

VOICES

TEACHER'S BOOK

MIKE SAYER WITH ETHAN MANSUR AND EUNICE YEATES

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ON THE COVER

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

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VOICES

MIKE SAYER WITH ETHAN MANSUR AND EUNICE YEATES

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**Voices Teacher's Book 4,
1st Edition**
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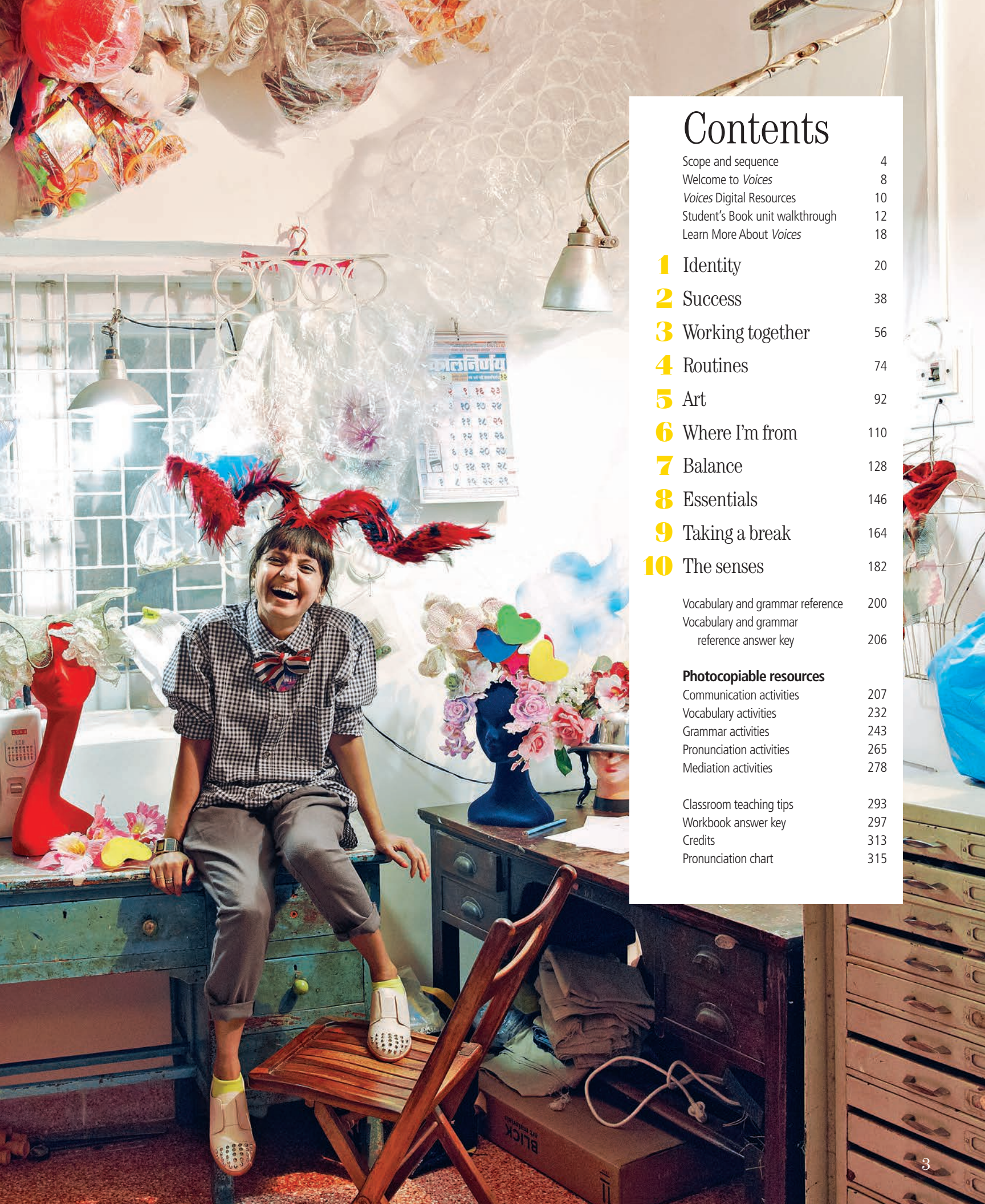
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Scope and sequence

		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 /uː/</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 /ɜː(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 /ɑː/, /æʊ/, 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 <i>how-to</i> 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

6 Where I'm from

Pages 70–81



present perfect continuous; describing movement

towns and cities

understanding weak auxiliary verbs; saying /l/ and /r/

7 Balance

Pages 82–93



talking about the future; verb patterns with infinitive or -ing

money

using sentence stress (2): stressing important words; saying the letter r

8 Essentials

Pages 94–105



defining and non-defining relative clauses; comparatives

food adjectives

understanding elision in words with *th*; saying /t/ and /i:/

9 Taking a break

Pages 106–117



third conditional; giving advice

vacation phrases

saying aspirated /p/, /t/, and /k/; saying consonant groups (2): inserting a short vowel

10 The senses

Pages 118–129



passives; making predictions

technology and the senses

noticing challenging sounds; correcting pronunciation mistakes

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

Reflect and review *Page 130*
Vocabulary reference *Page 135*

Grammar reference *Page 140*
Irregular verbs *Page 152*

Extra speaking tasks *Page 154*
Audioscripts *Page 155*

Welcome to VOICES

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

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



STUDENT'S BOOK

In the *Voices Student's Book 4*, teachers and students are presented with 10 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** that students can put into practice through activities and personalized speaking tasks.
- Listening lessons expose students to a wide variety of **authentic accents and listening text types**.
- Writing lessons follow a **process writing** approach, providing a model and **scaffolded steps** to enable students to produce a wide variety of text types independently.
- Communication skills give students the opportunity to learn **strategies to become confident and successful communicators**. These lessons engage students with a range of hypothetical situations, and get them to analyze and reflect on the way that they communicate inside and outside the classroom.

- Students are encouraged to communicate in every lesson of *Voices*—we don't believe in a silent classroom! *Voices* provides **opportunities to communicate** in a wide variety of formats, including pair and group activities, classroom discussions, 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 audio script**.
- At the end of each unit, students are invited to “**reflect and review**” what they have learned so far, using the learning goals at the beginning of each unit as a guide. The “**Explore More!**” feature, which can be found throughout each unit, suggests ways in which the teacher and student might want to learn more about the topic featured in each lesson.

WORKBOOK

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

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

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

The *Voices* Workbook includes:

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

TEACHER'S BOOK

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

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

Voices Digital Resources for...

PREPARATION

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

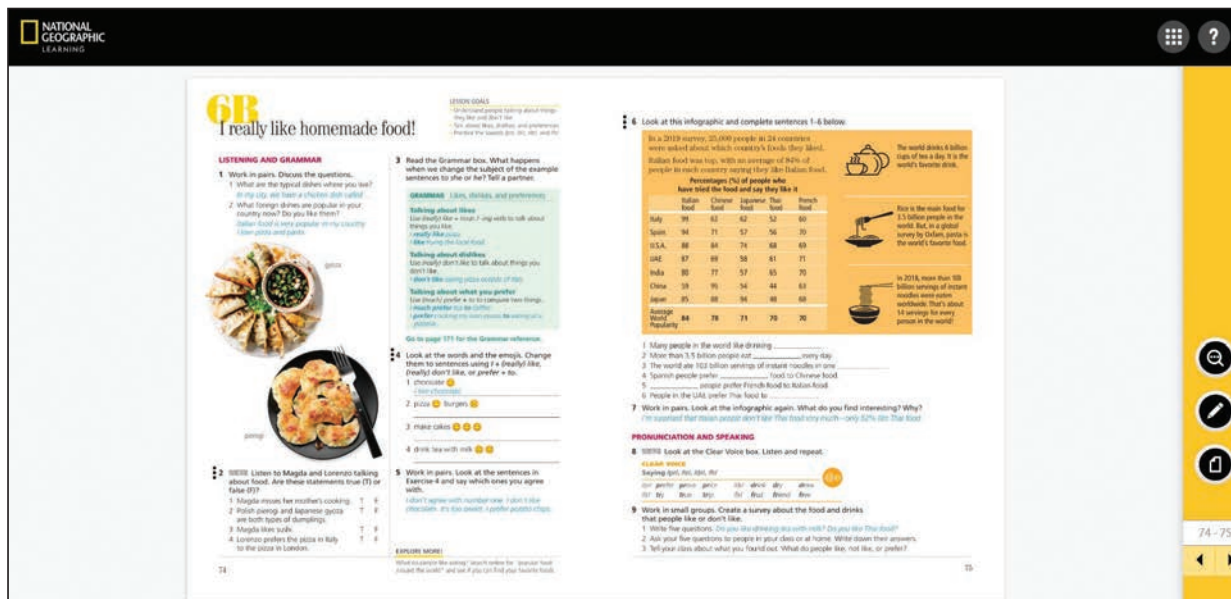


Starting with safe communicative tasks:

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

LIVE LESSONS

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



6B I really like homemade food!

LISTENING AND GRAMMAR

- Work in pairs. Discuss the questions.
 - What are the typical dishes where you live?
 - What foreign dishes are popular in your country now? Do you like them?
 - Which food is more popular in your country: fast-food and pizza.

GRAMMAR Like, dislike, and preferences

Talking about likes
I love/hate/dislike + noun/ing verb + object
I like/hate/dislike + noun/ing verb + object + very/much/less

Talking about dislikes
I don't like/hate/dislike + noun/ing verb + object
I don't like/hate/dislike + noun/ing verb + object + very/much/less

Talking about what you prefer
I like/hate/dislike + noun/ing verb + object + more/better/worse than + noun/ing verb + object

Go to page 171 for the Grammar reference.

- Look at the words and the images. Change them to sentences using I + (really) like, (really) don't like, or prefer + to.
 - chicken
 - pizza
 - fried cakes
 - drink tea with milk

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

- Magda enjoys her mother's cooking. T F
- Pishit enjoys and appreciates pizza. T F
- Magda likes both. T F
- Lorenzo prefers the pizza in Italy. T F
- Lorenzo prefers the pizza in Italy to the pizza in London. T F

EXPLORE MORE!
What do you like in the evening? Write a letter to the teacher. What do you like to eat? Write a letter to the teacher. What do you like to do? Write a letter to the teacher.

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

In a 2019 survey, 22,000 people in 24 countries were asked about which country's foods they liked. Italian food was top, with an average of 52% of people in each country saying they like Italian food.

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

Country	Italian food	Chinese food	Japanese food	Thai food	French food
Italy	99	62	62	52	50
Spain	94	71	57	50	39
USA	88	84	76	68	69
UK	87	69	58	61	71
India	80	77	57	65	70
China	78	70	64	64	64
Japan	85	88	84	88	88
Average	84	78	71	70	70

1 Many people in the world like drinking _____ every day.
2 More than 7.5 billion people eat _____ every day.
3 The world ate 112 billion servings of instant noodles in one year.
4 Spanish people prefer _____ food to Chinese food.
5 _____ people prefer French food to Italian food.

6 People in the USA prefer Thai food to _____.

7 Work in pairs. Look at the infographic again. What do you find interesting? Why? Write a paragraph that describes your findings. Use the facts in your paragraph.

PRONUNCIATION AND SPEAKING

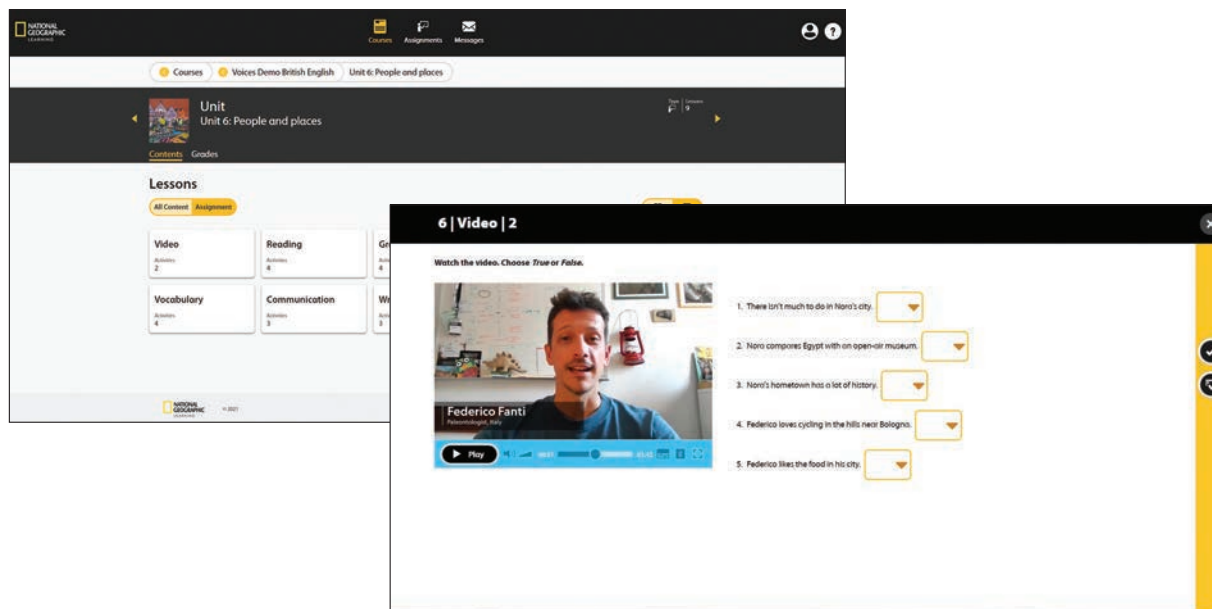
8 Listen to the audio. Listen and repeat.

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

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

SELF-STUDY

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



ASSESSMENT

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

For students:

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

For teachers:

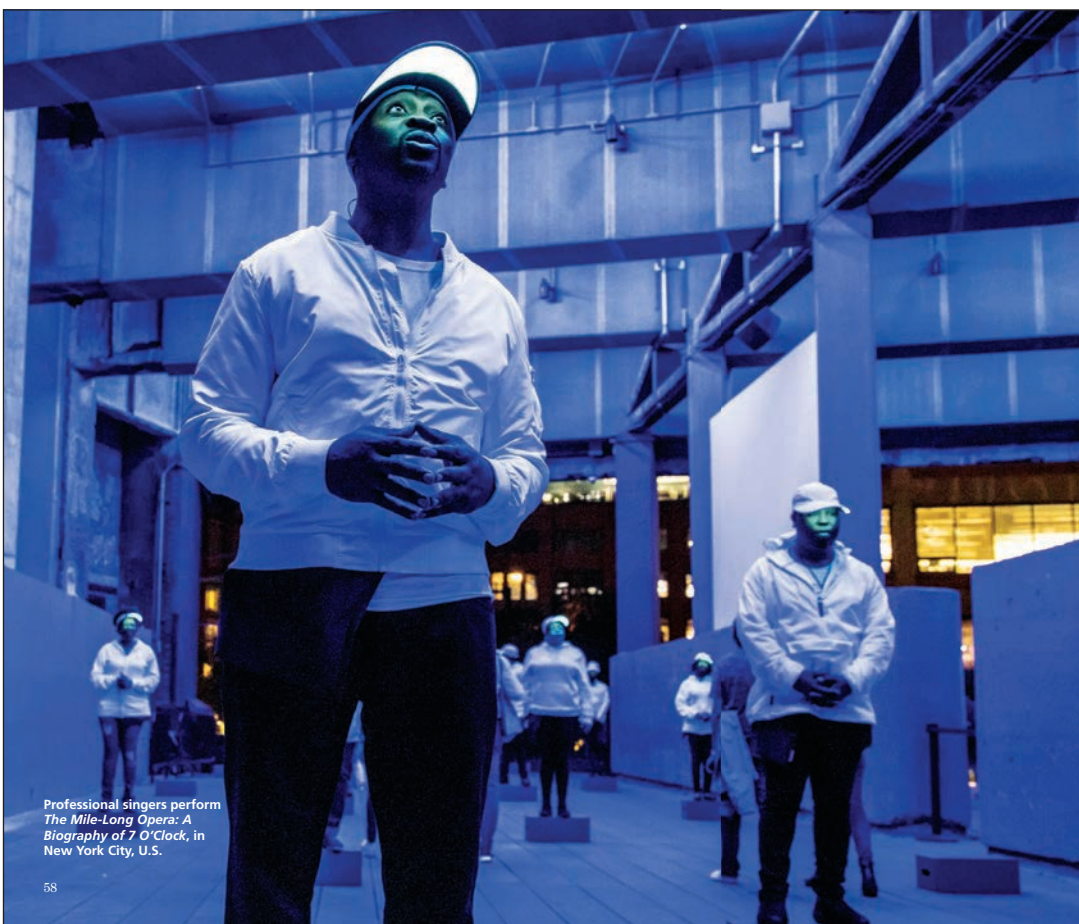
- For simple and reliable placement, the **National Geographic Learning Online Placement Test** is a mobile-friendly solution that provides student alignment to the CEFR, recommends placement within the *Voices* program, and delivers a skill-specific report for each test-taker.
- The integrated Gradebook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

Student's Book unit walkthrough

TEACH WITH CONFIDENCE THROUGH A CONSISTENT LESSON SEQUENCE.

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

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



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

5 Art

GOALS

- Analyze quotations in an article
- Talk about images and unlikely or imaginary situations
- Talk about art and how it makes you feel
- Understand words and phrases used to contrast
- Learn about how intonation can affect what we understand
- Write a description of an event

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What kind of art do you see?
- 2 What story do you think they're trying to tell?

WATCH

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



- 1 According to Nirupa, why do people create art?
- 2 What examples of art does Nirupa give?
- 3 According to Alyea, what can art allow us to do?
- 4 Alyea talks about two paintings. What do the paintings show?

3 Make connections. Discuss the questions.

- 1 In your opinion, why do people create art?
- 2 Give an example of a piece of art you like. Why do you like it?

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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.

5A

What is art?

LESSON GOALS

- Understand an article about art
- Practice summarizing an article
- Analyze quotations

READING

- 1 **Work in groups. Discuss the questions.**
 - 1 What are some famous examples of art?
 - 2 What famous artists can you name?
- 2 **Read the article on page 61. Work in pairs and answer the questions.**
 - 1 Does it mention any of the examples of art you thought of in Exercise 1?
 - 2 What is the writer saying about pop music, video games, street painting, and comics?
- 3 **Look at the Reading Skill box. Circle two sentences (a–e) that are the main points of the article. Then combine the two sentences to create a summary of the article.**

READING SKILL
Summarizing a text

After you read a text, it can be helpful to write a one- or two-sentence summary. This can help you better remember the main points.

- a Pop music, which includes many different styles of song, is usually popular with young people first.
- b Pop music, video games, street painting, and comics are art if they are beautiful and make people feel emotion.
- c Video games are popular all over the world and allow people to discover the world.
- d Good art requires skill to create and usually communicates some kind of message or idea that people can understand.
- e In Buenos Aires, building owners sometimes ask artists to paint pictures on the walls to make an area more beautiful.

EXPLORE MORE!
Search online for “what is art” and see what other ideas you can find.

4 Look at the Critical Thinking Skill box. Then answer questions 1–5.

CRITICAL THINKING SKILL
Analyzing evidence: supporting quotations

Writers sometimes directly quote other people. This can show that the author isn't the only person who thinks in a certain way. When using a quotation, writers say whose words they're quoting and put the quoted words inside quotation marks. When you read a quotation in a text, ask:

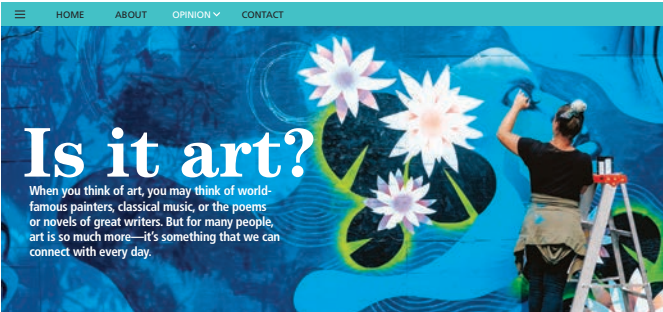
- Who originally said the words?
- Is there a reason why that person was chosen—are they an expert, for example?
- Do the quotations support the author's ideas?

- 1 Underline the quoted words in the article.
- 2 Circle the person or book that the quotations come from.
- 3 Which two quotations define the word *art*?
- 4 Which two quotations report facts about how and why one type of art is made?
- 5 Do you think all of the quotations support the author's ideas? Why or why not?

SPEAKING

- 5 **Work in small groups. Discuss the questions.**
 - 1 Which of the following quotations do you agree with? Why?
 - a “Good business is the best art.” – *Andy Warhol, artist*
 - b “Great artists need great clients.” – *I.M. Pei, architect*
 - c “Gardening is the art that uses flowers and plants as paint, and the soil and sky as canvas.” – *Elizabeth Murray, painter*
 - d “Football is an art, like dancing is an art—but only when it's well done does it become an art.” – *Arsène Wenger*
 - 2 Do you think pop music, video games, street painting, or comics are art? Why or why not?

HOME ABOUT OPINION CONTACT



Is it art?

When you think of art, you may think of world-famous painters, classical music, or the poems or novels of great writers. But for many people, art is so much more—it's something that we can connect with every day.

Pop music

Pop music usually becomes popular with young people first and often has a strong beat and a simple tune. It's also, according to music writer Paul McGuinness, “the world's most important art form.” The Oxford Dictionary says that works of art are “appreciated primarily for their beauty or emotional power,” which can definitely apply to pop music. Of course, not all pop music is art. But when good pop music speaks to our emotions or communicates some kind of message, then it's art.

Video games

Video games such as *The Legend of Zelda* are hugely popular around the world. But are they art? Gaming expert Chris Melissinos believes that video games may be one of the most important art forms in history. Why? They allow players to make a deep connection with an artistic experience. “If you can observe the work of another and find in it personal connection, then art has been achieved,” he says. “Video games are a natural evolution of what we've always done: play—to discover our world, discover each other, and discover ourselves.”

Street painting

In many cities, painting or writing on a building without permission is a crime. But not in all cities. According to writer Emily Baillie, in Buenos Aires, Argentina, it isn't a crime: “All the artist needs is permission from the building owner.” In fact, building owners often ask street artists “to add something interesting to their bare walls.” Marton Otonelo, speaking for the local government, says that street art in Buenos Aires is “part of the city.” Other cities such as Zürich, Switzerland, have areas of the city where street painting is actually encouraged. But this doesn't mean that anything painted on a city wall is art. Good street art requires skill, can make a city more beautiful, and can be enjoyed by the people who live there.

Comics

From Japanese manga to the globally famous *Avengers* series, stories told with pictures are popular around the world. They're sometimes called comics or graphic novels, though many are serious and tell true stories. Artist Darran Anderson points out that comics are often read and thrown away, but that doesn't mean they aren't art. They also help us to “understand a place and time and those who lived there. Manga doesn't need to be high art. Manga is manga.”

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.

5B

If I had five more years...

LESSON GOALS

- Learn about two famous images
- Practice using the second conditional
- Talk about possibilities in the future

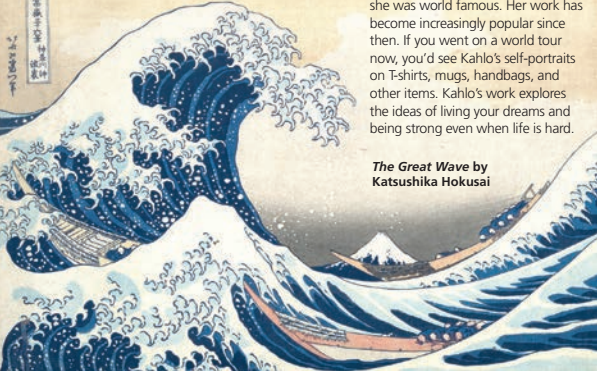
World-famous images that stand the test of time

Katsushika Hokusai


Before he died at the age of 89, the last words of artist Katsushika Hokusai were, "If I had five more years, I could become a true artist." Though he was popular in Japan at the time, his work wasn't world famous, and he clearly felt that he had more to learn. In fact, in many countries Hokusai still isn't a famous artist, but you've probably seen his most famous print *The Great Wave* in an advertisement, an art museum, or as an emoji on your smartphone. He created the image between 1830 and 1832, when he was around 70 years old. Hokusai would be amazed at its global popularity if he were alive today.

Frida Kahlo

If Mexican painter Frida Kahlo hadn't been in a bus accident in 1925, she might not have become an artist. She began painting because she was bored lying in bed with her injuries, unable to move easily. Some of her most famous images show her own face. "I paint myself," said Kahlo, "because I am so often alone and because I am the subject I know best." She had pain for the rest of her life, which may be one reason why her art communicates strength and deep emotion. By the time of her death in 1954, at the age of 47, she was world famous. Her work has become increasingly popular since then. If you went on a world tour now, you'd see Kahlo's self-portraits on T-shirts, mugs, handbags, and other items. Kahlo's work explores the ideas of living your dreams and being strong even when life is hard.



The Great Wave by Katsushika Hokusai



Frida Kahlo souvenir notebooks for sale in Playa del Carmen, Mexico

READING AND GRAMMAR

1 Work in pairs. Look at the images above and on page 62. Answer the questions.

- What do the images show?
- Have you ever seen these images or similar ones?
- Why do you think they're popular?
- Which of the two images do you prefer? Why?

2 Read the article on page 62. Check (✓) who sentences 1–6 are true for.

	Hokusai	Kahlo
Which artist...		
1 spoke about wanting to get better at making art?	<input type="checkbox"/>	<input type="checkbox"/>
2 produced one image that is very famous?	<input type="checkbox"/>	<input type="checkbox"/>
3 has a famous face?	<input type="checkbox"/>	<input type="checkbox"/>
4 lived to an old age?	<input type="checkbox"/>	<input type="checkbox"/>
5 was well-known in many countries while alive?	<input type="checkbox"/>	<input type="checkbox"/>
6 created something that people today still enjoy?	<input type="checkbox"/>	<input type="checkbox"/>

3 What other world-famous images do you know? Discuss in pairs.

4 Read sentences a and b. Answer questions 1–3 in pairs.

- If you named the most important artists of the 20th century, Mexico's Frida Kahlo *would* almost certainly be on the list.
- You would see her face everywhere *if* you went looking for her work today.

- What verb form follows *if*?
- What verb form is used after *would*?
- When is a comma used?

5 Read the Grammar box. Then put the words in 1–5 in the correct order.

GRAMMAR Second conditional
Use the second conditional (*if* + simple past, *would/could* + base verb) to talk about imagined situations in the present or future.
Hokusai would be amazed if he were alive today.
(= imagined present situation)
If I had five more years, I could become a true artist.
(= imagined future situation)

Go to page 144 for the Grammar reference.

- you / if / painted / like Kahlo, / be / you'd / famous
- wouldn't / I / him / if / saw / I / Hokusai / recognize
- Frida Kahlo / her face / on handbags today, / if / saw / surprised / be / she'd
- Hokusai's prints, / were showing / if / the museum / could / see / we / in person / them
- if / paint / I / like Kahlo / tried / couldn't / I

SPEAKING

6 For each topic, think about a sentence that's true for you.

- Develop a talent (for art or something else)
If I could develop a talent, I'd choose playing jazz piano.
- Meet a famous artist
- Travel to any city
- Share one thing from my own country with the world
- Go back in time for one day

7 Work in small groups. Take turns talking about your ideas in Exercise 6. Ask and answer follow-up questions.

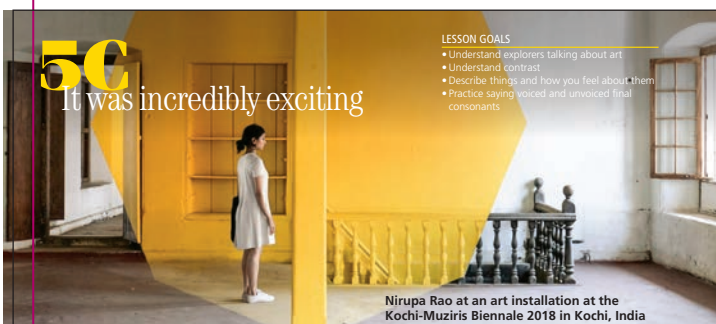
EXPLORE MORE!

Search online for "The Great Wave + images" and see how many different versions of the image you can find.

"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.

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.



SPEAKING

- 1 Discuss in small groups. Have you ever been to live performances like concerts, street festivals, or the theater? What's the most memorable performance you've seen?

LISTENING AND GRAMMAR

NATIONAL GEOGRAPHIC EXPLORERS

- 2 **1:51** Listen to Nirupa Rao talking about art. What things does she talk about? Circle the correct words to complete these notes.
 - 1 Music she has *listened to / performed / written*
 - 2 Cartoons / Photography / Paintings—especially pictures of people
 - 3 A movie that she *enjoyed / didn't see / didn't like*
- 3 **1:59** Now listen to Alyea Pierce talking about the same topic. Answer the questions in pairs.
 - 1 What type of performance did she go to?
 - 2 How did it make her feel?
 - 3 What type of art isn't interesting to her?
 - 4 What did she see that someone made?

- 4 **1:55-1:58** Look at the Listening Skill box. Then listen to five excerpts from Nirupa and Alyea. Underline the contrast expressions you hear.

LISTENING SKILL
Understanding contrast (1):
listening for contrast

Speakers use certain words and phrases to indicate a contrast between ideas. Common contrast expressions include *although*, *but*, *despite the fact that*, *however*, and *though*. When you listen for contrast, ask:

- Did the speaker use a contrast expression?
- What two things or ideas are they contrasting?

- 5 **1:55-1:58** Listen again. What ideas do Nirupa and Alyea contrast? Discuss in pairs.

- 6 Read these quotes. Why are different adjective forms used? Discuss in pairs, then read the Grammar box to check.

Nirupa: "If I see them all together in a museum, I must admit that I feel a little *bored*."
Alyea: "For me, no artwork is *boring*."

GRAMMAR -ed and -ing adjectives

An *-ed* adjective describes how someone feels.
I feel excited by contemporary African dance.
An *-ing* adjective describes the thing that causes a feeling.
It was incredibly exciting every time we made that final sound!

Go to page 144 for the Grammar reference.

- 7 Complete the adjectives with *-ed* or *-ing* endings. Then ask and answer the questions with a partner.

- 1 Which do you feel more excited _____ by: sports, art, or science?
- 2 Have you ever left the theater because you thought a movie was *bor_____*?
- 3 Do you think learning about the lives of artists is interest_____?
- 4 Would you be interest_____ in learning to sing a song in another language?
- 5 What's the most amaz_____ building you've visited?

VOCABULARY

- 8 Circle the correct words to complete the sentences.

- 1 I'm **confused**. I don't understand / love the story.
- 2 The new album was **disappointing**. We expected it to be *bad / good*, but it wasn't.
- 3 You felt **inspired**. The art made you want to create something / go to sleep.
- 4 She felt **relaxed** listening to the music. She sat quietly / got up and danced.
- 5 The painting was **shocking**. We expected / didn't expect it to look like that.
- 6 His poetry is **annoying**. I hate / love the way he uses language.
- 7 The drawings were **embarrassing**. I put them on the wall / threw them away.
- 8 I felt **frightened** by the movie. I prefer *funny / scary* movies.

- 9 **1:55-1:58** Complete the texts about works of art. Then listen to check.

boring confusing disappointed

I was ¹ _____ by 2001: A Space Odyssey. It's supposed to be a great movie, but it's ² _____—I really didn't understand what was happening, especially at the end. There are a lot of very long scenes where no one speaks and that makes it ³ _____ because nothing happens.

inspiring relaxing shocked

I love Astrud Gilberto singing "The Girl From Ipanema." Her voice is ⁴ _____ it makes me feel calm. It's ⁵ _____ because she sings in English, not her first language—Brazilian Portuguese. I'd like to do that! She felt a bit ⁶ _____ when she suddenly became world famous because of that song.

annoyed embarrassed frightening

At the Salvador Dali museum, I was ⁷ _____ with people taking selfies in front of paintings—it stopped me from enjoying the art. Dali's paintings are serious and some are a bit ⁸ _____, like a bad dream. I would feel ⁹ _____ to photograph myself in front of a piece of art. I think it's silly.

Go to page 137 for the Vocabulary reference.

PRONUNCIATION AND SPEAKING

- 10 **1:55-1:58** Look at the Clear Voice box. Listen and repeat.

CLEAR VOICE
Saying voiced and unvoiced final consonants

For voiced consonants such as /b/, /d/, /g/, /z/, /m/, /n/, and /v/, your throat vibrates.
job, amazed, big, lessons, museum, stolen, give
For unvoiced consonants such as /p/, /t/, /k/, /s/, /ʃ/, and /f/, your throat doesn't vibrate.
rap, shocked, shock, tickets, finish, photograph

- 11 Work in pairs. Talk about situations 1–5. Use *-ed* and *-ing* adjectives.

- 1 You watch a horror movie.
- 2 You're watching a ballet on television.
- 3 A concert you have tickets for is canceled.
- 4 As a gift, someone pays for you to have painting lessons.
- 5 You hear that the famous "Mona Lisa" painting has been stolen from the Louvre museum.

With mutual comprehension as a goal, pronunciation points are integrated into the lesson sequence. As well as being presented 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.

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.

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.

5D Understanding intonation

LESSON GOALS

- Think about the ways we use intonation to communicate
- Learn about how we might use intonation differently
- Learn to stress words for emphasis
- Practice dealing with misunderstandings due to intonation issues

SPEAKING

- Look at the infographic below. In pairs, discuss the questions.
 - What do you think the expression “It’s not what you say, it’s how you say it” means?
 - Can you think of a time when someone misunderstood what you meant to say? Why do you think that was?
 - When we talk about intonation, what different things are we talking about?
- Work in pairs. What are some different ways you might say these sentences? How does each of these ways send a different message about how you feel?
 - “Good morning.”
 - “Art is fun.”
 - “This painting is very interesting.”
 - “Well, I’m not really into poetry.”

3 Listen to the sentences from Exercise 2 being said in two different ways. How do you think the speakers are feeling in examples A and B? Discuss in pairs.

MY VOICE

- Watch the video about intonation. Choose the sentence (a or b) that best summarizes the video.
 - You need to realize that people with different first languages and cultures might use intonation differently.
 - People need to use polite intonation patterns when disagreeing.
- Watch the video again. Answer the questions in pairs.
 - The way Chia says “Good morning!” might sound cheerful to some people. But how might it sound to others?
 - Why was the gallery owner annoyed with Liping?
 - Why do intonation misunderstandings happen?

6 Work in pairs and sit back-to-back. Take turns saying phrases 1–3 in a way that expresses feelings a or b. Can your partner work out how you feel just from your intonation?

- “Well, I think you’re wrong.”
 - I feel bad that I have to tell you this.
 - I really don’t like you.
- “I’ve made a huge mistake.”
 - I’m so upset and sorry that I did this.
 - I’m not at all sorry about it, so will you please stop talking about it?
- “Can you lend me some money?”
 - I’m asking because you borrowed from me last week and never paid me back.
 - I feel really embarrassed because I don’t usually borrow money from people.

7 Work in pairs. Look at the Communication Skill box. How can being aware of using intonation differently in different cultures help avoid misunderstandings?

COMMUNICATION SKILL
Dealing with intonation misunderstandings

Sometimes, when people have different intonation from what you usually hear, it can surprise or confuse you.

If you’re confused by someone’s intonation
Ask yourself: What impression (e.g. rude, bored) are they giving me and what’s giving me that impression? If the reason is their intonation, you could...

- ask yourself what else their intonation could mean.
- ask them to clarify what they mean.

If someone misunderstands your intonation
Find out what it is they misunderstood—was it your words, your body language, or your intonation? If the reason is your intonation, you could...

- have a conversation about what you really mean.
- explain how intonation is different in your first language.

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

CLEAR VOICE
Using sentence stress (1): stressing words for emphasis

When we put stress on a word, the intonation changes. This makes us notice that word. This can happen when we’re trying to emphasize the word, correct what someone is saying, or contrast the word with something else.

She prefers rap to jazz. (not anyone else)
She prefers rap to jazz. (but not necessarily to other types of music)
She prefers rap to jazz. (She likes rap more than jazz.)

9 OWN IT! Work in pairs and look at situations 1 and 2 below. What intonation do you think caused the misunderstanding?

- Nasia wants to go to the new exhibition at the museum and she asks her friend Lee if he’s been yet. Lee replies simply with, “No, I haven’t.” Nasia thinks Lee isn’t interested and asks Yuri instead.
- Ed’s housemate Jo has been working at the kitchen table and Ed wants to make dinner. He asks, “Could you clean up here?” Jo looks at him in shock and silently starts to clean up her mess.


10 Work in pairs. Roleplay the situations in Exercise 9. Deal with the misunderstandings. Use the Communication Skill box and the Useful Language to help you.

Useful Language Dealing with intonation misunderstandings


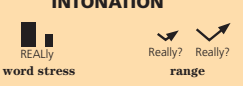




Checking what someone’s intonation means
I’m sorry, but what did you mean by that?
I’m not sure if I understood you correctly, but are you (upset) with me?
When you said...did you mean you were (pleased)?

When someone misunderstands you
Sorry, I didn’t mean it that way.
I’m afraid you might have misunderstood me.
I didn’t mean to be/sound (rude) at all.
I’m sorry, maybe it came across the wrong way.

PRONUNCIATION AND SPEAKING



Verbal communication

<p>VOLUME</p>  <p>loud quiet</p>	<p>INTONATION</p>  <p>word stress range</p>
<p>TIMING</p>  <p>speed rhythm</p>	<p>PITCH</p>  <p>high low pitch</p>
<p>SENTENCE STRESS</p>  <p>I’m REALLY TIRED. intentional patterns</p>	<p>INTONATION PATTERNS</p>  <p>I’m really tired.</p>

66

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.


67

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.

16

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.

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 spoken and written interaction inside and outside the classroom.



5E
Your evening starts
with a tour

LESSON GOALS

- Practice describing the program of an event
- Learn useful language to encourage people to come to an event
- Write a description of an event

SPEAKING

- 1 Work in pairs and discuss the questions.
 - 1 Have you ever been to an art gallery? What kind of events or activities did you see there?
 - 2 Do you often find out about events online, e.g. on social media? What kind?

READING FOR WRITING

- 2 Read the event description on the right and answer the questions in pairs.
 - 1 What kind of event is it? Where and when will it take place?
 - 2 What is this event description trying to get the reader to do?
 - 3 Do you have to pay for entry?
- 3 Read the event description again. Then complete the program.

Program	
7 p.m.	A quick ¹ _____ of five rooms
8 p.m.	Performance by a local light ₂ _____
8:30 p.m.	Food and ³ _____
9 p.m.	"Light and Music" ₄ _____
9:45 p.m.	Light show in ⁵ _____ of the building

Lights On!
An evening of light and art

If you love light art and can't get enough of it, or if you've never experienced it and want to be amazed, then join us on Tuesday, August 9, at 7 p.m. for an evening of beautiful lights.

Lights On! is a celebration of light art. Enjoy the magic and experience different ways light is used to make art. Come and be lost in the fascinating worlds of light and shadow.

We start the evening with a quick tour around the gallery. Here, you will walk through five rooms with seven light-art exhibitions. At 8 p.m., we have a performance by a local light artist, followed by some food and drinks. After that, there'll be a talk on light and music. The evening ends with a stunning light show in front of the building.

Tickets are free but limited, so register now before they're all gone!
Donations are welcome but not necessary.
We look forward to seeing you there.

- 4 Read the event description again and answer these questions in pairs. Then look at the Writing Skill box on page 69 to check.
 - 1 When is the imperative used?
 - 2 When is the present tense used? Why do you think the writer chooses to use the present tense more than the future *will*?

68

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.

WRITING SKILL

Writing an event description

When you write an event description, use these tips to encourage people to come:

- Say who the event is for.
- Use imperatives to encourage the reader to come, and give reasons why.
- Make any necessary information clear, e.g. what the event is about, where and when it takes place, and how much it costs.
- When describing the program, keep your sentences short and simple. You can use the simple present or the future *will*, but the simple present creates a feeling of closeness to the event—like it's happening immediately.

- 5 Look at the Useful Language box. Then in pairs, look at the event below and use the Useful Language to answer questions 1–4.

Useful Language Describing an event

When, where, and the price

The event is / will be held (at the museum) on (May 4).
Join us (on Good Street) on (May 4).
Tickets are (free / \$20 per person).

Giving details about the program

Your (day/evening) starts with (a tour).
We then have (a performance by an artist).
This is followed by (a talk).
The event ends with (a light show).

Encouraging people to attend

Come and experience (the magic of light).
Enjoy (the gorgeous art).
Learn / Find out more about (light art).

Event: 10K charity run + lunch
Place: Bushy Park
Date and time: This Saturday at 9 a.m.
Price to join: \$20
Why go? Charity, fresh air, exercise, food

- 1 When and where will it happen?
- 2 What's the program?
- 3 How much do you have to pay to join in?
- 4 What are some reasons to go?

WRITING TASK

- 6 **WRITE** Write a description of an event. Use the Useful Language to help you. Choose one option (a or b).

- a You're helping your local museum tell people about an art workshop that they're organizing. It's for beginners and costs \$5 to attend. Art materials will be provided.

Program	
7 p.m.	Talk about art by director of the local museum
7:45 p.m.	Drinks and snacks
8 p.m.	Drawing lesson
9:30 p.m.	Painting lesson

- b Write a description for your own event. Include the following information in your description:

- what the event is and who it's for
- the time, date, place, and cost of entry
- what the program consists of
- why people should come

- 7 **CHECK** Use the checklist. The event description...

- says what event it is.
- says who should come.
- gives clear information about when and where the event takes place, and how much it costs.
- clearly describes the program.
- uses imperatives to encourage people to come.

- 8 **REVIEW** Work in pairs. Read your partner's event description. Answer the questions.

- 1 How many of the points in the checklist does it include?
- 2 What interests you about the event? Why?
- 3 Is there any more information you'd like to know about the event?

Go to page 132 for the Reflect and review.

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.

Learn More About *Voices* . . .

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

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



DANIEL BARBER

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

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



LEWIS LANSFORD

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

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



CHIA TUAN CHONG

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

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



MAREK KICZOWIAK

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

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



EMILY BRYSON

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

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



CHRISTIEN LEE

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

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



GARY PATHARE

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

Identity

UNIT GOALS

1A Reading and speaking

- preview an article about online identities by looking at titles, images and opening lines, and thinking about the main topic; evaluate arguments in texts

1B Reading and grammar, pronunciation, and speaking

- understand texts describing photos; practice the simple present and present continuous; notice how the *-ing* verb ending is pronounced; describe yourself in photos

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

- describe people's character; understand sequence while listening to a series of events; practice using *used to* and *would* to talk about past habits and situations that have changed; say words with the sounds /ɒ/ and /uː/; describe personal past habits and situations that have changed

1D Speaking

- learn about different communication styles; practice comparing people's communication style with others, and thinking of ways to improve it; advise people on their communication style

1E Writing

- learn how to introduce ourselves online; practice proofreading writing; write an online self-introduction



Hat designer Shilpa Chavan in her workshop, Mumbai, India

Photocopiable resources

Communication activities: pp. 212–213
 Vocabulary activity: p. 233
 Grammar activities: pp. 245–246
 Pronunciation activity: p. 268
 Mediation activity: p. 283

Workbook

Unit 1 pp. 4–11

ABOUT THE PHOTO

Under the brand name “Little Shilpa,” designer Shilpa Chavan designs hats using a variety of materials. She uses ideas from

her travels and from local influences.

Trendsetters like Lady Gaga have worn her creations.

Mumbai is one of India's largest cities, and home to many creative industries, including India's film industry.

1

- **Optional step** Use the photo to elicit and teach key words students will need: *hat designer, workshop, flowers, bright colors, drawings, materials*.
- Draw students' attention to the caption on the photo and then ask them to discuss the questions in pairs.



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?

11

Answers

- 1 Brian was an active child and loved riding his new bike all around town. He built bike jumps and race courses all over the parks near his house and rode the bike until his parents had to replace the tires.
- 2 He has a bigger bike now, and he now takes his children on bike rides. Also, he now has to fix his children's bikes and replace their tires.

VOCABULARY NOTES

bike trails /traɪlz/ = paths or routes through forests and parks, or up mountains

bike/race courses = routes that you design where you can go over obstacles, etc.

replace the tires /'raɪəz/ = put on new tires (rubber covers of wheels)

fix the bike = repair / make new

wheel covers = curved plastic strips that go over wheels to stop dirt from going on you (also called "mudguards")

Other words to extend the lexical set: *pedals, handlebars, seat, helmet, wheels*

3

- **Optional step** Brainstorm things children enjoy doing: *jigsaws, dressing up, skipping, skateboarding, coloring, drawing, etc.*
- Ask students to work with a new partner or in small groups. Set a five-minute time limit for the discussion.

Extra activity

Brainstorm childhood crazes (= things that were really popular for a brief time): *yo-yo, hula-hoop, trading cards, marbles*. Write students' ideas on the board. Ask students to describe any crazes that other students don't know. Alternatively, describe your childhood craze, then ask students to work in groups and describe theirs.

ABOUT THE EXPLORER

BRIAN BUMA is an American biologist and ecologist who is interested in the process of change in natural systems. In particular, his work focuses on how things such as fire, wind, and landslides affect different species and on how an ecosystem functions.

Sample answers

- 1 colorful, creative, imaginative, fun, bright, artistic, old, second-hand furniture, big lights, and white walls
- 2 Shilpa is young, fashionable, and seems friendly, outgoing, creative, with a good sense of fun/humor.
- 3 She probably loves her job—she designs hats that reflect her personality. They are fun and creative.

Extra activity

Ask students to look at the photo and imagine visiting Shilpa's workshop. They describe the experience to a partner. Write these prompts on the board: *I'm standing in...; I can see...; I feel...*

WATCH ▶

2 ▶ 1.1

- **Optional step** Ask students to guess what Brian Buma is like, and what he does, from the photo.
- Give students time to read through the questions.
- Play the video.
- Students compare their answers in pairs before checking as a class.
- **Optional step** Focus on the vocabulary connected to bikes in the video (see Vocabulary notes).

LESSON GOALS


- **READING** The main aim is to guide students to preview a text before reading. Students read and understand an article about online identities by looking at the title, the images, and the first lines of paragraphs to get an idea of the main topic.
- **SPEAKING** The speaking aim is for students to evaluate arguments in a text. Students consider whether they can rely on the information in a text, and whether they agree with its ideas.

READING

ABOUT THE TEXT

The text type is a magazine-style article. It discusses whether having multiple online personalities is normal or not. The main article argues that it is—we behave in different ways online or in real life depending on who we are with and where we are. By contrast, Mark Zuckerberg is quoted saying that we only have one identity. Founder of the social media site *Facebook*, Mark Zuckerberg (/ˈzʌkərbɜːrɡ/) was born in 1984 and is an American internet entrepreneur and philanthropist. He regularly appears in lists of the richest people in the world.


1

- **Optional step** Pre-teach *social media platforms* (= websites that allow people to post text, images, and videos, and allow users to write or speak to each other).
-  Students discuss the questions in pairs. Set a three-minute time limit. In feedback, elicit ideas from different pairs.

Sample answers

Examples include using one account for work and one for friends, or one to share photos and another to write.

2

- Elicit the first answer as an example. Students match the words and meanings individually.
-  Students compare their answers in pairs.

1A

One true identity?

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. a
 - 2 Most people have many different sides to their **personality**. c
 - 3 People may have a different **identity** in different social situations. b
 - 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

12

LESSON GOALS

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

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

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

Sample answers

- 1 Students may argue that our profile only shows part of who we are, or a very simple, superficial version.
- 2 Some may argue that different profiles show different sides of you.
- 3 Different identities could include: the "work" you, the "party" you, the you who is interested in a particular hobby, the you who wants to meet new people.

- In feedback, show the correct answers so students can check.
- **Optional step** During feedback, check students' understanding by asking personalized check questions: *What information is on your online profile? What adjectives describe your personality? Do you have multiple identities in your life? What are they?*

3

-  Students discuss the statements in pairs.



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

- Students read the article and find out which topics are discussed. They check their answers in pairs. Make sure students don’t spend too long reading by setting a realistic time limit (e.g. three minutes).
- In feedback, elicit and write answers on the board. Ask students to justify their answers by referring to the text.

6

- Ask students to read the article carefully to find the two missing words to complete each sentence. You could work as a class to find the first answer as an example.
- Students compare their answers in pairs before checking as a class.
- **Optional step** Ask students to find, underline, and check the meaning of new words connected with social media in the text (see Vocabulary notes).

VOCABULARY NOTES

social media account = a website that you have joined and put your profile on

tweet = a message sent on Twitter, or to send a message on Twitter

online face = online identity

different sides of your personality = different parts

lead a life (online) = do the everyday things you do in your life

with regard to = when talking about

Extra activity

Ask students to look at the text again and find three pieces of information about each of the three people mentioned in the text: Nicole Lee, danah boyd, and Mallory Johns.

Answers

Nicole: 1 technology writer; 2 has five accounts on Twitter; 3 pretended to tweet for a hair salon

danah: 1 prefers to write name with no capital letters; 2 author; 3 social media researcher

Mallory: 1 Nicole Lee’s colleague; 2 has different social media accounts; 3 each account shows different sides of her personality

4

- Students read the Reading Skill box.
- Students discuss the questions in pairs. Elicit suggestions from different pairs.

Sample answers

Main topic: Online identities. It’s probably questioning if we have only one true online identity.


What I know: Students will know about their own online identity, and will probably know that of their friends; they will have or take a view on whether having multiple identities is unusual, good, or bad.

What I will learn: How people use social media, whether having multiple online identities is unusual or not.

5

- **Optional step** Ask students to read the five sentences. Ask, *Which topics do you think are in the article?* Elicit suggestions.
- Check students understand the key words: *steal an identity* (= take someone else’s identity and use it to get money or open bank accounts); *audience* (= people who are watching or communicating online); *online/offline* (= on/off the internet).

SPEAKING**7**

- **Optional step** Explain that it is important to question and evaluate a writer's argument by considering whether it is supported by evidence or not.
- Students read the Critical Thinking Skill box. Do a check task. Ask, *What sort of evidence in a text might support a writer's argument?* (specific examples, personal experience, data, scientific results, expert opinions)
-  Students answer the questions in pairs before checking as a class.

Answers

- 1 Specific examples / personal experience: Nicole Lee's multiple accounts
Expert opinion: danah boyd's ideas and quotations
- 2 Opinion (though an expert opinion): It is a direct quote with no evidence, and it is directed at "you."
- 3 The article: It has more evidence (specific examples of multiple accounts, and examples of personal experience), and it refers to the expert opinion of three people.

Extra activity 1

Ask students to discuss whether it is a good idea to have one identity on a social media site or multiple identities. Ask students to think of their own evidence or personal examples to support their view.

Extra activity 2

Students interview their classmates about their social media accounts. Here are some questions they can ask, but get them to think of more questions too:

- How many accounts do you have?
- What platforms are they on?
- What are the best features of the platforms you use?
- What things do you enjoy posting and why?

Extra activity 3

Ask students to say whether they have an account about one particular subject, e.g. food or their pet. If not, ask pairs to come up with an idea for a funny social media account about one particular topic. Elicit ideas and vote on the funniest.

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. You may wish to set this task for homework. Ask students to research three or four interesting tips and ideas about creating and managing their online identity. Students work in pairs to do their research and to present their findings to the class.

A search found the following tips for people in work who want to manage their online identity:

- Google yourself regularly and track how many results come up for you when you search your name.
- Set up a Google Alerts account. It lets you know when people say something about you online.
- Purchase the domain name for your name (e.g. johnsmith.com).
- Comment and guest blog on relevant blogs and/or consider starting your own blog. Blogging is a great way to share your expertise.
- Join online social/business networking groups.


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

LESSON GOALS


- **READING AND GRAMMAR** The main aim is for students to practice using the simple present and present continuous. The tenses are revised within the context of short descriptions of different identities of National Geographic Explorer Brian Buma.
- **PRONUNCIATION** A sub-aim is for students to notice how the *-ing* verb ending is pronounced when using the present continuous.
- **SPEAKING** The speaking aim is for students to describe photos.

READING AND GRAMMAR

1

- **Optional step** Lead in by describing your own identities: *teacher, daughter, jogger*, etc. Alternatively, describe three or four identities you have, but include a false one. See if students can guess which of the identities you describe is false.
-  Students discuss the questions in pairs. In feedback, ask a few students to tell the class about interesting skill identities their classmates have.


2

- **Optional step** Focus students on the three photos. Ask, *What do you remember about Brian from the unit opener? Where is Brian in each photo? What is he doing?* Check students understand the meaning of key words and phrases that come up in the texts: *island, strong winds, ski, snowboard, balance on skis, parent, catch a fish*.
-  Students discuss Brian's identities in pairs. In feedback, elicit answers from different pairs.

Sample answers

Brian's identities are revealed in the texts, so don't give definitive answers at this stage. In A, Brian is a winter sports teacher and splitboarder; in B, he is a parent and educator; in C, he is an ecologist and explorer.

3


-  Students read the descriptions and match them with the three photos. Let students compare their answers in pairs before checking as a class.
- **Optional step** Use the context to check students understand further new words: *southernmost* (= farthest south); *warm up* (= get warmer).

BACKGROUND INFORMATION

Your students may not be familiar with the locations. Cape Horn is located on Hornos Island, a Chilean island at the southern tip of South America. *Nothofagus betuloides* is a tall evergreen tree, which grows in southern Chile and southern Argentina. It can grow to 25 meters in height, and one tree on Hornos Island was identified in 2019 as the southernmost tree in the world.

Colorado and Alaska are states in the U.S. Both are winter sports destinations.

4

-  Students read the Grammar box and discuss the question in pairs.

- Elicit answers and check students' understanding with questions. Ask, *Is it happening now or around now?* (Yes: a) *Is it a permanent situation, e.g. a job?* (Yes: b)

Answers

- It's happening now, or happening in a photo.
- It's a permanent situation.

GRAMMAR NOTES

Simple present and present continuous

Form

Students may have some problems with irregular continuous forms (e.g. *get/getting, ride/riding*). Go through the rules. We double consonants when verbs end consonant-vowel-consonant (e.g. *put, sip*), and remove the "e" at the end of verbs (e.g. *come, give*).


Meaning

The accurate use of the simple present and present continuous will depend on your students' first language. Many languages use a simple present form when describing current actions or changes. Some languages don't have a continuous form. Compare usage in your students' first language.

Action verbs involve doing something, but stative verbs don't involve any action. Brainstorm a list of common stative verbs and point out how they are connected with things that happen in your head (*believe, remember, forget, think*, etc.), your senses (*taste, see, smell*, etc.), and your emotions (*like, need, want, feel*, etc.).

For further information and practice, see [Grammar reference Unit 1B](#) on page 140 of the Student's Book.

5

-  Elicit the first answer as an example. Students work individually then compare their answers in pairs.
- In feedback, elicit answers and ask students to justify them by giving the grammar rule.

Answers

Including grammar explanation:

- know (a stative verb)
- is getting (changing situation—now)
- is making (describing what's happening in a photo)
- is talking (*be quiet* suggests happening now)
- Are you (stative verb)

6

- **Optional step** Set a simple focus task for the first reading: *What three identities are mentioned? Pre-teach celebrate a birthday (= have a party to make it a big day).*
- **👤** Students work individually then compare their answers in pairs.
- In feedback, elicit answers and ask students to justify them by giving the grammar rule.

Answers

Including grammar explanation:

- 1 am (a stative verb)
- 2 am running (describing what's happening in a photo)
- 3 am giving (describing what's happening in a photo)
- 4 are celebrating (describing what's happening in a photo)
- 5 don't prefer (stative verb)
- 6 like (stative verb)

Extra activity

- Play charades. Students work in small groups. Give a card to one student in each group with one of the activities listed below on it. Ask that student to mime the activity to their group. Students guess and shout out what they are miming. If they guess right, they get a point and it's their turn to mime.
- You're playing drums in a rock band.
 - You're washing your car.
 - You're watching a tennis match.
 - You're painting a portrait.
 - You're running a marathon.
 - You're riding a bike up a hill.

For additional practice, refer to the **Grammar activity** on page 245 of the **Teacher's Book**.

PRONUNCIATION

7 🔊 1.1

- Read out the Clear Voice box. If possible, model the four different sounds yourself—showing the nasal /n/ and /ŋ/, and the way the voiced sound /g/ and unvoiced /k/ are made. Note that the main aim of this section is to develop students' receptive skills. The activity focuses on listening rather than on producing this pronunciation feature themselves.
- Play the audio. Students listen and notice the four endings.

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!

14 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 C 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 A 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 B 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.

- **Optional step** Play the audio again and pause each sound if students find it hard to hear them.

PRONUNCIATION NOTES

Understanding *-ing* endings

The "g" in *-ing* is not pronounced (unless the word that follows it begins with a vowel sound, e.g. *I'm working_in...*). What is pronounced is the consonant sound represented in IPA as /ŋ/. In some dialects, this is replaced by the similar consonant represented in IPA as /n/. Using /n/ instead of /ŋ/ is very common in many American and British dialects.

8 🔊 1.2

- Play the audio. Students listen and complete each sentence.
- **👤** Let students compare their answers in pairs. In feedback, ask whether students heard /ɪŋk/, /ɪn/, /ɪŋ/, or /ɪŋg/.

Answers

- 1 painting (pronounced /ɪŋ/)
- 2 singing (pronounced /ɪn/)
- 3 working (pronounced /ɪŋg/)
- 4 cooking (pronounced /ɪŋk/)

- 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  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/, /'meɪkɪŋg/, and /'meɪkɪŋk/. Being aware of these different pronunciations may help you understand a variety of accents.



- 8  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...

photo they have and prepare to describe that. Refer students to the Useful Language box, and monitor and help with ideas and vocabulary.

-  Organize the class into new pairs. It is a good idea to get students to work with different classmates. Ask pairs to take turns describing photos.
- As students speak, listen carefully and make a note of errors.
-  In feedback, write on the board three or four errors involving present tenses and stative verbs that you heard while students talked, and ask students to correct them in pairs.

Extra activity 1

Bring in a large pile of interesting magazine pictures that show people doing things. Alternatively, find and display a selection of online photos. In groups, students take turns choosing a picture, imagine that they know the people in the picture, and describe it in detail.

Extra activity 2


Do a picture dictation. Find a large picture of people doing something, which is not too difficult to draw. Ask one student to come to the board and give him or her a marker pen. Show the picture to the rest of the class, making sure that the person at the board can't see it. The class must describe the picture in detail. The person at the board must draw what the class describes. At the end, compare the pictures.

For additional practice refer to the **Communication activity** on page 212 of the Teacher's Book.

EXPLORE MORE!

Ask students to research online and find three interesting facts about Dr. Brian Buma's work. They can present them to the class at the end of the lesson. He works across the Americas. He often looks at cloudforests, species migration, and carbon/water cycling. He is interested in science communication and historical ecology.

See **Workbook** pages 6–8 for extra practice (Grammar, Pronunciation).

-  Students practice saying the sentences in pairs. Encourage students to try all the ways and decide which seems the most natural way for them to pronounce these endings.

Extra activity

A lot of popular American songs involve dropping the "g" and pronouncing *-ing* as /ɪn/. Try playing or singing the opening lines of Otis Redding's classic "Sittin' on the Dock of the Bay" and asking students to notice words that end with /ɪn/.

SPEAKING

9


- **Optional step** Begin by showing the class one or two photos on your phone (or print out photos before the lesson). Briefly describe them. Use the opportunity to provide a model for how to do this task, e.g. *This is my friend Jo. We're on vacation. She's eating ice cream.*
- Provide five minutes' preparation time for students to find photos on their phones and prepare things to say. If your students don't have photos (or phone access), tell them to think of a favorite

LESSON GOALS

- **VOCABULARY** A main aim is for students to learn adjectives to describe character.
- **LISTENING** Another main aim is for students to practice paying attention to verb tenses, *used to*, and time expressions in order to understand sequence in a story.
- **GRAMMAR** A further main aim is for students to practice using *used to* and *would* to talk about past habits and situations that have changed.
- **PRONUNCIATION AND SPEAKING** A sub-aim is for students to practice the long sound /u:/ and short sound /ʊ/; the speaking aim is for students to describe past habits and situations that have changed.



SPEAKING

1

- **Optional step** Model the activity by introducing a friend of yours—show a photo, if possible—and using three words to describe him or her.
- Give students one minute to think of someone and make a note of adjectives to describe them.
-  Students discuss and compare people and adjectives in pairs.
- **Optional step** Brainstorm words students have used to describe someone they know well, and write them on the board. Ask students to explain their words to the class. Leave the words on the board.

VOCABULARY

2  13

- **Optional step** Check that students understand the adjectives (see the Vocabulary notes).
- Give students one minute to read the words in the box, and decide which word describes them best.
-   Students discuss the adjectives in pairs or small groups.
- **Optional step** If students don't think any of the words describe them, ask them to think of a word that does (or use a word from Exercise 1).



1C

I didn't use to be adventurous

Contestants on chairlifts at a downhill mountain biking tournament in Veduchi, Russia


LESSON GOALS

- Describe people's character
- Understand people talking about personal change
- Talk about habits and situations in the past
- Practice the sounds /ʊ/ and /u:/

SPEAKING

- 1 Think of someone you know well. Write down three to five words to describe their personality. Compare with a partner.

VOCABULARY


- 2  13 Find a character adjective that describes you. Tell a partner. Then complete the sentences with the words. Listen to check.

sensible	competitive	ambitious	shy
academic	sociable	organized	messy
independent	adventurous		

- 1 She isn't afraid to try new things. She's adventurous.
- 2 They want to be better than other people. They're competitive.
- 3 I enjoy schoolwork and studying. I'm academic.
- 4 He isn't neat. He's messy.
- 5 You feel nervous talking to new people. You're shy.
- 6 We're neat and clean. We're organized.
- 7 They really want to be successful. They're ambitious.
- 8 You usually think carefully before you make a decision. You're sensible.
- 9 I'm happy working alone. I'm independent.
- 10 She loves talking to people. She's sociable.

Go to page 135 for the Vocabulary reference.

LISTENING

- 3 Work in pairs. Answer the questions.
- 1 How would you describe yourself as a child?
I was adventurous, but not with other people. I was shy.
 - 2 What parts of your character haven't changed since you were a child?
I'm still adventurous.
 - 3 Have parts of your character changed or developed during your life?
I used to be shy, but now I find it easier to meet new people.
- 4  14 Look at the Listening Skill box. Listen and complete the notes for each speaker in the table on page 17.

LISTENING SKILL


Understanding sequence: noticing time changes

When you listen to someone explaining a series of events, to understand the order things happened in, pay attention to:

- verb tenses.
- verbs such as *used to*.
- time expressions such as *now, then, and five years ago*.

- 5 Work in pairs. Answer the questions.

- 1 Which speaker is the most like you?
- 2 Which speaker is the least like you?

-  Elicit the first answer as an example. Let students compare their answers in pairs. Then play the audio to check.

VOCABULARY NOTES

You can use check questions to check students understand the adjectives, e.g. *Do **competitive** people like winning? If you're **adventurous**, do you prefer traveling or staying at home?*

You could also get students to personalize the words (e.g. *Check all the words that describe you*) or categorize the words (e.g. *Underline the negative*

words; Match words that are similar (*ambitious/competitive*); Match words that are opposite, (*shy/sociable, messy/organized*).

PRONUNCIATION NOTES

Strong stress

Notice the strong stress in these words. It is on the first syllable except for: *aca**de**mic adv**en**turous amb**it**ious com**pe**titive inde**pe**ndent.*

	Anna	Erik	Layla	Wang Wei	Luisa
Character before	not independent or academic	organized	ambitious, competitive	shy	sensible
Important change	left home	moved in with two housemates	became sales manager	watched a TED talk	retired
Character now	independent and academic	messy	ambitious, competitive	sociable	adventurous

GRAMMAR

6 Read the Grammar box. Circle the sentence pairs (a–d) that have the same meaning.

GRAMMAR Used to and would

Used to

Use *used to* and *didn't use to* to talk about past habits and situations that have changed.

I used to live at home with my parents.

I didn't use to be independent.

Would

Use *would* and *wouldn't* to talk about past habits that have changed.

I would always leave the kitchen messy.

I wouldn't clean up or put things away.

Go to page 140 for the Grammar reference.

a *I used to live at home with my parents.* →
I live at home with my parents now.

b *I didn't use to be independent.* →
I'm independent now.

c *I would always leave the kitchen messy.* →
In the past, I always left the kitchen messy.

d *I wouldn't clean up or put things away.* →
I don't clean up or put things away.

7 Complete the conversation with the words in parentheses. Use the correct form of *used to*.

A: ¹ *Did you use to play* (you / play) a lot of sports when you were a kid?

B: Yes, I did. I ² *used to play* (play) a lot of football. What about you?

A: No, I didn't. I love football now, but I ³ *didn't use to like* (not like) it. I ⁴ *used to be* (be) very shy and I never played team sports.

8 Circle *would/wouldn't* where you can use it. Cross out *would/wouldn't* where you can't use it.

When I was in high school, I ¹ *used to / would* love playing the piano, and I ² *used to / (would)* practice for a couple of hours every day.

I really loved it. I ³ *used to / (would)* play in music competitions. I ⁴ *didn't use to /*

wouldn't care about anything but music. I

⁵ *didn't use to / wouldn't* have a social life, although I'm very sociable now.

PRONUNCIATION AND SPEAKING

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

CLEAR VOICE

Saying /u:/ and /ʊ/

/u:/ is a long sound. The lips are round and forward.

/u:/ *food, school, you*

/ʊ/ is a short sound. The lips are less round and forward than for /u:/.

/ʊ/ *would, cook, football*

10 Make notes about four to six habits or situations in your past that have changed. Then discuss in small groups.

A: *I didn't use to like cooking.*

B: *Why not?*

A: *I didn't know how to cook. I would eat takeout food for most meals.*


B: *When did you start cooking?*

EXPLORE MORE!

Search online for “does character change over time” and find out more.

17

4 14


- Students read the Listening Skill box.
- Give students time to read the example and the names. Use instruction-checking questions (ICQs): *How many speakers are there? What three things do you need to make notes about?*
- **Optional step** Pre-teach some key words: *busy social life* (= lots to do in your free time); *housemates* (= people you live with); *sales rep* (= a person who represents a company when visiting clients to sell things); *sales targets* (= the amount in sales you try to make); *talents* (= what you are good at).
-  Play the audio. Students make notes. Let them compare their answers in pairs.
- **Optional step** Play the audio again. Pause it to give students time to make notes. Put students in different pairs to check their answers after the second listening.

5

-  Students discuss the questions.

GRAMMAR

6

- Students read the Grammar box. Point out the form with *used to* and *would* in affirmative, negative, and question forms (see Grammar notes).
-  Students compare their answers in pairs.

Answers

b and c have the same meaning.

In a, *used to* refers to a past situation that has stopped (not true now).

In b, *didn't used to* refers to a past situation that was not true in the past (so true now).

In c, *would* refers to a past habit.

In d, *wouldn't* refers to past habits (not true now).

Extra activity


Give students four minutes to walk around the classroom and ask different people *Are you adventurous?* Tell them to ask follow-up questions to find out more information, and to find the classmate who is the most similar to them. Find out which students have similar characters.

For further information and practice, see **Vocabulary reference Unit 1** on page 135 of the Student's Book.

For additional practice, refer to the **Vocabulary activity** on page 233 of the Teacher's Book.

LISTENING

3

- **Optional step** Explain that *still* means “continue to be” (i.e. no change).
-  Students answer the questions in pairs, then report their ideas briefly in feedback. Notice whether or not your students use *used to* confidently—this will inform how you approach the grammar later in the unit.

GRAMMAR NOTES

Used to and would

Form

Used to is a semi-modal and conjugates like a regular verb: *I used to, I didn't use to, and Did you use to + base verb.*

Meaning

Timelines (and check questions) are a visual way of checking these two forms. Draw the timelines below on the board and ask the questions provided:

Past ___x___x___x___x___ I stopped _____ Now

I used to get up early.

I would get up early every day.

Ask: *Did I get up early every day?* (yes)

Once or many times? (many times)

Do I do this now? (no)

Past _____ I stopped _____ Now

I used to live at home.


Ask: *Did I live at home in the past?* (yes)

Do I live there now? (no)

Notice that *would* can only be used with active verbs to talk about habits (not situations/states).

For further information and practice, see **Grammar reference Unit 1C** on page 140 of the Student's Book.


7

-  Elicit the first answer as an example. Let students compare their answers in pairs before showing answers in feedback. Point out that the short answers to questions with *used to* are *Yes, I did* and *No, I didn't*.

Extra activity

Ask students to practice the conversation in Exercise 7 in pairs. Then ask them to change the information so that the conversation is true for them and practice again.

8

-  Point out the example answer. Let students compare their answers in pairs before showing answers in feedback.
- In feedback, ask students to provide grammar rules to justify their answers. Remind them that *would/wouldn't* can't be used with situations/states in the past—only with past habits.

For additional practice, refer to the **Grammar activity** on page 246 of the Teacher's Book.

PRONUNCIATION AND SPEAKING

9  1.5

- Read out the Clear Voice box. Model the sounds by moving your lips forward when changing from making short /ʊ/ to making long /u:/. See Pronunciation notes. Ask students to follow your model as they try to shape their lips to make the sounds.
- Play the audio. Students listen and repeat.

PRONUNCIATION NOTES

Short /ʊ/ and long /u:/

To make these two sounds, your tongue should be in a similar position—lifted high in the mouth—and your lips should be rounded. Practice having the lips of your rounded mouth loose, then tightening them a little. Then practice saying the short sound /ʊ/ with loose lips, and the long sound /u:/ with slightly tightened lips. You should hear the difference. Ask students to try doing the same.

Notice that English spelling and pronunciation often don't go together, e.g. *food* and *good* have different pronunciations. Students simply have to learn the different pronunciations.



There are regional and dialect variations too, e.g. *cook* can be pronounced both /kʊk/ and /ku:k/ depending on where a speaker is from.

Extra activity

Ask students to try saying these short tongue twisters, each made up of two words with contrasting or similar vowel sounds: *good food, super footballers, young moms, fun schools, new ones*. Ask students to make their own word pairs to share with the class. The rest of the class practices saying them.

For additional practice, refer to the **Pronunciation activity** on page 268 of the Teacher's Book.

10

- **Optional step** Provide your own personal examples to get students started.
- Give students two or three minutes to make notes. Monitor and help with ideas.
-  Students work in small groups. They take turns speaking. Tell students to use their notes to help them.
- As students speak, monitor closely and notice any errors with *used to* or *would*.
-  In feedback, write any errors on the board, and ask students to correct them in pairs.

For additional practice, refer to the **Mediation activity** on page 283 of the Teacher's Book.

EXPLORE MORE!

If there is internet access in the classroom, ask students to research online and find three or four ideas, and present them to the class. They can add their own experiences to their presentations.

Some online views:

- Many studies show that most adults become nicer over time.
- People become harder working, better citizens, and emotionally stronger as they age.
- Changes tend to happen over many years—sudden changes in personality are rare.

See **Workbook** pages 8–10 for extra practice (Vocabulary, Listening, Grammar, Pronunciation).