

VOICES



CHIA SUAN CHONG • LEWIS LANSFORD

ON THE COVER

Ko Hyojoo is a popular South Korean longboarder. Her style is special because she dances at the same time. Hyojoo started longboarding in 2014 because she wanted a new hobby.

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VOICES

CHIA SUAN CHONG AND LEWIS LANSFORD

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Scope and sequence

	GRAMMAR	VOCABULARY	PRONUNCIATION
<p>1 Who am I? Pages 10–21</p> 	<p>simple present <i>be</i>; articles <i>an</i> and <i>a</i>; questions with <i>be</i></p>	<p>countries and nationalities</p>	<p>saying /tʃ/ and /dʒ/; saying /tʃ/ and /ʃ/</p>
<p>2 People in my life Pages 22–33</p> 	<p>object pronouns; simple present; demonstratives</p>	<p>things people wear</p>	<p>saying /nt/ and /znt/; saying /r/ and /l/</p>
<p>3 Free time Pages 34–45</p> 	<p>simple present questions and answers; adverbs of frequency; expressions of frequency</p>	<p>activities</p>	<p>saying /t/ and /d/; saying /ɔ:/ and /ɜ:(r)/</p>
<p>4 Homes Pages 46–57</p> 	<p>present continuous; <i>there is / there are</i></p>	<p>things in a house</p>	<p>stressing <i>be</i> in the present continuous; saying /h/ and /r/</p>
<p>5 Then and now Pages 58–69</p> 	<p>simple past <i>be</i>; <i>there was / there were</i></p>	<p>describing a place</p>	<p>stressing syllables; understanding sentence stress</p>
<p>6 People and places Pages 70–81</p> 	<p>likes, dislikes, and preferences; <i>can</i> and <i>can't</i> for possibility</p>	<p>vacation collocations</p>	<p>saying /pr/, /tr/, /dr/, /fr/; stressing <i>can</i> and <i>can't</i></p>

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an infographic about jobs; thinking about the topic	an interview with an explorer; listening for specific information	an online form; checking what you write	tips for making English your own	fact or opinion?	talking about photos; talking about my English; saying email addresses
online posts about friends and social media; finding meaning (1): using word parts	a conversation describing photos; understanding how people feel	a social media post and comment; using a variety of adjectives	active listening	identifying reasons	listening to understand
an article about free-time activities; understanding reference words	a podcast about what makes us happy; predicting the content	an email asking for information; structuring an email	five tips for messaging	reflecting	asking for information in an email
an article about animal homes and highways; recognizing the main idea of a paragraph	an explorer describes her home; activating vocabulary	an advertisement for a vacation home; giving useful information	avoiding misunderstandings	why is it important?	avoiding misunderstandings; explaining why something is useful or important
city guides about special days; understanding numbers	a description of a city; finding meaning (2): content words	an informal email invitation; ending with a request for action	understanding other people's views	analyzing similarities and differences	giving possible reasons; invitations
an article about people and places; scanning	explorers talk about vacations; recognizing synonyms	a city guide; connecting ideas	influencing styles	inferring meaning	making recommendations; push and pull influencing; giving examples

Scope and sequence

	GRAMMAR	VOCABULARY	PRONUNCIATION
<p>7 Things Pages 82–93</p>	 <p>possession; countable and uncountable nouns</p>	<p>everyday items</p>	<p>saying consonants together; saying /s/ and /z/</p>
<p>8 Stories Pages 94–105</p>	 <p>simple past; simple past negative and questions</p>	<p>past time expressions</p>	<p>saying simple past regular verb endings; understanding connected speech: <i>did you</i>; stressing important words</p>
<p>9 Getting around Pages 106–117</p>	 <p>comparative adjectives; polite offers and requests with <i>can</i></p>	<p>taking a train</p>	<p>saying /p/ and /b/; saying /k/ and /g/</p>
<p>10 Skills and experiences Pages 118–129</p>	 <p>present perfect; present perfect or simple past?</p>	<p>life skills</p>	<p>understanding weak <i>have</i>; saying /ɪ/ and /i:/</p>
<p>11 Extremes Pages 130–141</p>	 <p>superlative adjectives; <i>have to</i> / <i>don't have to</i></p>	<p>weather</p>	<p>saying /st/; saying /b/ and /v/</p>
<p>12 The future Pages 142–153</p>	 <p><i>going to</i>; <i>will</i> for predictions</p>	<p>future time expressions</p>	<p>understanding contractions (1): <i>gonna</i> and <i>wanna</i>; understanding contractions (2): <i>will</i></p>

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an infographic about smartphones; scanning for numbers	an interview about everyday items; learning the stress patterns of new words	a product description; providing details in descriptions	understanding different gestures	drawing conclusions	talking about how much/many; describing things; understanding gestures; describing a product
an article about stories; skimming for the topic of a paragraph	an explorer talks about an important life event; listening for key points	a movie or book review; organizing an online review	signposting your story	understanding diagrams	signposting in stories; reviewing a movie/book
an article about traveling; finding meaning (3): using context	travel announcements; listening for important information	an informal email to a friend; using imperatives in an email	dealing with impolite behavior	analyzing problems and solutions	describing what you see; asking for ticket information; giving ticket information; giving directions
an article about important experiences; understanding cause and effect	people talking about life skills; understanding sequence	a job application email; starting formal emails	making small talk	bringing information together	starting small talk; talking about skills
a quiz about world records; finding meaning (4): using a dictionary	weather reports; preparing for listening	a restaurant review; information to include in a review	understanding different Englishes	evaluating sources	asking people to repeat and explain; describing a restaurant experience
an infographic about cities in the future; summarizing (1): short notes	explorers talk about the future; summarizing (2): a mind map	a blog post; getting your readers' attention	having difficult conversations	predicting how likely something is	having difficult conversations; talking about the future

Meet the explorers



ABBY MCBRIDE

Lives: U.S.A.

Job: I'm a sketch biologist—this means I study wildlife and draw pictures of it. I travel all over the world and describe my adventures in ecology and conservation using pictures. I spent 2018 in New Zealand studying seabirds.

What do you like to cook? Anything with chocolate!

Find Abby: Unit 8



ANNE D. JUNGBLUT

Lives: U.K.

Job: I'm a microbiologist and polar scientist—this means I study the ecology of the cold North and South Poles. I'm trying to learn how nature may respond to climate change in these regions. I'm a research scientist at the Natural History Museum in London.

What place in the world did you like best? Antarctica.

Find Anne: Unit 10



ALEC JACOBSON

Lives: Canada

Job: I'm a journalist, photographer, and adventurer. My goal is to use photography and storytelling to talk about important problems, such as the environment, and tell stories about people in different parts of the world.

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

Find Alec: Unit 8



ANUSHA SHANKAR

Lives: U.S.A.

Job: I'm a wildlife biologist, and I'm interested in how animals live in extreme conditions. I'm a researcher at the University of Alaska Fairbanks, and my research is on hummingbirds and how they save energy.

Describe yourself in three words: Salsa-dancing biologist!

Find Anusha: Unit 4; Unit 12



ALYEA PIERCE

Lives: U.S.A.

Job: I'm a performance poet and educator—I work with young people using creative writing and theater. As a black female writer, I also try to tell stories we don't often hear.

What do you do in your free time? I love to eat and sleep and then eat again. Sleep is important!

Find Alyea: Unit 7



BRIAN KASTL

Lives: U.S.A.

Job: I'm a conservationist—this means I'm trying to save rare species. I'm a PhD student at the University of California, Berkeley, and my research is on saving endangered coho salmon in California.

What do you always take with you when you travel? When possible, my bike or surfboard!

Find Brian: Unit 3



CAROLINA CHONG MONTENEGRO

Lives: Australia

Job: I'm a fisheries ecologist—I study fish and their environment. I'm doing research for my PhD at the University of Queensland on a kind of fish that's rare because of too much fishing.

Who/What do you miss when you are traveling? My family and food from home.

Find Carolina: Unit 1



ELLIE DE CASTRO

Lives: Philippines
Job: I'm an archeologist—I'm interested in what we can learn about our own history from what we find in the ground. I also try to get children interested in their own history through my National Geographic Young Explorer project.
What languages do you speak? Filipino, English, and German.
Find Ellie: Unit 12



NORA SHAWKI

Lives: Egypt
Job: I'm an archeologist—I study people and places from the past. I spend my time digging and doing research. Now, I'm working in the Nile Delta in Egypt to try to save areas from modern development.
Where was your best meal? A local restaurant called Prince does amazing Egyptian food.
Find Nora: Unit 2; Unit 6



FEDERICO FANTI

Lives: Italy
Job: I'm a paleontologist and geologist—this means I study the history of life on Earth, looking at fossils and rocks. I'm also a professor at the University of Bologna in Italy.
Who's in your family? Luckily, four generations of crazy people!
Find Federico: Unit 6



ROBBIE SHONE

Lives: Austria
Job: I'm a photographer with a special interest in caves. I often travel to remote parts of the world to photograph very large, dark underground systems.
Is there anything you don't like to eat? Only bananas.
Find Robbie: Unit 11



LIA NAHOMI KAJIKI

Lives: Brazil
Job: I'm an ornithologist—this means I study birds. I'm trying to learn more about one of the many birds that live only in Cerrado, in central Brazil. I'm a PhD student in Ecology at the University of Brasília.
Where is your favorite place to visit? Jericoacoara in Brazil.
Find Lia: Unit 9



SALOME BUGLASS

Lives: Canada
Job: I'm a marine ecologist in the Galápagos, Ecuador—this means I try to help save sea environments. At the moment I'm studying underwater mountain systems, called seamounts.
What's your best memory? My first ever dive.
Find Salome: Unit 5



MARIA FADIMAN

Lives: U.S.A.
Job: I'm a conservationist—I want to save the environment. I'm especially interested in the rainforests of Latin America. I'm also an associate professor at Florida Atlantic University.
Where do you call "home"? My heart is with the redwood trees in California.
Find Maria: Unit 10

Cosplayers visit Japan Day
in Düsseldorf, Germany.





1

Who am I?

GOALS

- Think about the topic before reading an infographic
- Ask for and give personal information
- Talk about different countries and nationalities
- Listen for specific information in an interview
- Explore tips for making English your own
- Complete personal details on an online form

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What words can you use to describe these three people?
- 2 Do you sometimes try to be someone different? When?

WATCH

2 1.1 Watch the video. Answer the questions in pairs.

NATIONAL GEOGRAPHIC EXPLORER



CAROLINA CHONG MONTENEGRO

- 1 Where is Carolina from?
- 2 Where does she live now?
- 3 What languages does she speak?

3 Make connections. Carolina introduced herself in the video. Work in pairs and introduce yourself to your partner.

My name is Akira. I'm from Japan, but I now live in Mexico. I'm an office worker. My first language is Japanese. I also speak Spanish and English.

1A

What do you do?

LESSON GOALS

- Think about the topic before reading
- Understand an infographic about jobs
- Notice facts and opinions
- Practice the sounds /tʃ/ and /dʒ/

READING

1 Match the jobs (1–6) with the descriptions (a–f). Do you know people with these jobs? What other jobs do you know of? Discuss with a partner.

- | | | | |
|--------------------|-----------------------|-----------------------|------------------------|
| 1 A nurse | <input type="radio"/> | <input type="radio"/> | a makes cities safe. |
| 2 A police officer | <input type="radio"/> | <input type="radio"/> | b makes things. |
| 3 A sales clerk | <input type="radio"/> | <input type="radio"/> | c works in movies. |
| 4 An engineer | <input type="radio"/> | <input type="radio"/> | d flies planes. |
| 5 A pilot | <input type="radio"/> | <input type="radio"/> | e sells things. |
| 6 An actor | <input type="radio"/> | <input type="radio"/> | f works in a hospital. |

2 Look at the Reading Skill box. In pairs, answer questions 1–5 about the infographic on page 13.

READING SKILL

Thinking about the topic



Before you read, look at the text. Notice ...

- the type of text
- large or bold words
- the title
- images

Ask: What do I know about this topic? What will I learn?

- 1 What's the title of the infographic?
- 2 What words or numbers are large or in bold?
- 3 What do the images show?
- 4 What do you know about International Workers' Day?
- 5 What do you think you'll learn from the infographic?

3 Read the infographic. Match the sections of the infographic (A–D) with the topics below.

- 1 Types of jobs and how many people do them _____
- 2 Why some people don't have jobs _____
- 3 A holiday people celebrate in many countries _____
- 4 Popular jobs in China, the U.S.A., and Brazil _____

4 Look at the Critical Thinking Skill box. Are sentences 1–4 fact (F) or opinion (O)?

CRITICAL THINKING SKILL

Fact or opinion?



A *fact* is true for everyone. For example: *There are 30 days in September.*

An *opinion* is something you think or believe—it is not a fact. For example: *Being an engineer is a great job.*

- | | | |
|--|---|---|
| 1 A student's life is easy. | F | O |
| 2 In Mexico, Labor Day is on May 1st. | F | O |
| 3 Both Apple and Samsung make cell phones. | F | O |
| 4 Office work is boring. | F | O |

5 Read the infographic again. Does it contain all facts or all opinions? Discuss with a partner.

PRONUNCIATION AND SPEAKING

6 1.1 Look at the Clear Voice box. Listen and repeat.

CLEAR VOICE

Saying /tʃ/ and /dʒ/



When you say /tʃ/, there is no voice from the throat.

/tʃ/ *teacher, child*

When you say /dʒ/, there is voice from the throat.

/dʒ/ *job, engineer*

7 Work in pairs. Discuss the questions.

- 1 What jobs are very difficult? Why?
- 2 What jobs are very easy? Why?
- 3 What is your dream job?

My dream job is to be an engineer—I want to make and design things.

EXPLORE MORE!

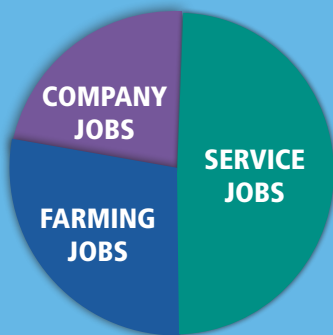
Find out about jobs in your country. Search online for "important industries in (your country)."

Workers and Jobs Around the World



A **International Workers' Day** is a holiday in many countries around the world. It celebrates working people and their jobs. People in some places plan parties or other events. Others have a day off work. The holiday is usually on May 1st, but some countries celebrate workers in September or at another time.

B What jobs do people do?



49% work in **service jobs**. These include doctors, nurses, teachers, sales clerks, office workers, actors, cooks, waiters, lawyers, pilots, police officers, and people in the tourism industry.

28% work in **farming**. Farmers grow plants and raise animals for food. The top five food-growing countries are China, India, the U.S.A., Indonesia, and Brazil.

23% work for **companies** that make things like cars, computers, clothing, roads, and buildings. This also includes companies that provide gas, electricity, and water. Companies such as Toyota and Apple make products that people know around the world.

C Did you know ... ?

- ▶ Workers in **China** make **80%** of the world's air conditioners, **70%** of the world's cell phones, and **60%** of the world's shoes.
- ▶ There are **4.5 million** sales clerks in **the U.S.A.** That's more than any other job.
- ▶ About **130,000** people in **Brazil** work in the automobile industry.

% = "percent"
4.5 = "four point five"

D About half of the world's people don't work. Here's why:

They ...

- are students.
- take care of their family.
- are too young or too old.
- can't work for health reasons.
- don't have a job but want to find one.


1B

I'm interested in photography

LESSON GOALS

- Understand people making introductions
- Use *be* and *an/a* to make introductions
- Introduce yourself and other people

LISTENING AND GRAMMAR

- 1 Work in pairs. What information do people usually give when they first meet?
- 2  12 Listen to Leo, Monika, and Maria making introductions. Match the beginnings of the sentences (1–5) with the endings (a–e).

1 Leo is from	<input type="radio"/>	<input type="radio"/>	a Brazil.
2 Monika is from	<input type="radio"/>	<input type="radio"/>	b Argentina.
3 Maria is from	<input type="radio"/>	<input type="radio"/>	c Poland.
4 Maria and Monika are	<input type="radio"/>	<input type="radio"/>	d office workers.
5 Leo and Maria are	<input type="radio"/>	<input type="radio"/>	e interested in photography.

- 3 Read the Grammar box. How many different forms of the verb *be* can you see? Tell a partner.

GRAMMAR Simple present *be*

Use simple present *be* to ...

- say your name.
My name's Monika.
I'm Leo.
- say where you're from.
I'm not from Rio. I'm from Brasília.
- talk about your job.
I'm an office worker, too.
- talk about your interests.
Leo and I are both interested in photography.


Go to page 166 for the Grammar reference.




A photography class
in São Paulo, Brazil

4 Match the sentence halves.


- | | | | |
|------------|-----------------------|-----------------------|----------------------|
| 1 I | <input type="radio"/> | <input type="radio"/> | a 's Ahmed. |
| 2 We | <input type="radio"/> | <input type="radio"/> | b 'm Elena. |
| 3 You're a | <input type="radio"/> | <input type="radio"/> | c not from Rome. |
| 4 My name | <input type="radio"/> | <input type="radio"/> | d photographer. |
| 5 I'm | <input type="radio"/> | <input type="radio"/> | e 're both students. |


5  **13** Listen to the two introductions. Circle the correct job and country.


A




Fatma Al Nabhani

 **Job**
¹ Doctor / Tennis player


 **Home country**
² Spain / Oman


 **Interests**
 Fishing, seeing friends


B



Andrej Gajić

 **Job**
³ Scientist / Actor

 **Home country**
⁴ Brazil / Bosnia and Herzegovina

 **Interests**
 Photography, playing the guitar

6 Complete the conversation about Fatma and Andrej with the correct form of be. Use contractions where possible.

- A: Is Fatma a doctor?
 B: No, Fatma ¹ isn't a doctor.
 She ² _____ a tennis player.
 A: What does she like doing?
 B: She ³ _____ interested in fishing and seeing friends.
 A: Are Fatma and Andrej from Turkey?
 B: No, they ⁴ _____ from Turkey.
 She ⁵ _____ from Oman, and he ⁶ _____ from Bosnia and Herzegovina.

7 Read the Grammar box. Then complete sentences 1–3 with an or a.

GRAMMAR Articles *an* and *a*

Use *an* with vowels (a, e, i, o, u).

He's an adventurer.

Use *a* with other letters.

She's a tennis player.

Go to page 166 for the Grammar reference.

- I'm not _____ doctor. I'm _____ engineer.
- Lisa isn't _____ student. She's _____ teacher.
- This is José. He's _____ artist.

SPEAKING

8 Work in pairs. Introduce yourself to your partner.

A: My name's Lisa. I'm from Argentina. I'm a nurse. I'm interested in ballroom dancing.

B: I'm David. I'm from Spain. I'm an office worker. I'm interested in soccer.

9 Now walk around the classroom with your partner. Introduce your partner to your classmates.

A: This is David. He's from Spain. He's an office worker. He's interested in soccer.

B: This is Lisa. She's from Argentina. She's a nurse. She's interested in ballroom dancing.

10 What do you remember about the people in your class? Work in small groups. Take turns talking about your classmates. As a group, correct any false sentences.

A: João and Maria are from Rio.

B: Yes, that's right. And Mei is from Madrid.

C: Mei isn't from Madrid. She's from Shanghai.

A: Yes, you're right. She's from Shanghai.

B: Sebastian is interested in tennis.

C: No, he's not. He's interested in music.

1C

Where are you from?

LESSON GOALS

- Talk about countries and nationalities
- Practice the sounds /tʃ/ and /ʃ/
- Listen for specific information
- Ask and answer questions using *be*

VOCABULARY AND PRONUNCIATION

- 1 1.4 Complete the missing countries and nationalities with the words in the box. Then listen to check.

Brazilian	China	Czech	Japanese
Mexico	Russian	Spain	Turkish

COUNTRY	NATIONALITY
1 <u>Mexico</u>	Mexican
Russia	2 _____
Brazil	3 _____
4 _____	Spanish
Turkey	5 _____
6 _____	Chinese
Japan	7 _____
the Czech Republic	8 _____
the Netherlands	Dutch
the UAE	Emirati

Go to page 160 for the Vocabulary reference.

- 2 Work in pairs. Tell your partner what country you're from and what nationality you are. Can you name any other countries in English?
- 3 Circle the correct option to complete the sentences.
- 1 The capital of *the UAE / Emirati* is Abu Dhabi.
 - 2 *Japan / Japanese* food is popular worldwide.
 - 3 In *Russia / Russian*, winters are very cold.
- 4 1.5 Look at the Clear Voice box. Listen and repeat.

CLEAR VOICE

Saying /tʃ/ and /ʃ/

When you say /tʃ/, there is no voice from the throat. The sound ends quickly.

/tʃ/ **C**hinese, **C**zech, **D**utch

When you say /ʃ/, there is no voice from the throat.

You can make the sound continuously.

/ʃ/ **n**ationality, **R**ussian, **S**panish



LISTENING

NATIONAL GEOGRAPHIC EXPLORER

- 5 1.6 Listen to an interview with Carolina. Complete the chart below using these names.

Carolina Chong Montenegro Patricia

Given name(s)	Middle name(s)	Family name(s)

- 6 1.7 Look at the Listening Skill box. Then read the notes from the interview (1–7). What type of information do you need? Listen and circle the correct options to complete the notes about Carolina.

LISTENING SKILL

Listening for specific information



Before you listen to complete an exercise, read the exercise so you know what you need to listen for. Ask: What type of information do I need? Is it a number, a person, a time, a name, or a place?

- 1 The name Chong is from Carolina's *mother / father*.
- 2 The name Montenegro is from her *mother / father*.
- 3 Job: *biologist / fish farmer*
- 4 University: in *Brisbane / Sydney* in Australia
- 5 Home country: *Australia / Ecuador*
- 6 Hometown: *Guayaquil / Quito*
- 7 She's now a *teacher / student* at the University of Queensland, Australia.

EXPLORE MORE!

Search online for "Carolina Chong Montenegro" and find out more about her and her work.

GRAMMAR

- 7 Read the Grammar box. Circle the correct option to complete sentences 1 and 2.

GRAMMAR Questions with *be*

Yes/no questions with *be*

Start *yes/no* questions with *be*.

Is Carolina your given name?

Yes, it is.

Open questions with *be*

Start open questions with a question word + *be*.

What's your full name?

It's Carolina Patricia Chong Montenegro.

Go to page 166 for the Grammar reference.

- 1 In *yes* or *no* questions, the verb *be* appears at the *beginning* / *end* of the question.
2 In open questions, the verb *be* appears *before* / *after* the question word.
- 8 Look at the two photos. Then complete the conversation with the correct form of *be*.

A: This is me at work in Chongqing, China.

B: ¹ _____ you a chef?

A: No, I ² _____. I'm a waiter.

B: What ³ _____ that food?

A: It ⁴ _____ my lunch. I usually eat lunch at the restaurant before I start work there.

B: And what about this photo—⁵ _____ they your friends?

A: Yes, they ⁶ _____. We work together.

SPEAKING

- 9 Work in groups. Take turns showing photos and asking and answering questions about them. Use your own photos or the photos on page 179. Use the Useful Language to help you.

Useful Language Talking about photos

Who's that?

Who are they?

Is she/he your father/mother/son/daughter/
brother/sister?

Are they your friends?

Where's he/she from?

Where are they from?

Where's this?

What's that food?

A: *Who's that?*

B: *That's Peter.*

A: *Is he your brother?*

B: *No, he's my cousin.*

