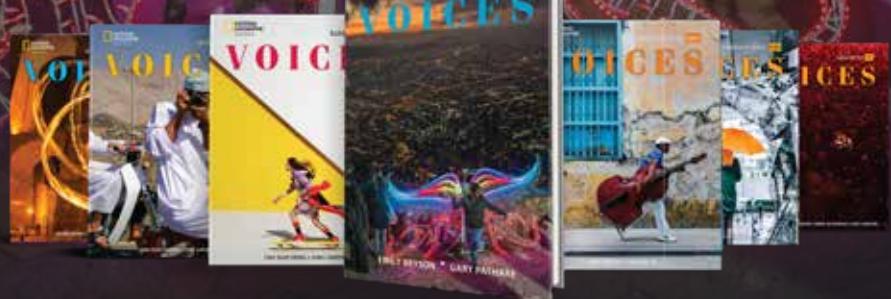


# VOICES

## TRAINING MANUAL





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## Welcome to National Geographic Learning!

Recognized as one of the most well-known and well-respected organizations in the world, The National Geographic Society was founded in 1888 to “inspire people to care about the planet”. The Society is one of the world’s largest non-profit scientific and educational organizations, reaching more than 325 million people in more than 34 languages through its magazines, books, TV, interactive media, maps, films and music. Proceeds from these activities have funded more than 9,000 scientific, conservation, and educational projects around the world.

The goal of National Geographic Learning is to produce exciting, inspiring, motivating and transformational learning materials that capture and reflect the work of National Geographic for educators and for learners of English everywhere. In our learning materials, we share the stories of photographers, explorers, writers, and scientists, whose work increases our knowledge of the world. We seek to inspire and enable learners to be successful and responsible citizens of the 21st Century. Our mission is to bring the world to the classroom, and the classroom to life.

This mission is further illustrated through the publication of Voices, inspired by National Geographic’s authentic articles, stunning design, breathtaking photography and engaging video. This series will continue to inspire a generation of informed decision-makers, developing learners’ ability to think critically, speak English confidently, and communicate effectively in the global community.

This training manual will help you bring Voices into your Classroom. Happy learning!

### National Geographic Learning



## Welcome to VOICES Vietnam!

National Geographic Learning’s **Voices** is the newest series of coursebooks that serves Vietnam’s goal to increase the general level of English proficiency of all students.

National Geographic Learning recognized the need for a course that teaches students clear pronunciation. In response, NGL worked with pronunciation expert Marek Kiczkowiak, Ph.D., and other experts to create a research-based pronunciation syllabus that focuses on the core phonology of English, allowing students to practice the most important pronunciation features so they can be understood by all types of English speaker from around the world.

**Voices** works hard to develop students’ intercultural understanding to prepare them to communicate with people from different walks of life in different scenarios, while expressing their own identity through language. Setting up the fun, sometimes awkward, situations in the classroom gives learners the opportunity to dive into different areas of interpersonal communication and reflect on their own communication style, while providing a safe and respectful way for them to share their thoughts and opinions in English. This is an essential social skill for those wishing to work in multi-cultural environments within Vietnam and abroad. Many of the National Geographic explorers featured in the program are second language learners of English, providing a language model for students and, also a role model that shows students they too can achieve great things by using English as a global communication tool.

### About Voices Vietnam Edition **Develop your Voice in English**

**Voices** is a seven-level, integrated-skills programme for adults and young adults that enables instructors to teach with confidence in all classrooms. Supported by a common-sense lesson progression and a Virtual Voices Toolkit featuring professional development resources, teachers have the learning and teaching materials they need to deliver engaging courses both online and in person. With Voices, learners use English as a tool for global communication and are encouraged to celebrate connections among people from a wide range of cultures and backgrounds. Carefully sequenced activities featuring real world content fully prepare learners for interaction and guide them to develop their voice in English by...

- Listening and watching **National Geographic Explorers** share their daily experiences for interesting and relatable models of people contributing their voices to the global English community.
- Answering the question, “What would I do?” in a range of culturally rich and hypothetical situations to practice **the mediation skills** needed to navigate social interactions in English.
- Developing speaking skills using a **practical pronunciation syllabus** focused on clarity and comprehensibility.

## COMPONENTS OVERVIEW

## For Students

Student's Book + Online Practice with Student's eBook

- Engaging tasks with fascinating National Geographic content
  - Fully integrated Online Workbook featuring National Geographic video and exercises practising all skills
  - Easy-to-navigate learning path
  - Reinforcement activities for all skills tied to the lessons in the Student's Book, including all videos
  - Grammar tutorials and flashcards automatically populate for learners when needed
  - Follow lessons in your Student's Book, then practice online, with embedded media and automatic grading
  - Student's eBook -An easy-to-access, interactive alternative to print, with everything a learner needs to be an active participant in any classroom and for self-study
  - Online Practice access code: 2 years validity.

## For Teachers

- Teacher's Book
    - Detailed teaching notes with lead-ins, additional activities, background notes, answer keys and photocopiable communicative activities and tests
  - Voices Companion Site
    - Featuring extra resources for teachers, including further photocopiable activities, word lists, pacing guides, and answer keys
    - The Professional Development Video Collection
  - Learning Management System (LMS) including:
    - Voices Assessment Suite
    - Make paper and online tests in minutes
    - Online Practice
    - Course resources
    - Course gradebook
    - Classroom Presentation Tool
    - Student eBook
    - Admin tools
    - National Geographic Learning Placement Test\* (High Standard Package)
  - Customized pacing guides for universities in Vietnam
  - A Vietnamese Standardized Test of English Proficiency (VSTEP) test bank to assess student progress
  - The Professional Development Video Collection

FOR STUDENTS	BEGINNER A1	ELEMENTARY A2	PRE - INTERMEDIATE A2 - B1	INTERMEDIATE B1	INTERMEDIATE PLUS B1 - B2	UPPER - INTERMEDIATE B2	ADVANCED C1
Student's Book with Online Practice and Student's eBook(Vietnam Edition)	9780357976159	9780357976166	9780357976173	9780357976180			
Student's Book with Online Practice and Student's eBook	9780357458648	9780357458754	9780357458655	9780357458679	9780357458693	9780357458716	9780357458730
FOR TEACHERS							
Teacher's Book	9780357442975	9780357443057	9780357443132	9780357443217	9780357443293	9780357443392	9780357443477

# Five Things That Make Voices Special

Here's a quick overview of the 5 things that our authors and current Voices users believe are special about the Voices series:

## 1. Develop your voice in English

We often express ourselves and try to communicate without thinking about the meta-linguistic or social effects of our message. This leads to miscommunication and is so important that the Council of Europe added mediation to its proficiency descriptors. According to their framework, language users are co-creators of meaning through an interaction, learners are social agents who set out to achieve a social goal, and these goals often require speakers to consider other cultures and perspectives.

With Voices, teachers and students get time to explicitly focus on mediation and communication skills to develop their message before they start speaking. Activities in these sections prepare university students and young adults to navigate complex conversations, while also attending to language comprehension. The examples below show how the focus on mediation skills helps learners to formulate their communication strategy in ways beyond simply understanding the other speaker's message.

- 6 Look at the Communication skill box. What are the three things you can do if your conversation partner looks uncomfortable or confused?

### COMMUNICATION SKILL Understanding different gestures

The same gestures or body language can mean different things to different people. If someone uses a gesture that confuses you, ask them to clarify what it means. If someone looks surprised or uncomfortable, be prepared to explain your gestures, talk openly about the situation or change your behaviour, if necessary.

- 7 Look at the Useful language box. In pairs, can you replace the words in brackets () with a different example from the video?

### Useful language Understanding gestures

**Asking for clarification**  
I'm sorry, you look confused. Did I say or do something strange?  
In my country, (shaking our head) means (no). Does (shaking your head) have a different meaning to you?  
This might be a silly question, but what does (shaking your head) mean to you?

**Explaining your gestures**  
I see that this has a different meaning to you.  
In my country, people normally (shake their head) when they mean (no).

### COMMUNICATION SKILL Influencing styles

We often have a preferred style of influencing, but different styles can suit different situations. We need to choose the style to suit the situation.

- 1 There's a fire in the building. You need to get everyone to leave the building.
- 2 You're the boss and you know all about the new computer system. You want your employee to use this new system.
- 3 You know your idea is good for you, but you don't know if this idea is good for the other person.
- 4 You want your teacher to agree to your idea. You think your teacher knows more than you.

### SPEAKING

- 6 Look at the Useful language box. Underline the sentences you usually use when trying to influence people.

### Useful language Push and pull influencing

**Push**  
In my opinion, ....  
You should try this / do it this way.  
You must see this / come.  
I've got a great idea.

**Pull**  
What do you think about this?  
What do you like doing?  
What choices do we have?  
What's the most important thing for you?

## 2. Research-based pronunciation syllabus

TEFL Ph.D. Marek Kiczkowiak, firmly believes that all speakers of English, no matter their country of origin or their first language, can be effective communicators in a world that uses the English language as the lingua franca; to connect second-language speakers from all over the globe. As one of the authors of Voices, Dr. Kiczkowiak included a pronunciation syllabus that focuses on being understood by, and understanding, the widest range of speakers possible.

Rather than focusing on pronunciation features of native speakers that non-native speakers may find difficult, the syllabus in Voices focuses on the most important features of English that, when pronounced unclearly, tend to cause the most misunderstandings. These are documented in the Lingua Franca Core, undertaken by Jennifer Jenkins (2000), and include pronunciation features such as combinations of vowels and consonants, consonant clusters, vowel contrasts, and word and sentence stress. The goal is for students to be understood by the 743 million non-native speakers of English in the world rather than on imitating one regional accent of English by focusing on comprehensible pronunciation. Voices therefore introduces learners to a wide range of native and non-native speaker accents.

### PRONUNCIATION AND SPEAKING

- 6 ▶ 7.3 Look at the Clear voice box. Listen and repeat.

#### CLEAR VOICE Saying /s/ and /z/

When you say /s/, there is no voice from the throat and air comes out of your mouth.  
*/s/ parents'*  
When you say /z/, there is voice from the throat, but no air comes from your mouth.  
*/z/ yours*

### PRONUNCIATION

- 7 ▶ 3.2 Look at the Clear voice box. Listen and repeat.

#### CLEAR VOICE Saying /t/ and /d/

The sounds /t/ and /d/ are both made with your tongue touching the top of your mouth, behind your teeth.

When you say /t/, there is no voice from the throat and air comes from your mouth.

*/t/ to*

When you say /d/, there is voice from the throat, but less air comes from your mouth.

*/d/ do*

### PRONUNCIATION AND SPEAKING

- 8 ▶ 8.1 Look at the Clear voice box. Listen and repeat.

#### CLEAR VOICE Saying past simple regular verb endings

The -ed of regular past simple verbs has different pronunciations. This depends on the last letter of the infinitive.

The -ed ending is usually pronounced /d/ or /t/.

*stay – stayed cook – cooked*

However, when the verb ends with a /t/ or /d/ sound, the -ed adds an extra syllable: /ɪd/.

*visit – visited need – needed*

### PRONUNCIATION

- 8 ▶ 8.4 Look at the Clear voice box and listen to the example. Notice the pronunciation of did you.

#### CLEAR VOICE Understanding connected speech: did you

When some people speak quickly, the sounds of some words change and become connected to the words around them. For example, did you often changes to /dɪdʒu:/.

*Did you /dɪdʒu:/ watch a lot of television?*

### 3. Real National Geographic Explorers using English for professional and personal goals

The explorers from the National Geographic Society provide interesting and engaging content through their work – as they do with other National Geographic Learning titles – but with Voices the explorers also serve as language models for learners. In the same way that the pronunciation syllabus of Voices celebrates the ability of non-native speakers to use English to achieve their goals, the featured explorers clearly demonstrate that success through using English is also possible for the learners who are using Voices. Many of the explorers featured are second-language speakers themselves. By sharing their stories and work, the explorers help students remove barriers and anxiety, by showing that anyone, from anywhere, can speak English to communicate as global citizens.

Of course, not all of the explorers featured are non-

**WATCH**

2 Watch the video. Answer the questions.

NATIONAL GEOGRAPHIC EXPLORER

CAROLINA CHONG MONTENEGRO

**WATCH**

2 Watch the video. Answer the questions.

NATIONAL GEOGRAPHIC EXPLORERS

ALEC JACOBSON ABBY MCBRIDE

native speakers of English. With up to 17 different National Geographic Explorers featured in each level, students get a variety of opportunities to listen to English in professional and personal use. The content of Voices is truly global and represents the vast differences students can expect to encounter when using English at home or abroad.

### 4. Reflect and Review sections help students track their own learning

Rather than following the models of the past, in which a teacher lectures to a room full of passive students, Voices helps teachers and students bring their education into the 21st century. Each unit and lesson begin with a set of goals to help students and teachers focus their attention on the learning aims each day. Each unit also wraps up with the Reflect and Review section, encouraging students to notice their own abilities or struggles and to

take charge of their own learning. The Reflect and Review sections also serve the dual purpose of formative assessment, or assessment for learning. By speaking with students during this section, teachers get the information they need in order to adjust their teaching pace, or differentiate by providing supplementary support or giving extra challenges to specific students. Students and teachers therefore have the chance to negotiate their own experiences in the classroom to make a course that is suitable for a large variety of students and teachers.

1 Who am I? Pages 10-21

1 Look at the goals from Unit 1. How confident do you feel about them? (1 = very confident, 4 = not confident at all)

2 Work in pairs. Discuss the questions.

- 1 What do you think you did well in the unit?
- 2 In what situations can you use what you've learned in the unit?
- 3 Which of the goals could you improve on? Why?

8 Stories Pages 104-115

1 Look at the goals from Unit 8. How confident do you feel about them? Write the letters (a-f) in the correct columns.

- a Skim for the topic of a paragraph in an article
- b Practise giving a description of a photo
- c Listen to and understand the key points in a story
- d Practise telling a story and describing past events
- e Signpost a story
- f Write an online review of a book or film

### 5. Exam Preparation

Voices helps students develop skills that are necessary for success on language proficiency tests such as the IELTS exam and VSTEP. Each unit integrates vocabulary and grammar with the four language skills: listening, speaking, reading, and writing. Each unit practices a different subskill, such as listening for specific information or reading to find the main idea. The units also include a variety of genres that students may encounter on exams, such as articles, essays, monologues, and dialogues. Critical thinking activities also allow students to apply reasoning skills to texts, requiring them to evaluate information and use their evaluation to answer tasks. There is also a focus on both receptive

and productive pronunciation. This allows students to get plenty of practice speaking clearly for success in speaking exams, and plenty of practice recognizing the pronunciation of English by both native and non-native speakers on listening exams. Finally, students get practice with writing in each unit, following models from many different genres and planning out a text. Importantly, each writing lesson also has a focus on reviewing one's own writing. This helps students build essential editing skills such as checking to ensure all the required tasks were completed and searching for grammar or spelling errors.

**CRITICAL THINKING SKILL**  
Why is it important?

When we read something, we can ask *Why is this important?* or *How is this information useful?*

1 Why does the writer think animal bridges are important?  
2 Do you agree that they're important? If so, why?  
Think about these questions.  
a How important are big roads?  
b What happens if many animals die on the roads?  
c Why do we need to protect animals?  
d Is it important to respect an animal's home?  
e Do humans and animals have the same rights?

**READING SKILL**  
Recognizing the main idea of a paragraph

Every paragraph has a main idea, but the main idea isn't always said in a single sentence. Sometimes the main idea comes from information in two or three sentences. Ask:

- What's the topic of the paragraph?
- What does the paragraph say about the topic?
- What does the writer want me to know?

1 a For both people and animals, home is an area.  
b Both people and animals live in cities.  
2 a Big roads are useful for cars, buses and lorries.  
b Highways help people move around easily, but they cause problems for animals.

**PRONUNCIATION AND SPEAKING**

7 Listen. Look at the Clear voice box. Listen and repeat.

**CLEAR VOICE**  
Stressing *be* in the present continuous

Stressing important parts of a sentence helps the listener understand us easily. Stress means it's stronger, louder, longer or higher.

In positive sentences, in the present continuous, you don't normally stress the auxiliary *be*. However, in negative sentences, you normally stress *be + not*.

Mai and Hasan are talking about Mars.  
Mai and Hasan aren't arguing.

**WRITING TASK**

8 WRITE Read the information in the poster above and write an email invitation. Use the Useful language to help you. Choose an option (a or b).

a It's the first time your best friend Jo is visiting your city, and you want to welcome her and introduce her to your friends. You see this poster and decide that the Party at the Park is a great place for a welcome party. Write an email to your friend Felix and invite him to the party.  
b Think of a party you want to have. What kind of change does it celebrate? Write an email to invite a friend to your party.

9 CHECK Use the checklist. The email ...

- includes a greeting.
- gives a reason for the invitation.
- includes the time and date.
- says the place.
- includes a request.
- has a sign-off.

10 REVIEW Read your partner's email. Does it include all the points from the checklist?  
Go to page 156 for the Reflect and review.

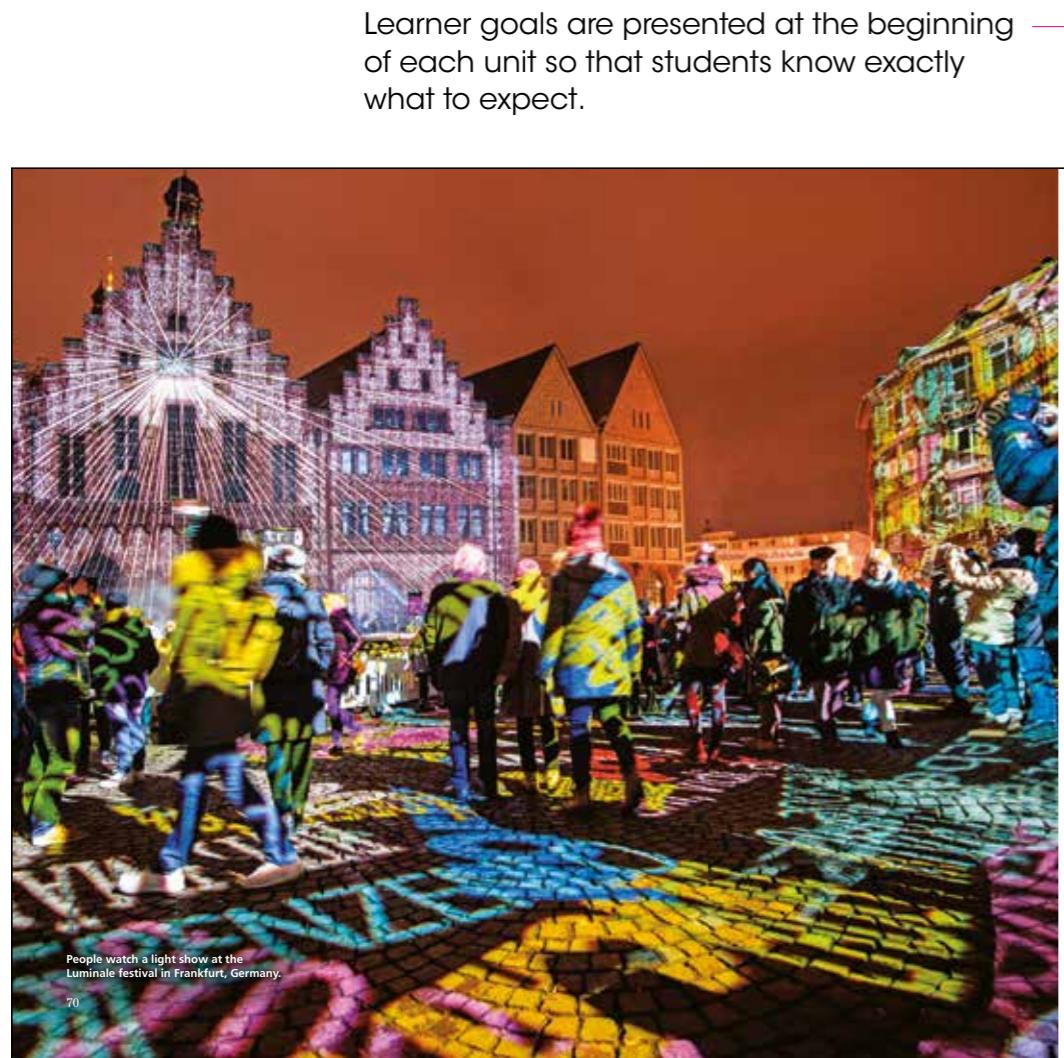
### EXTRA FLEXIBILITY

Whether you are teaching online or offline, Voices has solutions that can work for nearly any teacher or classroom. Voices includes a Classroom Presentation Tool (CPT) that can be streamed online from any computer, so you don't need to rely on a technical team to install this on all the institutionally-owned devices. Teachers also have the flexibility to access this on the go. However, in instances where the Internet connection may be unstable or unreliable, the CPT can be downloaded from the Online Practice (OLP) site and installed on a local computer. Students can also access a physical book, for those who prefer writing by hand, or an eBook, for those who want to minimize the number of books they have to carry around.

# 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.



## 6 People and places

- GOALS**
- Scan an article for information
  - Talk about likes, dislikes and preferences
  - Talk about holidays
  - Recognize synonyms when listening
  - Learn about different influencing styles
  - Write a city guide

- 1** Work in pairs. Discuss the questions.  
1 Look at the photo. Where are the people?  
2 Where do people like going in your area?  
3 What are your favourite places to go?

- WATCH**

- 2 Watch the video. Answer the questions.



- 1 Where does Nora live?  
2 What does she like about her city?  
3 Where does Federico live?  
4 What does Federico enjoy doing in his city?

- 3 Make connections. How are you similar to the explorers? How are you different?

Nora loves the cafés and restaurants in Cairo, and I love the cafés and restaurants in my city.  
Federico loves walking, but I don't. I like driving.

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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 skills development, as well as opportunities for peer interaction.

## 6A When cultures mix

### READING

- 1 Work in pairs. Discuss the questions.  
1 Is there a famous type of food, music, film, art or something else from your country? What is it?  
*I'm from Brazil. Samba is a famous type of music from my country.*

- 2 What things from other countries are popular in your country?  
*Italian food is popular here. We buy a lot of Japanese cars.*

- 2 Look at the Reading skill box. Then scan the article about Danai Gurira on page 73 and answer questions 1–4.

### READING SKILL Scanning

Look quickly at a text to find information, or the answer to a question. The question tells you what sort of information to look for:  
What ... jobs = scan for jobs  
Where = scan for a place  
What languages = scan for languages  
What country = scan for a country

- 1 What are Danai's two jobs? *writer and actor*  
2 Where was she born? *Iowa, US*

- 3 What other country is important to her? *Zimbabwe*

- 4 What languages does she speak? *English, French, Shona and Xhosa*

- 3 Read the article again. Tick (✓) the two ideas it includes.

- 1 Speaking two or three languages is useful.  
 2 When cultures mix, it's interesting.

- 3 Some people have more than one country.

- 4 It isn't easy to understand other cultures.

- 4 Work in pairs. Which of the ideas from Exercise 3 is the main idea? Do you agree? Why? Why not?

- 5 Look at the Critical thinking skill box. Which sentence about Danai (a, b or c) can we infer from the article?

### EXPLORE MORE!

Search online for 'Zimbabwe'. Find out more about the country or an interesting person from there.

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### CRITICAL THINKING SKILL Inferring meaning

When we infer, we understand something that isn't said directly. For example, Danai talks about family holidays. She doesn't say 'I enjoy travelling', but she talks about happy memories of travel. So we can infer that she enjoys travelling.

a Danai isn't interested in culture.

b Danai's true home is Zimbabwe.

c Danai feels that she has two home countries.

### VOCABULARY

- 6 Match the words in bold (1–4) in the article with the meanings (a–d).

- a things that affect how you live, act, think  1

- b from the area you live in or an area you're talking about  3

- c very beautiful  2

- d show someone a place  4

- 7 Complete the sentences with the words in bold (1–4) from the article.

- 1 The beaches in my country are *gorgeous*. Tourists love to go there.

- 2 *Local* people know the best restaurants where tourists don't go.

- 3 In my town, there are *influences* from countries around the world.

- 4 I would love to *guide* visitors from other countries around my town.

- 8 Which sentences in Exercise 7 are true for you or your country? Which are false?

### SPEAKING

- 9 Work in pairs. Discuss the questions.

- 1 Do cultures mix in your country? What influences can you see?

- Our food has influences from Arab culture.*

- 2 What are some great places to visit in your country?

- The mountains are gorgeous.*

## Where are you from?

1 Actor and writer Danai Gurira knows two cultures very well: Zimbabwe – a country in Africa – and the US. When I moved to Africa as a girl,' she says. 'I thought I was American. Then when I came back, I realized how African I was. Both countries are home for Danai, and both are an important part of who she is – and where she's from.'

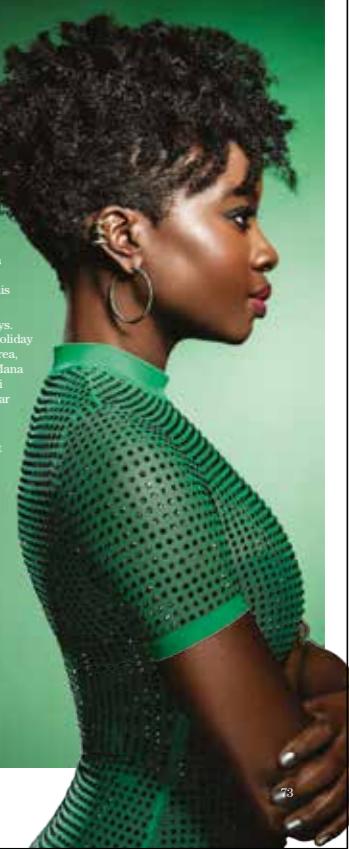
10 What's special about Zimbabwe? 'Zimbabweans are interesting,' she says, because of 'influences from the British and all over the world, plus our own.' Danai believes that when cultures mix in this way, it's good for people and helps them to grow.

15 Zimbabwe also has great places to visit, Danai says. When she was a child, her family often went on holiday to Victoria Falls and the Hwange National Park area, an amazing place for seeing wild animals. The Mana Pools hot springs are 'gorgeous,' she adds. Danai also recommends the Eastern Highlands, a popular place for outdoor activities like hiking and golf.

Her advice for visitors to Africa? Learn about the way *local* people live. Do a lot of research. Meet people from the place; let them 'guide' you.'

### DANAI GURIRA FACTS

- Born in Iowa, US
- Grew up in Africa – in Harare, the capital city of Zimbabwe
- Moved back to the US; studied acting in New York City
- Lives in Los Angeles, US
- Speaks English, French and two languages from Zimbabwe: Shona and Xhosa
- Writes plays and stars in films, including *Marvel's Black Panther*



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

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 first grammar point 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.

**6B**  
I really like home-made food!

**LISTENING AND GRAMMAR**

- Work in pairs. Discuss the questions.
 

1 What are the typical dishes where you live?  
*In my city, we have a chicken dish called ...*

2 What foreign dishes are popular in your country now? Do you like them?  
*Italian food is very popular in my country. I love pizza and pasta.*

3 When you go to a new place, do you like trying the local food? Why? / Why not?  
*Yes, because the local food is part of the local culture.*

No, because I don't like trying new things.
- Listen to Lorenzo and Magda talking about food. Are the statements true (T) or false (F)?
 

1 Magda misses her mother's cooking. **T**

2 Polish pierogi and Japanese gyoza are both types of dumplings. **T**

3 Magda likes sushi. **F**

4 Magda travels for work a lot. **F**

5 Lorenzo prefers the pizza in Italy. **T**

**GRAMMAR** Likes, dislikes and preferences

3 Read the Grammar box. What happens when we change the subject of the example sentences to she or he?

**LISTENING**

4 Listen to the recording. Answer the questions.

1 What are the typical dishes where you live?  
*In my city, we have a chicken dish called ...*

2 What foreign dishes are popular in your country now? Do you like them?  
*Italian food is very popular in my country. I love pizza and pasta.*

3 When you go to a new place, do you like trying the local food? Why? / Why not?  
*Yes, because the local food is part of the local culture.*

No, because I don't like trying new things.

4 Listen to Lorenzo and Magda talking about food. Are the statements true (T) or false (F)?
 

1 Magda misses her mother's cooking. **T**

2 Polish pierogi and Japanese gyoza are both types of dumplings. **T**

3 Magda likes sushi. **F**

4 Magda travels for work a lot. **F**

5 Lorenzo prefers the pizza in Italy. **T**

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**LISTENING**

7 Look at the infographic on the right and complete these sentences.

- Many people in the world like drinking **tea**.
- More than 3.5 billion people eat **rice** every day.
- The world ate 103 billion servings of instant noodles in one **year**.
- Many British people really **like** Thai food.
- Spanish people prefer **Italian** food to Chinese food.
- Chinese** people prefer French food to Italian food.
- People in the UAE prefer Thai food to **Japanese food**.
- 99 **per cent** of Italians like Italian food.

**GRAMMAR** Likes, dislikes and preferences

8 Listen to the recording again. What do you find interesting? What do you find surprising? Why?  
*I'm surprised that Italian people don't like Thai food very much – only 52% like Thai food.*

**LISTENING AND SPEAKING**

9 Listen to the Clear voice box. Listen and repeat.

**CLEAR VOICE**

Saying /p/, /t/, /d/, /f/

When there is more than one consonant at the beginning of a word, practice can help you pronounce the consonants together.  
*/p/ prefer, prawn, price  
/t/ try, true, trip  
/d/ drink, dry, draw  
/f/ fruit, friend, free*

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

1 Write five questions.  
*Do you like tea with milk? Do you like Thai food? It's too sweet. I prefer crisps.*

2 Ask people in your class or at home and write down their answers.

3 Tell your class about what you found. What do people like, not like and prefer?

**EXPLORE MORE!**

What do people like eating? Search online for 'popular food around the world' and see if you can find your favourite foods.

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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 second grammar point. There is a strong focus on language needed for everyday communication.

Listening activities simulate real-world situations and often feature National Geographic explorers.

**6C**  
You should talk to the local people

**LESSON GOALS**

- Understand people talking about holidays
- Learn holiday collocations
- Use can and can't for possibility
- Practise sentence stress

**LISTENING**

1 Work in pairs. Discuss the questions.

- When you go on holiday, do you prefer to go to the same place often or to different places?
- Who do you go with?
- What do you do?

**NATIONAL GEOGRAPHIC EXPLORERS**

2 Listen to Nora Shawki talking about holidays. Answer the questions.

- Which country does Nora talk about? **Egypt**
- What type of holiday does Nora talk about?
  - Camping holiday
  - Hiking holiday
  - History holiday
  - Shopping holiday

**VOCABULARY**

3 Listen to Federico Fanti. Answer the questions.

- Which country does Federico talk about? **Italy**
- What type of holiday does Federico talk about?
  - Camping holiday
  - Hiking holiday
  - History holiday
  - Shopping holiday

4 Listen to the Listening skill box. Then match the words in bold (1-4) with the synonyms (a-d).

**LISTENING SKILL**

Recognizing synonyms

When listening for specific information, we need to recognize words with similar meanings.

For example, if we are listening for information about 'great places to visit', the speaker might talk about 'amazing places to go'.

1 walking	c a ancient
2 very old temples	a b talk
3 small towns	d c hiking
4 chat to the local people	b d little

**GRAMMAR**

5 Read the Grammar box. What other uses of can do you already know?

**GRAMMAR** Can and can't for possibility

Use can + infinitive to say something is possible.  
*You can hike to the mountains from there.*

Use can't + infinitive to say something is not possible.  
*You can't do this quickly.*

Go to page 163 for the Vocabulary reference.

6 Work in pairs. Do you often do the things in Exercise 6 when you go on holiday? Why? / Why not?

**PRONUNCIATION AND SPEAKING**

7 Listen to the recording. Answer the questions.

8 Read the Grammar box. What other uses of can do you already know?

**GRAMMAR** Can and can't for possibility

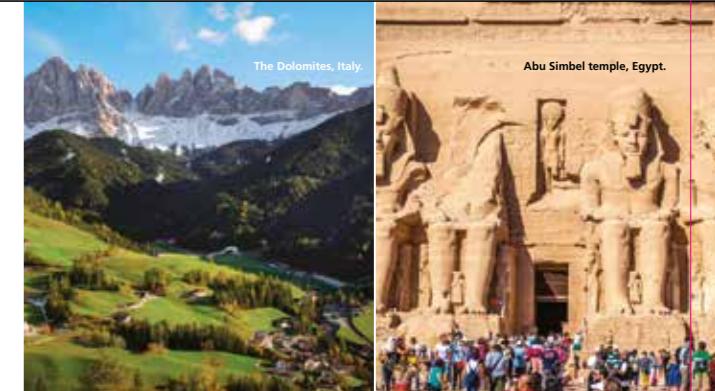
Use can + infinitive to say something is possible.  
*You can hike to the mountains from there.*

Use can't + infinitive to say something is not possible.  
*You can't do this quickly.*

Go to page 172 for the Grammar reference.

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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.



11 Listen to the Clear voice box. Listen and repeat.

**CLEAR VOICE**

Stressing can and can't

In positive sentences, you don't normally stress can. However, in negative sentences, you normally stress can't.

You can hike to the mountains from there. You can't do this quickly.

12 Listen to the recording. Answer the questions.

10 Listen to the Useful language box. Use the language to make travel recommendations with 1-3. Add two more recommendations of your own.

**USEFUL LANGUAGE**

Making recommendations

You should (go inside the Pyramids).  
I recommend (hiking in the Dolomites).  
I recommend that (you go there).  
You can (hike to the mountains from there).

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# 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.

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.

## 6D Influencing people

**LESSON GOALS**

- Understand different influencing styles
- Practise influencing people
- Plan a class trip

**SPEAKING**

- Work in pairs. When you *influence* somebody, you change the way they behave or think. What do you do to influence people in these situations?
  - You're planning a holiday with your family. You want to go on a beach holiday, but they want to go on a cultural holiday.
  - You're going for dinner with a friend. You want have Italian food, but they want Japanese food.
- Watch the video about two different styles of influencing. Answer the questions.
  - Put the steps of the push style in order.
    - I say why it's a great idea.
    - You agree and change your mind.
    - I tell you my idea.
  - Put the steps of the pull style in order.
    - I build on your ideas.
    - I ask questions to help you develop those ideas.
    - Together, we agree on a plan.
    - I ask you for your thoughts and ideas.
- Watch again. Tick (✓) Push or Pull.
 

Push	Pull
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**MY VOICE**

2 Watch the video about two different styles of influencing. Answer the questions.

1 Put the steps of the push style in order.

a I say why it's a great idea.  
b You agree and change your mind.  
c I tell you my idea.  
2 Put the steps of the pull style in order.

a I build on your ideas.  
b I ask questions to help you develop those ideas.  
c Together, we agree on a plan.  
d I ask you for your thoughts and ideas.

**COMMUNICATION SKILL**

Influencing styles

We often have a preferred style of influencing, but different styles can suit different situations. We need to choose the style to suit the situation.

1 There's a fire in the building. You need to get everyone to leave the building.  
2 You're the boss and you know all about the new computer system. You want your employee to use this new system.  
3 You know your idea is good for you, but you don't know if this idea is good for the other person.  
4 You want your teacher to agree to your idea. You think your teacher knows more than you.

**QUIZ**

Are you a 'pusher' or a 'puller'? **Find out!**

Which sentence – A or B – do you agree with?

**Useful language** Push and pull influencing

**Push**

In my opinion, ...  
You should try this / do it this way.  
You must see this / come.  
I've got a great idea.

**Pull**

What do you think about this?  
What do you like doing?  
What choices do we have?  
What's the most important thing for you?

**EXPLORE MORE!**

What other influencing styles are there? Find out more by searching for 'influencing styles' online.

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.

**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.

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.

## 6E Must-see places

**LESSON GOALS**

- Practice giving examples
- Connect ideas using *and*, *but* and *because*
- Write a city guide

**SPEAKING**

- Work in pairs. Discuss the questions.
  - What cities do people like to visit in your country?
  - What do you know about them? What are they famous for?
- Read the city guide below. Match each description (a–c) with a paragraph in the guide (1–3).
  - Places that tourists enjoy visiting
  - Places to hear music or see plays
  - A description of the city and why it's interesting

**READING FOR WRITING**

1 Work in pairs. Discuss the questions.

2 Read the city guide below. Match each description (a–c) with a paragraph in the guide (1–3).

3 Paragraph 1: Influence from other cultures  
Paragraph 2: Places you can visit on a bike  
Paragraph 3: New music

**WRITING SKILL**

Connecting ideas

The connectors *and*, *but* and *because* join ideas together.

- And* introduces more information.
- But* introduces a difference.
- Because* introduces a reason.

**CHECK** Use the checklist. The guide ...

□ has three paragraphs.  
□ includes a description of the city and why it's interesting.  
□ describes places that tourists enjoy visiting.  
□ talks about entertainment.  
□ includes examples.  
□ uses the connectors *and*, *but* and *because*.

**REVIEW** Exchange guides with another student. Find at least three things from the checklist.

**Explore More!**

Find a guide online for your town or city. Search online for 'sightseeing + (town or city name)'. Does the guide have similar recommendations to the ones you made?

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.

'Explore More' activities propose a variety of optional ways 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.

# PACING GUIDE <<

## VOICES



### Voices Pacing Guide

Each level of *Voices* is designed to last between 90 and 120 hours (**96-108 periods, with each period of 50 minutes**). However, we recognize that every class and every timetable is different, so each level is also designed to be flexible enough to meet the needs and demands of courses that are longer or shorter, or courses that have specific needs and emphases, such as a focus on grammar or on speaking.



UNIT OPENER



READING & CRITICAL THINKING



GRAMMAR & PRONUNCIATION



LISTENING & VOCABULARY



COMMUNICATION & MY VOICE



WRITING & USEFUL LANGUAGE

# PACING GUIDE <<

(\*) The following pacing guide is only a sample designed for A2-B1 level, please contact our sales representative for the other levels pacing guide

### PART 1: Customizing Voices Pre-Intermediate to fit a course of 90 hours (96 periods)

#### **ASSUMPTION:** The course runs 3 hrs/week x 30 weeks.

One full unit (Opener, Lessons A-E, Reflect and review) will be covered in 6 hours of class time.

This guide adds up to 24-32 full teaching weeks or 80 hours in total, making it suitable for a course in which time needs to be set aside for revision, exams and holidays.

If additional time needs to be freed up from this teaching schedule, the guide '10 ways to fast track a unit from *Voices*' should be used (see page 12 of this document).

#### **Situation 1: Two classes per week of approximately 100 minutes each**

The aim is to divide up the Student's Book lessons (A, B, C, D and E) between each class, and to cover one unit in two weeks. Reflect and Review will be homework.

##### **Week 1**

**Class 1:** start with the **Unit opener** (20 minutes); move on to **Lesson A** Reading (and Vocabulary) (40-50 minutes); **Lesson A** Speaking section (30 minutes);

**Class 2:** **Lesson B** Reading/Listening and Grammar input (40-50 minutes); **Lesson B** Pronunciation (where relevant) and Speaking sections (50 minutes)

##### **Week 2**

**Class 1:** **Lesson C** Vocabulary and Listening (30-40 minutes); **Lesson C** Grammar (30-40 minutes), Pronunciation and Speaking (20 minutes)

**Class 2:** **Lesson D** Speaking (40-50 minutes); **Lesson E** Writing (50-60 minutes)

#### **Situation 2: Three classes per week of 50 minutes each.**

The aim is to divide up the Student's Book lessons (A, B, C, D and E) between each class, and to cover one unit in two weeks. Reflect and Review are included in class time here.

##### **Week 1**

**Class 1:** start with the **Unit opener** (20 minutes); move on to **Lesson A** Reading (and Vocabulary) (30 minutes)

**Class 2:** revise **Lesson A** by reviewing the reading and vocabulary (20 minutes); pronunciation and speaking (30 minutes)

**Class 3:** **Lesson B** Vocabulary (20 minutes); grammar (30 minutes)

##### **Week 2**

**Class 1:** **Lesson C** vocabulary and listening (10-20 minutes); grammar (20 minutes); speaking (20-30 minutes)

**Class 2:** **Lesson D** speaking (10-20 minutes); pronunciation (10-20 minutes); speaking (20-30 minutes)

**Class 3:** **Lesson E** speaking (10 minutes); reading (10 minutes); writing (30 minutes)

##### **Week 3**

**Class 1:** revision of writing from **lesson E** (50 minutes)

**Class 2:** **Reflect and Review** (50 minutes)

**Class 3:** Continue the above pattern with the next unit

# PACING GUIDE <<

## PART 2: Customizing Voices Pre-Intermediate to fit a course of 120 hours (108 periods)

### ASSUMPTION: The course runs 3 hrs/week x 45 weeks.

One full unit (Opener, Lessons A–E, Reflect and review) will be covered in 9 hours of class time.

This guide adds up to 43 full teaching weeks or 110 hours in total, making it suitable for a course in which time needs to be set aside for revision, exams and holidays.

If additional time needs to be freed up from this teaching schedule, the guide ‘10 ways to fast track a unit from Voices’ should be used (see page 12 of this document).

### Situation 2: Three classes per week of 50 minutes each.

The aim is to divide up the Student’s Book lessons (A, B, C, D and E) between each class, and to cover one unit in two weeks and 2 days. Reflect and Review are included in class time here.

#### Week 1

**Class 1:** start with the **Unit opener** (20-30 minutes); move on to **Lesson A** Reading (and Vocabulary) (30 minutes)

**Class 2:** **Lesson A** pronunciation and speaking (40 minutes); **Lesson B** vocabulary (10 minutes)

**Class 3:** **Revise Lesson B** vocabulary (20 minutes); **Lesson B** grammar (20 minutes); speaking (10 minutes)

#### Week 2

**Class 1:** **Lesson C** vocabulary and listening (30 minutes); grammar (20 minutes); speaking (10 minutes)

**Class 2:** **Revise Lesson C** vocabulary and grammar (20 minutes); speaking (30 minutes)

**Class 3:** **Lesson D** speaking (10-20 minutes); pronunciation (10 minutes)

#### Week 3

**Class 1:** **Revise Lesson D** pronunciation (10-20 minutes); speaking (30-40 minutes)

**Class 2:** **Lesson E** speaking (10 minutes); reading (10 minutes); writing (30 minutes)

**Class 3:** revision of writing from **lesson E** (20 minutes); **Reflect and Review** (30 minutes)

#### Week 4

**Class 1:** **Lesson E** speaking (10 minutes); reading (10 minutes); writing (30 minutes)

**Class 2:** revision of writing from **lesson E** (20 minutes); **Reflect and Review** (30 minutes)

**Class 3:** Continue the above pattern with the next unit

# PACING GUIDE <<

### Supplementary material: Teacher’s Book

**Supplement your lessons with material from the Teacher’s Book.**

- 1 Use the grammar worksheets, vocabulary worksheets and pronunciation worksheets to provide extra practice in class.
- 2 Use the communicative worksheets (two per unit) to provide further speaking practice. They often match to the communication skill focus in Lesson D or to grammar and vocabulary in the unit. However, you can also use them as a stand-alone speaking practice or as a way of ending and revising a unit.
- 3 Use the mediation worksheets to develop your students’ mediation skills. Each worksheet links with the topic and/or functional language of a unit. They can extend or supplement various unit sections (see teachers’ notes in the Teacher’s Book).
- 4 Use the extra and extension activities in the body of the Teacher’s Book to provide further practice in lessons.

### Ten ways to fast track a unit from Voices

- 1 If your main priority is grammar and vocabulary, prioritize the B and C lessons because they teach these areas.
- 2 If your students’ main need is to improve their speaking and listening, focus on the unit opener, and the C and D lessons. Make use of the Communicative worksheets in the Teacher’s Book, too.
- 3 The unit opener provides an extended lead-in to the unit and introduces the National Geographic Explorers who feature in the unit. However, with shorter lessons, or on a shorter course, you could miss out the unit opener and start directly with the Lesson A (which has its own lead-in question or task).
- 4 One way to reduce the amount of content used in class from the B or C lessons is to set part of the page for homework. Since the grammar is contextualized and presented via a reading or listening text, students need to have read or listened to the text in order to complete the lesson. You can set the reading or listening for homework, and ask students to complete the comprehension questions. In the next class, quickly check their answers and go straight into the following grammar focus.
- 5 The course includes pronunciation presentations and exercises. However, some aspects of pronunciation may not cause your students difficulty because they have the same features in their own language. You can analyze the pronunciation syllabus and decide which points to leave out.
- 6 Lesson A always includes an extensive reading text with comprehension exercises and a critical thinking task. If you don’t need to focus on extensive reading skills, you can omit Lesson A (or set the reading for homework and, in class, check answers and do the final speaking task).
- 7 Lesson E focuses on writing, and you can set some of the writing analysis and practice for homework. Some tasks involve students assessing each other’s work, so if the writing is done at home, set aside time in class for students to peer review each other’s writing.
- 8 Set Explore More! tasks for homework, and have students share ideas and findings in the next class.
- 9 Ask students to preview and study grammar and vocabulary at home before you teach the lesson. This will save class time, as you will be clarifying rules and meanings, not teaching from scratch.
- 10 The Reflect and review sections at the end of each unit can easily be set for homework and do not have to be done in class.

# TEACHER'S BOOK

The Voices Teacher's Book provides a comprehensive set of resources to help teachers effectively plan and teach lessons.



## What's at the front of the Teacher's Book?

- **Table of Contents**
- **Welcome to Voices:** introduction of the philosophy and approach of Voices, the Student's Book, Workbook, and the Teacher's Book
- **Digital Resources:**
  - **Virtual Voices Toolkit** – a set of video-based professional development resources developed by Voices authors to help teachers deliver engaging courses using Voices
  - **Classroom Presentation Tool** which includes Student's Book and Workbook, audio, video, and games for effective classroom management for in-person and online teaching
  - **Interactive Student's eBook**
  - **Online Practice** – a platform which students and teachers can use to enhance and monitor teaching and learning
  - **Assessment** – information on tools and resources the teacher can use to assess students' learning
  - **Unit Walkthrough** – Detailed unit description (lesson by lesson)
  - **Learn More About Voices** – The **Voices** authors share their thoughts to help teachers understand the thinking behind the series and what makes **Voices** unique

## Each individual unit contains the following:

- **Unit goals**
- **Photocopiable resources**
- **Sample answers / answer key:** including suggested answers for open-ended speaking tasks to assist the teacher.
- **Audio & video scripts**
- **Optional step:** to help the teacher differentiate their instructions
- **Extra activities:** suggested ways to further exploit, or build on, the Student's Book activities
- **Explore more:** suggested activities for further exploration of unit topics
- **Language notes:** guidance on explaining the main grammar, vocabulary, and pronunciation points of the lesson
- **Communication skill notes:** guidance on important points to consider when teaching a specific communication skill in a lesson
- **Background information:** this can be found for the following sections: About the Photo, About the Text, About the Explorer



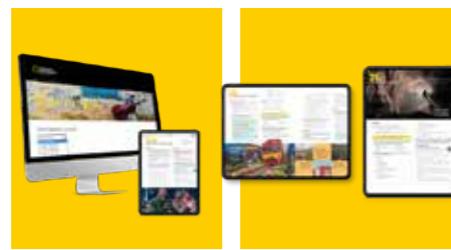
## What's at the back of the Teacher's Book?

- **Vocabulary Reference** (including Exercises and Answer Key)
- **Grammar Reference** (including Exercises and Answer Key)
- **Extra Speaking Tasks**
- **Communication Activities** (including Teacher's Notes and Worksheets)
- **Vocabulary Activities** (including Worksheets and Answer Key)
- **Grammar Activities** (including Worksheets and Answer Key)
- **Pronunciation Activities** (including Teacher's Notes, Worksheets and Answer Key)
- **Mediation Activities** (including Teacher's Notes, Worksheets and Answer Key)
- **Tips for Classroom Teaching and Management**

# VOICES VIETNAM WEBSITE

## Voices for all Classrooms

**PREPARE**  
for classes with downloadable resources like the Teacher's Book and additional worksheets from the companion site [ELTNGL.com/voicesresources](http://ELTNGL.com/voicesresources).



**TEACH**  
engaging lessons with the classroom presentation tool.



## LEARN

with **interactive eBooks** on the Student's Online Practice.

## ASSIGN AND TRACK

student's homework progress on the Learning Management System for Online Practice.

**Voices Vietnam Website**  
<https://www.ngl-asia.com/voices>



This exclusive website will support teachers by providing:

1. Updates on all new developments
2. Customized content for classroom use
3. A place to share and pool resources for the 'community' of Voices teachers.

Our goal for this website is to provide all Voices students and teachers in Vietnam with the knowledge and resources they need - not only saving preparation time, but also making classes fun, relevant and memorable. We hope that you will enjoy using the series and that it will help you bring the world to your classroom, and your classroom to life!

# COMPANION SITE

This link will bring you to another site where you can find useful resources for students and teachers.

<https://eltngl.com/sites/Voices/home>



### Student Resources: All levels with:

- Audio for Student's book**
- Audio for Workbook**
- Video for Student's book**

### Teacher Resources for all levels:

Including further photocopyable activities, word lists, pacing guides, and answer keys

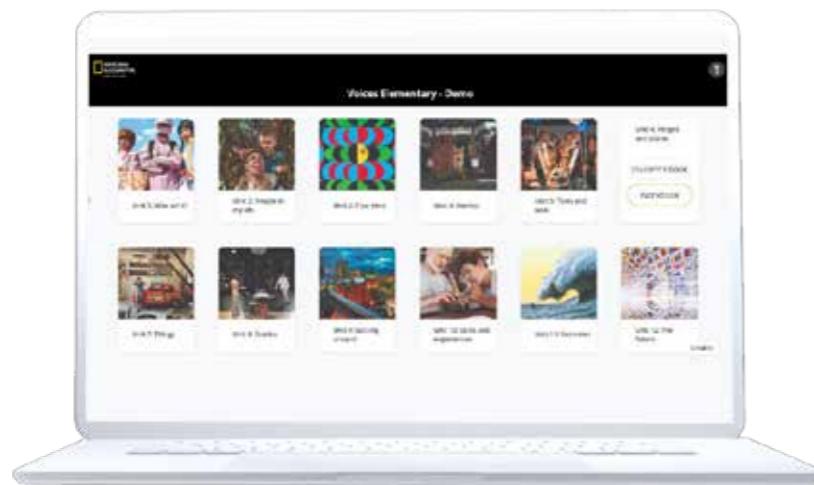
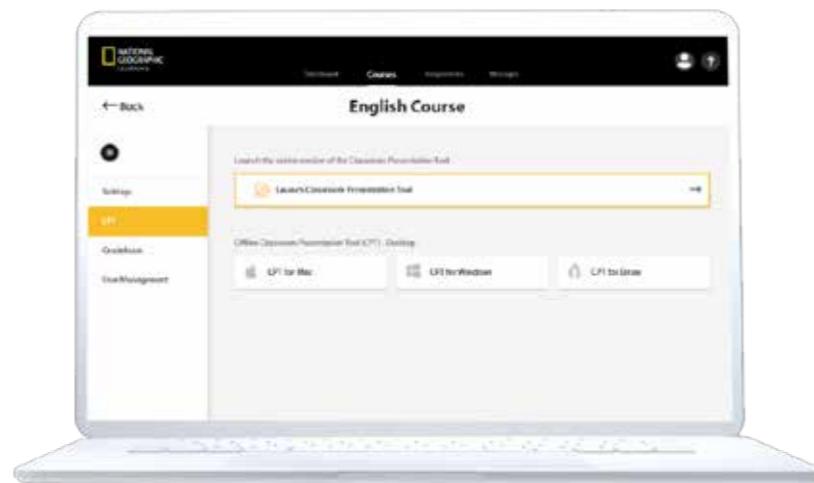
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| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Audio Scripts</b></li><li><input type="checkbox"/> <b>CEFR Correlation</b></li><li><input type="checkbox"/> <b>Combo split resources</b></li><li><input type="checkbox"/> <b>Assessment resources</b></li><li><input type="checkbox"/> <b>7 Photocopyable worksheets for each unit:</b><ul style="list-style-type: none"><li>■ 2 communicative</li><li>■ 2 grammar</li><li>■ 1 mediation</li><li>■ 1 pronunciation</li><li>■ 1 vocabulary</li></ul></li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Projects</b></li><li><input type="checkbox"/> <b>Reading texts</b></li><li><input type="checkbox"/> <b>Teacher's Book: unit notes</b></li><li><input type="checkbox"/> <b>Video scripts</b></li><li><input type="checkbox"/> <b>Voices Assessment Suite</b></li><li><input type="checkbox"/> <b>Wordlists</b></li></ul> |
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### Professional Development Video Collection

- |   |  |
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| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Clear Voices</b></li><li><input type="checkbox"/> <b>Exam preparation</b></li><li><input type="checkbox"/> <b>My Voices</b></li><li><input type="checkbox"/> <b>Real Voices</b></li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Teaching lower-level learners</b></li><li><input type="checkbox"/> <b>The skills development series</b></li><li><input type="checkbox"/> <b>Virtual Voices toolkit</b></li></ul> |
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# CLASSROOM PRESENTATION TOOL

**Voices Classroom Presentation Tool (CPT)** helps you enrich your lessons with interactive Student's Book and Workbook pages with embedded audio, video, and activities. The CPT can be used online, through the Online Practice platform or offline, by installing the CPT to your computer.



## Online version:

- The online CPT is part of the Online Practice platform, where the Student's Book and the Workbook are located. This is a one-stop shop for teachers where all resources can be found in one place.
- Teachers can get access the Online Practice by signing in to [www.learn.elngl.com](http://www.learn.elngl.com). Login credentials will be provided to teachers via their school or institution.

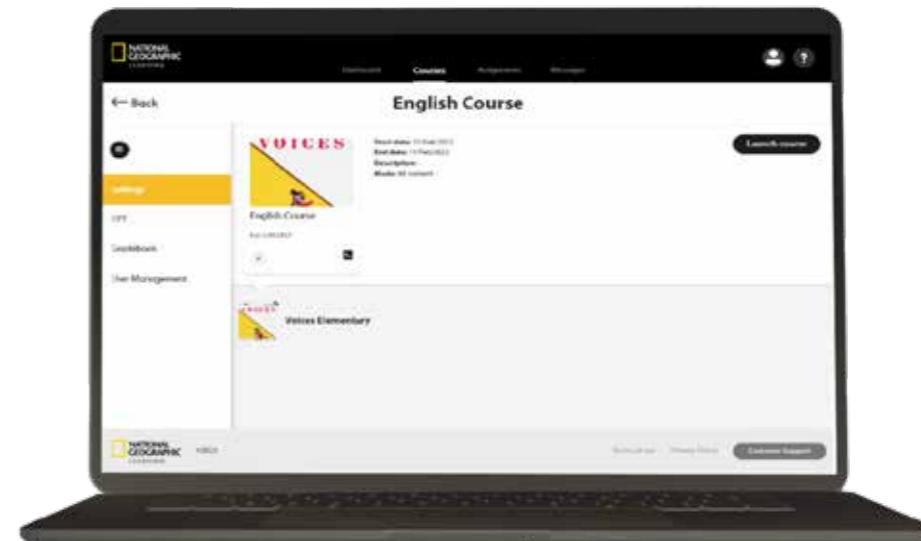
## Offline version:

- The CPT is also available offline. The offline version is for institutions who do not have access to the internet in their classrooms or where connectivity is limited.
- Once you open the CPT, the Table of Contents dashboard is displayed with all the units available. Hover over a unit and the Unit photo card will flip over to reveal two content options:
- Student's Book
  - Workbook

# ONLINE PRACTICE

**Voices online practice** helps teachers manage their classes and track students' Online Practice progress with a Learning Management System that includes:

- Interactive student activities which work on computers, tablets, and smartphones
- Messaging function between teachers and students
- Assignment creation capabilities
- Student progress tracking and reports
- Interactive Student's eBook



## In the Gradebook section, you will be able to see:

- Students: all students registered in the course.
- Course Completion: the percentage of assignments completed.
- Average score: the score percentage of assignments completed
- Total Learning Time: the total time spent completing assignments.
- Last Login: the last time the student signed into the online practice.



# ONLINE PLACEMENT

Your valid and reliable guide for each student's English journey.

National Geographic Learning Online Placement helps institutions place each learner at the right English ability level and provides a pathway into National Geographic Learning materials. Our holistic approach to placement offers an adaptive test, auto-collection of speaking samples, and a skill-specific Score Report for each test-taker. Learners confidently begin their journey toward real-world success with reliable placement into one of fourteen proficiency levels correlated to the Common European Framework of Reference (CEFR).

The National Geographic Learning Online Placement Test:

- Provides auto-scored, online placement for young adult and adult learners ages 15+
- Places learners into one of 14 CEFR bands, from Pre-A1 to C1
- Collects speaking samples prompted by National Geographic photography
- Offers option of mobile or desktop experience
- Tests reading, listening, and use of language
- Takes learners an average of thirty to sixty minutes to complete
- Recommends a placement pathway into National Geographic Learning programs in the academic, upper-secondary, and young adult/adult segments
- Delivers a one-page Score Report with Language Skill Profile for each test-taker

[ELTNGL.com/onlineplacement](http://ELTNGL.com/onlineplacement)



TO LEARN MORE, VISIT  
[ELTNGL.COM/DIGITALRESOURCES](http://ELTNGL.COM/DIGITALRESOURCES)

## VSTEP EXAM PREPARATION:

Universities across Vietnam are increasingly using the VSTEP exam as a benchmark to test students' English proficiency level. A good VSTEP score will soon be a requirement for all students graduating from university. To assist teachers, National Geographic Learning Vietnam has developed VSTEP Worksheets, which link the material in Voices to the VSTEP Exam. Each section includes exam questions for VSTEP Writing, Speaking, Reading and Listening, specially designed to test students on the language covered in Voices. There are tests for every four units of Voices, complete with Teachers' Notes and Answer Keys. These free materials, ready to use with your classes, are available exclusively to Voices users!

# PROFESSIONAL DEVELOPMENT RESOURCES

## **Voices Professional Development Resources**

Written and hosted by the Voices authors, this comprehensive series of more than 20 bite-sized videos provide clear explanations and instructional techniques that support the core topics and features of Voices that help learners to develop their voice in English. They are designed to guide the transition to using Voices as a coursebook and ensure that teachers and learners get the most out of the content.

- Real Voices: National Geographic Explorers as real models of global communication
- Clear Voices: the research-based pronunciation syllabus that focuses on comprehensibility
- My Voice: interculturality, English and global communication, and interpersonal skills
- The Virtual Voices Toolkit: plan, teach, and evaluate students in online classrooms
- The Pedagogy Series: mediation, critical thinking, and receptive skills
- Exam Preparation: prepare for success in IELTS, TOEFL, VSTEP and Cambridge Exams
- Teaching Lower-Level Learners: tips for boosting communication confidence in lower-level learners

## **Implementation Advice & Model**

Below is a suggested implementation guide which teachers and institutions may choose to follow:

- Students can self-study the online workbook at home or school lab
- The midterm and final exam will be 20% from the online workbook and 80% from the student's book
- If students fail to complete 70% of OLP, their other grades (mid-term, final etc.) will not be recognized
- Teachers report students' progression and scores for mid-term and final-term exams to Academic Registrar (*Phòng Đào Tạo*)/ Faculty of Foreign Languages (*Khoa Ngoại Ngữ*)/ Division of Foreign Languages (*Tổ Ngoại Ngữ*).





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## Engage with Us

National Geographic Learning hosts dynamic and thought-provoking learning events throughout Asia.

### Join the Conversation

The National Geographic Learning team works with schools around the Asia region to host and co-host thought-provoking events. Featuring world-class authors, National Geographic Explorers, and people who have spoken on the TED stage, we engage and inspire hundreds of teachers and administrators every year.

Follow us on Facebook at

National Geographic Learning Vietnam  
for information on upcoming events, webinars,  
useful teaching tips and other great content!



**NGLearningVN**

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