

# VOICES

WORKBOOK

LEWIS LANSFORD



**ON THE COVER**

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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

LEWIS LANSFORD



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# 1

# Your life

## Reading

**1** Skim the blog post about childhood things. Circle the correct option to complete each sentence.

- 1 At first, the writer *doesn't want / wants* to get rid of her childhood things.
- 2 She *refuses to take / takes* the things home with her.
- 3 In the end, she decides to *keep a few things / throw everything away*.

**2** Read the blog post. Match the beginnings of the sentences (1–5) with the endings (a–j). Five are extra.

- |  |       |
|--|-------|
| 1 The box was filled when the writer                                     | _____ |
| 2 When she first finds the box, she feels that her childhood possessions | _____ |
| 3 The T-shirts   | _____ |
| 4 Back at her home, she can't  | _____ |
| 5 In the end, she realizes that her old things                           | _____ |
- a belonged to her mother.
  - b were gifts from friends.
  - c went to university.
  - d aren't trash, but memories.
  - e was a young child.
  - f remind her of her favorite music as a teenager.
  - g aren't themselves memories: they're just old objects.
  - h fit the box in her trash can.
  - i could be enjoyed by her own children one day.
  - j find a place to store the box.

**3** Read the first paragraph of the blog post again. Write the following:

Words or phrases that show why the things look like trash:

1 The bear

\_\_\_\_\_

2 The doll

\_\_\_\_\_

3 The T-shirts

\_\_\_\_\_

4 The other things

\_\_\_\_\_

Words or phrases that show why the writer feels these things aren't trash at that moment:

5 The bear

\_\_\_\_\_

6 The doll

\_\_\_\_\_

7 The T-shirts

\_\_\_\_\_

**4** Circle the statement (1–5) which best summarizes what the writer realized.

- 1 It can be difficult to get rid of gifts from people you love.
- 2 It's best to completely let go of the past.
- 3 You shouldn't let your house become too full of trash from your childhood.
- 4 Memories are more important than things.
- 5 Things can be an important part of your identity.

# What do you do with things from your childhood?

1 When I left home fifteen years ago, a lot of stuff from my childhood went in a box in my mother's house. Now she's moving and I have to deal with it. It looks like a box of trash: a worn-out teddy bear; a plastic doll with one arm missing; some random T-shirts, slightly ripped, with the names of bands no one remembers—things I don't need anymore. Too many, too old. I myself haven't  
5 thought about any of these items since I put them in the box when I left home for university. And yet here they are—not trash, but *memories*. *My* memories. From when I was a baby until I left home, the bear slept next to me in my bed every night. The broken doll was a tenth birthday gift from my favorite aunt. The T-shirts are souvenirs from my teenage years—a brief time when the bands I liked were an important part of my identity. And right now, I can't bear the thought of  
10 throwing any of this away.

And so I close the lid, tape it up, and prepare to take the box home with me, to the apartment I share with my husband and kids. Where will I put it? I have no idea—we don't have a lot of space. And what will happen to it? If the past is anything to go by, nothing. The box will probably sit quietly for another decade until it's my turn to move and I discover it—forgotten again—and try  
15 to figure out what to do with it. My memories.

Back at my house, I try to find a place to store the memory box. The cabinets are all full and so is the tiny storage area in the basement of the building. The box won't fit under my bed. And then it hits me. It isn't quite right to call these old things my memories. After all, my memories are in my head—and in my heart.

20 When I open the box and look again with clear eyes, I see that the bear and the doll are both so badly damaged that no child would want to play with them. The T-shirts are torn and not even close to clean. Nobody—especially not  
me—needs these things. I have a photo of me, aged three, with the  
25 bear and one from a few years later playing with the doll—before she lost her arm. And there are also photos of me and my friends wearing those T-shirts with our favorite  
30 bands on them—I can enjoy looking at those and remembering those years, that music, the concerts. *My actual* memories. And now I know. It's time to let these old things  
35 in the box go.





# Grammar

## Auxiliary verbs in questions and short answers

### 1 Put the words in the correct order to make questions.

1 my / Jackie / you / do / remember / friend / ?

\_\_\_\_\_

2 Indonesia / brother / Wayan's / isn't / in / living / ?

\_\_\_\_\_

3 friends / work / new / at / some / haven't / made / you / ?

\_\_\_\_\_

4 in / Wang / didn't / up / China / grow / ?

\_\_\_\_\_

5 are / living / hometown / your / in / still / your / friends / oldest / ?

\_\_\_\_\_

6 friend / Krakow / have / from / Sylvie's / met / you / ?

\_\_\_\_\_

### 2 Match the answers (a–f) with the questions (1–6) in Exercise 1.

a Yes, I have. She's lovely. \_\_\_\_\_

b No, they aren't. \_\_\_\_\_

c Yes, I do. \_\_\_\_\_

d No, I haven't yet. \_\_\_\_\_

e Yes, he did. \_\_\_\_\_

f No, he isn't. \_\_\_\_\_

### 3 Read each sentence and circle the correct response.

1 We've known each other for twenty years.

- a You did?
- b You have?
- c You are?

2 I didn't know Jorge when we were kids.

- a Neither did I.
- b So did I.
- c Yes, they were.

3 Did you become friends when you first met?

- a Yes, I was.
- b Yes, we have.
- c Yes, we did.

4 You didn't see Mr. Ong yesterday.

- a No, you didn't.
- b Yes, that's right, I did see him.
- c Actually, I did see him.

5 I met Karla in Mexico City.

- a She's from there, isn't she?
- b You met her in Mexico City, didn't you?
- c Didn't you meet her there?

6 Can you give me Leon's phone number?

- a I didn't, did I?
- b Didn't I already give it to you?
- c You gave it to Leon, didn't you?

7 Piet and Carmen met at work.

- a They met at work, didn't they?
- b Were they working in the same office?
- c They have?





**4 Complete the conversation with these verbs. There is one extra.**

don't	did	did	do	were
aren't	have	haven't	was	doesn't

Jan: I know I've told you two about each other, but <sup>1</sup>\_\_\_\_\_ you met?

Bianca: No, we <sup>2</sup>\_\_\_\_\_. I'm Bianca.

Carlos: I'm Carlos. Nice to meet you. You're from Italy, <sup>3</sup>\_\_\_\_\_ you?

Bianca: That's right—from Naples. And you come from Costa Rica, <sup>4</sup>\_\_\_\_\_ you?

Carlos: Yes, I <sup>5</sup>\_\_\_\_\_. But actually I spent a few years in Rome—at university.

Bianca: <sup>6</sup>You \_\_\_\_\_?

Carlos: Yes. I was there from 2010 to 2013.

Bianca: Seriously? So <sup>7</sup>\_\_\_\_\_!! You weren't at the European University of Rome, <sup>8</sup>\_\_\_\_\_ you?

Carlos: Yes! Were you?

Bianca: I was! Jan, did you know about this?

Jan: No, I didn't. But I <sup>9</sup>\_\_\_\_\_ have a feeling that you two should meet.

**5 Number the conversation lines (a–j) in the correct order (1–10).**

- a \_\_\_\_\_ Nuria: Yeah, I have. I got a text from her a few days ago.
- b \_\_\_\_\_ Nuria: She sounded well. She's moved to a new apartment.
- c \_\_\_\_\_ Nuria: Not far from Las Ramblas.
- d \_\_\_\_\_ Nuria: Yes, she did. You should text her.
- e \_\_\_\_\_ Nuria: No, it isn't. You should get in touch. She asked about you last week.
- f \_\_\_\_\_ Ana: Oh, she has? Where?
- g 1 \_\_\_\_\_ Ana: Have you heard from Kati?
- h \_\_\_\_\_ Ana: How is she?
- i \_\_\_\_\_ Ana: Oh, that's not far from my work, then.
- j \_\_\_\_\_ Ana: She did?

**6 Complete the conversation with one word in each space.**

Jody: <sup>1</sup>\_\_\_\_\_ you ever see Marcus?

Liz: <sup>2</sup>\_\_\_\_\_, I do—every day at work.

Jody: But <sup>3</sup>\_\_\_\_\_ he working at a different job now?

Liz: <sup>4</sup>\_\_\_\_\_, he isn't. He's changed his mind about that.

Jody: Oh, he <sup>5</sup>\_\_\_\_\_? I didn't expect to hear that!


Liz: <sup>6</sup>\_\_\_\_\_ did I. But they wanted to keep him, so they offered him more money.

Jody: I guess he really <sup>7</sup>\_\_\_\_\_ a valuable employee, isn't he? They must really like his work.


Liz: Yeah—they <sup>8</sup>\_\_\_\_\_.

## Pronunciation


### Stressing auxiliaries

**1**  **1.1** Underline the auxiliaries *have*, *be*, and *do* that should be emphasized in each conversation. Then listen and check.


- 1 A: I haven't seen my high school friend Maria for ten years.  
B: You haven't?
- 2 A: It was great getting together with Khaled and Layla, wasn't it?  
B: It was! I really enjoyed it.
- 3 A: It's too bad you didn't see Elena when she visited last month.  
B: I did see her. We went out for lunch.

**2**  **1.1** Listen to the conversations in Exercise 1 again. Repeat Speaker B's responses, paying attention to the stress.


# Listening

**1**  **1.2** Listen to the podcast about education. Match the names (1–4) with the correct belief about the goal of education (a–d).

- |        |                       |                       |                        |
|--------|-----------------------|-----------------------|------------------------|
| 1 Tom  | <input type="radio"/> | <input type="radio"/> | a find employment      |
| 2 Bea  | <input type="radio"/> | <input type="radio"/> | b understand nature    |
| 3 Amir | <input type="radio"/> | <input type="radio"/> | c live in society      |
| 4 Lise | <input type="radio"/> | <input type="radio"/> | d develop intelligence |

**2**  **1.2** Listen to the podcast again. Are the statements (1–8) true (T) or false (F)?

- |   |   |   |
|---|---|---|
| 1 Zara says that she believes that current education systems are not meeting the needs of students and society. | T | F |
| 2 Tom thinks that everyone should leave high school with the necessary skills to start a career.                | T | F |
| 3 Tom believes that university is probably unnecessary for most people.   | T | F |
| 4 Bea works as a science teacher at a university.   | T | F |
| 5 Bea points out that science can be practical and useful.  | T | F |
| 6 Amir thinks that Tom and Bea's opinions are incorrect.  | T | F |
| 7 For Amir, the information you learn in education is the most important thing.                                 | T | F |
| 8 For Lise, building relationships is an important part of education.   | T | F |

**3**  **1.3** Listen. How do the speakers pronounce the words? How do you pronounce them?

- 1 think
- 2 purpose
- 3 tools
- 4 important
- 5 heart



Look at the Learning to Learn box. Then do the task.

## LEARNING TO LEARN: LISTENING

### Getting used to different accents

The listening section of many standardized assessments often features speakers from different parts of the world with different accents. This includes speakers of English as a first language, as well as speakers of English as a second language. To do well on listening exams and also to understand a wide variety of English speakers in real life, you need to get used to listening to a variety of accents. Here are some good places to find them:

- Online news—for example, the BBC for British, PBS for American, ABC Australia for Australian accents.
- Online English practice resources, for example, English language learning podcasts.
- Movies and TV shows with subtitles can be helpful for checking if you've understood the speaker's accent correctly.

**1.4** Listen to two excerpts from the Student's Book again and answer these questions.

- 1 Are any of the accents you've heard easier for you to understand?
- 2 Do you need more listening practice with any of the accents you have heard in the Student's Book and Workbook?
- 3 Which resources do you think you could use to listen to the accents you need more practice with?

# Vocabulary

## Education

1 Match the words (1–9) with the words (a–i) to make expressions.


- |                    |                       |                       |                  |
|--------------------|-----------------------|-----------------------|------------------|
| 1 evening          | <input type="radio"/> | <input type="radio"/> | a system         |
| 2 memorize         | <input type="radio"/> | <input type="radio"/> | b classes        |
| 3 education        | <input type="radio"/> | <input type="radio"/> | c grades         |
| 4 pay              | <input type="radio"/> | <input type="radio"/> | d for exams      |
| 5 carefully review | <input type="radio"/> | <input type="radio"/> | e a degree       |
| 6 get good         | <input type="radio"/> | <input type="radio"/> | f attention      |
| 7 stay             | <input type="radio"/> | <input type="radio"/> | g a lot of facts |
| 8 graduate from    | <input type="radio"/> | <input type="radio"/> | h focused        |
| 9 get              | <input type="radio"/> | <input type="radio"/> | i high school    |

2 Complete the sentences with some of the expressions from Exercise 1.


- One of the easiest ways to succeed as a student is to \_\_\_\_\_ to the teacher in class.
- When studying, sit somewhere quiet and comfortable so you can \_\_\_\_\_ on your work.
- If you go to university to \_\_\_\_\_, you need to study hard—sometimes even in the evenings.
- When I studied history at school, I had to \_\_\_\_\_—dates, places, and people's names.
- You should \_\_\_\_\_ at the end of the year—they give you an opportunity to show that you really know the subjects.
- If you want to change your career or learn new skills, you could look at the \_\_\_\_\_ that are available at your local college.
- Think carefully about what you'd like to do after you \_\_\_\_\_, and ask your teacher or older relatives for advice.
- The \_\_\_\_\_ isn't right for everyone. Some people prefer to learn new skills while they work.

# Pronunciation

## Saying groups of consonants

1  1.5 Listen to five sentences. Underline the consonant groups.

- Next year, I'm going to do independent study.
- I like math class because it's my favorite subject.
- You have to learn names and places to do well in history.
- It isn't always easy to stay focused during a traditional lecture.
- I don't think I study enough!

2  1.5 Listen again and practice saying the sentences.

Look at the Learning to Learn box. Then do the tasks.

### LEARNING TO LEARN: PRONUNCIATION

#### Speaking with a clear accent

Everyone who speaks English has some kind of accent—and that includes people who speak English as a first language. On an exam, your accent and pronunciation aren't compared against how any first-language English user speaks. Instead, you're graded by whether or not the examiner can understand you clearly. Here are some areas where you can work to make your accent as clear as possible:

- Use **stress** to emphasize your meaning.
- Don't rush. You may feel nervous, but speaking at a **steady pace** will make you easier to understand.

1 Answer the questions out loud. Record yourself.

- Where is your hometown?
- What's it like?
- How could it be improved?

2 Listen to your recording. Answer the questions.

- Did you use stress to emphasize your meaning?
- Is the pace steady and not too fast?