

# 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 performs on a subway car in New York City, US.



# 5 Family and Friends

## Unit Overview

This unit covers different aspects of a person's social life, with a focus on friends, family, and how we interact with the people in our lives. Students will learn concepts and language relating to how the relationships in their lives affect who they are and how people can build upon and navigate a wide range of relationships.

In this unit, students will cover a range of topics around the unit theme including talking about how they interact with different friends and family members, how people greet each other around the world, a National Geographic explorer who worked with a circus in Mexico, coming-of-age traditions, why people laugh, talking about availability and making and replying to invitations. By exploring these topics, students learn the language they need to not only think about their own relationships, but explore how relationships are formed around the world. They also will be able to make plans and talk about what they're doing with friends in English.

## Unit Objectives

### Vocabulary

- Family, friends, and greetings
- **Vocabulary Building** Adjectives ending in *-al*

### Grammar

- **Grammar 1** Present perfect and simple past
- **Grammar 2** Present perfect with *for*, *since*, *already*, *just*, and *yet*

### Reading

- *From Child to Adult—In One Day*

### TED Talk

- Sophie Scott: *Why We Laugh*

### Pronunciation

- /d/, /t/, /ɪd/ verb endings

### Speaking

- Talking about availability; Accepting and denying an invitation

### Writing

- Informal invitations and replies

## About the Photo

The three friends in the photo are Andrew Saunders (Goofy), Yushon Strouhn (Sonic), and Joel Leitch (Aero Ace). They all share a love of music and dance, and started a performance group called WAFFLE (We Are Family For Life Entertainment) in New York City, where they frequently entertain commuters on the subway with their acrobatic moves. The trio has also performed in other places in the United States, and around the world, including the UK, Turkey, and Argentina.

## Warm Up

Call on a student to read the unit title aloud. Ask students to think about their family and friends and to discuss these questions with a partner: *Who is your closest friend? How did you meet? What things do you have in common?* (Students can answer with: *We both like...*) *In your family, who are you closest to? Why?* Then ask volunteers to share their ideas with the class.

## Resources

- Classroom Presentation Tool
- Tracks 31–35 (Audio CD, Website, CPT)

# 5A The People in My Life

## VOCABULARY How's it going?

- 1 Tell students to look at the photo and read the caption. Make sure they understand the meaning of the word *perform* (= to do something, like sing or dance, in front of other people, usually to entertain them). Ask students how the people in the photo know each other.
- Read the questions aloud and ask volunteers to share their ideas with the class.
- 2 **Optional** To help students organize their ideas, project or write the chart on the board, and tell students to copy it in their notebooks. Go over the example with the class. Then tell students to complete the chart with their ideas.

Which friend or family member do you talk to...	Person	Reason
about difficult things?		
when you need advice?		
when you want to have fun?		
when you want to learn about something?	<i>my dad</i>	<i>When I need help with my math homework, I usually ask my dad. He's great at math!</i>

- Tell students to take turns asking and answering the questions with a partner.
  - Call on different students to share their answers with the class.
  - 3 Tell students to copy the chart in their notebooks.
  - Say the first three words (*aunt*, *best friend*, *bow*) with the class, and ask students which category each goes in (*aunt* = family; *best friend* = other people; *bow* = greetings).
  - Tell students to work on their own or in pairs to categorize the other words on the list. Remind them to add one or two ideas to each category. For "other people" tell them to think about people that they see regularly who aren't family members (e.g., a teacher).
  - At the end, check answers with the class. Put students' "extra ideas" on the board.
- A friend of a friend can also be referred to as an *acquaintance*. This is a person you know, though not well, and may see sometimes at school, a party, or other event.
- **Language note**
  - In an educational or workplace setting, your *partner* is the classmate or colleague you collaborate with on something. The word *partner* can also be used to refer to the person

you are married to (e.g., your husband or wife) or are dating (e.g., your boyfriend or girlfriend).

### Additional vocabulary

**Family:** mother / mom, father / dad, niece, nephew, son, daughter, husband, wife, sister-in-law, brother-in-law

**Other people:** girlfriend, boyfriend, co-worker/colleague, teacher, neighbor

**Greetings:** fist bump, nod your head

- 4 Walk students through steps 1–3, modeling for them what to do. Then tell students to complete 1–3 on their own. Give students a few minutes to do this. Circulate, helping with language as needed.
- When time is up, tell students to explain their ideas to a partner.
- Take ideas from the class.
- 5 Read the directions and the sample dialog aloud with the class. Then have students do the exercise with a partner.

### Expansion

- 1 Introduce the expressions in the chart below used to greet people you know.
- 2 Put students in A/B pairs and tell them to create a role play of five to six lines in which Student A is himself/herself and Student B is a person from Activity 3 (e.g., A's best friend or a stranger, etc.). Students can choose their roles or you can assign them. Students should greet each other using the language in the chart. They can also use one of the gestures from Activity 3 (e.g., a handshake, a bow).
- 3 Have students do their role play for another pair. At the end, listeners should answer these questions (which you've written on the board): *How do the two people know each other? Did they greet each other formally or informally?*

Formal greetings	Informal greetings
<i>Hello.</i>	<i>Hi. / Hey.</i>
<i>How are you (today)?</i> <i>(I'm) fine, thanks. And you?</i>	<i>How's it going?</i> <i>Fine. / Pretty good. / OK. / All right.</i>
<i>Nice / Good to see you (again).*</i> <i>Nice / Good to see you, too.</i>	<i>How are you (doing)?</i> <i>(I'm) fine / pretty good / OK / all right.</i> <i>How about you?</i> <i>What's up?</i> <i>Not much.</i>

\*Note that this greeting is used when you haven't seen a person for a while.



## 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.

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

Family	Other people	Greetings
aunt, cousin, grandfather, uncle, brother, grandmother, sister	stranger, best friend, friend of a friend, partner, teammate, classmate	kiss, bow, say hello, shake hands, wave, hug

#### 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?

*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?
- Age
- How you greet them
- Something you usually do together
- Where they live

**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 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.  31

People	Types of greetings		
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 2	Speaker 3	Speaker 1

- 7 Listen again. Choose the correct words.  31

- 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? Complete the chart with people you know and your ways of greeting them. Use the chart in Activity 6 as an example.

People	Types of greetings

## GRAMMAR Present perfect and simple past

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

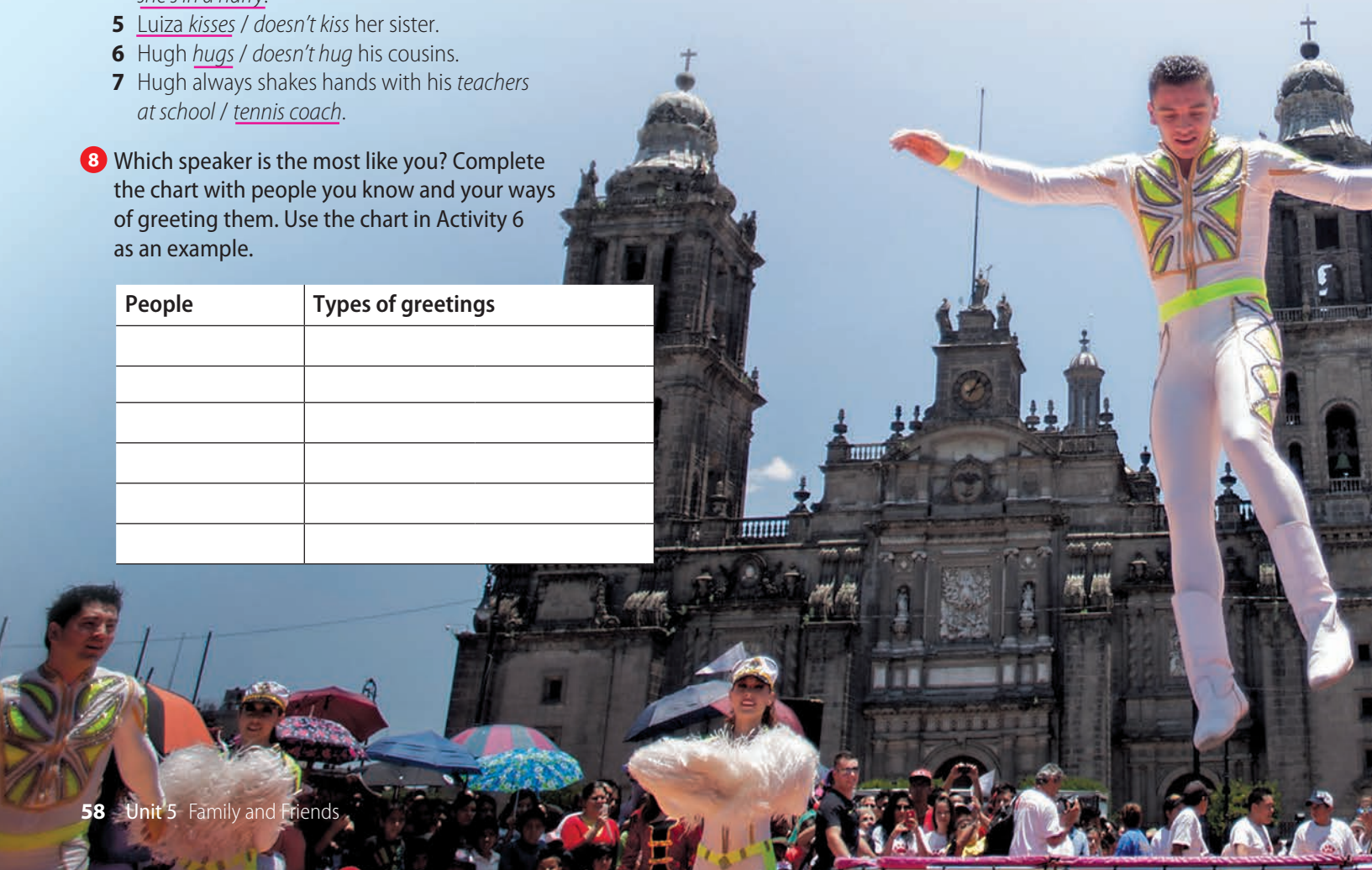
### Present perfect and simple past: statements

- I've never hugged my dad.*
- She's learned to hug and kiss like a Brazilian, so she feels at home now.*
- I've met people from other countries.*

The sentences refer to...

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

Check page 136 for more information and practice.



## LISTENING

- 6 Warm up** Go through the different ways of greeting a person when you see them or first meet them. Act out the words *hug, kiss, shake hands, bow, wave, and say hello* while students call out the answers.

- Write or project the following words on the board: *common/uncommon, customary, normal, typical, and unusual*. Ask students to make sentences using the adjectives and the different ways of greeting. If they need a little help, give them some sentences to complete:

*It's normal to \_\_\_\_\_ when you see your neighbor.*

*It's not customary to \_\_\_\_\_ (with/to) someone unless you know them very well.*

*It's normal for friends to \_\_\_\_\_.*

- Preteach the expression *to show respect* by asking students: *How do you show respect when you first meet someone?* Elicit answers from students.
- Optional** A fun activity would be to build on greetings (or other ways we say *hello*) in English. On the Vocabulary page students learned *How's it going?* (with the word *going* often shortened to *goin*). You can teach some other casual expressions for saying hello and give students some time to practice with a partner.

	Greetings	Common responses
Questions with <i>what</i>	<i>What's up?</i> <i>What's new?</i> <i>What's going on?</i>	<i>Not much.</i> <i>Nothing, really.</i>
Questions with <i>how</i>	<i>How's everything?</i> <i>How's life?</i> <i>How are things?</i>	<i>(Pretty) good.</i> <i>Can't complain.</i>

- Explain to students that they are going to listen to three people as they talk about how they greet people in their own cultures. First have students study the left-hand column of the chart in their books (reminding them that *acquaintances* is another way of saying "People I've met"). Have them look at the different greetings in each column and explain that they will be matching each column to one of the speakers.
- Play the audio and have students write their answers. Go over their answers as a class.

### 7 Listening Strategy Predicting answers

Before students listen, have them read through items 1–7 and guess the answers. They already have some background knowledge on the topic and so may be able to get some of the answers before they even listen.

- Play the audio and have them circle their answers.
- Go over the answers as a class with a show of hands.

- 8** Students are now going to make a chart about their own greeting habits, similar to the one in Activity 6. First have students write down the different categories of people in the left-hand column (*strangers, friends, etc.*). Then give them some time to think about how they greet each type of person and write down their answers. Encourage them to write as much detail as possible (e.g., they may greet people in the same category a different way, depending on the person).
- Put students in pairs and have them share their answers with a partner. Who are they most alike, Chen, Luiza, or Hugh?

### Expansion

Write or project different ways of saying hello on the board. Mix them up and have students tell you if they think they are very casual, less casual, or formal (and used for the first time you are meeting someone).

very casual	<i>What's new? / How's it going? / Hey!</i>
less casual	<i>Hello. / How are you?</i>
formal	<i>It's a pleasure meeting you. / Nice to meet you.</i>

- Working with a partner, have students write a short conversation between a person and one of the different people in their chart. (It could be anyone from a stranger to a family member to a teacher.) They should include at least one of the greetings they have learned as well as a short conversation afterward.
- Have some pairs perform their conversations while their classmates guess who they think the person is talking to.

## GRAMMAR Present perfect and simple past

- 9 Language note** Both the simple past and the present perfect can be used to discuss happenings in the past, so how is their usage different? One helpful distinction to explain to students is that we often use the present perfect to speak of an event in the past that we want to connect to the present. Sometimes this event finished in the past and has an impact on the present (*I've broken my leg so now I have to use a wheelchair to get around*) while sometimes the event is still continuing to this day (*We've lived in this house since I was five years old*). You can also use the present perfect to describe an event that happened at an unspecified time in the past; it's either not known or not important *when* it happened (*I've swum in the ocean with dolphins*). In this last sentence, if you used the simple past, it would be in reference to a specific event (*I swam in the ocean with dolphins when I was in the Maldives*).
- Ask different students to read through the sentences on the page. Then have students (working alone) match the sentences to their usages below. Go over the answers as a class.

**At this point, have students complete Activities 1–3 on page 137 in the Grammar Reference section. You may also assign these activities as homework.**

**10 Culture Note** Emily Ainsworth is an anthropologist and documentary photographer. She has done field work in India, China, Mongolia, and Mexico. She is fascinated by the different cultures of the world.

- **Warm up** Write these verbs on the board: *be, have, perform, return, travel, and welcome*. Point to different verbs in the list as you call on individual students to call out the past tense form of each one. As the student gives the answer, erase the verb from the board.
- Give students time to complete the article with the present perfect. Have them go over their answers with a partner before you review the answers as a class by having individual students write their answers on the board. Make sure that they have understood the use of *have* vs. *has*.

**11 Language note** This would be a good time to review the interrogative (question) form of the present perfect. Remind students that the subject and the auxiliary *have/has* switch places in statements and questions:

*She has been to Italy.*

*Has she (ever) been to Italy?*

- Use the word *ever* in questions to mean “at any time in your life.” It’s a way of asking someone if they have ever had a particular experience before. You can answer a *Have you ever...?* question simply with: *Yes, I have* or *No, I haven’t*.
- Have students circle the verbs and then match the sentences to their usages below. This reinforces the point that we use the simple past, but not the present perfect, to describe events that occurred at a specific time in the past.

### Expansion

To give students practice with *Have you ever* questions, give them a paper with these sentences or project them onto the board:

*Have you ever...*

- 1 *shake hands with a stranger*
- 2 *meet someone from another country*
- 3 *forget something on the bus/train*
- 4 *see a movie more than once*
- 5 *take a selfie in a public place*
- 6 *practice speaking English outside the classroom*

First, have students work on changing the main verbs into the correct form (*Have you ever shaken...? Have you ever met...?*, etc.). Then have them circulate around the classroom and find at least one person that answers “yes” to each question and write down the classmate’s name.

**12** Give students time to read through the text and circle their answers.

- Go over the answers as a class. Where possible, have students explain why they chose the present perfect over the simple past and vice versa.

**13 PRONUNCIATION** /d/, /t/, /ɪd/ verb endings

### Teaching Tip

There are three different ways to pronounce the *-ed* endings of regular verbs in the past tense. Rather than having students memorize lists of verbs under each of the headings, it’s better to explain to them how the rules of this pronunciation point work. Once students know the rule behind something, they can go on to study and learn more on their own.

- **Warm up** Write three verbs on the board: *tried, wished, and wanted*. Have students touch their throats as they say each verb aloud. When the last sound before the *ed* is voiced (meaning it makes your throat vibrate), then the *ed* ending is pronounced as a /d/ sound (like *tried*). When the last sound before the *ed* is voiceless (your throat doesn’t vibrate), then the *ed* ending is pronounced as a /t/ sound (like *wished*). Finally, when the last sound before the *ed* is a /t/ or /d/ sound, then the *ed* ending is pronounced as a /ɪd/ sound (like *wanted*).
- Ask students to read through the six sentences, looking up any words (such as *celebrated*) that they may not know. Then have them focus on the verbs themselves, sounding them out as they touch their throats for voiced or voiceless consonant endings. Have them mark their answers in their books.
- Play the audio. Students should listen and check their guesses. Then go over the answers as a class.
- **Optional** Write these symbols on three different places on the board: /d/, /t/, and /ɪd/. Have two students stand to compete against each other. As you write a verb on the board (e.g., *decided*), students should race to stand next to the correct symbol on the board. (In this case, it would be /ɪd/.) The student should then say the verb aloud. If he/she pronounces it correctly, the other student loses and must sit down (as another student steps up for the next round). Here are some verbs you can use for the game. Feel free to add to the list:

/d/ pronunciation: *changed, closed, learned, played, showed*

/t/ pronunciation: *liked, looked, stopped, walked, worked*

/ɪd/ pronunciation: *decided, ended, needed, tasted, waited*

**14** Have students mark whether each sentence refers to an event that happened at a specific time or something that happened in general. They can write “S” for specific or “G” for general next to each sentence.

- For the “S” sentences, they should make questions in the simple past. For the “G” sentences, have them form questions using the present perfect.
- After students have their questions, go over the answers as a class.

**15** Put students into pairs so that they can ask and answer the questions with a partner.



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

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

- 11 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? b  
2 Which is about an unspecified time in the past? a

- 12 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) has built / built—and continues to build—"relationships with some really interesting people," and wants to tell their stories. As a result, she (6) won / has won several awards for her work.

**Activity 14:**

- 1 Have you met anyone from another country?
- 2 Did you celebrate on your last day of elementary school?
- 3 When did you last laugh a lot with your friends?
- 4 What events have you celebrated with friends?
- 5 What did you do last weekend?

- 13 PRONUNCIATION /d/, /t/, /ɪd/ verb endings

Read the Pronunciation box. Check (✓) the -ed pronunciation for the words in bold. Listen and check your answers. 32

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

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

- 14 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?

- 15 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.

Connected with...

- a 2 many countries      c 3 a person  
b 4 the past      d 1 groups of people

- 2 Complete the sentences with these adjectives.

cultural      emotional      traditional      typical

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

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

center      music      nature      politics      profession  
central      musical      natural      political      professional

## 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 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 text about?" The main idea of a text answers the question "What is the writer's most important point about the topic?" This is usually expressed as a sentence.

- Topic:  
a Latin American celebrations      c Becoming an adult  
**b** The *fiesta de quince años*
- 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. Is the information *true, false, or not given*?

- According to the article, the biggest *fiestas de quince años* are held in Spain. **NG**
- In the US, the *fiestas* usually aren't as big as weddings. **F**
- The history of the *fiesta* goes back more than 500 years. **T**
- There are over 500,000 *fiestas* in the US a year. **NG**
- Some *fiestas* in the US last for a week. **NG**
- New shoes show that the girl has become a young woman. **T**

- 7 Find information in the article to support each sentence.

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

- 8 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 "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, 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!

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

## 5B Coming of Age

- **Culture Note** In many cultures, a certain birthday marks the point at which a child *comes of age*, or becomes a young adult. This birthday is often celebrated with a special ceremony or a party to mark the occasion. In some cultures, this may coincide with a person becoming a legal adult (when they may do things like vote, marry, etc.).

### VOCABULARY BUILDING Adjectives ending in -al

- 1 Read the information in the Vocabulary Building box aloud.
  - Then tell students to do 1–4 on their own. Check answers as a class.

#### Teaching Tip Working with cognates

For some students (e.g., Spanish speakers), the adjectives in Activities 1–3 will be cognates (similar words) in their native language (e.g., *international* / *internacional*). These learners can use cognates as a bridge to understanding the words, but they should be aware of important differences. In some cases, spelling will be different, and with almost all words, pronunciation will be, too. Instructors may want to raise students' awareness of both.

- 2 Say the adjectives in the box aloud with the class. Point out the meaning of the word *cultural*—related to one's *culture*. Give an example of how this adjective is used, e.g., talking about a person's *cultural identity* or an important *cultural event*.
  - Help students to notice the parts of the other three words:
    - emotion* + *al* = *related to emotions and strong feelings* (e.g., *an emotional person*)
    - tradition* + *al* = *related to a tradition or a custom* (e.g., *a traditional New Year's food*)
    - type* + *al* = *typical: having certain qualities that make an item a good example of something* (e.g., *a typical Japanese home*). Point out to students that the *e* is dropped and *ic* is added to form the adjective.
  - Tell students to read sentences 1–4 and complete each with the correct word.

#### Exam Skills

On some standardized exams, students will be asked to complete sentences in a text using a list of words provided. Some of the words may be unfamiliar. If this happens, encourage students to do the following:

- 1 If you aren't sure of an answer, skip it and do the sentences with the words you know. Then go back and try to complete the sentences with the remaining words.
- 2 If you don't know a word, try studying its parts (*emotion* + *al*), and using the context from the passage. (*The party brings out many strong feelings. The shoe-changing event can be a very \_\_\_\_\_ moment.*)

- 3 Students can do this exercise on their own or in pairs.
  - When students are done, have a volunteer write the answers on the board. Check that all of the answers are correct and then say the words with the class.

### READING

- 4 Tell students that a *celebration* is a special event, for example, a wedding, a graduation, or a birthday party.
  - Give students a few minutes to answer the questions. Then ask volunteers to share their ideas with the class.
  - Ask students what kind of celebration is happening in the photo: is it a wedding, a graduation, a birthday party?
- 5 **Warm up** Read the information in the tip box aloud. Explain that the goal with this exercise is to understand what the reading is mainly about, something students have already practiced doing in earlier units.
  - Tell students to preview the answers in 1 and 2. Then tell them to read the title of the passage and skim the rest of the text. Give them a minute or two to do this.
  - Tell students to choose their answers to 1 and 2.
  - Then tell students to read the article. They should do so at a steady pace, but there's no need to worry about unfamiliar words or to read closely for every detail. Time students so they have to move through the passage.
  - When time is up, tell students to check their answers to 1 and 2. Point out to students that the "topic" focuses on what a text is about generally. (In this case, it's about the *fiesta de quince años*.) The "main idea" gives more specific information about the topic. (In this case, it's that a girl's fifteenth birthday is one of the most important celebrations for Latin American families.)
  - **Pronunciation** *fiesta de quince años* = *fee es ta de keen say ahn yos*  
*quinceañera* = *keen say un yerah*
  - **Culture notes** The Aztec were a group of people with a powerful empire that spanned most of Mexico and parts of Central America. They ruled from the city state of Tenochtitlan, which is modern-day Mexico City, until the Spanish conquest in 1521.
  - *Latin America* is often used to refer to countries in Central and South America and the Caribbean where Spanish, Portuguese, or French is the official language. In the US, the term *Latino* is often used to refer to a person of Latin American descent. For example, a person from Colombia who lives in the US might be referred to as *Latino* (or *Latina* if the person is a woman).

For notes on Activities 6–9, see page 61a.



- 6 Read the directions. Make sure that students understand the difference between *false* and *not given*.

**Exam Skills False vs. Not given**

**True** = The information in the test item is stated directly or is paraphrased (said in a similar way) in the reading. For example, the test item might say *A girl has her fiesta de quince años when she turns fifteen*. In the passage, it says *The fiesta de quince años—a girl's fifteenth birthday celebration—is a huge social occasion*.

**False** = The test item states something different from the information given in the reading. For example, the test item might say *A girl has her fiesta de quince años on her seventeenth birthday*. In this case, the birthday is talked about in the passage, but *seventeenth* is the wrong age.

**Not given** = The test item states something that is not mentioned at all in the reading. For example, the test item might say *It's common for the girl to wear a tiara (a small crown)*. This information is not discussed in the passage.

- Do the first item with the class. Tell students to read sentence 1 and then to scan the passage to find the answer: is the statement true, false, or not given?
- When time is up, call out: *true, false, not given*, and tell students to raise their hand when they hear their answer choice said. The correct answer is *not given*. The reading does not talk at all about the country in which the largest *fiestas* are held.
- Have students do 2–6. Tell them to write T (for true), F for (false), or NG (for not given) next to each sentence, and underline the text in the passage that helped them choose their answer. Set a time for students to complete this exercise.
- Check answers as a class. If a sentence is false, ask students to make it true.

- 7 Read the directions aloud. Then tell students that sentences 1–5 are all true. They need to find information in the reading that supports this.

- Do the first one with the class. Read sentence 1 and tell students to scan the passage to find the supporting information. When they find it, they should underline it in the passage. Ask a volunteer to share his or her answer.
- Tell students to do 2–5. Set a time for students to complete this exercise.
- Check answers as a class.

- 8 Tell students to read the comments from the two students. Then ask: *In China, what birthdays are important? How about in Poland?*

- Tell students to write their own comment. To help them get started, project or write these questions on the board and have students answer them: 1) *In your country, what is an important birthday?* 2) *Does this birthday have a name?*

3) *Why is it important?* 4) *What do people do on this day?* Tell students to use their answers to write their own comments, similar to the models on the page. When students are done, tell them to exchange papers with a classmate, and check their partner's ideas.

- **Optional** Turn Activity 8 into a timed speaking exercise in which students will have one minute to talk about an important birthday. Give them a few minutes to make some notes on their own. (They can answer the four questions above that you've written or projected.) Then put students in A/B pairs. Student A must speak for a minute and Student B should keep time. When a minute is up, Student A should answer these questions (which you've written on the board): *Did you speak for a minute? Was it hard or easy? Did you stop talking or say "uhm" a lot? Did you make many mistakes?* Then it's Student B's turn.

- 9 Have students do this exercise in pairs. To help get them started, brainstorm a list of different kinds of parties with the class (e.g., birthday party, class party, holiday party, pool party, etc.). Put all ideas on the board.

- Then project or write these questions on the board:

- 1 *Who are the hosts? Write your names.*
- 2 *What kind of party is it?*
- 3 *When is it? Give the date and start and end times.*
- 4 *Where is the party?*
- 5 *What will happen at the party? (e.g., There will be food / drinks / a DJ / games / a swimming pool, etc.)*

- Tell students to use their answers to the questions to design an invitation to their party.

- **Language note** Collocations with *party*  
Introduce some collocations used with *party* for students to use in their invitations.

*have a party: We're having a party!*

*invite (someone) to a party: You're invited to our pool party!*


*go to a party: Do you want to go to the pool party?*

- Tell students to swap their invitation with another pair. Each pair should read the invitation they get and take notes on it. When they're done, they should give back the invitation to the owners.
- Repeat the above steps with three different pairs.
- At the end, have each pair choose one party to go to, and tell the class their choice.



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

## From **child** to **adult**—in one day

 **33** 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.



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 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.

- 1 This sentence refers to a period of time / a certain time in the past.
- 2 This sentence refers to a certain event in the past / present and the situation afterward.
- 3 This event happened in the recent past / a long time ago.
- 4 This **has** / **has not** happened.
- 5 This happened, but we don't know / and we know when.

Check page 136 for more information and practice.

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

- 1 A I haven't seen my cousins since last month.  
B Really? I haven't seen mine for 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 long?  
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? **have you known**
- 2 How long \_\_\_\_\_ (live) in the home you now live in? **have you lived**
- 3 How long \_\_\_\_\_ (study) English? **have you studied**
- 4 How long \_\_\_\_\_ (attend) the school you go to now? **have you attended**

- 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) yet. However, that hasn't stopped him from performing comedy for American audiences. Although he arrived in the US fairly recently, he's (2) already done shows in New York, Los Angeles, and lots of cities in between. He's (3) just completed a tour of more than ten US cities and plans to continue performing.

Although Gad has (4) just started his comedy career in America, he's (5) already a superstar in Europe—especially France. In the US, he hasn't (6) yet become that popular. His career, like his English, is a work in progress.

# 5C Stop me if you've already heard this one.

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

**1 Language note** When introducing adverbs that go together with the present perfect, it can be helpful to put them under two categories: 1) those that go with verbs in the affirmative (*for*, *since*, *just*, *already*) and 2) the adverb that goes with negative verbs (*yet*). (You can remind students that *never* goes with an affirmative verb but has a negative meaning.)

- **Warm up** To introduce the meaning and sentence position of the adverbs, write or project these sentences on the board:

*We've been in class for ten minutes.* (For this sentence and the next one, use a time that is accurate in that moment.)

*We've been in class since 9:00.*

*We've just started this grammar lesson.*

*We haven't finished yet.*

*We've already started class. / We've started class already.*

- Explain the meaning/usage of *for* (used for a duration of time), *since* (used for a specific event or point in time), *just* (used for an action that has recently been completed), *yet* (used for an event that hasn't happened, but you expect to happen), and *already* (used for an event that has already happened). You can point out that *already* can come between the auxiliary and main verbs as well as at the end of the sentence, while *yet* usually occurs at the end of the sentence.
- Read the sentences in the Grammar box aloud. Give students time to circle their answers in the sentences below. Go over the answers as a class.

**At this point, have students complete Activities 4–6 on page 137 in the Grammar Reference section. You may also assign these activities as homework.**

- 2 Warm up** Write or project these time expressions on the board. Mix up the order and ask the class whether each one is preceded by *for* or *since*. Then ask for volunteers to make sentences using the time expression.

for...	since...
<i>ten minutes</i>	<i>2016</i>
<i>a day</i>	<i>last April</i>
<i>the summer</i>	<i>2 pm</i>
<i>two years</i>	<i>I was a child</i>
<i>a long time</i>	
<i>my whole life</i>	

- Have students complete the conversations with *for* and *since* and go over the answers together.

### Expansion

Put students into pairs. Have them choose one of the exchanges and add three or four sentences to the conversation. They should include at least one more adverb and one more example of the present perfect. Ask for volunteers to perform their conversations for the class.

- 3 Language note** The present perfect is often used to describe an event in the past that we want to connect to the present. (It occurs over a period of time.) Because *how long* is used to ask about periods of time, it often occurs with the present perfect.
- For this activity, students are going to formulate questions with *how long* and then ask and answer the questions with a partner. Give students time to read through the questions and write the verbs in the correct form.
- Put students into pairs and have them ask and answer the questions.
- **Optional** Put students into groups of four. The two pairs of students should ask each other the first question and then each student should report back to the group his or her partner's answer. After each group has finished the first question, clap your hands and the student whose answer was "the longest" should rotate to another group. The newly formed groups should then move on to the second question.
- **Note:** If you think students are going to have the same answers for some of the questions (e.g., 2–4), then you can substitute some other items for this exercise. Some ideas:  
*How long have you \_\_\_\_\_ (have) your current cell phone?*  
*How long have you \_\_\_\_\_ (be awake) today?*  
*How long have your parents \_\_\_\_\_ (be married)?*

- 4 Culture Note** Gad Elmaleh is a comedian and actor who has appeared in several films. He was born in Morocco and speaks Moroccan Arabic, Hebrew, English, and French. Outside of Morocco he has lived in Montreal, Paris, and New York and he performs his comedy around the world.
- Have students read the text and complete the sentences with *just*, *already*, or *yet*. Have them compare their answers with a partner and then go over the answers as a class.

### Expansion

Ask students to think of a famous person and write three sentences using *just*, *already*, and *yet*. For example, for a singer they might write something like *He/She has just finished a big tour. / He/She has already dated a lot of celebrities, like \_\_\_\_\_ and \_\_\_\_\_. / He/She hasn't gotten married yet.* Based on the sentences, other students should guess who the famous person is.



**5** Tell students that they are going to read a short conversation and put the adverbs in the correct place in each sentence. After they have done that, ask different pairs of students to read the conversation aloud.

- Do the students get the jokes? Do they think they are funny? Do students know any other jokes in English?

**6** For this activity, students are going to write sentences about their accomplishments (both recently and over a long period of time) as well as things that they hope to accomplish.

- For question 1, ask students to write one sentence using *already* and one sentence using *just*.
- For question 2, they should write sentences using *for* and *since*.
- For question 3, their answers should contain the word *yet*.
- Give students time to write their answers and then share their sentences with a partner.
- **Optional** You may want to combine questions 1, 2, and 3 and have students write about a single long-term goal. First, have students think of something “big” they want to accomplish in the future. They should write out their goal as a sentence, such as *I want to become a professional soccer player* or *I want to study in another country*. Next, have them write sentences under each goal using the different adverbs. They should think about things they have accomplished at an indefinite time in the past vs. things they have accomplished recently. They can also include things they have yet to accomplish. Here are some examples:

I want to play soccer professionally.	I want to study in another country.
<i>I've loved soccer since I was five years old.</i>	<i>I've been interested in other countries for a long time.</i>
<i>I've played soccer almost every day for the past five years.</i>	<i>I've studied English since 2014.</i>
<i>I've already joined the soccer team.</i>	<i>I've already mastered most of the basic grammar.</i>
<i>I've just learned how to do a bicycle kick.</i>	<i>I haven't taken the college entrance exam yet.</i>
<i>I haven't played in a championship game yet.</i>	

- Put students into pairs and have them exchange their ideas. Come back together as a class and call on different students to share one piece of information about their partner.

### Expansion

*What is one accomplishment that you are proud of* is a question that shows up on exams as well as in internship, job, or school interviews. It will be beneficial if students have a strategy for answering this question.

### Speaking Strategy Talking about your personal accomplishments

Give students these three tips for talking about their own accomplishments:

- 1 First set the context. Describe the situation and why the accomplishment is important: *I wanted to study overseas. I needed to get a good grade on the TOEFL exam to do so.*
- 2 Explain what you did to achieve your goal: *To accomplish this goal, I studied every day for three hours after school. I also studied on the weekends.*
- 3 Finally, explain the result: *I'm proud to say that my hard work has paid off. I've just passed the exam. I hope to study abroad in the near future.*

If you have the time, put students in pairs for a role play:

Student A is applying for a(n) internship/job/school and will talk about his or her achievements.  
Student B is the company/school representative and will ask Student A about his or her accomplishments. Student B should also ask follow-up questions.

After two or three minutes of role playing, clap your hands and have students switch roles.

- 7** There are three options here for students to choose from. Note that the first option takes the least amount of time with the third option taking the most amount of time.

### Expansion

To give students more practice with how the adverbs could work together in a conversation, give them the following conversation between two friends. Cut the dialog into strips of paper so that each strip of paper has one line on it. Mix up the strips and give each pair of students a set of strips. Tell them to assemble the conversation by putting the sentences in order. Then they can practice reading it. The answers (in order) are *just, already, yet, since, and for*.

- A: Hello?  
B: Hi Maria, it's Jose.  
A: Hi Jose, how are you?  
B: Good, thanks. Hey ... do you want to see a movie today?  
A: Perfect timing. I've \_\_\_\_\_ finished my homework!  
B: Great! How about *Wonder Woman 2*?  
A: Sorry, I've \_\_\_\_\_ seen that one.  
B: How about *Space Wars*. Have you seen it \_\_\_\_\_?  
A: No, I haven't. And it's starring King Kahn. I've loved him \_\_\_\_\_ I was a kid.  
B: Me, too. I've been a big fan \_\_\_\_\_ years.

If you have time, have students make their own dialog modeled after this one. They can substitute in their own movie titles, actor names, etc.

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

just

**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*. already  
Sorry, but I've heard that one. (2. already)

**A** OK, here's one you probably haven't heard. yet (3. yet)  
Why is six afraid of seven?

**B** Because seven ate nine! My brother has already 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.*

- 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**

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. ▶ 5.0

### 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 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.

**1** Read the Authentic Listening Skills box. Then listen to the first part of the TED Talk and answer the questions. 🔊 34

- 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? 🔊 34

- 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* or *false*?

▶ 5.1

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

**4** Watch Part 2 of the talk. Choose the correct options to complete the sentences. ▶ 5.2

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

## 5D Why We Laugh

- **Warm up** The following words and their collocations all come up in the talk. Project or write them on the board, and say the words *laugh* and *laughter* with the class.

**Noun:** *laughter*

**Collocation:** *scream with laughter*

**Verb:** *laugh*

**Collocations:** *laugh at (something), laugh hard, make someone laugh*

- Find photos or emojis for *laugh* and *laugh hard*.
- Show the class the first one, and project or write on the board: *He's laughing*.
- Show the class the second one, and project or write on the board: *He's laughing hard / screaming with laughter*.
- Project or write the statement below on the board. (Some of the words, like *joke*, *tickle*, *stressed*, *polite*, come up in the talk.) Introduce unfamiliar vocabulary. Tell students to tell a partner their answers. Then take ideas from the class.

*I usually laugh when \_\_\_\_\_.*

- |   |                                       |
|---|---------------------------------------|
| <b>a</b> <i>I hear a funny joke</i>     | <b>d</b> <i>other people laugh</i>    |
| <b>b</b> <i>someone tickles me</i>      | <b>e</b> <i>I watch or see: _____</i> |
| <b>c</b> <i>I'm nervous or stressed</i> | <b>f</b> <i>other: _____</i>          |

### Exam Skills Learn collocations

It is a good idea to learn collocations—words that commonly go together, such as *heavy rain* or *achieve your goals*. These combinations can often be tested by multiple-choice and gap-fill items on tests.

## ABOUT THE SPEAKER

- **Warm up**
  - 1 Point to the woman in the photo and tell students: *This is Sophie Scott. We are going to listen to her talk "Why We Laugh."*
  - 2 Ask: *Why do we laugh?* Point to the ideas already on the board. Then tell students to read Sophie's quote on the top of the page. Ask them what they think she is saying.
- Tell students they are going to read and hear some information about Sophie. Play the "About the Speaker" section on the DVD. Tell students to listen and read along.
- Do the vocabulary matching exercise on the video that follows.

## AUTHENTIC LISTENING SKILLS Dealing with fast speech

- 1 Read the information in the Authentic Listening Skills box. Some of these ideas have already come up in earlier units, where students practiced listening for familiar words, trying to identify the speaker's main ideas, and not worrying about understanding every word.

- Tell students that Sophie is British. Then play the extract and tell students to listen. Remind them that the goal is to focus on the words they hear Sophie repeating.
- Play the clip again. Then tell students to answer the questions with a partner.

- 2 Read the question in the direction line, and tell students to preview answers a–c. Then play the extract again.
  - At the end, confirm the answer with the class. Repeat the extract if it helps; turn on the subtitles if needed.

## WATCH

- 3 **Warm up** Tell students they are going to watch Part 1 of the talk, and summarize it for them: *Sophie is going to talk about laughter, and she's going to play three examples of it.*
  - Tell students to preview sentences 1–4 and to ask about anything they don't understand.
  - Play Part 1 of the talk. Tell students to watch/listen once through.
  - Play Part 1 a second time. Remind students that when Sophie speaks, they don't have to understand everything. Their goal is to answer 1–4.
  - **Support** Pause the talk periodically so students can write the correct answer.
  - Play Part 1 a third time. Have students check their answers. At the end, tell them to change any false sentences to make them true.
  - Take answers from the class, repeating the parts of the talk that clarify the answers. Turn on the subtitles if needed.

### 4 Warm up

- 1 Tell students they are going to watch Part 2 of the talk, and summarize it for them: *Sophie is going to talk about when people laugh. She is also going to talk about two types of laughter: voluntary laughter and involuntary laughter.* Sophie will explain these two terms in the talk. She will also show examples.
- 2 Tell students to read sentences 1–6 and to ask about anything they don't understand.
  - Play Part 2 of the talk. Tell students to watch/listen once through without answering the questions.
  - **Support** Pause the talk periodically, especially after the section in which Sophie talks about when people laugh. You might want to replay this section again, and then go on to the part where Sophie talks about the two types of laughter.
  - Play Part 2 a second time. Remind students that when Sophie speaks, they don't have to understand everything. Their goal is to answer 1–6.
  - Play Part 2 a third time. Have students check their answers.
  - At the end, take answers from the class, repeating the parts of the video that clarify the answers.



- 5 Warm up** Tell students they are going to watch Part 3 of the talk. Tell them to read through the summary and complete it with the words in the box. You may need to explain the words *mammals* (= animals like humans, monkeys, dogs, and others that have live babies and feed them with milk from their bodies), *fake* (= not real), *irritate* (= to bother or annoy [someone]).
- Play Part 3 of the talk. Tell students to watch/listen once through without filling in the summary.
  - Play Part 3 a second time and tell students to check their answers.
  - At the end, check answers as a class by asking a volunteer to read the summary aloud.

### Expansion

Tell students: *At the end, Sophie talked about a study with married couples. What happened in the study? What can we learn about laughter from the study?* To help students answer these questions, you can project or give students a copy of this part of the talk from the transcript from the back of the Lesson Planner.

## 6 VOCABULARY IN CONTEXT

- **6a** Tell students that they are going to watch some clips from the talk. They will see new words and should choose the correct meaning for each. Then play the recording.
- **6b** After students watch, put them in pairs and give them a few minutes to complete and discuss the sentences, which use the new words they've just learned.
- Go around and help students by correcting or giving them the English they need.
- When students are done, ask volunteers to share their answers with the class. Give feedback about new language that came up, and correct any errors.

## CRITICAL THINKING Recognize supporting evidence

- **7** Read the quote (*laughter is an ancient behavior...*) aloud, and make sure that students understand the words *ancient* (= very old) and *benefit* (= to help).
- **Support** Paraphrase the quote if it makes it easier for students to understand: *Laughter is a very old way of communicating. Humans use laughter to help ourselves and others.*
- Explain that Sophie made this statement during her talk. Then she used examples (1, 2, and 3) to support her statement.
- Do item 1 with the class: Ask how playing examples of real humans laughing in Part 1 of the talk supports Sophie's statement that laughing is an ancient behavior. (Possible answer: The people's laughter sounded like a primitive animal sound. Humans, like animals, use laughter to communicate.)
- Then have students work in pairs to discuss how Sophie used 2 and 3 to support her statement. Ask volunteers to share their ideas with the class.

## Answers

- 1 This supports the idea that laughter is ancient, animal behavior.
- 2 Laughter is social and contagious. It brings people together. This benefits us.
- 3 There are two different roots of laughter – polite laughter is social, part of communication; involuntary laughter is more of an animal response – raw emotion. This shows that laughter is complex and surprising. We don't laugh only when we hear a joke.

- **8** Have students work in pairs to answer the questions. To help them answer question 1, tell them to look back over their answers in Activities 3–5.

## CHALLENGE

- Assign the task for homework.
- **Support** Project or write the following chart for students to copy in their notebooks. Go over the questions and sample answers. Then tell students to listen for at least three more examples over the next two days, and to make notes in the chart.

	Example	1	2	3
Who was laughing?	<i>a man on the bus</i>			
What was the person laughing at?	<i>something on his phone</i>			
Was the person alone or with others?	<i>alone</i>			
Was the laugh voluntary (V) or involuntary (I)?	<i>He burst out laughing.</i>			

- In class, tell students to work in small groups to share their findings. At the end, have them discuss these questions: 1) *Was it easy for you to tell the difference between voluntary or involuntary laughter?* 2) *What kind of laughter did you hear most often?*
- **9** Give students a few minutes to discuss the questions. Circulate, helping as needed.
- When students are done, ask a few volunteers to share their answers with the class.



- 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) Humans are not the only (2) animals that laugh—many mammals laugh to feel better. And animals also have both real and fake (3) laughs with very different (4) sounds. Laughter helps us maintain social (5) bonds and control our (6) emotions.

## 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 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.

- 8** 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.

- 9** 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

## 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 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? 35

**graduation**

### 3 Listen again. Write down the days and times mentioned. 35

### 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.

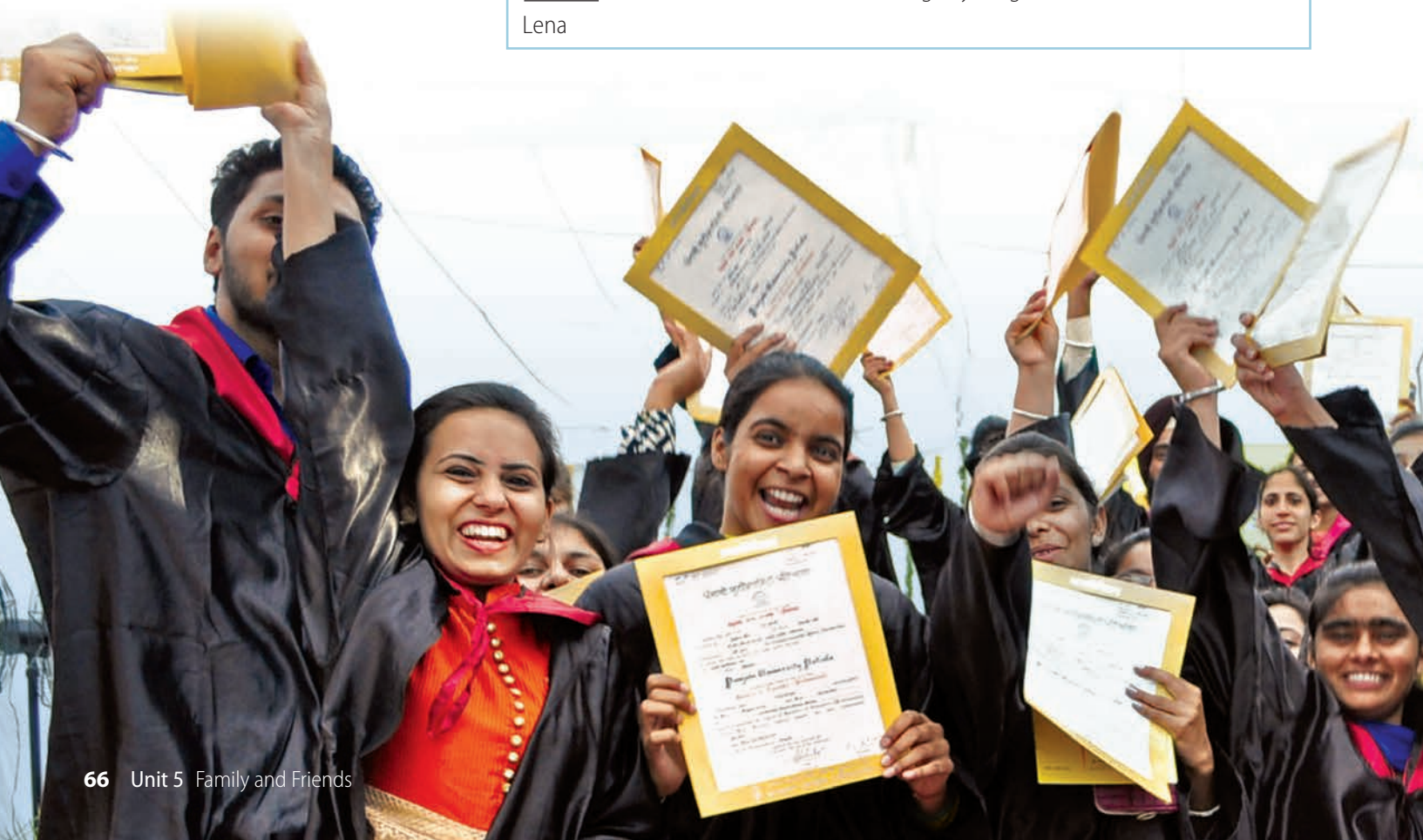
- 1 C Making an invitation
- 2 A Accepting an invitation
- 3 B Saying no to an invitation

**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



# 5E Invitations

## SPEAKING Talking about availability

- 1 Ask students to look at the photo. Ask them questions: *Who are these people?* (They are students.) *How do they know each other?* (They study at the same school.) *What are they celebrating?* (They are celebrating their graduation.) *How do you know that?* (Because they are wearing gowns and holding diplomas.)
- 2 Explain to students that they are going to hear a conversation between two students about something they are planning. Tell them to listen for the event.
  - Play the audio once and then have students tell you the answer.
  - Now that students know that the listening is about a graduation party, ask them: *How do you prepare for a graduation party? What do you need to do?* Have them get into pairs and take one to two minutes brainstorming a list. Ask volunteers to tell you some of their ideas and write them on the board.
  - Tell students that they will hear the verb *figure out* in the listening. In this context, it means “decide (on) something” rather than “solve (a problem).” Give them an example sentence to help with meaning.
  - Write a blank chart with two columns and four rows and tell students that they should listen for the things that still have to be completed in preparation for the party and write them in the left-hand column. (The answers are here so that you have them; students should listen and fill it in.)

order the food and drinks	Friday afternoon, 4:00
figure out the music	this afternoon
send out the invitations	two hours ago
buy the balloons	last week
decorate the room	tomorrow, lunchtime

- Play the audio while the students complete the left-hand column. Go over the answers as a class.

### Teaching Tip Working with a transcript

Give students a copy of the transcript from the back of the Lesson Planner with every tenth word removed. (Depending on the level of the students, you can increase or decrease the number of words you remove.) This technique will get them to really pay attention to each word and how they fit together. Before they listen, have students read through the transcript and write in as many words as they can. This can be a confidence-boosting exercise as students will often realize that they can fill in quite a few of the missing words, based on context. Finally, play the audio and have students check their guesses as well as fill in the new words.

- 3 Tell students you are going to play the audio again. This time they should fill in the right-hand side of the chart with the days and times that are mentioned for each action to occur. The answers are given.
  - Go over the answers as a class.
- 4 Go over the expressions in the Useful language box.
  - First, read aloud the questions at the top that are used to invite someone to a party or other event. Have students listen and repeat.
  - Next, skip down to the “Accepting an invitation” and “Saying no to an invitation” sections and again, listen and repeat.
  - The middle section (“Saying if you are available or not”) lists expressions that we use when we can’t accept or refuse an invitation right at that particular moment. These expressions are a polite way of saying “I’m not sure right now.” (The person may not be sure for a variety of reasons, such as scheduling conflicts or needing to ask for permission.) For the second one (*It depends*) students will need to follow that up with some more information: *It depends on the time* or *It depends on if I finish my homework or not*. The same is true for *I’m not sure*. Tell students that when they use these expressions, it’s important to conclude by saying something like *I’ll get back to you (tomorrow)* so that the person knows when they can expect an answer.
  - Put students into pairs. Tell them that they are going to plan a party to welcome a new student, Delia. Put this chart on the board and tell each pair to figure out the details of their party and complete the chart. You can also add extra categories like “decorations” and “games,” if you want.

day and time of party	
location	
food	

- 5 Have students get together and take turns inviting each other to their parties. Make sure they get practice accepting, refusing, and postponing an answer to the invitation.

## WRITING Informal invitations and replies

- 6 Have students count off from a–c. The “a” students should read note “a” and so on. Ask them to match their note to one of the three purposes (1–3). When you go over the answers, first ask: *Who read note “a”?* and have students raise their hands. On a count of three, have them tell you which purpose it matches to.



- 7 Students are going to now analyze the notes a little more deeply. Ask them to underline the sentence(s) that are used for inviting, accepting and invitation, or refusing an invitation.
- When they have finished, have some students come to the board and write out their answers. Keep this information on the board so students can refer to it.

- 8 **Language note** Abbreviations ("Dr." for *doctor*) and acronyms ("P.S." for *postscript*) are often used in casual correspondence.
- These first four examples are often seen in invitations and other casual messages:
- ASAP* (as soon as possible). The writer is requesting an immediate response or action.
- P.S.* (postscript). Use this at the end of the message to indicate that you have one more thing to say.
- RSVP* (répondez s'il vous plait). The writer is requesting a response to his or her invitation. You can accept or refuse the invitation, but it is considered rude not to respond at all.
- TBA* (to be announced). Use this when the time or venue for an event has not been finalized yet. It tells the reader that you will let them know the information later.
- Here are four common address abbreviations:  
Ave. (avenue)      St. (street)      Apt. (apartment)
  - These three abbreviations are used in the school environment:  
Prof. (professor)    Dept. (department)    Rm. (room)
  - Have the students find the three abbreviations in the notes and tell you what they mean.
  - Optional** Don't explain any of the abbreviations or acronyms to students beforehand. Hand out or project this party invitation on the board. Have students find and circle the abbreviations and acronyms. Can they tell you what any of them mean? For ones they don't already know, can they guess from context?

Please join us for the English Dept.'s holiday party  
**Date:** Dec. 15 **Time:** early evening (exact time TBA)  
**Location:** Rm. 22, Willow Hall, 160 Court St.  
 RSVP to party\*@englishdept  
 Hope to see you there!  
 Prof. Willis  
 P.S. Feel free to bring a friend!

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

- First have all students write an invitation to a party. (Encourage them to be creative!) Before they write, give them a checklist of what their invitation should include:
    - language to invite people: *Please join us for... / We're having a party!*
    - the date, time, and location of the party
    - RSVP information
  - Give students three to four minutes to write a brief invitation. Their invitation should include at least two of the abbreviations that they have learned.
- 10 Put students in pairs. First they are going to practice accepting an invitation. Before they write, give them some pointers on what they should include in their note:
- accept the invitation: *Thanks for inviting me. I'd love to go. / Thank you for the invitation. It sounds like a lot of fun.*
  - get more information: (You can brainstorm these ideas and put them on the board.) Students should include at least one of these in their note:  
*Is there a dress code?*  
*Can I bring a friend? / Would it be OK to bring a friend?*  
*What can I bring? / Do you need anything?*  
*I might be a little late. Is that OK?*
  - closure: *I'm looking forward to it! / Can't wait to see you!*
- Give students a few minutes to compose their acceptance notes.
  - They should then exchange notes and check that their partner's note had the three different parts mentioned above.
  - Students should find new partners. They are now going to say *no* to an invitation. Similar to the acceptance note, there are three parts to a rejection note:
    - refuse the invitation: *I'm sorry, but I have to miss your party. / Unfortunately, I can't make it to your party.*
    - give a brief explanation why you can't be there: *I have a scheduling conflict. / I'm busy at that time. / I'll be out of town then.*
    - thank the person and wish them well: *Thank you for inviting me. I hope you have a great time!*
  - Give students time to write their rejection notes.
- 11 Partners should exchange papers and make sure that their partner's note includes the three different parts mentioned above.

**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.

Lucas

P.S. I hope you have a great time! Let's catch up soon!

**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?* **R.S.V.P.**

**3** *I also want to say...* **P.S.**

**2** *As soon as possible?* **A.S.A.P.**

**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?

### Writing strategy

#### 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.

