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LEARNING

3

# VOICES

TEACHER'S BOOK



MIKE SAYER

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### **ON THE COVER**

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A musician walking to work with his double bass in Havana, La Habana, Cuba. A double bass is the largest musical instrument in the violin family.

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# VOICES

MIKE SAYER



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1st Edition  
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# Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION
<p><b>1</b> All about me Pages 10–21</p>		<p>adverbs of frequency; simple present and present progressive</p>	<p>personality adjectives</p>	<p>stressing words to express strong opinions; saying long and short sounds (1): /i:/ and /ɪ/</p>
<p><b>2</b> Memory Pages 22–33</p>		<p>simple past; making questions</p>	<p>school subjects</p>	<p>saying regular past form endings (-ed); understanding fast speech: how words change</p>
<p><b>3</b> Food for thought Pages 34–45</p>		<p>simple past and past progressive; indefinite pronouns</p>	<p>food</p>	<p>understanding weak forms (1): was and were; stressing words to express meaning</p>
<p><b>4</b> Goals and ambition Pages 46–57</p>		<p>future plans; will and won't for promises, offers, and spontaneous decisions</p>	<p>motivation</p>	<p>understanding weak forms (2): prepositions and articles; saying words beginning with /p/ and /b/</p>
<p><b>5</b> Home and away Pages 58–69</p>		<p>zero and first conditionals; comparatives and superlatives</p>	<p>extreme adjectives</p>	<p>understanding contractions of auxiliary verbs; saying /f/ and /v/</p>
<p><b>6</b> Journeys Pages 70–81</p>		<p>present perfect with ever / never; verb patterns: -ing and to + base verb</p>	<p>air travel</p>	<p>saying long and short sounds (2): /ʌ/, /æ/, and /ɑ:/; noticing difficult consonant sounds</p>

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an article about personality; skimming	an explorer talks about her personality; listening for opinions	a personal profile; adapting your writing style	talking to people you don't know	recognizing the purpose of a text	asking how often; expressing agreement and disagreement
a blog post about memory; understanding reference (1): recognizing synonyms	an explorer talks about how she remembered things at school; dealing with unfamiliar vocabulary	a story; giving reasons	showing interest when listening	thinking about the quality of information	responding actively in conversation; adding interesting details to a story
an article about where foods come from; understanding how a text is organized	an interview with a restaurant owner; listening for reasons	a recipe; giving clear instructions	making your reasons clear	recognizing direct and indirect ideas; solving possible problems	giving reasons
an online article about a climber; scanning	a podcast about motivation; recognizing fillers	an online forum; using apostrophes	giving encouraging feedback	categorizing	giving encouraging feedback; talking about goals
a review of a TV series; finding meaning (1): using context	explorers talk about memorable places they have stayed; understanding the key points	online messages; being clear and friendly in messages	showing flexibility	identifying a writer's opinion; prioritizing	being a flexible guest and host; arranging a stay
an article about unusual ways to get to work; understanding reference (2): pronouns and determiners	a bird expert talking about bird journeys; using information you already know	an email to a travel company; choosing informal or more formal language	understanding other English speakers	choosing the best option	checking understanding; using informal and more formal language in emails

# Scope and sequence

## GRAMMAR

## VOCABULARY

## PRONUNCIATION

### 7 Inspiration for change

Pages 82–93



defining relative clauses; *used to*

the environment

understanding different accents; understanding elision (1): *used to*

### 8 The world of work

Pages 94–105



present perfect and simple past; *yet, just, and already*

jobs

saying the final /n/ sound; understanding linking sounds: /w/ and /j/

### 9 Health and happiness

Pages 106–117



second conditionals; *must, have to, and should*

health

saying long and short sounds (3): /ɔ:/ and /ɒ/; understanding elision (2): negative auxiliaries

### 10 Entertainment

Pages 118–129



past perfect; articles

movies and TV

understanding the past perfect; saying words starting with /str/

### 11 Challenges

Pages 130–141



reported speech; *can, could, and be able to*

adjectives to describe emotions

understanding connected speech: *told*; saying /tʃ/ and /dʒ/

### 12 Technology

Pages 142–153



passives; modals of prediction and possibility

technology

saying final -s sounds; saying final consonants: /g/ and /k/



READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
five texts about important inventions; finding meaning (2): using definitions	a conversation about cleaning up the environment; predicting the content	a blog post; using paragraphs and topic sentences	persuading people	finding connections	talking about things that inspire you; persuading people; introducing topics
an article about the changing world of work; understanding cause and effect	an explorer talks about her work; making mind maps	a résumé; proofreading and checking information	making a good impression at an interview	combining information from different sources	using positive language at an interview; writing about your skills and experience
an article about living without pain; identifying supporting examples	an explorer talks about his health; staying positive when you don't understand	a gratitude journal; keeping the reader interested	saying "no" when you need to	reflecting on how things make us feel; finding positives in negative situations	saying "no" politely
two folktales; understanding sequence in a story	an explorer talks about what he does for entertainment; listening for general meaning	a review; giving opinions	showing you value people	identifying the moral	showing that a relationship is important; describing a show
three different text types about social media challenges; recognizing genre and message	an explorer talks about working in extreme conditions; listening for signposts	a report; writing factual information	asking for help	connecting a topic to personal opinions and experiences	asking for help; writing reports
an article about art and technology; recognizing paraphrase	explorers talk about technology; taking notes when you listen	an online returns form; giving only necessary information	taking turns on a group video call	drawing conclusions	managing a group video call; describing a problem

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

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

Extra speaking tasks *Page 180*  
Audioscripts *Page 183*

# 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 Level 3 Student's Book*, teachers and students are presented with twelve topic-related units. Each unit has the same structure and clear signposting throughout (see **Student's Book unit 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 audioscript**.
- At the end of each unit, students are invited to **Reflect and Review** what they have learned so far using the learning goals at the beginning of each unit as a guide. The **Explore More!** feature, which can be found throughout each unit, suggests ways in which the teacher and student might want to learn more about the topic featured in each lesson.

## WORKBOOK

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

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

Each Workbook unit has been separated into sections rather than lessons so that teachers can take a flexible approach to assigning homework, depending on how much of the section 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 **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 Practice Instructor Account. Visit [learn.eltngl.com](http://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 live?
  2. What foreign dishes are popular in your country now? Do you like them?
  3. Italian food is very popular in my country. How do you like it?

**GRAMMAR** Like, dislike, and preference

**Talking about likes**  
Use the cards to make 7–9 questions to ask about things you like or dislike. Use the cards to answer.

**Talking about dislikes**  
Use the cards to make 7–9 questions to ask about things you don't like. Use the cards to answer.

**Talking about what you prefer**  
Use the cards to make 7–9 questions to ask about things you prefer. Use the cards to answer.

**Go to page 171 for the Grammar reference.**

2. 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. meat cakes 🍖
  4. drink tea with milk 🍵

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

**EXPLORE MORE!**

What do you like to eat? What do you like to drink? What do you like to do? What do you like to wear? What do you like to use? What do you like to have? What do you like to do? What do you like to wear? What do you like to use? What do you like to have?

**4. Look at this infographic and complete sentences 1–4 below.**

In a 2019 survey, 20,000 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 rating their like Italian food.

	Have tried the food and say they like it			
	Italy	China	Japan	USA
Spk	98	82	82	89
Spk	94	71	57	56
USA	88	84	74	68
UK	87	88	58	61
India	80	77	57	65
China	78	76	54	63
Japan	75	88	94	68
Average	84	78	71	70

**5. People in the USA prefer this food to...**

	Italy	China	Japan	USA
Spk	98	82	82	89
Spk	94	71	57	56
USA	88	84	74	68
UK	87	88	58	61
India	80	77	57	65
China	78	76	54	63
Japan	75	88	94	68
Average	84	78	71	70

**6. In 2019, more than 100 billion servings of instant noodles were eaten worldwide. That's about 14 servings for every person in the world!**

**7. Work in pairs. Look at the infographic again. What do you find interesting? Why? Do you agree or disagree? Give reasons.**

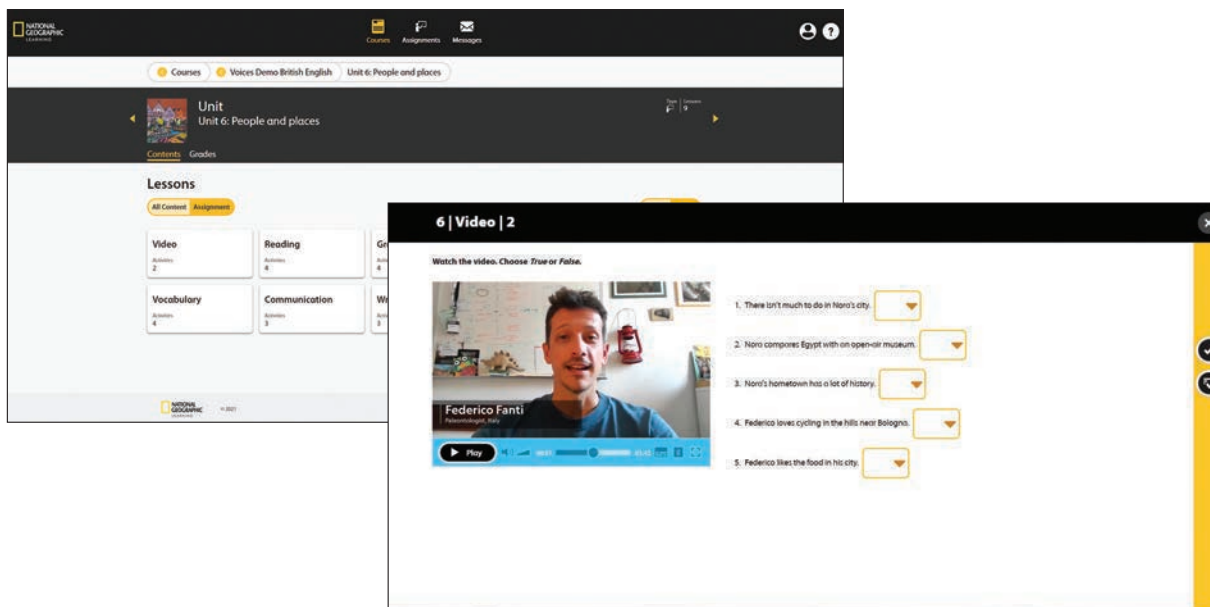
**8. Listen to the audio and repeat.**

**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 this 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 on 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 towards meeting their goals.
- **Progress checks** in the Online Practice provide students with adaptive remediation tutorials and activities that reinforce the lessons in the Student's Books.

### For teachers:

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

# Student's Book unit 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.



# 4

## Goals and ambition

### GOALS

- Scan an article about achieving an ambition
- Talk about future plans
- Talk about goals and motivation
- Recognize fillers in a podcast
- Explore ways to give encouraging feedback
- Write comments on an online forum

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

- 1 Look at the photo. How do you think the people in the race feel?
- 2 Is there anything difficult that you want to do? How do you plan to achieve it?

### WATCH

- 2 Watch the video. How do Abby and Andrej answer these questions? Discuss with a partner.



- 1 What do you do to stay fit and healthy?
  - 2 Do you have health and fitness goals?
- 3 Make connections. In what ways are your fitness habits and goals similar or different from those of Abby and Andrej? Tell a partner.

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

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

## 4A

### Achieving your ambitions

**LESSON GOALS**

- Scan an online article for information
- Categorize information
- Talk about ambitions

**READING**

**1 Work in pairs and discuss the questions.**

1. What is an ambition?
2. What ambitions do you have?
3. What steps are you taking toward achieving your ambitions?

**2 Work in pairs. Match these verbs a–f with their meanings 1–6.**

a achieve	b coach	c concentrate
d give up	e push	f train

- 1 succeed at a goal \_\_\_\_\_
- 2 stop trying to do something \_\_\_\_\_
- 3 practice a sport \_\_\_\_\_
- 4 think carefully and pay attention \_\_\_\_\_
- 5 force someone to do something \_\_\_\_\_
- 6 teach athletes \_\_\_\_\_

**3 Look at the Reading Skill box. How is scanning different from skimming? See page 12. How can scanning help you to read? Discuss with a partner.**

**READING SKILL**

**Scanning**

Scanning a text can help you to find information that you need quickly.

- To find out *when*: scan for numbers
- To find out *where*: scan for capital letters
- To find out *who*: scan for capital letters, names, and job titles
- To find out *what*: scan for information related to what you want to know (e.g., look for *work* or *study* to find what someone does)

**4 Scan the online article about Mark Chan on page 49. In your notebook, answer questions 1–6.**

- 1 Where is Mark from?
- 2 What two things take up most of Mark's time?
- 3 What is Mark's main ambition?
- 4 When did Mark first try climbing?
- 5 Who trains Mark now?
- 6 Who else does Mark's coach work with?

**5 Read the article again. Are these sentences true (T) or false (F)?**

- 1 Mark is confident that he will go to the Olympics. T F
- 2 Mark studies, then trains every day. T F
- 3 Mark plans to live in the U.K. T F

**6 Work in pairs. Which parts of Mark's life would you enjoy or find difficult?**

**7 Look at the Critical Thinking Skill box. Then check (✓) the actions 1–8 that are helpful for achieving ambitions.**

**CRITICAL THINKING SKILL**

**Categorizing**


You can categorize things by thinking about how they are the same or different, for example, deciding if information is true or false, or positive or negative. Putting information into different categories can help you think about and understand it.

- 1  give up
- 2  listen to friends, teachers, or coaches
- 3  give 100%
- 4  practice as much as possible
- 5  have an ambition
- 6  do nothing
- 7  worry about failing
- 8  take part in races and events

**SPEAKING**

**8 Work in pairs. Discuss the questions.**

- 1 What are you training for or practicing right now, e.g., sports, languages, or hobbies?
- 2 Which of the things in Exercise 7 do you do when things get difficult?
- 3 Are you someone who pushes yourself?



## Mark reaches for the sky!

Mark Chan is a hardworking student with a dream. In his free time he loves climbing and he was the first Singaporean to climb in the Youth Olympic Games. His ambition is to climb for Singapore in the next Olympics.

Mark started climbing when he was fourteen years old. His school coach thought he was so good that he introduced him to the Singapore national team. He made the team and that's when he started to push himself.

Mark studies aerospace engineering at college. He says that in Singapore the cost of living is very high, so everyone has to study hard to get a good job. His parents also push him to succeed. It's hard to find time for both school and training. He worries that he won't make the Olympics because he doesn't have enough time to train, but he wants to try.

To do it, Mark trains as much as possible. He races in every climbing competition that he can, and goes to the gym every day after class. He says it's very tiring but that he's "working hard for what I really want." Mark knows that to achieve his goal he has to give 100%. Practice makes perfect, so he often does the same climbing move many times before he gets it right. And he never gives up! Next year, he's moving to the U.K. to train with his coach.

Mark's coach, Ian Dunn, has 40 years of experience and coaches the Great Britain climbing team. He wants to push his climbers and help them succeed. He says that Mark needs to concentrate and "be more confident." He's excited that Mark is going to work with him in the U.K. He thinks Mark's future is "really bright."

Mark plans to train hard. We hope he makes it to the Olympics!

Follow this site for updates!

**EXPLORE MORE!**

Do you think Mark qualified for the Olympics? Search online for "Mark Chan climber" to find out.

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.

## 4B

### Setting goals

**LISTENING AND GRAMMAR**


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

- Do you set goals for the future or do you live in the moment?
- What are the advantages and disadvantages of making future plans or of living in the moment?


NATIONAL GEOGRAPHIC EXPLORERS

**2** Listen to Andrej Gajjić and Abby McBride. Do they set goals, live in the moment, or both? Discuss with a partner.

Andrej Gajjić



Abby McBride



**LESSON GOALS**

- Listen to people talking about their goals
- Use *going to* and the present progressive for future plans
- Understand weak forms

**3** Listen again. Are these goals Andrej's or Abby's? Check (✓) the correct answers.

	Andrej	Abby
1 protect wildlife with storytelling	<input type="checkbox"/>	<input type="checkbox"/>
2 protect more animals	<input type="checkbox"/>	<input type="checkbox"/>
3 teach people on social media	<input type="checkbox"/>	<input type="checkbox"/>
4 stop using social media	<input type="checkbox"/>	<input type="checkbox"/>
5 go to Patagonia	<input type="checkbox"/>	<input type="checkbox"/>
6 travel to Vietnam	<input type="checkbox"/>	<input type="checkbox"/>
7 work in the U.S.A.	<input type="checkbox"/>	<input type="checkbox"/>
8 practice Spanish	<input type="checkbox"/>	<input type="checkbox"/>
9 learn more about the ocean	<input type="checkbox"/>	<input type="checkbox"/>
10 do more things they love	<input type="checkbox"/>	<input type="checkbox"/>

**4** Read the Grammar box. Then underline another example of each form in the audioscript for track 4.1 on page 185.

GRAMMAR Future plans

**Going to**  
Use *going to* + base verb for plans and future intentions.  
*I'm going to learn more about my science.*

**Present progressive**  
Use the present progressive for definite arrangements in the future (sometimes used with a time, day, or date).  
*I'm traveling in South America soon.*

Go to page 169 for the Grammar reference.

**5** Work in pairs. Look at the pairs of sentences (1–5). Discuss the difference in meaning, if any, between each option, a and b.

- a They're moving on May 7.  
b They're going to move.
- a I'm starting a class soon.  
b I'm going to start a class soon.
- a We're running at 3 p.m.  
b We're going to go for a run at 3 p.m.
- a He's taking a driving lesson tomorrow.  
b He's going to take a driving lesson.
- a I'm practicing my English this summer.  
b In the summer, I'm going to practice my English.

**6** Complete the questions about future plans using the present progressive or *going to*. Then ask and answer the questions in pairs.

- What \_\_\_\_\_ you \_\_\_\_\_ (do) tonight?
- How \_\_\_\_\_ you \_\_\_\_\_ (study) for your exams?
- Where \_\_\_\_\_ you \_\_\_\_\_ (go) on your next vacation?
- \_\_\_\_\_ you \_\_\_\_\_ (meet) anyone after class?
- \_\_\_\_\_ you \_\_\_\_\_ (learn) a new skill this year?

**7** Look at the Clear Voice box. Then listen to the example and tell a partner what you notice about the stressed words and weak forms.

PRONUNCIATION

**Understanding weak forms (2): prepositions and articles**

Some words, like prepositions (*at, to, for*) and articles (*a, an, the*), are difficult to hear because they're not stressed. This means that, for example, *the to in going to* is often weak and difficult to hear.  
*I'm going to meet a friend at six.*

**8** Listen to sentences 1–4 and underline the stressed words. Then listen again and circle the weak forms.

- I'm planning to write a book.
- He's going to Brazil next summer.
- I'm visiting my family soon.
- She's staying with her parents for another year.

**9** Complete the sentences about your plans. Discuss with a partner.

- I'm going to learn how to \_\_\_\_\_.
- I'm planning to visit \_\_\_\_\_.
- I'm meeting \_\_\_\_\_ next week.
- I'm hoping to \_\_\_\_\_.
- I'm going to try to \_\_\_\_\_.
- I'm \_\_\_\_\_ on the weekend.
- This summer I'm \_\_\_\_\_.

**10** Work in pairs. Discuss the questions. Think about your work and personal life. Use the future forms.

- Do you have any short-, medium-, or long-term goals? What are they?
- Are any of your goals similar to the explorers?

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.

## 4C What motivates you?

### VOCABULARY

- 1 Work in pairs. Read the definition. Then read the quotations about motivation. Discuss which ones you agree with.

motivation /məʊtɪ'veɪʃ(ə)n/ [noun: usually uncountable] a feeling of being excited and interested, which makes you want to do something

"However difficult life may seem, there is always something you can do, and succeed at. It matters that you don't just give up."

*Stephen Hawking, scientist, mathematician, and author*

"Motivation comes from working on things we care about. It also comes from working with people we care about."

*Sheryl Sandberg, Facebook executive*

"No one will motivate you. Only you can motivate you."

*Mark Hunter, sales expert*

### LESSON GOALS

- Talk about motivation
- Recognize fillers in a podcast
- Learn to make promises, offers, and spontaneous decisions
- Say words beginning with /p/ and /b/

- 2 **1A.4** Look at the infographic below. Then, complete the sentences with these words. Then listen and check.

challenge	encourage	praise
prize	punish	reward

- I like to get \_\_\_\_\_ or hear that I'm doing well from my family and friends.
- When my brother and I argued, my parents didn't let us watch TV, to \_\_\_\_\_ us.
- It's important to \_\_\_\_\_ a child when they are learning an instrument.
- I won a(n) \_\_\_\_\_ for being the best basketball player in my school.
- I enjoy trying difficult things and always look for a new \_\_\_\_\_ every year.
- We are offering a \_\_\_\_\_ of \$100 for information about our missing cat.

Go to page 161 for the Vocabulary reference.

### WHAT MOTIVATES PEOPLE

EXTERNAL MOTIVATION		SELF-MOTIVATION	
 a prize	 a reward	 fun	 success
 praise	 avoiding punishment	 purpose	 happiness

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- 3 Work in pairs. Use the words in Exercise 2 and the infographic to discuss what motivates you.

### LISTENING

- 4 **1A.5** Listen to the podcast about motivation. What is Linzi motivated to do? What does she need help with motivation for? Discuss with a partner.

- 5 **1A.5** Listen again. Circle true (T) or false (F) for each statement.

- Linzi's parents motivate her. T F
- Linzi's brother pushes her to work hard. T F
- Research shows that money motivates people for thinking tasks. T F
- Linzi is motivated to change the world. T F
- Maria's three motivation rules are "choose," "improve," and "enjoy." T F

- 6 **1A.6** Look at the Listening Skill box. Then listen to the excerpts from the podcast and complete statements 1–5 with the fillers.

### LISTENING SKILL

#### Recognizing fillers

Speakers use fillers to give themselves time to think. They use words such as *oh, um, so, and like*, and phrases such as *y'know* and *I mean*. Fillers are usually not stressed and are often said quickly and quietly. Learning to recognize fillers can help you focus on the words that give information.

- Well*, I'll explain! \_\_\_\_\_, one experiment asked two groups to do the same task.
- \_\_\_\_\_, the task was, \_\_\_\_\_ a puzzle, so people had to, \_\_\_\_\_, think.
- Yes, I do, \_\_\_\_\_. I don't like working all day every day, but I think my research is really important.
- What, \_\_\_\_\_, like basketball?
- Like trying to, \_\_\_\_\_, help change the world—that makes me feel good, so it's, \_\_\_\_\_, motivating.

### GRAMMAR

- 7 Read the Grammar box. Are examples 1–3 promises, offers, or decisions (P, O, D)?

#### GRAMMAR will and won't for promises, offers, and spontaneous decisions

Use *will* and *won't* for promises, offers, and for decisions made at the time of speaking.

Promises: *I won't tell anyone!*

Offers: *I'll help motivate you.*

Decisions: *Well, OK, I'll come!*

Go to page 169 for the Grammar reference.

- A: The gym is closed tomorrow. \_\_\_\_\_  
B: I'll go today. \_\_\_\_\_
- A: This is really difficult. \_\_\_\_\_  
B: I'll help you tonight. \_\_\_\_\_
- A: Are we still friends? \_\_\_\_\_  
B: I'll always be your friend! \_\_\_\_\_

- 8 Write a response to each sentence. Use *will* to make a promise, offer, or decision.

- I have to cook party food for 40 people. \_\_\_\_\_
- Please don't tell her. It's a surprise! \_\_\_\_\_
- I want to learn the guitar. \_\_\_\_\_

### PRONUNCIATION

- 9 **1A.4** Look at the Clear Voice box. Listen and repeat.

#### CLEAR VOICE

##### Saying words beginning with /p/ and /b/

To make the sounds /p/ or /b/, close your lips then open them quickly to let out the air.

Hold a piece of paper in front of your mouth. It should move more for /p/ than for /b/. Touch your throat. It should vibrate for /b/ but not for /p/.

/p/ *purpose, praise* /b/ *basketball, brother*

### SPEAKING

- 10 Work in groups. Discuss the best ways to motivate children. Is it different for adults?

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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.

# 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.



**4D**

## Giving encouraging feedback

### LESSON GOALS

- Learn to give encouraging feedback
- Practice language to give encouraging feedback and make suggestions
- Practice ways to give feedback

### SPEAKING

- 1 Look at the photo. Work in pairs. Discuss how you feel when you give and get feedback.
- 2 Work in pairs. Read about Natalia and answer the questions.
  - 1 Do you agree with how Isabella is giving Natalia feedback?
  - 2 What advice can you give Isabella?

Natalia is having dinner with her roommates. One roommate, Isabella, tells Natalia that she needs to clean the apartment more often. She jokes about the time that Natalia cleaned the bathroom but forgot to change the towels. Natalia remembers and knows that Isabella is right. Her other roommates don't say anything and Natalia feels embarrassed and upset. She doesn't clean the apartment the next day because she worries that she won't do it the way Isabella likes.

- 3 Read the examples of feedback (1–4). Work in pairs. Discuss questions a and b below.
  - 1 You'll need to try harder. You're really slow.
  - 2 That was really difficult. You had a lot of good ideas for your first time.
  - 3 Good idea to use a different color. You're getting better. Keep on trying!
  - 4 Well, that song was awful. You need more practice.
  - 5 So you made a mistake! Don't worry, now you know what not to do!
    - a Which ones do you think would help you improve next time?
    - b Which ones would you like to hear?

### MY VOICE ▶

- 4 ▶▶▶ Watch the video about giving feedback. Look at tips 1–4 and circle the options it mentions. Which do you think is the most important? Tell a partner.
  - 1 Encourage people for working hard / trying new things.
  - 2 Be positive / negative.
  - 3 Ask each other for advice / feelings.
  - 4 Give ideas for how to improve / work with others.

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- 5 Look at the Communication Skill box. Read the feedback in Exercise 3 again and match each example of helpful feedback with the types of feedback in the box. There is not an example of every type of feedback.

### COMMUNICATION SKILL

#### Giving encouraging feedback

When giving feedback, try not to focus too much on what someone didn't do well. Make sure you also tell them how they can improve next time. First, you can give positive feedback for:

- working hard \_\_\_\_\_
- making small changes \_\_\_\_\_
- trying new things \_\_\_\_\_
- learning from mistakes \_\_\_\_\_
- succeeding \_\_\_\_\_

Then you can suggest how to improve. Feedback should be a conversation, so try to listen to the other person's opinion as well!

- 6 Read the Useful Language box. In your notebook, rewrite the examples of unhelpful feedback in Exercise 3 to be helpful. Use a phrase or idea from each section.

### Useful Language Giving encouraging feedback

**Introducing the feedback**  
I can see that you (found that hard). I noticed that you (didn't get that right). That's a shame. Sorry (you missed).

**Asking for and listening to opinions**  
What do you think of this? How did you feel? I can understand why you say that.

**Talking about the positives**  
That was hard. You spent a lot of time on it. I can see you worked hard. Keep practicing! You're getting better!

**Making suggestions for improvements**  
Have you tried (writing everything down)? Next time you could try (calling them first).

### EXPLORE MORE!

Find other tips for giving feedback. Search online for "giving feedback."

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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.

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.

**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.

## 4E

### Language-learning goals

**READING FOR WRITING**

1 Read the forum posts. Underline the reasons people give for learning English.

**What are your language-learning goals?**

**Krzysztof, the student:** I'd really like to speak English well. I'd love to understand everything. Jan 22nd 4

**Andres089:** Me too! I want to have conversations in English. I don't care about making mistakes. Jan 22nd 3

**Abdallah\_H:** I agree. I also don't need to be perfect... and I don't want to change my accent—it's part of who I am! Jan 23rd 2

**Shahla92:** I work at an international company, so many of my customers speak English. Jan 24th 2

**Andres089:** I speak a lot of English at work, too. I'd love to send emails quickly and understand phone calls. Jan 25th 2

**Jenny\_R:** My language goal is just to enjoy learning. I try to study for 30 minutes every day. Jan 26th 1

**Sofia\_smiles:** When I started learning English I just wanted to order food, but now I hope to be in the advanced class one day. Jan 26th 3

**The\_Great\_Nawal:** I dream of being in the advanced class, too. I need C1 level for college. I'll have to do research in English. Jan 26th 3

**2 Work in pairs. Discuss the questions.**

- Which of the people in Exercise 1 do you think have realistic goals?
- Whose learning goals are similar to your own? Which are different?
- What could the people in the forum do to work toward their goals?

**3 Look at the Writing Skill box. Then correct the mistakes in the messages below.**

**WRITING SKILL**  
**Using apostrophes**

Forums are informal and people write quickly. Here are some common mistakes with apostrophes.

*You're / your:* *You're* is the short form of *you are*.  
*Your* is a possessive adjective: *Is this your book?*

*It's / its:* *It's* is the short form of *it is*. *Its* is a possessive adjective: *It's hard to learn a language and its rules.*

*They're / there / their:* See the infographic on page 28.

Apostrophes: Apostrophe + s ('s) can be used with a noun to show possession or to contract two words. It is not used to show plurals.


*Here's Dorothy's bag.*

**Jin:** I'd love to speak very good English. My wifes Scottish and I live in Scotland now. Id like to talk to my wifes family and understand all they're joke's! I need to speak English well to get a U.K. passport, too. Jan 27th 2

**Sofia\_smiles:** You're English is great. Its hard, but we can do this! Jan 27th

**The\_Great\_Nawal:** Yes! We can! Jan 27th

**Jin:** Jan 27th



**4 Look at the Useful Language box. Find examples of each form (1–4) in the forum posts.**

**Useful Language** Talking about goals

I dream of (being an English teacher).  
I want / I'd really like to (improve my pronunciation).  
I hope to (move to the U.S.).  
I'd love to (speak more languages).  
I need to (speak English for my work).  
I try to (watch English TV shows).

- hope + noun or hope to + verb \_\_\_\_\_
- (don't) want / need / try to \_\_\_\_\_
- dream of + verb-ing \_\_\_\_\_
- would / 'd + like / love to + verb \_\_\_\_\_

**5 In your notebook, write 4–6 statements about your language-learning goals using the Useful Language. Use the ideas in the forum posts to help you.**

**6 Work in groups. Discuss your ideas from Exercise 5. Are any of the language-learning goals very popular or unpopular with other students?**

**7 WRITE** Write your own forum post on a piece of paper. Ask a question about language-learning goals. Include a username. Pass your paper to another classmate. Take someone else's paper and answer their question. Continue until you have answered all your classmates' questions.  
*Do you want to change your accent?  
Would you like to use your English to live in another country?*

**8 CHECK** Use the checklist. Each forum post...

- has a clear language-learning goal.
- answers the question.
- uses apostrophes correctly.
- uses would like / love to or hope / want / need / try / dream of.

**9 REVIEW** Complete the tasks.  
Check each forum post. Does it include at least three things from the checklist? Make any corrections you think it needs. Then, in pairs discuss what you think of the different responses to your questions.  
**Go to page 155 for the Reflect and review.**

**EXPLORE MORE!**

Find a forum about language-learning goals online. Search for "language-learning goals forum."  
Are the comments similar or different from those in your class? Write your own comment.

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. They do talk about their jobs, but they also talk about their private lives, funny accidents, travel routines, future desires, and worst fears. Importantly, many of them are language learners themselves, using English to express themselves and succeed internationally. They're ideal role models and great examples to emulate!

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



LEWIS LANSFORD

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

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



CHIA TUAN CHONG

**A:** As our learners use English, they're going to need skills and strategies to build trust, manage impressions, deal with conflict, and mediate in a space where people from different cultural backgrounds are coming together to convey their messages and develop relationships. The communication skills in *Voices* allow the learner to dive into different areas of interpersonal communication, offering teachers and students useful tips, strategies, and useful language 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! features encourage learners to enhance their research skills. Each unit provides tips on reading, listening, writing, and critical thinking skills to enhance their language as well as their work and study skills. The world is getting smaller, and students on this course will gain international communication skills and knowledge of authentic topics to succeed in an ever-evolving global environment.

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



CHRISTIEN LEE

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

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



GARY PATHARE

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

## All about me

### UNIT GOALS

#### 1A Reading and speaking

- skim an article and recognize the purpose of a text; talk about personality

#### 1B Speaking, listening, and grammar

- listen to people talking about habits; use indefinite and definite adverbs of frequency; talk about how often you do things

#### 1C Listening, grammar, vocabulary, and pronunciation

- listen for opinions in an interview; use simple present and present progressive to talk about events, routines and habits, and activities happening now; stress words to express strong opinions; talk about personal characteristics

#### 1D Speaking

- learn strategies for talking to strangers; practice saying words with /i:/ and /ɪ/ sounds; express agreement and disagreement

#### 1E Writing

- recognize different writing styles and adapt your writing style; write a profile of yourself

#### Photocopiable resources

Communication activities: pp. 223–224  
 Vocabulary activity: p. 248  
 Grammar activities pp. 262–263  
 Pronunciation activity: p. 288  
 Mediation activity: p. 304

#### Workbook

Unit 1 pp. 4–9



### 1

- Ask students to work in small groups and discuss the questions.
- **Optional step** Before students speak, use the photo on the page to elicit and teach key words they will need: *furniture, coffee table, ornaments, lamps, fan, shelves, plates, etc.*

#### Sample answers

- 1 creative, imaginative, artistic, old-fashioned

#### ABOUT THE PHOTO

Soufiane Lezaar is the live-in chef to famous Italian gardening expert Umberto Pasti. He shares his love of collecting with his employer, and spends a lot of time collecting objects from Tangier's flea markets, or sculpting with wires made from stainless steel. Tangier is a city in northwestern Morocco.

#### Extra activities

- Ask students to imagine being a visitor to Soufiane's home and to describe the experience, e.g., *I'm standing in... I can see... I feel...*
- Students say what they personally like and dislike about the room in the photo.

Chef Soufiane Lezaar has a collection of more than 10,000 objects in his apartment in Tangier, Morocco.



# 1

## All about me

### GOALS

- Skim an article about personality
- Practice talking about daily habits
- Talk about people's personalities
- Listen for opinions in an interview
- Learn strategies for talking to new people
- Write a personal profile

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

- 1 Look at the photo. What can we say about the person who lives here?
- 2 What do you think your home says about you?

### WATCH ▶

- 2 ▶ 1.1 Watch the video. Circle the words below that Arianna uses to talk about herself.



careful curious excited friendly funny  
 happy kind polite shy

### 3 Make connections. Discuss the questions. Give reasons for your answers.

- 1 Which of Arianna's three words also describe you?
- 2 Do the other words in Exercise 2 describe you?

11

*phase* /feɪz/ = a period of your life

*get over* (a phase) = move on from

*Twitter tagline* /'twɪt.ər 'tæɡlaɪn/ = a description of yourself on the popular social media account

*kids* /kɪdz/ = children

### 3

- Ask students to work with a new partner or in small groups. Set a five-minute time limit for the discussion.

### Extra activity

Ask students to think of three adjectives that best describe people they know (e.g., people in their family, close friends, or their boss). Students share ideas with a partner.

### VIDEO 1.1

**Arianna:** *So, who am I? Well, I am curious—it is my number one personality trait. I have always been curious. You know how kids have that phase where they always ask “Why?” Well, I never got over it. I still ask “Why?” “Why?” “Why?”*

*“Excited” describes me, too, because I get excited about things. I would say it’s a really big part of who I am.*

*Finally, I think “happy” is a good description of me because I’m a fairly happy person, right? Not at every single moment of every single day, of course, but generally speaking, I’m really happy with where I’m at in my life.*

*Actually, this was an easy question for me to answer, because my Twitter tagline reads “Curious. Excited. Happy!...” and I think it’s a really good description of me!*

### ABOUT THE EXPLORER

**ARIANNA SOLDATI** is an assistant professor in volcanology. She has always been fascinated by volcanoes, especially the interaction between the physical properties of lava. Arianna combines observations in the field with laboratory work in order to better understand volcanoes and protect the 500 million people living in the shadow of active volcanoes worldwide.

### WATCH ▶

### 2 ▶ 1.1

- Read the words aloud so students can hear the pronunciation. Check their understanding of any difficult words using examples (see the Vocabulary notes).
- Play the video. Students circle answers.
- Students compare answers in pairs before checking as a class.

### VOCABULARY NOTES

*curious* /'kjʊəriəs/ = you want to know about things

*kind* /kaɪnd/ = you think about people and do nice things for them

*polite* /pə'laɪt/ = you always say please and thank you

*shy* /ʃaɪ/ = not confident and very quiet

*personality trait* /,pɜːrsə'næləti treɪt/ = a typical part of your personality (= the sort of person you are)

**LESSON GOALS**

- **READING** The main aim is to guide students to skim a text quickly and not in detail in order to find the writer's main ideas. They practice recognizing the purpose of a text.
- **SPEAKING** The speaking aim is to talk about personality.

**READING**

**ABOUT THE TEXT**

The text type is a light-hearted popular magazine article. It asks how we might find out about a person's personality before meeting them, and speculates what we might predict from their name, their blood type, their shoes, their number of brothers and sisters, their choice of plane seat, or their way of eating. It concludes that the best way is still to meet and talk to a person.

**1**

- Begin by reading the two questions aloud and eliciting an example answer (e.g., by checking out their social media page).
- Students discuss the questions in pairs. Set a three- or four-minute time limit. In feedback, elicit ideas from different pairs.

**Sample answers**

- 1 by reading social media posts; by reading other writings such as emails or letters; by asking them questions by email or on the phone; by meeting and talking to their friends and family; by reading their published writings (if they are a writer or in the media); by looking at personal details, such as their job, their address, or their hobby or favorite sports
- 2 when you have a job interview with the person; when you have to live with them as a roommate; when you are about to meet a person for the first time

**2**

- Elicit the first answer to get students started. Students complete definitions individually. Then let students check with a partner.
- In feedback, show or write up the correct answers so students can check.

1A

Knowing me, knowing you

LESSON GOALS

- Skim an article
- Recognize the purpose of a text
- Talk about personality

**READING**

- 1 Work in pairs. Discuss the questions.
  - 1 How do you think we can learn what kind of person someone is before we meet them?
  - 2 When can it be useful to do this?
- 2 Complete the definitions of the words and phrases in bold with one of these phrases.

do it often	feel unhappy	make money
spend time	think carefully	

- 1 To **get to know** someone, you spend time with them and learn about them.
  - 2 To **judge** means to think carefully and form an opinion about something.
  - 3 To be **worried** is to feel unhappy because you keep thinking about possible problems.
  - 4 To **tend** to do something means to do it often or be likely to do it.
  - 5 To be **successful** means to do something well or make money doing it.
- 3 Look at the Reading Skill box. Skim the article on page 13 to choose the best heading (1–6) for each paragraph (A–F).

**READING SKILL**  
**Skimming**

To skim is to read a text quickly and not in detail in order to find the writer's main ideas. There are different ways you can try to do this:

- Read the title and any headings.
- Read the first and last sentence of each paragraph.
- Look for repeated ideas.

- 1 Are personalities in the blood? C
- 2 An introduction to personality A
- 3 What do footwear and family tell us? D
- 4 The usual way to get to know someone F
- 5 What's in a name? B
- 6 Is your plane seat important? E

- 4 Work in pairs. Read the article again. What does the article say about...
  - 1 people with strong names?
  - 2 people with type O blood?
  - 3 being the only child in your family?
  - 4 choosing the aisle seat on a plane?
  - 5 slow eaters?
- 5 Look at the Critical Thinking Skill box. Work in pairs. Match purposes 1–5 in the box with types of writing a–e. Then discuss what you think the main purpose of the article is.

**CRITICAL THINKING SKILL**  
**Recognizing the purpose of a text**

Knowing a writer's purpose—or reason for writing—can help you understand and respond to a text. These are some common purposes.

- 1 providing entertainment
  - 2 giving information about a topic
  - 3 expressing a personal opinion about a topic
  - 4 trying to make someone do something
  - 5 describing the good and bad aspects of something
- a a blog post or social media comment 3
  - b a for and against essay or a review 5
  - c a good story or funny article 1
  - d an advertisement 4
  - e a news or factual article 2

**SPEAKING**

- 6 Work in groups. Do you think any of the ideas in the text can tell you about someone's personality? Why or why not?
- 7 What other ways can you think of for how you might learn about someone's personality? Use these ideas or your own.
  - someone's clothes or the colors they like
  - how someone walks
  - how someone talks or laughs

**EXPLORE MORE!**

Find out more about opinions on the connection between personality and where we sit on a plane. Search online for "personality + sit + plane."

- **Optional step** Check students' understanding in feedback by asking personalized questions: *How did you get to know your oldest friend? What small problems in your life are you worried about? Do you tend to meet new people easily or do you tend to stay with people you know? Do you judge people by what they wear? Name a successful businessperson in your country.*

**3**

- Read the information in the Reading Skill box aloud.
- **Optional step** Lead in by asking students to predict what the article is about from the title and photo. Then read the headings aloud and ask students which one is likely to go first.
- Students skim and choose headings. Check that students do this correctly by setting a short time limit (three minutes), and reminding students to only read first and last sentences.



# What do I know about you?

- A In general, we know that our personalities—all the parts of our character that make us who we are—come from two things: our DNA from our parents and the experiences we have during our lives. But what is the best way to get to know someone? Can we find out about somebody's personality before meeting them?
- B Some people believe our ID cards say lot about our personalities. In some places, parents give their children strong names to help them become strong adults. Can our name change who we become? Probably not. However, in the 1980s a Belgian psychologist found that people prefer names that sound similar to their own. So maybe a name can change what we think about a person.
- C In certain countries, some people think we can judge personality from somebody's blood type. For example, they believe that people with type O blood are good leaders and type Bs are friendly. There seems to be no scientific reason for this, but it's possible that people change their behavior because they know their blood type.
- D A study in the *Journal of Research in Personality* suggests that just looking at somebody's shoes can tell us whether they are generally calm or worried. Other studies suggest that people with at least one brother or sister tend to be kind to others, while people with no brothers or sisters may find it hard to have good relationships.
- E Some studies suggest that your choice of seat on a plane tells us something about your personality. Choosing a window seat may mean that you get angry easily. Preferring the aisle may show that you want to be free. What about eating? Research shows that people who eat slowly usually enjoy life. While quick eaters don't like waiting and want to be successful.
- F These theories show that something might be true because we believe it is. But, maybe it's better to get to know someone in the usual way: not from looking at their ID card—or even their shoes—but by talking and listening to them.



## VOCABULARY NOTES

*DNA* /ˌdiːenˈeɪ/ (deoxyribonucleic acid) = a molecule that contains the instructions an organism needs to develop (in some languages, it is ADN)

*journal* /ˈdʒɜːrnəl/ = a newspaper or magazine that deals with a particular subject or professional activity

*psychologist* /saɪˈkɒlədʒɪst/ = an expert in the scientific study of the human mind

*theory* /ˈθɪəri/ = an idea that explains something

*behavior* /bɪˈheɪvjər/ = the way people do things

*research* /ˈriːsɜːtʃ/ = scientific study of things

## 5

- The Critical Thinking Skill box aims to help students recognize why a writer has written a text, identifying who or what is it for.
- Read through the Critical Thinking Skill box and ask students to listen, or read silently before asking, *Name two common reasons for writing a text.*
- Ask students to match the purposes, then check with a partner. In feedback, elicit answers and write them clearly on the board.
- Students discuss the main purpose of the article.

### Sample answers

The article gives information. Some students may also say it provides entertainment. In the final paragraph, it expresses a personal opinion, too.

### Extra activity

Ask students to work in pairs to skim the readings in the A lessons of Units 2 and 3, and say what text type and what they think the purpose of each text is.

## 4

- **Optional step** Lead in by checking key words: *blood type* = people have different types of blood—type A, O, etc.; *only child* = no brothers or sisters; *aisle seat* = seat next to the aisle (the middle of the plane where people walk)
- Students read in more detail, write down answers, and compare answers in pairs.


- **Optional step** Ask students to find, underline and check high-level words connected with science in the text (see the Vocabulary notes).

### Sample answers


- 1 They make you a strong person.
- 2 They are good leaders.
- 3 They may find relationships difficult.
- 4 They want to feel free.
- 5 They are happy with their lives.

## SPEAKING

### 6

-  Organize the class into small groups of three to five students to discuss the questions. It is a good idea to mix students at this point so they get to speak to different class members. Ask students to summarize the ideas first before discussing them.
- In feedback, elicit ideas from different groups and ask students to decide as a class whether they think any of the ideas are a good way of predicting personality.

### 7

-  Extend speaking by having students discuss the ideas in their small groups of three to five. Alternatively, mix students again so they work with different classmates. Set a five-minute time limit.
- In feedback, elicit and discuss students' ideas.

### Sample answers

We can predict from their hairstyle; the newspapers or magazines they read; the websites they like to visit; the type of car they drive; the movies they watch, what they have in their pocket or bag; their favorite food, drink, or restaurant.

### Extra activity 1

---

Write the following up on the board.

Name:

Favorite type of car:

Favorite song or kind of music:

Favorite movie:

Favorite TV show:

Favorite clothes:

Favorite color:

Students write personal answers to complete the information.

Then, in groups, students share information. They comment on what this tells their classmates about their personality.

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### Extra activity 2

---

Here are other questions on the topic you may wish to have students discuss:

- 1 *What kind of shoes do you think a calm person or worried person might wear? Why?*
  - 2 *How do you think being the oldest, middle, or youngest child in a family might influence your personality?*
  - 3 *Do you eat slowly or quickly? Does this show your personality?*
- 

### EXPLORE MORE!

The aim of the Explore More! section is to encourage students to do more research into the topic of the lesson. Adapt the task depending on the interest and situation of your students.

How you exploit Explore More! will depend on internet access in your classroom. If you have none, make this a homework task. Students find out three or four interesting facts and present them in the next lesson. If you have internet in the classroom, organize the class into pairs or groups to find and present information.

A search found the following:

*Aisle person: You value freedom—you have the ability to get up and walk around without having to ask anyone. You're all business—no looking out of the window for you. You like to be in the power position—you can easily ask flight attendants for things.*

*Window person: You value privacy—it's quieter by the window. You're a dreamer and open to new experiences.*

*Middle seat: You're an extrovert who likes meeting new people. You're considerate—it's the least popular seat so it's good of you to sit there. You're disorganized—you have this seat because you booked late.*


See Workbook pages 4–5 for extra practice (Reading).

## LESSON GOALS


- **GRAMMAR** The main aim is to practice using definite and indefinite adverbs of frequency to talk about how often you do something.
- **LISTENING** A sub-aim is to listen to people using adverbs of frequency to talk about their habits.
- **SPEAKING** The speaking aim is to ask and answer questions about regular activities.

## SPEAKING

### 1


- **Optional step** Lead in by writing *My free time* on the board. Tell students to ask you *Yes/No* questions to find out three things you do in your free time. They can ask, for example, *Do you watch TV? I play video games? I read books?*, etc. Once you have answered *Yes, I do* three times, end the activity.
-  Students discuss in small groups of three to five students. In feedback, ask a few students to tell the class about their classmates.

### 2

- **Optional step** Focus students on the infographic. Ask, *What is the question in the headline? What information is in the infographic?* Check the meaning of *extrovert* and *introvert* by asking: *Who prefers parties? Who likes having a lot of friends?*
-  Students discuss in pairs. In feedback, elicit answers from different pairs.
- **Optional step** Ask students to find and explain words in the text: *alone* (= not with anybody); *lost in your thoughts* (= thinking about things and not thinking about what is happening around you); *the center of attention* (= the person that other people look at and listen to).

## LISTENING AND GRAMMAR

### 3 1.1

- **Optional step** Preview the listening by asking students what an introvert might say and what an extrovert might say when talking about habits. Elicit a few suggestions.
-  Play the audio. Students write down answers. Let students compare answers in pairs before checking as a class.


### Sample answers

Eva closely matches what the infographic says about extroverts. She likes to have time for a coffee with her colleagues before work. She meets friends several times a week after work and it makes her feel good. She chats with people in the evening and plays a team sport.

Meera is close to what the infographic says about introverts. She occasionally meets a friend but usually prefers to read a book, listen to music, or watch some TV. She does sports alone or with a friend, and goes for a long cycle ride once or twice a month.

### 4 1.1

- Ask students to read the statements carefully. If they can remember answers from the first listening, let them place check marks.

-  Play the audio again. Students check off the answers. Let students compare answers in pairs before checking as a class.
- **Optional step** Play the audio a third time and pause at key points if students have problems hearing answers.

### AUDIO 1.1

**Eva:** *I'm Eva. I was born in Spain 26 years ago, but I live in Tokyo now. I love it here. It's a very exciting city; there's so much life and so much to do. I get up at six and go for a run every day. I take the train to work and I'm always at work by eight. I like to have time for a coffee with my colleagues before work. I usually work 45 to 50 hours a week. It's a long day, but I meet friends several times a week after work and then I feel great again! On the other evenings I usually chat to my friends back in Spain. On weekends I play soccer in the park.*

**Meera:** *My name's Meera. My parents come from a small village in India, but I was born in London in 1995 and have lived here all my life. I'm lucky because my job pays well, so I only work three days a week. I get up at seven on the days I don't work, I go for a run before breakfast. I nearly always ride my bike to work. In the evenings, I occasionally meet a friend after work, but generally, I prefer to read a book, listen to music, or watch some TV. I always try to get to the gym on the weekend. A friend and I go for a long bike ride once or twice a month.*

### 5

- Students read the Grammar box and complete the tasks. In feedback, check understanding by asking students to come to the board to write up adverbs in the correct order next on a continuum (see the Grammar notes below).

### GRAMMAR NOTES

#### Meaning and form

The use of indefinite frequency adverbs can be shown visually using a continuum:

100% ..... 0%  
 always usually often sometimes occasionally rarely never

Students confuse when to say *often* or *usually*. *Usually* implies a habitual action, whereas *often* simply refers to an action that is performed many times. So, *I usually go out on Fridays* (= I do it most Fridays), but *I often go out on Fridays* (= I do it a lot, but not every Friday).

# 1B

## How often do you go out?

LESSON GOALS

- Understand people's daily habits
- Talk about how often you do something
- Talk about your regular activities

The position of indefinite frequency adverbs in a sentence can cause problems, especially if students' first language differs. They usually come after the subject and any auxiliary verb, but before the main verb. Notice: *I never cry, I'm never late, I've never seen...*, *Do you always...? Have you ever...?*

To practice position, write some mixed up sentences on the board (e.g., *late / I / for work / am / never*) and ask students to order the words.

Notice that *sometimes*, unlike the other adverbs, is often used at the beginning of a sentence to add emphasis: *I sometimes work late / Sometimes I work late.*

**Pronunciation**

You may wish to briefly drill some of the adverbs of frequency as the pronunciation is challenging: *always* /'ɔ:lweɪz/, *usually* /'ju:ʒuəli/, *often* /'ɒfən/, /'ɒfən/ /'ɒftən/, or /'ɒftən/, *occasionally* /ə'keɪʒənəli/. Notice the weakly stressed a (ə) in *twice a month*, etc.

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

**6**

- Elicit a match to get students started. Students compare completed sentences in pairs, then work together to say the sentences.

**7**

- **Optional step** You may want to match definite and indefinite adverbs here before asking students to write. So elicit that *every three or four months = occasionally, every day except on Sundays = usually*, etc.
- Ask students to rewrite sentences. Let students compare answers in pairs or small groups.

**SPEAKING**

- 1 **Work in groups.** Are you someone who likes going out a lot and meeting friends or do you prefer staying home?
- 2 **Work in pairs.** Look at the infographic below. Discuss the questions.
  - 1 Who enjoys these activities more—extroverts or introverts?
 

a thinking	I	d observing	I
b talking	E	e walking	I
c going to parties	E	f teamwork	E
  - 2 Do you think you are an extrovert or an introvert? Why?

**LISTENING AND GRAMMAR**

- 3 Listen to two people talking about their habits. Is Eva or Meera more similar to the description of extroverts in the infographic? Why? Discuss with a partner.
- 4 Listen again and read the sentences. Are they true for Eva, Meera, or both? Check (✓) all the correct answers.
 

	Eva	Meera
1 They live in a large city.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 They work long hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 They run every day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 They go to work by bike.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 They go out in the evenings a lot.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 They do exercise on the weekend.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Are you an extrovert or an introvert?**

Extroverts are people who like going out and need other people to feel happy. Introverts prefer a quiet life and need time alone to feel happy.

Extroverts	Introverts
<p>After a day at work you want to talk about it.</p>  <p>You have conversations with people you don't know <u>every day</u>.</p>	<p>After a day at work you <u>usually</u> need time alone.</p>  <p>You are <u>often</u> lost in your thoughts.</p>
<p>You have a lot of friends and you <u>often</u> go out.</p>  <p>You are <u>always</u> ready to try something new.</p>	<p>You have a few close friends you enjoy spending time with.</p>  <p>You go for walks <u>several times a week</u>.</p>
<p>You like working in groups.</p>  <p>You love being the center of attention.</p>	<p>You <u>occasionally</u> go to parties, but you <u>rarely</u> stay late.</p>  <p>You <u>never</u> want to be the center of attention.</p>
<p>You <u>sometimes</u> speak before you think!</p>	<p>You prefer to think before you act.</p>

**Extra activity**

- Have students write sentences about themselves or someone they know using adverbs of frequency. Model the activity with two or three examples from your own experience: *I play tennis about once a week, My sister teaches English every evening.*
- Ask students to prepare sentences. Monitor and help with ideas and vocabulary.
- Students compare sentences in pairs.

**Extra activity**

Ask students to prepare two true sentences and one false sentence about their regular activities. Students read them aloud in pairs or groups. Classmates ask questions then guess which one is false. For example, if students say, *I play tennis twice a week*, students could ask, *Who do you play with?* and *Where do you play?* before guessing whether the statement is true or not.

- 5 Read the Grammar box. Work in pairs. Complete tasks 1 and 2.

**GRAMMAR** Adverbs of frequency

Use **indefinite adverbs of frequency** to give a general idea about how often someone does or feels something. They usually come before the main verb.

*I occasionally meet a friend after work.*

However, they come after the verb *be* and other auxiliary verbs.

*I'm always at work by 8.*

Use **definite adverbs of frequency** to be more specific. They usually come at the end of the sentence.

*I go for a long bike ride once or twice a month. I meet with friends several times a week!*

Go to page 166 for the Grammar reference.

- Underline the ten adverbs of frequency in the infographic.
  - Which are the two definite adverbs? several times a week  
every day
- 6 Match the beginnings of the sentences (1–6) with the endings (a–f).
- I have a full-time job and a baby, so  b
  - I hate TV, so  d
  - I am a night person, so  f
  - I usually take lunch to the office, but  c
  - I don't work on Fridays, so  a
  - The traffic is terrible in the mornings, so  e
- I usually go to the gym and meet a friend for coffee.
  - I am always tired.
  - I occasionally eat out with my work friends.
  - I never watch it.
  - we are sometimes late for work.
  - I rarely go to bed before 1 a.m.
- 7 Rewrite the sentences using these adverbs in the correct place.

always	occasionally	often
rarely	sometimes	usually

**EXPLORE MORE!**

Search online to find out more about introverts and extroverts.

- We eat out every three or four months.  
*We occasionally eat out.*
- I get up early every day except Sundays.  
*I usually get up early (except on Sundays).*
- The baby wakes up five or six times a night.  
*The baby often wakes up at night.*
- I ride my bike to work about twice a week.  
*I sometimes ride my bike to work.*
- My mother does yoga before work every morning.  
*My mother always does yoga before work.*
- I'm late to class about once a year.  
*I'm rarely late to class.*

- 8 Look at the Useful Language box. Match questions 1–3 in the box with a–c below.

**Useful Language** Asking how often

- How often do you go on vacation?
- Do you usually take the train to work?
- Do you ever work on Sundays?

- you expect the answer yes  2
- you are not sure of the answer  3
- you expect an adverb of frequency  1

**SPEAKING**

- 9 Use the Useful Language and some of these verbs to make six questions about regular activities in your notebook.

call	dance	eat	exercise
go	plan	swim	watch

*How often do you exercise?*

- 10 Work in pairs. Take turns asking your questions from Exercise 9. Use adverbs of frequency when you answer. Write your partner's answers in your notebook.  
*I run three times a week and I walk almost every day.*
- 11 Work with a different partner. Discuss some things you learned in Exercise 10.  
*Mei often runs and she walks a lot, too.*

**10**

- Organize the class into new pairs. Ask pairs to interview each other and make notes of answers.
- As students speak, listen carefully, and note errors. You can refer to these errors after the next exercise.

**11**

- Read the example to the class. Students change partners and tell each other about what they learned in Exercise 10.
- At the end, in feedback, write on the board three or four errors you heard while students talked in Exercises 10 and 11 and ask students to correct in pairs.

**Extra activity 1**

As an alternative to the activity above, ask students to mingle around the classroom and speak to three or four students before sitting down in pairs or groups to share information about three or four people.

**Extra activity 2**

Do a class survey. Ask students in pairs to prepare five or six questions based on a topic: free time, sports, vacations, work, etc. Once students have prepared questions, they mingle and interview other class members. Pairs then get together again and prepare a presentation to the class of what they found out from asking their questions.

**EXPLORE MORE!**

How you exploit Explore More! will depend on internet access in your classroom. If you have none, make this a homework task.

*A search found the following:*

*Introverts: love close relationships and quiet, independent environments, and enjoy solitude. They think before they speak.*

*Extroverts: love groups and being around people and enjoy team-oriented work settings. They think out loud.*

See Workbook page 6 for extra practice (Grammar, Listening).

**8**

- Students match questions to a–c. Let students compare answers in pairs.
- Optional step** Ask students to practice saying the questions in pairs.

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

**SPEAKING**

**9**

- Provide five minutes' preparation time for students to think of questions and let students check ideas in pairs. Monitor and help with ideas and vocabulary.

**LESSON GOALS**

- **LISTENING** A main aim is to develop the skill of listening for opinions in an interview.
- **GRAMMAR** Another main aim is to practice simple present and present progressive forms and to explore when to use which form.
- **PRONUNCIATION** Students practice stressing words to express strong opinions.
- **VOCABULARY AND SPEAKING** Students learn adjectives to talk about personality characteristics.

**LISTENING**

- 1**
- **Optional step** Ask focus questions: *What can you see in the photos? What do you remember about Arianna from the beginning of the unit?*
  - Students discuss in pairs what Arianna is doing in the photos, then report ideas briefly in feedback.

**Sample answers**

Photo 1: She is traveling / walking / hiking.  
 Photo 2: She is fixing a car.  
 She is smiling and feels happy in all the photos.

**2** 1.2

- Play the audio. Students circle answers. Let them compare answers in pairs.
- **Optional step** Provide an example of your “best self”—e.g., *I am my “best self” when I’m helping students study for finals.* Ask students: *What’s your best self?*

**Answers**

Being your “best self” means showing your nicest / most positive qualities. The idea here is that there are certain situations in life that make it easier for us to show these sides of our personality.

**3** 1.2

- Read the Listening Skill box with your class.
- Give students time to read sentences 1–5.
- Play the audio. Students check the answers. Let them compare answers in pairs.

**1C**  
 My best self

**LISTENING**

NATIONAL GEOGRAPHIC EXPLORER

- 1** Work in pairs. Look at the photos of Arianna Soldati. Talk about what she is doing in each photo, how she might feel, and why. How would you feel in these situations?
- 2** 1.2 Listen to the interview and circle the correct option for each sentence. Then discuss what you think being your “best self” means. Where do you feel your best self?
- 1 She speaks four / five languages.
  - 2 Her second language is German / English.
  - 3 She feels her “best self” in Italy / the U.S.
  - 4 She acts differently / the same in different situations.



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LESSON GOALS

- Listen for opinions in an interview
- Talk about present situations
- Stress words to express strong opinions
- Talk about personality characteristics

- 3** 1.2 Look at the Listening Skill box. Then listen to the interview again. Who has each opinion (1–5)? Check (✓) Interviewer, Arianna, or both.

**LISTENING SKILL**

**Listening for opinions**



To understand what someone’s opinions are:

- listen for expressions that introduce an opinion, such as *In my view,...* or phrases that are clearly positive or negative, such as *Amazing!* or *That’s not good.*
- listen for reasons and examples that express a positive or negative opinion. For example *“...because it made me happy”* (positive) or *“...it was too expensive”* (negative)
- listen for words that a speaker says strongly. For example *“It was really good.”*

	Interviewer	Arianna
1 Being able to speak five different languages is great.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 People can feel different when they use different languages.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3 It can be a good thing to think before you speak.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 People can have different personalities in different places.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 People can act differently when they are with different people.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**4** Work in groups. Discuss how your behavior and personality change when you:

- are at work or school.
- are at home with your family.
- go out with your friends.
- speak different languages.

**AUDIO 1.2**

**Interviewer:** I’m here with National Geographic Explorer Arianna Soldati. Arianna, you’ve lived and worked in several different countries, right?

**Arianna:** Yeah, right. I’m living in Germany now. Before that, the U.S. and France. And I’ve studied volcanoes in several places, including Costa Rica, Guatemala, and of course Italy, where I’m from.

**Interviewer:** So, you speak, what, three or four languages?

**Arianna:** Actually, five.

**Interviewer:** Five? Wow! Amazing! I only speak English and Spanish... Actually, I sometimes feel like a different person

when I speak Spanish. Is that the same for you when you speak different languages?

**Arianna:** Hmm... you know, yeah, that definitely happens. I’m more comfortable in Italian because it’s my first language—I don’t have to think before I speak. Sometimes that’s good, but sometimes maybe I say something without thinking and people understand it in the wrong way. English is really my second language. In English, I have to think a little more about vocabulary. So, I have extra time to make sure people understand me. I feel that is so important in social situations. And, well, in German I’m less confident because I’m still learning it.

## GRAMMAR

- 5 Read the Grammar box. Underline the examples of the simple present and circle the examples of the present progressive in the excerpt from the interview below.

### GRAMMAR Simple present and present progressive

Use the simple present (with or without adverbs of frequency) to talk about regular events, routines, habits, facts, and things that are always true.

*I sometimes say something without thinking.*

Use the present progressive to talk about something happening or true right now, or an activity happening around now.

*I'm learning German.*

Go to page 166 for the Grammar reference.

[...] Actually, the U.S. is the place where I feel my best self because the culture fits me. [...] And right now (I'm living) in Germany, like I said. (I'm working) at the university for a year. The culture is more serious and quiet—in a good way—so (I'm naturally trying) to act like other people.

- 6 Look at 1–5 and in your notebook write sentences using the simple present or present progressive. In which sentences can you use either form? How does the meaning change?
- what / do / right now?
  - how / usually / go / to work?
  - he / teach / me / to play / tennis
  - she / try / to eat / healthy food
  - we / rarely / watch TV / these days
- 7 In your notebook write four sentences that are true for you. Use the simple present for two sentences and the present progressive for the other two sentences.

## PRONUNCIATION

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

## EXPLORE MORE!


Search online for articles about “how to be your best self.” Find some suggestions that you think might be useful. Discuss them with your friends.

## CLEAR VOICE


### Stressing words to express strong opinions



To show they have a strong opinion about a topic, speakers often stress words such as *so*, *very*, or *really*, or an auxiliary verb like *do* or *am*.  
*I feel that it is **so** important in social situations.*

- 9  Listen to the opinions. Underline the words that the speaker stresses. Then, listen and repeat the opinions using correct stress.
- I definitely prefer living here.
  - Absolutely, I talk a lot when I'm at home!
  - Yes, I do like learning new languages.
  - When I'm at work, it really changes how I act.


## VOCABULARY AND SPEAKING

- 10  Work in pairs. Circle the correct option to complete the definitions of the personality adjectives. Then listen and check.
- Confident** means you enjoy being with others / (think positively about yourself)
  - Creative** means you have interesting ideas and are good at (making things) / making friends.
  - Friendly** means you talk a lot / (are kind and helpful to people)
  - Honest** means you tell the truth only in some / in all situations.
  - Patient** means you get angry / (stay calm) when you need to wait or deal with a difficult situation.
  - Professional** means you act in a correct way at work and (do your job well) / work very fast.
  - Serious** means you are quiet and careful about things and (don't laugh very much) / are often sad.

Go to page 160 for the Vocabulary reference.

- 11 Choose an adjective from Exercise 10. Describe a person you know to give an example of the adjective, but don't say the adjective. Use stress to emphasize opinions. Your partner should try to guess your word.
- A: *My sister, Luisa, talks to everyone!*  
B: *Is she friendly?*

## 4


-  Organize the class into small groups and give students a minute to prepare ideas.
- Set a five-minute time limit. Students discuss their ideas.
- As students speak, listen carefully and note errors. At the end, in feedback, write three or four errors you hear on the board and ask students to correct in pairs. Note also how well students use personality adjectives (see answers below—adjectives are taught in Exercise 10).

## Answers

Students' own answers, but typically people are more serious and professional at work and relaxed and friendly at home. People may feel more confident with friends than in work situations. Often, bilingual people feel their personality seems different depending on which language they speak.

## GRAMMAR

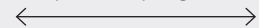
## 5

- Read the Grammar box with the class.
-  Students underline and circle the examples. Then check in pairs.

## GRAMMAR NOTES

### Meaning

Timelines (and check questions) are a way of showing the difference between these two forms. You could draw the timelines below to show how the simple present and present progressive differ:



Past \_\_\_\_\_ now \_\_\_\_\_ future  
I live in Italy. It's my home.

Ask, *Does she always live in Italy?* (Yes)

Past \_\_\_\_\_ now \_\_\_\_\_ future  
I'm living in Italy right now.

Ask, *Does she always live in Italy?* (No)  
*Is it happening now but not for a long time?* (Yes)

### Pronunciation

Notice the strong stress on the main verb when making statements in both tenses.

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

**Interviewer:** How about when you're living in different places? Do you change because the culture is different?

**Arianna:** Absolutely. I've seen that change a lot. For example, living in the U.S. was fun. Actually, the U.S. is the place where I feel my best self, because the culture fits me. But one year my parents visited me there and they asked, “What is wrong with you?” They saw me with all my friends and they said I sounded very excited compared to when I'm in Italy. And right now, I'm living in Germany, like I said. I'm working at the university for a year. The culture is more serious and quiet—in a good way—so I'm naturally trying to act like other people. So, yeah, I do think I change in different places.

**Interviewer:** One last question on this topic. Do you change when you're with different groups of people? For example, I feel like a different person at work and at home.

**Arianna:** Yeah, I think the situation really affects how I behave. At work, for example, I try to be reliable and professional. And if I sound really excited, maybe they don't see me as serious. With friends, though, I can be more like myself. Actually, I don't like to mix work situations and friend situations for this reason. And with family, I probably act differently too. I didn't think about this before, really, but yeah, that's interesting.

**Extra activity**

To practice form and pronunciation, do a brief drill around the class using the structure *I'm learning German*:  
 Say: *I'm learning German* REPEAT (Students repeat)  
 Say: *He* (Students say: *He's learning German*)  
 Say: *Not* (Students say: *He isn't learning German*)  
 Say: *She...* etc.

**6**

- Elicit the first answer to get students started. Let students compare answers in pairs before checking answers as a class.
- **Optional step** Students practice the sentences in pairs.

**Answers**

- 1 What are you doing right now?
- 2 How do you usually go to work?
- 3 He is teaching me to play tennis. (happening around now / temporary) / He teaches me to play tennis. (repeated or regular action in the present time period)
- 4 She is trying to eat healthy food. (happening around now) / She tries to eat healthy food. (general truth)
- 5 We rarely watch TV these days.

**7**

- Have the class open their notebooks to prepare sentences. You could elicit two or three possibilities to get students started.
- In feedback, students can share sentences with each other and then share sentences with the class.
- **Optional step** Introduce *Do you...?* and *Are you...?* questions. Tell students that they must ask these questions to find out as much information as they can about each other before coming up with four sentences.

**Sample answers**

We are wearing jeans. We live downtown. We are taking an English class. We get up before seven on weekdays.

For additional practice, refer to the **Grammar activity** on page 263 of the Teacher's Book.

**PRONUNCIATION**

**8** 1.3

- Read the Clear Voice box aloud.
- Play the audio. Students listen and repeat.

**9** 1.4

- Ask students to look at the four opinions. Ask, *Which words do you think are stressed?*
- Play the audio. Students listen and underline. Let students compare answers in pairs.
- Play the audio again. Students listen and repeat.
- **Optional step** Students practice saying the sentences to a partner.

**PRONUNCIATION NOTES**

English is a stress-timed language, so strong stresses are exaggerated to carry meaning and express strong emotions or opinions. Notice how adverbs are stressed to emphasize the verbs or adjectives they are describing.

Auxiliary verbs are generally unstressed. Stressing them very strongly directs the listener to the speaker's strong emotion or opinion.

**Extra activity**

Write the following on the board: *You're so right. I do think you're right. You're definitely right. I really think you're right. Absolutely!* Then ask students to think of and write down five opinions (e.g., *Oranges are the tastiest fruit. English is easy to learn.*). Put students in pairs and ask them to take turns stating an opinion and agreeing, using the stressed opinions.

**VOCABULARY AND SPEAKING**

**10** 1.5

- Elicit the first answer to get students started. Let students work in pairs to complete the definitions. Then play the audio to check.
- **Optional step** Play the audio again. Students listen and repeat, paying attention to the strong stress in the adjectives.

**VOCABULARY AND PRONUNCIATION NOTES**

Notice the strong stress in these words. It is on the first syllable except for: *creative*, *professional*.  
 Notice the silent "h" in *honest* /'ɒnɪst/.

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

**Extra activity**

Act out simple situations to illustrate the adjectives from Exercise 10 and ask students to say what adjective you are acting. For example:  
*You left \$10 at my house. Here you are.* (honest)  
*I know that I will get the job—I'm very well-qualified.* (confident)  
*Do you like my new paintings?* (creative)  
*I never laugh when I'm at work.* (serious)

**11**

- Model the activity by describing two or three people you know and getting students to guess adjectives.
- Organize the class into small groups. Give students a minute to prepare ideas.
- Students take turns describing people and guessing adjectives.

For additional practice, refer to the **Vocabulary activity** on page 248, the **Communication activity** on page 223, and the **Mediation activity** on page 304 of the Teacher's Book.

**EXPLORE MORE!**

Students find out three or four suggestions that would be useful to them personally and present them in the next lesson.

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




**LESSON GOALS**

- **SPEAKING** The aim of the lesson is to introduce students to ways of talking to people they don't know and maintaining a conversation with them by sharing information, finding a connection with them, and showing interest. They then learn how to express agreement and disagreement when having a conversation.
- **PRONUNCIATION** Students practice saying long and short vowel sounds: /i:/ and /ɪ/.

**SPEAKING**

**1**

- **Optional step** Ask students to look at the title and photo. Ask, *What type of event are these two people at? Do you think they know each other well? How do you know that? What do you think they are talking about?*
-  Organize the class into small groups of three to five students. Give students one minute to read the situations and think of ideas before talking with their group partners.

**Sample answers**

Many people would find these situations slightly uncomfortable. Here are some suggestions for ways to make them more comfortable:

- 1 You could take a friend with you, think of and prepare things to say or questions to ask, wear clothes that make you feel good.
- 2 You could see it as an opportunity to find out about a person by asking questions.
- 3 You could ask questions to find out more information about your friend's life.


**MY VOICE** 

**COMMUNICATION SKILL NOTES**

**Talking to people you don't know**

Talking to people you don't know can be difficult as it's not always easy to know what to say and how to ask and respond to questions, especially if you are shy and not very confident at speaking with others. This lesson aims to support students with useful strategies: using questions, sharing personal information, finding connections, showing interest, and giving short answers. Take the opportunity to provide plenty of getting to know you "small talk" so students can get to know each other better.

**2**  1.2

- Read the information in the Communication Skill box aloud. Check difficult phrases: *comment on* = say something about; *have something in common* = like the same things or have the same interests.
- Give students time to read the task and check they know they have to put the points in the skills box in order.
-  Play the video. Students compare answers in pairs.
- **Optional step** To confirm answers, ask a pair to come to the board and write down their order of communication strategies.

**VIDEO 1.2**

*Talking to people you don't know is an important skill, but some people find it difficult. Here are some simple tips to help you talk to someone you don't know.*

*Start by introducing yourself. You can say your name and maybe where you're from and what you do. It's good to ask questions. Your questions might depend on who the other person is and where you meet them. If you meet someone at a book club, you might ask, "What types of books do you like?" or, if you meet someone at a gym, you might ask, "Do you take classes here?" However, asking too many questions can make some people uncomfortable. So, it's good to balance your questions with comments. For example, comments like "Oh that's very interesting!" or "Oh really? I didn't know that!" show that you're interested. When people feel you're interested in them, they usually keep talking.*


*Remember that some people might be shy, or it might not be natural for them to talk a lot about themselves, so try to find a connection with them, something the two of you have in common. This could be something you both enjoy doing, or somewhere you've both lived. For example, I find that food is a good topic for finding a connection with people because everybody has to eat, right?!*

*Another way of getting someone to talk is to start sharing something interesting about yourself. That way, they might share something about themselves too. But be careful of talking too much about yourself.*


*Keep your part short and simple. Or simply: K-I-S-S. Kiss.*

*So, when you meet someone you don't know, introduce yourself, ask questions, comment on what they say, find common interests, and share something interesting about yourself, but keep your part short and simple. That way you can have a conversation with anyone you meet!*

**3**

-  Students discuss the questions with a partner.
- In feedback, ask different pairs to share experiences and suggestions.

**4**

-  Students discuss the questions with a partner.
- In feedback, ask different pairs to share ideas and reasons.

**Sample answers**

*1, 3, and 4 are good because they are open-ended questions which invite people to talk about themselves, so you can find a connection. 2 is a closed-ended question and, like 5, is a bit personal for a first meeting.*


# 1D

## Talking to people you don't know

### LESSON GOALS

- Learn strategies for talking to new people
- Practice saying words with long /i:/ and short /ɪ/
- Express agreement and disagreement

### 5

- Give students 2–3 minutes to think about and write their questions in their notebooks.
-  Students discuss their questions with a partner.
- In feedback, elicit ideas from different pairs and have a class discussion about whether they are good or not.

#### Sample answers

What do you do in your job?

What food do you like?

What sports do you enjoy doing?

#### Extra activity

Write the following opening lines on the board and ask students to say which they would use at a party to start a conversation. You could ask students to order them from best to worst opening question:

*Tell me about you.*

*What's your story?*

*How do you know the host of the party?*

*What was the best thing about your day today?*

*Are you working on anything exciting at the moment?*

*Are you having fun?*

## PRONUNCIATION AND SPEAKING

### 6 1.6


- **Optional step** Read aloud: *There's a ship in this picture.* Then: *There's a sheep in this picture.* Ask students what they hear in each sentence.
- Read the Clear Voice box aloud.
- Play the audio. Students listen and repeat.



### SPEAKING

- 1 Work in groups. Discuss whether you enjoy these situations, and why.
  - 1 going to a party where you don't know anybody
  - 2 having a conversation with someone you don't know on a train
  - 3 going out for coffee with a friend of a friend

### MY VOICE

- 2  12 Look at the Communication Skill box. Then watch the video about talking to people you don't know. Write communication strategies 1–5 in the order the speaker mentions them.

### COMMUNICATION SKILL

#### Talking to people you don't know

It can be difficult to have a conversation with a stranger. These strategies might help:

- a 3 Comment on what the other person said and show interest in them.
- b 2 Ask the other person questions to learn about their personality.
- c 4 Find a connection with the other person, such as something you have in common.
- d 1 Introduce yourself to the other person and share some personal information.
- e 5 Let the other person talk more. Give short answers to questions they ask.

- 3 Look at the Communication Skill box again. In pairs, say which strategies you already use and how useful they are. Then discuss which strategies you could use in the future.


18

### PRONUNCIATION NOTES

Notice how the symbol /i:/ makes a vowel a long sound, not a short one. The /i:/ sound is formed with a wide-spread mouth, whereas the mouth is more rounded when forming the short /ɪ/ sound.

Speakers of many other languages, Italians for example, have a comparable sound that is neither as short as /ɪ/ or as long as /i:/, and these speakers find it hard to differentiate between the two sounds. Ask students to exaggerate lengthening the long sound and shortening the short sound.

### 7 1.7

- Read through the pairs of words in 1–6. Point out the phonemic symbols (see the Pronunciation notes) and check any unknown words (mime *slipping* and *heating*).
-  Play the audio. Students listen and circle words they hear. Let students compare answers in pairs.


### AUDIO 1.7

- 1 *That's his book. That's his book.*
- 2 *Are they sleeping? Are they sleeping?*
- 3 *They're very fit. They're very fit.*
- 4 *The ship is coming. The ship is coming.*

5 *We eat a lot. We eat a lot.*

6 *I'm heating it. I'm heating it.*

### 8

- Elicit one or two example sentences. Then give students a few minutes to prepare questions to ask. Monitor and help with ideas.
-  Students work with a new partner to ask and answer their questions.

### Sample questions

- 1 What do you wear on your feet at home?
- 2 What do you eat for breakfast?
- 3 When did you last slip and hurt yourself?