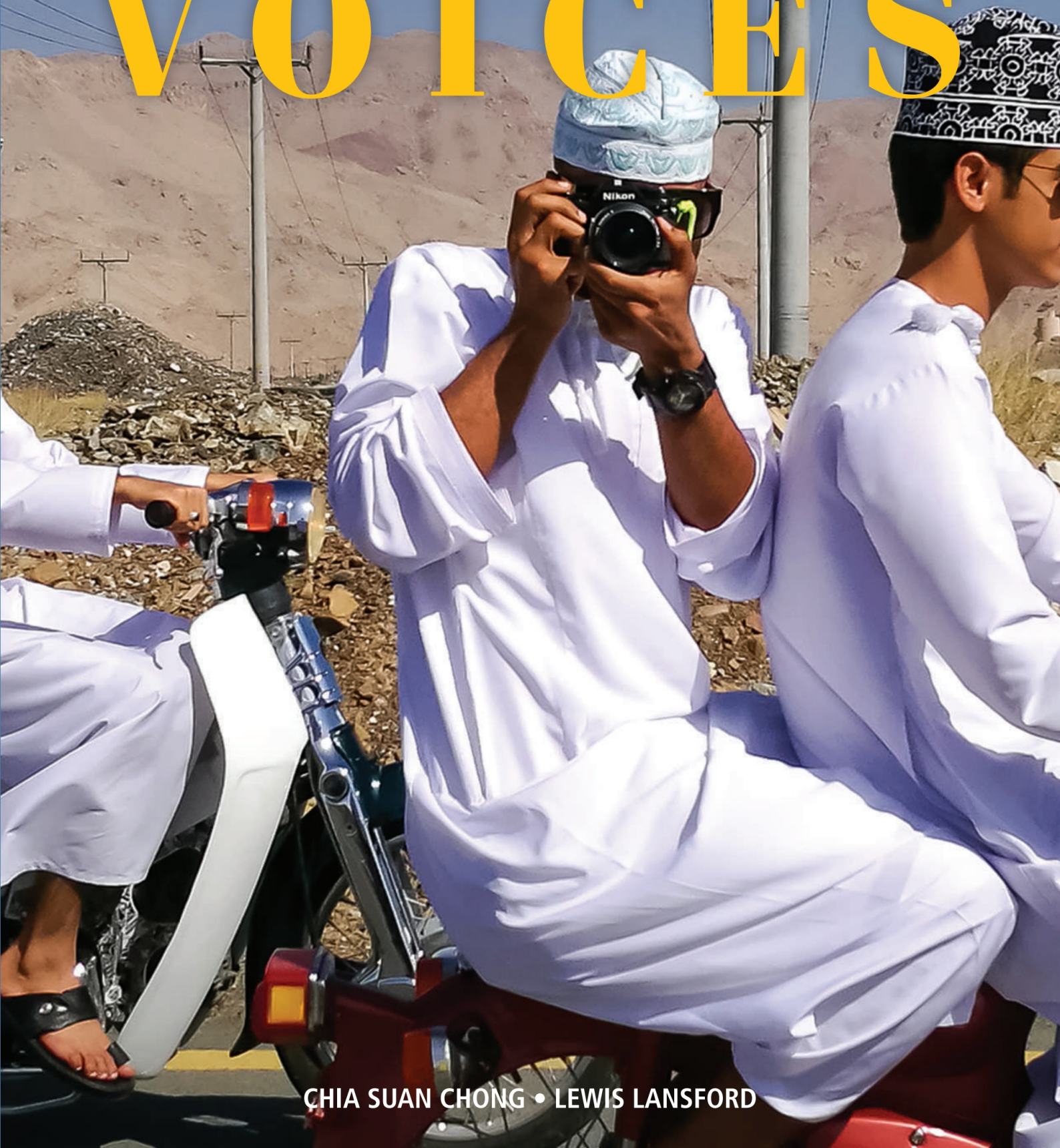


VOICES



ON THE COVER

High school boys heading home on scooters in
Muscat, Oman.

© Tasneem Alsultan

VOICES

CHIA SUAN CHONG AND LEWIS LANSFORD

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Scope and sequence

| | | GRAMMAR | VOCABULARY | PRONUNCIATION |
|--|---|--|--|---|
| <p>1 Identity Pages 10–21</p> |  | <p>simple present and present continuous; <i>used to</i> and <i>would</i></p> | <p>character adjectives</p> | <p>understanding <i>-ing</i> endings; saying /ʊ/ and /u:/</p> |
| <p>2 Success Pages 22–33</p> |  | <p>present perfect and simple past; <i>have to</i>, <i>don't have to</i>, and <i>can't</i></p> | <p>work collocations</p> | <p>saying consonant groups (1): word endings; saying /ə(r)/ and /ɜ:(r)/</p> |
| <p>3 Working together Pages 34–45</p> |  | <p>past tenses review; <i>make</i> and <i>let</i></p> | <p>multiword verbs</p> | <p>saying words spelled with <i>ear</i>; saying /aʊ/, /əʊ/, and /oʊ/</p> |
| <p>4 Routines Pages 46–57</p> |  | <p>zero and first conditionals; quantifiers</p> | <p>dependent prepositions</p> | <p>saying words beginning with /p/, /b/, /k/, and /g/; understanding connected speech</p> |
| <p>5 Art Pages 58–69</p> |  | <p>second conditional; <i>-ed</i> and <i>-ing</i> adjectives</p> | <p>feelings and how things make you feel</p> | <p>saying voiced and unvoiced final consonants; using sentence stress (1): stressing words for emphasis</p> |

READING**LISTENING****WRITING****COMMUNICATION SKILL****CRITICAL THINKING****USEFUL LANGUAGE**

an article about online identities; previewing the text

people talking about their character in the past and present; understanding sequence: noticing time changes

an online self-introduction; proofreading before clicking "post"

understanding different communication styles

evaluating arguments

talking about photographs; introducing yourself

an article about success; reading fluently: noticing chunks

a conversation about job interviews; summarizing: bullet points

a *how-to* article; planning: deciding what information to include

building trust

interpreting line graphs

talking about practice; building trust

an online discussion about competition in sports; identifying supporting examples

a news report about a team protecting animals; thinking about what you already know

an email of apology; structuring an email of apology

managing conflict

reflecting on ideas

talking about important people; managing conflict; dealing with your mistakes

an article, about routines; finding meaning: using affixes

a conversation about building good habits; dealing with unknown words or phrases

a note about household routines; using headings

dealing with uncertainty

applying knowledge to a new situation

adapting to different ways of dealing with uncertainty; explaining how things work

an article about art; summarizing a text

explorers talking about art; understanding contrast (1): listening for contrast

an event description; writing an event, description

dealing with intonation misunderstandings

analyzing evidence: supporting quotations

dealing with intonation misunderstandings; describing an event

Scope and sequence

| | | GRAMMAR | VOCABULARY | PRONUNCIATION |
|--|---|--|----------------------------------|---|
| <p>6 Where I'm from Pages 70–81</p> |  | <p>present perfect continuous; describing movement</p> | <p>towns and cities</p> | <p>understanding weak auxiliary verbs; saying /l/ and /r/</p> |
| <p>7 Balance Pages 82–93</p> |  | <p>talking about the future; verb patterns with infinitive or -ing</p> | <p>money</p> | <p>using sentence stress (2): stressing important words; saying the letter r</p> |
| <p>8 Essentials Pages 94–105</p> |  | <p>defining and non-defining relative clauses; comparatives</p> | <p>food adjectives</p> | <p>understanding elision in words with th; saying /t/ and /i:/</p> |
| <p>9 Taking a break Pages 106–117</p> |  | <p>third conditional; giving advice</p> | <p>vacation phrases</p> | <p>saying aspirated /p/, /t/, and /k/; saying consonant groups (2): inserting a short vowel</p> |
| <p>10 The senses Pages 118–129</p> |  | <p>passives; making predictions</p> | <p>technology and the senses</p> | <p>noticing challenging sounds; correcting pronunciation mistakes</p> |

| READING | LISTENING | WRITING | COMMUNICATION SKILL | CRITICAL THINKING | USEFUL LANGUAGE |
|---|--|--|--|----------------------------|---|
| an article about a temporary city; recognizing synonyms | people sharing childhood stories; listening for signposts | a travel plan; describing steps in a plan | managing group conversations | interpreting bubble charts | managing group conversations; putting activities in time order |
| an advice column about time management; identifying supporting reasons | a podcast about money advice; identifying supporting information | a pros and cons essay; using an outline for a pros and cons essay | understanding ways of processing information | categorizing | talking to people with different ways of processing information; writing a pros and cons essay |
| an article about life on the International Space Station; recognizing ellipsis | people talking about different foods; activating vocabulary | a blog post about essential skills; choosing a topic for a blog post | giving and receiving feedback | personalizing | giving feedback; saying what's important |
| an article about time off from work; understanding contrast (2): reading for contrast | a conversation about vacation advice; listening for specific information | an email of complaint; how to write an email of complaint | dealing with unexpected behavior | interpreting bar graphs | considering unexpected behavior; writing an email of complaint |
| an article about the senses; paraphrasing | people talking about future technology; collaborative listening | a description of a memory; showing instead of telling | listening to people's problems | interpreting a diagram | asking questions about famous buildings; asking questions when listening to people's problems; time expressions |

Meet the explorers



ALISON WRIGHT

Lives: U.S.A.

Job: I'm a photographer and writer. I've traveled to more than 150 countries and have published 11 books, including one about how I recovered after a terrible bus crash in Laos. I enjoy sharing my photographs and stories with travelers.

What did you want to do when you were younger? I got my first camera when I was 10 and I wanted to be a photographer and writer ever since I was 15.

Find Alison: Unit 4



BRIAN BUMA

Lives: U.S.A.

Job: I'm an ecology professor and author. I study changes to the planet—from wildfires to landslides to the movements of wildlife—in response to changing climates. I'm currently doing research into the effects of snow loss on forests around the world.

What do you do in your free time?

Snowboard, mountain bike, build guitars

Find Brian: Unit 1



ALYEA PIERCE

Lives: U.S.A.

Job: I'm a poet and educator who focuses on untold stories across the world. As an Afro-Caribbean female writer, I enjoy helping young people find their voices through creative writing and theater.

Where is "home"? Home for me is anywhere close to nature and art.

Find Alyea: Unit 5



FRANCISCO
ESTRADA-BELLI

Lives: U.S.A.

Job: I'm an archeologist—this means I explore the history of an area by digging up what people left behind. I run an archeological project in the Maya Biosphere Reserve in Guatemala. I've written about the Maya civilization and I'm also a research professor at Tulane University in New Orleans.

Describe yourself in three words.

Archeologist, explorer, father

Find Francisco: Unit 7



ANDREJ GAJIĆ

Lives: Bosnia

Job: I'm a shark research scientist—this means I work in the conservation of sharks and study the diseases caused by sea pollution in the Mediterranean Sea and other marine environments. I'm also a biology professor, author, and underwater photographer.

What do you always take with you when you travel? Laptop (so I can work), camera, passport, notebook, and chopsticks

Find Andrej: Unit 4



GABBY SALAZAR

Lives: U.S.A.

Job: I'm a conservation and wildlife photographer. Now, I'm also a doctoral student. I'm studying how environmental images and environmental education change how people feel about the environment and the actions they take to protect the environment.

Describe yourself in three words.

Happy, curious, open

Find Gabby: Unit 9



GENA STEFFENS

Lives: Colombia

Job: I'm a photographer and writer. I'm currently living in the Colombian Amazon and am exploring the ways war and peace change the environment. I'm interested in new ways of telling visual stories, for example, by developing photographs on leaves.

Describe yourself in three words.

Creative, independent, driven

Find Gena: Unit 6



MARY GAGEN

Lives: U.K.

Job: I'm a professor of geography and I work on climate change and forests. I study ancient woodlands around the world. I'm also passionate about science education and regularly run workshops to bring young people into a science lab.

What do you do in your free time?

I live by the sea and most of my free time is spent in the water or hiking along the cliff paths.

Find Mary: Unit 8



REBECCA WOLFF

Lives: Canada

Job: I'm a researcher in the Andes of Peru and Ecuador. I look at the relationship between people, their environment, and how our environments can make us feel healthy or unhealthy.

How many languages do you speak?

I speak English and Spanish fluently. I also speak a little bit of French, Hindi, and Quechua.

Find Rebecca: Unit 3; Unit 7



NIRUPA RAO

Lives: India

Job: I'm a botanical illustrator, which means I draw and paint plants and trees. My recent work includes a project on the trees of south Indian rainforests and a children's book that helps young readers explore the wonderful world of plants.

What do you do to relax? Yoga, singing, and playing the piano really help me relax.

Find Nirupa: Unit 5



RUBÉN SALGADO
ESCUDERO

Lives: Mexico

Job: I'm a photographer. I've lived in and traveled to many different countries. In 2014, while I was living in Myanmar, I started my project Solar Portraits, showing the lives of people who have access to electricity for the first time through solar energy.

What advice would you give to someone who wants to explore the world? DO IT! You will never regret it.

Find Rubén: Unit 6; Unit 8



PABLO "POPI"
BORBOROGLU

Lives: Argentina

Job: I'm a marine biologist and I specialize in penguins and marine conservation. I'm founder and president of the Global Penguin Society, an international conservation organization that protects the world's penguins through science, habitat protection on both land and sea, and education.

What's your fondest memory?

Listening to my grandmother's stories about penguins when she visited them 100 years ago in Patagonia

Find Pablo: Unit 2



TERESA CAREY

Lives: U.S.A.

Job: I'm a science journalist and sailor. In 2008, I sailed the ocean on a small boat with only my cat for company. After many years as a professional sailor, I wanted to tell more science stories. I hope to inspire people to come together and create solutions.

What did you want to do when you were younger? What didn't I want to do?! I wanted to do everything!

Find Teresa: Unit 2



PRASENJEET YADAV

Lives: India

Job: I'm a biologist and photographer. I studied ecology but realized early in my scientific career that my real interest was in storytelling. Now, I use my experience in research and my photography skills to communicate ecological and conservation issues to a wide audience.

What do you miss when you are away from home? My family, and of course, the delicious home-cooked food

Find Prasenjeet: Unit 10



Hat designer Shilpa Chavan in her workshop, Mumbai, India



1

Identity


GOALS

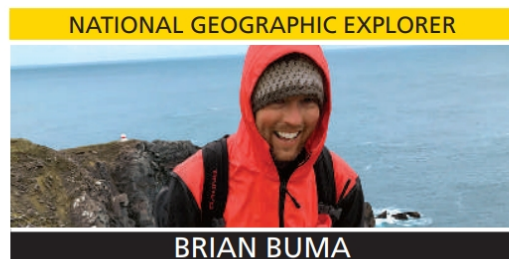
- Preview an article before reading
- Describe photos and different identities
- Practice using adjectives to describe character
- Understand sequence
- Understand different communication styles
- Write an online self-introduction

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Can you describe this place?
- 2 Can you describe the woman in the photo? What kind of person do you think she is?
- 3 How do you think she feels about her job?

WATCH

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



- 1 What was Brian like as a child?
 - 2 How are things different for Brian now?
- ### 3 Make connections. Discuss the questions.
- 1 What kind of things did you enjoy doing when you were a child?
 - 2 Do you still enjoy doing the same things now?
 - 3 What did you do as a child that you would like to start doing again?

One true identity?

LESSON GOALS

- Preview an article before reading
- Understand an article about online identities
- Evaluate arguments

READING

- 1 Which social media platforms do you use? Do you use different ones for different purposes? Discuss with a partner.
- 2 Match the words in bold (1–3) with the correct meanings (a–c).
 - 1 Your online **profile** shows who you really are. _____
 - 2 Most people have many different sides to their **personality**. _____
 - 3 People may have a different **identity** in different social situations. _____
 - a your picture, information about you, etc.
 - b the qualities that make you what you are and make you different from other people
 - c your character—the way you act and behave toward other people
- 3 Work in pairs. Do you agree or disagree with statements 1–3 in Exercise 2? Why?
- 4 Look at the Reading Skill box. Preview the article on page 13 and answer the questions in the box in pairs.

READING SKILL

Previewing the text



Before you read, look at the whole text to get an idea of what it's about. Look at the title and any images. Read the first sentence of each paragraph. Ask:

- What's the main topic of the text?
- What do I know about this topic?
- What will I learn?

- 5 Read the article. Check (✓) three topics that it discusses.
 - a How people use social media accounts
 - b Criminals stealing identities online
 - c Ways people show different sides of themselves to different audiences online
 - d Similarities between online and offline behavior
 - e Dangers of spending too much time online

- 6 Complete the sentences with two words from the article.

- 1 Nicole Lee has a _____ on each of her social media accounts.
- 2 danah boyd talks about someone who uses _____ online to connect with different audiences.
- 3 One Twitter user says that they lead different lives with their online contacts, friends, and _____.
- 4 Mallory Johns shows different parts of _____ by using different social media accounts.

SPEAKING

- 7 Look at the Critical Thinking Skill box. In pairs, answer questions 1–3.

CRITICAL THINKING SKILL

Evaluating arguments



Writers often argue that their point of view is true or correct. However, sometimes people support their ideas with incorrect or false information, or don't support them at all. Think carefully about whether or not to believe what you're reading and whether you agree with the ideas. Ask:

- Is it a statement of fact or of opinion?
- Is the argument supported with evidence, such as specific examples, personal experiences, statistics, results from scientific research, or expert opinions?
- Do you know of any evidence that goes against the argument?

- 1 What types of evidence does the article use?
- 2 Is Mark Zuckerberg's statement a fact or an opinion? How can you tell?
- 3 Which do you think makes a stronger argument—Mark's quote or the article? Why?



One true online identity?

Technology writer Nicole Lee has five accounts on Twitter, two on Instagram, and one on Facebook—and, she says, a different identity on each of them. She uses some of her accounts to focus on specific topics. Other accounts are a kind of joke, like one where she pretended to be tweeting for a hair salon, just to make people laugh.

Does having several different online identities make her a bit strange? Not according to author and social media researcher danah boyd (who prefers her name to be written without capitals). According to boyd, for almost the whole history of the internet people have had more than one online face. “Different sites, different audiences, different purposes,” she says. “I interviewed a young person last week who was very clear about the need for multiple profiles,” boyd continues. This person used one social media platform to share serious information about current events, another to share photographs with classmates, a third to communicate with “everyone she’s ever met,” and text messages to chat with close friends and family. Each platform, it seems, showed a different side of her personality or a different part of her life.

In her article *Having multiple online identities is more normal than you think*, Lee quotes an unnamed Twitter user who strongly believes that most people have more than one identity, saying, “The life I lead in front of my family members is not the life I lead when I’m with my friends, which isn’t the life I lead...online.” Lee’s colleague Mallory Johns also has different social media accounts that show different sides of her personality.

How does our online behavior compare with real life? With regard to identity, the two worlds are similar. Each of us in some way becomes a different person depending on the situation we’re in. At home, you might be a father, mother, son, daughter, brother, or sister. At work, you become an engineer, manager, or nurse—a very different identity with its own activities and responsibilities.

“Think of it this way,” says danah boyd. “Would you invite everyone you’ve ever met to your birthday party? To your office? To your wedding?” Different events include different groups of people and different identities. It shows that people are amazing because they have so many sides.

EXPLORE MORE!

Search online for “how to build an online identity” for tips and ideas about creating and managing your online identity.

An alternate view

“You have one identity. The days of you having a different image for your work friends or co-workers and for the other people you know are probably coming to an end pretty quickly. Having two identities for yourself is an example of a lack of integrity*.”

—Mark Zuckerberg, founder and CEO of Facebook

*integrity = honesty

1B

I'm teaching splitboarding

LESSON GOALS

- Understand descriptions of photos
- Practice the simple present and present continuous
- Notice different *-ing* endings
- Describe photos

READING AND GRAMMAR

- 1 Work in pairs. How many different identities do you have? Use these ideas or your own.

Occupation identities: worker, student, (name of your job), etc.

Relationship identities: family member, friend, coworker, etc.

Skill identities: musician, cook, photographer, etc.

NATIONAL GEOGRAPHIC EXPLORER

- 2 Look at the photos of Brian Buma. What identity does each photo show?



EXPLORE MORE!

Find out more about Brian's work. Search online for "Brian Buma + National Geographic."

- 3 Match the descriptions (1–3) with the photos (A–C) in Exercise 2.

1

_____ I work as an ecologist, which means I study living things and the environment. In this photo, I'm working in South America on Cape Horn, the most southern island on the continent. We're working on this little island in very strong winds, walking through groups of penguins, and climbing mountains to study the forest. I'm finding where the southernmost tree in the world is located and if the forest is changing as the climate warms up.

2

_____ Here, I'm splitboarding—a splitboard works like skis on the way up and like a snowboard on the way down. I taught snowboarding and splitboarding before I became a scientist and teacher. I taught students how to balance, how to use the equipment, and how to get down the mountain safely while having fun. Here, I'm riding a splitboard with friends at Mount Baker, in Washington State in the U.S. That mountain is one of the snowiest places in the world. Nowadays, I splitboard as much as I can every winter.

3

_____ I'm a parent of two children. In this photo, I'm teaching them how to fish, and I'm showing my older son the first fish he caught, a small salmon. This photo is from Juneau, Alaska, on a lake called "Twin Lakes." We're sitting on the edge of the lake in the rain, in our jackets. He still catches many large fish—bigger than this one! And now, I'm teaching my sons to ski and race mountain bikes in the mountains of Colorado.

- 4 Read the Grammar box. What's the difference between sentences a and b? Discuss in pairs.

GRAMMAR Simple present and present continuous

Use the **simple present** to...

- give background information and to describe people and places in a photo.

I work as an ecologist.

- talk about a permanent situation.

I'm a parent of two children.

Use the **present continuous** to...

- describe what's happening in a photo.

Here, I'm riding a splitboard.

- talk about actions now or around now.

And now, I'm teaching my sons to ski.

- talk about changing situations.

The forest is getting smaller.

Use the simple present or the present continuous for action verbs. Don't use the present continuous for stative verbs such as *be*, *like*, and *know*.

These people are my students.

These people are being my students.

Go to page 140 for the Grammar reference.

- a I'm teaching people to splitboard.
b I teach people to splitboard.

- 5 Circle the correct option to complete the sentences.


- 1 I 'm knowing / know him. His name is Ed.
- 2 It was cold this morning, but the day is getting / gets warmer now.
- 3 In this photo, my cousin is making / makes dinner.
- 4 Be quiet. Yasmin is talking / talks on the phone.
- 5 Are you / Are you being ready to go?

- 6 Complete the photo descriptions.

I'll tell you about three of my identities. I

- 1 _____ (be) a runner, a manager, and a mother. In this first photo, I 2 _____ (run) in a 10k race in my hometown. In this second photo of me at work, I 3 _____ (give) a presentation. This third photo shows me as a mother. We 4 _____ (celebrate) my son's third birthday with my parents. I 5 _____ (not prefer) one identity over the others. I 6 _____ (like) all of them.

PRONUNCIATION


- 7  1.1 Look at the Clear Voice box and listen to the examples. Notice how the *-ing* verb ending is pronounced.

CLEAR VOICE

Understanding -ing endings



People pronounce words with *-ing* endings in several different ways. The standard pronunciation of *making* is /'meɪkɪŋ/. However, it's also possible to hear people say /'meɪkɪn/, /'meɪkɪŋ/, and /'meɪkɪŋk/. Being aware of these different pronunciations may help you understand a variety of accents.

- 8  1.2 Listen and complete the sentences. Practice saying them to a partner. How do you usually pronounce *-ing* endings?

- 1 Here, my brothers are _____.
- 2 In this photo, we're _____.
- 3 I'm _____ in this photo.
- 4 My dad is _____.

SPEAKING

- 9 Work in pairs. Show three or four photos of yourself that represent your different identities. Talk about each identity. Use Exercises 3 and 6 as examples. Ask and answer questions. Use the Useful Language to help you.

Useful Language Talking about photographs

Describing your own photograph

In this photo / Here, I'm...
This is me studying/singing/cooking.
I really like...
This is my friend/dad/classmate.

Discussing another person's photograph

Who is...?
Why does this person look...?
This person looks like...
He/She seems to be...