

VOICES

WORKBOOK

LEWIS LANSFORD

ON THE COVER

Two people taking a selfie at a concert in Pula, Croatia. The photo is part of a series called 'The Chosen Ones'. The work represents our obsession with screens and our simultaneous presence in both the real and the virtual world.

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VOICES

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1

Encounters

Reading

1 Read the article on page 5. Match the paragraphs (1–10) with the ideas (a–j).

Which paragraph (1–5) tells us that Fabian ...

- a causes an unwanted interruption and draws attention to himself? _____
- b fails to remember who someone was? _____
- c has an unexpected delay? _____
- d feels as though he has failed? _____
- e does two awkward things in a social situation? _____

Which paragraph (6–10) tells us that ...

- f most of us have had experience of changing our opinions about people? _____
- g first impressions matter a lot, but can be wrong if you are unfortunate? _____
- h inviting someone to share their thoughts and experiences with you can help create a better relationship? _____
- i first impressions can only be made once, but if you work hard at it, you can change them? _____
- j being honest with other people and saying you're sorry may help change a bad impression? _____

2 Look at the words in context. Choose the correct definition (a, b or c).

- 1 bleat (paragraph 2)
 - a (v) complain in a silly way
 - b (v) make the sound of a sheep or goat
 - c (n) the sound of a sheep or goat
- 2 gag (paragraph 3)
 - a (v) be unable to swallow
 - b (v) stop people from expressing their opinions
 - c (n) a funny story

3 engagement (paragraph 9)

- a (n) involvement with and interest in something
- b (n) an arrangement to do something social, e.g. have a meal or attend a party
- c (n) an agreement between two people to get married

3 Find the expression 'got off on the wrong foot' in paragraph 8. Then do the tasks.

- 1 Using the context in which it appears, decide what you think the expression means.
- 2 Look it up in the dictionary and check your answer.
- 3 Decide whether or not you think it's a useful expression to learn. Why? / Why not?

4 Which adjectives, adverbs or actions tell us that Fabian ...

- 1 is eager and conscientious? (paragraph 1)

- 2 is self-conscious in a normal way and maybe a bit disorganized? (paragraph 2)

- 3 has a sense of humour, but is a bit uncomfortable – and also a little forgetful? (paragraph 3)

- 4 is interested in finding out about his new colleagues, but is a bit forgetful? (paragraph 4)

- 5 is unhappy and not very confident? (paragraph 5)

5 Can you think of a time when you formed a first impression of someone that changed as you got to know them?

First impression: _____

Evolved impression: _____



Moving beyond first impressions

- [1] It's a great day. Fabian is excited to start a new job that he really wanted to get. He leaves home, allowing plenty of time for the commute. But the traffic is much worse than usual and he ends up stuck on a very slow bus. He phones his new boss to explain, but he still arrives fifteen minutes late.
- [2] In a mid-morning meeting, just as the boss is making an important point, Fabian's phone starts ringing. Embarrassed, he discovers that the device is at the bottom of his over-full bag and it bleats seven times before he can silence it.
- [3] At lunch time, Fabian joins a small group of co-workers at a restaurant near the office. During the meal, he somewhat nervously tries to tell a joke, but forgets an important detail that makes the gag funny. People laugh to be polite, not because the joke was good. When it's time to pay, he realizes his wallet is at work and reluctantly asks to borrow money from one of his new colleagues.
- [4] Back at the office, someone walks up to Fabian and introduces herself. Fabian politely asks her, 'What department do you work in?' It turns out that she's a senior manager. He hadn't met her before, but later realizes that he had heard her name and should have known who she was.
- [5] By the time he leaves work, Fabian is miserable. He's sure that he's left a terrible first impression on every one of his new colleagues and feels very uncertain about his future in that role.
- [6] The power of first impressions is widely acknowledged. So what happens when, like Fabian, you make a bad one because you're nervous, have a misunderstanding or just experience bad luck? The good news is that you can correct a bad first impression over time. Here are some things you can do.
- [7] First, know that a first impression is only the beginning. Think about how your impressions of people have changed over time. The colleague who initially seemed arrogant turned out to be shy. The classmate who seemed cold at first ended up being a friend. If you made a bad first impression by being late, be on time for everything else and you'll soon prove that the first impression wasn't the real you.
- [8] Next, be straightforward. If you feel a bad first impression is causing problems, consider saying 'I think I got off on the wrong foot by [being late yesterday]' and apologize. If you didn't recognize someone you should have recognized, admit the mistake. But don't make a big deal of it. Apologizing too much may in itself create a negative impression, so be careful.
- [9] Finally, seek advice. Asking simple questions such as 'What's the best way to [record my expenses]?' demonstrates that you value others' ideas and opinions and shows that you're willing to listen and learn. It also encourages engagement and cooperation and creates an opportunity for you to show different aspects of your personality and allow the impression you've made to evolve.
- [10] While it's true that you never get a second chance to make a first impression, you can replace a bad first impression with a good one as long as you're consistent, persistent and patient.

Vocabulary

Encounters with people

1 Match the expressions in bold (1–11) with the definitions (a–k).

In a local coffee shop, I once **1bumped into** someone I recognized as the singer from a band I like. I didn't want to **2come across as** an annoying fan, so I decided to remain **3distant** and pretend I didn't know who she was. But she seemed very **4approachable**, so in the end I **5struck up a conversation**. She wanted to know all about the neighbourhood and the **6conversation flowed**. It **7turned out** she was planning to move to the area, and she was looking for a flat. I had **8just happened to** notice that morning that one in my building was available. I **9hadn't thought much of** it at the time, but I realized it could be perfect for her, so I said so. She loved the place, moved in a few days later and soon my group of friends and hers **10got thrown together**. And when I decided I wanted to try to make it as a musician, her band **11took me under their wing** and gave me a lot of great advice.

- a proved to be the case _____
- b met by chance _____
- c began speaking with someone _____
- d hadn't been very interested in _____
- e unfriendly _____
- f it was easy to talk to each other _____
- g appear to be _____
- h friendly and easy to talk to _____
- i helped and protected me _____
- j randomly become part of a group _____
- k did by chance without planning _____

2 Complete the conversations with these words and phrases.

approachable	bumped into
came across as	conversation flowed
didn't think much of	distant
get thrown together	just happened to
struck up a conversation	took me under his wing
turns out	

- 1 A: When I was at the supermarket the other day, I ¹_____ that guy who used to work at Everybody's Café – Dino. Remember him?
- B: Was he the guy who seemed really ²_____ and unfriendly at first, but once you got to know him, he ³_____ a really nice guy?
- A: Yeah, that's him. Well, I saw him in the supermarket and we ⁴_____.
- B: So what's he doing now?
- A: It ⁵_____ he left his job at Everybody's Café to work as a photographer.
- B: Good for him!
- 2 A: How did you get into working in publishing?
- B: After I finished university, I went on a week-long white-water rafting trip. On that kind of trip you ⁶_____ with all kinds of different people. On the first day, I ⁷_____ overhear this guy talking about his job in a publishing company. At first I ⁸_____ it because I'd never thought about doing that kind of work, but then it started to sound really interesting.
- A: So, did you ask him about his work?
- B: Yes, he seemed friendly and ⁹_____, so I started talking to him. The ¹⁰_____ easily. He said he was looking for an assistant editor and suggested I apply for the job.
- A: And so you did?
- B: Yes, and I got the job! The guy – Ben – ¹¹_____ and taught me a lot of really useful things.

Grammar

Perfect structures

- 1 Choose the correct option to complete the paragraph about living in Tokyo.




I moved to Tokyo three years ago. I ¹had / have finished university the year before and was grateful for ²have / having found a job I felt excited about after a long search. ³Had / Having just arrived in the city, I didn't know anyone. Without realizing it, I just happened ⁴to have / that I'd rented a flat in a building with lots of other young people who were just starting out their careers, so it wasn't long before I ⁵had / will have made a few friends. By the end of next year, I will ⁶be / have been living here for four years. I love my Tokyo life and my work, but recently ⁷I've / I'd been thinking about making a change. It's great ⁸to have made / having to make a life in this city, but I feel ready for new challenges.

- 2 Rewrite the sentences using perfect structures. Use the words in brackets.

- 1 She waited for ten minutes. Then I arrived. (wait for)
She _____ ten minutes when I arrived.
- 2 Mikkel isn't around these days. (not see, recently)
I _____ Mikkel _____.
- 3 They were both in Barcelona. They met. (run into)
They happen _____ each other in Barcelona.
- 4 I had a good night's sleep. I feel better. (have)
I'm feeling better for _____ a good night's sleep.

Pronunciation

Using chunking and intonation in complex sentences

- 1  1.1 Listen to the sentences. Mark pauses with a line |.
- 1 At the festival, | I ran into someone who I just happened to have gone to school with.
 - 2 They were really grateful for having been able to study art with her.
 - 3 I took the job in the local supermarket after having said for months that I wouldn't even consider it.
- 2 Practise saying the sentences in Exercise 1. Use chunking and intonation to make them clear.

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

LEARNING TO LEARN: PRONUNCIATION

Practising pronunciation by talking to yourself

Using pauses to break sentences into chunks can make it easier for people to understand you. You can practise this by talking to yourself.

- Think actively about sentence structure and where to pause to divide sentences into chunks.
- Don't worry that there's no one to correct your mistakes. The purpose of the exercise is to develop fluency, not accuracy.
- Make it a conversation. Ask yourself questions and then answer them. React with expressions such as *Oh, really?* or *I didn't know that.*
- Use a timer and try to keep talking for at least one minute.

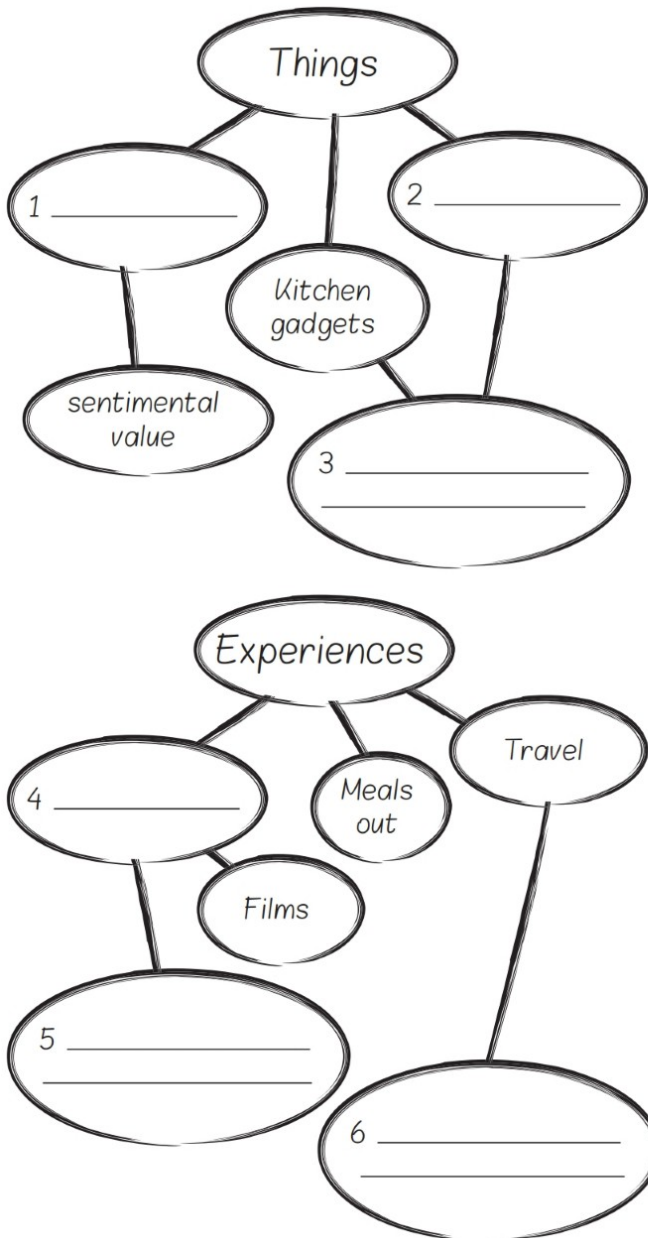
Ask yourself these questions and then answer them out loud. Remember to use pauses to break sentences into chunks.

- 1 Think about someone you're really glad to have met. When, where and how did you first meet them?
- 2 What's an experience in life that you're grateful for having had?
- 3 Can you think of anything new you've tried, having thought for a while you'd never try it?

Listening

1 You are going to listen to a conversation about the value of things versus the value of experiences. First, complete the mind map with these words and phrases to predict what you might hear.

clothes entertainment keepsakes
 exciting when we first get them music festivals
 opportunities to encounter new ideas, people, places



2 1.2 Listen to the conversation. Check your answers in Exercise 1.

3 1.2 Listen again. Choose the correct option (a–c) to complete the sentences.

- 1 Ivan has worn many of his clothes:
 - a until they're worn out.
 - b only a couple of times.
 - c for work.
- 2 He plans to get rid of his extra clothes by:
 - a selling them.
 - b donating them to charity.
 - c giving them to friends.
- 3 In her kitchen, Emi has a lot of:
 - a different types of food.
 - b space.
 - c small appliances.
- 4 Emi talks about research that shows that people benefit from:
 - a choosing carefully what they buy.
 - b giving rather than receiving things.
 - c what they do more than what they buy.
- 5 Ivan says that encounters with new people and ideas:
 - a give him a lot to think about.
 - b eventually become boring.
 - c are more enjoyable than music festivals.
- 6 Emi says that she:
 - a often feels like she has to buy new things.
 - b loses interest in new things quickly.
 - c would rather acquire new things than go to the cinema.
- 7 Emi asks Ivan if she can:
 - a sell her kitchen gadgets where he sells his clothes.
 - b give him a hand.
 - c have some of the clothes he's getting rid of.

4 Which do you value more: things or experiences? Why?

Vocabulary

Precious finds and possessions

1 Match the sentences (1–5) with the sentences that have the most similar meaning (a–e).

- 1 I feel emotionally attached to it. _____
- 2 It evokes memories of my childhood. _____
- 3 It's beautiful to look at. _____
- 4 I clearly remember stumbling upon it. _____
- 5 Things of all shapes and sizes remind me of the family that came before me. _____
- a It takes me back to when I was a kid.
- b Objects from an old cup to a piano are manifestations of my connection to my ancestors.
- c I have a vivid memory of discovering it by accident.
- d It's aesthetically pleasing.
- e It has sentimental value for me.



2 Complete the paragraph about an old coin with these words and phrases.

aesthetically pleasing evokes memories
 feel deeply attached to
 has sentimental value for me
 serves as a manifestation of
 stumbled across takes me back
 things of all shapes and sizes vague recollection


A possession I ¹ _____ is this old coin and I have kept it for a long time. Its age and design make it ² _____, but more importantly it ³ _____ because it ⁴ _____ to my grandparents' house. It ⁵ _____ of many happy childhood times with my family and ⁶ _____ the many enjoyable visits I made to that house. During a visit when I was about ten years old, I ⁷ _____ it in a box of old things that my grandmother gave me. Their attic contained a variety of fascinating ⁸ _____ – old coins, a record player, boxes of books, leather suitcases with clothes inside. I have a(n) ⁹ _____ of discovering several old paintings up there, but I have no idea what happened to them. When I hold this old coin in my hand, it gives me a sense of family connection and the passing of time.

Pronunciation

Saying words that are difficult to pronounce

1 Can you remember how to pronounce these words?

- | | |
|------------|-------------|
| 1 chaos | 5 clothing |
| 2 excess | 6 gadget |
| 3 thrill | 7 junk |
| 4 wardrobe | 8 acquiring |

2  1.3 Listen and repeat the words in Exercise 1.

3 Which words are difficult for you to pronounce? Practise saying them again. Then try to use each word in a sentence.

Focus on

Distinguishing between words with similar meanings



1 Choose the best option to complete the conversation.

A: I absolutely love this song! It ¹*awakes / evokes* memories of the early 2000s, when I was at university.

B: I have ²*a vague / an ambiguous* recollection of this song being popular, but I don't have ³*a sentimental / an emotional* connection to it.

A: Oh, I do. I have a ⁴*vibrant / vivid* memory of the first time I heard it. I had just arrived at university. I was living in a small flat that ⁵*was attached to / had a deep connection with* an old house near the campus.

2 Complete the sentences with five of these words and phrases.

am attached to	ambiguous	awoke
emotional	have a deep connection with	
vague	vibrant	vivid

- The word *bank* is _____ because it can mean either a financial institution or the side of a river.
- A(n) _____ person easily experiences feelings of love, sympathy and sadness.
- Moscow is an exciting city with a _____ nightlife.
- Returning to my home town _____ feelings that I hadn't felt for many years.
- I _____ my brother, almost as though we each know what the other is thinking.

Writing

1 Match the descriptions (1–3) with the parts of a message asking for a follow-up meeting (a–c).

- Mention the first meeting and what you talked about. _____
 - Explain why you would like another meeting. _____
 - Suggest next steps or a future meeting and ask for a response. _____
- a You said you'd like to check out a couple of the galleries I mentioned.
- b I'm going into town to check out some paintings and photos next Saturday. Let me know if you'd like to come along.
- c It was great meeting you at Tania's house last week and talking about art.

2 Match the beginnings of the sentences (1–9) with the endings (a–i).

- Would you be interested in ... _____
 - Let me know if you'd like to ... _____
 - Let me know ... _____
 - Would ... _____
 - If you're interested, ... _____
 - I'd be keen ... _____
 - I'd be really grateful ... _____
 - Would Tuesday ... _____
 - How about meeting ... _____
- a ... one day next week be convenient?
- b ... meet for coffee.
- c ... to discuss some ideas with you.
- d ... getting together?
- e ... suit you?
- f ... if you could call me when you have time.
- g ... at the gym?
- h ... what works for you.
- i ... we can take it from there.

3 Choose the best option (a–c) to answer the questions.

- 1 Which sentence is the most appropriate for a formal business message?
 - a How about having a video call to chat about some ideas?
 - b Would you be interested in having a video call to discuss some ideas?
 - c Want to have a video call?
- 2 Which sentence is the most appropriate for a friendly, less formal message?
 - a Would you be able to make the time to meet for a discussion?
 - b I'd be really grateful if you could possibly make the time to meet.
 - c Let me know if you'd like to get together.
- 3 Which sentence would you most likely use with a close friend?
 - a You free after work?
 - b Kindly let me know your availability for a meeting.
 - c Please let me know the most convenient time to get together.

4 Choose one of these situations. Write a very informal text message. Include some of the expressions in Exercise 2. Write 30 to 50 words.

- At a party you met Jian, who is also studying English. Suggest meeting to practise English.
- A friend introduced you to Alex, who does the same sport or hobby as you. Suggest getting together.
- In a class you met Kris, who sometimes needs a lift. You've discovered Kris lives near you. Write offering a lift.

5 Rewrite your message from Exercise 4 as a somewhat more formal email. Include some of the expressions in Exercise 2. Write 40 to 60 words.

Look at the Learning to learn box. Complete your Learning journal.

LEARNING TO LEARN: YOUR JOURNAL

Setting goals and checking progress

When you're developing any skill or ability, it's useful to have clear goals and ways to monitor your progress towards those goals. While goals can be useful, they can also sometimes seem overwhelming – for example 'Become fluent in English'. One way to make goals more manageable is to turn them into long-term, monthly, weekly and daily goals or to-do lists.

1 Answer the questions to focus on your goals.

- What's your long-term goal for using English: for work, travel, part of other studies or another reason?
- What areas of English are you working on now that you'd like to see improvement in a month from now?
- How many hours per week can you spend working on English and what specifically would you like to accomplish in the coming week?
- What can you reasonably do every day to work towards your weekly, monthly and long-term goals?

2 Keeping a journal of your goals and activities is a useful way to check your progress in English. A journal can be written, recorded as audio or a combination of both. You will start a journal now and add to it throughout the course. Complete the tasks.

- Use some of your ideas from task 1 to write a paragraph about your goals for studying English. Set long-term, monthly, weekly and daily goals.
- Record yourself talking about the same ideas. Don't read it, say it so that you can check how you sound speaking English naturally.

2

Fresh ideas

Reading

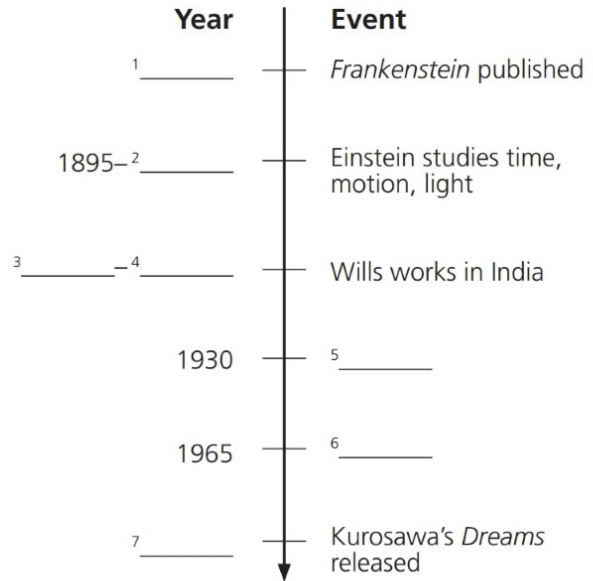
1 Read the article on page 13. Are the sentences true (T), false (F) or is there not enough information given to decide (NG)?

- 1 Albert Einstein became a scientist after being inspired in Bern. _____
- 2 Einstein used experiments to prove his ideas were true. _____
- 3 Lucy Wills' observations revealed the cause of her patients' illness. _____
- 4 Wills had a feeling that Marmite might work. _____
- 5 Akira Kurosawa believed that artists' dreams are especially important. _____
- 6 Salvador Dali had a dream inspired by *Frankenstein*. _____

2 Number the events (a–g) in the order they took place (1–7).

- a _____ Einstein understands the relationship of time, motion and light
- b _____ Wills goes to India
- c _____ Wills uses Marmite as medicine
- d _____ Wills finishes her work in India
- e _____ Kurosawa's *Dreams* is released
- f _____ The Beatles release *Yesterday*
- g _____ *Frankenstein* is published

3 Complete the timeline of the events from Exercise 2.



4 Which of these three ways of experiencing fresh ideas described in the article applies to each situation?

	dreams	inspiration	lucky guess
1			
2			
3			

- 1 Louis Pasteur, the creator of the first vaccine, made an important discovery in 1879 when his assistant made a mistake. Guessing that the mistake might lead to a breakthrough, Pasteur completed the experiment successfully without understanding why it worked. _____
- 2 Of her work, poet Joy Harjo says that ideas for poems arise in her imagination as images, not words. 'I write as a painter. It's almost as if I paint the poems,' she says. _____
- 3 In 1865, as he slept, chemist August Kekule von Stradonitz had a vision of snakes with their tails in their mouths. This led to his understanding of the chemical structure of benzene. _____

5 Have you ever had a fresh idea or solved a problem using any of the three ways described in the article?