

VOICES

TEACHER'S BOOK



MIKE SAYER

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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

MIKE SAYER



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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 /ɔː/ and /ɜː(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

7 Things

Pages 82–93



possession;
countable and
uncountable nouns

everyday items

saying consonants
together; saying /s/
and /z/

8 Stories

Pages 94–105



simple past; simple
past negative and
questions

past time
expressions

saying simple
past regular
verb endings;
understanding
connected speech:
did you; stressing
important words

9 Getting around

Pages 106–117



comparative
adjectives; polite
offers and requests
with *can*

taking a train

saying /p/ and /b/;
saying /k/ and /g/

10 Skills and experiences

Pages 118–129



present perfect;
present perfect or
simple past?

life skills

understanding weak
have; saying /ɪ/ and
/i:/

11 Extremes

Pages 130–141



superlative
adjectives; *have to* /
don't have to

weather

saying /st/;
saying /b/ and /v/

12 The future

Pages 142–153



going to; *will* for
predictions

future time
expressions

understanding
contractions (1):
gonna and *wanna*;
understanding
contractions (2): *will*

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

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 Student's Book 2*, teachers and students are presented with 12 topic-related units. Each unit has the same structure and clear signposting throughout (see **"Student's Book unit walkthrough"** 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 **two grammar points** contextualized within a reading or listening text.

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

- Each unit has a **clear topic-related vocabulary** set which 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, roleplays, 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 audioscripts**.
- 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, including exam tasks, 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.

Voices Digital Resources for ...

PREPARATION

- The **Professional Development Video Collection** is a set of video-based professional development resources developed by the *Voices* author team and designed to help as you prepare to deliver engaging courses using *Voices* in all classrooms.
- Access your Online Grammar Instructor Account. Visit learn.eltngl.com to sign in or register for an instructor account on National Geographic Learning's online platform. Materials available include Teacher's Books, video, audio, answer keys, assessment materials, worksheets, and more.

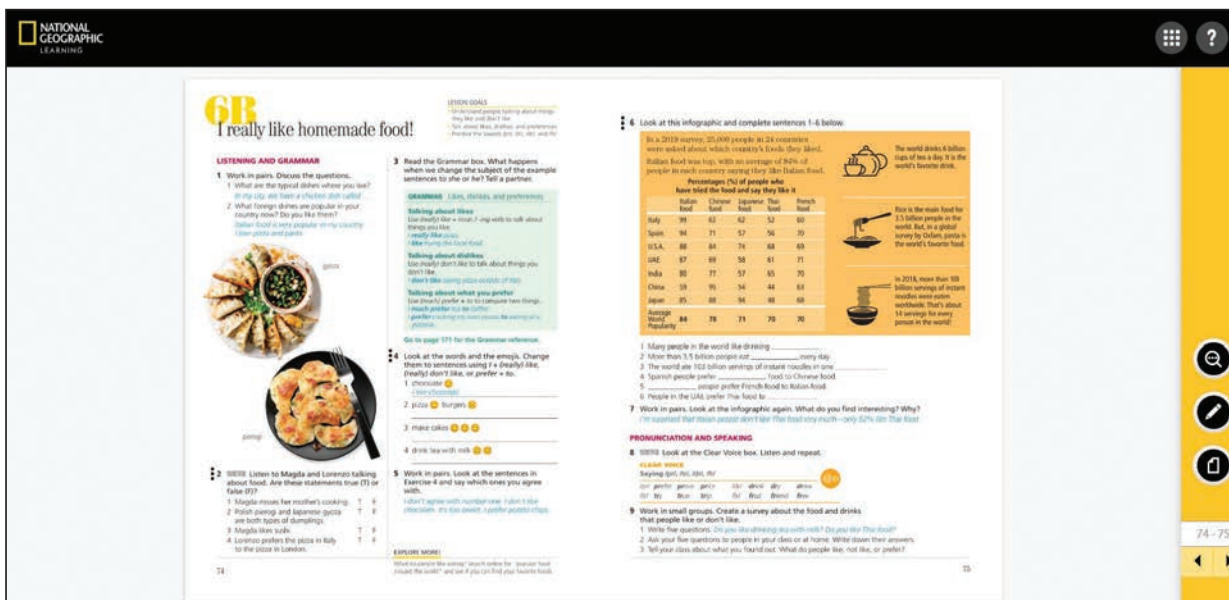


Starting with safe communicative tasks:

- Offer multiple choices and polls
- Get students to rank their classmates' answers
- Get students to brainstorm and list ideas in the chat box
- Give them a model answer to follow

LIVE LESSONS

- The **Voices Classroom Presentation Tool** includes the complete Student's Book, Workbook, and corresponding video, audio, and answer keys, as well as fun language games for use in class. The CPT is an effective classroom-management tool for in-person and online learning.
- Available through the Online Practice in the Learning Management System, interactive **Student's eBooks** provide a print alternative and include everything that a student needs to be an active participant in any classroom.



6B I really like homemade food!

LISTENING AND GRAMMAR

1. Work in pairs. Discuss the questions.
 1. What are the typical dishes where you eat?
 2. In my city, who likes a chicken dish called ...?
 3. What foreign dishes are popular in your country now? Do you like them?
 4. Italian food is very popular in my country. How do you like it?

GRAMMAR Like, dislike, and preferences

Talking about likes
Use the phrases in the box to talk about things you like and dislike.

Talking about dislikes
Use the phrases in the box to talk about things you don't like.

Talking about what you prefer
Use the phrases in the box to compare two things. (Remember to use the correct grammar.)

4. Look at the words and the emoji. Change them to sentences using a really? like, really? don't like, or prefer + to.

1. chicken 🍗
2. pizza 🍕
3. make cakes 🍰
4. drink tea with milk 🍵

5. Work in pairs. Look at the sentences in Exercise 4 and say which ones you agree with.

EXPLORE MORE!

6. Look at this infographic and complete sentences 1-4 below.

In a 2019 survey, 20,000 people in 28 countries were asked about which country's foods they liked. Italian food was top, with an average of 94% of people in each country rating their like Italian food.

Country	Percentages (%) of people who have tried the food and say they like it			
	Italy	China	Japan	USA
Italy	98	82	82	80
Spain	94	71	57	56
USA	88	84	74	68
UK	87	88	58	61
India	80	77	57	55
China	78	76	54	44
Japan	75	88	94	68
Average	84	78	71	70

7. Work in pairs. Look at the infographic again. What do you find interesting? Why? I'm surprised that Italian people don't like their traditional food—only 82% like their food.

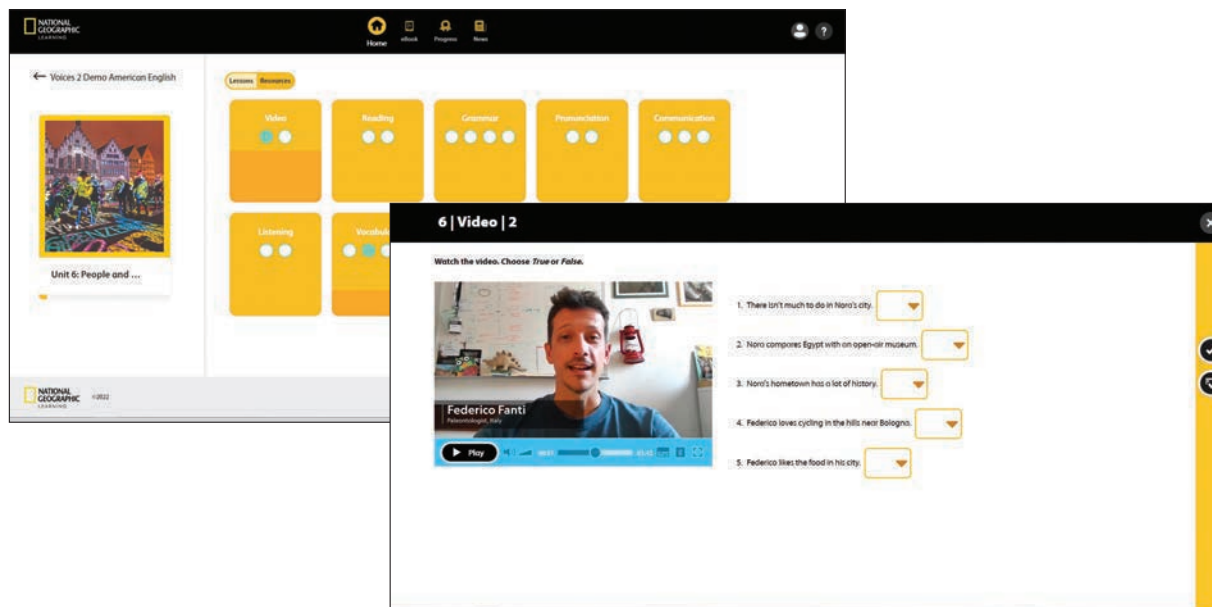
8. Listen to the audio and repeat.

9. Work in small groups. Create a survey about the food and drinks that people like or don't like.

1. Write five questions. Do you like drinking tea with milk? Do you like Thai food?
2. Ask your five questions to people in your class or at home. Write down their answers.
3. Tell your class about what you found out. What do people like, not like, or prefer?

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 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 toward 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 walkthrough

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.



People watch a light show at the Luminale festival in Frankfurt, Germany.

70

6

People and places

GOALS

- Scan an article for information
- Talk about likes, dislikes, and preferences
- Talk about vacations
- Recognize synonyms when listening
- Learn about different influencing styles
- Write a city guide

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Where are the people?
- 2 Where do people like going in your area?
- 3 What are your favorite places to go?

WATCH

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



- 1 Where does Nora live? What does she say about her city?
- 2 Where does Federico live? What does he enjoy doing in his city?

3 Make connections. How are you similar to the explorers? How are you different?

*Nora lives in a big city, and I live in a big city.
Federico loves walking, but I like driving.*

71

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

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

6A

When cultures mix

LESSON GOALS

- Scan for key information
- Understand an article about people and places
- Practice inferring meaning

READING

1 Work in pairs. Discuss the questions.

1 Is there a famous type of food, music, movie, art, or something else from your country? What is it?
I'm from Brazil. Samba is a famous type of music from my country.

2 What things from other countries are popular in your country?
Italian food is popular here.
We buy a lot of Japanese cars.

2 Look at the Reading Skill box. Then scan the article on page 73 (including the Facts box) and answer questions 1–3 below.

READING SKILL
Scanning

Look quickly at a text to find information, or the answer to a question. The question tells you what kind of information to look for:
What ... jobs → scan for jobs
Where → scan for a place
What country → scan for a country

1 What are Danai's two jobs? _____

2 Where was she born? _____

3 What other country is important to her? _____

3 Read the article again. Check (✓) the two ideas it includes.

a When cultures mix, it's interesting.
b "Home" can mean more than one country.
c It isn't easy to understand other cultures.

4 Work in pairs. Which of the ideas from Exercise 3 is the main idea? Do you agree? Why or why not?

EXPLORE MORE!
72 Search online for "Zimbabwe." Find out more about the country or an interesting person from there.

5 Look at the Critical Thinking Skill box. Which sentence about Danai can we infer from the article? Circle a or b.

CRITICAL THINKING SKILL
Inferring meaning

When we infer, we understand something that isn't said directly. For example, Danai talks about family vacations. She doesn't say "I enjoy traveling," but she talks about happy memories of travel. So we can infer that she enjoys traveling.

a Danai's true home is Zimbabwe.
b Danai feels that she has two home countries.

VOCABULARY

6 Complete the sentences with the words in bold (1–4) from the article.

1 The beaches in my country are _____. Tourists love to go there.
2 _____ people know the best restaurants where tourists don't go.
3 In my town, there are _____ from countries around the world.
4 I would love to _____ visitors from other countries around my town.

7 Work in pairs. Which sentences in Exercise 6 are true for you or your country?

SPEAKING

8 Work in pairs. Discuss the questions.

1 Do cultures mix in your country? What influences can you see?
Our food has influences from Arab culture. We watch a lot of TV shows and movies from ...

2 What are some great places to visit in your country?
The mountains are gorgeous.

Where are you from?

Actor and writer Danai Gurira knows two cultures very well: Zimbabwe—a country in Africa—and the United States. "When I moved to Africa as a girl," she says, "I thought I was American. Then when I came back, I realized how African I was." Both countries are home for Danai, and both are an important part of who she is—and where she's from.

What's special about Zimbabwe?
"Zimbabweans are interesting," she says, because of "**influences** from the British and all over the world, plus our own." Danai believes that when cultures mix in this way, it's good for people and helps them to grow.

Zimbabwe also has great places to visit, Danai says. When she was a child, her family often went on vacation to Victoria Falls and the Hwange National Park area, "an amazing place" for seeing wild animals. "The Mana Pools hot springs are **gorgeous**," she adds. Danai also recommends the Eastern Highlands, a popular place for outdoor activities like hiking and golf.

Her advice for visitors to Africa? Learn about the way **local** people live. "Do a lot of research. Meet people from the place; let them **guide** you."

DANAI GURIRA FACTS

- Born in Iowa, U.S.A.
- Grew up in Africa—in Harare, the capital city of Zimbabwe
- Moved back to the U.S.A.; studied acting in New York City
- Lives in Los Angeles, U.S.A.
- Speaks English, French, and two languages from Zimbabwe: Shona and Xhosa
- Has written plays and starred in movies, including Marvel's *Black Panther*



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

Explicit Critical Thinking instruction guides students to critically evaluate the reading text and to reflect on their own thought processes, encouraging them to think more analytically.

STUDENT'S BOOK UNIT WALKTHROUGH

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.


6B

I really like homemade food!


LISTENING AND GRAMMAR

1 Work in pairs. Discuss the questions.

- What are the typical dishes where you live? *In my city, we have a chicken dish called ...*
- What foreign dishes are popular in your country now? Do you like them? *Italian food is very popular in my country. I love pizza and pasta.*



gyoza



pierogi

2 Listen to Magda and Lorenzo talking about food. Are these statements true (T) or false (F)?

- Magda misses her mother's cooking. T F
- Polish pierogi and Japanese gyoza are both types of dumplings. T F
- Magda likes sushi. T F
- Lorenzo prefers the pizza in Italy to the pizza in London. T F

3 Read the Grammar box. What happens when we change the subject of the example sentences to *she* or *he*? Tell a partner.

GRAMMAR Likes, dislikes, and preferences

Talking about likes
Use (really) like + noun / -ing verb to talk about things you like.
I really like pizza.
I like trying the local food.

Talking about dislikes
Use (really) don't like to talk about things you don't like.
I don't like eating pizza outside of Italy.

Talking about what you prefer
Use (much) prefer + to to compare two things.
I much prefer tea to coffee.
I prefer cooking my own pizzas to eating at a pizzeria.

Go to page 171 for the Grammar reference.

4 Look at the words and the emojis. Change them to sentences using *I + (really) like, (really) don't like, or prefer + to*.

- chocolate 🍫
I like chocolate.
- pizza 🍕 🍔 🍟
- make cakes 🍰 🍰 🍰
- drink tea with milk ☕ 🍵

5 Work in pairs. Look at the sentences in Exercise 4 and say which ones you agree with.

I don't agree with number one. I don't like chocolate. It's too sweet. I prefer potato chips.

EXPLORE MORE!


What do people like eating? Search online for "popular food around the world" and see if you can find your favorite foods.

6 Look at this infographic and complete sentences 1–6 below.


In a 2019 survey, 25,000 people in 24 countries were asked about which country's foods they liked. Italian food was top, with an average of 84% of people in each country saying they like Italian food.

Percentages (%) of people who have tried the food and say they like it


	Italian food	Chinese food	Japanese food	Thai food	French food
Italy	99	62	62	52	60
Spain	94	71	57	56	70
U.S.A.	88	84	74	68	69
UAE	87	69	58	61	71
India	80	77	57	65	70
China	59	95	54	44	63
Japan	85	88	94	48	68
Average World Popularity	84	78	71	70	70



The world drinks 6 billion cups of tea a day. It is the world's favorite drink.



Rice is the main food for 3.5 billion people in the world. But, in a global survey by Oxfam, pasta is the world's favorite food.



In 2018, more than 103 billion servings of instant noodles were eaten worldwide. That's about 14 servings for every person in the world!

- Many people in the world like drinking _____.
- More than 3.5 billion people eat _____ every day.
- The world ate 103 billion servings of instant noodles in one _____.
- Spanish people prefer _____ food to Chinese food.
- _____ people prefer French food to Italian food.
- People in the UAE prefer Thai food to _____.

7 Work in pairs. Look at the infographic again. What do you find interesting? Why? *I'm surprised that Italian people don't like Thai food very much—only 52% like Thai food.*

PRONUNCIATION AND SPEAKING

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

CLEAR VOICE
Saying /pʁ/, /tʁ/, /dʁ/, /fʁ/

/pʁ/	prefer	prove	price	/dʁ/	drink	dry	draw
/tʁ/	try	true	trip	/fʁ/	fruit	friend	free

9 Work in small groups. Create a survey about the food and drinks that people like or don't like.

- Write five questions. *Do you like drinking tea with milk? Do you like Thai food?*
- Ask your five questions to people in your class or at home. Write down their answers.
- Tell your class about what you found out. What do people like, not like, or prefer?

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 topic-related vocabulary, 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.

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.

6C

You should talk to the local people

LESSON GOALS

- Understand people talking about vacations
- Learn vacation collocations
- Use can and can't for possibility
- Practice sentence stress

LISTENING

NATIONAL GEOGRAPHIC EXPLORERS

1 Listen to Nora Shawki and Federico Fanti talking about vacations. Answer the questions below.

1 Which country does each explorer talk about?
Nora: _____
Federico: _____

2 What type of vacation does each explorer talk about? Circle the correct option.
Nora: a *camping / history* vacation
Federico: a *hiking / shopping* vacation

2 Look at the Listening Skill box. Then match the words in bold (1–4) with the synonyms (a–d).

LISTENING SKILL
Recognizing synonyms

When listening for specific information, we need to recognize words with similar meanings. For example, if we are listening for information about “great places to visit,” the speaker might talk about “amazing places to go.”

1 **walking** in mountains ○ ○ a ancient
2 **very old** temples ○ ○ b talk to
3 **small** towns ○ ○ c hiking
4 **chat** with local people ○ ○ d little

3 Listen to Nora and Federico again. Check (✓) the topics they talk about.

	Nora	Federico
1 Walking in the mountains	<input type="checkbox"/>	<input type="checkbox"/>
2 Very old temples	<input type="checkbox"/>	<input type="checkbox"/>
3 Chatting with the local people	<input type="checkbox"/>	<input type="checkbox"/>
4 A crowded place	<input type="checkbox"/>	<input type="checkbox"/>
5 Small towns	<input type="checkbox"/>	<input type="checkbox"/>
6 The Pyramids of Egypt	<input type="checkbox"/>	<input type="checkbox"/>

VOCABULARY

4 Work in pairs. Match the verbs (1–8) with the nouns (a–h) to make vacation collocations. Then listen to check.

1 spend ____	a a show
2 go ____	b a hotel
3 pack ____	c time doing something
4 pay ____	d sightseeing
5 join ____	e tickets in advance
6 check into ____	f in cash / by card
7 buy ____	g your bags
8 see ____	h a tour group

Go to page 162 for the Vocabulary reference.

5 Work in pairs. Do you often do the things in Exercise 4 when you go on vacation? Why or why not?
I almost never join a tour group when I go on vacation because ...

GRAMMAR


6 Read the Grammar box. What other uses of can do you already know? Discuss with a partner.

GRAMMAR Can and can't for possibility
Use can + base verb to say something is possible.
You can hike to the mountains from there.
Use can't + base verb to say something is not possible.
You can't do this quickly.

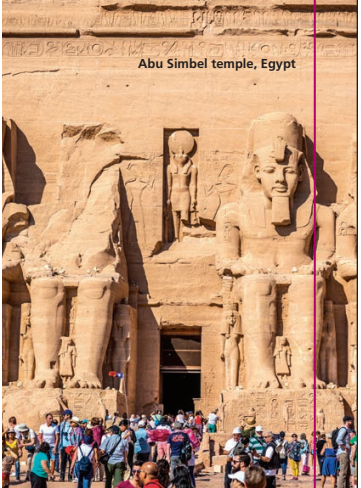
Go to page 172 for the Grammar reference.

7 Think about your city or country. What can you tell visitors? Complete the sentences.

- The weather can be very _____.
- It can be very busy in _____.
- You can eat lots of _____ here.
- You can see _____ here.



The Dolomites, Italy



Abu Simbel temple, Egypt

PRONUNCIATION AND SPEAKING

8 Work in pairs. Look at the Useful Language box. Use the language to make travel recommendations with 1–3 below.

Useful Language Making recommendations
You should (go inside the Pyramids).
I recommend (hiking in the Dolomites).
I recommend that (you go there).
You can (hike to the mountains from there).

- try the local food
I recommend that you try the local food.
- read the travel guidebooks
- chat with the local people

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

CLEAR VOICE
Stressing can and can't

In positive sentences, you don't normally stress can. However, in negative sentences, you normally stress can't.
You can hike to the mountains from there.
You can't do this quickly.

10 Work in pairs. What recommendations do you have for people visiting your country? Use the words in Exercise 4 and the Useful Language.

- a good time of the year to visit
- local food to try
- things to do
- things to buy

EXPLORE MORE!
Search online for “top tips + traveling” to find some useful travel tips. Can you make your own top ten tips?

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.

STUDENT'S BOOK UNIT WALKTHROUGH

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.

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.

6D

Influencing people

LESSON GOALS

- Learn about different influencing styles
- Practice influencing people
- Plan a class trip

SPEAKING

1 Work in pairs. How would you influence people in these situations?

- 1 You're planning a vacation with your family. You want to go on a beach vacation, but they want to go on a cultural vacation.
- 2 You're going for dinner with a friend. You want to have Italian food, but they want Japanese food.

MY VOICE

2 Watch a video about two different styles of influencing. Answer the questions.

- 1 Put the steps of the push style in the correct order (1–3).
 - a ___ I say why it's a great idea.
 - b ___ You agree and change your mind.
 - c ___ I tell you my idea.
- 2 Put the steps of the pull style in the correct order (1–4).
 - a ___ I build on your ideas.
 - b ___ I ask questions to help you develop those ideas.
 - c ___ Together, we agree on a plan.
 - d ___ I ask you for your thoughts and ideas.

3 Read the sentences below. Then watch again. Which style does each statement belong to? Check (✓) *Push* or *Pull*.

	Push	Pull
1 It's useful when you don't have time.	<input type="checkbox"/>	<input type="checkbox"/>
2 You learn about what people want.	<input type="checkbox"/>	<input type="checkbox"/>
3 Other people feel that their ideas and opinions are important.	<input type="checkbox"/>	<input type="checkbox"/>
4 Nobody has any ideas except you.	<input type="checkbox"/>	<input type="checkbox"/>
5 You know more about the topic than the other people.	<input type="checkbox"/>	<input type="checkbox"/>

4 What is your influencing style? Complete the quiz on page 79. Then check your results on page 180. Do you agree with the results? Discuss with a partner.

5 Look at the Communication Skill box and situations 1–3 below. Which influencing style do you think is better for each situation—push or pull? Why? Discuss with a partner.

COMMUNICATION SKILL
Influencing styles

Different styles of influencing can suit different situations. We need to choose the style to suit the situation.

- 1 There's a fire in the building. You need to get everyone to leave the building.
- 2 You're the boss and you know all about the new computer system. You want your employee to use this new system.
- 3 You want your teacher to agree to your idea. You think your teacher knows more than you.

SPEAKING

6 Look at the Useful Language box. Underline the sentences you usually use when trying to influence people.

Useful Language Push and pull influencing

Push
In my opinion, ...
You should try this / do it this way.
You have to see this / come.
I have a great idea.


Pull
What do you think about this?
What do you like doing?
What choices do we have?
What's the most important thing for you?

EXPLORE MORE!
What other influencing styles are there? Find out more by searching online for “influencing styles.”

7 OWN IT! Work in groups and plan a class trip. Use the Useful Language and the push and pull styles of influencing.

Your class is going on a day trip to somewhere local.

- 1 In pairs, agree on a place you would like the class to go to.
- 2 Now, persuade your group that this is the best place for the class trip.
- 3 As a group, decide which idea you are choosing.
- 4 Present the final idea to the teacher and persuade them to go on this class trip.



Two men and a donkey in Afghanistan

QUIZ

Are you a “pusher” or a “puller”?

Find out!

Which sentence —A or B—do you agree with?

1 A I believe my ideas are often the best.	B I believe other people often have better ideas.
2 A I often suggest many ideas and plans.	B I often develop other people's ideas and plans.
3 A I often tell people about the good points and bad points of my ideas.	B I often give others a chance to talk about their opinions.
4 A I like being right, and I like people to know that I'm right.	B I like helping other people feel that they are right.
5 A I like helping people to see why my idea is a good one.	B I like working together with other people.

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.

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.

6E

Must-see places

LESSON GOALS

- Practice giving examples
- Connect ideas using *and*, *but*, and *because*
- Write a city guide

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 What cities do people like to visit in your country?
- 2 What do you know about these cities? What are they famous for?

READING FOR WRITING

2 Read the city guide below. Match each description (a–c) with a paragraph in the guide (1–3).

- a Places that tourists enjoy visiting _____
- b Places to hear music or see plays _____
- c A description of the city and its main languages _____

3 Look at the Useful Language box. Find and underline examples of 1–3 in the city guide.

Useful Language Giving examples

There are (good restaurants) in my city. For example, ...

There are a lot of (beautiful parks) like ...

You can (visit museums), including ...

- 1 Paragraph 1: Influences from other cultures
- 2 Paragraph 2: Places you can visit on a bike
- 3 Paragraph 3: Types of music

4 Look at the Writing Skill box. Complete sentences 1–4 with *and*, *but*, or *because*.

WRITING SKILL

Connecting ideas

The connectors *and*, *but*, and *because* join ideas together.

- *And* introduces more information.
- *But* introduces a difference.
- *Because* introduces a reason.

- 1 Manila is interesting _____ many cultures mix there.
- 2 The Philippines has two official languages, _____ you can hear 150 language varieties in the country.
- 3 People love the Baywalk _____ the view there is amazing.
- 4 Strumm's has live music _____ great pizza.

5 Write sentences about a town or city that you know well.

- 1 My town/city is interesting because ...
My town is interesting because it is very new.
- 2 It has ... and ... _____
- 3 It's ... , but it's ... _____
- 4 I like ... because ... _____

5 There are ... and ... _____

6 There's ... , but ... _____

6 Work in pairs. Tell your partner about the town or city using your sentences from Exercise 5.

WRITING TASK

7 WRITE Write a guide to a town or city you know well. Use the city guide on page 80 as a model and the other information you talked about. Choose an option (a, b, or c).

- a Work alone. Write three paragraphs.
- b Work in pairs. Write three paragraphs together.
- c Work in groups of three. Each student writes one paragraph.

Use this structure for your paragraphs:

- Paragraph 1: A description of the city and why it's interesting
- Paragraph 2: Places that tourists enjoy visiting
- Paragraph 3: Places to hear music or see plays

8 CHECK Use the checklist. The guide ...

- has three paragraphs.
- includes a description of the city and why it's interesting.
- describes places that tourists enjoy visiting.
- talks about entertainment.
- includes examples.
- uses the connectors *and*, *but*, and *because*.

9 REVIEW Exchange guides with another student. Find at least three things from the checklist.

It has three paragraphs.
I like your examples.
You used connectors.

Go to page 156 for the Reflect and review.

EXPLORE MORE!

Find a guide online for your town or city. Search online for “sightseeing + (town or city name).” Does the guide have similar recommendations to the ones you made?

80

81

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.

“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.

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. The Explorers 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 which 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 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 which 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!” activities encourage learners to enhance their research skills. Each unit provides tips on reading, listening, writing, and critical thinking skills to enhance learners’ language as well as their work and study skills. The world is getting smaller, and students taking 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.

Who am I?

UNIT GOALS

1A Reading, pronunciation, and speaking

- think about the topic and understand an infographic about jobs; recognize facts and opinions; pronounce /tʃ/ and /dʒ/

1B Listening, grammar, and speaking

- listen to people making introductions; use simple present *be*; use articles *an* and *a*

1C Vocabulary, pronunciation, listening, grammar, and speaking

- listen for specific information in an interview; talk about countries and nationalities; pronounce /tʃ/ and /ʃ/; use simple present questions with *be*

1D Speaking

- understand how people use English in different ways; talk about ways of making English your own and your English-learning goals

1E Speaking, reading, and writing

- complete personal details on an online form and check what you write; say email addresses

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

Cosplayers visit Japan Day in Düsseldorf, Germany.



ABOUT THE PHOTO

The unit theme is personal identity. The photo shows “cosplayers”—people who enjoy dressing up and taking on the identities of their favorite fictional characters, often from popular culture (anime, cartoons, comic books, manga, TV shows, and video games). The cosplayers in the photo are celebrating Japan Day—a German-Japanese festival celebrated every year in May or June in the city of Düsseldorf in Germany. It attracts between 750,000 and a million visitors. It features all things Japanese, from sushi to J-Pop.

1

- Ask students to work in pairs and take turns asking and answering the questions.
- **Optional step** To set up the task, use the photo on the page to elicit and teach key words and phrases students will need: *helmet, dress up, wear costumes.*

Sample answers

- 1 young, Japanese, interesting, different, colorful, cosplayers
- 2 Yes, I like to try to be someone different at fancy dress parties and cosplay conventions.



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.



- 1 Where is Carolina from? **Ecuador**
- 2 Where does she live now? **Australia**
- 3 What languages does she speak? **Spanish, German, and English**

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.

11

VIDEO 1.1

Carolina: Hello. My name is Carolina. I am from Ecuador, but I now live and work in Australia. I'm a marine biologist. I study fishing because I want to make sure that we always have fish in the seas. My first language is Spanish, and I also speak German and English. I really like surfing and diving, and I love shopping for food in farmers' markets. My favorite food in Australia? That's fish and chips!

3

- Ask students to work with a new partner.
- Ask a student to use the example sentences to provide a model for the class.
- Ask students to practice in pairs. Set a five-minute time limit.

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 secret*. Ask students to stick the note on someone else's forehead. Students walk around the class and try to find out who they are by asking "Am I ... ?" questions like *Am I American? Am I a soccer player? Am I from Japan?* Students can only answer Yes or No.

ABOUT THE EXPLORER

CAROLINA CHONG MONTENEGRO is a marine fisheries ecologist focusing on historical fisheries of rare and threatened fish species. She has studied and worked in Ecuador, Germany, and Australia. At the time of writing, she is a PhD student at the University of Queensland, Brisbane, Australia. Her full name is Carolina Patricia Chong Montenegro. Her father is Chinese and her mother is Ecuadorian. In Lesson C, students will discover more about the reasons for her long name.

Extra activity

Ask students to brainstorm words to describe the photo. Use this opportunity to review vocabulary for colors. Put students in pairs or small groups to brainstorm a list of words to describe the photo. Which group has the most words?

WATCH ▶

2 ▶ 1.1

- Ask students to read the questions (1–3). Then play the video in which Carolina Chong Montenegro talks about where she lives, her work, her hobbies, and her favorite food. Students answer the questions.
- Ask students to work in pairs and compare their answers before checking as a class.

LESSON GOALS

- **READING** The main aim is for students to understand information in an infographic. They learn how to predict the topic from the title, images, and highlighted words. They also practice recognizing examples of facts and opinions.
- **PRONUNCIATION** A sub-aim is for students to practice the sounds /tʃ/ and /dʒ/.
- **SPEAKING** The speaking aim is for students to talk about jobs: difficult jobs, easy jobs, and dream jobs.

READING

ABOUT THE TEXT

The text type is an infographic. It has factual information in short bulleted sections supported by numbers, statistics, and images. More than 80 countries officially celebrate International Workers' Day on May 1st. It is often called Labor Day or May Day. In the U.S.A., the holiday is celebrated on the first Monday of September.

1

- **Optional step** Start by reading out the list of jobs (1–6). Drill word stress and pronunciation.
- **👤👤** Students match the jobs with their descriptions. Ask students to check their answers with a partner.
- **👤👤** Ask pairs to discuss if they know people with these jobs, and what other jobs they know of. Elicit job words and write them on the board. Point out any potential spelling and pronunciation problems.
- **Optional step** To check understanding, mime some of the jobs and ask students to say what the jobs are.

Extra activity

Ask pairs to come to the front of the class and mime the jobs they thought of. The rest of the class must guess the jobs they are miming.

1A

What do you do?

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	○	○	a makes cities safe.
2 A police officer	○	○	b makes things.
3 A sales clerk	○	○	c works in movies.
4 An engineer	○	○	d flies planes.
5 A pilot	○	○	e sells things.
6 An actor	○	○	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	<u> </u>	<u> </u>
2 Why some people don't have jobs	<u> </u>	<u> </u>
3 A holiday people celebrate in many countries	<u> </u>	<u> </u>
4 Popular jobs in China, the U.S.A., and Brazil	<u> </u>	<u> </u>

12

LESSON GOALS

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

- 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
- 2 In Mexico, Labor Day is on May 1st. F
- 3 Both Apple and Samsung make cell phones. F
- 4 Office work is boring. F

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

PRONUNCIATION AND SPEAKING

- 6 **A 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)."

PRONUNCIATION NOTES

The main stress is on the first syllable of all these job words, except for: *police officer* and *engineer*.

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

2

- **Optional step** Lead in by asking about International Workers' Day in your students' country or countries. Ask, *When is it? What do people do? Why?*

- Read out the information in the Reading Skill box.
- **👤👤** Ask students to work with a partner to answer the questions (1–5).

Answers

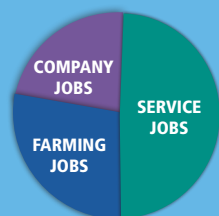
- 1 *Workers and Jobs Around the World*
- 2 *International Workers' Day; May; September; What jobs do people do?; 49%; service jobs; 28%; farming; 23%; companies; Did you know ... ?; China; 80%; 70%; 60%; 4.5 million; the U.S.A.; 130,000; Brazil; About half of the world's people don't work. Here's why: They ...*

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.

13

4

- Read through the Critical Thinking Skill box with your class. Then ask students to read the sentences (1–4) before asking a check question: *International Workers' Day is on May 1st in many countries. Is that a fact or an opinion?* (fact)
- Ask students to discuss with a partner which sentences are facts and which are opinions, and to circle their answers.

5

- Ask students to read and underline examples of facts or opinions in the infographic. Set a three-minute time limit. Note that the infographic does not contain any opinions; it contains only factual information.
- Ask students to compare their answers and discuss with a partner.
- **Optional step** You may wish to focus on the use of numbers in the infographic (see Vocabulary Notes).

Answers

An infographic is a way of showing factual information in a clear and visual way, so there are usually no opinions in the text. The infographic in the Student's Book contains many facts (e.g., *About 130,000 people in Brazil work in the automobile industry*).

VOCABULARY NOTES

Numbers and percentages

70% = "seventy percent"

Note the use of *of*: 70% *of* the world's cell phones; 60% *of* the world's shoes

4.5 = "four point five"

Extra activity

Ask students to work in pairs to write three sentences using facts from the infographic. Two sentences should be true and one false. Ask pairs to exchange sentences with another pair. Ask them to decide which sentence is false without looking back at the infographic.

3 the Earth; figures of people with different jobs; a pie chart showing the types of jobs people do

Sample answers

4 Many countries celebrate International Workers' Day. It is often called Labor Day or May Day. In the U.S.A., Labor Day is in early September.

5 information about International Workers' Day; what jobs people do around the world; why some people don't work

3

- Students read and match the sections of the infographic (A–D) with the topics (1–4). Set a five-minute time limit.
- Ask students to compare their answers with a partner.

PRONUNCIATION AND SPEAKING

6  1.1

- Read through the information in the Clear Voice box with the class. If students are unfamiliar with IPA symbols, consider printing out and distributing the IPA chart on page 335 of this Teacher's Book for reference.
- Play the audio. Students 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 another global English speaker.
- **Optional step** Play the audio a second time. Pause and ask students to repeat.

AUDIO 1.1

/tʃ/ teacher, child

/dʒ/ job, engineer

PRONUNCIATION NOTES

To make the /tʃ/ and /dʒ/ sounds, press the middle of your tongue between the front part of your mouth (the alveolar ridge) and the top, middle part (the soft palate), then quickly move your tongue downward while forcefully pushing air out. Vibrate your voice box to make the voiced sound /dʒ/, but don't vibrate your voice box to make /tʃ/, which is unvoiced.


Words that begin with *j* or end with *ge* (e.g., *jam*, *jar*, *page*, *large*) have a /dʒ/ sound.

The /tʃ/ sound can usually be found in words that use the spelling *(t)ch* (*China*, *match*), and also in some words with *ce*, *ti*, or *tu* (*cello*, *question*, *culture*).

Extra activity

Provide practice with this simple minimal pairs activity. Write the following pairs of names on the board and drill the pronunciation: *Mr. Giles / Mr. Chiles; Mrs. Jo / Mrs. Cho; Miss Jeeves / Miss Cheeves; Dr. Jester / Dr. Chester*. Then read out one name from each pair at random and ask students to identify the name. Then put students in pairs to practice saying the different names.

7

-  Mix students so they work with a new partner. Set a five-minute time limit to discuss the questions.
- **Optional step** Model the activity with a student.
Teacher: *What is your dream job?*
Student: *Doctor.*
Teacher: *A doctor. OK. Why?*
Student: *I want to help people.*
Teacher: *You want to help people. That's great.*
- In feedback, a spokesperson for each pair tells the class about their partner, e.g., *Anna wants to be a pilot.*
- **Optional task** Change pairs two or three times so students get a chance to speak to different people, or ask students to walk around and talk to different classmates.

Sample answers

- 1 A farmer is a difficult job because you need to have a lot of knowledge about how to run a farm and manage animals and machinery.
- 2 A house sitter is an easy job because you get paid to look after the house and do chores while the owners are away.
- 3 My dream job is to be a writer because I love to create new characters and write about them.

VOCABULARY NOTES

Question 1: *difficult* = hard to do (physically difficult jobs include mining or farming; emotionally difficult include nursing)

Question 3: a *dream job* = a job you really want to do

Extra activity

Ask students to think about their answers to question 3 in Exercise 7. Ask them to write a short description of their dream job. Remind them to include reasons for their dream job, as in the example.

EXPLORE MORE!

If there is internet access in class, organize the class into pairs or groups and ask them to search online for three or four interesting facts about jobs in their country. Possible questions students can explore include: *How many people work in the automobile/catering industry in China/Mexico? Which industries are important in India/Nigeria?* Have pairs or groups present their findings to the class. Alternatively, ask students to prepare their research for homework before presenting in the next class.

Sample answers

The main job sectors in the U.S.A. are healthcare, information technology, real estate, retail, education, and government. In 2019, 1.34 percent of the workforce in the U.S.A. was employed in agriculture, 19.81 percent in industry, and 78.85 percent in services.


See Workbook pages 4–6 for extra practice (Reading, Pronunciation).

LESSON GOALS

- **GRAMMAR** The main aim is for students to practice simple present forms of *be*, both positive and negative. Students also practice the articles *an* and *a* when talking about jobs.
- **LISTENING** A sub-aim is for students to listen to people making introductions.
- **SPEAKING** The speaking aim is for students to introduce themselves and talk about their classmates.

LISTENING AND GRAMMAR

1

- **Optional step** Set up the activity by introducing yourself: *Hi, I'm ... I'm from ...* Ask students to turn to a partner and do the same.
-  Students discuss the question in pairs, then share their ideas with the class.

2 1.2

- Ask students to read the sentence halves. Ask, *What information are you listening for?* (countries, jobs, interests)
- Play the audio. Students match the sentence halves. Check answers as a class.
- **Optional step** Play the audio a second time and pause at key points if students have problems hearing answers.

AUDIO 1.2

Monika: *Hi, my name's Monika.*

Leo: *Hi, Monika. I'm Leo.*

Monika: *Where are you from, Leo?*

Leo: *I'm from Argentina. What about you?*

Monika: *I'm from Poland.*

Maria: *Leo! Hello!*

Leo: *Oh, hi Maria. Maria, this is Monika. She's from Poland. Monika, this is my friend Maria.*

Monika: *Nice to meet you, Maria. Where are you from?*

Maria: *I'm from Brazil.*

Monika: *Oh, I love Brazil. Are you from Rio?*

Maria: *No, I'm not from Rio. I'm from Brasília.*

Monika: *And what do you do?*


Maria: *I'm an office worker. I work in a bank. What about you?*

Monika: *I'm an office worker, too. But I work at the university. Maria, how do you know Leo?*

Maria: *Leo and I are both interested in photography. We're in a photography club.*

Monika: *Oh, that's interesting.*

3

- Students read the Grammar box and answer the question. Check understanding of simple present *be* and ask, *What form is the verb after I, after he, and after they? (am, is, are). How do you make I'm negative? (add not)*
-  Ask students to compare their answers with a partner.

GRAMMAR NOTES

Form


The verb *be* is very irregular and changes its form depending on whether we are using first person singular *I (am)*, third person singular *he, she, it, Maria (is)*, or plural forms *we, they, the children (are)*. The following may be confusing for students because of the shortened forms: *I'm, he's, they're*, and *I'm not*. Consider teaching both short and long forms. The shortened forms are more commonly used in spoken English. Some languages omit the pronoun or *be* verb, so watch out for errors such as *Am Spanish* or *I Russian*.

Pronunciation


The shortened forms present difficult pronunciation problems at the A2 level. Point out the weak stress on the verb forms in the positive, and the strong stress in the negative. Practice *we're /wɪr/, they're /ðeɪr/, isn't /ɪz(ə)nt/, and aren't /ɑrnt/*.

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

4

-  Students match the sentence halves. Elicit the first answer to get students started. Ask students to compare their answers with a partner.
- **Optional step** Drill the sentences to practice pronunciation.

5 1.3

- Ask students to read the two introductions, A and B. Ask, *What are their names? What are their interests?* (Fatma Al Nabhani, fishing and seeing friends; Andrej Gajić, photography and playing the guitar)
-  Play the audio. Students circle the correct answers. Ask students to compare their answers with a partner before checking as a class.
- **Optional step** Play the audio again and pause at key points if students have problems hearing answers.

AUDIO 1.3

A: *This is Fatma Al Nabhani. She's a tennis player. She's from Muscat, the capital of Oman. She's interested in fishing and seeing friends.*

B: *This is Andrej Gajić. He's a scientist and an adventurer. He's from Sarajevo, in Bosnia and Herzegovina. He's interested in photography and playing the guitar.*

6

- Students complete the sentences. Encourage them to use short forms: 's, aren't, etc. Ask students to compare their answers with a partner.
- **Optional step** If students are having difficulty completing this exercise, play the audio again and ask them to do this exercise while listening.

Extra activity

Ask students to close their Student's Books. Ask them to work with a partner to write three true sentences about Fatma and/or Andrej. Students open their books and check if their sentences are correct.

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

7

- Students read the Grammar box. Check understanding of grammar and ask, *When do we use an?* (before a vowel sound). *Which is correct: a scientist or an scientist? (a scientist)*
- Students complete the sentences. Ask them to compare their answers with a partner.
- **Optional step** Ask students to practice saying the sentences in pairs.

GRAMMAR AND PRONUNCIATION NOTES

In many languages, articles are not used with professions, so watch out for errors such as *I'm student* or *I teacher*.

Both *a* and *an* are usually weakly stressed, and reduced to /ə/ and /ən/.

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

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? *their name, where they're from, their job, etc.*
- 2 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. *three: 's, 'm, are*

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

14

Extra activity

Students work in pairs to play "a/an tennis." Student A "serves" a job using either *a* or *an*. For example, *a photographer*. Student B must return with a job that also begins with the article *a* (e.g., *a doctor*). Student A returns and so on until someone can't go. Tell students that they cannot hesitate for more than two seconds. The winner gets a point. The winner serves again. For example, *an artist*. Players play again using jobs with *an*.


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

4 Match the sentence halves.

- | | | | |
|------------|---|---|----------------------|
| 1 I | ○ | ○ | a 's Ahmed. |
| 2 We | ○ | ○ | b 'm Elena. |
| 3 You're a | ○ | ○ | c not from Rome. |
| 4 My name | ○ | ○ | d photographer. |
| 5 I'm | ○ | ○ | e 're both students. |

5 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 's a tennis player.
- A: What does she like doing?
 B: She ³ 's interested in fishing and seeing friends.
- A: Are Fatma and Andrej from Turkey?
 B: No, they ⁴ aren't from Turkey.
 She ⁵ 's from Oman, and he ⁶ 's 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.

- 1 I'm not a doctor. I'm an engineer.
 2 Lisa isn't a student. She's a teacher.
 3 This is José. He's an 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.*

10

- Organize the class into groups by putting two pairs together. Students take turns to form sentences about their classmates and correct any false sentences.
- Optional step** Act out the model conversation in the Student's Book with two other students as an example.
- As students speak, monitor and help with ideas. Listen carefully and note any errors. In feedback, write three or four errors on the board and ask students to correct them in pairs.

Extra activity

Have a student stand up and introduce him/herself and state an interest: *I'm Anna and I'm interested in music.* Ask another student to stand up and introduce Anna and then him/herself: *This is Anna. She's interested in music. And I'm Pablo. I'm interested in sports.* Next, ask a third student, who must stand up and introduce Anna and Pablo and then him/herself. Continue around the class. This activity could also work well at the beginning of the next lesson to review language for making introductions.

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

SPEAKING

8

- Organize the class into new pairs. Have pairs introduce themselves to each other.
- 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.

9

- Have pairs walk around the classroom and introduce their partner to their classmates. Point out the example sentences in the Student's Book before asking students to walk around.
- Optional step** Think of different ways to organize this to make it work best with your class. For example, tell individuals in each pair to first introduce themselves as they walk around. After a minute or two, say "Change." Now Student B must introduce Student A, and Student A must introduce Student B, as they walk around.

LESSON GOALS

- **VOCABULARY AND PRONUNCIATION** A main aim is for students to practice vocabulary for countries and nationalities; they practice the sounds /tʃ/ and /ʃ/.
- **LISTENING** A main aim is for students to practice listening for specific information.
- **GRAMMAR** A further main aim is for students to practice open questions and *yes/no* questions with *be*.
- **SPEAKING** The speaking aim is for students to talk about photos using open questions and *yes/no* questions with *be*.

VOCABULARY AND PRONUNCIATION

1 1.4

- Elicit two answers to get students started. Ask students to do the task and compare their answers with a partner. Then play the audio to check.
- **Optional step** Play the audio again. Students listen and repeat.

AUDIO 1.4

1 *Mexico, Mexican* 2 *Russia, Russian*
 3 *Brazil, Brazilian* 4 *Spain, Spanish*
 5 *Turkey, Turkish* 6 *China, Chinese*
 7 *Japan, Japanese* 8 *the Czech Republic, Czech*
the Netherlands, Dutch; the UAE, Emirati

VOCABULARY AND PRONUNCIATION NOTES

Note that the endings *-an*, *-ian*, *-ish* are unstressed, but *-ese* is stressed. Note how the stress sometimes shifts:
China – *Chinese*; **Japan** – *Japanese*.

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

2

- Set up the task. Say, *I'm from ...* (say your country) and *I'm ...* (say your nationality). Elicit some examples and write them on the board.
- Students do the task and answer the question with a partner.

1C
Where are you from?

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 <u>Russian</u>
Brazil	3 <u>Brazilian</u>
4 <u>Spain</u>	Spanish
Turkey	5 <u>Turkish</u>
6 <u>China</u>	Chinese
Japan	7 <u>Japanese</u>
the Czech Republic	8 <u>Czech</u>
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.
- The capital of the UAE / Emirati is Abu Dhabi.
 - Japan / Japanese food is popular worldwide.
 - 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/ **Chinese, Czech, Dutch**
 When you say /ʃ/, there is no voice from the throat. You can make the sound continuously.
 /ʃ/ **nationality, Russian, Spanish**

LISTENING

LESSON GOALS

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

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)
Carolina	Patricia	Chong, Montenegro

- 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?

- The name Chong is from Carolina's mother / father.
- The name Montenegro is from her mother / father.
- Job: biologist / fish farmer
- University: in Brisbane / Sydney in Australia
- Home country: Australia / Ecuador
- Hometown: Guayaquil / Quito
- 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.

3

- Students circle the correct answers. Then ask students to compare their answers with a partner.

Extra activity

Write the following on the board and ask students to give examples of each: *a Japanese car, a Dutch soccer player, a Brazilian dance, a Mexican dish*.

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

4 1.5

- Read through the information in the Clear Voice box with the class.
- Play the audio. Students listen and repeat.

AUDIO 1.5

/tʃ/ **Chinese, Czech, Dutch**
 /ʃ/ **nationality, Russian, Spanish**

For additional practice, refer to the **Communication activity** on page 223 and the **Pronunciation activity** on page 288 of the Teacher's Book.

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 Are you a chef?
A: No, I 2 'm not / am not. I'm a waiter.
B: What 3 's / is that food?
A: It 4 's / is my lunch. I usually eat lunch at the restaurant before I start work there.
B: And what about this photo—5 are they your friends?
A: Yes, they 6 are. 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.*



17

AUDIO 1.6

Interviewer: Hello! It's nice to meet you.

Carolina: Good to meet you, too. I'm Carolina.

Interviewer: Can I ask you a few questions?

Carolina: Sure, no problem.

Interviewer: OK, great. So, what's your full name?

Carolina: It's Carolina Patricia Chong Montenegro.

Interviewer: OK, wow. Carolina Patricia Chong Montenegro. So you have four names.

Carolina: Right.

Interviewer: Is Carolina your given name?

Carolina: Yes, it is.

Interviewer: Are your middle names Patricia and Chong?

Carolina: No, they aren't. I have two family names: Chong and Montenegro. Carolina Chong Montenegro.

Interviewer: And is Patricia your middle name?

Carolina: Yes, it is.

6 1.7

- Read through the Listening Skill box with your class. Then give students time to read the notes (1–7). Ask, *What type of information do you need? Is it a person, a job, or a place?*
- Play the audio and ask students to circle the correct answers. Then ask students to compare their answers with a partner.

Extra activity

Ask students to write out their full names. In pairs or groups, students say which names are given and which are family names. If students know that their names have a special meaning (e.g., their middle name is the same name as their uncle's, etc.), you can ask them to share this with the class.

LISTENING

5 1.6

- **Optional step** Ask, *What do you remember about Carolina?* Ask students to refer back to page 11 of the Student's Book if necessary.
- Play the audio. Students complete the chart. Ask students to compare their answers with a partner.

VOCABULARY NOTES

Your "given name" is the name chosen for you at birth. In many countries, this is often called your first name. But in some cultures, the given name is not always spoken or written "first." Similarly, your "family name" or surname is often called your last name.

AUDIO 1.7

Interviewer: So, Carolina. You said that you have two family names: Chong and Montenegro. Where are those names from?
Carolina: Chong is a Chinese name. It comes from my father. He's Chinese. And Montenegro is from my mother, who is Ecuadorian.
Interviewer: And what do you do, Carolina?
Carolina: I'm a marine biologist.
Interviewer: A biologist?
Carolina: Yes. Biologists study living things—plants, animals, and so on. I study fish. I'm interested in fishing and fish farming—how people use fish for food.
Interviewer: Where do you work?
Carolina: Right now, I am at the University of Queensland.
Interviewer: Where's the University of Queensland?
Carolina: It's in Australia.
Interviewer: Oh, is your university in Sydney?
Carolina: No, no—it's in Brisbane. Sydney isn't in Queensland.
Interviewer: Oh, OK. Sorry. And you aren't from Australia, are you?
Carolina: No, I'm not. I'm from Ecuador.
Interviewer: OK. That's interesting. Where in Ecuador are you from? What's your hometown called?
Carolina: My hometown is Guayaquil.
Interviewer: How is that spelled?
Carolina: Guayaquil? It's G-u-a-y-a-q-u-i-l.
Interviewer: The capital of Ecuador is Quito, right?
Carolina: Yes, it is. It's a big city.
Interviewer: And at the University of Queensland, are you a teacher?
Carolina: No, I'm not. I'm a student. I'm studying for a PhD.
Interviewer: Wow, that's interesting!
Carolina: I like it a lot.

GRAMMAR

7

- Read the Grammar box with the class. Students circle the correct answers. Check answers as a class.
- **Optional step** Break down the question form on the board by drawing a chart showing how question words can be used with *be* (see Grammar Notes).

GRAMMAR NOTES

Form

Question word	be	Subject	Object/phrase
Who	am	I?	
Where	are	you	from?
Where	is	that book?	
	Is	it	your given name?
	Are	you	a student?
	Am	I	late?

A common error is to forget to invert subject and verb when forming questions: *You are from France?* In many languages, there is no inversion to form questions, just a change of intonation. Check that students don't miss out pronouns (*Is cold today?*) or *be* (*Where you from?*) depending on their L1.


Pronunciation

In *yes/no* questions, there is rising intonation. In open questions, intonation tends to fall at the end. The question word is usually strongly stressed, but *be* and pronouns tend to be unstressed:

/əjə/
Where are you **from?**


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

8

-  Look at the photos as a class and elicit the first answer to get students started. Ask students to complete the exercise and then compare answers in pairs. Check answers as a class.
- **Optional step** Students practice the conversation in pairs. Ask them to take turns being A or B.

SPEAKING

9

-  Organize the class into small groups. Ask each student to find photos on their phone, or to look at the photos on page 179 of the Student's Book. Give students three minutes to think about how to describe the photos.
- Read through the Useful Language box with your class. It is a good idea to drill the questions and ask students to repeat after your model.
- Set a five-minute time limit. Students take turns to show photos to their group members and ask and answer questions.
- As students speak, listen carefully and note any errors. In feedback, write three or four errors you hear on the board and ask students to correct them in pairs.

Extra activity

Show an interesting personal photo of your own to the class. Ask pairs to prepare and ask you questions about the photo.

EXPLORE MORE!

If you haven't already, share with the class what you know from the *About the Explorer* box on page 21 of the Teacher's Book. If there is internet access in class, ask students to search online for "Carolina Chong Montenegro" and make notes. Ask students to share their findings with the rest of the class. Alternatively, ask students to prepare their research for homework before presenting in the next class.


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

LESSON GOALS

- **SPEAKING** This lesson integrates reading and listening as well as speaking. Its main aim is to give students tips for developing their own, unique voice in English. Students learn phrases to talk about their language-learning needs and goals. The lesson ends with a task in which students create a poster and put the tips and language they've learned into practice.

SPEAKING

1

-  Give students one minute to think of ideas before discussing the questions (1–2) with a partner.
- **Optional step** Brainstorm situations when students use English and write them on the board.
- **Optional step** You may wish to model a sample conversation to support students before they do this task:
Teacher: *When do you use English?*
Student: *At work and on the phone, and in English class!*
Teacher: *How do you feel about your English?*
Student: *It's OK. / Good. / Not so good.*
Teacher: *Why?*
Student: *I can say what I want. / I don't know many words.*

Sample answers



- 1 at work, on vacation, on social media, when looking at websites, listening to pop songs, watching movies
- 2 I don't feel very good about my English, because I think I make a lot of mistakes.

COMMUNICATION SKILL NOTES

Students at the A2 level may find learning English a challenge. They may say "I'm not very good" or "I don't have the time—there is too much to learn." It is important to have your students set clear short-term goals so that they don't feel daunted by how much there is to learn, and develop self-awareness of needs, interests, and learning styles so that they can take responsibility for their own learning, and find and develop positive reasons for learning. This lesson challenges students in all these areas. Expand on this lesson by finding activities to do online under the headings "What type of language learner are you?" or "Why do people learn English?"

MY VOICE

2

-  1.2 **Optional step** Point out the meaning of *to speak English like* in question 3. It means "to speak English in the same way as" (here, *like* is a preposition, not a verb).
-  Give students time to read the questions. Then play the video in which four people talk about their experience with learning English. Students discuss their answers in pairs.

Answers

- 1 Omar uses English for writing work emails and when he travels.
- 2 Aline uses English with her friends.
- 3 Chinh wants to speak English like his mother.
- 4 Lucia feels her English is OK. She can talk to people from different countries, but understanding TV shows is difficult for her.

VIDEO 1.2

Narrator: *When do you use English?*

Chinh: *I play video games a lot, and I use English when I play with people from other parts of the world.*

Lucia: *I use English for my work because my head office is in Korea. My first language is Italian and their first language is Korean, so we use English to speak to each other.*

Omar: *I use English for writing work emails and also when I travel. It's easy to use English when I go to other countries because many people speak English these days.*

Aline: *I use a mix of English and Portuguese on social media. Many of my friends speak English, so we sometimes use English when we chat online.*

Narrator: *How do you feel about your English?*


Chinh: *My English is not so good. I'm good at speaking to friends about video games, but I'm not very good at talking about other things. My mother speaks very good English, and I want to speak like her.*

Lucia: *My English is OK. It helps me to talk to people from other countries, so I think it's good I can speak English. I watch TV shows in English, but it's difficult for me to understand everything.*

Omar: *My friends say I sound German when I speak English. I think it's funny because I'm not German—I'm Kuwaiti. Maybe it's because I have many German friends. My manager is also German, and he speaks very good English. I hope to speak like him one day.*

Aline: *I feel happy with my English. My teacher wants me to speak English like an American, but my friends laugh when I speak with American pronunciation. So I prefer to speak English like a Brazilian. I just want people to understand my English.*

3

- Read out the information in the Useful Language box. Point out the meaning and use of the phrases (see Vocabulary Notes). Model possible answers for sentences 1–4 to set up the task.
-  Students write true sentences and then compare their answers with a partner. In feedback, ask, *Which answers are the same?*

Sample answers

- 1 I'm good at *grammar*.
- 2 I'm not very good at *listening to conversations*.
- 3 I want to speak English like *my teacher*.
- 4 When I speak English, I want to sound *natural/clear*.


VOCABULARY NOTES

good **at** + -ing (e.g., *I'm good at (learning) grammar.*)

speak (English) **like** + noun (person) (e.g., *I want to speak English like my teacher / an American.*)

want to sound + adjective/nationality

4

- **Optional step** Write, *How can you make English your own?* on the board. Check meaning (= so that it belongs to you / so that it is useful or personal to you). Brainstorm ideas from students (e.g., talk about your interests, use it when chatting online).
-  Give students one minute to read the Communication Skill box. Ask, *Do you do these things? How can you do these things?* Have students discuss in pairs and give examples.


VOCABULARY NOTES

tip = a piece of useful advice

goals = aims; things you want to do

feel confident/good = feel positive that you can do something

5

- **Optional step** Set a quick gist question: *Look at the questionnaire. What information is it asking for?* (your English-learning goals and how you feel about your English)
- Note that the questionnaire can serve as an alternative version of a needs analysis as you begin this new course. The questions are meant to help students explore their relationship with English and their beliefs about English language learning.
- Give students five minutes to read and answer the questionnaire.
-  Organize the class into small groups to discuss answers. In feedback, elicit three or four interesting ideas from students about their English-learning experiences.

1D

Making English your own!


LESSON GOALS

- Understand how people use English in different ways
- Think about how you make English your own
- Talk about your English-learning needs and goals

SPEAKING

- 1 Work in pairs. Discuss the questions.
 - 1 When do you use English?
 - 2 How do you feel about your English? Why?

MY VOICE 

- 2  1.2 Watch the video of four people talking about their English. In pairs, discuss the questions.
 - 1 When does Omar use English?
 - 2 Who does Aline use English with?
 - 3 Who does Chinh want to speak English like?
 - 4 How does Lucia feel about her English?
- 3 Look at the Useful Language box. Then complete sentences 1–4 to make them true for your English. Compare your answers with a partner.

Useful Language Talking about my English

I'm (not very) good at (speaking to my friends / writing / understanding TV shows in English).
I want to speak like (my mother/manager).
I want to sound (Brazilian/American/confident).

- 1 I'm good at _____.
- 2 I'm not very good at _____.
- 3 I want to speak English like _____.
- 4 When I speak English, I want to sound _____.

- 4 Look at the Communication Skill box. In pairs, discuss each tip and give examples.

COMMUNICATION SKILL

Tips for making English your own 

- 1 Understand your needs and goals: What do you need to do in English?
- 2 Understand your interests: What do you like doing in English?
- 3 Understand how you learn.
- 4 Bring your language and culture into English.
- 5 Feel confident about your English: Remember a time when you felt good speaking English.

- 5 Complete the questionnaire on page 19. Then discuss your answers in groups.

SPEAKING

- 6 **OWN IT!** Work in pairs. Discuss the questions.
 - 1 How do you like to learn English?
 - 2 For you, what is a mistake in English? How do you feel about making mistakes?
- 7 Work in groups. Look at the poster below. Now, make a poster like this one. Include:
 - your English-learning goals.
 - what you hope to do in class.
 - how you want to feel about your English.
- 8 Choose someone from your group to present your poster to the class.

Our English-learning goals	In class, we want to ...	We want to feel ...
<p>Speak English at work</p> <p> Use English when we travel</p> <p> Speak like our teacher</p>	<p>learn to tell stories in English</p> <p> talk about songs and movies</p> <p>practice writing emails</p>	<p>good about our English</p> <p> happy that we speak English</p> <p> confident when we speak to people at work in English</p>

18

- **Optional step** Consider doing question 6 of the questionnaire as a human spectrogram. Have the class stand up and line themselves up for each sentence, with 1s at the far left end of the class and 5s at the far right end of the class. By doing this kinesthetically, students get to see how many of their classmates agree or disagree with them. You can then discuss the issues in open class while in the spectrogram, or group students on the same side together to prepare for a debate with students on the other side of the spectrogram.

VOCABULARY NOTES

chatting = making conversation; talking to friends

perfect grammar = grammar with no mistakes