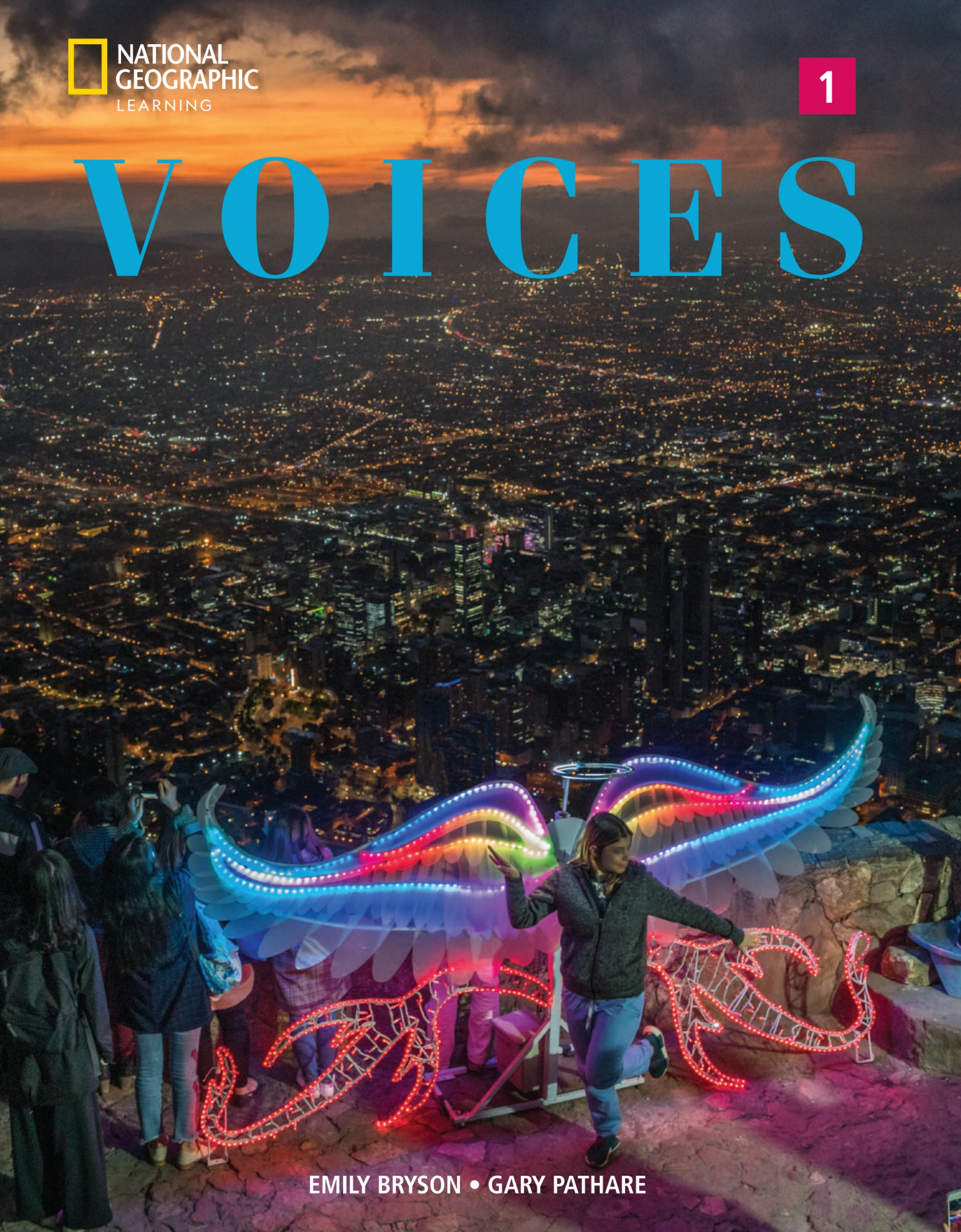


# VOICES



EMILY BRYSON • GARY PATHARE



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- 2 Scratch off to get your **Access Code**.

- 3 Then go here: **[learn.eltngl.com](https://learn.eltngl.com)**

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- 5 Complete the form and **Sign In** with your account.

### ON THE COVER

A woman has her photo taken on top of Monserrate Hill in Bogotá, Colombia. Monserrate Hill is a popular place for people to visit. They can enjoy the beautiful views.

© Juan Arredondo

# VOICES

EMILY BRYSON AND GARY PATHARE

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# Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION	
1	<b>Hello!</b> Pages 10–21		simple present <i>be</i> (singular); <i>Yes/No</i> questions with <i>be</i> (singular)	countries; nationalities; numbers (0–10)	stressing syllables; stressing important words
2	<b>My home</b> Pages 22–33		simple present <i>be</i> (plural); <i>Yes/No</i> questions with <i>be</i> (plural); <i>Who, What, Where</i>	rooms in a house; places in town	saying contractions of <i>be</i> ; understanding intonation in questions
3	<b>My stuff</b> Pages 34–45		<i>this, that, these, those</i> ; possessive adjectives and <i>'s</i>	travel items; colors	saying /ð/; saying <i>your</i> and <i>their</i>
4	<b>Habits</b> Pages 46–57		simple present; simple present questions and answers; adverbs of frequency	numbers (11–100); days of the week	saying /ʌ/; saying /juː/
5	<b>Inside or outside?</b> Pages 58–69		<i>like, love</i> , and <i>don't like + -ing</i> form; prepositions of time	common activities; months and seasons	saying /ŋ/; understanding connected speech: <i>would you</i>
6	<b>Food around the world</b> Pages 70–81		countable and uncountable nouns; <i>How much</i> and <i>How many</i>	food; places to buy groceries	understanding <i>of</i> ; understanding the /h/ sound

READING	LISTENING	WRITING	COMMUNICATION	CRITICAL THINKING	USEFUL LANGUAGE
an article about where people are from; scanning for names and places	conversations between people exchanging numbers; listening to long numbers	an employee pass; using capital letters	introducing yourself	your information	talking about numbers; hellos and goodbyes; jobs
an article about tiny houses; understanding new words	an interview with explorers about their hometowns; getting ready to listen	an email about interesting tourist sites; writing a friendly email	asking where things are	email subject lines	talking about where things are; writing friendly emails
an article about things people take on trips; understanding commas and the word <i>and</i>	an interview with explorers about colors; listening for important words	a social media post about a special item; checking your writing	asking questions to understand	giving reasons	asking questions to understand; describing special things
an article about a long trip to work; scanning for useful information	an interview with explorers about their workdays; listening for tone	an email about, a work meeting; writing work emails	making plans	using the correct tone	making plans; writing work emails
tips about fun things to do at home; getting ready to read	descriptions of the seasons in three different countries; knowing what to listen for	a bucket list; writing lists	inviting people to do things	ordering information	inviting people to do things; activity verbs
an article about spicy food; skimming a text	an interview with explorers about groceries; writing notes	a restaurant review; writing main ideas	ordering food	understanding how the author feels	talking about uncountable nouns; ordering food; good, bad, and OK feedback



# Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION	
7	Family and friends <i>Pages 82–93</i>		simple present questions (Yes/No); simple present questions (open questions); adjectives	family members; appearance and personality	saying short and long vowel sounds; saying words with “gr”
8	Things we can do <i>Pages 94–105</i>		<i>can</i> and <i>can’t</i> ; <i>and</i> , <i>or</i> , <i>but</i> , <i>because</i>	common abilities; adjectives for animals	stressing <i>can’t</i> ; saying the letter “g”
9	Travel <i>Pages 106–117</i>		<i>there is</i> and <i>there are</i> ; object pronouns	different ways to travel; the weather	saying /w/ and /v/; saying /θ/
10	Staying healthy <i>Pages 118–129</i>		present continuous; present continuous vs. simple present	body parts; exercise and training	understanding word groups; understanding intonation in directions
11	People from the past <i>Pages 130–141</i>		simple past <i>be</i> ; questions with <i>was/were</i>	life events; past time expressions	understanding <i>was</i> and <i>were</i> ; responding to good and bad news
12	My story <i>Pages 142–153</i>		simple past (regular verbs); simple past (irregular verbs); simple past questions	life stages; feelings	saying syllables with two vowel sounds; stressing words in questions

READING	LISTENING	WRITING	COMMUNICATION	CRITICAL THINKING	USEFUL LANGUAGE
an article and infographic about family size; understanding purpose	explorers describe people they know; listening to descriptions	a text message asking for help; explaining your reasons	showing appreciation	finding things in common	showing appreciation; describing people
an article about virtual reality; understanding pronouns	an explorer describes an interesting animal; listening for general information	a job application form; applying for a job	asking for help	knowing what skills are important	asking for and offering help; job application forms
an article about two amazing journeys; understanding words in parentheses	two advertisements about two interesting places; listening to advertisements	a postcard; using exclamation points	speaking on the phone	reasons for writing	making a phone reservation; writing about travel
a poster about mental health; understanding headings	two explorers talk about how they exercise; listening for specific information	a survey report; writing a report	asking for and giving directions	understanding charts	time expressions; directions; describing change
an article about an actress with a second life; understanding time order	explorers talk about their favorite historical events; understanding small and large numbers	a historical person's profile; writing a person's profile	showing interest	explaining why someone is special	expressions for showing interest; talking about important people
an explorer's life story; understanding voices and audiences	an explorer shares a funny story; understanding funny stories	your life story; including interesting information	using English in the real world	guessing what the reader wants	phrases to explain a word; expressions to talk about the past



# Meet the explorers



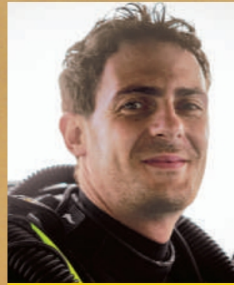
ABBEY ENGLEMAN

**Lives:** U.S.

**Job:** I'm a marine biologist. I study the ocean and the plants and animals in the ocean. I'm also a photographer and a diver. I teach science, too. I want people to care about the ocean and protect it.

**What's your favorite place to visit?** I love Marrakech, Morocco. The city is colorful and full of life.

**Find Abbey:** Unit 1, Unit 4, Unit 5



ALEXIS CHAPPUIS

**Lives:** Indonesia

**Job:** I'm a marine biologist, a diver, and a photographer. I explore new parts of the ocean, and I photograph and study the different places ocean animals live. I learn about ocean life and I work to protect our oceans.

**You live in Indonesia, but what's your hometown?** I'm from a small town in France, far from the sea.

**Find Alexis:** Unit 6



AFROZ SHAH

**Lives:** Brunei

**Job:** I'm a geologist. I study things like rocks and mountains. Right now, I'm making new maps of places like India, Pakistan, Borneo, and New Guinea. I'm also looking for places where earthquakes can happen.

**What languages do you speak?** English, Kashmiri, Hindi, and Urdu

**Find Afroz:** Unit 12



ANUSHA SHANKAR

**Lives:** U.S.

**Job:** I'm a biologist. I study animals. I'm also a researcher at the University of Alaska, Fairbanks. Right now, I'm really interested in hummingbirds and the interesting ways they save energy.

**Describe yourself in three words:** Salsa dancing biologist!

**Find Anusha:** Unit 8



ALEC JACOBSON

**Lives:** Canada

**Job:** I'm a journalist, a photographer, and an adventurer. I use words and photographs to tell stories about important problems in the world. I also tell the stories of people from different parts of the world.

**What do you always take with you when you travel?** A hat. I'm bald.

**Find Alec:** Unit 2, Unit 11



ELLIE DE CASTRO

**Lives:** Philippines

**Job:** I'm an archaeologist. I study human history—the things people did thousands of years ago. I also try to get children interested in history through my National Geographic Young Explorer project.

**What languages do you speak?** Filipino, English, and German. I'm also learning Tuwali.

**Find Ellie:** Unit 3, Unit 7



ISAÍ MADRIZ

**Lives:** Chile

**Job:** I work as an entomologist—I study insects. I'm interested in the insects of Patagonia, especially the ones in the water. Many are disappearing, so I travel there to find them before they're gone forever.

**What do you miss when you're traveling in Patagonia?** My wife and my dogs ... and hot showers!

**Find Isai:** Unit 1





JEFF KERBY

**Lives:** Denmark

**Job:** I study the Earth and its climate—things like the weather and the Earth’s temperature. I’m also a photojournalist. I take photographs and write articles. I want my stories to show people why we need to protect the Earth.

**What’s your favorite memory?**

Camping in Greenland for two weeks.

**Find Jeff:** Unit 2, Unit 5



MARIA FADIMAN

**Lives:** U.S.

**Job:** I’m a conservationist. My job is protecting the environment. I’m also a professor at the Florida Atlantic University. I’m interested in the rainforests of Latin America. I think the way the people and plants there live together is amazing.

**Where do you call “home”?** My heart is with the redwood trees in California.

**Find Maria:** Unit 6, Unit 12



JEFF MARLOW

**Lives:** U.S.

**Job:** I’m a geobiologist—I study tiny creatures in extreme places, like deep in the ocean or near volcanoes. I also write science articles for magazines and newspapers. Sometimes, I make movies.

**What did you want to do when you were younger?**

I wanted to be an astronaut.

**Find Jeff:** Unit 4



NORA SHAWKI

**Lives:** Egypt

**Job:** I’m an archaeologist. I study people and places from the past. A lot of my work is digging and doing research. Right now, I’m working in the Nile Delta in Egypt. I want to protect this area and its history.

**Where was your best meal?** A local restaurant named “Prince” does amazing Egyptian food.

**Find Nora:** Unit 10



JENNY ADLER

**Lives:** U.S.

**Job:** I’m a photographer and a photojournalist. I’m also a diver. I take a lot of photos underwater. I want my photos and the stories I tell to teach people. I also want to inspire others—women especially—to be interested in science.

**Where’s the best place to visit?**

Anywhere that has the ocean!

**Find Jenny:** Unit 3, Unit 9



RUBÉN SALGADO  
ESCUDERO

**Lives:** Mexico

**Job:** I’m a National Geographic Explorer and a photographer. I’m lucky. My job is to travel the world and take photos of beautiful things. I want to photograph amazing moments and use my photos to inspire people from all over the world.

**What do you do in your free time?** I do yoga and I cook. I also make music.

**Find Rubén:** Unit 10



LIA NAHOMI KAJIKI

**Lives:** Brazil

**Job:** I’m an ornithologist. I study birds. I’m also a PhD student at the University of Brasilia. I’m trying to learn more about one bird: the helmeted manakin. This beautiful bird lives only in Cerrado, central Brazil.

**Where is your favorite place to visit?**

Jericoacoara in Brazil.

**Find Lia:** Unit 7, Unit 11





Two Inupiat people from  
Alaska, U.S. greet each other.



# 1

## Hello!

### GOALS

- Scan for names and places
- Talk about yourself and other people
- Learn about countries, nationalities, and numbers
- Listen to long numbers
- Introduce yourself
- Write your information on an employee pass

### 1 Work in pairs. Discuss the questions.

- 1 Look at the photo. How do you greet people?
- 2 What do you do? What do you say?

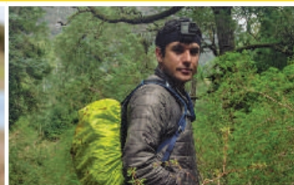
### WATCH

### 2 1.1 Watch the video. Circle the correct options to complete the sentences.

#### NATIONAL GEOGRAPHIC EXPLORERS



ABBEY ENGLEMAN



ISAÍ MADRIZ

- 1 Explorer 1 is Abbey. She's from *the U.S. / the U.K.*
- 2 Explorer 2 is Isaí. He's from *Chile / Mexico.*

### 3 Make connections. Complete the sentences. Work in pairs. Say the sentences to your partner.

- 1 My name is \_\_\_\_\_.
- 2 I am from \_\_\_\_\_.

*Hi! My name is Sara. I am from Spain.*

*Hello! My name is Hakan. I'm from Turkey.*




# 1A Countries and cities

## LESSON GOALS

- Learn about countries and cities
- Understand an article about where people are from
- Scan for names and places

## VOCABULARY

- 1 Work in pairs. Look at the map on page 13. Where is your country?
- 2  1.1 Look at the flags. Write the countries. Then listen to check.

- 1  Ar \_ \_ en \_ \_ in \_ \_
- 2  Br \_ \_ z \_ \_ l
- 3  Ch \_ \_ n \_ \_
- 4  Fr \_ \_ n \_ \_ e
- 5  G \_ \_ r \_ \_ an \_ \_
- 6  J \_ \_ p \_ \_ n
- 7  The U \_ \_ it \_ \_ d K \_ \_ ng \_ \_ om
- 8  The Uni \_ \_ e \_ \_ St \_ \_ t \_ \_ s

Go to page 160 for the Vocabulary reference.

## READING

- 3 Work in pairs. Ask and answer the questions.
  - 1 What city are you from?
  - 2 What country are you from?

*I'm from Santiago. Santiago is in Chile.*

### NATIONAL GEOGRAPHIC EXPLORERS

- 4 Read the article about Abbey Engleman and Isaí Madriz. Are the sentences true (T) or false (F)?
 

1 Isaí is a scientist.	T	F
2 Kristina is from Berlin.	T	F
3 Abbey is a scientist.	T	F
4 Myrto is from the United States.	T	F

- 5 Look at the Reading Skill box. Then scan the article. Circle the cities, countries, and people's names.

## READING SKILL

### Scanning for names and places



Sentences begin with capital letters:

*She's Sonia. She's from Bolivia.*

Names, countries, and cities have capital letters, too:


*Sarah London United Kingdom*

To find names and places, look for capital letters.

- 6 Read the article. Write the cities and countries.

- |            |                            |
|------------|----------------------------|
| 1 Isaí     | <u>Guadalajara, Mexico</u> |
| 2 Kristina | _____                      |
| 3 Abbey    | _____                      |
| 4 Myrto    | _____                      |

## PRONUNCIATION AND SPEAKING

- 7  1.2 Look at the Clear Voice box. Listen and repeat.

## CLEAR VOICE

### Stressing syllables



Some words have different parts (syllables).


Words with more than one part have stress:

*Ja-pan Ger-ma-ny Bra-zil*

*Ke-nya Pe-ru Chi-na*

*the U-ni-ted King-dom*

*the U-ni-ted States of A-me-ri-ca*

- 8  1.3 Listen to the cities and countries. Underline the parts with stress.

- |                    |                      |
|--------------------|----------------------|
| 1 Istanbul, Turkey | 3 Jakarta, Indonesia |
| 2 Toronto, Canada  |                      |

- 9 Work in pairs. Say the cities and the countries they are in.
 

*Istanbul is in Turkey.*

## EXPLORE MORE!

Look at the countries in Exercise 2. What are some cities in these countries? Search online for "cities in [country name]."

# Where are **you** from?

My name is Isaí Madriz.  
I'm a scientist. I'm from  
Guadalajara.

My wife is Kristina. She  
isn't from Guadalajara.  
She's from Palo Alto,  
a city in California.

**California** is in  
the United States.

**Guadalajara** is in Mexico.



My name is Abbey Engleman. I'm a  
scientist, too. I'm from Washington, D.C.

My best friend is Myrto. She's from Athens.

**Athens** is in Greece.

**Washington, D.C.** is in the United States.



# 1B

## She's American

### LESSON GOALS

- Understand people talking about nationalities
- Use *be* with singular pronouns
- Talk about famous people around the world

### VOCABULARY

#### 1 Work in pairs. Answer the questions.

1 What country are you from?

2 What is your nationality?

*I'm from Germany. I'm German.*

#### 2 Match the countries and nationalities.

- |            |              |
|------------|--------------|
| 1 Peru     | a German     |
| 2 the U.K. | b Moroccan   |
| 3 Oman     | c Turkish    |
| 4 Morocco  | d Brazilian  |
| 5 Germany  | e Vietnamese |
| 6 Vietnam  | f Peruvian   |
| 7 Turkey   | g British    |
| 8 Brazil   | h Omani      |

Go to page 160 for the Vocabulary reference.

### LISTENING AND GRAMMAR

#### 3 14 Look at the photos and listen. Do you know the people? Complete the sentences.

American	Korean	French
1 Amanda Gorman is from the U.S. She's _____.		
2 Kylian Mbappé is from France. He's _____.		
3 Kim Yuna is from Korea. She's _____.		

#### 4 Read the Grammar box. What are the three simple present forms of *be*?

##### GRAMMAR Simple present *be* (singular positive)

The verb *be* has three forms: *am*, *is*, and *are*.

Use *I + am*: *I am from France.*

Use *you + are*: *You are Japanese.*

Use *he/she/it + is*: *It is from the U.S.*

Use these short forms:

*I'm / you're / he's / she's / it's*

Go to page 166 for the Grammar reference.

#### 5 Rewrite the sentences. Use short forms.

1 I am from France.

*I'm from France.*

2 You are Japanese.

3 It is from the U.S.

4 She is American.

5 He is a soccer player.

#### 6 Complete the sentences. Use the correct form of *be*. Use short forms.

1 He \_\_\_\_\_ from Italy.

2 She \_\_\_\_\_ from the U.K.

3 I \_\_\_\_\_ Penelope. I \_\_\_\_\_ from Greece.

4 Madrid is a city. It \_\_\_\_\_ in Spain.

#### 7 Look at the Grammar box. What word do we use to make *be* negative?

##### GRAMMAR Simple present *be* (singular, negative)

To make *be* negative, use *not*.

*I am not from France.*

*You are not American.*

*He/She/It is not Japanese.*

Use these short forms:

*I'm not / You aren't / He isn't / She isn't / It isn't*

Go to page 166 for the Grammar reference.

#### 8 Rewrite the sentences. Use short forms.

1 I am not from France.

2 You are not American.

3 She is not Japanese.



Amanda Gorman, writer



Kylian Mbappé, soccer player



Kim Yuna, ice skater



**9** Complete the sentences. Use the negative form of *be*.

- 1 I \_\_\_\_\_ Australian. I'm from New Zealand.
- 2 He \_\_\_\_\_ German. He's from France.
- 3 She \_\_\_\_\_ a teacher. She's a student.
- 4 São Paulo is in Brazil. It \_\_\_\_\_ in Mexico.
- 5 Where are you? You \_\_\_\_\_ in class.

**SPEAKING**

- 10** Work in groups. Choose three of the nationalities below. Think of a famous person for each of them.

American	Australian	Brazilian
British	Egyptian	Indian

- 11** Work in a new group. Tell your partners about your people in Exercise 10. Say their countries and nationalities.

*Adele is from the U.K. She's British.*

**EXPLORE MORE!**

Do you like any singers, actors, or athletes? Where are they from? What are their nationalities? Search online and find out.


# What's your phone number?

## LESSON GOALS

- Learn the words for 0–10
- Understand conversations with long numbers
- Ask Yes/No questions with *be*

## VOCABULARY

1 Work in pairs. What are the words for 0 to 10 in your language? Do you know the English words?

2  1.5 Write the numbers (0–10) next to the words. Listen to check.

zero <u>0</u>	two _____
three _____	five _____
four _____	nine _____
eight _____	ten _____
six _____	seven _____
one <u>1</u>	

3 How many things are in the pictures? Write the numbers in word form.



three books



\_\_\_\_\_ pens




\_\_\_\_\_ chairs



\_\_\_\_\_ tables

Go to page 160 for the Vocabulary reference.

## LISTENING

4  1.6 Listen to three conversations. What are they talking about? Write the letters a–c.

\_\_\_\_\_ an address

\_\_\_\_\_ a phone number

\_\_\_\_\_ a bank account number

5  1.6 Look at the Listening Skill box. Listen again and write down the correct numbers.

## LISTENING SKILL

### Listening to long numbers



Some numbers are long:

*My phone number is 02-111-3567-7924.*

You can say *oh* or *zero* for 0.

For long numbers, people say the numbers in groups:

*My phone number is oh-two ... one-one-one ...*

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_ West Street. Zip code: \_\_\_\_\_

## GRAMMAR

6 Read the Grammar box. Complete the questions. Use the correct form of *be*.

### GRAMMAR Yes/No questions with *be* (singular)

#### Yes/No questions

I am → Am I **Am I late?**

You are → Are you **Are you Nigerian?**

He/She/It is → Is he/she/it **Is it 9184-6683?**

Use a question mark (?), not a period (.).

#### Positive answers

*Yes, you are. / Yes, I am. / Yes, it is.*

#### Negative answers

*No, I am not. / No, I'm not.*

*No, you are not. / No, you aren't.*

*No, it is not. / No, it isn't.*

Go to page 166 for the Grammar reference.

1 Good afternoon. \_\_\_\_\_ you John?

2 \_\_\_\_\_ she the new student from Japan?

3 What's your address? \_\_\_\_\_ it 624 Abel Drive?

4 \_\_\_\_\_ I in the right class?



- 7 Look at the Useful Language box. Complete the sentences.

**Useful Language** Talking about numbers

What's your phone number / address? My address is ...

My phone number is (66-456 ...)

Is it (65-446 ...)?

No. It's (66-456 ...) / Yes, it is.

- 1 A: What's your phone number, Michiko?  
B: \_\_\_\_\_ phone number is 8345-2168.  
2 A: My address \_\_\_\_\_ 2214 Smith Road.  
B: \_\_\_\_\_ it 214 Smith Road?  
A: No. \_\_\_\_\_ 2214 Smith Road.

**SPEAKING**

- 8 Work in pairs. Choose a number and say it. Your partner points at the number you say. Use the tips from the Listening Skill box.

- |                |                |
|----------------|----------------|
| 1 0893456723   | 4 0894642098   |
| 2 0993547682   | 5 783935492897 |
| 3 783935492879 | 6 0894536732   |

- 9 Work in pairs. Take turns.

**Student A:** Choose a name. Answer Student B's questions.

**Student B:** Ask for Student A's phone number and address. Say the correct name.

Name:	Phone number:	Address:
Lucas	(593)-96-768-2985	209 Umari Street
Serena	(1)-202-555-0199	4371 Manford Lane
Lucia	(252)-61-959-5083	558 Dale Road
Hiroshi	(66)-2-081-2592	6701 Bank Street
Danny	(60)-3-2516-7948	339 Dutch Street
Celia	(55)-11-99306-5787	9040 Park View
Zahid	(011)-212-812-365-729	7219 Lake Avenue
Violet	(996)-803-61385	185 West Street



Two women at a market in Nigeria