write the number of the speaker at the bottom. **30**

People	Types of greetings		
	kiss	shake hands	bow, wave
Strangers	kiss	shake hands	bow, wave
People I've met	kiss	shake hands	bow, wave
Friends	kiss and hug	wave	bow, wave
Best friends	kiss and hug	hug	bow, wave, say hello
Family	kiss and hug	shake hands, hug, kiss	show respect
Speaker			

- 7 Listen again. Choose the correct words. **30**

- In Chen's family, *respect is more important than / isn't as important as* hugs and kisses.
- Chen's parents *talk about / show* their love with their actions.
- Bowing is a way of showing *respect / agreement*.
- Luiza doesn't kiss her friends when *she says hello / she's in a hurry*.
- Luiza *kisses / doesn't kiss* her sister.
- Hugh *hugs / doesn't hug* his cousins.
- Hugh always shakes hands with his *teachers at school / tennis coach*.

- 8 Which speaker is the most like you? Copy the table in Exercise 6. Complete it with people you know and your ways of greeting them. Use the table in Exercise 6 as an example.

- 9 Work in small groups. Compare your tables from Exercise 8. Do you all greet people in the same way?

GRAMMAR Present perfect and past simple

- 10 Look at the Grammar box and read the sentences from the podcast. Match each sentence (a–d) with the best description (1–4).

Present perfect and past simple

- I've never hugged my dad.*
- They've given me the things I need.*
- When she first arrived from Japan, Yuki was uncomfortable with all the hugging and kissing.*
- But she's learned to hug and kiss like a Brazilian now!*

The sentence refers to ...

- an action in the past with a result in the present.
- a situation that started in the past and continues to the present.
- an experience or experiences that happened at an unspecified time.
- a completed action that happened at a specified time in the past.

Check your answers on page 136. Do Exercises 1–4.

- 11 Choose the correct option to complete each sentence.

- I *took / have taken* a few different foreign language courses.
- Have you ever *be / been* to Brazil?
- They've *always / ever* lived in this town.
- We've / We* never tried Japanese food in our lives.
- On our holiday to India last year *we met / we've met* some interesting people.
- I *haven't travelled / didn't travel* to many different countries.

- 12 Complete the text 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, and continues to do so.

- 13 Choose the correct options to complete the text.

Emily was sixteen when she first (1) *went / has been* to Mexico, and she (2) *went / has been* back to the country many times. Now she has a lot of friends there. During her visits, she (3) *took / has taken* pictures of Day of the Dead celebrations and many other important cultural events. At first, she just (4) *wanted / has wanted* to have photos to remember her trip. But over time, she says, she (5) *built / has built* – and continues to build – 'relationships with some really interesting people,' and wants to tell their story. As a result, she (6) *won / has won* several awards for her work.

- 14 PRONUNCIATION Past form endings

There are three ways to pronounce *-ed* when it comes at the end of a past simple or past participle form: /d/ as in *tried*, /t/ as in *wished*, or /ɪd/ as in *wanted*.

- a Read the Pronunciation box. Tick (✓) the *-ed* pronunciation for the words in bold. Listen and check your answers. **31**

	/d/	/t/	/ɪd/
1 We celebrated my sister's fifteenth birthday last year.			
2 My dad has photographed our most important family events.			
3 I've never stayed awake all night during the New Year celebrations.			
4 When my cousin turned eighteen, he had a huge party.			
5 I've never invited more than two or three friends to a birthday celebration.			
6 My friends and I have always laughed a lot at our village <i>fiestas</i> .			

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

- you meet anyone from another country?
- how / you celebrate on the last day of primary school?
- you ever go to a theme park with your friends?
- what events / you celebrate with friends?
- what / you do last weekend?

- c Work in pairs. Ask and answer the questions in Exercise 14b.

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.



5B Coming of age

VOCABULARY BUILDING Suffix -al

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

1 Read the sentences from the article (1–4). Match the words in bold with the correct meaning (a–d).

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

Connected with ...

- | | |
|------------------|--------------------|
| a many countries | c a person |
| b the past | d groups of people |

2 Complete the sentences with these adjectives.

cultural emotional traditional typical

- 1 The *fiesta de quince años* is hundreds of years old. It's a _____ Mexican celebration.
- 2 Certain things are expected at most parties. At a _____ party, the girl's father removes her shoes.
- 3 The party brings out strong feelings. The shoe-changing can be a very _____ moment.
- 4 It's part of the Mexican way of life, but many countries don't have a _____ tradition like this.

3 What adjectives can you make from these nouns? Be careful. You need to remove a letter from some nouns.

centre music nature politics profession

READING

4 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What are the most important celebrations in your family?
- What do you think is the most important birthday in a person's life? Why?
- Are there any unique social celebrations in your city or country?

5 Read the article and choose the topic and main idea.

- 1 Topic
 - a Latin American celebrations
 - b The *fiesta de quince años*
 - c Becoming an adult
- 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.

6 Read the article again. Are the sentences true (T), false (F) or is the information not given (NG)?

- 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.

7 Find information in the article to support each sentence.

- 1 The *fiesta de quince años* is an international celebration.
- 2 The girl is seen as a different person after the celebration.
- 3 The celebrations have become bigger over time.
- 4 People spend a lot of money on a *fiesta de quince años*.
- 5 The celebration is a very old tradition.

8 Read the comments on the article. 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 *Guan Li* – a twentieth birthday celebration for boys. We also celebrate a girl's fifteenth birthday. We call it *Ji Li*. Both of these are like the *fiesta de quince años* – we celebrate becoming men and women.

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

Haruto We have a celebration in Japan called *Seijin-no-Hi*. It's on the second Monday in January, and twenty year olds wear traditional clothes, receive gifts and have parties. My sister has already celebrated this, but I'm not old enough yet.

9 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

32 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 fifteen, 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 honour', 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.

Many young people celebrate *Coming of Age Day* in Japan when they turn 20.



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 the explanation for each sentence in the Grammar box.

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

- a Families **have celebrated** the fiesta de quince años **for** about 500 years.
- b **Since** the arrival of Europeans in the Americas, the tradition **has become** international.
- c I'm Chinese, and I've **just celebrated** my 'Guan Li.'
- d I **haven't had** my eighteenth birthday **yet** – one more year.
- e My sister **has already celebrated** this.

- a This sentence refers to a period of time / a certain time in the past.
- b This sentence refers to a certain event in the past / present and the situation afterwards.
- c This event happened in the recent past / a long time ago.
- d This *has* / *has not* happened up to now.
- e This has happened, but we don't know / and we know when.

Check your answers on page 136. Do Exercises 5–8.

- 2 Complete the exchanges with *for* and *since*.

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

- 3 Complete the questions with *you* and the correct form of verbs in brackets. 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 become that popular (6) _____. His career, like his English, is a work in progress.

- 5 Put the words in the correct place in each sentence.

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

- 6 Answer the questions. Use the present perfect.

- 1 What have you done recently that you're proud of?
My homework is due next week, and I've already finished writing it.
I've just passed my grade 3 piano test.
- 2 What have you done for a long time that you're proud of?
I've been on the football team for five years.
I've taken art classes on Saturdays since I was eleven years old.

- 3 What haven't you done yet, but would like to do?

I haven't learned to play a musical instrument yet, but I'd like to.
I haven't read a novel in English yet, but I want to read one.

- 7 CHOOSE

- 1 Work in pairs. Tell your partner about the things you wrote about in Exercise 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.*
- 2 Write a paragraph about one of the things you wrote about in Exercise 6. Give more information about it.
- 3 Prepare a short presentation about one of the things you wrote about in Exercise 6. Tell the class about it.

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



“ 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. ▶ 5.0



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 get an idea of 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.

1 Read the Authentic listening skills box. Then listen to the first part of the TED Talk and answer the questions. 🎧 33

- 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? 🎧 33

- 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.

WATCH

3 Watch Part 1 of the talk. Are the sentences true (T) or false (F)? ▶ 5.1

- 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.

4 Watch Part 2 of the talk. Choose the correct option to complete each sentence. ▶ 5.2

- 1 People laugh mostly when
 - a they hear a joke.
 - b they watch a comedy.
 - c they're with friends.
- 2 When we hear other people laugh, we usually
 - a start laughing.
 - b ask why they're laughing.
 - c think they're laughing at us.
- 3 Laughter that we cannot control is called ____ laughter.
 - a voluntary
 - b involuntary
 - c vocal
- 4 We can choose to laugh when we want to be ____ to another person.
 - a horrible
 - b funny
 - c polite
- 5 The first recording is ____ laughter.
 - a polite
 - b involuntary
 - c not really
- 6 The second recording is ____ laughter.
 - a polite
 - b involuntary
 - c not really

5 Complete the summary of Part 3 of the talk before you watch it. Then watch it and check your answers. ▶ 5.3

animals bonds emotions humans laughs sounds

(1) _____ are not the only (2) _____ that laugh – many mammals laugh to feel better. And animals also have both real and fake (3) _____ with very different (4) _____. Laughter helps us maintain social (5) _____ and control our (6) _____.

6 VOCABULARY IN CONTEXT

a Watch the clips from the talk. Choose the correct meaning of the words and phrases. ▶ 5.4

b Complete the sentences with your own words. Then discuss with a partner.

- 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 ...

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.

7 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 behaviour 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.

8 Work in pairs. Discuss the questions.

- Which part of Sophie's talk was the most interesting to you? Why?
- 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.

9 Work in groups. Discuss the questions.

- Sophie says that we laugh 'to show people that you understand them, that you agree with them, that you're part of the same group as them.' What other ways do we show that we are part of the group?
- Most people are part of more than one group. How many groups are people in at in your school?
- How do the people in the groups you named above show that they are part of that group?

5E Invitations

Useful language

Asking if someone is available

Are you busy next Saturday?
Are you around / free on Sunday?
Are you doing anything on Tuesday night?

Saying if you are available or not

I (don't) think so.
It depends.
I'm not sure.
I'll have to ask my parents.
I need to check my schedule.

Accepting an invitation

Sure, I'd love to.
That sounds great!

Saying no to an invitation

Thanks for inviting me, but I'm afraid I'm busy.
Sorry, I can't make it. But thank you for inviting me.

SPEAKING

1 MY PERSPECTIVE

How do you think the students in the photo feel? Why? What exactly has happened?

2 Listen to the conversation. What important life event is mentioned? 34

3 Listen again. Tick (✓) the things the students have done. Then discuss them. 34

- 1 order the food and drinks
- 2 sort out the music
- 3 send out the invitations
- 4 buy the balloons
- 5 decorate the room
- 6 schedule a meeting with Davina

They've ordered the food and drinks, but ...

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 to invite each other and saying whether you can or can't go. Use expressions from the Useful language box.

WRITING Informal invitations and replies

6 Read the three notes on page 150. Match each one with the correct purpose.

- 1 making an invitation
- 2 saying no to an invitation
- 3 accepting an invitation

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 the following?

- 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 strategies box. Together, write one sentence inviting someone to a celebration, write one sentence accepting and one sentence saying *no*.

10 Think of a celebration you would like to have. Write an informal invitation to your partner. Use two abbreviations.

11 Exchange invitations. Then write a reply to your partner's invitation.

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

Writing strategies

Politely making and replying to invitations

- When you write an invitation, give the time, date, location and type of event. Remember to ask the person to let you know if they can come.
- When you accept an invitation, begin by saying *thank you*. If you have any questions about the event, ask them. It can be polite to offer to bring something (food or drinks, for example).
- When you say *no* to an invitation, begin by saying *thank you*. Apologize that you can't make it, and say why – without giving too many details if you don't want to. It can be polite to end by saying you hope they enjoy the event and offering to make plans another time.

Students in Punjab, India, celebrate their graduation.

