

 NATIONAL
GEOGRAPHIC
LEARNING

6

VOICES

TEACHER'S BOOK

CLAIRE HART WITH MIKE SAYER

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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

CLAIRE HART WITH MIKE SAYER



National Geographic Learning,
a Cengage Company

Voices Teacher's Book 6, 1st Edition
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Publisher: Rachael Gibbon
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Teacher's Book:
ISBN: 978-0-357-44472-6

National Geographic Learning

200 Pier 4 Boulevard
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Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at ELTNGL.com
Visit our corporate website at www.cengage.com



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Scope and sequence

1 Reactions

Pages 10-21



GRAMMAR AND 'FOCUS ON'

forming questions;
adverbs of degree

VOCABULARY

emotions

PRONUNCIATION

using stress for emphasis (1);
pronouncing short and long vowels

2 Language and communication

Pages 22-33



present tenses;
separable and inseparable phrasal verbs

phrasal verbs for communication

understanding weak forms of auxiliary verbs;
saying the /r/ sound

3 Unfamiliar places

Pages 34-45



narrative tenses;
travel collocations with *go on*

travel verbs

pronouncing groups of two or more consonants

4 Reconnecting

Pages 46-57



reported speech and reporting verbs;
transitive and intransitive phrasal verbs

verbs for relationships

using stress for emphasis (2);
pronouncing long and short 'i'

5 Healthy body, healthy mind

Pages 58-69



conditionals; *I wish ...* and *If only ...*

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

	GRAMMAR AND 'FOCUS ON'	VOCABULARY	PRONUNCIATION
<p>6 Breaking news Pages 70-81</p> 	<p>passive structures; <i>the ... the ...</i></p>	<p>news and media</p>	<p>pronouncing consonant groups; pronouncing long vowels</p>
<p>7 Shared spaces Pages 82-93</p> 	<p>causative verbs; useful structures for complaining</p>	<p>describing places</p>	<p>stressing multi-syllable verbs; pronouncing /b/, /v/, /w/</p>
<p>8 Incredible technology Pages 94-105</p> 	<p>speculating about the past; forming nouns, verbs and adjectives</p>	<p>describing technology</p>	<p>understanding the weak form of <i>have</i>; pronouncing long and short 'o'</p>
<p>9 Against all odds Pages 106-117</p> 	<p>talking about the future; verb-noun collocations</p>	<p>success and failure</p>	<p>pausing; saying /ʃ/, /ʒ/, /tʃ/ and /dʒ/</p>
<p>10 A world of cultures Pages 118-129</p> 	<p>verb patterns with infinitive and <i>-ing</i>; <i>the</i> with groups of people and things</p>	<p>cultural identity</p>	<p>aspirating /p/, /k/ and /t/; saying <i>th</i></p>

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 styles	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

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

Grammar reference *Page 140*
Irregular verbs *Page 153*

Extra speaking tasks *Page 155*
Audioscripts *Page 157*

Welcome to VOICES

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

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



STUDENT'S BOOK

In the *Voices* Student's Book 6, 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 walkthrough**' for a detailed overview) so that teachers and students know what to expect in every unit.

- At the beginning of each unit and lesson, teachers and students are presented with a **set of goals** so that learning is focused and purposeful.
- **National Geographic Explorers** feature throughout the Student's Book, sharing everyday stories that students can relate to and modelling 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 analyse and reflect on the way that they communicate inside and outside the classroom.

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

WORKBOOK

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

In addition, the Workbook provides students with opportunities to take ownership of their learning through an integrated **'Learning to learn'** development programme. 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 practise various mediation techniques, as well as clear notes, answer keys and a CEFR-mapped mediation chart to help identify what the mediation task is practising.
- 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.

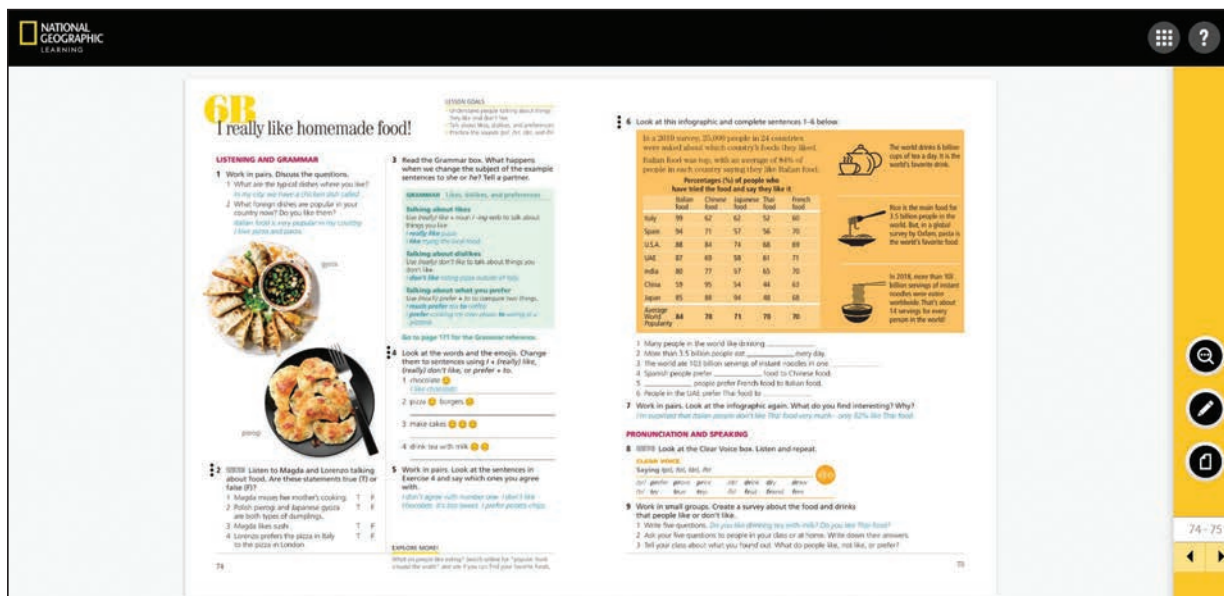


Starting with safe communicative tasks:

- 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 interface in the Learning Management System, interactive **Student's eBooks** provide a print alternative and include everything that a student needs to be an active participant in any classroom.



GRAMMAR
I really like homemade food!

LISTENING AND GRAMMAR

1 Work in pairs. Choose the questions, 1-4. What are the special dishes where you live? In my city, we have a dish that's called... What foreign dishes are popular in your country now? Do you like them? What food is very popular in my country? How often do you eat it?

2 Read the Grammar Box. What happens when we change the subject of the example sentences to she or he? Tell a partner.

GRAMMAR BOX Likes, dislikes, and preferences
Talking about likes
I like dumplings. I like pizza. I like to talk about things you like.
Talking about dislikes
I don't like dumplings. I don't like to talk about things you don't like.
Talking about what you prefer
I like dumplings more than I like pizza. I prefer dumplings to pizza. I like dumplings better than I like pizza.

3 Go to page 117 for the Grammar reference.

4 Look at the words and the emojis. Change them to sentences using a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. Use the emojis.

1 dumplings 🍲
2 pizza 🍕
3 meat cakes 🍔
4 drink tea with milk 🍵

5 Work in pairs. Look at the sentences in Exercise 4 and say which ones you agree with.

1 I like dumplings more than I like pizza. I like dumplings better than I like pizza.
2 I don't like dumplings. I don't like to talk about things you don't like.
3 I like dumplings more than I like pizza. I prefer dumplings to pizza.
4 I like dumplings better than I like pizza.

EMOJI MORE!
What do you like to eat? Use the emojis to make sentences. Use the emojis to make sentences.

4 Look at the infographic and complete sentences 1-4 below.

In a 2019 survey, 32,000 people in 24 countries were asked about which country's food they liked. Italian food was top, with an average of 84% of people in each country saying they like Italian food.

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

	Italian food	Chinese food	Japanese food	Thai food	French food
USA	88	62	62	52	60
Spain	94	71	57	56	70
UK	87	84	74	68	89
India	80	77	57	65	70
China	59	95	54	61	63
Japan	85	89	94	68	68
Australia	84	70	71	70	70

The world loves & follows up on the idea of the world's favorite drink.

Tea is the main food for 3.5 billion people in the world. But, in a global survey by Nielsen, people in the world's favorite food.

In 2016, more than 102 billion servings of instant noodles were eaten worldwide. That's about 14 servings for every person in the world!

1 Many people in the world like drinking... every day.
2 The world ate 102 billion servings of instant noodles in one...
3 Spanish people prefer... food to Chinese food.
4... people prefer French food to Italian food.
5 People in the USA prefer Thai food to...
6 People in the USA prefer Thai food to...
7 Many people in the world like drinking... every day.
8 The world ate 102 billion servings of instant noodles in one...
9 Spanish people prefer... food to Chinese food.
10... people prefer French food to Italian food.
11 People in the USA prefer Thai food to...
12 People in the USA prefer Thai food to...
13 Many people in the world like drinking... every day.
14 The world ate 102 billion servings of instant noodles in one...
15 Spanish people prefer... food to Chinese food.
16... people prefer French food to Italian food.
17 People in the USA prefer Thai food to...
18 People in the USA prefer Thai food to...

PRONUNCIATION AND SPEAKING

8 Listen to the audio. Listen and repeat.

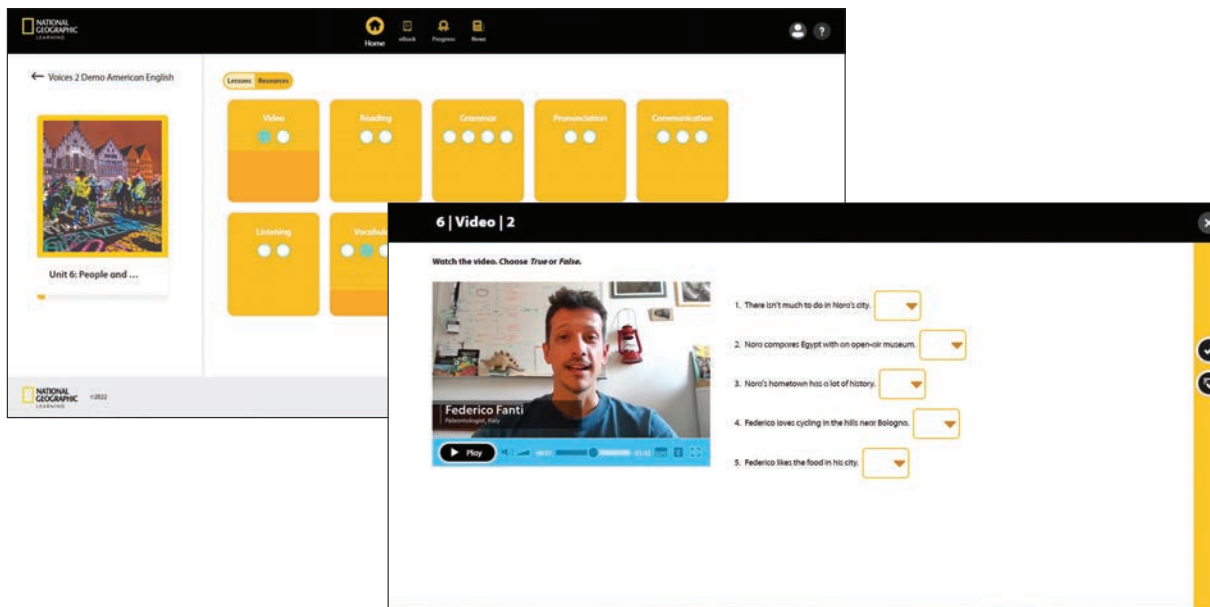
GRAMMAR BOX
Saying like, not like, like
I like dumplings. I like pizza. I like to talk about things you like.
I don't like dumplings. I don't like to talk about things you don't like.
I like dumplings more than I like pizza. I prefer dumplings to pizza.
I like dumplings better than I like pizza.

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

1 Write five questions. Use the emojis to make them. Do you like Thai food?
2 Ask your five questions to people in your class or at home. Write down the answers.
3 Tell your class about what you found out. What do people like, not like, or prefer?

SELF-STUDY

- **Voices Online Practice** enables students to practise 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 centres 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* programme and delivers a skill-specific report for each test-taker.
- The integrated Gradebook in *Voices Online Practice* generates reports on student and class performance, functioning as a formative assessment resource and a teacher time-saving tool.
- The **Voices Assessment Suite** offers pre-made and customizable tests and quizzes for monitoring and evaluating student progress, providing both formative and summative assessment.

Student's Book unit walkthrough

TEACH WITH CONFIDENCE THROUGH A CONSISTENT LESSON SEQUENCE.

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

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



A family share a birthday celebration via live stream in Barcelona, Spain.



Incredible technology

GOALS

- Recognize synonyms and antonyms in an article
- Speculate about the past using modal verbs
- Talk about gadgets and technology
- Understand prepositions in connected speech
- Understand and discuss online etiquette
- Write a product review

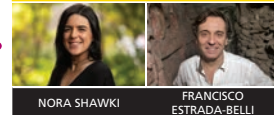
1 Work in pairs. Discuss the questions.

- 1 Look at the photo. How are the people using technology?
- 2 The photo shows a positive side to technology; what photos would you suggest to show the negative sides to technology?

WATCH

- 2 Watch the video. Make notes about ...
 - 1 whether Nora and Francisco think of themselves as 'techie' people and why.
 - 2 one important piece of technology in their lives and why they like it.
 - 3 any worries that they have about technology.

NATIONAL GEOGRAPHIC EXPLORERS



NORA SHAWKÍ

FRANCISCO ESTRADA-BELLI

3 Make connections. Discuss the questions.

- 1 Are you a 'techie' (someone who likes tech) or a technophobe (someone who dislikes tech)?
- 2 What piece of technology are you particularly glad you have? Why?

95

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.

8A

Impossible tech

LESSON GOALS

- Recognize synonyms and antonyms in an article
- Examine the writer's assumptions behind an article
- Talk about science fiction and technology

SPEAKING AND LISTENING

1 Work in pairs. Have you ever watched science-fiction films or read science-fiction books?

NATIONAL GEOGRAPHIC EXPLORERS

2 Listen to Nora Shawki and Francisco Estrada-Belli. Answer the questions.

- 1 What is one aspect of sci fi that each explorer likes? What annoys Francisco?
- 2 Do you agree with their opinions? Why? / Why not?

READING

3 Work in pairs. Which sci-fi technology in the box have you heard of? Which do you think are impossible? Which might be possible ...

- 1 in the next few decades?
- 2 within a hundred years?
- 3 in several hundred years?
- 4 in thousands of years from now?

faster than light travel invisibility lightsabers
teleportation (instant transport across space and distance)

4 Read the article on page 97. Were your predictions in Exercise 3 right?

5 Look at the Reading skill box. Then scan the article to find a close synonym or an antonym of the words (a-h) in the same paragraph.


READING SKILL
Recognizing synonyms and antonyms

Writers often use synonyms (words/phrases with the same meaning) and antonyms (words/phrases with opposite meanings) to avoid repeating words. Recognizing them can help you guess the meaning of unknown words. Understanding one word can help you understand its synonym or antonym.

Synonyms:	Antonyms:
a change [l. 9]	f possible [l. 22]
b hot gas [l. 23]	g appear [l. 42]
c power source [l. 31]	h stretch [l. 53]
d breaks the rules [l. 49]	
e make a hole [l. 56]	

EXPLORE MORE!
Search online for 'da Vinci's inventions'. Watch one of the suggested videos. Are they similar to any current technology?

The SCIENCE IMPOSSIBLE of the



1 Can you make a spaceship invisible? What about building a *Star Wars* lightsaber? In his book, *Physics of the Impossible*, physicist Michio Kaku uses the latest advances in science to explain how sci-fi technology could actually work in the near future.

Invisibility

There are spaceships in *Star Trek* that can disappear. This sci-fi technology is slowly becoming reality. In 2007, scientists managed to create flat materials that became invisible in red and blue light by manipulating their structures to change how they reflected light waves. The next challenge is to make 3D objects disappear, but this should be possible in the next ten to twenty years. However, some scientists point to an obvious issue with travelling in an invisible spaceship: because all visible light from the outside would be reflected without ever getting inside the ship, the crew wouldn't be able to see what's outside the spaceship without making it visible first!

Lightsabers

Star Wars' iconic lightsabers have become part of pop culture. Although initially experts were quick to laugh them off as unrealistic, new advances in physics show that they are technically possible. What you need is some plasma, or an incredibly hot gas (25,000°C), and an empty tube with small holes along it. The plasma flows into the lightsaber and then out through the holes, creating a current of hot gas that can cut through steel. If you're already getting excited at the possibility of becoming a Jedi, there's a bit of a problem, unfortunately. To create plasma, you'd need a very powerful energy supply. So, unless you'd want to stay constantly plugged in to a power source, running around with a lightsaber isn't possible yet. Still, it might be within a hundred years.

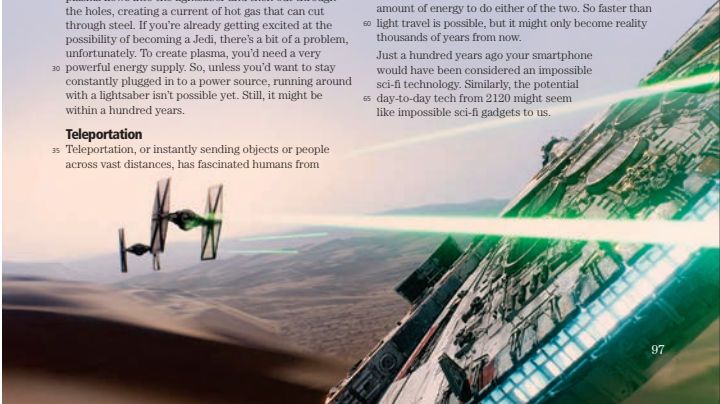
Teleportation

Teleportation, or instantly sending objects or people across vast distances, has fascinated humans from

Arabian Nights, through to *Sherlock Holmes*, to modern sci fi. This technology could change our civilization and would forever alter the transport system. While it sounds like the stuff of science-fiction, teleportation already happens naturally, with atoms vanishing and appearing in a completely different place. Currently, scientists can teleport atoms and photons (units of light). Within the next few decades, they might be able to teleport DNA. Developing technology that allows teleporting a whole human body might take several centuries, though.

Faster than light travel

Faster than light travel breaks the rules of Einstein's theory of relativity. So how does the Millennium Falcon from *Star Wars* do this? There are two possibilities that do not violate Einstein's theory. Option one: bend spacetime. If you could stretch the space behind you and contract the space in front of you, you could get to even the most distant stars almost instantly. Option two: rip spacetime to make a hole that connects two distant parts of the universe (often referred to as a *wormhole*). The problem is you would need an almost unimaginable amount of energy to do either of the two. So faster than light travel is possible, but it might only become reality thousands of years from now. Just a hundred years ago your smartphone would have been considered an impossible sci-fi technology. Similarly, the potential day-to-day tech from 2120 might seem like impossible sci-fi gadgets to us.



Carefully sequenced activities give students practice at applying strategies to help them become more confident readers inside and outside the classroom.

'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.

Explicit Critical Thinking instruction guides students to critically evaluate the reading text and to reflect on their own thought processes, encouraging them to think more analytically.

STUDENT'S BOOK UNIT WALKTHROUGH

Lesson B introduces the 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.

8B

It must have been invented by ...

LESSON GOALS

- Speculate about the past
- Understand the weak pronunciation of *have*
- Talk about inventions from the past

READING AND GRAMMAR

1 Work in pairs. When and where do you think these innovations might have been invented?

brain surgery concrete eye make-up
water sanitation systems

❖ Ancient inventions ❖

Thousands of years ago people invented many things that we now think of as 'modern'. Here are some of the most surprising ancient inventions.

Make-up We all know ancient Egyptians for their incredible architecture, but they also may have been the first to use make-up, more than 6,000 years ago. Their art also shows it must have been worn both by men and women.

Brain surgery Brain surgery has been practised for more than 8,000 years, and some of the earliest evidence comes from France. Even though our ancestors couldn't have known about bacteria, and perhaps shouldn't have performed these surgeries, many patients did survive and get better.

Concrete Over 2,000 years ago the Romans invented concrete. While scientists say it can't have been as good as modern concrete, it must have still been very strong as two thousand years later it still supports one of the largest domes in the world: the Pantheon.

Water system The first system for managing and cleaning dirty water in a city was invented 4,000 years ago in the Indus valley. It might have kept the city and the population safe from dangerous diseases.

2 Read the text about ancient inventions. How close were your predictions in Exercise 1? Which information did you find the most surprising?

3 Read the text again. How certain is it that the sentences are true? Write **certainly true (CT)**, **possibly true (PT)** or **certainly not true (NT)**.

- 1 Egyptians invented make-up.
- 2 Both men and women in ancient Egypt wore make-up.
- 3 Our ancestors knew about bacteria.
- 4 It was a bad idea to perform brain surgery.
- 5 Roman concrete was as good as modern concrete.
- 6 Roman concrete was very strong.
- 7 The people in the Indus valley were safe from dangerous diseases.

4 Find the sentences in the text that told you the answers to Exercise 3. Match the modal structures with their meaning (1–4). Then read the Grammar box to check.

- 1 It's very probable or certain that something happened.
- 2 It's quite possible that something happened.
- 3 It's impossible that something happened.
- 4 It was wrong to do something.

GRAMMAR Speculating about the past

You can talk about possibility and certainty in the past using the structure: **modal verb + have + past participle**

- Use **must have** if it's very probable or certain that something happened.
- Some of these operations **must have been successful**.
- Use **may have** or **might have** if it's possible that something happened.
- Egyptians **may/might have been** the first to use make-up.
- Use **can't/couldn't have** if it's impossible that something happened.
- Roman concrete **can't have been** as strong as modern concrete.
- Use **should/shouldn't have** to talk about mistakes or express criticism.
- They **shouldn't have been** doing surgery then.

Go to page 149 for the Grammar reference.

5 Choose the correct option to complete the sentences.

- 1 A million years ago, pottery and metal didn't exist, so people **can't / may** have boiled water in pots.
- 2 Archaeologists found rocks that have been heated up many times in fires. They aren't certain, but some claim these rocks **might / must** have been used to boil water.
- 3 Wild sheep are less aggressive than cows or pigs. They **may / can't** have been the first animals to be domesticated for farming.
- 4 Trepanning, a type of brain surgery, was a dangerous operation. It **can't / must** have killed more people than it saved.
- 5 In the 1970s, Joey Mellen made a hole in his own head and ended up in hospital. He **shouldn't / can't** have tried to trepan himself!
- 6 The ancient Maya **might / couldn't** have been the first to invent chocolate, although Aztec and Toltec civilizations are also likely candidates.

NATIONAL GEOGRAPHIC EXPLORER

6 Listen to Nora Shawki talking about important innovations in ancient Egypt. Complete the sentences using an appropriate modal verb and the verb in brackets.

- 1 The Egyptians _____ (use) papyrus for many other things we don't know about.
- 2 It _____ (be) very exciting to read hieroglyphics for the first time in centuries.
- 3 They _____ (speak) without vowel sounds even though they only wrote the consonants.
- 4 They _____ (make) bread in a similar way to how we make it today.
- 5 This type of pottery _____ (be) very important to ancient Egyptians.

PRONUNCIATION

7 Listen and check your answers to Exercise 6. How does the speaker pronounce *have*? Look at the Clear voice box to check.

CLEAR VOICE
Understanding the weak form of *have*

In past modal structures *have* is usually unstressed, and some speakers reduce it to its weak form /əv/, making it harder to hear. To be easily understood, it can be better to pronounce the full form /hæv/.

8 Listen and write the sentences you hear.

98

99

With mutual comprehension as a goal, pronunciation points are integrated into the lesson sequence. As well as presenting students with productive points, giving them the opportunity to practise what they hear, students also explore receptive points, taking the time to notice and understand without being encouraged to produce them.

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 AND LISTENING

1 Work in pairs. Look at the technology in the box and discuss the questions.

- driverless vehicles
- electric scooters
- self-service checkouts
- sharing apps (e.g. Uber, Airbnb)
- video conferencing

- 1 What are the advantages of each technology: to the company? to workers? to customers?
- 2 What disadvantages can you think of?
- 3 Which technology have you used or experienced yourself? Why did you use it?

NATIONAL GEOGRAPHIC EXPLORER

2 Listen to Francisco Estrada-Belli talk about technology in his work. What advantages and disadvantages does he mention about ...

- 1 LIDAR?
- 2 his smartphone?

3 Listen again. Complete each sentence with one word.

- 1 Remote sensing uses a number of _____ to find ancient remains.
- 2 LIDAR is really _____ but it's not very _____. You need a lot of training because it's so _____.

3 Francisco couldn't work without his smartphone because it is so _____. It's a _____ collection of _____: G.P.S., compass, flashlight, camera and notepad.

4 But on the flip side, it's not _____, so it might get wet and damaged.

4 Match the words (1–10) with the definitions (a–j).

- | | |
|--------------|-----------------|
| 1 gadget | 6 pocket-sized |
| 2 handy | 7 recharge |
| 3 innovative | 8 sophisticated |
| 4 outdated | 9 user-friendly |
| 5 perform | 10 waterproof |

- a small machine with a particular purpose
- advanced in design so it can do complex things
- small enough to carry in your pocket
- fill something with electricity so it keeps working
- complete an action or job, especially a difficult one
- using new and different ideas and methods
- not allowing water to enter it
- old and no longer as good as more modern things
- useful
- simple for people to use

5 Write sentences using the words from Exercise 4 to describe ...

- 1 the technology you often use.
- 2 the technology in Exercise 1.

Go to page 138 for the Vocabulary reference.

6 Which words from Exercise 4 (1–10) are in the same word families as the bold words (a–c)? Are they nouns, verbs or adjectives? Read the Focus on box to check.

- a computer with high **performance**
- the latest **innovations**
- rechargeable** batteries

FOCUS ON Forming nouns, verbs and adjectives

You can expand your vocabulary by exploring the word families of words you are learning.

Notice some common suffixes that are typically added to words to create different parts of speech.

Nouns: **-ion, -ment, -ity, -e/ance, -ness**

complicated → **complication**, **achieve** → **achievement**, **complex** → **complexity**, **silent** → **silence**, **happy** → **happiness**

Adjectives: **-al, -ical, -able, -ous, -ive**

universe → **universal**, **technology** → **technological**, **afford** → **affordable**, **danger** → **dangerous**, **act** → **active**

Verbs: **-ate, -ize, -ify, -en**

active → **activate**, **memory** → **memorize**, **simple** → **simplify**, **strength** → **strengthen**

Go to page 149 for the Focus on reference.

7 Complete the sentences, using suffixes to change the words in the box to the correct part of speech. Then use a dictionary to check.

- | | | | |
|-------|--------|--------|-------|
| _____ | invent | memory | sense |
|-------|--------|--------|-------|

- 1 The Chinese are typically credited with the _____ of paper.
- 2 This app saves you from having to _____ all your passwords.
- 3 The alarm is _____ to movement and beeps as soon as someone enters the room.

LISTENING

8 You are going to listen to a radio phone-in about a new sharing app. First, look at the Listening skill box. Then listen to three extracts and complete the sentences (1–3).

LISTENING SKILL Understanding prepositions in connected speech

In connected speech, prepositions might not be heard clearly. They will often be connected to the words next to them, so for example might sound like /fra:zɔ:mp/. Note that speaking like this might make you less easy to understand.

- 1 We've had them _____.
- 2 MyCarYourCar is revolutionizing _____.
- 3 That way they share the cost _____.

9 Listen to the phone-in. Match the statements (1–5) with the person who said them: the host, Marsha, Yuki or Jens.

- 1 One benefit of carpooling is the interesting conversations you can have.
- 2 Carpooling is cheaper than the alternatives.
- 3 Carpooling isn't the most environmentally-friendly way of travelling.
- 4 Personal safety is an issue when carpooling.
- 5 There is an important difference between carpooling and hitchhiking.

PRONUNCIATION

10 Look at the Clear voice box and listen to the words (1–6). Do they have a short or long 'o' sound? Practise saying the words.

CLEAR VOICE Pronouncing long and short 'o'

In English there are two different 'o' sounds: a short one /ɒ/ (usually spelled 'o') and a long one /ɔ:/ (often spelled as 'au' or 'or').

- | | | |
|-------------|---------------|----------------|
| 1 automatic | 3 laptop | 5 packet-sized |
| 2 complex | 4 performance | 6 waterproof |

SPAKING

11 Work in groups of three. Read the statement and discuss whether you agree or not, and why.

The internet has damaged our personal and professional lives more than it has helped them.

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

STUDENT'S BOOK UNIT WALKTHROUGH

Lesson D equips students with the language and communicative strategies to navigate a wide range of interpersonal and intercultural situations. Guidance is provided through videos and carefully staged tasks to enable students to formulate their own response to hypothetical situations in the safe environment of the classroom.

8D

Communicating online

LESSON GOALS

- Discuss online communication habits
- Understand and discuss online etiquette
- Create a poster about online etiquette

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 How often do you communicate with others online? Who do you typically chat with?
- 2 Which do you prefer: messaging, calling or video calling? Why?
- 3 Do you think we will soon communicate with others more online than face-to-face? Would this be something positive or negative? Why?
- 4 What problems can occur when people communicate online? Why?

2 Look at the definition. What examples of 'netiquette' rules can you think of?

netiquette /netiket/
rules about acceptable behaviour on the internet
It's considered bad netiquette to use all capital letters in emails.

3 Do the quiz on page 103. Then go to page 156 to see the answers. Share your answers in groups. Who is the most and least relaxed about 'netiquette'?

4 Work in pairs. Do you think any of the behaviours in the quiz can help to build a relationship with the other person? Could any of the behaviours damage the relationship?

MY VOICE

5 Watch the video about online etiquette. Answer the questions.

- 1 Are any of the rules you listed in Exercise 2 mentioned?
- 2 Which behaviours from the quiz are discussed?
- 3 Which other behaviours are discussed?

6 Watch the video again. Answer the questions.

- 1 Why can emotions be interpreted differently in online communication?
- 2 How can emojis be helpful?
- 3 Why can abbreviations cause problems in online communication?
- 4 Why should you be careful when posting photos on social media?

7 Look at the Communication skill box and discuss the questions (1–2).

COMMUNICATION SKILL
Communicating online

- Consider how the emotions behind your words or emojis can be interpreted differently. It's important to make sure that your meaning is clear. Ask the other person for clarification if you're not sure how to interpret their message.
- Avoid using too many abbreviations; not everyone will be familiar with them.
- Be careful what you share and who with – you don't want to offend or upset others.
- Try to read other people's messages with an open mind rather than assuming they're being rude or unfriendly.

1 Do you think these rules are universal or do they depend on the person and context? Why?

2 Have you ever had any misunderstandings when talking to someone online? What happened? How could the misunderstanding have been avoided?

8 Look at the messages and situations. How appropriate is each message? Why? Rewrite any that you think aren't appropriate.

- 1 WhatsApp message to a good friend: I was wondering if you had time to meet later today.
- 2 First message to someone you have only just met: It was 🍷🍷 meeting you yesterday 🍷
- 3 Email to your teacher: Thx 4 checkin my homework 🍷
- 4 Post on your professional social media profile: I wanted to share with you some of the BIGGEST lessons in marketing I've learned.

SPEAKING

9 OWN IT! Work in groups. Create a poster about online etiquette. Follow the instructions.

- 1 Include the online etiquette rules that are the most important to you. They can be rules from the Communication skill box or your own ideas.
- 2 Add specific examples, stories or pictures that illustrate the rules.
- 3 Present your poster to another group. Did you choose similar rules?

QUIZ

How seriously do you take netiquette? Take this quiz to find out.

How often do you do each of the following?

1 Reply to an email a week later.

Never Rarely Sometimes Often Always

2 Use abbreviations such as LOL or BTW.

Never Rarely Sometimes Often Always

3 Write using capital letters only.

Never Rarely Sometimes Often Always

4 Use emoticons in work emails.

Never Rarely Sometimes Often Always

5 Post an embarrassing photo of someone you know.

Never Rarely Sometimes Often Always

6 Write as you speak, e.g. coz, gonna.

Never Rarely Sometimes Often Always

7 Send emails with no subject line.

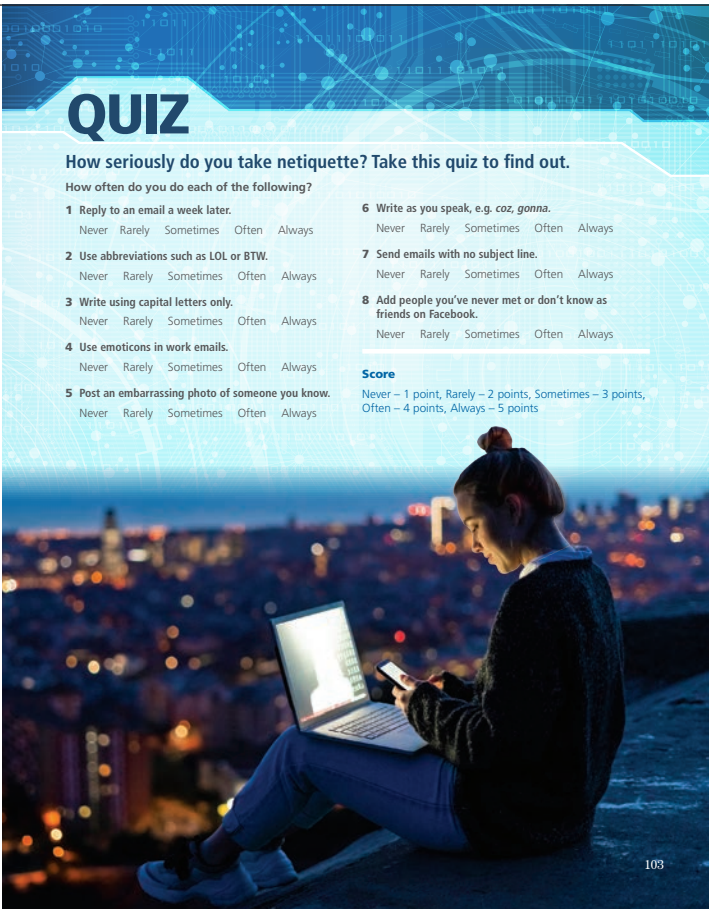
Never Rarely Sometimes Often Always

8 Add people you've never met or don't know as friends on Facebook.

Never Rarely Sometimes Often Always

Score

Never – 1 point, Rarely – 2 points, Sometimes – 3 points, Often – 4 points, Always – 5 points



103

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.

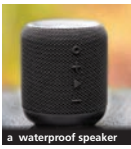
The 'Own it' task at the end of each lesson encourages learner collaboration as students apply the language and communication skills to real-world scenarios.

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.

8E

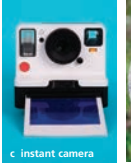
Five-star gadgets




a waterproof speaker



b sports video camera



c instant camera



d solar-powered power pack

LESSON GOALS

- Use multi-word adjectives to describe gadgets
- Give opinions about gadgets and other products
- Write a product review

Shavi

Misleading info but decent sound

This would be the ideal choice if you're looking for a small but powerful device to travel with. The design is clean and simple, but the fact that it's waterproof makes it the perfect companion for outdoor activities like camping. Plus it doubles up as a power charger for other devices, which saves space. On the flip side, another review claimed it has a long-lasting, 24-hour battery life, but they must have been talking about a different model because the most it's lasted for me was about 10 hours. Luckily, the recharge time is surprisingly quick. The only other downside is that there's no volume button. All in all, not bad.

Petra

OK for kids, not so much for adults

Needed a cheap and cheerful one quickly for a friend's wedding but couldn't find anything locally so had to buy online. Fortunately, it arrived in good time. Clear and easy-to-use on-screen buttons makes editing straightforward. That, and the fun choice of colours (comes in blue, pink, or red) makes me think it's really for kids. Picture quality OK in good light, but the flash isn't strong enough for indoor photography. Also, the print quality is a lot worse than I expected, though I got some acceptable results in black and white. The other major drawback is the poor Bluetooth connection – you need to be very close to your phone to send photos. They should have included a USB cable.

Otto

Great value for money

This make is well-known as high-end (they say the camera is a must if you enjoy photography) so I thought the C14 was out of my price range until I looked at second-hand offers. What a great deal! Plus it's better for the planet. Just a few minor scratches on the screen and the battery is perhaps not as long-lasting as it was when new. Really, I couldn't have got a better phone for the price.

4 Read the reviews again. Which of the criteria listed in Exercise 2 does each one mention?

5 Look at the Writing skill box. Then find at least five compound adjectives and three adjective pairs in the reviews.

7 Look at the expressions in the Useful language box. Are you more likely to hear positive or negative comments with each expression? Which could be used with both positive **and** negative comments?

SPEAKING

- Work in pairs. Look at the photos. Why might someone buy each product?
- When you buy a new gadget, what helps you decide which one to choose? Put the criteria (a–h) in order from 1 (the most important) to 8 (the least important). What other criteria might you take into account?
 - a appearance and size
 - b availability near you
 - c brand
 - d impact on the environment
 - e other people's opinions
 - f performance and special features
 - g user-friendliness
 - h value for money

READING FOR WRITING

- Read the three reviews. What kind of gadget is each one reviewing? How many stars out of five do you think each reviewer gave the product?

WRITING SKILL
Multi-word adjectives

Compound adjectives allow you to write more economically. They are made of more than one word and are usually joined by a hyphen. *This handy feature saves space. It combines two functions in one.* → *This handy, space-saving feature combines two functions in one.*

It comes with a guarantee of two years. → *It comes with a two-year guarantee.*

Some adjectives are often seen together in **adjective pairs**, joined by *and*.
The app is free and, though it's quite rough and ready, it works well.

The order of the adjectives in these expressions is fixed, i.e. not *ready and rough*.

Useful language Product reviews

This is the ideal option if you're looking for ...
... makes the perfect choice for ...
On the flip side, ...
Another downside is that ...
All in all, ...
A minor drawback is ...
You could do a lot worse than ...
... is a must.
... within your price range.

WRITING TASK

- You are going to write a review for a gadget or other tech product that you own or have used. Write five sentences to include in your review, using expressions from the Useful language box.
- WRITE** Decide how many stars out of five you will give the product. Then write the review.
- CHECK** Use the checklist. I have ...
 - included several criteria from the list in Exercise 2.
 - said what type of person would enjoy or benefit from the product.
 - described both the positive and negative aspects of the product.
 - used multi-word adjectives to make my writing economical.
- REVIEW** Exchange reviews with a partner. Did they include everything in the checklist in Exercise 10? Does their review reflect the number of stars they have given their product? Go to page 133 for the Reflect and review.

104

EXPLORE MORE!

Find out what percentage of online reviews are fake, i.e. written by companies to make customers buy their products.

105

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 SUAN 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 practise 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 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 favourite 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.

Reactions

UNIT GOALS

1A Reading, speaking

- read an article to identify reasons and use critical thinking skills to evaluate the reliability of evidence; discuss the most appropriate background noises for different places and activities

1B Listening and grammar, pronunciation, speaking

- review and practise asking questions; practise using word stress on different words to change the meaning of a sentence; design and carry out a questionnaire, then report interesting findings to the class

1C Vocabulary, pronunciation, listening, speaking

- learn and practise using adverbs of degree to describe emotions; practise inferring the speakers' emotions when listening; practise short and long vowel sounds

1D Speaking

- discuss how you would deal with a difficult situation; practise demonstrating empathy in a conversation; help other people see a situation from another perspective

1E Writing

- use informal language to sound friendly in an email; write an informal email giving news; write an email reply to respond to someone else's news

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 an installation that is part of 'Inside Out: The People's Art Project'. The project began in Paris, France, but people from all over the world have participated in it. The project's aim is to

increase the representation of 'ordinary people' from diverse backgrounds who may be overlooked by mainstream art. The project was initiated by Paris-born photographer and street artist JR, who is known for posting large black and white photos on walls in public places.

1

- **Optional step** Provide a model by choosing a person in the photo and describing him/her to the class.
- Students take turns describing the people in the photo. Their partners should guess who is being described.
- Students answer the other questions.



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? **T** c happy? **F**
 b excited? **T** d impatient? **F**



- 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 ...

11

makes me happiest; annoyed – frustrating, pointless; impatient – I'm stuck for an hour in traffic, get angry at myself.

3 1.1

- Play the video again. Students make notes on the reasons for Francisco and Tsiory's feelings.

Answers

Francisco: happy – goes camping with his kids; impatient – when he's stuck in traffic or when he has to wait for equipment at work

Tsiory: excited – a project she is running about science education with young people; annoyed – people talking with no purpose or talking about people

4

- Direct students to the example sentences. Elicit that students can use *unlike* + [name] to say that they have different emotions to Francisco or Tsiory. Elicit other words or expressions to express contrast or say you have something in common, for example: *In contrast to* [name], *I'm (a lot) like* [name] *because* ...
- Students take turns to explain when they feel the four emotions from Exercise 2.

ABOUT THE EXPLORERS

FRANCISCO ESTRADA-BELLI is an Italian-born archaeologist, based in the US. His research focuses on Maya civilizations in Guatemala. He is the co-founder of the Maya Archaeology Initiative which supports heritage conservation in Guatemala's Maya Biosphere Reserve. Francisco searches for ancient Maya cities using aerial laser mapping. This requires special digital technologies such as LiDAR (light detection and ranging).

TSIORY ANDRIANAIVALONA is a palaeontologist and a National Geographic Explorer 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.

Sample answer

The artist could be trying to show how interesting 'ordinary' people are; that art is all about the experience of being a human; the public will be more interested in art if they are involved in creating it.

Extra activity

Ask students to write four interview questions to ask someone who took part in the Inside Out project – for example, why they took part or why they chose their pose. In pairs, students take turns to ask and answer their questions. The student being interviewed can answer as themselves or as one of the people in the photo.

WATCH

2 1.1

- **Optional step** Elicit the difference in meaning between *excited* and *happy* and between *annoyed* and *impatient*.
- Play the video and encourage students to listen for synonyms of the adjectives.
- Students compare answers in pairs before checking as a class.

Extra activity

Ask students to recall phrases they heard in the video that told them what feelings the explorers were describing: *excited – what excites me; happy – the thing that*

LESSON GOALS

- **READING** The main aim is for students to learn how to recognize different structures used to give reasons in a discursive text and then use their critical thinking skills to practise evaluating scientific evidence in a text.
- **SPEAKING** The speaking aim is for students to discuss which sounds they find annoying and which sounds would be appropriate for different places and activities.

SPEAKING

- 1 1.1
 - **Optional step** Direct students to the lesson title. Ask, *In what situation might someone say, 'I can't stand that noise!'*? Elicit noises that students find irritating.
 - Students read through the list of sounds. If they aren't familiar with any of the words in the list, encourage them to deduce their meaning from the words they collocate with.
 - Play the audio. Students match the sounds with the descriptions.
- 2
 - Students order the sounds from Exercise 1 by numbering them.
- 3
 - Students share their rankings and take turns to give reasons why they find some sounds particularly annoying or particularly pleasant. Encourage them to talk about their experiences of situations in which they have heard these sounds, where appropriate.
 - **Optional step** You could extend this task by asking students to share their single most annoying and favourite sounds and their reasons why. Students must reach a group consensus together. Encourage students to compare and contrast their feelings about sounds with other group members' feelings, e.g. *Unlike [name] I find that sound quite pleasant because ... or I agree with [name] that that's the most annoying sound.*

Sample answers

pleasant sounds include natural sounds, gentle sounds that make us feel relaxed; annoying sounds include sounds with

1A

I can't stand that noise!

SPEAKING

- 1 1.1 Listen to ten sounds. Match the sounds with the descriptions (a-j).

a a dentist's drill 10	f bicycle brakes squealing 4
b a fire crackling 2	g birds singing 1
c someone eating with their mouth open 3	h rain on a tent 5
d a workmate humming 6	i thunder 9
e a baby crying 8	j water flowing in a stream 7
- 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. **d**
 - 2 Next, high-pitched tools such as drills were extremely unpopular, perhaps because they remind people of visits to the dentist. **c**
 - 3 That's why unpleasant noises can cause strong emotional reactions. **a**
 - 4 One theory is that birds may be anxious due to an inability to listen out for danger. **e**
 - 5 A simpler explanation is that these sounds can be physically painful at close range. **b**
- 6 Look at the Reading skill box. Then underline words in Exercise 5 that signal reasons.

12

LESSON GOALS

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

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.

negative associations, sounds that accompany bad habits, alarming sounds and other loud noises

READING

ABOUT THE TEXT

The text type is a magazine article. It presents the results of several scientific studies whose aim was to find out which sounds people find the most annoying or the most pleasing. It also explores the physical and mental health issues linked to long exposure to noise pollution, as well as looking at evidence showing the negative

effect that noises from human activity can have on wildlife. Sound is measured in decibels. Sounds that reach 85 decibels or higher can damage a person's hearing. Sound sources that exceed this limit include power lawn mowers (90 decibels), subway trains (90 to 115 decibels) and loud music concerts (110 to 120 decibels).

- 4
 - Students scan the article to find the sounds from Exercise 1.
 - Ask students to read the article again. In pairs, they find the sounds and discuss which facts they find the most interesting and why.

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 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 amygdala. **a 3**

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

theory suggests that alarm calls our ancestors might have heard were made at these frequencies.

They would have 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 5**

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 2** Also in the top ten were two sounds that indicate pain and suffering of other people: a female scream and 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.

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

to show that noise causes stress. **d 1** It has been linked to heart disease, high blood pressure and poorer sleep quality.

Some people are more sensitive to noise than others. 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 to have increased levels of the stress hormone, corticosterone, resulting in smaller babies. **e 4** 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, 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 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.



autism /'ɔ:tɪz(ə)m/ = a condition related to brain development that affects how a person makes sense of the world and interacts with other people

hormone /'hɔ:məʊn/ = a chemical substance made in the body that controls what cells and organs do

5

- Students read the article again. They then read the sentences and think about which part of the article they could be used in, based on what they can remember from their first reading of the article.
- Tell students to look carefully at the last sentence before each gap in the text and the word or phrase at the start of the sentences (1–5) to help them match the sentences with the gaps.
- Students choose the correct sentence to fill each gap.
- **Optional step** Students explain to their partner how they identified which gap each sentence should go in.

6

- Tell students to read the Reading skill box and notice the words that signal reasons.
- **Optional step** Ask, *Which other words or expressions for signalling reasons do you know?*
- Students read the five sentences in Exercise 5 again and identify the words which signal reasons.
- **Optional step** Ask students whether any of these words that signal reasons are new to them and which words they already know.

7

- Students read the final paragraph of the article again and identify the three types of sounds mentioned (nature sounds, food sounds and sounds of happiness).
- Students write a sentence for each of the three types of sounds, explaining why it might be pleasant. Tell them to use a different expression for giving reasons in each of their sentences.
- **Optional step** Students compare their sentences in pairs and give each other feedback on whether they have correctly used words for giving reasons.

- **Optional step** Encourage students to help each other to clarify the meaning of any words, phrases or structures in the article they don't fully understand.

Answers

sounds mentioned in the article: someone eating with their mouth open (slapping their lips while eating) (line 3); someone humming (line 4); a baby crying (line 30); birds singing (line 55); rain (line 58); thunder (line 60)

VOCABULARY NOTES

associate /ə'səʊsi,et/ = to connect something with something else in your mind

frequency /'fri:kwənsi/ = in the context of sound: the rate per second of a vibration in a material

scraping /'skreɪpɪŋ/ = the sound or action of dragging or rubbing a hard or sharp object over a surface

suburban /sə'bʌ:b(ə)n/ = describing something in or typical of a suburb, an area on the edge of a town or city where people live

Sample answers

Nature sounds: 'Humans need water. That's why natural water sounds like rain may be pleasant to us.'


Food sounds: 'It's easy to understand why people like food sounds because most people love eating!'

Sounds of happiness: 'We love hearing others feeling happy perhaps because it gives us similar feelings.'

Extra activity

Ask students to choose four or five of the sounds from Exercise 1 or their own ideas. Encourage them to choose a mixture of sounds they find pleasant and annoying. Tell students to think about why they find each sound either pleasant or annoying. Then ask them to use the expressions for identifying reasons in the Reading skill box to write a sentence that explains their feelings about each sound, for example: *I find the sound of a fire crackling pleasant because it reminds me of enjoyable camping trips from my childhood.*

8

- Elicit the meaning of 'evaluate evidence' from a stronger student in class. Ensure that students don't read the Critical thinking skill box until they have completed the task.
-  Work through the first sentence with students. Tell them to consider which words indicate that it is giving either strong or weak evidence. They can compare their ideas in pairs, then read the Critical thinking skill box and use it to check their answers.

Sample answers


strongest to weakest evidence: d ('a great deal of scientific evidence to show' – the evidence is based on plenty of scientific research); a ('According to a survey' - the fact that the survey had 2,000 respondents is an indication that the information is quite reliable); c ('is likely to' – suggests that scientists aren't 100% sure); b ('theory suggests ... might have' – vague language, suggests no real evidence)

Extra activity

Ask students to search for an online article in English that reports the findings of scientific research, a survey or another kind of study. They could find this kind of text in an online newspaper or magazine, or in the news section of a university website. Alternatively, find an article yourself to share with the class. Ask students to read the article and apply the strategies from the Critical thinking skill box to evaluate how strong the evidence presented is. Students can then discuss and compare their ideas in pairs or small groups.

SPEAKING

9

-  Put students into groups to think of suitable background noises or music for each activity. Mix students before the Speaking task so they can share ideas with different people.
- Encourage students to think about how people need to or want to feel in each of the situations given and then what background noises or music can help them to have those feelings.
- Remind students that there are no right or wrong answers and to respect other students' opinions even if they differ from their own.
- Ask individuals to tell the class what choices they made and give reasons for them.

Extra activity

Extend Exercise 9 by asking students to think of background noises or music for these additional activities: speaking activities in class, doing chores at home, having dinner with friends. Students present their ideas to the other groups in the class. Encourage them to give reasons for their decisions using words and phrases from the Reading skill box and the article. If the class can agree about the best type of background noise or music for different parts of a lesson, you could discuss whether to incorporate this into future lessons.

See **Workbook** pages 4–5 for extra practice.

LESSON GOALS

- **GRAMMAR** The main aim is for students to review and practise asking questions. Students use short questions, subject questions, indirect questions and question tags to ask for information, ask for confirmation and show surprise.
- **PRONUNCIATION** A sub-aim is for students to practise using word stress to change the meaning of a question.
- **SPEAKING** The speaking aim is to get students to design a questionnaire, ask the questions in it and report their findings to the class.

LISTENING AND GRAMMAR

1

- Students look at the infographic and discuss the questions in pairs. Tell students to give reasons for their answers and give examples of emoticons or emojis they have seen or used themselves.

Answers

- 1 :-D happy :O shock, surprise))))) very happy
 >:(angry D: unhappy
 (-_-) stressed (T_T) crying, sadness (^^) or ^^ happy
 (눈_눈) dissatisfied, unhappy
- 2 Sample answers: Normally not the nose (which is why noses are optional in emoticons). In Asia more importance is placed on the eyes, whilst in Europe it is more on the mouth.

Extra activity

Students discuss the following questions in groups. If permitted, they can look at messages on their phones to help them.

- Which emoticons and emojis do you think are used the most frequently?
- Which do you use the most frequently? What do you think this says about your personality?
- Do you ever need an emoji which doesn't exist? What is it and what emotion would it convey?
- Do you think the use of emoticons and emojis has had more of a positive or negative effect on communication? Why?

2 1.2

- Explain that students are going to listen to a conversation about the infographic that they have just looked at.
- Ask students to read the sentences before they listen.
- Play the audio. Students choose T (true) or F (false).
- Students compare answers in pairs before checking as a class.

3 1.2

- Students choose the correct options in the questions based on their existing knowledge and what they can remember from listening the first time.
- Play the audio again so students can check their answers.
- **Optional step** Either say questions 1 and 3 with the correct intonation or ask a confident student to do so. Elicit or explain that fall-rise intonation is used in each question tag, which means that the voice goes down in tone with the first word and then up on the second word. Ask students to practise saying these two questions to themselves to practise using the correct intonation.

4

- **Optional step** Tell students to read the questions from Exercise 3 out loud as this should help them make the function of each one clearer.
- Students match the questions in Exercise 3 with their functions, then read the Grammar box and check their answers.

GRAMMAR NOTES

Check understanding of the terms 'auxiliary verb' and 'main verb'. Ask *In the question 'What do you think?' which verb is the auxiliary verb? (do) Which verb is the main verb? (think).* Draw students' attention to the change in word order in indirect questions. No auxiliary verb is used and after the introductory phrase, such as 'Do you think ... ?' the rest of the question retains the same word order it would have in a statement.

Remind students that question tags that follow positive statements contain negative verb forms (e.g. *don't, doesn't, haven't, didn't*). Question tags that follow negative statements contain affirmative verb forms (e.g. *do, does, have, did*).

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

5 1.3

- Tell students they are going to read and listen to a conversation that includes the types of questions they read about in the Grammar box.
- Students read and complete the conversation.
- Play the audio and ask students to listen and check their answers.
- **Optional step** Pause after each of the questions that students completed if necessary, to check answers.

For additional practice, refer to the [Grammar activity](#) on page 245 of the Teacher's Book.

PRONUNCIATION

6 1.4

- Elicit or explain that when we stress a word, we say it noticeably more loudly or strongly than the other words in the sentence.
- Play the audio so students can listen and underline the correct word.

PRONUNCIATION NOTES

Sentence stress is the pattern of stressed and unstressed words in a sentence or question. Stress is typically placed on key content words in order to make it clear that these words communicate the most important information in a sentence or question. However, the speaker may stress other words in order to convey a specific meaning or point of view. Students need to learn how to interpret different sentence stress patterns so they can accurately and fully understand a speaker's message.

7 1.5

- Students read the Clear voice box. Check understanding of prepositions (*after, before, under, inside, etc.*), determiners (articles, numbers, possessive adjectives (*my, his, their, etc.*)) and demonstratives (*this, that, these, those*).
- **Optional step** Ask, *Is the information in the Clear voice box also true for your first language(s)? Can you think of a short sentence or question in your first language where you could change the stress to emphasize a particular meaning?*
- Ask students to read the three possible meanings before they listen, then play the audio.
- Students match the questions with the meanings and compare answers in pairs.

8

- Students practise emphasizing different words in the question. Tell them to really stress the word they have chosen each time. Their partner guesses the meaning they want to communicate.
- Students give their partner feedback on whether they have emphasized their chosen word clearly enough.
- Monitor the activity. If necessary, model the word students want to stress.

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.
- 1 Look at the infographic. What emotions do you think the different emoticons express?
 - 2 Which parts of the face do you think express emotion most strongly: the eyes, nose or mouth?
 - 3 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)?
- 1 Fatima doesn't think a smile has the same meaning for everyone on the planet. **F**
 - 2 Tomoya was surprised about how emoticons look in Europe. **T**
 - 3 People in different countries don't smile for different reasons. **F**
 - 4 Fatima sometimes smiles at strangers to be polite. **T**

- 3** 1.2 Choose the correct option to complete the questions from the conversation. Then listen again to check.
- 1 Tomoya, you studied psychology, *did / didn't* you?
 - 2 I'd like to know whether a smile *does mean / means* the same thing all over the world.
 - 3 You've noticed, you *have / haven't* you?
 - 4 *Don't / Do* you do it in the same way in Japan?
 - 5 *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.
- 1 Which question is used to check the listener agrees? **3**
 - 2 Which question asks for confirmation of something the speaker already believes? **1**
 - 3 Which question shows surprise about some new information? **4**
 - 4 Which question asks for the information in an indirect way? **2**

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)ㄟ

European style

eyes to the left, mouth to the right	nose optional	symbol repeated for emphasis (Russians often don't include eyes)	other variations
:-D	:O))))	>:(D:

Asian style

upright, brackets show face outline	emotion expressed through the eyes	mouth sometimes left off and brackets are also optional	use of extended characters e.g. Korean <i>jamo</i>
(-_-)	(T_T)	(^^) ^^	(눈_눈)

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

14

Extra activity

Write the indirect question example from the Grammar box on the board: *I'd like to know whether a smile means the same thing all over the world.* Put students into pairs and ask them to choose three or more different words in the sentence which you could stress in order to change its meaning. They should decide what meaning that stress would emphasize, for example:

- stressing *I'd* indicates that it is something you are personally interested in as opposed to other things other people may have expressed a preference to find out about.

- stressing (*a*) *smile* suggests that you want to focus specifically on the meaning of a smile, as opposed to other expressions.
- stressing *all (over)* suggests you want to focus on whether a smile means the same thing everywhere, not just in certain countries or cultures.

SPEAKING

9

- Go through the instructions in class and check students understand the task. Tell students to go through each of the steps in order.

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

A: 3 Isn't it?!

B: No! A friend of mine texted his wife

'Do you know how beautiful you

4 are?' and sent the Spanish dancer emoji. Except the emoji on her phone was a fat yellow dancing blob!




A: Oh no! Who 5 designs these emojis

– the phone companies? By the way, why


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

B: What? 7 Didn't 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 c a I wasn't surprised, but I'm
Question 2 b curious to know if you were.
Question 3 a 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.

1 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?


2 Individually, interview your classmates and write down their answers. Ask follow-up questions.

3 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?

15

-  Ask students to share their answers in pairs and then discuss and decide on the most interesting findings. Invite pairs to share their most interesting findings with the class.

Extra activity

Students write a report on their findings, using proportions or percentages.

EXPLORE MORE!


The aim of the Explore more! sections is to encourage students to do more research into the topic of the lesson. Adapt the task depending on the interest and situation of your students. How you exploit Explore more! will depend on the internet access in your class.

Students do an online search using the search term given in the Student's Book. They should find several articles on the app, as well as a TED Talk called *This app knows how you feel – from the look on your face*, given by computer scientist Rana el Kaliouby in May 2015.

The app she describes has the ability to read people's facial expressions and match them with the corresponding emotions. el Kaliouby has suggested that this has the power to change how we interact with both machines and with each other. After students have read about the app, or watched the TED Talk, they could write an explanation or prepare a verbal presentation of how the app works to give in the next or a future lesson. Students could also discuss the possible impact that this technology could have on our lives and whether they think this would be a positive, negative or neutral impact.

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

See **Workbook** pages 6–7 for extra practice.

-  Students should write questions about emotions and the use of emoticons and emojis. Encourage them to strike a balance between the two topics.
- Monitor students while they are writing their questions, offering feedback and support where necessary.
- If possible, tell students to interview at least six other people and remind them to ask follow-up questions, e.g. *When do you usually use this emoticon?*

- Remind students to make notes on any examples of interesting information they hear from their interviewees so they can report these to the class afterwards.
- Optional step** When students are reporting what they found out, tell them to paraphrase what their interviewees said or summarize it in their own words.

LESSON GOALS

- **VOCABULARY** A main aim is for students to learn and practise using adjectives to describe emotions and to practise using adverbs of degree to change the strength of an emotion.
- **PRONUNCIATION** A sub-aim is for students to practise short and long vowel sounds.
- **LISTENING** A further main aim is for students to practise inferring emotions when listening.
- **SPEAKING** The speaking aim is for students to tell a story about a time they experienced a strong emotion.

VOCABULARY

1

- **Optional step** Direct students to the title and elicit the emotion someone would be feeling if they said this (surprise).
- **👥** Students look at the photo, then ask and answer the questions. Elicit adjectives for the feelings of the people in the photo and write these on the board so students can refer back to them later.

ABOUT THE PHOTO

The photo is of Washington Capitals ice hockey fans during Game 5 of the Stanley Cup Final against the Vegas Golden Knights, Washington, DC.

Sample answers

- 1 the people are at a match; a player might be about to take a penalty shot
- 2 excited, nervous, scared

2

- **Optional step** Read the first sentence aloud as an example. Elicit that the sentence contains two adjectives (*massive* and *petrified*) but only *petrified* describes emotions.
- **👥** Students check their answers in pairs and then check answers as a class. Model and drill the pronunciation of any adjectives students struggle with.

3

- Students match the adjectives to the definitions. If they are unsure about the meaning of any adjectives, encourage

1C

I couldn't believe my eyes!



LESSON GOALS

- Talk about strong emotions using adverbs of degree
- Infer emotions when listening
- Practise short and long vowel sounds

VOCABULARY

- 1 **Work in pairs.** Look at the photo and discuss the questions.
 - 1 Where are the people in the photo? What do you think might be happening?
 - 2 How do you think the people might be feeling? Why?
 - 3 Have you ever been in a similar situation? When?
- 2 **Read the sentences.** Underline the adjectives that describe emotions.
 - 1 I saw a massive spider the other day. I was completely petrified!
 - 2 I'm a bit concerned I might not pass the exam. Some of the questions were tricky.
 - 3 The queue wasn't moving and I started to feel slightly impatient.
 - 4 I'd been waiting for the book for months, so I was really thrilled when it finally came out.
 - 5 I was tremendously relieved nobody noticed my mistake. I thought my boss would be angry.
 - 6 I'm feeling relatively optimistic now that I know I will get to keep my job.
 - 7 I was totally astonished when Germany beat Brazil 7-1. I really didn't see it coming!
 - 8 I feel more motivated doing practical class projects than listening to a lecture.
 - 9 The boss was absolutely furious with her. She'd missed the deadline again.

- 3 Match the adjectives from Exercise 2 (1–9) with their definition (a–i).

a very happy and excited 4	f very surprised 7
b no longer feeling worried 5	g wanting something to happen 3
c positive 6	h wanting to do the work 8
d very angry 9	i worried 2
e very scared 1	

Go to page 135 for the Vocabulary reference.

- 4 Circle any adverbs used with the adjectives in Exercise 2. Which are used to make the emotion stronger? Which are used to make it weaker?
- 5 Read the Focus on box to check your answers to Exercise 4.

FOCUS ON Adverbs of degree

Many adverbs affect the strength of the word they modify, e.g. **very** happy, **a little** annoyed.

Adverbs that make the word stronger
absolutely, completely, really, totally, tremendously

Adverbs that make the word weaker
a bit, relatively, slightly

Go to page 141 for the Focus on reference.

- 6 Write three sentences about yourself using adjectives from Exercise 2. Use adverbs to make the emotion stronger or weaker.

them to use the sentence contexts in Exercise 2 to help them.

- **👥** Students compare answers in pairs.

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

Extra activity

Ask students to think of more adjectives for emotions, then write an example sentence for each adjective that describes how they have felt at specific points in their lives or when certain things happened to them.


4

- **Optional step** Quickly check students understand the difference between an adjective and an adverb. Ask, *Which type of word would you use to describe a noun? Which type of word would you use to describe a verb or adjective?* Elicit or explain that adverbs usually end with *-ly*.
- **👥** Students circle the adverbs first and then check answers in pairs. They then discuss and decide whether each adverb makes the emotion stronger or weaker.

PRONUNCIATION

- 7 Look at the adjectives, paying attention to the sound of the letters in red. Then complete the table.

astonished delighted impatient optimistic pleased relieved thrilled			
/ɪ/	/i:/	/eɪ/	/aɪ/
exhausted astonished optimistic thrilled	weak pleased relieved	afraid impatient	excited delighted

- 8  1.6 Listen and check your answers to Exercise 7. Then practise saying the adjectives. Use the Clear voice box to help you.

CLEAR VOICE


Pronouncing short and long vowels

In English there is a difference between long and short vowel sounds that is important for clear pronunciation. The sounds /eɪ/, /aɪ/ and /i:/ are always long while /ɪ/ is always short.



LISTENING

NATIONAL GEOGRAPHIC EXPLORERS


- 9  1.7 Look at the Listening skill box. Then listen to Francisco Estrada-Belli and Tsiory Andrianavalona. Try to infer which emotions they felt in each situation.

LISTENING SKILL

Inferring emotions

Sometimes people might not state how they feel directly and you will need to infer it from the description of the situation. For example, if your friend says 'I passed my driving test yesterday!', you can infer that they are probably feeling happy. To infer emotions, listen to the tone of voice, the type of situation described and for words or expressions that give you a clue.



- 10  1.7 Listen again. Who, Francisco (F), Tsiory (T) or both explorers (B) ...
- 1 couldn't see anyone else? T
 - 2 found it difficult to speak? F
 - 3 got help from other people? F
 - 4 is better prepared if the experience happens again? T
 - 5 was prepared for the experience? T
 - 6 was indoors when it happened? B

SPEAKING


- 11 Look at the Useful language box. Then match the phrases in bold with the emotions (1–5).

Useful language Expressing emotions

I **can't stand** waiting in queues.
It really **gets on my nerves** when people are late to meetings.
My dad really **lost his temper** when he found out I'd been skipping classes again.
I **couldn't believe my eyes** when I saw the exam results. I got 100%!
I never thought that my best friend could **let me down** so much.

- 1 annoyed **gets on my nerves**
 - 2 astonished I **couldn't believe my eyes**
 - 3 disappointed **let me down**
 - 4 angry **lost his temper**
 - 5 impatient **can't stand**
- 12 Work in pairs. Help each other memorize the expressions in the Useful language box. Take turns to read out a part of each expression. The other person must complete the expression without looking at their book.
A: I **can't stand** ...
B: ... **waiting in queues!**
A: Yes!
- 13 You are going to tell a story about a time when you experienced a strong emotion. Make notes to prepare. Use expressions from the Useful language box to help you.
- 14 Work in groups. Take turns to share your story. Don't say what emotions you felt. Can the rest of the group infer the emotions you felt?

17

-  **Optional step** Students exchange their sentences in pairs or small groups and give each other feedback on their use of adjectives and adverbs.

Sample answer

I was **really concerned** when my aunt had to go to hospital last week, but she's fine now.

For additional practice, refer to the **Vocabulary activity** on page 233 and the **Focus on activity** on page 246 of the Teacher's Book.

PRONUNCIATION

7

- Students read the adjectives. Explain that the phonemic symbols at the top of each column represent the sounds of the letters in red.
- Ask students to read the adjectives in the table out loud so they can hear the differences between the four different vowel sounds. They then read the adjectives above the table out loud and match them to the sound.

PRONUNCIATION NOTES

If a word only contains one vowel and that vowel is in the middle of the word, it is usually pronounced as a short vowel. For example: **bed**, **sad**. Long vowel sounds are often created when two vowels appear in the same syllable but the second vowel is silent, e.g. **weak** (a = silent), **afraid** (i = silent).

8 1.6

- Play the audio so students can check their answers to Exercise 7 and make corrections if necessary.
- Ask students to read the Clear voice box and then practise saying the adjectives from Exercise 7 again.

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

5

- Students read the Focus on box and check their answers to Exercise 4.
- **Optional step** Ask students to explain, if possible, how they knew whether an adverb made the emotion stronger or weaker. Clarify that while *a bit* and *slightly* are used to mean 'a small amount', *relatively* is used to compare the qualities of the thing or person being described with other things or people of the same type. As a result, *relatively* normally makes the adjective it describes weaker.

Answers

Adverbs that make emotions stronger:

1 completely 4 really 5 tremendously

7 totally 8 more 9 absolutely

Adverbs that make emotions weaker:

2 a bit 3 slightly 6 relatively

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


6


- Model the activity for students using an adjective from Exercise 2 and an adverb from the Focus on box.
- Students write sentences about themselves.

Extra activity

Students add more adjectives, or other words, to the table in Exercise 7 under each vowel sound header.

LISTENING

9  1.7

- Elicit that Francisco and Tsiory are the two explorers that students watched at the start of the unit.
- Direct students to the Listening skill box and check their understanding of 'infer' (to guess that something is true or form an opinion about something based on the information available).
- Ask students to listen to the explorers and make notes on the emotions they think they felt. Remind them that they will have to infer how the explorers felt from their descriptions of each situation. Play the audio.
-  **Optional step** Students compare their notes in pairs and check if they agree with each other's inferences. They can use their partner's notes to add to or modify their ideas.

Sample answers

Francisco - confused ('It took me a few seconds to realize what had happened to me'), shocked ('I still could not believe my bad luck'), terrified ('I tried to breathe and I couldn't'), frustrated ('I tried to say a few words to let them know I was actually not dead'), desperate ('we had to drive around the village looking for help, a doctor, someone'), happy/joy (stated), relief ('I was not paralyzed!' and stated)

Tsiory - nervous ('I wrote my speech ... 50 times and repeated it in front of the mirror'), frightened ('cold stream running down my back'), surprised ('When the light turned to red, my mouth opened and words came out!'), confident (stated), proud ('I had overcome one of my biggest fears')

VOCABULARY NOTES

rollercoaster of emotions /'rəʊlə,kəʊstə(r) ɒv ɪ'məʊʃ(ə)nɪz/ = a situation or experience that makes you feel a wide range of different emotions

(be) *paralyzed* /'(bi:) 'pær(ə)laɪzd/ = to not be able to move a part or parts of your body

tingle /'tɪŋɡ(ə)l/ = to feel as if sharp points are being put into your body quickly and lightly

backstage /'bæk'steɪdʒ/ = the area behind the stage in a theatre or auditorium

cross your mind /krɒs jɔ: maɪnd/ = when something enters your thoughts for a short amount of time

mumble /'mʌmb(ə)l/ = to say something quietly and unclearly so that it is difficult to understand

overcome /,əʊvə'kʌm/ = to succeed in controlling or dealing with a problem or feeling


10  1.7

- **Optional step** Ask students to read the questions first and try to guess the answers based on what they can remember.


- Play the audio again so students can answer the questions.
- Students check their answers in pairs. Play the audio again so students can check their answers if necessary.

SPEAKING

11

- Read through the Useful language box with the class. Tell students that these phrases are all colloquial phrases for describing emotions.
- Students try to guess the meaning of the expressions in bold from the context of each sentence.
-  Students match the phrases with the emotions, then check their answers in pairs.


12

-  Set a two-minute time limit for students to complete the expressions. Once they've done this, change pairs so students have a new partner to practise with.
- **Optional step** In feedback, ask students what they did or thought about to help them remember the expressions.

13

- Students think of a time when they felt a strong emotion and brainstorm details about what happened, e.g. what caused it, what the consequences were, where and when it happened, etc.
- Students prepare their stories in note form. Remind them not to write out the story in full sentences. Also remind them not to explicitly state what emotions they were feeling.
- Tell students that they are going to share their stories, so they should only write about situations they feel comfortable telling other students about. If not, they can invent a situation to tell a story about.

14

-  Students take turns to tell their stories in groups. The students in the group listen and try to infer which emotion the storyteller was feeling.
- In feedback, ask students what they heard in other students' stories that helped them infer the emotion they were feeling.

Extra activity

Students use their phones to make an audio or video recording of themselves telling the story. They then listen to or watch it and consider how they can improve their clarity of communication, accuracy and use of vocabulary and useful expressions for talking about emotions.

For additional practice, refer to the **Communication activity** on page 213 of the Teacher's Book.

See **Workbook** pages 8–10 for extra practice.