

# VOICES



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A musician walking to work with his double bass in Havana, La Habana, Cuba. A double bass is the largest musical instrument in the violin family.

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# VOICES

EMILY BRYSON AND CHRISTIEN LEE



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# Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION
<p><b>1</b> All about me Pages 10–21</p>		<p>adverbs of frequency; simple present and present progressive</p>	<p>personality adjectives</p>	<p>stressing words to express strong opinions; saying long and short sounds (1): /i:/ and /ɪ/</p>
<p><b>2</b> Memory Pages 22–33</p>		<p>simple past; making questions</p>	<p>school subjects</p>	<p>saying regular past form endings (-ed); understanding fast speech: how words change</p>
<p><b>3</b> Food for thought Pages 34–45</p>		<p>simple past and past progressive; indefinite pronouns</p>	<p>food</p>	<p>understanding weak forms (1): was and were; stressing words to express meaning</p>
<p><b>4</b> Goals and ambition Pages 46–57</p>		<p>future plans; will and won't for promises, offers, and spontaneous decisions</p>	<p>motivation</p>	<p>understanding weak forms (2): prepositions and articles; saying words beginning with /p/ and /b/</p>
<p><b>5</b> Home and away Pages 58–69</p>		<p>zero and first conditionals; comparatives and superlatives</p>	<p>extreme adjectives</p>	<p>understanding contractions of auxiliary verbs; saying /f/ and /v/</p>
<p><b>6</b> Journeys Pages 70–81</p>		<p>present perfect with ever / never; verb patterns: -ing and to + base verb</p>	<p>air travel</p>	<p>saying long and short sounds (2): /ʌ/, /æ/, and /ɑ:/; noticing difficult consonant sounds</p>

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
an article about personality; skimming	an explorer talks about her personality; listening for opinions	a personal profile; adapting your writing style	talking to people you don't know	recognizing the purpose of a text	asking how often; expressing agreement and disagreement
a blog post about memory; understanding reference (1): recognizing synonyms	an explorer talks about how she remembered things at school; dealing with unfamiliar vocabulary	a story; giving reasons	showing interest when listening	thinking about the quality of information	responding actively in conversation; adding interesting details to a story
an article about where foods come from; understanding how a text is organized	an interview with a restaurant owner; listening for reasons	a recipe; giving clear instructions	making your reasons clear	recognizing direct and indirect ideas; solving possible problems	giving reasons
an online article about a climber; scanning	a podcast about motivation; recognizing fillers	an online forum; using apostrophes	giving encouraging feedback	categorizing	giving encouraging feedback; talking about goals
a review of a TV series; finding meaning (1): using context	explorers talk about memorable places they have stayed; understanding the key points	online messages; being clear and friendly in messages	showing flexibility	identifying a writer's opinion; prioritizing	being a flexible guest and host; arranging a stay
an article about unusual ways to get to work; understanding reference (2): pronouns and determiners	a bird expert talking about bird journeys; using information you already know	an email to a travel company; choosing informal or more formal language	understanding other English speakers	choosing the best option	checking understanding; using informal and more formal language in emails

# Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION
<p><b>7</b> Inspiration for change Pages 82–93</p>		<p>defining relative clauses; <i>used to</i></p>	<p>the environment</p>	<p>understanding different accents; understanding elision (1): <i>used to</i></p>
<p><b>8</b> The world of work Pages 94–105</p>		<p>present perfect and simple past; <i>yet, just, and already</i></p>	<p>jobs</p>	<p>saying the final /n/ sound; understanding linking sounds: /w/ and /j/</p>
<p><b>9</b> Health and happiness Pages 106–117</p>		<p>second conditionals; <i>must, have to, and should</i></p>	<p>health</p>	<p>saying long and short sounds (3): /ɔ:/ and /ɒ/; understanding elision (2): negative auxiliaries</p>
<p><b>10</b> Entertainment Pages 118–129</p>		<p>past perfect; articles</p>	<p>movies and TV</p>	<p>understanding the past perfect; saying words starting with /str/</p>
<p><b>11</b> Challenges Pages 130–141</p>		<p>reported speech; <i>can, could, and be able to</i></p>	<p>adjectives to describe emotions</p>	<p>understanding connected speech: <i>told</i>; saying /tʃ/ and /dʒ/</p>
<p><b>12</b> Technology Pages 142–153</p>		<p>passives; modals of prediction and possibility</p>	<p>technology</p>	<p>saying final -s sounds; saying final consonants: /g/ and /k/</p>

READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
five texts about important inventions; finding meaning (2); using definitions	a conversation about cleaning up the environment; predicting the content	a blog post; using paragraphs and topic sentences	persuading people	finding connections	talking about things that inspire you; persuading people; introducing topics
an article about the changing world of work; understanding cause and effect	an explorer talks about her work; making mind maps	a résumé; proofreading and checking information	making a good impression at an interview	combining information from different sources	using positive language at an interview; writing about your skills and experience
an article about living without pain; identifying supporting examples	an explorer talks about his health; staying positive when you don't understand	a gratitude journal; keeping the reader interested	saying "no" when you need to	reflecting on how things make us feel; finding positives in negative situations	saying "no" politely
two folktales; understanding sequence in a story	an explorer talks about what he does for entertainment; listening for general meaning	a review; giving opinions	showing you value people	identifying the moral	showing that a relationship is important; describing a show
three different text types about social media challenges; recognizing genre and message	an explorer talks about working in extreme conditions; listening for signposts	a report; writing factual information	asking for help	connecting a topic to personal opinions and experiences	asking for help; writing reports
an article about art and technology; recognizing paraphrase	explorers talk about technology; taking notes when you listen	an online returns form; giving only necessary information	taking turns on a group video call	drawing conclusions	managing a group video call; describing a problem

# Meet the explorers



ABBY MCBRIDE

**Lives:** U.S.A.

**Job:** I am a sketch biologist—this means I study wildlife and draw pictures of it. I travel all over the world and describe my adventures in ecology and conservation with words and pictures. I spent 2018 in New Zealand studying seabirds.

**What do you like to cook?** Anything with chocolate! (I was a pastry chef for two years.)

**Find Abby:** Unit 4



ARIANNA SOLDATI

**Lives:** Germany

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

**What do you do to relax?** I paint volcanoes, and read novels and poetry.

**Find Arianna:** Unit 1



ALEXIS CHAPPUIS

**Lives:** Indonesia

**Job:** I am a marine biologist and scientific diver. I explore underwater environments and document them with photography. I am particularly interested in deep coral reef ecosystems that we do not know much about yet.

**Do you have any fears? What are they?** I worry that we don't do enough to protect our planet and the wonderful biodiversity that lives on it.

**Find Alexis:** Unit 5



BRIAN KASTL

**Lives:** U.S.A.

**Job:** I am a conservationist—this means I am trying to save animal life. I am a PhD student at Berkeley, California and my research is on saving endangered coho salmon (a kind of fish) in California.

**What do you always take with you when you travel?** When possible, my bike or surfboard!

**Find Brian:** Unit 3



ANDREJ GAJIĆ

**Lives:** Bosnia and Herzegovina

**Job:** I'm a shark research scientist—I work in the conservation of sharks and study the diseases caused by sea pollution in the Mediterranean and other marine environments. I'm also a biology professor, author, and underwater photographer.

**What do you always take with you when you travel?** Laptop (so I can work), camera, passport, notebook, and chopsticks

**Find Andrej:** Unit 4; Unit 10



ELLIE DE CASTRO

**Lives:** Philippines

**Job:** I'm an archeologist—this means I am interested in what we can learn about our own history from what we find in the ground. I spend most of my time thinking of ways to give children access to their own heritage—and for them to enjoy it!

**What advice would you give someone who wants to explore the world?**

Be open to other ways of living, to ask, and listen!

**Find Ellie:** Unit 5



ANNE JUNGBLUT

**Lives:** U.K.

**Job:** I'm a microbiologist and polar scientist—this means I study the ecology of the cold North and South Poles. I am trying to learn how to respond to climate change in these regions. I am a research scientist at the Natural History Museum in London.

**What's your favorite place you've ever been to?** Antarctica

**Find Anne:** Unit 8; Unit 11



FEDERICO FANTI

**Lives:** Italy

**Job:** I am a paleontologist and geologist—this means I study the history of life on Earth, looking at fossils and rocks. I am also a professor at the University of Bologna in Italy.

**Describe yourself in three words:**

Curious, stubborn, scientist

**Find Federico:** Unit 9



**GINA MOSELEY**

**Lives:** Austria

**Job:** I am a professor of geology at the University of Innsbruck. I study caves to understand our climate over the last 500,000 years. As a member of the Greenland Caves project team, I have explored ancient cave sites in the Arctic Circle, and I am developing the first cave-based record of past climate change for Greenland.

**What did you want to do when you were younger?** Fast jet or helicopter pilot  
**Find Gina:** Unit 2



**PAOLA RODRÍGUEZ**

**Lives:** Mexico

**Job:** I am a coral reef researcher—this means I study how this tiny tropical sea creature will be affected by climate change and look for ways to protect and restore it.

**What did you want to do when you were younger?** Ice skater  
**Find Paola:** Unit 12



**IMOGEN NAPPER**

**Lives:** U.K.

**Job:** I am a marine scientist—this means I study what happens in the sea. I specialize in plastic pollution. I am working to identify technology that can catch the tiny plastic fibers that enter the water when clothes are washed.

**What do you do to relax?** Play my guitar (badly)!

**Find Imogen:** Unit 7



**RUBÉN SALGADO  
ESCUDERO**

**Lives:** Mexico

**Job:** I'm a photographer. I have lived in and traveled to many different countries. In 2014, while I was living in Myanmar, I started my project Solar Portraits, showing the lives of people who have access to electricity for the first time through solar energy.

**What advice would you give to someone who wants to explore the world?** Do it! You will never regret it.  
**Find Rubén:** Unit 8



**ISAÍ MADRIZ**

**Lives:** Chile

**Job:** I am an entomologist, zoologist, and marine biologist, and I'm especially interested in the freshwater insects of Patagonia. I combine hiking, cycling, and rafting to explore rivers and lakes to search for some of the rarest insects on the planet.

**What's your fondest memory?** I have so many! Probably one of my favorite memories is of my grandma teaching me how to milk a cow.

**Find Isaí:** Unit 12



**SALOME BUGLASS**

**Lives:** Ecuador

**Job:** I am a marine ecologist in the Galápagos, Ecuador—this means I study where and how marine creatures live. I'm researching life on underwater mountains found in deep-sea environments, where it's very dark and cold, but also calm and beautiful.

**What's your best memory?** My first ever dive.

**Find Salome:** Unit 6



**NORA SHAWKI**

**Lives:** Egypt

**Job:** I am an archeologist—this means I study people and places from the past. I spend my time digging and doing research. Now, I am working in the Delta in Egypt to save areas from modern building and development.

**What advice would you give to someone who wants to explore the world?** Talk to people. You learn so much about a culture from talking to real people in real places.

**Find Nora:** Unit 2



**TSIORY  
ANDRIANAVALONA**

**Lives:** Madagascar

**Job:** I am a paleontologist—this means I study the history of life on Earth. I have a special interest in shark fossils. I co-founded an organization to inspire young people to take an interest in science and technology and encourage the next generation to make positive change for my home country, Madagascar.

**What did you want to do when you were younger?** I wanted to be an archeologist or a detective.

**Find Tsiory:** Unit 3



Chef Soufiane Lezaar has a collection of more than 10,000 objects in his apartment in Tangier, Morocco.



# 1

## All about me


### GOALS

- Skim an article about personality
- Practice talking about daily habits
- Talk about people's personalities
- Listen for opinions in an interview
- Learn strategies for talking to new people
- Write a personal profile

### 1 Work in groups. Discuss the questions.

- 1 Look at the photo. What can we say about the person who lives here?
- 2 What do you think your home says about you?

### WATCH

- 2  1.1 Watch the video. Circle the words below that Arianna uses to talk about herself.

#### NATIONAL GEOGRAPHIC EXPLORER



ARIANNA SOLDATI

careful   curious   excited   friendly   funny  
happy   kind   polite   shy

- 3 Make connections. Discuss the questions. Give reasons for your answers.

- 1 Which of Arianna's three words also describe you?
- 2 Do the other words in Exercise 2 describe you?

## Knowing me, knowing you

### LESSON GOALS

- Skim an article
- Recognize the purpose of a text
- Talk about personality

### READING

#### 1 Work in pairs. Discuss the questions.

- 1 How do you think we can learn what kind of person someone is before we meet them?
- 2 When can it be useful to do this?

#### 2 Complete the definitions of the words and phrases in bold with one of these phrases.

do it often	feel unhappy	make money
spend time	think carefully	

- 1 To **get to know** someone, you \_\_\_\_\_ with them and learn about them.
  - 2 To **judge** means to \_\_\_\_\_ and form an opinion about something.
  - 3 To be **worried** is to \_\_\_\_\_ because you keep thinking about possible problems.
  - 4 To **tend** to do something means to \_\_\_\_\_ or be likely to do it.
  - 5 To be **successful** means to do something well or \_\_\_\_\_ doing it.
- 3** Look at the Reading Skill box. Skim the article on page 13 to choose the best heading (1–6) for each paragraph (A–F).

### READING SKILL

#### Skimming



To skim is to read a text quickly and not in detail in order to find the writer's main ideas. There are different ways you can try to do this:

- Read the title and any headings.
- Read the first and last sentence of each paragraph.
- Look for repeated ideas.

- 1 Are personalities in the blood? \_\_\_\_\_
- 2 An introduction to personality \_\_\_\_\_
- 3 What do footwear and family tell us? \_\_\_\_\_
- 4 The usual way to get to know someone \_\_\_\_\_
- 5 What's in a name? \_\_\_\_\_
- 6 Is your plane seat important? \_\_\_\_\_

#### 4 Work in pairs. Read the article again. What does the article say about...

- 1 people with strong names?
- 2 people with type O blood?
- 3 being the only child in your family?
- 4 choosing the aisle seat on a plane?
- 5 slow eaters?

#### 5 Look at the Critical Thinking Skill box. Work in pairs. Match purposes 1–5 in the box with types of writing a–e. Then discuss what you think the main purpose of the article is.

### CRITICAL THINKING SKILL

#### Recognizing the purpose of a text



Knowing a writer's purpose—or reason for writing—can help you understand and respond to a text. These are some common purposes.

- 1 providing entertainment
- 2 giving information about a topic
- 3 expressing a personal opinion about a topic
- 4 trying to make someone do something
- 5 describing the good and bad aspects of something

- a a blog post or social media comment \_\_\_\_\_
- b a *for and against* essay or a review \_\_\_\_\_
- c a good story or funny article \_\_\_\_\_
- d an advertisement \_\_\_\_\_
- e a news or factual article \_\_\_\_\_

### SPEAKING

#### 6 Work in groups. Do you think any of the ideas in the text can tell you about someone's personality? Why or why not?

#### 7 What other ways can you think of for how you might learn about someone's personality? Use these ideas or your own.

- someone's clothes or the colors they like
- how someone walks
- how someone talks or laughs

### EXPLORE MORE!

Find out more about opinions on the connection between personality and where we sit on a plane. Search online for "personality + sit + plane."

# What do I know about you?

- A In general, we know that our personalities—all the parts of our character that make us who we are—come from two things: our DNA from our parents and the experiences we have during our lives. But what is the best way to get to know someone? Can we find out about somebody's personality before meeting them?
- B Some people believe our ID cards say a lot about our personalities. In some places, parents give their children strong names to help them become strong adults. Can our name change who we become? Probably not. However, in the 1980s a Belgian psychologist found that people prefer names that sound similar to their own. So maybe a name can change what we think about a person.
- C In certain countries, some people think we can judge personality from somebody's blood type. For example, they believe that people with type O blood are good leaders and type Bs are friendly. There seems to be no scientific reason for this, but it's possible that people change their behavior because they know their blood type.
- D A study in the *Journal of Research in Personality* suggests that just looking at somebody's shoes can tell us whether they are generally calm or worried. Other studies suggest that people with at least one brother or sister tend to be kind to others, while people with no brothers or sisters may find it hard to have good relationships.
- E Some studies suggest that your choice of seat on a plane tells us something about your personality. Choosing a window seat may mean that you get angry easily. Preferring the aisle may show that you want to be free. What about eating? Research shows that people who eat slowly usually enjoy life. While quick eaters don't like waiting and want to be successful.
- F These theories show that something might be true because we believe it is. But, maybe it's better to get to know someone in the usual way: not from looking at their ID card—or even their shoes—but by talking and listening to them.



# 1B

## How often do you go out?

### LESSON GOALS



- Understand people's daily habits
- Talk about how often you do something
- Talk about your regular activities

### SPEAKING

- 1 Work in groups. Are you someone who likes going out a lot and meeting friends or do you prefer staying home?
- 2 Work in pairs. Look at the infographic below. Discuss the questions.
  - 1 Who enjoys these activities more—extroverts or introverts?
 

a thinking	d observing
b talking	e walking
c going to parties	f teamwork
  - 2 Do you think you are an extrovert or an introvert? Why?

### LISTENING AND GRAMMAR

- 3  1.1 Listen to two people talking about their habits. Is Eva or Meera more similar to the description of extroverts in the infographic? Why? Discuss with a partner.
- 4  1.1 Listen again and read the sentences. Are they true for Eva, Meera, or both? Check (✓) all the correct answers.

	Eva	Meera
1 They live in a large city.	<input type="checkbox"/>	<input type="checkbox"/>
2 They work long hours.	<input type="checkbox"/>	<input type="checkbox"/>
3 They run every day.	<input type="checkbox"/>	<input type="checkbox"/>
4 They go to work by bike.	<input type="checkbox"/>	<input type="checkbox"/>
5 They go out in the evenings a lot.	<input type="checkbox"/>	<input type="checkbox"/>
6 They do exercise on the weekend.	<input type="checkbox"/>	<input type="checkbox"/>

### Are you an extrovert or an introvert?

Extroverts are people who like going out and need other people to feel happy.  
Introverts prefer a quiet life and need time alone to feel happy.

#### Extroverts

After a day at work you want to talk about it.



You have conversations with people you don't know every day.

You have a lot of friends and you often go out.

You are always ready to try something new.



You like working in groups.



You love being the center of attention.

You sometimes speak before you think!

#### Introverts

After a day at work you usually need time alone.



You are often lost in your thoughts.

You have a few close friends you enjoy spending time with.

You go for walks several times a week.



You occasionally go to parties, but you rarely stay late.



You never want to be the center of attention.

You prefer to think before you act.

**5** Read the Grammar box. Work in pairs. Complete tasks 1 and 2.

**GRAMMAR** Adverbs of frequency

Use **indefinite adverbs of frequency** to give a general idea about how often someone does or feels something. They usually come before the main verb.

*I **occasionally** meet a friend after work.*

However, they come after the verb *be* and other auxiliary verbs.

*I'm **always** at work by 8.*

Use **definite adverbs of frequency** to be more specific. They usually come at the end of the sentence.

*I go for a long bike ride **once or twice a month**.*

*I meet with friends **several times a week!***

**Go to page 166 for the Grammar reference.**

- 1 Underline the ten adverbs of frequency in the infographic.
- 2 Which are the two definite adverbs?

**6** Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 I have a full-time job and a baby, so \_\_\_\_\_
  - 2 I hate TV, so \_\_\_\_\_
  - 3 I am a night person, so \_\_\_\_\_
  - 4 I usually take lunch to the office, but \_\_\_\_\_
  - 5 I don't work on Fridays, so \_\_\_\_\_
  - 6 The traffic is terrible in the mornings, so \_\_\_\_\_
- a I usually go to the gym and meet a friend for coffee.
- b I am always tired.
- c I occasionally eat out with my work friends.
- d I never watch it.
- e we are sometimes late for work.
- f I rarely go to bed before 1 a.m.

**7** Rewrite the sentences using these adverbs in the correct place.

always	occasionally	often
rarely	sometimes	usually

**EXPLORE MORE!**

Search online to find out more about introverts and extroverts.

- 1 We eat out every three or four months.  
*We **occasionally** eat out.*

---

- 2 I get up early every day except Sundays.  
\_\_\_\_\_

---

- 3 The baby wakes up five or six times a night.  
\_\_\_\_\_

---

- 4 I ride my bike to work about twice a week.  
\_\_\_\_\_

---

- 5 My mother does yoga before work every morning.  
\_\_\_\_\_

---

- 6 I'm late to class about once a year.  
\_\_\_\_\_

**8** Look at the Useful Language box. Match questions 1–3 in the box with a–c below.

**Useful Language** Asking how often

- 1 How often do you go on vacation?
- 2 Do you usually take the train to work?
- 3 Do you ever work on Sundays?

- a you expect the answer yes \_\_\_\_\_
- b you are not sure of the answer \_\_\_\_\_
- c you expect an adverb of frequency \_\_\_\_\_

**SPEAKING**

**9** Use the Useful Language and some of these verbs to make six questions about regular activities in your notebook.

call	dance	eat	exercise
go	plan	swim	watch

*How often do you exercise?*

**10** Work in pairs. Take turns asking your questions from Exercise 9. Use adverbs of frequency when you answer. Write your partner's answers in your notebook.

*I run three times a week and I walk almost every day.*

**11** Work with a different partner. Discuss some things you learned in Exercise 10.

*Mei often runs and she walks a lot, too.*

# 1C


## My best self

### LESSON GOALS


- Listen for opinions in an interview
- Talk about present situations
- Stress words to express strong opinions
- Talk about personality characteristics

### LISTENING

#### NATIONAL GEOGRAPHIC EXPLORER

- 1 Work in pairs. Look at the photos of Arianna Soldati. Talk about what she is doing in each photo, how she might feel, and why. How would you feel in these situations?
- 2  Listen to the interview and circle the correct option for each sentence. Then discuss what you think being your “best self” means. Where do you feel your best self?
  - 1 She speaks *four* / *five* languages.
  - 2 Her second language is *German* / *English*.
  - 3 She feels her “best self” in *Italy* / *the U.S.*
  - 4 She acts *differently* / *the same* in different situations.



- 3  Look at the Listening Skill box. Then listen to the interview again. Who has each opinion (1–5)? Check (✓) Interviewer, Arianna, or both.

### LISTENING SKILL

#### Listening for opinions



To understand what someone’s opinions are:

- listen for expressions that introduce an opinion, such as *In my view,...* or phrases that are clearly positive or negative, such as *Amazing!* or *That’s not good.*
- listen for reasons and examples that express a positive or negative opinion. For example “...because it made me happy” (positive) or “...it was too expensive” (negative)
- listen for words that a speaker says strongly. For example “It was **really** good.”

	Interviewer	Arianna
1 Being able to speak five different languages is great.	<input type="checkbox"/>	<input type="checkbox"/>
2 People can feel different when they use different languages.	<input type="checkbox"/>	<input type="checkbox"/>
3 It can be a good thing to think before you speak.	<input type="checkbox"/>	<input type="checkbox"/>
4 People can have different personalities in different places.	<input type="checkbox"/>	<input type="checkbox"/>
5 People can act differently when they are with different people.	<input type="checkbox"/>	<input type="checkbox"/>

- 4 Work in groups. Discuss how your behavior and personality change when you:
  - are at work or school.
  - are at home with your family.
  - go out with your friends.
  - speak different languages.

## GRAMMAR

- 5 Read the Grammar box. Underline the examples of the simple present and circle the examples of the present progressive in the excerpt from the interview below.

### GRAMMAR Simple present and present progressive

Use the simple present (with or without adverbs of frequency) to talk about regular events, routines, habits, facts, and things that are always true.

*I sometimes **say** something without thinking.*

Use the present progressive to talk about something happening or true right now, or an activity happening around now.


*I'm **learning** German.*

Go to page 166 for the Grammar reference.

[...] Actually, the U.S. is the place where I feel my best self because the culture fits me. [...] And right now I'm living in Germany, like I said. I'm working at the university for a year. The culture is more serious and quiet—in a good way—so I'm naturally trying to act like other people.

- 6 Look at 1–5 and in your notebook write sentences using the simple present or present progressive. In which sentences can you use either form? How does the meaning change?
- 1 what / do / right now?
  - 2 how / usually / go / to work?
  - 3 he / teach / me / to play / tennis
  - 4 she / try / to eat / healthy food
  - 5 we / rarely / watch TV / these days
- 7 In your notebook write four sentences that are true for you. Use the simple present for two sentences and the present progressive for the other two sentences.

## PRONUNCIATION

- 8  13 Look at the Clear Voice box. Listen and repeat.

### EXPLORE MORE!


Search online for articles about “how to be your best self.” Find some suggestions that you think might be useful. Discuss them with your friends.

## CLEAR VOICE


### Stressing words to express strong opinions



To show they have a strong opinion about a topic, speakers often stress words such as *so*, *very*, or *really*, or an auxiliary verb like *do* or *am*.  
*I feel that is **so** important in social situations.*

- 9  14 Listen to the opinions. Underline the words that the speaker stresses. Then, listen and repeat the opinions using correct stress.
- 1 I definitely prefer living here.
  - 2 Absolutely. I talk a lot when I'm at home!
  - 3 Yes, I do like learning new languages.
  - 4 When I'm at work, it really changes how I act.

## VOCABULARY AND SPEAKING

- 10  15 Work in pairs. Circle the correct option to complete the definitions of the personality adjectives. Then listen and check.
- 1 **Confident** means you *enjoy being with others / think positively about yourself*.
  - 2 **Creative** means you have interesting ideas and are good at *making things / making friends*.
  - 3 **Friendly** means you *talk a lot / are kind and helpful to people*.
  - 4 **Honest** means you tell the truth *only in some / in all* situations.
  - 5 **Patient** means you *get angry / stay calm* when you need to wait or deal with a difficult situation.
  - 6 **Professional** means you act in a correct way at work and *do your job well / work very fast*.
  - 7 **Serious** means you are quiet and careful about things and *don't laugh very much / are often sad*.

Go to page 160 for the Vocabulary reference.

- 11 Choose an adjective from Exercise 10. Describe a person you know to give an example of the adjective, but don't say the adjective. Use stress to emphasize opinions. Your partner should try to guess your word.
- A: My sister, Luisa, talks to everyone!*  
*B: Is she friendly?*

# 1D

## Talking to people you don't know

### LESSON GOALS


- Learn strategies for talking to new people
- Practice saying words with long /i:/ and short /ɪ/
- Express agreement and disagreement



### SPEAKING

- 1 Work in groups. Discuss whether you enjoy these situations, and why.
  - 1 going to a party where you don't know anybody
  - 2 having a conversation with someone you don't know on a train
  - 3 going out for coffee with a friend of a friend

### MY VOICE

- 2  1.2 Look at the Communication Skill box. Then watch the video about talking to people you don't know. Write communication strategies 1–5 in the order the speaker mentions them.

### COMMUNICATION SKILL

#### Talking to people you don't know

It can be difficult to have a conversation with a stranger. These strategies might help:

- a \_\_\_\_\_ Comment on what the other person said and show interest in them.
  - b \_\_\_\_\_ Ask the other person questions to learn about their personality.
  - c \_\_\_\_\_ Find a connection with the other person, such as something you have in common.
  - d \_\_\_\_\_ Introduce yourself to the other person and share some personal information.
  - e \_\_\_\_\_ Let the other person talk more. Give short answers to questions they ask.
- 3 Look at the Communication Skill box again. In pairs, say which strategies you already use and how useful they are. Then discuss which strategies you could use in the future.