

VOICES

DANIEL BARBER • MAREK KICZKOWIAK

ON THE COVER

The Tokyu Plaza Omotesando Harajuku in Japan. This multi-level shopping center has a mirrored entrance, known as the 'kaleidoscope', which reflects the light and colors from outside, and the people walking through it.

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VOICES

DANIEL BARBER AND MAREK KICZKOWIAK

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Scope and sequence

		GRAMMAR AND FOCUS ON	VOCABULARY	PRONUNCIATION
<p>1 Your life Pages 10–21</p>		<p>auxiliary verbs in questions and short answers; short questions</p>	<p>education</p>	<p>stressing auxiliaries; saying groups of consonants</p>
<p>2 Breaking the rules Pages 22–33</p>		<p>past tenses; <i>be / get used to + something / doing something</i></p>	<p>crime</p>	<p>pronouncing <i>-ed</i> words; saying long and short “o”</p>
<p>3 Imagining the future Pages 34–45</p>		<p>making predictions; talking about data: prepositions</p>	<p>making predictions</p>	<p>saying contracted forms of <i>will</i> and <i>going to</i>; pronouncing long vowels</p>
<p>4 Good taste Pages 46–57</p>		<p>modifying comparative and superlative adjectives; negative prefixes for adjectives</p>	<p>table manners</p>	<p>changing your pronunciation; saying /k/, /p/, and /t/ in stressed syllables</p>
<p>5 Let's play Pages 58–69</p>		<p><i>could have, should have, and would have</i>; talking about past ability: <i>could, was able to, and managed to</i></p>	<p>being competitive</p>	<p>pronouncing <i>have</i> in past modal verbs; saying “o” in stressed syllables</p>

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an article about childhood memories; skimming online articles	explorers talk about their education; understanding different accents	a description of an influential person; proofreading	establishing rapport	asking questions to evaluate evidence	linking to what the other person says; saying why someone is important to you
a blog post about unusual laws; understanding the meaning of new words from context	a podcast about crimes gone wrong; understanding fast speech	a crime story; describing actions	understanding power distance	identifying the writer's tone of voice	adverbs with past tenses; using adverbs to make a story more interesting
profiles about people who are innovating; scanning for specific information	conversations about the future of languages and movies; understanding conversation fillers	a personal development plan; using a mind map to brainstorm ideas	giving helpful feedback	comparing solutions	talking about uncertain plans and predictions; expressing feedback; talking about achieving your goals
an excerpt from a travel journal; identifying supporting stories	explorers talk about table manners; understanding fast speech: assimilation	a review of a restaurant; structuring a restaurant review	saying "no"	analyzing descriptive writing	ways of saying "no"; a restaurant review
a blog post about collaborative games; identifying supporting examples	a radio show about e-sports; using context to understand new words	an opinion essay; structuring a paragraph in a formal text	communicating clearly in a group	relating information to your own experience	explaining games; clarifying misunderstandings; linking opposing points of view in a formal essay

Scope and sequence

6 Accidents and incidents

Pages 70–81



GRAMMAR AND FOCUS ON

reporting what people say; discussing present habits

VOCABULARY

accidents

PRONUNCIATION

saying auxiliary verbs at the end of sentences; saying /f/, /dʒ/, and /tʃ/

7 Going shopping

Pages 82–93



have / get something done; cost, price, worth

buying things

stressing the object with *have / get something done*; saying longer vowels before voiced consonants

8 Working life

Pages 94–105



noun phrases; compound words

work

saying /ɜ:(r)/ and /ɑ:(r)/; saying /r/ at the end of syllables

9 History revisited

Pages 106–117



pronouns; the passive voice with *by*

history

stressing pronouns; saying /ɜ:(r)/ with and without “r”

10 Believe your eyes!

Pages 118–129



quantifiers; verbs of the senses: *looks, sounds, smells, feels, seems*

truth and lies

understanding vowels across accents; changing meaning by stressing different words

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an article about accidental inventions; activating prior knowledge before reading	explorers talk about accidents they've had; understanding the sequence of events	a formal email of complaint; organizing information in a formal complaint email	balancing fluency and accuracy	analyzing conclusions	talking about surprising information; saying what action should be taken
an article and infographic about vending machines; identifying facts and speculation	an explorer talks about shopping; understanding approximate numbers	an online ad for an item you want to sell; omitting words to shorten a text	finding solutions when negotiating	identifying and evaluating the writer's purpose	recommending where to get things done; negotiating; selling items online
an article about the glass ceiling; taking notes using symbols and abbreviations	explorers talk about their work; synthesizing ideas across listening passages	the "About me" section of an online professional profile; using the <i>-ing</i> form to turn verbs into nouns	dealing with different working styles on teams	evaluating a writer's statements	adapting to different working styles within a team; your professional profile
an excerpt from a novel and an interview with an author; understanding reference words	an explorer talks about the Maya; taking notes when listening	a biography of a historical figure; paraphrasing sources	adapting your argument to suit your listener	synthesizing from multiple sources	persuading people; describing historical figures and their achievements
a passage about optical illusions; scanning to interpret visual information	an explorer talks about being honest; understanding references	formal and informal invitations; writing formal and informal invitations	saving face	applying knowledge to new situations	being tactful in sensitive situations; accepting and declining invitations

Meet the explorers



ALYEA PIERCE

Lives: U.S.A.

Job: I'm a poet and educator who focuses on the untold stories within the African diaspora (global communities descended from people from Africa). As an Afro-Caribbean female writer, I enjoy helping young people find their voices through creative writing and theater.

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

Find Alyea: Unit 2



FRANCISCO
ESTRADA-BELLI

Lives: U.S.A.

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

Describe yourself in three words:

Archeologist, explorer, father

Find Francisco: Unit 9



ANUSHA SHANKAR

Lives: U.S.A.

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

Describe yourself in three words: Salsa dancing biologist!

Find Anusha: Unit 5



IMOGEN NAPPER

Lives: U.K.

Job: I am a marine scientist—this means I study what happens in the sea. I specialize in plastic pollution. I am working to identify technology that can catch the tiny plastic fibers that enter the water when clothes are washed.

What do you do to relax? Play my guitar (badly)!

Find Imogen: Unit 4



BRIAN BUMA

Lives: U.S.A.

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

What do you do in your free time?

Snowboard, mountain bike, build guitars

Find Brian: Unit 8



JEFF MARLOW

Lives: U.S.A.

Job: I'm a geobiologist, and my curiosity has led me everywhere from the edge of a volcanic lake in the South Pacific to the bottom of the sea. I have also written and directed a short film about NASA's Mars rover, Curiosity.

What did you want to do when you were younger? I wanted to find life beyond Earth, ideally as a NASA astronaut.

Find Jeff: Unit 10



JOE CUTLER

Lives: U.S.A.

Job: I am a conservationist and I work with the Nature Conservancy in Gabon. I have undertaken seven fish sampling expeditions and collected hundreds of fish species, including many new to science. Using this information, I provide advice to governments and organizations on balancing development and freshwater conservation.

Describe yourself in three words:

Freshwater fish guy

Find Joe: Unit 6



**PABLO (POPI)
BORBOROGLU**

Lives: Argentina

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

What's your fondest memory? Listening to my grandmother's stories about penguins when she visited them one hundred years ago in Patagonia.

Find Popi: Unit 7



MARY GAGEN

Lives: U.K.

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

What do you do in your free time?

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

Find Mary: Unit 3



NIRUPA RAO

Lives: India

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

Do you have any fears? I actually have a fear of snakes, which is quite inconvenient since I come across them a lot in my work!

Find Nirupa: Unit 8



MIKE GIL

Lives: U.S.A.

Job: I am a marine biologist. I am interested in understanding how animal social networks can shape ecosystems that provide valuable services to people. I'm also very involved in teaching people about science.

What do you always take with you when you travel? No matter what: a toothbrush and a positive attitude—both simply make life better anywhere.

Find Mike: Unit 1



PAOLA RODRÍGUEZ

Lives: Mexico

Job: I am a coral reef researcher—this means I study how this tiny tropical sea creature will be affected by global climate change and look for ways to protect it from changes in the sea.

What did you want to do when you were younger? I wanted to be an ice skater.

Find Paola: Unit 4, Unit 6



**TSIORY
ANDRIANAIVALONA**

Lives: Madagascar

Job: I am a palaeontologist with a special interest in shark fossils. I co-founded an organization to inspire young people to take an interest in science and technology and encourage the next generation to make positive change for my home country, Madagascar.

What did you want to do when you were younger? I wanted to be an archeologist or a detective.

Find Tsiory: Unit 1





Grandmothers perform hip-hop to welcome G20 leaders to a summit in Osaka, Japan.

1

Your life


GOALS

- Skim an article to identify the main ideas
- Practice asking questions and giving short answers
- Talk about education at different ages
- Understand different accents
- Establish good rapport with people
- Write a description of an influential person

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What are the people in the photo doing?
- 2 Would you enjoy doing this? What about older people you know, e.g., your grandparents?

WATCH

2  1.1 Watch the video. Are the sentences true (T) or false (F)?

NATIONAL GEOGRAPHIC EXPLORERS



MIKE GIL

TSIORY ANDRIANAIVALONA

- | | | |
|---|---|---|
| 1 Tsiory wants to go back to when she was a child. | T | F |
| 2 Mike likes two aspects of his life now. | T | F |
| 3 Both Mike and Tsiory are looking forward to relaxing when they are older. | T | F |

3 Make connections. Discuss the questions.

- 1 What has been the best stage of your life? Why?
- 2 What do you wish for your old age?

1A

Remembering childhood

LESSON GOALS

- Skim an article to identify the main ideas
- Ask questions to evaluate evidence
- Talk about childhood memories

READING

- 1 Work in pairs. Discuss the questions.
 - 1 What is your earliest memory?
 - 2 What is your happiest childhood memory? Why is it important for you?
- 2 Look at the Reading Skill box. Underline the situation(s) when you would skim a text.

READING SKILL

Skimming online articles

Sometimes, you might not be interested in every detail of a text, but more in the general message. In that situation, you don't need to read every word. Often, the main idea of the text will be in the first or last few sentences. The first sentence of each paragraph will also often have the main idea of the paragraph. Understanding these can help you understand the main idea of the whole text, too.



- 3 Skim the online article on page 13. Circle the sentence which best expresses its main idea.
 - 1 Childhood memories that are invented can be dangerous.
 - 2 Many childhood memories are not real but invented.
 - 3 We should try to forget false childhood memories.
- 4 Match the sentences (a–g) with the paragraphs in the article (1–7).
 - a Use these tips to find out if what you remember actually happened. _____
 - b Some people believe what scientists know is very unlikely. _____
 - c Almost half of us seem to remember events from very early childhood. _____
 - d Some early memories might not be true. _____
 - e We can make people remember things that never happened. _____
 - f These are my happiest childhood memories. _____
 - g What should I do with my false memories? _____

EXPLORE MORE!

Choose one of the memories you discussed in class today. Talk to your family to find out if they remember it the same way as you.

- 5 Work in pairs. Think about the memories you described in Exercise 1. After reading the article, how sure are you that these are real memories? How do you know?
- 6 Look at the Critical Thinking Skill box. Choose two paragraphs from the article and, in pairs, think of questions you could ask to evaluate the evidence.

CRITICAL THINKING SKILL

Asking questions to evaluate evidence

It is important to think critically about the evidence an author provides in a text to help you decide how objective it is or whether it applies to your context. To evaluate evidence in a text, it can be helpful to ask yourself questions about it, such as:

- Where does the evidence come from: a scientific paper or a newspaper article?
- Where was the study conducted and how many people took part?
- To what extent do the results apply to the general population?
- Does the writer report the evidence correctly? Do they leave out any important details or change some facts?



SPEAKING

- 7 Work in pairs. Describe two childhood memories to a classmate. One of them must be a real memory and one must be made up. Give as much detail as possible about each memory. Then ask questions to decide which of your classmate's memories is true.

I remember being on a beach and looking down at my feet, which were covered in sand. I was putting shells in a bucket. I was with my big sister and my parents.

How true are your early childhood memories?

1 ***Our childhood memories might be some of the happiest and most important. But what if it turns out they're not real but completely made up?***

[1] I remember running around as a child without shoes in the summer rain. I also remember learning to draw castles with my grandpa. Oh, and
5 collecting leaves with my grandma and planting flowers with my mom (and getting dirty in the process!). These childhood memories seem completely real. I can still feel the warm rain pouring down on me, and hear my grandpa's gentle voice as he teaches me.

[2] However, it seems that our earliest memories may not be
10 true. Researchers have shown that while young children do form memories, they don't last long. In fact, at around the age of seven, something called childhood amnesia happens and we forget a lot of our earliest memories. It's true that those memories from my first few years of life are just blurry images and impressions.

[3] The interesting thing is, though, that many people do claim
15 to have very vivid memories of events that took place before the age of seven. In fact, [in one study](#) about 40% of people said they remembered events from when they were three or younger. Even more strangely, 10% of the people studied were certain they
20 remembered an event that happened in their first year of life.

[4] So on the one hand, scientists are pretty sure we can't remember much before the age of three, and we forget a lot of what happened before the age of seven. On the other hand, some people claim
25 they remember being in a stroller! One possible explanation is that as humans, we need to construct a life story. We fill any gaps in our story with made-up events, and these then turn into memories. Maybe my early memories of drawing with my
30 grandpa were created when my relatives told me about this. But how do invented stories become real memories?

[5] [Researchers have shown](#) that it's possible to create false memories and these can feel so real
35 that they affect how you behave in real life. For example, scientists have been able to [stop people from eating certain foods](#) by making them believe it had made them sick as a child.

[6] So how do you know whether a memory is
40 true or false? Most memories from before the age of two are most likely false. If you can, look at family photos or videos or ask your family if they remember this. You could also look more closely at the details of the memory to see if they make sense.

45 [7] And if the memory turns out to be false? You can still keep it. I like remembering my grandpa's hands, voice, and face as he gently helps me draw a better castle, even though my mom is sure we never drew together.



1B Friends for life

LESSON GOALS

- Talk about friends you've had
- Ask questions and give short answers using auxiliary verbs
- Stress auxiliary verbs when appropriate



LISTENING AND GRAMMAR

1 Match the photos (A–D) with the type of friend.

- | | |
|---------------------|-------|
| 1 co-workers | _____ |
| 2 childhood friends | _____ |
| 3 school friends | _____ |
| 4 friends for life | _____ |

2 Work in pairs. Think of a friend for each category in Exercise 1 and discuss these questions.

- How did you meet?
- Why did you become friends?
- Are you still in touch? Why or why not?

3 1.1 Complete the excerpts from the conversations. Then listen again to check.

1 A: ¹_____ you remember that friend Jacek I told you about?

B: Yeah, I think I ²_____.

2 A: But you two lost touch a while back, ³_____ you?

B: We ⁴_____, yes.

3 A: But ⁵_____ he living abroad now?

B: He ⁶_____, but I think he moved back.

4 A: We haven't spoken since she left.

B: You ⁷_____? That's too bad.

5 B: She ⁸_____ ask about you.

4 Work in pairs. Match your answers from Exercise 3 (1–8) with the uses of auxiliary verbs (a–g). Then read the Grammar box to check.


- a emphasizing or correcting a point
- b asking a positive question
- c asking a short question to show interest or surprise
- d agreeing using *so* or *neither*
- e giving a short answer
- f asking a negative question
- g confirm information with a tag question

GRAMMAR Auxiliary verbs in questions and short answers

Auxiliary verbs (**be, do, have**) are typically used to:

- ask positive questions
Do you remember ...?
- ask negative questions
*But **isn't** he living abroad now?*
- give short answers
*I **have**, but she just refuses to talk to me now.*
- ask short questions to show surprise or interest
*Does he? Oh, she **did**!*
- confirm information with tag questions
*You two lost touch a while back, **didn't** you?*
- agree with someone using *so* or *neither*
*So **did** I, to be honest.*
- give emphasis
*She **did** ask about you, you know.*

Go to page 140 for the Grammar reference.

5  1.2 Circle the correct options to complete the conversation. Then listen to check.

Camila: Luis and I have known each other for over 30 years now.

Paula: You ¹ *are / do / have*? Wow! Is it true that you weren't always best friends?

Camila: It ² *does / is / has*!

Luis: You know, when we first met, I really didn't like you that much.

Camila: I didn't really like you, either.


Paula: So how ³ *did / do / had* you become friends?

Luis: Well, it was a long process, ⁴ *was / wasn't / didn't* it?

Camila: It definitely ⁵ *was / did / were*. ⁶ *Did / Have / Do* you want to tell the story, Luis?

Luis: Well, as you said, it ⁷ *didn't / had / did* have a bit of a shaky start to it. One day ...

PRONUNCIATION

6  1.2 Listen to the conversation in Exercise 5 again. Underline the stressed auxiliary verbs. Then read the Clear Voice box to check.

CLEAR VOICE

Stressing auxiliaries



In questions, auxiliary verbs are not normally stressed. Also, when you are agreeing with someone using *so* or *neither*, the main stress will be on the pronoun, not on the auxiliary (*So **did** I*). However, auxiliaries are stressed:

- in short questions to show surprise or interest:
*You **have**?*
- in tag questions: *It was a long process, **wasn't** it?*
- in short answers: *It **is**!*
- when you want to give emphasis: *It **did** have a bit of a shaky start to it.*

7 Work in groups of three. Act out the conversation from Exercise 5. Stress the auxiliary verbs when appropriate. Change roles twice.

SPEAKING

8 Work in pairs. Discuss the difference between:

- 1 a friend and an acquaintance
- 2 a best friend and a close friend
- 3 a fiancé and a husband
- 4 a co-worker and a colleague

9 Complete the questions about friends with your own ideas. Write two more questions using words from Exercise 8.

- 1 Have you ever made friends _____?
- 2 Have you lost touch with any of _____?
- 3 Don't you think that _____?
- 4 When you were a child, did you _____?

10 Work in pairs. Take turns asking and answering your questions from Exercise 9. Respond using the correct auxiliary verb and correct stress, then give some extra information.

A: Have you ever made friends with someone you haven't met in real life?

B: Yes, I have. There are people online that I call friends, but I've never met them in real life.

1C

Back to school

LESSON GOALS

- Understand different accents
- Talk about education
- Say groups of consonants clearly
- Use short questions to ask for more information


SPEAKING

- 1 Work in pairs. Look at the infographic and write three questions to ask your partner. Then discuss your questions together.

Do you think math is popular in this country, too?

LISTENING

NATIONAL GEOGRAPHIC EXPLORERS


- 2  1.3 Listen to Tsiory Andrianavalona and Mike Gil discuss their education. Write down at least one similarity to and one difference from your own education. Then compare in pairs.
- 3 Work in pairs. Tell your partner about a time when you found it difficult to understand someone's pronunciation. Then read the Listening Skill box for advice.

LISTENING SKILL

Understanding different accents



Most people who speak English do not speak it as their first language, so you will hear many different accents. To better understand them, be positive and don't give up. If other people's accents seem strange to you, it is only because you are not familiar with them. Notice how they say certain sounds (e.g., the /r/ in *remember*), words (e.g., *three* might sound like *tree* or *free*), or phrases (*get you* might sound like *getcha*). Get used to accents you find difficult by watching movies, for example.

- 4  1.4 Work in groups. Listen to Tsiory and Mike. How do they pronounce the underlined words? How would you pronounce them?

- 1 Tsiory: ... during mathematics and physics classes, when I was terrified.
- 2 Tsiory: I lived about one kilometer from school, and walked that distance back and forth four times a day ...
- 3 Mike: I hated busy work that required no imagination or thought to complete.
- 4 Mike: I just got it done quickly and moved on to do fun things, like hanging out with friends ...

Education around the world



Math is the most popular school subject among students in many countries, including India and Saudi Arabia.

How many hours a year do 12-year-old students spend in school?

Philippines: 1,467	Paraguay: 1,011
Mexico: 1,167	Tunisia: 900
Netherlands: 1,067	Zimbabwe: 753
Australia: 1,014	Finland: 713



Finnish children do on average only 3.5 hours of homework a week, yet score in the top 6 in the world in international tests.

Bilingual children tend to do better than monolingual children on many types of tests.

Bonjour!

Xin chào!

A school in Lucknow, India is the largest in the world with 52,000 students!



750 million people in the world have difficulty reading and writing.

There are about 1.5 billion people learning English around the world.

