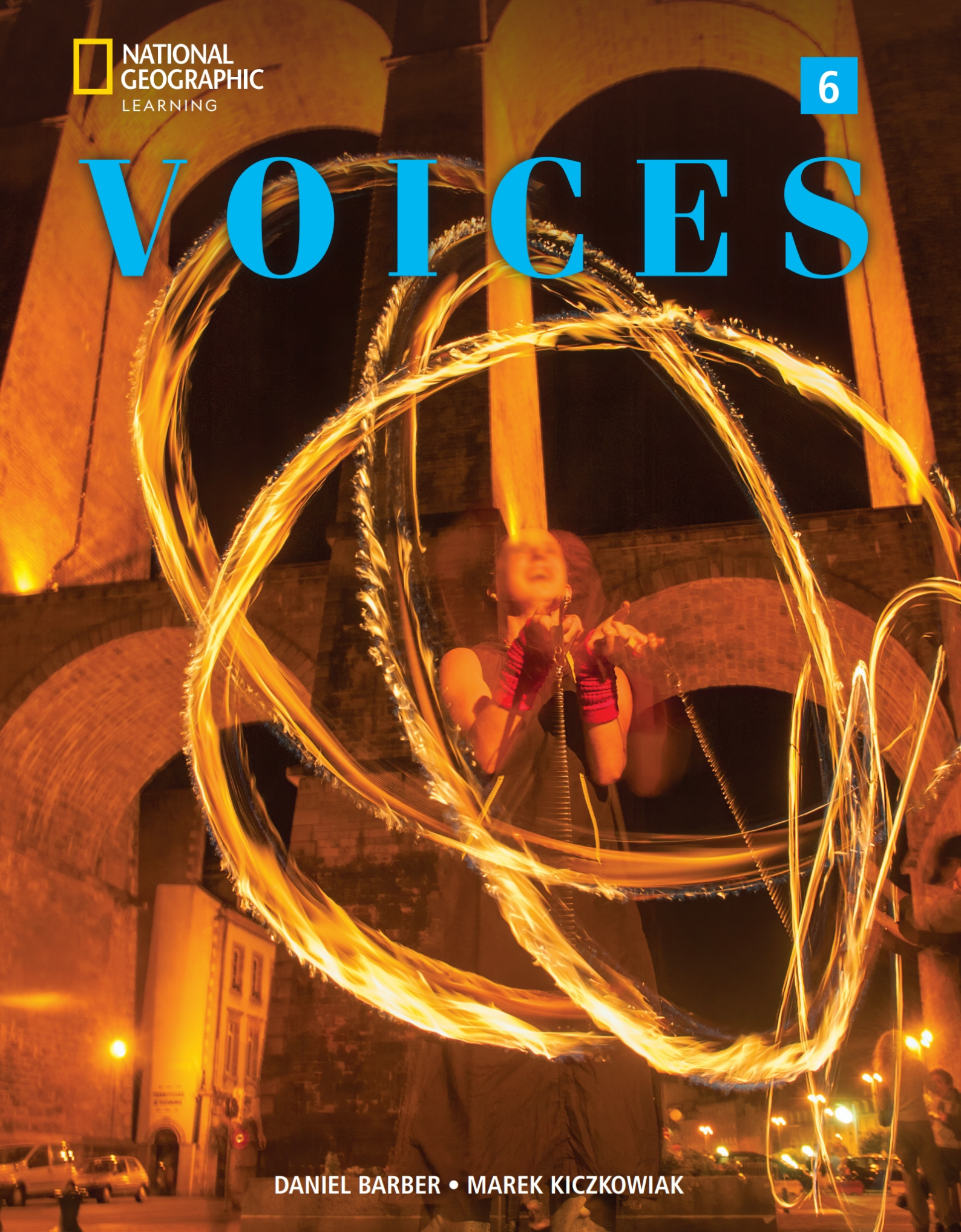


VOICES



DANIEL BARBER • MAREK KICZKOWIAK

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ON THE COVER

A talented street performer in Brittany, France poi spinning at night. Poi is a form of dance, using weights on the ends of rope. Performers often use poi with fire or bright lights to create patterns.

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VOICES

DANIEL BARBER AND MAREK KICZKOWIAK



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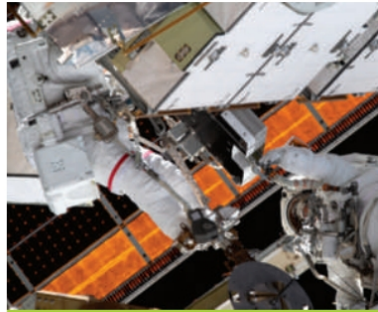
Scope and sequence

	GRAMMAR AND 'FOCUS ON'	VOCABULARY	PRONUNCIATION
<p>1 Reactions Pages 10-21</p> 	forming questions; adverbs of degree	emotions	using stress for emphasis (1); pronouncing short and long vowels
<p>2 Language and communication Pages 22-33</p> 	present tenses; separable and inseparable phrasal verbs	phrasal verbs for communication	understanding weak forms of auxiliary verbs; saying the /r/ sound
<p>3 Unfamiliar places Pages 34-45</p> 	narrative tenses; travel collocations with <i>go on</i>	travel verbs	pronouncing groups of two or more consonants
<p>4 Reconnecting Pages 46-57</p> 	reported speech and reporting verbs; transitive and intransitive phrasal verbs	verbs for relationships	using stress for emphasis (2); pronouncing long and short 'i'
<p>5 Healthy body, healthy mind Pages 58-69</p> 	conditionals; <i>I wish ...</i> and <i>If only ...</i>	mental and physical health	understanding elision in connected speech; making vowels longer before voiced consonants

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an article about how sound affects us; identifying reasons	explorers talk about a memorable experience; inferring emotions	an informal email giving news; writing informal emails and messages	considering other people's emotions	evaluating evidence	expressing emotions; empathizing
an article about communication in the natural world; scanning and skimming	a podcast about English as a global language; identifying discourse markers	a formal email enquiry; organizing formal emails	building relationships using your first language identity	identifying the main message	talking about your first language identity; formal emails
a blog post about exploring your own city; active reading by annotating	an audiobook extract about Polynesian voyages; using visual information to help you listen	a blog post about travel; engaging the reader	fixing misunderstandings	ranking information	telling personal stories; fixing misunderstandings; making recommendations
an article about reconnecting with nature; summarizing	an interview about keeping in touch with friends and family; understanding accents	a story; making a story entertaining	adapting your turn-taking style	synthesizing information	taking turns
three success stories of projects tackling loneliness; identifying and understanding cause and effect	explorers talk about keeping mentally and physically fit; listening for keywords to understand the general meaning	a for and against essay; using discourse markers	adapting your English to be understood	distinguishing cause from correlation	essay introductions

Scope and sequence

6 Breaking news Pages 70-81



GRAMMAR AND
'FOCUS ON'

passive structures;
the ... the ...

VOCABULARY

news and media

PRONUNCIATION

pronouncing
consonant groups;
pronouncing long
vowels

7 Shared spaces Pages 82-93



causative verbs;
useful structures for
complaining

describing
places

stressing multi-
syllable verbs;
pronouncing /b/,
/v/, /w/

8 Incredible technology Pages 94-105



speculating about
the past; forming
nouns, verbs and
adjectives

describing
technology

understanding the
weak form of *have*;
pronouncing long
and short 'o'

9 Against all odds Pages 106-117



talking about the
future; verb-noun
collocations

success and
failure

pausing; saying /ʃ/,
/z/, /tʃ/ and /dʒ/

10 A world of cultures Pages 118-129



verb patterns with
infinitive and *-ing*;
the with groups of
people and things

cultural identity

aspirating /p/, /k/
and /t/; saying *th*

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an article about fake images online; identifying unsupported claims	explorers talk about how they get their news; understanding connected speech: catenation	a news article; choosing your writing style	influencing people	fact-checking online information	influencing people; being careful and objective
an article about an elephant programme in Mozambique; dealing with unknown words	an interview with a cave photographer; identifying figurative language	social media posts; using informal language in social media posts	dealing with difficult conversations	analysing solutions to problems	solving problems; softening the message
an article about science-fiction technology; recognizing synonyms and antonyms	a radio phone-in about a new app service; understanding prepositions in connected speech	a product review; multi-word adjectives	communicating online	examining writer assumptions behind texts	product reviews
four stories of people who have succeeded against the odds; making inferences about a writer's opinion	two anecdotes about learning from failures; understanding contrasts	a job application email; what to include in a job application email	adapting to direct and indirect communication styles	recognizing other perspectives	talking about the future; adapting to different communication styles; job application emails
a travel article about the music of Colombia; identifying figurative language in creative writing	an interview about cultural identity; understanding ellipsis in spoken language	a report about cultural attractions; expressing numbers approximately	dealing with assumptions	evaluating the relationship between text and supporting media	expressing numbers approximately

Meet the explorers



ABBY MCBRIDE

Lives: US

Job: I'm a sketch biologist – this means I study wildlife and draw pictures of it. I travel all over the world and write and illustrate stories about my adventures in ecology and conservation.

If you weren't doing this job what would you be doing? I might have focused on music professionally, and I might still do that in the future.

Find Abby: Unit 7



ANDREJ GAJIĆ

Lives: Bosnia

Job: I'm a shark research scientist – this means I work in the conservation of sharks and study the diseases caused by sea pollution in the Mediterranean and other marine environments. I'm also an author, underwater photographer, parachutist and pilot of remotely operated underwater vehicles.

Describe yourself in three words:

Committed, enthusiastic, focused

Find Andrej: Unit 3



AFROZ SHAH

Lives: Brunei

Job: I'm a geologist – this means I am interested in everything that makes up the Earth. I am currently trying to improve the geological maps of India, Pakistan, Borneo and New Guinea and identify where there might be earthquakes.

What languages do you speak? English, Kashmiri, Hindi and Urdu

Find Afroz: Unit 6



ARIANNA SOLDATI

Lives: Germany

Job: I am a volcanologist – this means I study volcanoes. As a National Geographic Young Explorer, I studied a volcano on La Réunion, a tiny island in the Indian Ocean. I'm also very involved in teaching people about science.

Describe yourself in three words:

Curious, excited, happy

Find Arianna: Unit 2



ALEC JACOBSON

Lives: Canada

Job: I'm a journalist, photographer and adventurer. My goal is to shine a light on important issues and give a voice to the people who experience them first hand. I do that by taking photos and telling human stories.

What would you be doing if you weren't doing this job? My parents keep asking me that question!

Find Alec: Unit 5



CAROLINA CHONG
MONTENEGRO

Lives: Australia

Job: I am a fisheries ecologist – this means I study fish and their environment. I am also doing research for my PhD at the University of Queensland. I'm studying a kind of grouper fish from the Tropical Eastern Pacific, which has become rare because of too much fishing.

Describe yourself in three words:

Adventurous, funny, thoughtful

Find Carolina: Unit 4



ALYEA PIERCE

Lives: US

Job: I'm a performance poet and educator. I work with young people to help them find their voice through creative writing and theatre. As a black female writer, I am also interested in telling the stories that are not being told.

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

Find Alyea: Unit 10



ELLIE DE CASTRO

Lives: Philippines

Job: I'm an archaeologist – this means I am interested in what we can learn about our own history from what we find in the ground. I spend most of my time thinking of ways to get children interested in learning about their own heritage through my National Geographic Young Explorer project, the Dewil Valley Community Museum and Ecotourism plan.

Describe yourself in three words:

Friendly, persistent, passionate

Find Ellie: Unit 3



FEDERICO FANTI

Lives: Italy
Job: I'm a palaeontologist and geologist – this means I study the history of life on Earth, looking at fossils and rocks. I'm also a professor at the University of Bologna in Italy. I am interested in who lives, who dies, and most importantly: why?
Describe yourself in three words: Curious, stubborn, scientist
Find Federico: Unit 4



MARIA FADIMAN

Lives: US
Job: I'm a conservationist – this means that I'm trying to protect places, peoples and plants. I study the relationship between people and plants and I work mostly in rural areas with a special interest in the rainforests of Latin America. I am also a professor at Florida Atlantic University.
What do you miss when you are away from home? My family and my cats. And pizza.
Find Maria: Unit 2; Unit 5



FRANCISCO ESTRADA-BELLI

Lives: US
Job: I'm an archaeologist – I explore the history of an area by digging up what people left behind. I search for ancient Maya cities using aerial laser mapping in the Maya Biosphere Reserve of Guatemala. I have written about the Maya civilization and I'm also a research professor at Tulane University in New Orleans.
Describe yourself in three words: Archaeologist, explorer, father
Find Francisco: Unit 1 and Unit 8



NORA SHAWKI

Lives: Egypt
Job: I'm an archaeologist – this means I study people and places from the past. I spend my time digging and doing research. Now, I'm working in the Nile Delta in Egypt to try to protect areas that are being taken over by the modern world.
Describe yourself in three words: Goofy, curious and fun
Find Nora: Unit 8



IMOGEN NAPPER

Lives: UK
Job: I'm a marine scientist – I study what happens in the sea. I specialize in plastic pollution. My work recently helped stop the use of microbeads in cosmetics all over the world. With National Geographic, I'm working to identify technology that can catch the tiny microplastic fibers that enter the water when clothes are washed.
What do you do to relax? Play my guitar (badly)!

Find Imogen: Unit 6



PAOLA RODRÍGUEZ

Lives: Mexico
Job: I'm a coral reef researcher and diver – this means I spend my time studying how coral reefs are affected by global climate change and looking for ways to protect them from changes in sea temperature and human activity.
Do you have any fears? I am very afraid of snakes (and a bit scared of heights!)
Find Paola: Unit 9



LIA NAHOMI KAJIKI

Lives: Brazil
Job: I'm an ornithologist – this means I study everything to do with birds. I'm trying to learn more about the habits of one of the many birds that live only in Cerrado, an area of Central Brazil. I'm also a PhD student in Ecology at the University of Brasilia.
What advice would you give someone who wants to explore the world? Don't do too much planning and be ready for surprises!

Find Lia: Unit 10



ROBBIE SHONE

Lives: Austria
Job: I'm a photographer with a special interest in caves. I travel to remote parts of the world to photograph the deepest, darkest, largest and longest systems under the earth. I also work as an expert on National Geographic Student Expeditions and for film and television crews.
Describe yourself in three words: Shy, focused, helpful
Find Robbie: Unit 7; Unit 9



TSIORY ANDRIANAIVALONA

Lives: Madagascar
Job: I'm a palaeontologist with a special interest in shark fossils. I co-founded an organization to inspire young people to take an interest in science and encourage the next generation to make positive change in Madagascar.
What do you always take with you when you travel? I have a 'travelling book' that I always take on a long trip. I keep a souvenir of each place I go.
Find Tsiory: Unit 1



People queue to participate in 'Inside Out: The People's Art Project' by artist JR in Paris, France.





1


Reactions

GOALS

- Identify reasons in an article
- Review and practise asking questions
- Talk about strong emotions
- Infer emotions when listening
- Demonstrate empathy in a conversation
- Write an informal email giving news

- 1 Work in pairs. Look at the photo and complete the tasks.
 - 1 Take turns to describe people in the photo. Can you guess who your partner is describing?
 - 2 What do you think the artist is trying to show through the portraits?
 - 3 Would you like to participate in a project like this?

WATCH

- 2  1.1 Watch the video. Which person, Francisco (F) or Tsiory (T), talks about feeling ...

a annoyed?	c happy?
b excited?	d impatient?


NATIONAL GEOGRAPHIC EXPLORERS



FRANCISCO
ESTRADA-BELLI



TSIORY
ANDRIANAVALONA

- 3  1.1 Watch the video again. Make notes about the reasons for Francisco and Tsiory's feelings.
- 4 Make connections. When do you feel the emotions that Francisco and Tsiory mention?
Unlike Francisco, I don't mind waiting in traffic. But I get impatient when ...


1A

I can't stand that noise!

LESSON GOALS

- Identify reasons in an article
- Evaluate evidence in an article
- Talk about pleasing and annoying noises

SPEAKING

- 1**  **1.1** Listen to ten sounds. Match the sounds with the descriptions (a-j).
- | | |
|--|-----------------------------|
| a a dentist's drill | f bicycle brakes |
| b a fire crackling | g squealing |
| c someone eating with their mouth open | h birds singing |
| d a workmate humming | i rain on a tent |
| e a baby crying | j thunder |
| | k water flowing in a stream |
- 2** Which of the sounds are the most and least annoying? Order them from 1 to 10 (10 = the most annoying).
- 3** Work in groups. Discuss the questions.
- 1 Which sounds in Exercise 1 are the most and least popular among the group?
 - 2 Can you think of reasons why some sounds are pleasant and some are annoying?

READING

- 4** Read the article on page 13 quickly. Work in pairs and discuss the questions.
- 1 Which sounds from Exercise 1 are mentioned?
 - 2 Which fact did you find the most interesting?
- 5** Read the article again. Choose from the sentences (1–5) the one that best fits each space in the text (a–e).
- 1 Because long-term stress can lead to illness, noise pollution is a real danger to your health.
 - 2 Next, high-pitched tools such as drills were extremely unpopular, perhaps because they remind people of visits to the dentist.
 - 3 That's why unpleasant noises can cause strong emotional reactions.
 - 4 One theory is that birds may be anxious due to an inability to listen out for danger.
 - 5 A simpler explanation is that these sounds can be physically painful at close range.
- 6** Look at the Reading skill box. Then underline words in Exercise 5 that signal reasons.

READING SKILL

Identifying reasons



Identifying reasons helps you better understand the connection between ideas. Look for words and phrases such as *because (of)*, *since*, and *due to* to help you identify reasons. They may appear before or after the action or effect.

- 7** Write why the three types of sound in the final paragraph of the article might be pleasant.
- 8** Read the sentences from the article (a–d). Discuss which give strong evidence and which weaker evidence. Then look at the Critical thinking skill box to check.
- a According to a survey of two thousand people, bird calls came in as the fifth most popular sound.
 - b One theory suggests that alarm calls our ancestors might have heard were made at these frequencies.
 - c Noise pollution ... is likely to cause serious health issues too.
 - d And there is a great deal of scientific research to show that noise causes stress.

CRITICAL THINKING SKILL

Evaluating evidence



Articles might refer to scientific studies, but it's important to recognize how strong the evidence is. Verbs such as *may*, *might*, *suggest* and *seem to* or adverbs such as *likely* and *probably* tell you that scientists are not 100% certain. While phrases such as *a great deal of scientific research* tell you the evidence is based on research, you should always check the original sources and be suspicious if no sources are provided.

SPEAKING

- 9** Work in groups. What types of background noises or music would you choose for these places and activities? Why?
- | | |
|--------------------|--------------------------|
| 1 grammar study | 3 driving long distances |
| 2 getting to sleep | 4 going for a run |
- I'd choose the sound of rain for grammar study. It's really relaxing and might help me concentrate.*

The world's **MOST** (and least) annoying sounds

1 When people are asked what annoys them, it isn't surprising that many of the most irritating things have noises associated with them: people slapping their lips while eating, humming or tapping their fingers. Scientists
5 have used MRI technology to see what happens in the brain when we hear noises like these. They played people different sounds and studied the brain's activity. They found that the most annoying sounds affected the part of the brain that deals with emotions – the
10 amygdala. **a** ____

More interesting perhaps, is that most of the 'worst' sounds were within a specific frequency range, from 2,000 to 5,000 Hertz. Why might we be more sensitive to these high-pitched noises? One
15 theory suggests that alarm calls our ancestors might have heard were made at these frequencies. They would have
20 needed to jump into action after hearing the squeal of a monkey, for example, as it was likely to warn about danger close by. **b** ____

25 So what are the most annoying sounds? Well, according to the research, scraping sounds like nails on a blackboard or metal on glass were 'highly unpleasant'.
c ____ Also in the top ten were two sounds that indicate pain and suffering of other people: a female scream and
30 a baby crying.

But some sounds aren't just unpleasant. Noise pollution, being exposed to loud sounds for long periods of time, is likely to cause serious health issues too. We often think of noise pollution as a problem of big cities.

35 Increasingly, however, it can also be found in suburban neighbourhoods, in the form of low-flying aircraft, barking dogs or garden machines, and within homes and workplaces – even your fridge makes a low hum. And there is a great deal of scientific research
40 to show that noise causes stress. **d** ____

It has been linked to heart disease, high blood pressure and poorer sleep quality.

Some people are more sensitive to noise than others.
45 People with autism sometimes find even normal noises unbearable and everyday sounds at home and in the street can cause pain and even panic. And it's not just humans that suffer. Birds living in areas with high levels of noise have been shown
50 to have increased levels of the stress hormone, corticosterone, resulting in smaller babies. **e** ____ Just the sound of human voices has been shown to result in greater stress levels of wild animals.

In contrast, one of the most pleasing noises to the human ear is bird song. According to a survey of two thousand people, bird calls came in as the fifth most popular sound. The sounds of nature dominate the top fifty, especially water sounds, such as rain or waves crashing on rocks, and other weather sounds,
55 such as thunder. Also popular was food – the crunch of an apple, or popcorn popping, for example – and sounds like laughter and screams of delight on a roller coaster. The conclusion? If
60 you're feeling stressed, the best place to be is the countryside ... or a theme park!



A low-flying plane over houses near Heathrow Airport, UK.



1B

Universal emotions?

LESSON GOALS

- Review and practise asking questions
- Use word stress to change the meaning of a sentence
- Design a questionnaire and report findings to the class

LISTENING AND GRAMMAR

1 Work in pairs. Discuss the questions.

- Look at the infographic. What emotions do you think the different emoticons express?
- Which parts of the face do you think express emotion most strongly: the eyes, nose or mouth?
- Do you use emoticons and emojis? When? Which ones?

2 1.2 Listen to a conversation between two friends. Are the sentences true (T) or false (F)?

- Fatima doesn't think a smile has the same meaning for everyone on the planet.
- Tomoya was surprised about how emoticons look in Europe.
- People in different countries don't smile for different reasons.
- Fatima sometimes smiles at strangers to be polite.

3 1.2 Choose the correct option to complete the questions from the conversation. Then listen again to check.

- Tomoya, you studied psychology, *did / didn't* you?
- I'd like to know whether a smile *does mean / means* the same thing all over the world.
- You've noticed, *you have / haven't* you?
- Don't / Do* you do it in the same way in Japan?
- At who do you smile / Who do you smile at?*

4 Look at the questions in Exercise 3 again and answer the questions (1-4). Then read the Grammar box on page 15 to check.

- Which question is used to check the listener agrees?
- Which question asks for confirmation of something the speaker already believes?
- Which question shows surprise about some new information?
- Which question asks for the information in an indirect way?

EMOTICONS AROUND THE WORLD

Emojis are here to stay 😊👉, but good old emoticons still have their place in emails and texts. Do different styles of emoticons around the world tell us anything about the culture they come from? _(ツ)_/

European style

eyes to the left,
mouth to the right

:-D

nose optional

:O

symbol repeated for emphasis
(Russians often don't include eyes)

))))))

other variations

>:(D:

Asian style

upright, brackets
show face outline

(-_-)

emotion expressed
through the eyes

(T_T)

mouth sometimes left off and
brackets are also optional

(^^) ^^

use of extended characters
e.g. Korean *jamo*

(ㄱ_ㄱ)

DID YOU KNOW?

The first use of an emoticon? A poet called Robert Herrick used a smiley emoticon :) in a 1648 poem. That's more than three hundred years before the first computer! :-0

GRAMMAR Forming questions

You can form questions with **question word + auxiliary verb + subject + main verb**.

What do you think?

Negative questions often express surprise or annoyance.

Don't you do it in the same way in Japan?

There are several other types of questions that you form differently.

Short questions: do not have the main verb and you often use them to express surprise or interest

Wasn't it? Did you?

Subject questions: do not use an auxiliary verb

Who makes you laugh?


Indirect questions: use them to be more polite or less direct; they follow **subject + verb** word order

I'd like to know whether a smile means the same thing all over the world.

Question tags: use them to confirm what you are saying or check that the listener agrees

Tomoya, you studied psychology, didn't you?

Go to page 140 for the Grammar reference.

- 5  1.3 Complete the conversation with one word in each space. Then listen to check.

A: Do you know what the difference

1 _____ between emoticons and emojis?

B: Yes, emoticons are symbols used to represent faces and emojis are actual pictures.

A: Oh, OK!

B: You know you have to be careful with emojis,

2 _____ you? What you see when you send it isn't necessarily what the other person sees.

A: 3 _____ it?!

B: No! A friend of mine texted his wife

'Do you know how beautiful you
4 _____?' and sent the Spanish dancer emoji. Except the emoji on her phone was a fat yellow dancing blob!




A: Oh no! Who 5 _____ these emojis

– the phone companies? By the way, why


6 _____ you send me a surprised face when I told you I got the tickets for the match yesterday?

B: What? 7 _____ I send you a smiley?

PRONUNCIATION

- 6  1.4 Listen to the question. Underline the stressed word.

Were you surprised?

- 7  1.5 Look at the Clear voice box. Then listen to the question from Exercise 6 said three times, with different sentence stress. Match the questions (1–3) with the meanings (a–c).

CLEAR VOICE

Using stress for emphasis (1)



In English, content words (nouns, verbs, adjectives, adverbs) are normally stressed. Grammar words like prepositions, determiners and auxiliary words are not stressed. However, this can change if the speaker wants to emphasize a particular meaning.

- | | |
|------------|---------------------------------|
| Question 1 | a I wasn't surprised, but I'm |
| Question 2 | curious to know if you were. |
| Question 3 | b I want to know how you felt. |
| | c You said you were surprised, |
| | but I'm not sure I believe you. |

- 8 Work in pairs. Take turns to say the question from Exercise 6, putting the stress on one of the three words. Your partner should choose which meaning from Exercise 7 (a, b or c) you were thinking of.

SPEAKING

- 9 Work in pairs. Design a questionnaire to ask your classmates about emotions, emojis and emoticons. Follow the instructions.
- Write at least six questions. Use the Grammar box to help you.
What's your favourite emoticon or emoji? Why? Have you ever cried when watching a film?
 - Individually, interview your classmates and write down their answers. Ask follow-up questions.
 - Share the answers with your partner. Which answers were the most interesting? Report these to the class.

EXPLORE MORE!

Search online for the 'app that knows how you feel from the look on your face'. How does it work?