

VOICES

TEACHER'S BOOK

CARMELLA LIESKE

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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.

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VOICES

CARMELLA LIESKE



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Scope and sequence

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

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

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

Reflect and review *Page 154*
Vocabulary reference *Page 160*

Grammar reference *Page 166*
Irregular verbs *Page 178*

Extra speaking tasks *Page 179*
Audioscripts *Page 182*

Welcome to VOICES

As educators, we want students to transfer what they learn in the classroom into meaningful interactions in the real world. *Voices* focuses on building language skills, and also the intercultural and interpersonal skills students need for communicative success.

Each lesson of *Voices* features real-world content that students can relate to, while carefully sequenced tasks develop students' reading, listening, writing, and speaking skills and offer a progressive level of challenge designed to motivate and build confidence.



STUDENT'S BOOK

In the *Voices 1* Student's Book, teachers and students are presented with twelve topic-related units. Each unit has the same structure and clear signposting throughout (see **Student's Book Unit Walk Through** for a detailed overview) so that teachers and students know what to expect in every unit.

- At the beginning of each unit and lesson, teachers and students are presented with a **set of goals** so that learning is focused and purposeful.
- **National Geographic Explorers** feature throughout the Student's Book, sharing everyday stories that students can relate to and modeling language for students to use as a springboard to develop their own voices.
- Reading lessons introduce **real world topics through a variety of text types** while also developing students' reading sub-skills and critical thinking.
- Each *Voices* unit features **grammar points** contextualized within a reading or listening text.

Activities move from controlled practice to freer, more personalized tasks.

- Each unit has two **clear topic-related vocabulary** sets that students can put into practice through activities and personalized speaking tasks.
- Listening lessons expose students to a wide variety of **authentic accents and listening text types**.
- Writing lessons follow a **process writing** approach, providing a model and **scaffolded steps** to enable students to produce a wide variety of text types independently.
- Communication skills give students the opportunity to learn **strategies to become confident and successful communicators**. These lessons engage students with a range of hypothetical situations, and get them to analyze and reflect on the way that they communicate inside and outside the classroom.

- Students are encouraged to communicate in every lesson of *Voices*—we don't believe in a silent classroom! *Voices* provides **opportunities to communicate** in a wide variety of formats, including pair and group activities, classroom discussions, role-plays, and debates.
- Two **Clear Voice pronunciation sections** in every unit focus on intelligibility and developing students' ability to express themselves clearly and confidently.
- A **rich reference section** at the back of each Student's Book provides students with structured language support. It includes a **Vocabulary reference** complete with wordlists and activities, a **Grammar reference** with detailed explanations and extra activities, and the **Student's Book Audioscript**.
- At the end of each unit, students are invited to **Reflect and review** what they have learned so far using the learning goals at the beginning of each unit as a guide. The **Explore More!** feature, which can be found throughout each unit, suggests ways in which the teacher and student might want to learn more about the topic featured in each lesson.

WORKBOOK

The *Voices* Workbook provides extended practice of the skills and language students have already encountered in the Student's Book.

In addition, the Workbook provides students with opportunities to take ownership of their learning through an integrated **Learning to Learn** development program. These features provide learner guidance on methods of improving language learning and study skills outside the classroom to equip students to become lifelong learners.

Each Workbook unit has been separated into sections rather than lessons, so that teachers can take a flexible approach to assigning homework, depending on how much of the lesson or unit is covered in the lesson. There are suggestions for how to assign these sections in the teacher's notes.

The *Voices* Workbook includes:

- Topic-related reading and listening texts with related activities.
- Further practice of all the grammar and vocabulary covered in the Student's Book, plus more pronunciation activities and audio.
- Optional Learning to Learn activities.
- Review sections for each unit, enabling students to check their progress.
- Audio available on the student and teacher companion sites.

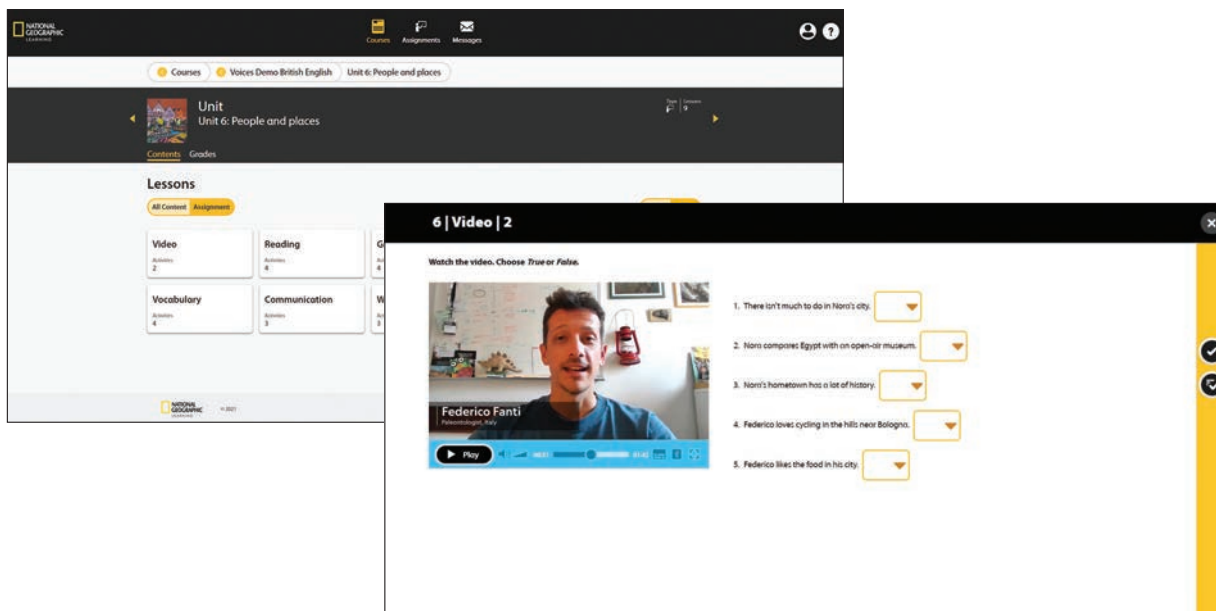
TEACHER'S BOOK

The *Voices* Teacher's Book provides a comprehensive set of resources to help you effectively plan and teach your lessons. It includes:

- An overview of the goals of each lesson, and a list of related photocopiable and Workbook resources.
- Extra activities to suggest ways to further exploit, or build on, the Student's Book activities.
- Language notes that provide guidance on explaining the main grammar, vocabulary, and pronunciation points of the lesson.
- Extra photocopiable grammar, vocabulary, and pronunciation worksheets to consolidate learning, which can be used in class, or assigned as out-of-class additional language practice.
- Two communication worksheets per unit, which can be used to provide extra speaking opportunities.
- A mediation worksheet for each unit to practice various mediation techniques, as well as clear notes, answer keys, and a CEFR-mapped mediation chart to help identify what the mediation task is practicing.
- A bank of practical teaching tips for managing classroom interaction, conducting language practice activities, and providing feedback and correction.

SELF-STUDY

- **Voices Online Practice** enables students to practice and consolidate learning on the go or catch up with missed lessons. It is mobile compatible, with an integrated Gradebook to assign work, automatically mark activities, and provide teachers with individual and whole class reports. The Online Practice includes full skills coverage, progress checks with remediation function, and voice recognition abilities.



ASSESSMENT

Voices supports teachers and learners throughout their English learning journey to achieve real-world success. Its approach to assessment centers on supplying students with the strategies and opportunities for the reflection they need to become self-directed learners, and providing teachers with a toolkit to place learners, to monitor progress, and to evaluate learning.

For students:

- The clearly articulated goals in the Student's Book at the start of each unit and lesson help students set clear learning objectives.
- **Reflect and review** sections in the Student's Book and **Learning to Learn** strategies in the Workbook encourage students to reflect on their own progress towards meeting their goals.
- **Progress checks** in the Online Practice provide students with adaptive remediation tutorials and activities that reinforce the lessons in the Student's Books.

For teachers:

- For simple and reliable placement, the **National Geographic Learning Online Placement Test** is a mobile-friendly solution that provides student alignment to the CEFR, recommends placement within the *Voices* program, and delivers a skill-specific report for each test-taker.
- The integrated **Gradebook** in *Voices Online Practice* generates reports on student and class performance, functioning as a formative assessment resource and a teacher time-saving tool.
- The **Voices Assessment Suite** offers pre-made and customizable tests and quizzes for monitoring and evaluating student progress, providing both formative and summative assessment.

Student's Book Unit Walk Through

TEACH WITH CONFIDENCE THROUGH A CONSISTENT LESSON SEQUENCE

The **Unit Opener** spread introduces students to the topic and sets their expectations for the unit through vibrant photography, real and relatable National Geographic Explorer videos, and clear learner goals.

Learner goals are presented at the beginning of each unit so that students know exactly what to expect.



A family camping together at Lake Dukan, Iraq

7

Family and friends

GOALS

- Understand the purpose of a text
- Ask questions with the simple present
- Talk about people in your family
- Listen to descriptions of people
- Show appreciation
- Write a text message asking for help

1 Look at the photo. Discuss the questions in pairs. How many family members can you see? Is this family big or small?

WATCH

2 Watch the video. Are the sentences true or false? Circle T or F.

NATIONAL GEOGRAPHIC EXPLORERS



ELLIE DE CASTRO

LIA NAHOMI KAIKI

- 1 Ellie lives with her mom and dad. T F
- 2 Ellie's sister has three children. T F
- 3 Lia has two sisters. T F
- 4 Lia and her sisters live in the same city. T F

3 Make connections. Work in pairs. Which family is more like yours? Why?

My family is like Ellie's family. I don't have a sister, but I have one brother. He has two children, too.

Students are introduced to National Geographic Explorers through bite-sized personal videos. They share snapshots from their everyday experiences that students can easily relate to and use as a model for interaction. Guided speaking activities encourage them to make connections with their own lives.

Lesson A presents topic-related vocabulary and provides students with a rich, topical input as a springboard for reading and critical thinking skills development, as well as opportunities for peer interaction.

7A

My family

VOCABULARY

- 1 Work in pairs. Answer the questions.
 - 1 Do you have a big or small family?
 - 2 How many people live in your house?
- 2 Listen to and repeat the family words. Then circle the female word in each pair.

1 son / daughter	4 brother / sister
2 mother / father	5 wife / husband
3 grandfather / grandmother	
- 3 Look at the family tree. Circle the correct answers.
 - 1 Lana and Tim are Mitra's *parents / children*.
 - 2 Sam is Mel's *father / mother*.
 - 3 Joy is Mitra's *daughter / son*.
 - 4 Julian is Joy's *brother / sister*.
 - 5 Mel is Mitra's *wife / husband*.
 - 6 Pete is Jared's *grandmother / grandfather*.

Go to page 163 for the Vocabulary reference.

LESSON GOALS

- Talk about people in your family
- Understand the writer's purpose
- Understand an article about families around the world

READING

- 4 Look at the Reading Skill box. Then read the article quickly. What is the purpose of the article? Circle a or b below.

READING SKILL
Understanding purpose

Writers write articles for different reasons. The reason is the purpose. For example:

- 1 to describe something (e.g., a magazine article describing a city)
- 2 to teach people how to do something (e.g., a book explaining how to cook Thai food)
- 3 to give an opinion (e.g., an article about why someone likes their big family)

a to describe families around the world
b to show us that big families are better

- 5 Read the article. Complete each sentence with one word from the article.
 - 1 In parts of Africa, the Middle East, and Asia, families are often _____.
 - 2 In Europe and the U.S., families are often _____.
 - 3 In places with big families, children often look after their _____ when they get old.
 - 4 In places with big families, grandparents often look after their _____.

SPEAKING

- 6 Work in pairs. Turn to page 179. Read the information and draw a family tree. Ask and answer questions.

A: Who's Michael's sister?
B: His sister is ...
- 7 Work in pairs. Draw your family tree. Explain it to your partner.

This is my family. I have one brother and ...

A family from Belo Horizonte, Brazil

FAMILIES AROUND THE WORLD

1 How big is your family? Are other families in your country like your family? What about families in other countries?

In some parts of Africa, the Middle East, and Asia, families are often big: many family members live together in one home. In Europe, the U.S., and other parts of Asia, families are often small: only a few family members live together.

Why are these places different? One reason is the number of children. But this is not the biggest reason. In places with small families, parents and children live together, but not grandparents. In places with big families, children, parents and grandparents all live together. Children often help look after their parents when they get old, and grandparents help look after their grandchildren.

NUMBER OF FAMILY MEMBERS PER HOME

Country	Number of Family Members
Senegal	8.3
U.A.E.	5.3
India	4.6
Peru	3.6
U.S.	2.5
Japan	2.4
Italy	2.3
Germany	1.9

EXPLORE MORE!

How big are families in your country? Search online for "family size + [your country]." Is your family big or small for your country?

Carefully sequenced activities give students practice at applying strategies to help them become more confident readers inside and outside the classroom.

Explore More! activities propose a variety of optional ways in which teachers and students can engage with the unit topic and develop learner autonomy. Further guidance on how to exploit this is in the Teacher's Book notes.

STUDENT'S BOOK UNIT WALK THROUGH

Lesson B introduces the first grammar point of the unit. The grammar is introduced in context through a short text, an infographic, or a listening that often features the National Geographic Explorers of the unit. Students progress through a series of controlled activities that build to more personalized communicative tasks. Extended explanations and additional practice are provided in the Grammar reference section at the back of the book.

A guided discovery approach makes grammar memorable: students first see the language in context, then see the form explicitly presented, and are encouraged to notice its features. Practice activities progress from controlled exercises to more open-ended tasks that require students to use the language independently.

7B Happy families

Why are families happy?
Happy families ...

LESSON GOALS

- Understand an interview about happy families
- Ask different types of questions
- Practice long and short vowel sounds

LISTENING AND GRAMMAR

1 Work in pairs. Look at the infographic above. Check (✓) the three things you think are the most important for a happy family.

2 Listen to a family expert. Check (✓) the three things she says are important. Are your answers in Exercise 1 the same?

Happy families ...

a eat together	<input type="checkbox"/>	e play games together	<input type="checkbox"/>
b have fun together	<input type="checkbox"/>	f celebrate special events	<input type="checkbox"/>
c help each other	<input type="checkbox"/>	g talk to each other	<input type="checkbox"/>
d travel together	<input type="checkbox"/>	h know their family history	<input type="checkbox"/>

3 Read the Grammar box. Do you use *Wh-* question words like *What* or *Where* in *Yes/No* questions? _____

GRAMMAR Simple present questions (Yes/No questions)

Questions with *be*:
Is your family small? Yes, it is. / No, it isn't.

Questions with *do/does*:
Do you eat at home? Yes, I do. / No, I don't.
Does she talk a lot? Yes, she does. / No, she doesn't.

Go to page 171 for the Grammar reference.

4 Complete the *Yes/No* questions with *Are, Is, Do, or Does*.

- _____ he have a grandmother?
- _____ your grandfather's name Tomas?
- _____ your sisters at college?
- _____ they have a big family?

5 Read the Grammar box. Which question word asks for a reason? _____

GRAMMAR Simple present questions (open questions)

Open questions can have many answers. To ask open questions, use question word + *be/do/does* + subject.

What's number two?
Who are their grandparents?
When do you eat together?
Where are they from?
Why is it important?
How do I do that?

Go to page 172 for the Grammar reference.

6 Complete the questions with question words.

- _____ *Where* do you study?
I study in New York.
- _____ do you like summer?
Because it's hot!
- _____ is the next class?
It's tomorrow.
- _____ your friend's name?
Her name's Badria.
- _____ do you play tennis with?
I play with my brother Dimitri.

7 Put the words in order to make simple present questions.

- they / are / friends / your / ? _____
- soccer / your / does / like / sister / ? _____
- science teacher / your / is / who / ? _____
- do / how / get / you / school / to / ? _____

PRONUNCIATION

8 Look at the Clear Voice box. Listen and repeat.

CLEAR VOICE
Saying short and long vowel sounds

There are five vowels in the English alphabet: a, e, i, o, u.
In English, vowels can have different sounds. Here are some words with short and long vowel sounds.

Short vowel sounds	Long vowel sounds
family	name
red	these
sister	wife
hat	home
husband	usually

9 Do the words have a long or short vowel sound? Write *L* or *S*. Listen, check, and repeat.

1 hand _____	same _____
2 evening _____	bed _____
3 fish _____	life _____
4 long _____	phone _____
5 excuse _____	run _____

SPEAKING

10 Look at the infographic again. Plan an activity for your family or friends. Think about these questions and make notes: Who would you like to invite? Where is a good place for it? What are the details of your plan?

11 Work in pairs. Ask and answer questions about your activities in Exercise 10. Use *Wh-* questions and *How*. Do you like your partner's activity? Why or why not?

A: My activity is a big family meal.
B: Good idea. Who's the cook?
A: Everyone!

With mutual comprehension as a goal, pronunciation points are integrated into the lesson sequence. As well as presenting students with productive points, giving them the opportunity to practice what they hear, students also explore receptive points, taking the time to notice and understand without being encouraged to produce them.

Lesson C develops transferable listening skills, presents a second topic-related vocabulary set, and introduces the second grammar point. There is a strong focus on language needed for everyday communication.

Listening activities simulate real-world situations and often feature National Geographic Explorers.

7C

She's tall and she's funny

LESSON GOALS

- Talk about appearance and personality
- Understand people describing their best friends
- Use adjectives to describe people and things

VOCABULARY

- 1 Work in pairs. Look at the photos. How are the two people different?
A: Their hair color is different.
B: She looks tall. He doesn't look tall.



- 2 Listen to what the people look like. Circle the correct answers.
- Jessica is tall / short.
 - Her hair is long / short and blond / dark.
 - Antonio is tall / short.
 - His hair is long / short and blond / dark.
- 3 Match the words and sentences. Write the words. Listen to check.

clever funny interesting nice quiet

- Antonio often makes me laugh. _____
- Jessica does very well at school. _____
- Antonio is kind and easy to talk to. _____
- Jessica has a lot of ideas. She's never boring. _____
- Sometimes, Antonio doesn't talk much. _____

Go to page 163 for the Vocabulary reference.

LISTENING

NATIONAL GEOGRAPHIC EXPLORERS

- 4 Listen to Ellie de Castro and Lia Nahomi Kajiki. What words do they use to describe their best friends, Mittsu and Miriam? Write the words in the chart below.

	Mittsu	Miriam
hair		
eyes		
height		
personality		

Ellie de Castro (left) and her best friend Mittsu



Lia Nahomi Kajiki (right) and her sister Miriam



- 5 Work in groups. Look at the Listening Skill box. Then describe a person in your group to your partners. Don't say who it is. Your partners guess the person.

LISTENING SKILL

Listening to descriptions

When you hear a description of a person, imagine what they look like.

- Pay attention to words that describe them.
- Think about what they look like. Do they look like someone you know?

- 6 Read the Grammar box. Do adjectives have plural forms? _____

GRAMMAR Adjectives

Adjectives describe nouns. You can use adjectives after *be*.

She is clever. *Her eyes are blue.*
 You can also use adjectives before a noun.
She is a clever person. *She has blue eyes.*

Go to page 172 for the Grammar reference.

- 7 Work in pairs. Correct one mistake in each sentence.
- Her eyes is blue.
 - My father tall.
 - I like people friendly.
 - Are they tall or shorts?

- 8 Rewrite the sentences.

- She has brown hair.
Her hair is brown.
- Maya's dress is beautiful.
Maya has _____.
- They live in a very big house.
Their _____.
- My teachers are really nice.
I have _____.

SPEAKING

- 9 Work in pairs. Look at the photo.

Student A: Describe one person. Don't say who it is.

- What do they look like?

Student B: Listen and guess. Which person is it?

She has a blue shirt. I think she's very friendly!

- 10 Work in pairs. Choose a person you both know. Think of different ways to describe them.

A: Well, Rami is Egyptian. He's about twenty or twenty-one ...

B: Yes, and he has blue eyes. I like him because ...



EXPLORE MORE!

What eye colors are common in your country? What eye colors are common around the world? Search online using the words "common eye colors in [country]."

STUDENT'S BOOK UNIT WALK THROUGH

Lesson D equips students with the language and communicative strategies to navigate a wide range of interpersonal and intercultural situations. Guidance is provided through videos and carefully staged tasks to enable students to formulate their own response to hypothetical situations in the safe environment of the classroom.

As well as topic-related vocabulary sets, students are presented with everyday useful language chunks throughout the unit, ready to pick up and use in interaction inside and outside the classroom.

The Own It! task at the end of each lesson encourages learner collaboration as students apply the language and communication skills to real-world scenarios.



LESSON GOALS

- Learn how to show appreciation
- Say words with the *gr* sound
- Practice showing appreciation

SPEAKING AND LISTENING

- Work in pairs. How do you feel when people help you? What do you say when people help you?
- Listen to two conversations between people at work. Do you think Cindy is friendly? What about Pei Ling? Why?

MY VOICE

- Watch the video. What is "showing appreciation"? Circle *a*, *b*, or *c*.
 - asking someone how they did something
 - telling someone you're happy with their work
 - telling someone their work is OK

- Look at the Communication Skill box. Which tip do you think is the most important? Write 1, 2, or 3.

COMMUNICATION SKILL

Showing appreciation

When people you work with do a great job, show appreciation.

- Tell them "Great work."
- Explain why you are happy.
- Say "Thank you."

- Work in pairs. Do you always have to follow all three tips in the Communication Skill box? Think about these situations. What do you do?
 - Someone holds a door open for you.
 - A family member cooks you an amazing meal.
 - A friend plans the perfect vacation for you.

- Look at the Useful Language box. Work in pairs. Which expressions explain why you're happy with someone's work? Circle them.

Useful Language Showing appreciation

Great work!
Good job!
This is great.
It's perfect.
Everyone loves it.
They're really happy.
It looks amazing.
Thank you very much.

- Work in pairs. Complete the conversation with expressions from the Useful Language box.

Tish: Hey, Jonah. I have your photographs.
Great! _____!

Jonah: Oh, wow. Really?
Tish: Yes, of course. They look _____!

Jonah: Thanks, Tish. I'm glad you like them.
Tish: It's not just me. Everyone _____ them! We're all really _____!

Jonah: That's great. I'm so glad to hear that.
Tish: They're _____! Thank you _____!

- Work in pairs. Practice the conversation in Exercise 7.

PRONUNCIATION

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

CLEAR VOICE
Saying words with "gr"

Words with "gr" can be difficult to say.
Great work!

Some words begin with "gr":
green gram grandmother

Some words have "gr" in the middle:
agree hungry photograph

EXPLORE MORE!

What are some other ways to show appreciation? Search online for "good ways to show appreciation."

SPEAKING

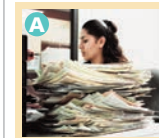
- OWN IT!** Work in pairs. Act out situations A–C.

Student A: Choose one situation. Help Student B or do something nice for them.

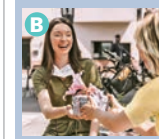
Student B: Show your appreciation to Student A. Follow the tips in the Communication Skill box and use the expressions in the Useful Language box.

A: Hey, are you hungry? Here's some food ...
B: Oh, wow. Thank you very much. It looks great!

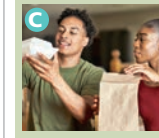
- Work in groups of four. Watch another pair act out a situation. Give feedback. Did they do a good job?
Wow! Great job, you two! That was amazing!



A You're at your office. Your partner is very busy. You give them an important report they need for a meeting tomorrow.



B You're back from a vacation. You have a present for your friend. It's something your friend really wants. You give it to them.



C You're working on a school project with your friend. You're both hungry. You go to a café, and come back with some delicious sandwiches.

91

Lively lesson videos illustrate communicative scenarios and provide insight into different communication styles. Students are encouraged to reflect on their own interactions and are provided with ready-to-use tips to promote effective communication.


Every pronunciation point is accompanied by an audio track. In many of the productive pronunciation points, students will hear two models—a speaker of American English first, followed by another global English speaker.

Lesson E develops transferable writing skills through a clear, step-by-step approach that guides learners to put the grammar and vocabulary from the unit to use in their own writing.

The Check and Review sections at the end of the lesson get students into the habit of reviewing their own work and that of their peers to identify ways to improve it through subsequent edits.

7E

My friend is in town



LESSON GOALS

- Use reasons to explain things
- Learn new ways to describe people
- Write a message asking a friend for help

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Do you and your friends have similar personalities?
- 2 Do your friends enjoy the things you enjoy?
- 3 Do you like spending time with people who aren't like you? Why or why not?

READING FOR WRITING

2 Read the text messages. Then look at the people in the photo. Circle Hiroto.

3 Look at the Writing Skill box. Discuss the questions in pairs.

WRITING SKILL
Explaining your reasons

When you want someone to help you, it helps to explain:

- what you want them to do
- why they are right for the job
- why they will enjoy it.

- 1 What does Niko want Emre to do?
- 2 Why is Emre the right person for this?
- 3 Do you think Emre will enjoy helping Niko?

Niko

Hi, Emre. Are you free on Saturday? My good friend Hiroto is in Istanbul. It's his first time here. I can't be there with him, so I need someone to show him the city. I think you're perfect! Hiroto is really friendly and interesting, like you. And you both love music. Here's a photo. He's on the right—the tall guy in the yellow T-shirt, with the guitar.

Emre

Hey, Niko. No problem! I'm free. What does he want to do? Does he want to see the Grand Bazaar? Or Topkapi Palace?

Niko

Thanks very much, Emre! Yes, he wants to see both those places. He also wants to meet other musicians. He's really excited—he knows you play the guitar! He plays the drums, and the piano, too. Do you know any musicians in Istanbul?

4 Look at the Useful Language box. What words can you use to make adjectives stronger?

Useful Language Describing people

Appearance	Personality
She's (tall).	He's really (nice).
He has (brown eyes / short hair).	She's very (interesting).
Other information	
He's old / young / (nineteen) years old.	
She's from (Portugal).	
He's a (university student).	
She looks like (your friend Maya).	

5 Complete the description with words from the Useful Language box.

My brother's name is Leon. He's ¹ _____ Germany, like me. He's twenty years ² _____. He's _____ long hair and gray eyes. He looks ⁴ _____ my father. He's a ⁵ _____ student. He's ⁶ _____ clever.

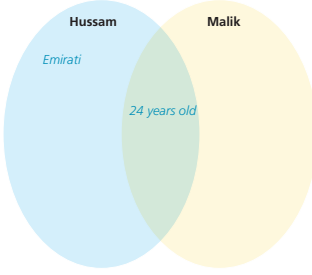
6 Look at the Critical Thinking Skill box. Then read about the two people. What do they have in common? What's different? Complete the Venn diagram.

CRITICAL THINKING SKILL
Finding things in common

You're with someone new, and you need something to talk about. Find out what you have in common. Do you both like books, sports, or music? Or are you from the same country or city? It's easier to talk to people when you have things in common with them.

Hussam is Emirati. He isn't tall. He has brown hair and brown eyes. He's 24 years old. He likes sports, reading, and watching movies. He loves food. He's friendly and very funny.

Malik is also 24 years old. He's French. He has black hair and gray eyes. He's tall. He's friendly and he's very clever. He likes books, movies, music, and art.



7 Make notes. A family member is in town. You're busy. You want your friend to show your family member around. Think of the following:

- 1 What is your family member's personality like?
- 2 What does your family member look like?
- 3 What do your friend and family member have in common?
- 4 Why will your friend enjoy helping you?

8 WRITE Write a text message to your friend. Ask for help. Use your notes in Exercise 7 to help you, and Niko's text message as a model.

9 CHECK Use the checklist. My text message ...

- says what I need help with.
- describes my friend clearly.
- lists a few things the people have in common.
- says why my friend will enjoy it.

10 REVIEW Work in pairs. Read your partner's text message. Do they do the things in the checklist? Write a short reply to your partner's text message.

Go to page 157 for the Reflect and review.

A practical writing model acts as a point of reference and an aspirational goal for students as they are supported to produce a personalized text of the same genre.

Explicit Critical Thinking Skill instruction guides students to reflect on their own thought processes, encouraging them to think more analytically.

Learn More About *Voices* . . .

We asked the *Voices* author team some questions to understand the thinking behind the series and what makes *Voices* unique.

Q: How do the National Geographic Explorers in *Voices* help make the course more relatable for students?



DANIEL BARBER

A: Learners need the chance to use English to talk about their own experience. When they meet the National Geographic Explorers, they are getting to know interesting people who lead exciting lives, but who are also like them in many ways. They do talk about their jobs, but they also talk about their private lives, funny accidents, travel routines, future desires, and worst fears. Importantly, many of them are language learners themselves, using English to express themselves and succeed internationally. They're ideal role models and great examples to emulate!

Q: *Voices* represents the real world through its range of Englishes. Why is that important?



LEWIS LANSFORD

A: Every day, people from all over the world communicate with one another in English. Colleagues from Germany, Argentina, and Japan working together in Saudi Arabia will use English even when no one in the group has it as a first language. Hotel staff in Beijing will speak English with guests from Thailand or Bahrain because it's a global lingua franca. English is also a major medium for the exchange of information and ideas online. To prepare for real-world communication, learners need to be exposed to a wide variety of international English input. That's why *Voices* includes listening and video material featuring a broad range of both first- and second-language English users, and explores accents and pronunciation features that learners will encounter in real life. Not only does this help learners become better communicators, it also demonstrates that English is their own language—and their passport to the wider world.

Q: Can you tell us more about how *Voices* develops communication skills?



CHIA TUAN CHONG

A: As our learners use English, they're going to need skills and strategies to build trust, manage impressions, deal with conflict, and mediate in a space where people from different cultural backgrounds are coming together to convey their messages and develop relationships. The communication skills in *Voices* allow the learner to dive into different areas of interpersonal communication, offering teachers and students useful tips, strategies, and useful language that they can then practice using in a variety of realistic scenarios. These relatable scenarios allow us to push the learner to develop an awareness of the issues and their own reactions to them. In my experience, they are also a great way of motivating students to engage in extended speaking practice. After all, the best speaking activities are those where learners can't wait to share their thoughts and opinions about the topic!

Q: What is special about the pronunciation strand in *Voices*?



MAREK KICZOWIAK

A. There are a few things that make it unique. First, it is based on research. In other words, in developing it, we used research findings to identify which pronunciation features are the most likely to lead to misunderstandings in international contexts. Second, it recognizes the beautiful diversity of English, and is the first to use second language speakers of English as models of pronunciation. Third, students are given clear instructions to draw their attention to how a specific sound is produced. Finally, our pronunciation strands emphasize clear pronunciation, rather than proximity with an idealized standard first language speaker of English model, helping students take ownership of the language and promoting inclusivity.

Q: How does *Voices* support the evolving needs of learners?



EMILY BRYSON

A. Every learner is different and, as such, every learner has different needs. What's so great about *Voices* is that it is a comprehensive course that equips all learners with a multitude of life skills for today's world. The digital components of the course support learners to develop their online learning and self-skills while the Explore More! features encourage learners to enhance their research skills. Each unit provides tips on reading, listening, writing, and critical thinking skills to enhance their language as well as their work and study skills. The world is getting smaller, and students on this course will gain international communication skills and knowledge of authentic topics to succeed in an ever-evolving global environment.

Q: Reflecting on your experiences as a teacher, what do you think your three favorite things would be about *Voices*?



CHRISTIEN LEE

A. For me, the focus on real people, including the National Geographic Explorers, is really interesting. I feel that getting glimpses into the lives of real people from all over the world increases the intrinsic interest of the material, and provides a context that makes the grammar, vocabulary, and other content natural and relatable. I also like how the units strike a good balance between being new and familiar. There are some units that focus on topics not commonly seen in ELT materials, which is nice. But even those topics that seem familiar at first glance are typically approached from an unusual angle, which adds both interest and excitement. Above all, though, I like the overall quality of the material. I was impressed with the tremendous passion, extensive knowledge, and deep commitment of all of the other authors, and when I see the material they produced, the top-to-bottom quality shines through.

Q: How does *Voices* prepare students for assessment?



GARY PATHARE

A. To prepare for important English exams like IELTS, FCE, and TOEFL, teachers need a course that not only systematically builds the real-world skills and language required, but also keeps learners interested and motivated. *Voices* has a rigorous, structured approach based on the international framework of skills and language for each level, but at the same time it engages learners in content-rich lessons with authentic tasks featuring real people from around the world. The unique communication skills and comprehensible pronunciation focus will help *Voices* learners perform confidently in speaking tests, and the contemporary photos and infographics are designed both to stimulate students to develop their productive skills and to input interesting ideas to talk and write about. As all skills are clearly signposted and explained, teachers can easily target specific exam techniques and strategies for them, and there is plenty of extra grammar and vocabulary practice to help learners secure the language they need.

Hello!

UNIT GOALS

1A Vocabulary, reading, pronunciation, and speaking

- scan for names and places; talk about cities and countries; understand an article about where people are from; practice stressing syllables

1B Vocabulary, listening, grammar, and speaking

- learn about nationalities; listen to people talk about where they're from; use simple present *be* with singular pronouns; discuss the nationalities of famous people

1C Vocabulary, listening, grammar, and speaking

- practice the numbers 0 to 10; listen for long numbers in conversations; ask and answer simple present *Yes / No* questions with *be* (singular); say phone numbers and addresses

1D Speaking

- learn how to greet others; practice different ways to introduce yourself; practice stressing important words in sentences

1E Speaking, reading, and writing

- write personal information on an employee pass; learn to use capital letters; understand what information to share online

Photocopiable resources

Communication activities: pp. 222–223
 Vocabulary activity: p. 247
 Grammar activities: pp. 261–262
 Pronunciation activity: p. 288
 Mediation activity: p. 304

Workbook

Unit 1 pp. 4–9




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

10

ABOUT THE PHOTO

The unit theme is greetings. The photo shows two Inuit people greeting each other by touching their noses together. This form of greeting is called a “*kunik*.” The greeting is often used when people meet outside in the cold and the only parts of their bodies that aren’t covered are their eyes and noses. It is both a greeting and a way of showing affection. Similar greetings are also practiced by people of other cultures, like the Maori people of New Zealand and the people of Hawaii.

1

- **Optional step** To set up the task, use the photo on the page and give more information about this unique type of greeting (see About the Photo).
- Use gestures to elicit and teach key words and phrases students will need: *wave, hug, fist bump, shake hands, bow*.
-  Ask students to take turns asking and answering the questions.

Sample answers

- 1 I shake hands.
 2 I say, “Hello.”

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 Watch the video. Circle the correct options to complete the sentences.

NATIONAL GEOGRAPHIC EXPLORERS



ABBIE 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.

11

3

- Ask students to complete the sentences. Set a one-minute time limit.
-  Ask students to work with a new partner or in small groups.
- Ask a student to use the example sentences to provide a model for the class.
- Students should take turns saying their sentences. Set a two-minute time limit.

Extra activity

Ask students to get into a large group and form a circle (or several separate circles in large classes). Explain that they are going to play a name game, so they should remember their group members' names. To begin, students take turns saying their names (e.g., "My name is Risa"). Give students a soft object to toss to each other. One student should say the name of another student, gently throwing the object to that person. The student who catches the object should say another student's name and throw the object to that person. Keep going until someone makes a mistake. Then start again.

ABOUT THE EXPLORERS


ABBIE ENGLEMAN is a marine ecologist in Washington, United States. In one of her studies, she looked at how coral structures vary in living and dead coral reefs. She used 3-D technology to recreate the coral reefs and study how they grew and adapted to changes. Her research helped scientists learn useful information about the reefs and their ecosystems.

ISAÍ MADRIZ is an entomologist (a scientist who studies insects) and zoologist. He specializes in freshwater insects in Patagonia (which is in Argentina and Chile). He uses science, images, and stories to teach people about the disappearing glaciers in Northern Patagonia, and to explain why we need to protect them.

WATCH

2

- **Optional step** Read the names of the explorers aloud with the class. It's easier for students to focus on the video when they're familiar with the names.
- Ask students to read the sentences (1–2). Then play the video in which Abbey Engleman and Isaí Madriz introduce themselves. Students should circle the correct answers.

- **Optional step** Play the video again. Pause after each name and between speakers.
-  Students should compare answers with their partners before you check their answers as a class.

VIDEO 1.1

Abbey: Hi! I'm Abbey. I'm from the U.S.

Isaí: Hello! My name is Isaí. I'm from Mexico.

LESSON GOALS

- **VOCABULARY** A sub-aim of the lesson is for students to practice country names.
- **READING** The main aim is for students to practice scanning for specific information in an article.
- **PRONUNCIATION** A sub-aim is for students to practice stressing syllables.
- **SPEAKING** The speaking aim is for students to talk about cities and countries.

VOCABULARY

1

- **Optional step** To set up the task, say the names of some famous cities in the world, and what countries the cities are in. For example, say, "London is a city. London is in the U.K."
- Students should discuss the question with a partner. Ask for volunteer students to share their answers with the class. Then ask if anyone has a different answer. Students in your class may be from different cities or countries, so get as many different answers as you can.

2 1.1

- **Optional step** Bring in the flag of your country. Point to the flag and say, "This flag is from my country, [country's name]."
- Ask students to look at the flags in the Student's Book. Elicit the first answer as an example to get students started. Then set a two-minute time limit. Students should write the rest of the letters to complete the country names.
- Play the audio. Students should listen and check their answers.
- **Optional step** Say each country. Students should listen and repeat.

AUDIO 1.1

- | | |
|-------------|----------------------|
| 1 Argentina | 5 Germany |
| 2 Brazil | 6 Japan |
| 3 China | 7 The United Kingdom |
| 4 France | 8 The United States |

1A

Countries and cities

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 Argentina
 - 2 Brazil
 - 3 China
 - 4 France
 - 5 Germany
 - 6 Japan
 - 7 The United Kingdom
 - 8 The United States

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 Isai Madriz. Are the sentences true (T) or false (F)?
 - 1 Isai 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)

12

LESSON GOALS

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

- 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 Isai | <u>Guadalajara, Mexico</u> |
| 2 Kristina | <u>Palo Alto, California</u> |
| 3 Abbey | <u>Washington, D.C., U.S.</u> |
| 4 Myrto | <u>Athens, Greece</u> |

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 <u>Istanbul</u> , Turkey | 3 <u>Jakarta</u> , Indonesia |
| 2 <u>Toronto</u> , 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]."

Extra activity

In a class with students of a variety of nationalities, elicit all the countries they are from and write them on the board. Say each country and ask students to repeat.

For further information and practice, see **Vocabulary reference Unit 1** on page 160 of the Student's Book.

READING

ABOUT THE TEXT

The text type is an article. It is about two National Geographic Explorers and where they come from.

Washington D.C. was established as the capital of the United States in 1790.

Athens is a historic city and the capital of Greece. It is sometimes referred to as the place where Western civilization began.

Guadalajara is a city in Mexico.

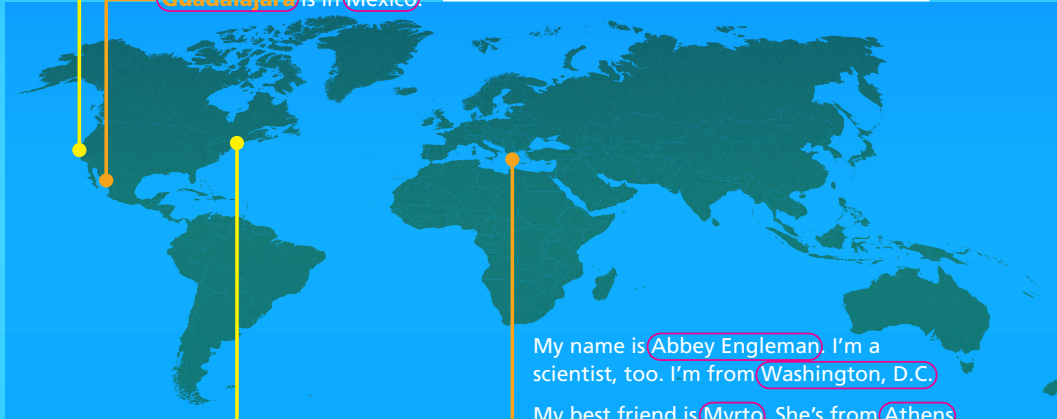
Where are **you** from?

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**.



13

3

- Ask a student to say the example sentences to provide a model for the class.
- Ask students to work with a partner and take turns asking and answering the questions.

Sample answers

- 1 I'm from Tokyo.
- 2 Tokyo is in Japan.

4

- **Optional step** Ask students to look at the article. Point out that several sentences are together, with a space between the next group of sentences. Explain that each group of sentences is called a "paragraph."
- Elicit the first answer to get students started. Then ask students to read the article and circle true (T) or false (F). Tell them to compare answers with their partners. Check answers as a class.
- **Optional step** Ask students to correct the false statements. (2 Kristina is from California; 4 Myrto is from Greece.)

Extra activity

On the board, write: "My best friend is Myrto. Myrto is from Athens." Invite one student to read the sentences aloud. Explain that instead of repeating *Myrto*, we can replace Myrto with *she*. Ask students to find two more examples of *she* replacing a person's name (*she* replaces Kristina).

5

- Read the information in the Reading Skill box aloud.
- **Optional step** On the board, write pairs of capital and small letters (e.g., "A a"). Ask students to identify the capital letters.
- Tell students that *scanning* means to look at a text quickly to find information (e.g., a name). Explain that when we scan, we do not read every word.
- Set a two-minute time limit. Students should circle all the cities, countries, and people's names in the article. Ask students to compare answers with a partner before you check answers with the class.

GRAMMAR NOTES

In English, in addition to the names of cities and countries, we also capitalize the names of buildings (e.g., *Lake Palace*), languages (e.g., *Spanish*), days (e.g., *Sunday*), and months (e.g., *April*). We do not start seasons with capital letters (e.g., *summer*, not *Summer*).

6

- Students should write in the answers. Set a five-minute time limit. Tell them to compare their answers with a partner before you check answers with the class.
- **Optional step** Ask students to practice saying the city and country names in pairs. (Guadalajara is pronounced /gwɑ:dələ'hɑ:rə/.)

Extra activity

Ask students to find "I'm a scientist, too" in the reading text. Explain that *too* is used when two people are the same. Explain that in this sentence, we use *too* since both Abbey and Isaí are scientists. Ask students to find another similarity in the article and make a sentence using *too* (e.g., "Abbey is from the United States. Kristina is from the United States, too").

PRONUNCIATION AND SPEAKING

7  1.2

- Read through the information in the Clear Voice box. If students are unfamiliar with syllables, tell them that a syllable is the part of the word with one vowel sound. Say a few words and clap for each syllable (e.g., “name” [1 clap], “country” [2 claps], “capital” [3 claps]). Then, explain that in words with two or more syllables, there are stressed syllables. Say some words with two or more syllables and clap louder for the stressed syllable (“country” [**clap** clap], “capital” [**clap** clap clap]).
- Play the audio. Students should listen and repeat. Note that every pronunciation point is accompanied by an audio track. Students will hear two models—a speaker of American English first, followed by a global English speaker.
- **Optional step** Play the audio a second time and pause after each word if students have problems hearing the stress.

AUDIO 1.2

- Japan*
- Germany*
- Brazil*
- Kenya*
- Peru*
- China*
- the United Kingdom*
- the United States of America*

PRONUNCIATION NOTES

To stress a syllable in English, you say one syllable more loudly or strongly than the others. In this way, each syllable is not said with the same force.


There are no fixed rules for which syllable is stressed. However, in two-syllable words, nouns and adjectives are more likely to be stressed on the first syllable. Verbs often have stress on the second syllable.

Syllable stress is important, and getting it wrong can make words harder to understand or change the meaning. Therefore, encourage students to pay attention to which syllables are stressed in words whenever they listen.

Extra activity

Ask students to name some countries. As you write them on the board, repeat the names several times. As a class, decide how many syllables each name has. Draw lines to divide the syllables in the country names. Then ask which syllable is stressed. Underline the stressed syllable. As a class, say each country using the correct word stress.


8  1.3

- Students should listen to the audio and underline the parts with stress.
-  Students should compare answers with their partners before you check their answers with the class.
- **Optional step** Play the audio again. Students should listen and repeat.

AUDIO 1.3

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

9

-  Ask students to take turns saying the cities and countries those cities are in. Tell them that they will have to use complete sentences. Ask a student to read the example sentence aloud to provide a model for the class.

EXPLORE MORE!

If there is internet access in class, break the class into pairs or groups and ask them to search online for several big cities in the countries listed in Exercise 2. Invite pairs or groups to present their findings to the class. Alternatively, ask students to prepare their research for homework before presenting in the next class. Encourage global citizenship by asking students to find the cities on a world map.


See **Workbook** pages 4–5 for extra practice (Vocabulary, Reading, Pronunciation).

LESSON GOALS

- **VOCABULARY** A main aim is to learn the words for countries and nationalities.
- **LISTENING AND GRAMMAR** The main aim is for students to practice simple present forms of *be* with singular pronouns, both affirmative and negative.
- **SPEAKING** The speaking aim is for students to talk about people and their nationalities.

VOCABULARY


1

- **Optional step** Explain that *country* is used to discuss a place, and give an example of the country you are in. Explain that *nationality* is used to talk about people and things from that country. Give several examples (e.g., “I’m Brazilian”). Then read the model sentences to the class.
-  Students should take turns saying their countries and nationalities.
- In feedback, ask a few pairs to share their nationality and the country they are from.

Sample answers

- 1 I’m from Brazil.
2 I’m Brazilian.

2

-  Write the eight countries on the board. Teach the students how to say them. Ask students to work in pairs and match the countries to the nationalities.
- Ask for volunteers to share their answers. Write the nationalities on the board next to the countries.


VOCABULARY NOTES

Nationalities can be confusing for students because there are many ways to create the nationality (e.g., *-ian*, *-ese*). In some cases, the spelling of the country name is changed (e.g., *Morocco* and *Moroccan*) or a different word is used (e.g., *the Netherlands* and *Dutch*). Students should memorize the nationalities and their spelling through practice.

For further information and practice, see **Vocabulary reference Unit 1** on page 160 of the Student’s Book.

LISTENING AND GRAMMAR

3 1.4

- Begin by reading the words in the box aloud. This will help students have confidence in recognizing them during the listening. Go over the questions with students and ask about the people in them and the photos on page 15: “Do you know their names?”
- Play the audio. Students should complete the sentences.
-  Ask students to compare their answers with a partner before you check answers with the class.
- **Optional step** Play the audio again and pause at key points if students have problems hearing answers.

AUDIO 1.4

- 1 *Amanda Gorman is a writer. She writes poems. She’s from Los Angeles, U.S.A. She’s American.*
2 *Kylian Mbappé is a soccer player. He’s from Paris, France. He’s French.*
3 *Kim Yuna is an ice skater. She’s from Bucheon, Korea. She’s Korean.*

4


- Read the Grammar box with students. Students should answer the question.
- **Optional step** Check understanding by asking, “Which form do you use with *I*, *you*, and *he*?” (*am*, *are*, *is*)
- Explain that for the short forms, students should not put a space before the apostrophe.
- **Optional step** Point out that the short forms combine two words. As a critical thinking exercise, ask students what part of which word is cut (the first part of the second word).

GRAMMAR NOTES


Short forms are more commonly used in spoken English than the long forms. Some languages omit the pronoun or *be* verb, so watch out for errors such as *Am Spanish* or *I Russian*.

For further information and practice, see **Grammar reference Unit 1B** on page 166 of the Student’s Book.

5

- Ask students to rewrite the sentences using the short forms. Encourage them to use the Grammar box in Exercise 4 as a reference.
-  Students should compare answers with their partners. In feedback, elicit answers and write them on the board.
- **Optional step** Break the class into new pairs or groups. Ask students to take turns saying the sentences.

6

-  Students should complete the sentences. Ask students to compare their answers with a partner.
- **Optional step** If students are having difficulty completing the exercise, remind students that the verb *be* is irregular and changes its form depending on the subject. Work as a class to make a table on the board with subjects and *be* verbs:

First person singular	<i>I</i>	<i>am</i>
Second person singular	<i>you</i>	<i>are</i>
Third person singular	<i>he, she, it, Maria</i>	<i>is</i>

7

- Read the Grammar box with the class. Students should answer the question.
- **Optional step** Check understanding by saying something untrue about yourself (e.g., “I’m Spanish”). Write it on the board and ask students if it’s true. Then explain that for the sentence to be correct, you should use *not*: “I’m not Spanish.”

GRAMMAR AND PRONUNCIATION NOTES

The short negative form of the verb *be* may be confusing for students because the first person singular combines the subject *I* and the verb *be*, and adds *not* (*I’m not*). The second person singular *you* and third person singular *he, she, it* combine the verb *be* with *not* (*you aren’t, he isn’t, she isn’t, it isn’t*). Many people also use *you’re not, he’s not, she’s not, and it’s not*, particularly when they want to emphasize the negative.

Extra activity

Tell students it’s “opposite day.” Ask students to make sentences about people and things in the classroom, but the sentences should be incorrect. To model say, “I’m in [country’s name you are not in].” Point out that this is not true. Ask one student to correct the sentence (“I’m not in [country’s name]”). Break the class into pairs. Ask students to take turns saying an incorrect sentence. Their partners should make the incorrect sentences correct by adding or removing *not*. (e.g., A: *I’m not from Norway*; B: *I’m from Norway*.)

For further information and practice, see **Grammar reference Unit 1B** on page 166 of the Student’s Book.

8

- Students should rewrite the sentences using short forms.
- **ii** Ask students to compare their answers with a partner before you choose students to write answers on the board.
- **Optional step** Break the class into new pairs or groups. Ask students to take turns saying the sentences.

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 American.
- 2 Kylian Mbappé is from France. He’s French.
- 3 Kim Yuna is from Korea. She’s Korean.

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

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.
You’re Japanese.
- 3 It is from the U.S.
It’s from the U.S.
- 4 She is American.
She’s American.
- 5 He is a soccer player.
He’s a soccer player.

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

- 1 He ’s from Italy.
- 2 She ’s from the U.K.
- 3 I ’m Penelope. I ’m from Greece.
- 4 Madrid is a city. It ’s in Spain.

7 Look at the Grammar box. What word do we use to make *be* negative? not

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.
I’m not from France.
- 2 You are not American.
You aren’t American. / You’re not American.
- 3 She is not Japanese.
She isn’t Japanese. / She’s not Japanese.

9

- **ii** Students should complete the sentences. Ask students to compare their answers with a partner before you check answers with the class.
- **Optional step** Ask students to practice saying the sentences in pairs.

Extra activity

Explain to students that they will play a detective game called Two Truths and a Lie. Students should write three sentences about themselves—two that are true and one that is false. Explain that the goal of the game is to discover which of the three sentences is false.

Tell students that their false sentence, the lie, should not be obvious, in order to make the game more fun. Model an example for the class, and give students time to write their sentences. Explain to students that one student should say their sentences, and the group members should take turns guessing which is false. Then, the student should tell the group the answer (i.e., which statement is a lie). Students who guess correctly will get one point. Break the class into groups. The game should continue until all students have said their sentences. Ask students how many points they earned and declare a winner for each group.

Amanda Gorman, writer

Kylian Mbappé, soccer player

Kim Yuna, ice skater



11

- Break the class into new groups. Students should take turns sharing information about the people they chose in Exercise 10.
- As students speak, listen carefully and note any errors. In feedback, write three or four errors on the board and ask students to correct them in pairs.

Sample answers

Kobe Bryant is from the U.S. He's American.

EXPLORE MORE!

If there is internet access in class, ask students to work with a partner and do research on well-known singers, actors, or athletes from around the world that they like. Ask students to find out where they are from and their nationalities. Ask students to present a photo of the people and their findings to the class. Alternatively, ask students to prepare their research for homework before presenting in the next class.

Some examples:

Singer: *Ariana Grande, singer, from the U.S., American*

Actor: *Hugh Jackman, actor, from Australia, Australian*

Athlete: *Neymar, soccer player, from Brazil, Brazilian*

See **Workbook** pages 6–7 for extra practice (Vocabulary, Grammar).

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

- 1 I 'm not Australian. I'm from New Zealand.
- 2 He isn't/s not German. He's from France.
- 3 She isn't/s not a teacher. She's a student.
- 4 São Paulo is in Brazil. It isn't/s not in Mexico.
- 5 Where are you? You aren't/re not 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.

15

For additional practice, refer to the **Grammar activity** on page 261 of the Teacher's Book.

For additional practice, refer to the **Communication activity** on page 222 of the Teacher's Book.

SPEAKING

10

- Put students into groups to brainstorm people for three of the nationalities listed. If there is internet access in class, ask students to find more famous people with those nationalities.

Sample answers

American: *Ariana Grande, Kobe Bryant*

Australian: *Chris Hemsworth, Kylie Minogue*

Brazilian: *Pelé, Neymar*

British: *Freddie Mercury, Stephen Hawking*

Egyptian: *Mohamed Salah, Mohamed Karim*

Indian: *Mahatma Gandhi, Virat Kohli*

LESSON GOALS

- **VOCABULARY** The main aim is for students to learn the numbers 0 to 10.
- **LISTENING** A main aim is for students to practice listening for long numbers.
- **GRAMMAR** A further main aim is for students to practice Yes / No questions with the *be* verb.
- **SPEAKING** The speaking aim is for students to give phone numbers and addresses.

VOCABULARY

1

- Write "1" and "2" on the board, but don't say the words for the numbers. Tell students that these are numbers.
- Students should discuss the questions in pairs. Ask for volunteers to say the numbers in their own language. Then ask if anyone knows the words for the numbers in English.

2 1.5

- Students should write the correct digits next to the words for the numbers.
- Play the audio. Students should listen and check their answers. Write the digits on the board. Ask for volunteers to come up and write the words for the numbers next to the digits.
- **Optional step** Play the audio again. Students should listen and repeat.

AUDIO 1.5

Zero, z-e-r-o, zero.

One, o-n-e, one.

Two, t-w-o, two.

Three, t-h-r-e-e, three.

Four, f-o-u-r, four.

Five, f-i-v-e, five.

Six, s-i-x, six.

Seven, s-e-v-e-n, seven.

Eight, e-i-g-h-t, eight.

Nine, n-i-n-e, nine.

Ten, t-e-n, ten.

Extra activity

Explain to students that they will play Bingo. Break the class into small groups. Ask students to draw a 3-by-3 grid on a piece of paper. Show how to do this on the board. Tell them to write any number from zero to ten in each square. They can

1C

What's your phone number?

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	<u>2</u>
three	<u>3</u>	five	<u>5</u>
four	<u>4</u>	nine	<u>9</u>
eight	<u>8</u>	ten	<u>10</u>
six	<u>6</u>	seven	<u>7</u>
one	<u>1</u>		

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

<p>1</p>  <p><u>three</u> books</p>	<p>2</p>  <p><u>seven</u> pens</p>
<p>3</p>  <p><u>eight</u> chairs</p>	<p>4</p>  <p><u>two</u> tables</p>

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.
 - c an address
 - a a phone number
 - b a bank account number

LESSON GOALS

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

- 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 020-238-9810
- b 024-6911-724-65
- c 748 West Street. Zip code: 564219

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. Are you John?
- 2 Is she the new student from Japan?
- 3 What's your address? Is it 624 Abel Drive?
- 4 Am I in the right class?

write as many different numbers as they want, and they can repeat numbers as many times as they want, too. Explain to students that they will take turns saying a number. Students who have that number should cross it out. The first person who gets three Xs in a row horizontally, vertically, or diagonally, should call out "Bingo!" and is the winner.

3

- Go over the first answer with the class. Students should write the numbers in words for the rest of the questions.

- Ask students to compare their answers with a partner before you ask students for their answers and write them on the board.

Extra activity

Ask students to work in small groups and put some of the things in their bags on the desk. Students should take turns saying the number of items on the desk. Explain that when they don't know the name of the item in English, they can give the number only. Model an example (e.g., point to two erasers and say "Two").

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: My phone number is 8345-2168.
2 A: My address is 2214 Smith Road.
B: Is it 214 Smith Road?
A: No. It's 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

Narrator: B

Bank teller: Mr. Lim, is this your bank account number?

Mr. Lim: Let me see. No, it isn't. My bank account number is 024-6911-724-65.

Bank teller: Sorry. Say it again, please?

Mr. Lim: 024-6911-724-65.

Bank teller: Great. Thanks!

Narrator: C

Ruth: What's your address, John?

John: It's 748 West Street.

Ruth: I'm sorry. Is it 758?

John: No. It's 748. My zip code is 546219.

Ruth: 564219. Got it!

5 1.6

- Read the Listening Skill box with the class.
- Play the audio again. Students should write the correct numbers. Ask students to compare their answers with a partner before you check answers with the class.
- **Optional step** Play the audio again. Pause at key points if students have problems hearing answers. Break the class into new pairs. Students should take turns saying the numbers.

VOCABULARY AND PRONUNCIATION NOTES

On the board write the letters *M*, *N*, *O*, and *P*. Ask students to deduce why we often say zero as "oh" (e.g., because "0" and a capital of the letter "O" look similar; because it is faster to say "oh" than to say "zero").

People usually say long numbers digit by digit. We usually don't say the hyphens when reading long numbers aloud. But people do tend to pause where the hyphens are (e.g., when saying phone numbers). Some situations may require us to say where the hyphens are, though. For such numbers, it's easy to use the word *dash*.

Long numbers are found in many places, such as on credit cards, forms, or government documents. Being able to say them clearly is a useful communication skill.

For further information and practice, see **Vocabulary reference** Unit 1 on page 160 of the Student's Book.

For additional practice, refer to the **Vocabulary activity** on page 247 of the Teacher's Book.

LISTENING

4 1.6

- Point out that students should focus on the order of the speakers. Explain that they do not need to remember the numbers, but what they are talking about.

- Play the audio. Students should listen and letter the three options a, b, or c.
- **Optional step** Play the audio again. Pause at key points if students have problems hearing answers.

AUDIO 1.6

Narrator: A

Vaishna: Hi, Ali. How are you?

Ali: Hey, Vaishna. I'm great!

Vaishna: Is your phone number 020-238-5810?

Ali: No, it's not. It's 020-238-9810.

Vaishna: Oh, OK. 020-238-9810. Thanks!

Extra activity

Break the class into pairs. Ask students to think of fake but believable phone numbers and to take turns saying them. Their partners should listen and write them down.

GRAMMAR

6

- Read the Grammar box with the class.
- **Optional step** Break down the question form on the board by drawing this table showing how *be* sentences and *Yes / No* questions are related:

I	am	
Am	I	
You	are	(American)
Are	you	
He / She / It	is	
Is	he / she / it	

Then draw another table to show all the possible short answers:

	I	am.
Yes,	you	are.
	he / she / it	is.
	I'm	not.
No,	you	aren't.
	he / she / it	isn't.
	you're	not.
	he's / she's / it's	not.

Point out that you can also use the short forms "No, you're not" or "No, she's not."

GRAMMAR NOTES

A common error for learners is forgetting to invert the subject and the verb when making questions: *You are from France?* One reason is that in many languages there is no inversion to form questions, just a change of intonation.

Another possible difficulty for students is leaving out pronouns (*Is 9184?*) or *be* verbs (*You Egyptian?*) depending on the learner's first language.

- Elicit the first answer to get students started. Ask students to complete the questions, and then compare their answers with their partners.
- **Optional step** Ask students to work in pairs and ask each other the four questions. Tell them to make up their own short answers, and try and answer the questions in different ways.

For additional practice, refer to the **Grammar activity** on page 262 of the Teacher's Book.

Extra activity

Play the Sticky Note game. Hand out sticky notes to each student in the class. Ask students to write the name of a famous person on their sticky note. Say, "Keep it a secret." Ask students to stick the note on their partner's forehead. Students should walk around the class and try to find out who they are by asking "Am I ...?" questions like "Am I from New Zealand?" or "Am I Amanda Gorman?" Tell students that they can use the names of people they have read about in the Student's Book if they are not able to come up with their own ideas. Students can answer using *Yes / No* short answers. Set a five-minute time limit.

For further information and practice, see **Grammar reference Unit 1C** on page 166 of the Student's Book.

7

- **Optional step** Ask students to brainstorm situations when we need to say our phone number and / or address (e.g., ordering food by phone).
- Read through the Useful Language box with the class. It is a good idea to drill the expressions and ask students to repeat after your model.
- Ask students to complete the sentences and then compare their answers with a partner.

SPEAKING

8

- Give students time to read the numbers before working in pairs.
- Set a three-minute time limit. Students should take turns saying a number while the other student listens and points to the correct one.
- As students speak, listen carefully and note any errors. At the end, in feedback, talk about errors you heard (e.g., incorrect numbers). Ask students how they would correct the errors.

9

- Break the class into new pairs. Give students time to read the information.
- **Optional step** Read the people and street names aloud to the class and ask students to repeat after you.
- Ask one student to choose a name. The other student should ask their partner's phone number and address and work out which name their partner has chosen.
- **Optional step** Provide a model for the task by asking a student to choose a person. Ask the student questions to discover their identity.

For additional practice, refer to the **Communication activity** on page 223 of the Teacher's Book.


See **Workbook** pages 7–8 for extra practice (Vocabulary, Listening, Grammar).

LESSON GOALS


- **SPEAKING** This lesson integrates reading and listening, as well as speaking. Its main aim is to empower students to greet others and introduce themselves to others. Students learn specific language to greet each other politely, get to know a person by asking questions, and learn how to say “goodbye.” The lesson ends with a role-play in which students practice introducing themselves in formal and informal situations.

SPEAKING AND LISTENING

1

- Read the question with the class. Give students one minute to think of ideas. This gives them confidence to discuss the question later with their partner.
-  Students should discuss the question with a partner. In feedback, ask pairs to share their ideas with the class.

2  1.7

- **Optional step** Give students time to read the sentences in the conversations.
-  Play the audio. Students should write numbers beside each sentence to put them in order. Ask students to compare their answers with a partner.
- Play the audio again. Check answers as a class.

AUDIO 1.7

Narrator: 1

Wei Ming: Hello. I'm Wei Ming. What's your name?

Nader: Hi. I'm Nader. Nice to meet you, Wei Ming.

Wei Ming: Nice to meet you, too, Nader.

Narrator: 2

Raul: Good morning. Are you Ahmed?

Ahmed: Yes, that's right. Are you Raul?

Raul: Yes, I am. It's nice to meet you!

Narrator: 3

Colleen: Good afternoon. I'm Colleen, from the U.K.

Brian: Hi. I'm Brian. I'm from the U.K., too!

Colleen: Nice to meet you, Brian.


COMMUNICATION SKILL NOTES

This lesson introduces expressions that people use when they meet for the first time. Students may find it difficult to talk to people they don't know, even when they are speaking their first language. Explain to students that one common technique is to ask the other person about themselves. Explain that they should not ask very personal questions (e.g., the topic of money should be generally avoided).

Use this lesson to help students meet their classmates so they begin to feel comfortable with each other. Particularly during the first classes, change partners often. Give students time to introduce themselves, using the language in this lesson, before they begin new tasks.

MY VOICE 

3  1.2

-  Give students time to read the expressions (a–c) and check that students understand what the options (1–3) mean. Play the video, which teaches four things to do when introducing yourself. Ask students to match the questions to the options. Students should compare their answers with a partner before you check answers with the class.
- **Optional step** Play the video again. Pause at key points if students have problems hearing answers.

VIDEO 1.2

You're at school. You want to make friends. What do you do? Introduce yourself!

Hi. I'm Chia. It's nice to meet you!

You can do it, too. Here are four steps.

One: Say a greeting. Say "Hello" or "Hi," and your name. Or say "Good morning," "Good afternoon," or "Good evening." Don't say "Good night." Good night is like "Goodbye."

Two: Ask a question. Ask "How are you?" or "What's your name?"

Three: Say something nice. Say something nice, like "It's nice to meet you."


Four: Find common, or same, things. Are you from the same country, city, or town?

Remember: When you introduce yourself, say a greeting, ask a question, say something nice, and find common things.


Extra activity

Play the video again. Ask students to focus on the last tip. Ask, "What is the same about the people in the video?" (from the same country, city, or town). Play the video a final time. Check answers as a class.

4

- Read aloud and discuss the information in the Communication Skill box. Point out that this is a summary of the information in the video.
- **Optional step** Remind students that they will be studying together for many weeks. Encourage them to listen carefully to their partner and remember their partner's name while doing the task.
-  Ask students to work in pairs and take turns introducing themselves. Once they are comfortable, ask them to walk around class and introduce themselves to their other classmates. Set a time limit of three minutes.

5

- Explain to students that some time expressions are specific to times of the day.
- Ask students to check the correct boxes. Explain that some greetings have more than one answer.
-  Assign students new partners. Ask them to introduce themselves, and then check their answers together. Then, check answers as a class.

VOCABULARY NOTES

Use *good morning* from around 5 a.m. until noon. Use *good afternoon* from noon until around 5 p.m. Use *good evening* after around 5 p.m.

Extra activity

Give students more specific information about when to use *good morning / afternoon / evening* (see Vocabulary notes). Say, "It's 7 p.m." Ask students to greet you using the correct greeting. Practice with additional times.

6

- Read the Useful Language box with the class. Students should then answer the questions. Ask students to share their answers with the class.
- **Optional step** Model the expressions in the box. Students should listen and repeat so that they gain confidence in using the expressions.

Extra activity

Ask students to identify which ways of saying "hello" and "goodbye" are the most formal or polite. Break the class into new pairs. Ask them to introduce themselves again using formal language.

PRONUNCIATION

7  **1.8**

- Give students time to look at the Clear Voice box. Play the audio. Students should listen and repeat.
- **Optional step** Play the audio again. Pause at the stressed words if students have problems hearing the stress.

AUDIO 1.8

I'm Ellis. I'm from Japan.
Are you Dutch? I'm Dutch, too.


1D

Introducing yourself


LESSON GOAL

- Learn how to introduce yourself
- Learn different greetings
- Practice introducing yourself to others

SPEAKING AND LISTENING

- 1 Work in pairs. What do you say when you meet someone new?
Hi; Hello; Hey; How's it going?
- 2  **1.7** Listen to three conversations. Number the sentences in order. Listen again to check.
 - Conversation 1**
 - a Hello. I'm Wei Ming. What's your name? 1
 - b Nice to meet you, too, Nader. 3
 - c Hi. I'm Nader. Nice to meet you, Wei Ming. 2
 - Conversation 2**
 - d Yes, I am. It's nice to meet you! 3
 - e Yes, that's right. Are you Raul? 2
 - f Good morning. Are you Ahmed? 1
 - Conversation 3**
 - g Hi. I'm Brian. I'm from the U.K., too! 2
 - h Good afternoon. I'm Colleen, from the U.K. 1
 - i Nice to meet you, Brian. 3

MY VOICE 

- 3  **1.2** Watch the video about introducing yourself. Then match the words.

1 a greeting	→	a How are you?
2 a question	→	b It's nice to meet you.
3 something nice	→	c Good afternoon.
- 4 Look at the Communication Skill box. Then work in pairs and greet your partner.

COMMUNICATION SKILL

Introducing yourself

When you meet someone new ...

Say a greeting:

Hi, I'm Colleen. I'm from the U.K.

- Ask a question: *How are you?*
- Answer questions: *I'm fine, thank you.*
- Say something nice: *It's nice to meet you.*
- Find common things: *I'm from the U.K., too!*

- 5 When do people say the greetings? Check (✓) the boxes. More than one box is possible.

			
Good morning	✓		
Good evening			✓
Good afternoon		✓	
Good night			✓
Bye-bye	✓	✓	✓
Hi	✓	✓	✓

- 6 Look at the Useful Language box. Which expressions mean "hello"? Which mean "goodbye"?

Useful Language Hellos and Goodbyes

Greetings

Hi. / Hello. *hello*

Good morning / afternoon / evening. *hello*

Questions and answers

What's your name?

How are you?

I'm fine, / I'm great, thank you.

Polite expressions

It's nice to meet you.

Nice to meet you, too.

Saying goodbye

Goodbye. / Bye-bye. / Good night. *goodbye*

PRONUNCIATION

- 7  **1.8** Look at the Clear Voice box. Listen and repeat.

CLEAR VOICE

Stressing important words

People stress important words.

I'm Ellis. I'm from Japan.

Are you Dutch? I'm Dutch, too.



PRONUNCIATION NOTES

When we speak, we emphasize important words so that they are easier for the listener to hear. This is called "sentence stress," and it can be particularly difficult for students who speak with equal stress on every word in their first language.

There are several reasons why sentence stress is important. First, in English, when we don't stress any (or many) words, we sound robotic. Stress gives what we say feeling. Second, different stress can give sentences different

meanings. For example, these all mean slightly different things:

*She's my **English** teacher.* (not my math or science teacher)

***She's** my English teacher.* (not someone else)

Tell students that they should focus on being able to hear the stress.

Finally, sentence stress is important because the sounds of words in sentences often blend together. Without stress, this blending can make understanding people difficult.