

VOICES

TEACHER'S BOOK

KATHERINE STANNETT WITH ETHAN MANSUR

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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

KATHERINE STANNETT WITH ETHAN MANSUR



National Geographic Learning,
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**Voices Teacher's Book 5,
1st Edition**
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Composition: Composure
Audio Producer: New York Audio
Advisors: A. Pilar Calatayud Díez, Bárbara Cuesta
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Teacher's Book:
ISBN: 978-0-357-44461-0

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Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at ELTNGL.com
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Scope and sequence

1 Your life Pages 10-21



GRAMMAR AND FOCUS ON

auxiliary verbs in questions and short answers; short questions

VOCABULARY

education

PRONUNCIATION

stressing auxiliaries; saying groups of consonants

2 Breaking the rules Pages 22-33



past tenses; *be / get used to + something / doing something*

crime

pronouncing *-ed* words; saying long and short "o"

3 Imagining the future Pages 34-45



making predictions; talking about data: prepositions

making predictions

saying contracted forms of *will* and *going to*; pronouncing long vowels

4 Good taste Pages 46-57



modifying comparative and superlative adjectives; negative prefixes for adjectives

table manners

changing your pronunciation; saying /k/, /p/, and /t/ in stressed syllables

5 Let's play Pages 58-69



could have, should have, and would have; talking about past ability: *could, was able to, and managed to*

being competitive

pronouncing *have* in past modal verbs; saying "o" in stressed syllables

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 fillers in conversations	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; organizing 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

		GRAMMAR AND FOCUS ON	VOCABULARY	PRONUNCIATION
<p>6 Accidents and incidents Pages 70-81</p>		<p>reporting what people say; discussing present habits</p>	<p>accidents</p>	<p>saying auxiliary verbs at the end of sentences; saying /ʃ/, /dʒ/, and /tʃ/</p>
<p>7 Going shopping Pages 82-93</p>		<p><i>have / get something done</i>; <i>cost</i>, <i>price</i>, <i>worth</i></p>	<p>buying things</p>	<p>stressing the object with <i>have / get something done</i>; saying longer vowels before voiced consonants</p>
<p>8 Working life Pages 94-105</p>		<p>noun phrases; compound words</p>	<p>work</p>	<p>saying /ɜ:(r)/ and /ɑ:(r)/; saying /r/ at the end of syllables</p>
<p>9 History revisited Pages 106-117</p>		<p>pronouns; the passive voice with <i>by</i></p>	<p>history</p>	<p>stressing pronouns; saying /ɜ:/ with and without "r"</p>
<p>10 Believe your eyes! Pages 118-129</p>		<p>quantifiers; verbs of the senses: <i>looks</i>, <i>sounds</i>, <i>smells</i>, <i>feels</i>, <i>seems</i></p>	<p>truth and lies</p>	<p>understanding vowels across accents; changing meaning by stressing different words</p>

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 a 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 an 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

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

Grammar reference *Page 140*
Irregular verbs *Page 154*

Extra speaking tasks *Page 156*
Audioscripts *Page 158*

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 5 Student's Book*, teachers and students are presented with ten topic-related units. Each unit has the same structure and clear signposting throughout (see **Student's Book Unit Walk-through** 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 has a main **grammar focus** contextualized within a reading or listening text.

Activities move from controlled practice to freer, more personalized tasks. The **Focus On** section looks at a **second grammar point or lexical focus**.

- Each unit has a **clear topic-related vocabulary** set which students can put into practice through activities and personalized speaking tasks.
- Listening lessons expose students to a wide variety of **authentic accents and listening text types**.
- Writing lessons follow a **process writing** approach, providing a model and **scaffolded steps** to enable students to produce a wide variety of text types independently.
- Communication skills give students the opportunity to learn **strategies to become confident and successful communicators**. These lessons engage students with a range of hypothetical situations, and get them to analyze and reflect on the way that they communicate inside and outside the classroom.

- Students are encouraged to communicate in every lesson of *Voices*—we don't believe in a silent classroom! *Voices* provides **opportunities to communicate** in a wide variety of formats, including pair and group activities, classroom discussions, role-plays, and debates.
- **Two Clear Voice pronunciation sections** in every unit focus on intelligibility and developing students' ability to express themselves clearly and confidently.
- A **rich reference section** at the back of each Student's Book provides students with structured language support. It includes a **Vocabulary reference** complete with wordlists and activities, a **Grammar reference** with detailed explanations and extra activities, and the **Student's Book Audioscript**.
- At the end of each unit, students are invited to **Reflect and review** what they have learned so far using the learning goals at the beginning of each unit as a guide. The **Explore More!** feature, which can be found throughout each unit, suggests ways in which the teacher and student might want to learn more about the topic featured in each lesson.

WORKBOOK

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

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

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

The *Voices* Workbook includes:

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

TEACHER'S BOOK

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

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

Voices Digital Resources for ...

PREPARATION

- The **Professional Development Video Collection** is a set of video-based professional development resources developed by the *Voices* author team and designed to help as you prepare to deliver engaging courses using *Voices* in all classrooms.
- Access your Online 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 an alternative to the printed version 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 preference

Talking about likes
I love/like + noun / I enjoy + verb-ing
I don't like + noun / I dislike + verb-ing
I like + verb-ing + very much

Talking about dislikes
I don't like + noun / I dislike + verb-ing
I hate + noun / I can't stand + verb-ing

Talking about what you prefer
I prefer + noun / I like + verb-ing + better
I prefer + verb-ing + to + verb-ing

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
 - make cakes
 - drink tea with milk

EXERCISE MORE!
What do you like to eat? Write a sentence for each item. Use like, love, or prefer.

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

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

	Italian	Chinese	Japanese	Thai	French
Italy	99	62	62	52	50
Spain	94	71	57	50	39
USA	88	84	76	68	65
UK	87	69	58	61	71
India	80	77	57	65	70
China	58	90	94	64	61
Japan	35	68	94	66	66
Average	84	70	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 _____.
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?
I'm interested that Spain people don't like Thai food very much - only 62% like Thai food.

PRONUNCIATION AND SPEAKING

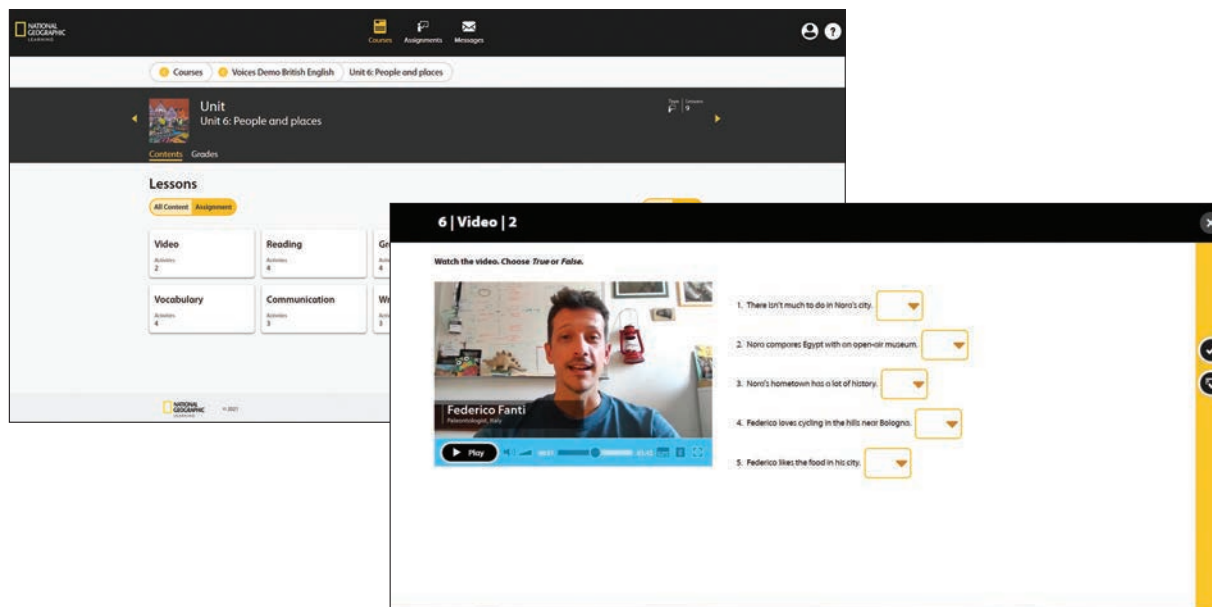
8 Listen. Look at the Clear Voice box. Listen and repeat.

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

For teachers:

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

Student's Book Unit Walk-through

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.



Giraffes in the Masai Mara, Kenya

6

Accidents and incidents

GOALS

- Activate prior knowledge before reading
- Report what people say
- Understand the sequence of events in a story
- Talk about accidents and injuries
- Understand how to balance fluency and accuracy
- Write a formal email of complaint

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

- 1 What's happening? What's the joke?
- 2 Do you think the photo was deliberate, or was it a lucky accident? Why?

WATCH

2 Watch the video. For which explorer, Paola (P) or Joe (J), are the following true? The explorer ...

NATIONAL GEOGRAPHIC EXPLORERS



- | | | |
|--|---|---|
| 1 had a trick played on him or her. | P | J |
| 2 has a funny photo. | P | J |
| 3 might have the same joke done to him or her. | P | J |

3 Make connections. Discuss the questions in pairs.

- 1 Have you ever taken or been in a funny photo or video? What happened?
- 2 Can you remember any funny incidents that have happened to you or to others?

71

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

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

6A

Accidental inventions

LESSON GOALS

- Activate prior knowledge before reading
- Analyze conclusions to find the best one for a text
- Discuss unusual dishes or food combinations

READING

1 Work in pairs. Discuss the questions.

- 1 Look at the quotes about cooking (a–c). How much do you agree or disagree with them?
 - a “Cooking requires ... improvisation ... dealing with failure and uncertainty in a creative way.” (Paul Theroux, writer)
 - b “Cooking is like painting or writing a song. Just as there are only so many notes or colors, there are only so many flavors—it’s how you combine them that sets you apart.” (Wolfgang Puck, chef)
 - c “The discovery of a new dish does more for the happiness of the human race than the discovery of a star.” (Jean Anthelme Brillat-Savarin, lawyer, politician and food writer)
- 2 Do you ever try to experiment and be creative in the kitchen? Why or why not?

2 Look at the Reading Skill box. Then follow its instructions with the article on page 73. Tell your partner what you know about the topic. Then read the article to check your ideas.

READING SKILL
Activating prior knowledge before reading

Before you read a text, thinking about the topic first can help you predict what the text is about and understand it more easily. Look at the title, photos, and headings and consider what you already know about the topic and what you expect to find in the text.

3 Read the article again. Are the sentences true (T) or false (F)?


1 We are sure about how coffee was invented.	T F
2 Tofu can be used to replace meat.	T F
3 Percy was curious why the chocolate peanut bar had melted.	T F
4 Stéphanie Tatin used the wrong ingredients to cook the tarte.	T F

EXPLORE MORE!
Search online for “foods invented by accident.” Are any of the foods from your country? If so, tell your class about it.

I DIDN'T PLAN TO INVENT IT!


1 The preparation of food often involves science and careful planning. But sometimes, the best dishes and the things we use to cook them are invented completely by accident. Let's look at some examples.

COFFEE




Coffee's origins are still a mystery, but the most well-known legend told in Ethiopia, where coffee was discovered, involves a 9th-century farmer named Kaldi and his goats. One day, Kaldi noticed that after eating berries from a certain plant, his goats became so energetic they didn't go to sleep at night. He started chewing on the berries himself and told a local wise man, who decided to make a drink from the berries. The drink became popular and knowledge of the berries spread. By the 15th century, coffee was being grown on the Arabian Peninsula, most likely having been introduced there through trade. From there, it was introduced to Persia, North Africa, Turkey, India, and Europe.

TOFU




This popular vegan alternative to meat was invented by chance in ancient China over 2,000 years ago. No one is sure exactly how, but one theory is that a cook accidentally dropped a special type of salt into a pot of soy milk. The salt caused the soy milk to gel and become what we now know as tofu. The cook must have tried it and realized that he could use this to make some delicious new dishes. We might never know exactly how tofu was invented, but I'm very glad that the cook didn't just throw the “gel” away.

MICROWAVE



In 1945, Percy Spencer, an American engineer, was working on a project that involved microwaves, very short waves that are invisible to the human eye. During one of his experiments, he noticed that the chocolate peanut bar he had in his pocket had melted. This intrigued him, so Percy started to aim the microwaves at other food. He successfully cooked popcorn and then an egg, which actually exploded. He realized he'd accidentally invented a new way of cooking. Nowadays, many of us can't even imagine our kitchens without this accidental invention.

TARTE TATIN



Since meals typically end with desserts, let's finish by talking about one. Tarte Tatin is basically very thin pastry with caramelized apples on top of it. Delicious! But completely accidental, too. The story is that two sisters, Stéphanie and Caroline Tatin, ran a hotel in France. One day Stéphanie was rather overworked and tired. She was making an apple pie, but left the apples cooking in a pan of sugar and butter for too long. Rather than throw it out, she put the base of the pie on top of the caramelized apples and put the pan in the oven. When it finished cooking, she turned the pie upside down and voilà: tarte Tatin was born!

GLOSSARY:
caramelize—to cook food, e.g., fruit, with sugar
gel—to thicken and become more solid
intrigue—to cause someone to want to find out more about something
pastry—the mixture of flour, butter, and milk or water that is used in a pie

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.

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.

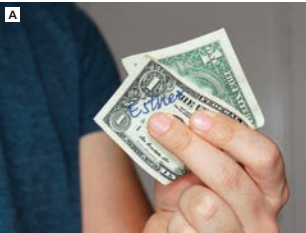
STUDENT'S BOOK UNIT WALK-THROUGH

Lesson B introduces the main grammar focus of the unit. The grammar is introduced in context through a short text, an infographic, or a listening that often features the National Geographic Explorers of the unit. Students progress through a series of controlled activities that build to more personalized communicative tasks. Extended explanations and additional practice are provided in the Grammar reference section at the back of the book.


A guided discovery approach makes grammar memorable: students first see the language in context, then see the form explicitly presented and are encouraged to notice its features. Practice activities progress from controlled exercises to more open-ended tasks that require students to use the language independently.

6B


What a coincidence!



A



B



C

LESSON GOALS

- Understand stories about coincidences
- Report what people say
- Say auxiliary verbs at the end of sentences

LISTENING AND GRAMMAR

- Work in pairs. Each photo (A–C) relates to a story. Discuss what these stories might be about.
- 1. 6.1** Work in pairs. Listen to the stories (1–3) and match them with the photos (A–C). How might each story end?
- 1. 6.3** Listen again and write the exact words that were said. Then read the Grammar box to check.
 - "Have you ever been to London?" → Amy asked Kyle _____
 - "I've been there twice." → He said _____
 - "Ask me about it later." → She told him _____
 - "Is the last number 8?" → Lucas asked her _____
 - "That can't be your phone number." → He told her _____

GRAMMAR Reporting what people say

Use a past tense to report what people said.
present tenses → past tenses

"I think the boy looks like you." → She said that she thought the boy looked like him.
past tenses / present perfect → past perfect

"I wrote my name." → She told him that she had written her name.
will, can, etc. → would, could, etc.

"I'll give it to her..." → He said he would give it to her in a frame.
Reference words and pronouns may change, e.g., "by now" → by then
"my name" → her name

Use ask to report *wh-* and *yes/no* questions. Add *if/whether* for *yes/no* questions.
"Why is this not my number?" → She asked why it was not her number.

Go to page 146 for the Grammar reference.

4 Rewrite the sentences using reported speech.

- "I knew that we were going to be married that day," Esther said that _____
- "I'm asking because I found some pictures." She explained that _____
- "I'll bring it in." She told him _____
- "What's your phone number?" Lucas asked her _____
- "The number you just made up is my phone number." He said that _____

5 Work in groups of three. **Student A:** Ask **Student B** a question. **Student B:** Answer the question. **Student C:** Listen and write **Student B's** response using reported speech. Then change roles.

A: What will you do after class today?
B: I will go out for coffee.
C: She said that she would go out for coffee after class today.

LISTENING AND SPEAKING

- 1. 6.3** Listen to two friends talking about a trip. What is the coincidence? Discuss in pairs.
- 1. 6.3** Look at the Useful Language box. Write **T** next to each expression used to tell a story, and **L** next to each expression used by a listener. Listen again to check.

Useful Language Talking about surprising information

You're not going to believe this, but ... _____
No way! _____
That is such a coincidence! _____
I swear it's true. _____
You'll never guess what ... _____
That's weird / incredible / amazing! _____
What are the chances of that happening? _____
You're joking! _____

- You are going to tell a story about a coincidence that has happened to you or to someone you know. Use these topics to help you. If you can't remember any situations, you can invent one.
 - finding something you lost
 - sharing something in common with a stranger
 - accidentally meeting someone in a strange place
 - doing the same thing as someone else at the same time
- Follow the instructions. Then share your stories in small groups.
 - Decide on the most dramatic points in the story.
 - Think about the things people said. How will you report what they said?
 - Use expressions from the Useful Language box to help you.

A: You'll never guess what happened! I had lost my favorite hat, but then one day, I was walking to school and I saw it hanging on a tree!
B: No way! That's amazing!

PRONUNCIATION

- 1. 6.2** Listen and underline the verbs that are stressed.
 - "What was the problem?" He asked her what the problem was.
 - A:** Have you finished the project yet?
B: Yes, I have.
- Look at the Clear Voice box to check your answers to Exercise 6. Practice saying the sentences with the correct stress.

CLEAR VOICE Saying auxiliary verbs at the end of sentences

Auxiliary verbs and the verb *be* are usually pronounced with a weak form, e.g., *has* = /həz/. However, when auxiliary verbs or the verb *be* are at the end of a sentence, such as in short answers and some reported questions, it is important to pronounce them in the strong form, e.g., *has* = /hæz/.

What was */wəz/* the problem? (weak form of was)
He asked her what the problem */wəz/*. (strong form of was)

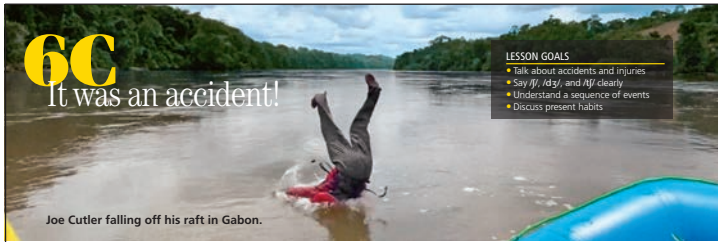
74

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.

75

Lesson C develops transferable listening skills, presents topic-related vocabulary, and introduces the Focus On point, which has a grammatical or lexical focus. There is a strong focus on language needed for everyday communication.

Listening activities simulate real-world situations and often feature National Geographic Explorers.



VOCABULARY

- 1 Work in pairs. Look at the photo of Joe Cutler. What do you think happened?
- 2 Read the stories. Have you ever been in similar situations? What happened? Discuss in groups.

Kamala
I once **ripped** my brand new pants from my foot all the way up to my waist while jumping over a fence. Fortunately, I didn't **get seriously injured**, but I did **get a few scratches** and **bruises**. My parents were absolutely furious!

Nam
I once **spilled** coffee all over myself and my boss! I was walking into the meeting room and I **tripped**. I'd just made the coffee, so it was pretty hot and my boss **got a bit burned**. And I **ruined** the new shirt I'd only just bought. Fortunately, my boss just started laughing and made a joke out of it.

Ashley
My boyfriend tends to be quite **clumsy**. I mean, he'll often drop things, especially his phone. It's **in pretty bad shape** now. I'm just waiting for the screen to **break** into a million pieces next time it falls.

- 3 Complete the sentences with the correct form of these words.

ruin	bruise	burn	spill	rip
break	scratch	shape	injure	trip

- 1 I once _____ hot soup all over the table and _____ my mom's new tablecloth. Luckily nobody got _____!
- 2 My little brother often gets into fights and comes home with _____ and _____.
- 3 Once my best friend accidentally _____ his neighbor's window with a baseball.
- 4 Yesterday, my dad _____ over a toy. Fortunately, he didn't get seriously _____.
- 5 I accidentally _____ my favorite jeans and they're in pretty bad _____ now.

Go to page 137 for the Vocabulary reference.

PRONUNCIATION

- 4 **1.5.3** Listen to the sentences. What is the difference between the underlined sounds? Look at the Clear Voice box to check.
 - 1 I had scratches everywhere.
 - 2 Fortunately, I didn't get seriously injured.
 - 3 The window was completely smashed.

CLEAR VOICE
Saying /f/, /dʒ/, and /tʃ/

The sounds /f/, /dʒ/, and /tʃ/ can be easy to confuse. When saying /f/ (*smashed*), air flows from your mouth. For /tʃ/ (*scratches*) and /dʒ/ (*injured*), no air comes out of your mouth. Put your hand on your throat. You will feel vibrations when saying /dʒ/, but not when saying /f/ or /tʃ/.

- 5 **1.5.5** Look at the sounds in bold in the sentences (a–d) and complete the tasks (1–3). Then listen to check. Practice saying the sentences.
 - 1 Underline the /f/ sounds.
 - 2 Circle the /dʒ/ sounds.
 - 3 Check ✓ the /tʃ/ sounds.
 - a My parents never allowed me to play with **matches**.
 - b My jeans were ripped on my knee and I had a **huge** hole in my **shirt** on my **chest**.
 - c **She** didn't want to join in, but one of us **pushed** her into the water.
 - d He was very lucky the **damage** to our neighbor's car wasn't too serious: only a few **scratches**.

GRAMMAR

- 8 **1.6.8** Listen to Paola talk about an accident that happens to her often. Complete each sentence with one word.
 - 1 Often, when cooking, I will get _____.
 - 2 My husband likes knives to be _____.
 - 3 By not concentrating, I tend to _____ myself.
- 9 Work in pairs. Look at the sentences in Exercise 8 again and answer the questions (1–3). Then read the Focus On box to check.
 - 1 Are the sentences about the present or future?
 - 2 Do they describe things that happen once or regularly?
 - 3 Which of the underlined phrases are about actions or habits and which is about a state?

LISTENING

NATIONAL GEOGRAPHIC EXPLORERS

- 6 **1.5.4** Listen to Joe Cutler and Paola Rodríguez talk about accidents they've had. How would you have reacted if these things had happened to you? Tell your partner.
- 7 **1.5.7** Look at the Listening Skill box. Then listen to the first and second stories again and put the events (a–c) in order (1–3). What helped you understand the sequence of events?

LISTENING SKILL
Understanding the sequence of events

When someone is telling a story, the events may not always be told in order. The speaker might talk about something that happened and then go back to an earlier event, for example. To help you understand a sequence of events, listen for words such as *while*, *after*, or *before*. Also pay attention to the tenses the speaker uses. In a story, events in the past perfect tense often come before events in the simple past tense.

- 1 Story 1:
 - a Joe slips and falls into the water head-first as he tries to do a backflip. _____
 - b Megan starts filming Joe. _____
 - c Megan and Joe start a competition. _____
- 2 Story 2:
 - a Paola is carrying a tank for diving. _____
 - b Paola buys new sandals. _____
 - c Paola falls and fractures a bone. _____

FOCUS ON Discussing present habits

To describe what people typically do, you can use the simple present.
She often eats out at restaurants.
It's common to use *tend to* + base verb to describe people's habits.
I tend to dive a lot.
You can also use *will* + base verb to talk about habitual actions (but not states).
She will often get into funny situations.

Go to page 148 for the Focus On reference.

- 10 Complete the sentences about habits. Make some sentences true and some false. Then read the sentences to your partner and ask them to guess which are true.
 - 1 My best friend will always _____.
 - 2 I tend to _____.
 - 3 My classmates _____.
 - 4 My _____ will often _____.

SPEAKING

- 11 You are going to tell a story about someone who is clumsy: either someone you know or an imaginary person. Use the language from Exercises 2 and 3 and the Focus On box to help you. Then share your story with your group.

Every pronunciation point is accompanied by an audio track. In many of the productive pronunciation points, students will hear two models—a speaker of American English first, followed by another global English speaker.

STUDENT'S BOOK UNIT WALK-THROUGH

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.

6D

Balancing fluency and accuracy

LESSON GOALS

- Discuss the importance of using correct English
- Understand how to balance fluency and accuracy
- Talk about situations when fluency or accuracy is more important

LISTENING AND SPEAKING

- 1 What's your attitude toward making mistakes in English? Decide on a scale of 1 (completely disagree) to 5 (completely agree) how much you agree or disagree with the sentences.
 - 1 Mistakes are bad because they show I haven't learned well. _____
 - 2 I think being understood is more important than using correct English. _____
 - 3 I learn from my mistakes. _____
 - 4 It's important to get everything right in my head before I say something. _____
 - 5 If I realize I have made a mistake, I don't correct myself. _____
 - 6 I'm as worried about my spoken errors as I am about my written ones. _____
- 2 Work in pairs. Discuss your answers from Exercise 1. Who tends to worry more about their mistakes? Why?
- 3 **6.1** Listen to the two speakers. Discuss the questions in pairs.
 - 1 Who seems to pay more attention to being accurate or correct, and who to just being fluent and getting the message across?
 - 2 Which speaker is more like you when you speak English? Why?
- 4 Look at the text about language errors below. What is its main message? Does it change your mind about any of your responses from Exercise 1?

Are you more accurate or fluent in English?

The see-saw

MY VOICE

- 5 **6.2** Watch the video about fluency and accuracy. Then discuss the questions in pairs.
 - 1 Why did Dani feel good in Venice?
 - 2 Why did Eduardo feel bad in Jakarta?
 - 3 Who is more focused on fluency and who on accuracy?
 - 4 Which beliefs about fluency and accuracy do you share with Dani and Eduardo?
- 6 **6.2** Work in pairs. Watch the video again. **Student A:** write advice for Eduardo. **Student B:** write advice for Dani. Then share the advice.
- 7 Use the Communication Skill box to check your notes from Exercise 6. In pairs, decide which advice is the most important.

COMMUNICATION SKILL
How to balance fluency and accuracy

Try to find a balance between being fluent and being accurate.
If you tend to focus too much on accuracy:

- Remember most people won't judge your mistakes: they're interested in your message. Focus on that instead of the language.
- Remember everyone makes mistakes, even in their first language.
- Try to see mistakes as opportunities to improve.

If, on the other hand, you focus too much on fluency:

- Identify the situations when you need to pay more attention to accuracy.
- List some common mistakes you make and try to stop making them.
- Ask others to correct you.

EXPLORE MORE!

Search online for a list of "common language mistakes." Decide which ones are the most serious. How can language learners stop making these mistakes?

Language errors

EXAM	
Grammar and Vocabulary	2 / 5
Fluency	4 / 5
Pronunciation	3 / 5
Interaction	5 / 5

Many speaking exams test your fluency as well as accuracy.

I would of bought it if it was cheap.

There were less people than last time.

I don't know nothing about that.

Your going, aren't you?

This street is badly lighted.

This street is badly lit.

Many errors have little impact on the message, especially when English is used as an international language.

Language changes ALL the time. What seems like an error to us (*He builded this house*) was correct not so long ago. And things people saw as bad English in the past (*The street was badly lit*) are now the correct form.

8 OWN IT! Think about your own English ability. Where on the see-saw above would you put the items below? Then compare with a partner. Do you think you have the right balance?

grammar pronunciation speaking vocabulary writing

- 9 Decide where on the see-saw you would put these English-language situations. Discuss in pairs how important accuracy and fluency are in each case.
 - 1 talking with a friend on a Friday evening
 - 2 having a job interview to become a waiter
 - 3 taking an English language speaking exam
 - 4 texting cooking instructions to a friend
 - 5 writing an essay for a geography class
 - 6 complaining on the phone to your internet provider about the bill
- 10 Work in groups. Discuss the questions.
 - 1 What are your main goals in learning English?
 - 2 How confident are you at speaking and writing? Where do your strengths lie—in fluency or in accuracy?
 - 3 What do you need to focus more on: getting it right or saying what you want to say? How do you plan to do that?

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.


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.

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.

6E

Formal complaints



LESSON GOALS

- Organize information in a formal complaint email
- Say what action you would like to have taken
- Write a formal email of complaint

WRITING SKILL
Organizing information in a formal complaint email

For a formal complaint email, you first explain why you are writing and then present the situation that caused the complaint. You end by asking for action to be taken. Each paragraph usually focuses on one idea. Ideas in the email should be linked using appropriate words or phrases to show:

- contrast: *even though, however, although, nevertheless*
- addition: *moreover, in addition, furthermore*
- cause: *since, because, as, due to*
- effect: *therefore, as a result, consequently*

4 Complete the sentences using linking words from the Writing Skill box. Sometimes there is more than one possible answer.

- The sunscreen was supposed to be waterproof. _____ I applied it before swimming.
- The bike was new. _____, the brakes did not work.
- _____ the accident, I was not able to go to work for two months.
- I built the trampoline following the instructions carefully. _____, I then checked twice myself that it felt steady.

5 Read the email again. Match the formal words in bold in the email (1-8) with the definitions (a-h).

a ask for _____

b money back _____

c say sorry _____

d opposite of positive _____

e bad _____

f not good enough _____

g got _____

h money paying for loss _____

6 Rewrite the sentences using linking words and formal language.

- So I want to first get an apology from you and also ask you for a new bike.

- So I couldn't brake and had an accident.

3 I was quite lucky I did not get bad injuries, but I'm super bruised and in pain.

4 I'm writing 'coz I had an accident on the bike I bought in your store.

5 The bike was new, but the quality was bad and the brakes didn't work OK.

7 Put the sentences in Exercise 6 in the best order for a complaint email. Write them in a notebook and share with a partner.

WRITING TASK

8 Think about a situation when there was a reason to complain. Make notes about what happened and what action should be taken.

9 WRITE Write a formal email of complaint about the situation in Exercise 8. Use the Writing Skill box and the Useful Language to help you.

Useful Language Saying what action should be taken

I would appreciate it if you could look into ...

I trust that you will ...

As the service / product was below standards, I would like to request ...

I would kindly ask you to ...

I hope that you will take steps to prevent such a situation from occurring in the future.

10 CHECK Use the checklist. I have ...

- stated why I am writing in the first paragraph.
- explained what the problem is.
- asked for action to be taken.
- used formal vocabulary.
- used linking words to connect ideas.
- used some of the Useful Language.

11 REVIEW Work in pairs. Read your partner's email of complaint. Tell your partner how you would respond if you received their email.
Go to page 132 for the Reflect and review.

1 Work in pairs. Read the situations (1-3) and discuss the questions (a-c).

- You are in a restaurant. One of the waiters accidentally spills coffee all over your shirt. Your shirt is almost brand new, but now it is completely ruined.
- Your neighbor's son, who's five, left his skateboard on the sidewalk. Your wife didn't notice it. She tripped over it, fell, and broke her arm.
- You buy a bike. The first day, you go very fast downhill. The brakes don't work and you crash. Fortunately, you don't get seriously injured, but you are really bruised and scratched.

a Would you complain? Who to?
b How would you complain (by telephone, email, etc.)? Why?
c What would you ask for in your complaint?

READING FOR WRITING

2 Read the complaint email. Answer the questions in pairs.

- Which situation from Exercise 1 is it about?
- What actions does the writer want the restaurant owner to take?
- How would you respond if you received this email?

EXPLORE MORE!

Search online for the "funniest customer complaints ever." Choose three that you find the funniest and share them with a friend.

New Message

Dear Sir or Madam,

I am writing to complain about the 'poor service I received in your restaurant.

After dinner, I ordered coffee, and one of the waiters spilled it over my shirt. Furthermore, rather than 'apologize, he left the table without a word and didn't return. I do not tend to complain, but this time the 'negative response caused me to ask for the manager.

However, when I told the manager about the situation, she said that it had been my fault because I had moved my cup while the waiter was pouring the coffee. I explained that this was not the case, but the manager refused to believe me.

Therefore, I would like to 'request a full 'refund for the meal as well as 'compensation for my shirt, which is ruined. In addition, since the response by your staff to the incident was 'unsatisfactory, I would kindly ask you to share my feedback with them, to ensure that this doesn't happen again.

I am looking forward to hearing from you.

Yours truly,
Wafaa Amin

3 Read the email again. Answer the questions. Then read the Writing Skill box to check.

- How is the email organized? Put the topics (a-c) in the correct order (1-3).
 - request compensation _____
 - explain what the problem was _____
 - state why you are writing _____
- Underline the words and phrases the writer uses to connect his ideas. Discuss in pairs which of these words are used to:
 - add similar ideas _____
 - show a result _____
 - show reasons _____
 - contrast two different ideas _____

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.

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

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



LEWIS LANSFORD

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

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



CHIA TUAN CHONG

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

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



MAREK KICZOWIAK

A. There are a few things that make it unique. First, it is based on research. In other words, in developing it, we used research findings to identify which pronunciation features are 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 which equips all learners with a multitude of life skills for today's world. The digital components of the course support learners to develop their online learning and self-skills, while the Explore More! features encourage learners to enhance their research skills. Each unit provides tips on reading, listening, writing, and critical thinking skills to enhance their language as well as their work and study skills. The world is getting smaller, and students on this course will gain international communication skills and knowledge of authentic topics to succeed in an ever-evolving global environment.

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



CHRISTIEN LEE

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

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



GARY PATHARE

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

Your life

UNIT GOALS

1A Reading and speaking

- skim an article to identify the main ideas and use critical thinking skills to evaluate the evidence provided; describe childhood memories and assess whether other people's descriptions are true or not

1B Listening, grammar, pronunciation, and speaking

- review and practice asking questions and giving short answers; practice stressing auxiliary verbs when appropriate; discuss friends and acquaintances

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

- practice understanding different accents; learn and practice words about education; practice saying groups of consonants clearly; use short questions to ask for more information about school experiences

1D Speaking

- discuss which questions are appropriate when meeting someone for the first time; discuss and practice establishing rapport; find things in common with other people and use follow-up questions in conversations

1E Writing

- discuss big influences in life; practice proofreading a written text; write a description of an influential person and say why they are important to you



Photocopiable resources

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

Workbook

Unit 1 pp. 4–11

ABOUT THE PHOTO

The photo shows six members of the Osaka-based group Obachaaan. “Obachan” means “aunt” in Japanese, but it is also used as an affectionate term for older women. The group formed in 2011, and in June 2019 they released a video for their English song “Oba Funk Osaka” to welcome G20 leaders to a summit in Osaka, Japan.

1

- Draw students' attention to the caption and then ask them to discuss the questions in pairs.

Answers

1 They are performing a dance routine.

1

Your life



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

GOALS

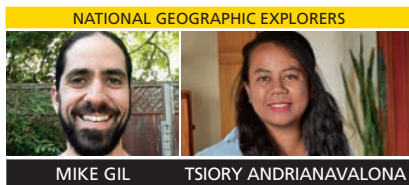
- Skim an article to identify the main ideas
- Practice asking questions and giving short answers
- Talk about education at different ages
- Understand different accents
- Establish good rapport with people
- Write a description of an influential person

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)?



- 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?

11

Extra activity

Ask *Who ... works in remote places?* (Mike), *... is 33 years old?* (Tsiory), *... enjoys communicating with people who are at the same stage of life?* (Tsiory), *... feels that they have learned a lot?* (Mike), *... wants to do different things when they are older?* (Tsiory). Play the video again for students to check their answers.

3

- Model the activity by answering the first question about yourself.
- Students should then ask and answer the questions in pairs or small groups.

ABOUT THE EXPLORERS

MIKE GIL is a marine biologist from the U.S. His research focuses on marine ecosystems, from coral reefs to microislands of plastic garbage. He uses cameras and computers to understand how communities of marine organisms function. He also founded and runs SciAll.org, a nonprofit organization which uses free online videos to make science interesting and accessible to all.

TSIORY ANDRIANAVALONA is a paleontologist from Madagascar. Her research focuses on Madagascar's fossil sharks. She is the leader of ExplorerHome, which aims to infuse curiosity and love for science among young people in Madagascar and have a positive impact on her country.

Extra activity

Ask students to look at the photo for one minute and try to remember as many details as possible. With books closed, tell them that you are going to read a description of the photo aloud, but with five mistakes. Students should listen carefully and raise their hands when they think they hear a mistake. Read this description aloud (answers are in parentheses):

This is a photo of five (six) women. They are performing a dance. All the women are wearing black skirts (pants) and different tops. They are waving their arms in the

air and they are looking angry (happy). One woman has a big blue (red) belt on. Another woman is wearing a big white T-shirt with a picture of a lion (tiger) on it.

WATCH

2 1.1

- Give students time to read through the three sentences quickly.
- Play the video. Students should decide if the sentences are true or false.
- They should compare answers with a partner before you check answers with the class.

LESSON GOALS

- **READING** The main aim is for students to practice skimming an article to identify the main ideas, and then use their critical thinking skills to evaluate the evidence given in a text.
- **SPEAKING** The speaking aim is for students to talk about their own childhood memories using as much detail as possible.

READING


ABOUT THE TEXT

The text type is an online article. It presents the results of research showing that, although we actually totally forget most of our earliest memories by the age of seven, many of us still believe that we can remember events from when we were much younger. According to the article, one reason for this may be our need to construct our own narratives, based on stories that we hear from relatives, or made-up events. The article concludes that even if our early memories are false, we can still keep them if they give us pleasure.

Extra activity

To introduce the topic of childhood memories, ask students to bring a childhood photo to the lesson, and bring in one of yourself. At the beginning of the lesson, collect the photos and lay them all out on a table. Then describe your own photo and ask the class to identify the correct one. Continue by inviting different students to describe the photo they brought in for the rest of the class to identify.

1

- **Optional step** To model the discussion activity, begin the lesson by describing one of your own childhood memories. Then ask students to guess how old you were when you experienced the event you are remembering.
-  Students should discuss their own memories in pairs. Invite one or two students to share their memories with the rest of the class.

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.	6
b Some people believe what scientists know is very unlikely.	4
c Almost half of us seem to remember events from very early childhood.	3
d Some early memories might not be true.	2
e We can make people remember things that never happened.	5
f These are my happiest childhood memories.	1
g What should I do with my false memories?	7

EXPLORE MORE!

- 12 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.

already read; to check whether an email needs to be replied to immediately; to get an idea of whether you want to buy a book when you're in a bookstore.

3

- Students should now skim the article using the techniques they have learned. To encourage them to read quickly, set a strict time limit of one minute, calling out a warning at thirty seconds.
- **Optional step** Ask students to underline sentences from the article that helped them identify the main idea.

2

- Tell students to read the Reading Skill box and think about the different situations in which they might need to skim a text. Remind them that a text can include not just articles and stories, but informational webpages, timetables, advertisements, text messages, emails, food packaging, etc.

Sample answers

Reasons for skimming a text could include: to find out if you want to read it in more detail; to quickly review a text you've

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 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 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 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 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 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 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 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 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.

[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.



vivid /ˈvɪvɪd/ = making very clear pictures in your mind

construct /kənˈstrʌkt/ = to build

Extra activity

Write these words on the board: *childhood memories, amnesia, researchers, false, and family*. Read the words aloud and check that students understand them. Ask students to work in pairs and, using the words on the board, write a short (30–50 word) summary of the article. Invite different pairs of students to read their summaries aloud, and ask the rest of the class to listen and be prepared to give feedback at the end. You could write the following questions on the board for the class to consider as they listen:

Did they summarize all the important information?
Did they include any unnecessary information?
Did they use all the key words?

5

- Ask students to look at Paragraph 6 of the article again. Explain that they are now going to use these tips to evaluate their own childhood memories.
- Put students into the same pairs they were in for Exercise 1. They should think about their childhood memories again, this time considering whether they are real or false.
- **Optional step** Students could then change partners and tell their new partner about their childhood memory and how they decided whether it was real or false.

6

- Write the words “evaluate” and “evidence” on the board and elicit or give definitions (*evaluate* = to think about something carefully and decide how good or bad it is; *evidence* = facts or signs that show you something is true).
- Ask students to give examples of when we might need to see evidence for something (e.g., when a writer makes a claim about something, a scientific experiment, a criminal conviction).
- Students should read the Critical Thinking Skill box and then work in pairs to choose two paragraphs and think of questions to evaluate the evidence given in the article. If necessary, explain the meaning of “objective” (not considering personal feelings or opinions, but thinking about the facts only).

4

- Explain that, for this task, students will have to skim each paragraph to find its main idea and then match it with the correct sentence summarizing it.
- Give students a minute to read through the sentences first.
- **Optional step** Encourage students to underline the key words in the sentences as they read them. These will help them identify the matching paragraphs.
- Students should then skim the article again and match the sentences with the paragraphs.

- Students should compare their answers with their partners. Then check answers as a class.

VOCABULARY NOTES

amnesia /æmˈni:ziə/ = loss of memory, completely forgetting something

blurry /ˈblɜ:ri/ = not clear

impression /ɪmˈpreʃən/ = an idea, feeling, or opinion about something

claim /kleɪm/ = to say that something is true, even if other people don't believe it

- **Optional step** You could write some question stems on the board as prompts:
How many ...?
How did scientists ...?
How can I know ...?
Where does ... come from?
Which people ...?
Why might ...?

Answers

Possible questions include:

- **Paragraph 1:** What else can you remember about these situations? How clear are the memories? Can you remember exactly how old you were? Do you think the stories your parents told you might have influenced the memories? Have you asked your parents if these things really happened?
- **Paragraph 2:** How exactly do these memories disappear? How did researchers discover this? How many people took part in their studies? What causes childhood amnesia?
- **Paragraph 3:** How many of us have memories from before the age of three? What sort of things do people remember from before the age of three? How much detail about it can they give? Where does this data come from? Which people took part in the study?
- **Paragraph 4:** How certain are scientists about this? Are there some who would disagree? What other explanations for false memories are there? Why would people lie to them about their life story?
- **Paragraph 5:** What other behavior can be influenced by creating false memories? How do you actually create such false memories? Is it possible to influence all people like this, or only some? Why?
- **Paragraph 6:** How can I know if my family remembers it accurately? What if there are no photos of these events?
- **Paragraph 7:** How is your mother sure that these memories never happened? Are there any other relatives that you can ask about this?


Extra activity

If there is internet access in class, ask students to search online to find an article about how children learn facts or, alternatively, provide students with copies of an article that you have found. They should first skim the article to get a general idea of its meaning. Students should then work in pairs to write three or four questions to evaluate the evidence given in the article. Finally, if there is time, in their pairs, students should present the main facts of the article to the class, explaining how they evaluated the evidence.

SPEAKING

7

- **Optional step** To help students think of both real and false memories, brainstorm some possible topics and write them on the board, e.g., a vacation you did or didn't enjoy, a favorite teacher, a party, a journey, a special meal, a favorite activity, childhood friends. Pick one of the topics and model the activity, getting students to guess whether your memory is real or made up.

- Give students four or five minutes to prepare their childhood memories. Emphasize that one of the memories must be real and one must be made up. As students are preparing, go around the class, helping with vocabulary if necessary.
-  Students should then work in pairs, describing their memories and asking questions to evaluate the truth of those memories.

EXPLORE MORE!

The aim of the Explore More! section is to encourage students to do more research on the topic of the lesson. Adapt the task depending on the interest and situation of your students. Students should do some research into one of the true memories they have discussed in class. They could talk to family members or friends of the family and look for old photos or video footage. After students have completed their research, they could write a short summary of what they have discovered. Write the following phrases on the board to help them construct their summary:
Although I thought ..., in fact ...
My [mother]'s memory of the event is quite similar / very different / very clear.
When I found the photos / spoke to other people, I discovered that ...
I was surprised / delighted / amazed / upset to find out that ...

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

LESSON GOALS

- **GRAMMAR** The main aim is for students to review and practice using the auxiliary verbs *be*, *do*, and *have* in positive and negative questions, short questions and answers, tag questions, to give emphasis, and to agree with someone using *so* or *neither*.
- **PRONUNCIATION** A sub-aim is for students to practice stressing auxiliary verbs in short questions to express surprise, in tag questions, in short answers, and when they want to emphasize something.
- **SPEAKING** The speaking aim is to get students to talk about their friends and acquaintances.

LISTENING AND GRAMMAR


Extra activity

Draw students' attention to the title of this lesson, "Friends for life." Explain that this phrase is part of a longer saying, "Friends for a reason, friends for a season, friends for life." Write the saying on the board and ask students to work in pairs and discuss what it means. Ask one or two pairs to share their ideas with the class. The popular interpretation is that some friends come into your life to help you with a particular need ("friends for a reason"), some come into your life for a particular period of time to share an experience with you ("friends for a season"), and some friends are with you for life ("friends for life").

1

- Students should look at the photos and match them with the different types of friends.
- **Optional step** When checking answers, ask students to give reasons why they have matched each photo with the type of friend; for example, the people in Photo A are children, so this photo most likely represents a childhood friend, but they could also be school friends. This will encourage them to use their critical thinking skills when looking at images.


2

-  Model the activity by telling students about one of your friends. Students should then think of personal examples for each different type of friend. Students should then continue to work in pairs, talking about the friends they chose.

3 1.1

- Explain that students are going to listen to two conversations about friends.
- Play the audio. Have students complete the excerpts. Then have them listen again to check their answers.
- **Optional step** Point out that the missing words are all auxiliary verbs. Elicit a sentence with an auxiliary verb, e.g., "I didn't do my homework." Then ask students to brainstorm other auxiliary verbs. Write these on the board, including their negative forms. Students can look at these to help them complete the excerpts.
- Students should try to complete the excerpts before listening again to check their answers.

4

-  **Optional step** Ask students, in pairs, to read their completed excerpts from Exercise 3 aloud. This will help them understand the function of each auxiliary verb.
- Give students time to read through the uses before they try to match them with the answers from Exercise 3. Explain the meaning of "emphasize" (to show that something is particularly important), if necessary.
- Students should read the Grammar box and check their answers.

GRAMMAR NOTES

Auxiliary verbs in questions and short answers

Remind students that there are two types of questions: *Wh*-questions and *Yes / No* questions. You use auxiliary verbs in both, but with *Wh*-questions, there is always a question word (*how*, *why*, *where*, *when*, *what*, *which*, *who*) at the beginning. Write the following examples on the board:

A: *Where did you meet?* B: *At the station.*

A: *Did you meet at the station?* B: *Yes, we did.*

Elicit the word order: (question word) + auxiliary + subject + main verb. Point out that you only use short answers after *Yes / No* questions, and they use the same auxiliary as the question.

You can use tag questions to confirm information and also to show that you expect agreement. When you're confirming information, use a rising intonation on the tag; when you are expecting the listener to agree with you, use a falling intonation. Read the following tag question aloud using the two different patterns and ask them to identify which is confirming information and which is expecting agreement:
You met in India, didn't you? (rising intonation—confirming information)

You met in India, didn't you? (falling intonation—expecting agreement)

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

Point out the word order when using *so* or *neither* to agree with statements: *So / Neither + auxiliary + subject*. Write the following statements on the board and elicit the correct *so / neither* agreement: *I can't drive. (Neither can I.) They'll be late. (So will I.)*

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

5 **1.2**

- **Optional step** Several different tenses are covered in the conversation and in the Grammar box (simple present, present perfect, simple past, present continuous). You may want to quickly review the formation of these tenses with students before the activity.
- Students should complete the conversation. Remind them that with short answers, and when using *so* or *neither*, they should always match the auxiliary used in the question or preceding statement.
- Students should listen to check their answers.

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

PRONUNCIATION

PRONUNCIATION NOTES

Stressing auxiliaries

In English, you generally stress the content words in a sentence. These are the nouns, adjectives, adverbs, and main verbs that give the important information. Auxiliary verbs, prepositions, and pronouns are usually unstressed. However, you sometimes stress the auxiliary verbs when you want to give emphasis or convey a particular meaning. Students should learn to recognize when these auxiliary verbs are stressed, so that they can understand the speaker's message, and also in order to convey their own meaning effectively when they speak.

6 **1.2**

- **Optional step** Before playing the audio again, ask students to read through the conversation in Exercise 5 and try to remember which auxiliary verbs were stressed.



LISTENING AND GRAMMAR

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

1 co-workers	<u> </u> C
2 childhood friends	<u> </u> A
3 school friends	<u> </u> D
4 friends for life	<u> </u> B
- 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?

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

- A: ¹ Do you remember that friend Jacek I told you about?
B: Yeah, I think I ² do.
- A: But you two lost touch a while back, ³ didn't you?
B: We ⁴ did, yes.
- A: But ⁵ isn't he living abroad now?
B: He ⁶ was, but I think he moved back.
- A: We haven't spoken since she left.
B: You ⁷ haven't? That's too bad.
- B: She ⁸ did ask about you.

- Play the audio again for students to check their predictions and underline the stressed auxiliary verbs.
- Students should read the Clear Voice box and check their answers. Ask different students to read the examples in the box aloud, and check that they are stressing the auxiliary verb.

Answers

Underline the following answers: 1 have; 2 is; 4 wasn't; 5 was; 7 did

Extra activity

Write the auxiliaries *be*, *have*, and *do* on the board. In pairs, students should take turns choosing an auxiliary verb and thinking of a

surprising statement using that verb. Their partner should then react to the statement. Model the activity by pointing to the auxiliary *have* and saying, "I've never eaten cheese." Elicit the response "You haven't?" Continue with examples for the other two auxiliaries: "My mom is the tallest person in my family." (*She is?*) "We didn't have a TV when I was growing up." (*You didn't?*) Encourage students to have fun with this activity and think of increasingly surprising statements—they don't have to be true. Invite one or two pairs of students to share their most surprising statements and reactions, and encourage them to stress the auxiliaries in their responses.

- 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 8
 - b asking a positive question 1
 - c asking a short question to show interest or surprise 7
 - d agreeing using *so* or *neither*
 - e giving a short answer 2, 4, 6
 - f asking a negative question 5
 - g confirm information with a tag question 3

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 12 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 12 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.*

3 A fiancé(e) means someone you are engaged to be married to. In America, many people use the word to refer to someone they are currently living with as a couple. They may have settled on a date to get married, or they may never really intend to get married. A husband is a man who is married.

4 The word "co-worker" is more informal than colleague, and can be used for all forms of work. It refers to a person that you work with. Usually, the word "colleague" is used to refer to someone in a professional field requiring a high degree of education.

9

- Read the first question stem aloud and elicit possible ways to complete it.
- Students should then continue to work individually, completing the sentence stems with their own ideas. Monitor and help with vocabulary if necessary.

10

- Ask two students to read the example dialogue aloud, paying attention to stress and intonation.
- In pairs, students should then ask and answer their questions from Exercise 9.

Extra activity

Write the following questions on the board:
How did you meet?

How long have you been friends?

Why do you think you get along with each other well?

Which qualities do you admire in your friend?

Which qualities do you think your friend admires in you?

Ask students to think of a close friend and write a short paragraph about their friendship, including answers to the questions on the board.

For additional practice, refer to the **Communication activity** on page 212 and to the **Mediation activity** on page 283 of the Teacher's Book.

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

7

- Students should now act out the conversation from Exercise 5 in groups of three, focusing on stressing the auxiliary verbs they have underlined. Monitor students while they are speaking, checking that they are stressing the correct words.
- **Optional step** You could invite one group of students to perform their conversation to the class.

SPEAKING

8

- **Optional step** With books closed, write "Types of friends" on the board. Then ask students, in pairs, to brainstorm

words around the theme of friends. Give them two minutes to work together before eliciting their suggestions and writing them on the board. Finally, students should open their books and see if any of their words are included in Exercise 8.

- Students should discuss the differences in pairs.

Sample answers

- 1 An acquaintance is usually a person that you know, but not necessarily someone with whom you are friends.
- 2 A best friend is usually the one person with whom you have the strongest relationship, while it is possible to have several close friends.

LESSON GOALS

- **LISTENING** A main aim is for students to understand different accents when listening.
- **VOCABULARY** Another main aim is for students to learn and practice using words to discuss education and learning.
- **PRONUNCIATION** A sub-aim is for students to practice saying groups of consonants clearly.
- **GRAMMAR** A further main aim is for students to practice using short questions to show they are listening and to ask for more information.
- **SPEAKING** The speaking aim is for students to talk about their experiences at school and find out more information about each other's experiences.

SPEAKING

Extra activity

Before students open their books, tell them that they are going to find out some facts about education around the world. Then ask them to work in pairs and guess the answers to these questions:

In which country is the largest school in the world? (India)


Who does better in many types of tests—monolingual or bilingual children? (bilingual)

How many people are learning English around the world? (about 1.5 billion)

What is the most popular school subject in many countries? (math)

Students should open their books, read the infographic, and check their guesses.

1

-  Students should read the infographic and then write three questions for their partner. Draw their attention to the example and elicit one or two more examples before students write their own questions. Then have them discuss them together in pairs.

LISTENING

2  1.3

- **Optional step** To help prepare students for this task, write the following list of topics on the board and ask students to predict which ones Tsiory or Mike will

1C

Back to school


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 ...

16

LESSON GOALS

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

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.



mention in their discussion (the answers are checked):

their favorite subjects

whether they were a good student or not [✓; Tsiory]

their journey to school [✓; Tsiory]

their teachers


the things they didn't enjoy at school

[✓; Tsiory, Mike]

studying for exams [✓; Mike]

homework


Then play the audio once for students to check their predictions.

-  Play the audio and give students a minute to think about the similarities and differences between their education and

Mike's and Tsiory's, before they compare their answers with their partners.

3

- **Optional step** To model the activity, tell students about a time when you didn't understand someone because of their pronunciation.

-  In pairs, students should talk about times when they found it difficult to understand someone's pronunciation. Explain that this could be someone speaking in English or in their first language, and give some examples of situations to prompt students: when watching TV, on the phone, in a video call, etc.

VOCABULARY AND PRONUNCIATION

- 5 Read about Isabel and Alex. How are their education journeys similar to or different from Tsiory's, Mike's, or your own education?

"I didn't complete high school because I got married very young. But thanks to a UNESCO program, I was able to restart my education last year. I go to **evening classes** and will hopefully **graduate** from high school soon. I am then planning to go to university and study medicine. **Getting a degree** will help me provide a better future for me and my children."


(Isabel, 32)

"I'm from a small village and the **education system** in my area was a bit old-fashioned. We were expected to **memorize** a lot of facts without really understanding them. I found it difficult to **pay attention** in class. But I carefully **reviewed for my exams** and somehow managed to **get good grades**. Now that I'm at university, my learning experience is the complete opposite to that of my school days. I am learning in depth about a subject I love and it's easy to **stay focused**."

(Alex, 21)

- 6 Use the words in bold from Exercise 5 to complete the sentences. Then change the sentences so that they are true for you and discuss in pairs.
- I was one of those students who rarely paid attention in class.
 - My parents often got quite angry when I got bad grades.
 - It's quite common where I come from for people to do evening classes or online courses.
 - I think the education system in my country is quite good compared to most countries.
 - I find it hard to stay focused when I'm studying because there are so many distractions.
 - In school we have to memorize a lot of facts, especially in history and geography class.

Go to page 135 for the Vocabulary reference.

- 7  1.5 Look at the Clear Voice box. Then listen to these words and underline the consonant groups. Practice saying them.

degree	exchange	facts
grades	succeed	system

CLEAR VOICE

Saying groups of consonants

In English, you might find groups of consonants at the beginning of words (*graduate /gr/*), in the middle (*exam /gz/*), or at the end (*hard /rd/*). To have clear pronunciation, it's important that you try to say all the consonant sounds in the group.



- 8 Work in groups. Find more words about education in the unit that have groups of consonants. Practice saying them.

SPEAKING AND GRAMMAR

- 9 Work in pairs. Read the Focus On box. Then ask and answer short questions in response to the sentences (1–3). Use your imagination.

- My brother finally got his degree last week.
- I'd love to go on a student exchange.
- I need to study for my test.

FOCUS ON Short questions

There are many short questions you can ask in a conversation to show you are listening and ask for more information. Many have a question word (e.g., *where*) + a preposition (e.g., *to*).

Who with?	What for?	What in?
How long for?	Who by?	Where to?

Go to page 141 for the Focus On reference.

- 10 Work in pairs. Tell each other about your experience in school. Talk about some or all of these ideas. Use short questions to ask for more information.
- your (least) favorite subjects and why you felt that way about them
 - subjects you had to do and subjects you wanted to do
 - a funny story that happened to you or a friend at school

- Go through the answers. You might want to focus on the following points. When Tsiory speaks, she sometimes uses a different word stress than in standard English. For example, in Sentence 1, she stresses the first syllable in *mathematics*, not the second. With the word *terrified*, she stresses the third syllable, not the first. Her sentence stress is also different so, in the first sentence, she puts the stress on *classes*, whereas a first-language speaker of English would stress *physics* in the context of talking about the specific subjects that she didn't enjoy. In the second sentence, she uses a longer /i:/ sound in *lived* and a hard /d/ for the *th-* of *that*. When Mike speaks, he uses a soft /d/ sound for the "t" in *hated* and a rhotic "r" in the middle of *required*, whereas a British English speaker would pronounce it without the /r/ sound: /rɪ'kwɪəd/. His pronunciation of the letters "ough" /ɔ/ in *thought* is again different from the British English /ɔ:/ . In Sentence 4, we again hear the soft /d/ sound for the "t" at the end of *got*, which then elides with the word *it* /gɒdɪt/. With the word *hanging*, he uses an /e/ sound for the "a," rather than /æ/.

Answers

- mathematics /məθ'mætɪks/, physics /'fɪzɪks/, terrified /tə'raɪfɪd/
- lived /li:vd/, from /frʌm/, that /dæt/
- hated /'heɪtɪd/, required /rɪ'kwɪəd/, thought /θɔ:t/
- got /gɒd/, done /dʌn/, hanging /'henɪŋ/

VOCABULARY AND PRONUNCIATION

5

- Students should compare Isabel's and Alex's experiences of education with Tsiory's and Mike's and with their own. Explain, if necessary, that UNESCO is an agency of the United Nations that sponsors educational projects around the world.
- Optional step** Check understanding by asking a few comprehension questions. *Who is at university at the moment?* (Alex) *Where is Isabel studying?* (at evening classes) *Why does Alex call his early education old-fashioned?* (because they memorized facts without understanding them) *What does Isabel want to study in the future?* (medicine)

- Direct students to the Listening Skill box and ask them to share any examples of movies that feature different accents in English. You could also recommend that students watch movies with the subtitles showing, as this will help them understand different accents in English.

4 1.4


- Optional step** As students are focusing on the pronunciation in this exercise, you could hand out copies of the whole script for them to listen to and annotate. This will allow them to concentrate on the accents without worrying too much about understanding every word.

- Explain that there is no correct or incorrect accent. Both speakers have accents that show where they are from: Tsiory is from Madagascar, and her accent is influenced by French, while Mike has a standard North American accent.
- While it is important for students to spot the differences in the pronunciation of the underlined words, it is not necessary for them to be able to reproduce these sounds. In this exercise, you should focus on identifying the different sounds, but don't ask students to reproduce them.
- Play the audio for students to take notes on Tsiory and Mike's pronunciation.

Sample answers

Isabel's experience is different because she didn't finish high school. Alex's school experience was similar to Mike's, as he had to memorize lots of facts, but different from Tsiory's because he often didn't pay attention. Now he's similar to Mike because he likes studying in-depth at university.

6

- Students should complete the sentences using the words and phrases from Exercise 5. Check answers by asking students to read their completed sentences aloud. Check that they are pronouncing the words correctly.
- Model the activity by reading the first sentence aloud, but changing it to make it personal for you, e.g., "I was one of those students who often paid attention in class." Students should then write their own versions of each sentence.
-  Students should compare their personalized sentences with their partners'.

Extra activity

Ask students to write a short paragraph about their education journey. They can use the information from their personalized sentences and also add more details.

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 and the **Communication activity** on page 213 of the Teacher's Book.

7  1.5


- Draw students' attention to the Clear Voice box and read the information aloud so that they can hear you pronounce *graduate*, *exam*, and *hard* clearly. Point out that a word like *exam* can have one consonant letter ("x") in the middle of the word that has two distinct sounds /gz/.
- Play the audio. Students should listen and underline the consonant groups in the words.
- Go around the class, asking different students to say the words out loud as clearly as possible. Make sure that they are using the correct stress pattern for each multi-syllable word: *degree*, *exchange*, *succeed*, *system*.

Answers

degree /gr/; *exchange* /kstʃ/, /ndʒ/; *facts* /kts/; *grades* /gr/; *succeed* /ks/; *system* /st/

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

8

- Ask students to look at the lesson again and find other examples of words with groups of consonants. They should also think of any other words they know about education.
-  Encourage students to practice saying the words to a partner.

Answers

Other words: *complete*, *program*, *classes*, *graduate*, *school*
Suggested other words: *private* (school), *state* (school), *English*

Extra activity

If you want to challenge your students further, you could ask them to learn and practice these tongue twisters at home:

Green glass globes glow greenly.

The sixth twisty crisp.

Thin sticks, thick bricks.

They could then perform the tongue twisters at the next lesson, or make an audio recording and share it with the class.

PRONUNCIATION NOTES

Saying groups of consonants

Groups of consonants, or consonant clusters, can be found at the beginning, in the middle, or at the end of words. Most consonant clusters are two-item clusters, like *blue*, *tree*, or *trip*. The longest possible consonant cluster at the beginning of a word is three sounds long, e.g., *splash*, *sprint*, or *screen*. There are some examples of four-item consonant clusters at the end of a word, e.g., *glimpsed* /ɡlɪmpst/ (the *-ed* ending is pronounced as /t/).

SPEAKING AND GRAMMAR

9

- Students should read the Focus On box and then write their own short questions for the sentences.
- Read the example short questions in the box aloud and point out that we usually use a rising-falling intonation pattern, with the stress on the second word, to show that we are interested and want to find out more.
- **Optional step** To help students recognize and reproduce this rising-falling intonation pattern, use your hand, moving it up and then down to mirror the rise and then the fall in your voice.

Answers


1 What in?

2 Where to? / How long for? / How come? / Why's that? / What for?

3 Why's that? / What in? / How long for?

For further information and practice, see **Focus On reference Unit 1C** on page 141 of the Student's Book and the **Focus On activity** on page 246 of the Teacher's Book.

10

- **Optional step** Start the activity by talking a little bit about your own experience at school and encouraging different students to ask for more information with short questions.
- Give students a few minutes to read through the ideas and make some notes about their experiences.
-  Students should work in pairs, describing their experiences in school and using short questions to ask for more information. Remind them to try to use some of the words they learned in Exercise 5.
- **Optional step** Students could then change partners and tell their new partners what they have learned about their old partner.

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