EVOLVE

TEACHER'S EDITION
WITH TEST GENERATOR

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Katy Simpson, and Raquel Ribeiro dos Santos

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with teacher development by Amanda French,
Craig Thaine, and Alex Tilbury

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CONTENTS

Introduction

Introduction		T-vi
Course components		T-xi
Student's Book contents		T-xii
Unit structure and tour		T-xvi
Safe speaking environments		T-xxii
Teacher development introduction		T-xxiv
Pronunciation support		T-xxviii

Teacher's notes

Unit 1	I am …	T-1
Unit 2	Great people	T-11
Unit 3	Come in	T-21
Review 1	(Units 1–3)	T-31
Unit 4	I love it	T-33
Unit 5	Mondays and fun days	T-43
Unit 6	Zoom in, zoom out	T-53
Review 2	(Units 4–6)	T-63
Unit 7	Now is good	T-65
Unit 8	You're good!	T-75
Unit 9	Places to go	T-85
Review 3	(Units 7–9)	T-95
Unit 10	Get ready	T-97
Unit 11	Colorful memories	T-107
Unit 12	Outdoors	T-117
Review 4	(Units 10–12)	T-127

Grammar and vocabulary practice

Grammar practice teacher tips T-129
Grammar practice with answer key 129
Vocabulary practice teacher tips T-141
Vocabulary practice with answer key 141

Other Student's Book pages

Progress check introduction T-152
Progress check Units 1–3 152
Progress check Units 4–6 153
Progress check Units 7–9 154
Progress check Units 10–12 155
Student A / Student B communicative activities 156
Language summaries T-161
Student's Book audio scripts T-173

Photocopiable activities

Contents T-176
Teacher's notes – Grammar T-177
Photocopiable activities – Grammar T-186
Teacher's notes – Vocabulary T-215
Photocopiable activities – Vocabulary T-224
Teacher's notes – Speaking T-249
Photocopiable activities – Speaking T-254
Workbook answer key T-266
Workbook audio scripts T-282

EVOLVE

SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching.

Joy in learning.

Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.

Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.

LARISSA CASTRO

Friendly, honest, happy
Mission College, USA

JINNY LARA

Free your mind
Centro Universitario Tecnológico, Honduras

CAROLINA NASCIMENTO NEGRÃO

Nice, determined, hard-working
Universidade Anhembi Morumbi, Brazil

JOSUE LOZANO

Enthusiastic, cheerful, decisive
Centro Universitario Tecnológico, Honduras

JULIETH C. MORENO DELGADO

Decisive, reliable, creative
Fundación Universitaria Monserrate, Colombia

ANDERSON BATISTA

Resilient, happy, dreamer
Universidade Anhembi Morumbi, Brazil

FELIPE MARTINEZ LOPEZ

Reliable, intrepid, sensitive
Universidad del Valle de México, Mexico

JEE-HYO MOON (JUNE)

Organized, passionate, diligent
Mission College, USA

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT

Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.

6.5 TIME TO SPEAK
A good place to live

LESSON OBJECTIVE
- plan a new neighborhood for a city

A **PREPARE** Talk to a partner. What do you see in the pictures?

B **DISCUSS** Which places in the pictures are important to have near your home? Write numbers 1–8 next to the pictures.
1 = very important → 8 = not very important

C **DISCUSS** Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose one person from the list below. What does your person want in the new neighborhood? Write notes.
- You have young children.
- You are over 60 and you don't work.
- You are a young person in your first apartment.
- You are a college student in a home-share.

D **PRESENT** Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?

To check your progress, go to page 153.

USEFUL PHRASES

DISCUSS
I have children. A school is really important.
What about … ? Me, too. I agree. / I disagree.
I think … is good for the neighborhood.
I want … for the neighborhood.
I like / don't like …
I think … are very important / not very important.

PRESENT
We want …
Everyone in the class likes …

62

Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

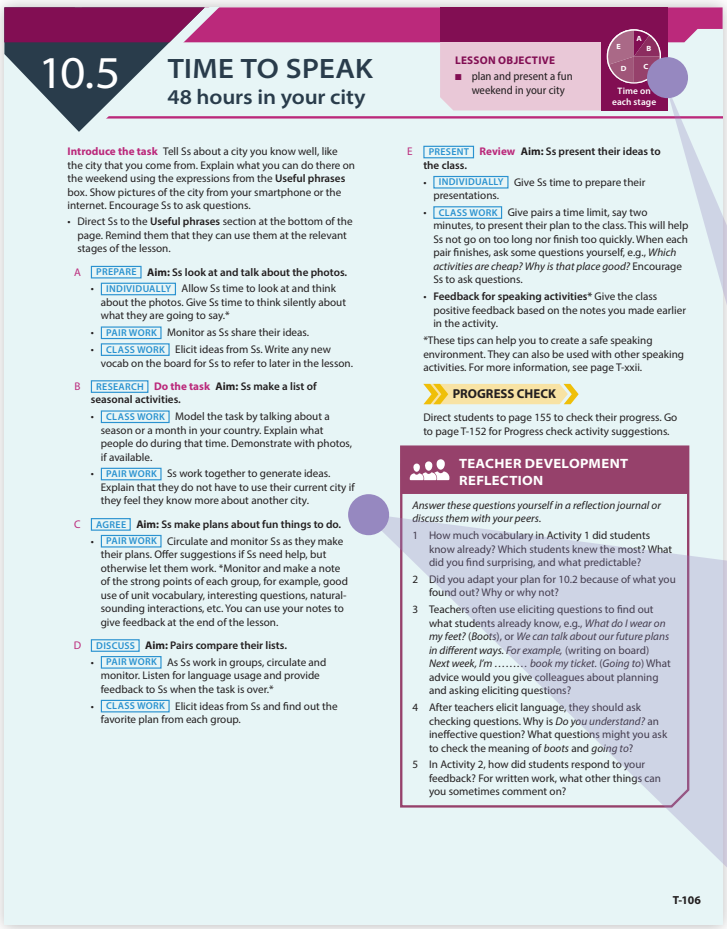
Designed for success

A safe speaking environment is one that helps to relieve the anxiety that many students feel about speaking. It's an environment where producing the language is not an end in itself, but more a "tool" in which they can practice speaking English while achieving a collaborative goal.

EVOLVE's Time to speak lessons offer teachers the opportunity to create a safe speaking environment, and the teacher's notes provide the support to help them do this.

Time to speak teacher's notes

The teacher's notes offer a step-by-step guide for the teacher to all elements of the lesson, including classroom and time management.



10.5 TIME TO SPEAK
48 hours in your city

LESSON OBJECTIVE
- plan and present a fun weekend in your city

Time on each stage

Introduce the task Tell Ss about a city you know well, like the city that you come from. Explain what you can do there on the weekend using the expressions from the **Useful phrases** box. Show pictures of the city from your smartphone or the internet. Encourage Ss to ask questions.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A PREPARE **Aim: Ss look at and talk about the photos.**
- INDIVIDUALLY Allow Ss time to look at and think about the photos. Give Ss time to think silently about what they are going to say.*
- PAIR WORK Monitor as Ss share their ideas.
- CLASS WORK Elicit ideas from Ss. Write any new vocab on the board for Ss to refer to later in the lesson.

B RESEARCH **Do the task** **Aim: Ss make a list of seasonal activities.**
- CLASS WORK Model the task by talking about a season or a month in your country. Explain what people do during that time. Demonstrate with photos, if available.
- PAIR WORK Ss work together to generate ideas. Explain that they do not have to use their current city if they feel they know more about another city.

C AGREE **Aim: Ss make plans about fun things to do.**
- PAIR WORK Circulate and monitor Ss as they make their plans. Offer suggestions if Ss need help, but otherwise let them work. *Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

D DISCUSS **Aim: Pairs compare their lists.**
- PAIR WORK As Ss work in groups, circulate and monitor. Listen for language usage and provide feedback to Ss when the task is over.*
- CLASS WORK Elicit ideas from Ss and find out the favorite plan from each group.

E PRESENT **Review** **Aim: Ss present their ideas to the class.**
- INDIVIDUALLY Give Ss time to prepare their presentations.
- CLASS WORK Give pairs a time limit, say two minutes, to present their plan to the class. This will help Ss not go on too long nor finish too quickly. When each pair finishes, ask some questions yourself, e.g., *Which activities are cheap? Why is that place good?* Encourage Ss to ask questions.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK
Direct students to page 155 to check their progress. Go to page T-152 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION
Answer these questions yourself in a reflection journal or discuss them with your peers.
1 How much vocabulary in Activity 1 did students know already? Which students knew the most? What did you find surprising, and what predictable?
2 Did you adapt your plan for 10.2 because of what you found out? Why or why not?
3 Teachers often use eliciting questions to find out what students already know, e.g., *What do I wear on my feet?* (*Boots*), or *We can talk about our future plans in different ways. For example,* (writing on board) *Next week, I'm ..... book my ticket.* (*Going to*) What advice would you give colleagues about planning and asking eliciting questions?
4 After teachers elicit language, they should ask checking questions. Why is *Do you understand?* an ineffective question? What questions might you ask to check the meaning of *boots* and *going to*?
5 In Activity 2, how did students respond to your feedback? For written work, what other things can you sometimes comment on?

T-106

"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."

Salvador Coyotecatl Sánchez, Teacher, Mexico

- An illustrated indicator shows the recommended portion of class time for each activity in the lesson.

- The notes provide tips on:
  - giving students preparation time before they speak
  - monitoring
  - how and when to give feedback
  - giving positive feedback
  - error correction

"Students who are usually shy now speak naturally because they have more time to develop their speaking."

María Azucena Rivera, Teacher, Mexico

Integrated teacher development

The integrated development program in EVOLVE offers practice activities that teachers can integrate into their EVOLVE lessons, opportunities for reflection on the activities, and follow-up reading material and videos to consolidate the theory behind the activities.

There are three development themes integrated into each EVOLVE level.

- **Teaching and developing speaking skills**
- **Support in the classroom and learner management**
- **Language acquisition**

Each theme is divided into manageable strategies, which are explored individually in separate units. The structure of the program in each unit is as follows:

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues

For more information, see page T-xxiv in this book.

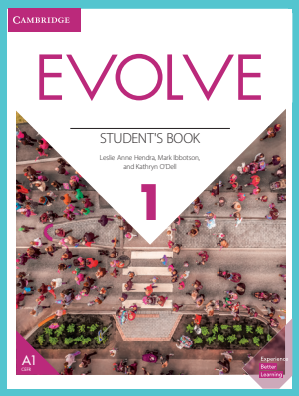
Cambridge Dictionary

Cambridge Dictionary

Make your words meaningful

Free, high quality, corpus-informed dictionaries and language learning resources are available online at **dictionary.cambridge.org.** The dictionary definitions are written especially for learners of English, the site is optimized for smartphones, and you can also join our Cambridge Dictionary communities on Facebook, Twitter, Instagram and YouTube. The only dictionary site you need to recommend to your learners!

For students



Student's Book

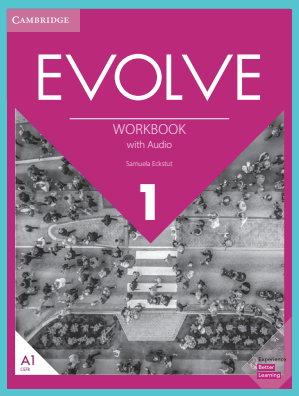
- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant functional and real-world strategies
- Optional videos of real students as language models accessible via QR code
- Optional phone activities in each unit

Also available:

Student's Book, A and B versions

with Practice Extra

with Practice Extra, A and B versions



Workbook

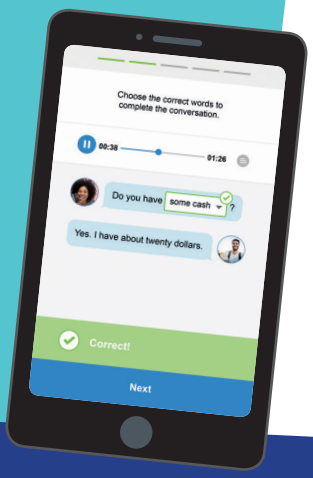
- Comprehensive practice and consolidation of new language in every unit
- Downloadable Workbook audio

Also available:

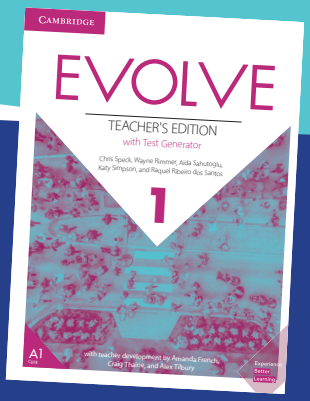
Workbook with Audio, A and B versions

Practice Extra

- Bite-sized homework activities for study at home or on the go
- Mobile-friendly and also accessible on tablet and desktop
- Allows teachers to easily track students' performance



For teachers



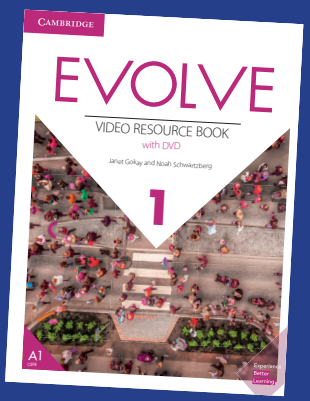
Teacher's Edition with Test Generator

Supports teachers in facilitating student-centered lessons

- Includes homework ideas, mixed-ability activities, extra activities, and grammar and vocabulary support
- Integrates a Teacher Development Program into the teacher's notes
- Offers photocopiable worksheets, answer keys, audio scripts, and much more
- Offers ready-made tests as well as question bank for the creation of custom tests

Presentation Plus

- Contains the Student's Book and Workbook for whiteboard presentation, with integrated mark-up tools, answer keys, audio, and video
- Quick access to the full class audio program, video program, and games



Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include a drama series and short documentaries.
- Worksheets exploit the videos in class.
- Teacher development opportunities and teacher tips for using video in the classroom

Class Audio CDs

- Contain all Student's Book audio tracks

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 I am …	■ Say where you're from ■ Ask for and give personal information ■ Check into a hotel ■ Write a profile ■ Meet new people	■ *I am, you are* ■ *What's … ?; It's …*	■ Countries and nationalities ■ The alphabet ■ Personal information ■ Numbers (1–10) ■ Jobs ■ Greetings, introductions, and goodbyes	■ /ɪ/ and /i/ vowel sounds
Unit 2 Great people	■ Talk about your family ■ Describe friends and family ■ Talk about ages and birthdays ■ Write a post about friends in a photo ■ Compare information about friends and family	■ *is / are* in statements and *yes/no* questions ■ *is not / are not* ■ Prepositions of place	■ Family ■ Numbers (11–100) ■ Adjectives to describe people ■ *really / very* ■ Dates	■ Saying numbers ■ Listening for short forms
Unit 3 Come in	■ Talk about your home ■ Talk about furniture ■ Offer and accept a drink and snack ■ Write an email about a home-share ■ Choose things for a home	■ Possessive adjectives; possessive *'s* and *s'* ■ *It is* (statements and questions with short answers) ■ Information questions with *be*	■ Rooms in a home ■ Furniture ■ Drinks and snacks	■ /k/ at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 I love it	■ Talk about your favorite things ■ Say how you use technology ■ Talk about how you communicate ■ Write product reviews ■ Talk about your favorite music	■ Simple present statements with *I, you, we* ■ Simple present *yes/no* questions with *I, you, we* ■ *a/an*; adjectives before nouns	■ Technology ■ Words for using technology ■ Music	■ Stressed words ■ Listening for the end of a sentence
Unit 5 Mondays and fun days	■ Talk about weekday and weekend activities ■ Tell the time and talk about your routines ■ Show you agree and have things in common ■ Write a report about your activities ■ Compare different work weeks	■ Simple present statements with *he, she, they* ■ Questions in the simple present	■ Days and times of day ■ Everyday activities ■ Telling the time	■ Syllables in words
Unit 6 Zoom in, zoom out	■ Talk about places in the city ■ Talk about nature in your area ■ Ask for and give directions ■ Write a fact sheet about a place in nature ■ Plan a new neighborhood for a city	■ *There's, There are; a lot of, some, no* ■ Count and non-count nouns	■ Places in cities ■ Nature	■ /ɪr/ and /er/ sounds ■ Listening for important words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
■ Check in to a hotel **Real-world strategy** ■ Check spelling		**Meet the artists** ■ Profiles of two artists	**A profile** ■ A personal or work profile ■ Capital letters and periods	■ Introduce yourself ■ Say where you're from ■ Say and spell personal information ■ Arrive at a hotel and check in **Time to speak** ■ Talk to people at a party
■ Ask about and say people's ages and birthdays; give birthday wishes **Real-world strategy** ■ Correct yourself	**Here's my band** ■ A conversation between friends		**A post** ■ A post about friends in a photo ■ *and* to join words and sentences	■ Describe the people in a picture ■ Talk about your family ■ Describe your friends and family ■ Talk about ages and birthdays **Time to speak** ■ Talk about things in common
■ Make and reply to offers **Real-world strategy** ■ Ask about words you don't understand		**A home-share in Burnaby** ■ Emails about a home-share	**An email** ■ An email about a home-share ■ Question marks	■ Describe a house in a picture ■ Talk about rooms in your home ■ Talk about unusual furniture ■ Offer a drink or snack **Time to speak** ■ Discuss what furniture to buy for a new home
■ Ask about a new topic; ask for a response **Real-world strategy** ■ Show you are listening	**Product reviews** ■ A radio program about product reviews		**A review** ■ A product review ■ *but* and *because*	■ Talk about things that you love or like ■ Talk about your favorite technology ■ Discuss what phone plan is good for you ■ Talk about how you communicate with people **Time to speak** ■ Talk about your favorite music
■ Show you agree or have things in common **Real-world strategy** ■ Short answers with adverbs of frequency		**Work, rest and play** ■ An article about work-life balance	**A report** ■ A report about your activities ■ Headings and numbered lists	■ Talk about your fun days ■ Say when and how often you do things ■ Talk about your daily routine ■ Compare information about your activities **Time to speak** ■ Talk about the best week for your body clock
■ Ask for and give directions **Real-world strategy** ■ Check information	**Walk with Yasmin** ■ A podcast about a place in nature		**A fact sheet** ■ A fact sheet ■ Order size and opinion adjectives	■ Describe a picture of a city ■ Talk about good places in your neighborhood ■ Talk about nature in your area ■ Give directions to a visitor **Time to speak** ■ Talk about a good place to live

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	■ Talk about activities around the house ■ Ask and answer questions about travel ■ Share news on the phone ■ Write a blog about things happening now ■ Ask what people are doing these days	■ Present continuous statements ■ Present continuous questions	■ Activities around the house ■ Transportation	■ *–ing* at the end of the word
Unit 8 You're good!	■ Talk about your skills and abilities ■ Say what you can and can't do at work or school ■ Say why you're the right person for a job ■ Write an online comment with your opinion ■ Talk about what people in your country are good at	■ *can* and *can't* for ability; *well* ■ *can* and *can't* for possibility	■ Verbs to describe skills ■ Work	■ Saying groups of words ■ Listening for *can* and *can't*
Unit 9 Places to go	■ Talk about travel and vacations ■ Make travel plans ■ Ask for information in a store ■ Write a description of a place ■ Plan a vacation for someone	■ *this* and *these* ■ *like to, want to, need to, have to*	■ Travel ■ Travel arrangements	■ Saying prices
Review 3 (Review of Units 7–9)				
Unit 10 Get ready	■ Make outdoor plans for the weekend ■ Discuss what clothes to wear for different trips ■ Suggest plans for evening activities ■ Write an online invitation ■ Plan and present a fun weekend in your city	■ Statements with *be going to* ■ Questions with *be going to*	■ Going out ■ Clothes ■ Seasons	■ The letter *s* ■ Listening for *going to*
Unit 11 Colorful memories	■ Describe people, places, and things in the past ■ Talk about colors and memories ■ Talk about movies and actors ■ Write an email about things you keep from your past ■ Talk about TV shows from your childhood	■ Statements with *was* and *were* ■ Questions with *was* and *were*	■ Adjectives to describe people, places, and things ■ Colors	■ /oʊ/ and /ɑː/ vowel sounds
Unit 12 Stop, eat, go	■ Talk about snacks and small meals ■ Talk about meals in restaurants ■ Offer and accept food and drink ■ Write a restaurant review ■ Create a menu for a restaurant	■ Simple past statements ■ Simple past questions; *any*	■ Snacks and small meals ■ Food, drinks, and desserts	■ /h/ and /r/ sounds ■ Listening for *Do you want to…?*
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140	**Vocabulary exercises, pages 141–152**			

Functional language	Listening	Reading	Writing	Speaking
■ Answer the phone and greet people; ask how things are going **Real-world strategy** ■ React to news		**Jamie's blog** ■ A blog about a difficult place	**A blog post** ■ A blog about a busy place ■ *and, also,* and *too*	■ Talk about the lives of people in a picture ■ Talk about good and bad times to call someone ■ Tell a friend what you are doing right now ■ Talk about your news **Time to speak** ■ Talk about your life these days
■ Ask for and give for opinions **Real-world strategy** ■ Explain and say more about an idea	**Technology Talks** ■ A podcast about computers		**A comment** ■ Comments about an online post ■ Quotations	■ Discuss activities you do ■ Talk about skills you have ■ Talk about what you can and can't do at work ■ Ask and answer questions in a job interview **Time to speak** ■ Discuss national skills
■ Ask for and give information **Real-world strategy** ■ Ask someone to repeat something		**Places to go near Puno** ■ A travel guide	**A description** ■ A description of a place ■ Imperatives to give advice	■ Talk about a place you like ■ Describe people and places in a picture ■ Talk about organizing a trip ■ Ask for information at an airport store **Time to speak** ■ Talk about planning a vacation
■ Make, accept, and refuse suggestions **Real-world strategy** ■ Say why you can't do something	**Montevideo** ■ A TV travel show		**An invitation** ■ An event invitation ■ Contractions	■ Talk about your plans for the future ■ Talk about outdoor activities in your city ■ Talk about clothes to take for a trip ■ Talk about where to go out for dinner **Time to speak** ■ Plan a fun weekend in your home city
■ Express uncertainty **Real-world strategy** ■ Take time to think		**Picturing memories** ■ An article about things people keep	**An email** ■ An email to a friend ■ Paragraphs and topic sentences	■ Describe a happy time in your life ■ Talk about things you remember ■ Talk about colors you remember from when you were a child ■ Talk about people in a movie **Time to speak** ■ Present your memories of a TV show from your past
■ Offer, request and accept food and drink **Real-world strategy** ■ Use *so* and *really* to make words stronger	**Where do you want to eat?** ■ A conversation about restaurants on a food app		**A review** ■ A restaurant review ■ Commas in lists	■ Describe a good meal you had ■ Talk about snacks and small meals you like ■ Talk about a meal you had in a restaurant ■ Ask for food in a restaurant or at a friend's house **Time to speak** ■ Design a menu for a new restaurant

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real-world strategy to help students handle unexpected conversational turns.

Lesson 4

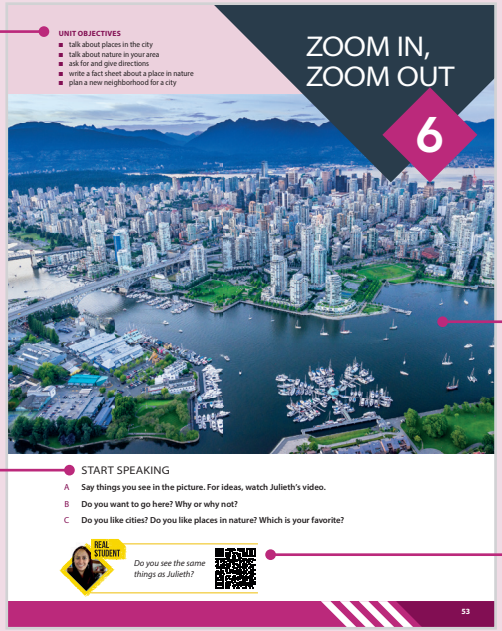
This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks that involve information sharing and decision-making.

UNIT OPENING PAGE

Unit objectives
- show communicative learning objectives
- focus on the real-life applications of the language



Striking images
- get students talking

Start speaking questions
- engage students in the unit topic
- provide speaking practice
- recycle language from previous lessons

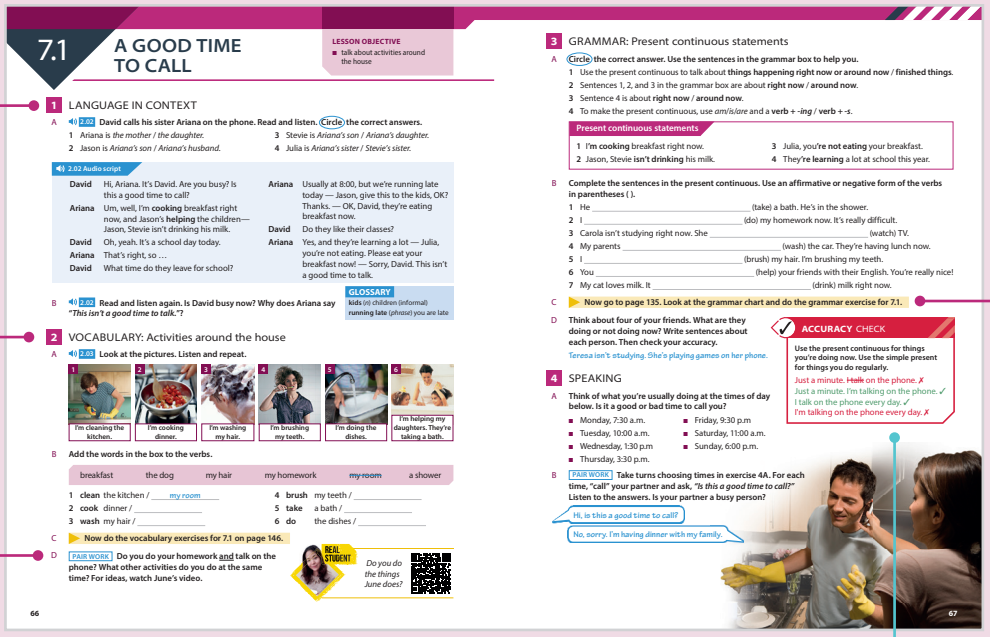
Real Student videos
- provide students with achievable speaking models
- motivate students

LESSON 1

Language in context
- contextualizes the language within a reading or listening text

Vocabulary
- is presented through pictures or definitions

Pair and group work activities
- provide frequent opportunities to speak
- encourage students to practice new language



Grammar reference and practice
- is an essential part of the lesson
- contains more detailed grammar charts
- provides meaningful controlled grammar practice

Accuracy checks
- are Corpus informed
- help students avoid common errors
- encourage learner autonomy by giving them the opportunity to self-edit

Accuracy check

INSIGHT
Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT
Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT
Students avoid common errors in their written and spoken English.

LESSON 2

Vocabulary practice

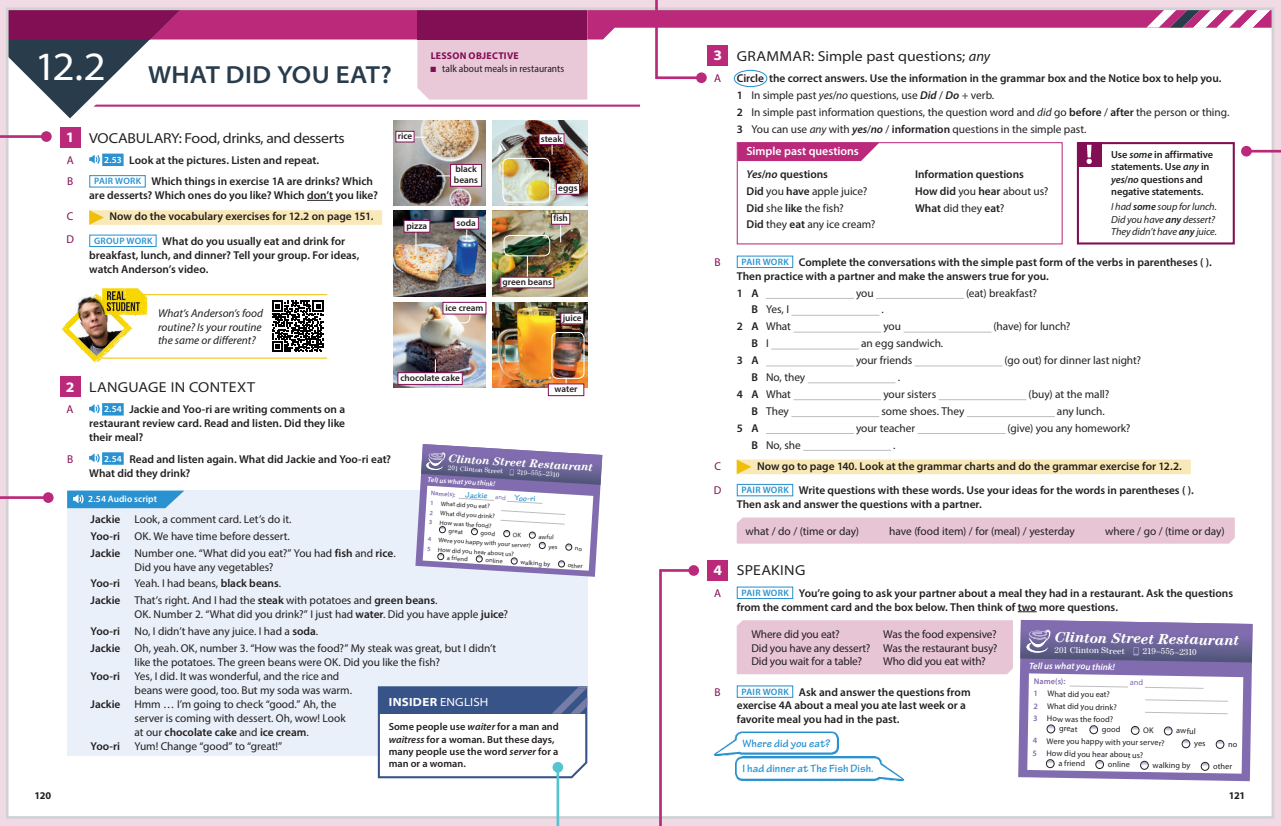
- is an essential part of the lesson
- provides meaningful controlled practice

Grammar

- is taught inductively
- is clearly presented using examples from the reading or listening text

Notice features

- contain important language information



12.2 WHAT DID YOU EAT?

LESSON OBJECTIVE
- talk about meals in restaurants

1 VOCABULARY: Food, drinks, and desserts

A 2.53 Look at the pictures. Listen and repeat.

B PAIR WORK Which things in exercise 1A are drinks? Which are desserts? Which ones do you like? Which don't you like?

C Now do the vocabulary exercises for 12.2 on page 151.

D GROUP WORK What do you usually eat and drink for breakfast, lunch, and dinner? Tell your group. For ideas, watch Anderson's video.

REAL STUDENT
What's Anderson's food routine? Is your routine the same or different?

rice, black beans, steak, eggs, pizza, soda, fish, green beans, ice cream, chocolate cake, juice, water

2 LANGUAGE IN CONTEXT

A 2.54 Jackie and Yoo-ri are writing comments on a restaurant review card. Read and listen. Did they like their meal?

B 2.54 Read and listen again. What did Jackie and Yoo-ri eat? What did they drink?

Clinton Street Restaurant
201 Clinton Street 219–555–2310
Tell us what you think!
Name(s): Jackie and Yoo-ri
1 What did you eat? ...
2 What did you drink? ...
3 How was the food? great good OK awful
4 Were you happy with your server? yes no
5 How did you hear about us? a friend online walking by other

2.54 Audio script

Jackie Look, a comment card. Let's do it.
Yoo-ri OK. We have time before dessert.
Jackie Number one. "What did you eat?" You had **fish** and **rice**. Did you have any vegetables?
Yoo-ri Yeah. I had beans, **black beans**.
Jackie That's right. And I had the **steak** with potatoes and **green beans**. OK. Number 2. "What did you drink?" I just had **water**. Did you have apple **juice**?
Yoo-ri No, I didn't have any juice. I had a **soda**.
Jackie Oh, yeah. OK, number 3. "How was the food?" My steak was great, but I didn't like the potatoes. The green beans were OK. Did you like the fish?
Yoo-ri Yes, I did. It was wonderful, and the rice and beans were good, too. But my soda was warm.
Jackie Hmm … I'm going to check "good." Ah, the server is coming with dessert. Oh, wow! Look at our **chocolate cake** and **ice cream**.
Yoo-ri Yum! Change "good" to "great!"

INSIDER ENGLISH
Some people use *waiter* for a man and *waitress* for a woman. But these days, many people use the word *server* for a man or a woman.

120

3 GRAMMAR: Simple past questions; *any*

A Circle the correct answers. Use the information in the grammar box and the Notice box to help you.
1 In simple past *yes/no* questions, use ***Did*** / ***Do*** + verb.
2 In simple past information questions, the question word and *did* go **before** / **after** the person or thing.
3 You can use *any* with ***yes/no*** / **information** questions in the simple past.

Simple past questions

Yes/no questions	Information questions
Did you **have** apple juice?	**How did** you **hear** about us?
Did she **like** the fish?	**What** did they **eat**?
Did they **eat** any ice cream?	

! Use *some* in affirmative statements. Use *any* in *yes/no* questions and negative statements.
*I had **some** soup for lunch.*
*Did you have **any** dessert?*
*They didn't have **any** juice.*

B PAIR WORK Complete the conversations with the simple past form of the verbs in parentheses ( ). Then practice with a partner and make the answers true for you.
1 A _____ you _____ (eat) breakfast?
B Yes, I _____.
2 A What _____ you _____ (have) for lunch?
B I _____ an egg sandwich.
3 A _____ your friends _____ (go out) for dinner last night?
B No, they _____.
4 A What _____ your sisters _____ (buy) at the mall?
B They _____ some shoes. They _____ any lunch.
5 A _____ your teacher _____ (give) you any homework?
B No, she _____.

C Now go to page 140. Look at the grammar charts and do the grammar exercise for 12.2.

D PAIR WORK Write questions with these words. Use your ideas for the words in parentheses ( ). Then ask and answer the questions with a partner.

what / do / (time or day) | have (food item) / for (meal) / yesterday | where / go / (time or day)

4 SPEAKING

A PAIR WORK You're going to ask your partner about a meal they had in a restaurant. Ask the questions from the comment card and the box below. Then think of two more questions.

Where did you eat? | Was the food expensive?
Did you have any dessert? | Was the restaurant busy?
Did you wait for a table? | Who did you eat with?

Clinton Street Restaurant
201 Clinton Street 219–555–2310
Tell us what you think!
Name(s): _____ and _____
1 What did you eat? ...
2 What did you drink? ...
3 How was the food? great good OK awful
4 Were you happy with your server? yes no
5 How did you hear about us? a friend online walking by other

B PAIR WORK Ask and answer the questions from exercise 4A about a meal you ate last week or a favorite meal you had in the past.

Where did you eat?
I had dinner at The Fish Dish.

121

Audio scripts

- appear on the page so students can focus on language
- can be covered in the first listening to provide extra listening practice

Extended speaking practice

- appears at the end of every language lesson
- provides students with engaging ways to use new language

Insider English

- is Corpus informed
- shows how words are used in real-life contexts

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

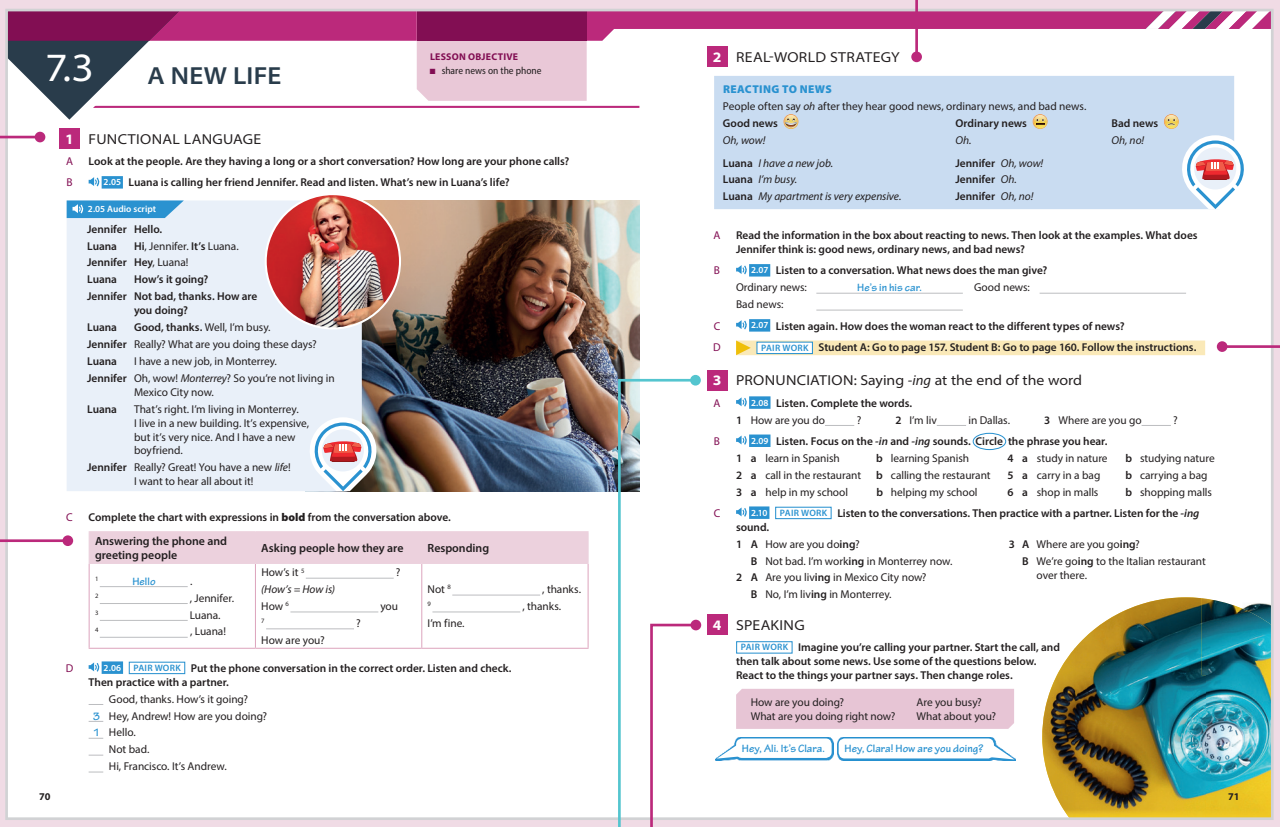
LESSON 3

Functional language conversations

- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

Real world strategy

- provides students with strategies to manage communication successfully



7.3 A NEW LIFE

LESSON OBJECTIVE
■ share news on the phone

1 FUNCTIONAL LANGUAGE

A Look at the people. Are they having a long or a short conversation? How long are your phone calls?

B 2.05 Luana is calling her friend Jennifer. Read and listen. What's new in Luana's life?

2.05 Audio script

Jennifer **Hello.**
Luana **Hi**, Jennifer. **It's** Luana.
Jennifer **Hey**, Luana!
Luana **How's it going?**
Jennifer **Not bad, thanks. How are you doing?**
Luana **Good, thanks.** Well, I'm busy.
Jennifer Really? What are you doing these days?
Luana I have a new job, in Monterrey.
Jennifer Oh, wow! *Monterrey*? So you're not living in Mexico City now.
Luana That's right. I'm living in Monterrey. I live in a new building. It's expensive, but it's very nice. And I have a new boyfriend.
Jennifer Really? Great! You have a new *life*! I want to hear all about it!

C Complete the chart with expressions in **bold** from the conversation above.

Answering the phone and greeting people	Asking people how they are	Responding
1 Hello .	How's it 5 ?	Not 8 , thanks.
2 , Jennifer.	*(How's = How is)*	9 , thanks.
3 Luana.	How 6 you	I'm fine.
4 , Luana!	7 ?	
	How are you?	

D 2.06 PAIR WORK **Put the phone conversation in the correct order. Listen and check. Then practice with a partner.**

___ Good, thanks. How's it going?
3 Hey, Andrew! How are you doing?
1 Hello.
___ Not bad.
___ Hi, Francisco. It's Andrew.

70

2 REAL-WORLD STRATEGY

REACTING TO NEWS
People often say *oh* after they hear good news, ordinary news, and bad news.

Good news	Ordinary news	Bad news
Oh, wow!	*Oh.*	*Oh, no!*
Luana *I have a new job.*	Jennifer *Oh, wow!*	
Luana *I'm busy.*	Jennifer *Oh.*	
Luana *My apartment is very expensive.*	Jennifer *Oh, no!*	

A Read the information in the box about reacting to news. Then look at the examples. What does Jennifer think is: good news, ordinary news, and bad news?

B 2.07 Listen to a conversation. What news does the man give?
Ordinary news: He's in his car. Good news: ___
Bad news: ___

C 2.07 Listen again. How does the woman react to the different types of news?

D PAIR WORK **Student A: Go to page 157. Student B: Go to page 160. Follow the instructions.**

3 PRONUNCIATION: Saying *-ing* at the end of the word

A 2.08 **Listen. Complete the words.**
1 How are you do___? 2 I'm liv___ in Dallas. 3 Where are you go___?

B 2.09 **Listen. Focus on the *-in* and *-ing* sounds. Circle the phrase you hear.**

1	a learn in Spanish	b learning Spanish	4	a study in nature	b studying nature
2	a call in the restaurant	b calling the restaurant	5	a carry in a bag	b carrying a bag
3	a help in my school	b helping my school	6	a shop in malls	b shopping malls

C 2.10 PAIR WORK **Listen to the conversations. Then practice with a partner. Listen for the *-ing* sound.**

1 A How are you doing?
B Not bad. I'm working in Monterrey now.
2 A Are you living in Mexico City now?
B No, I'm living in Monterrey.
3 A Where are you going?
B We're going to the Italian restaurant over there.

4 SPEAKING

PAIR WORK **Imagine you're calling your partner. Start the call, and then talk about some news. Use some of the questions below. React to the things your partner says. Then change roles.**

How are you doing? Are you busy?
What are you doing right now? What about you?

Hey, Ali. It's Clara. Hey, Clara! How are you doing?

71

Functional language tables

- highlight and categorize key phrases for students to practice

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

- focus on areas that commonly prevent effective communication
- help scaffold the final speaking activity

Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

LESSON 4

Authentic reading texts

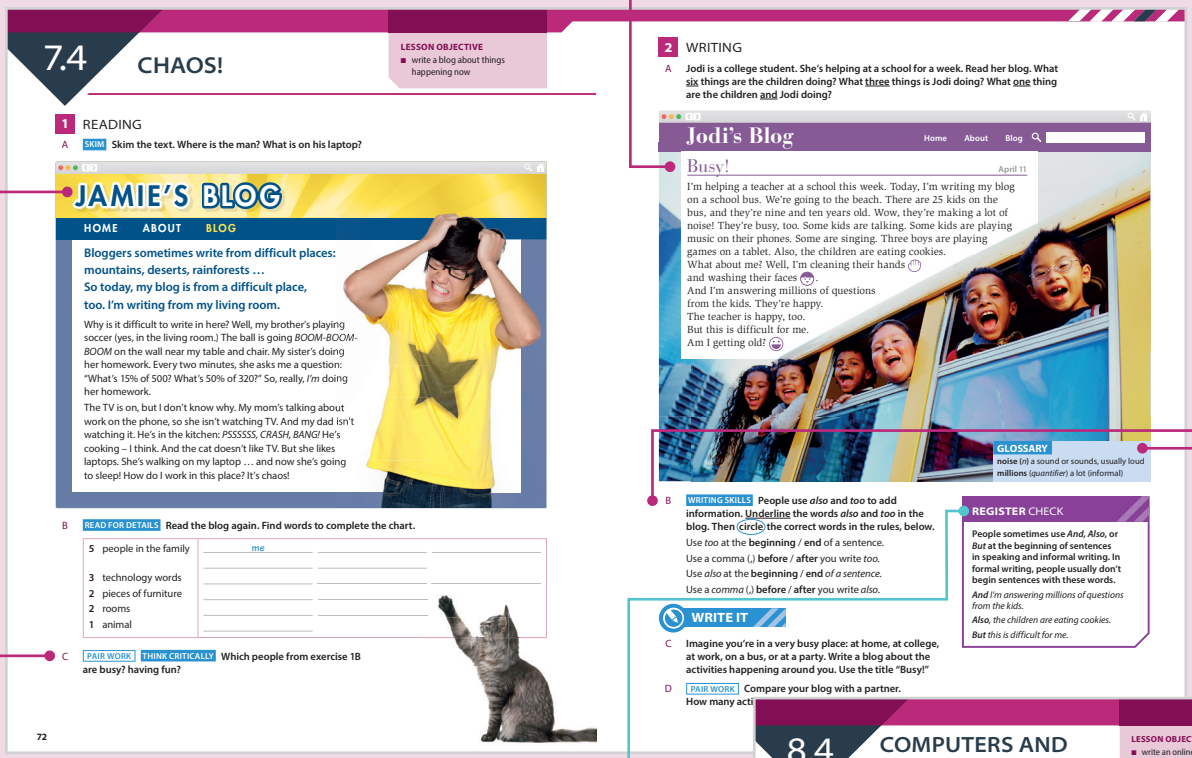
- appear in six units of the book

Model writing texts

- provide a model for students to analyze

Writing skills

- focus on subskills that students need to write their texts



Glossary

- encourages students to improve dictionary skills

Think critically

- encourages students to discuss and engage with the topic

Register check

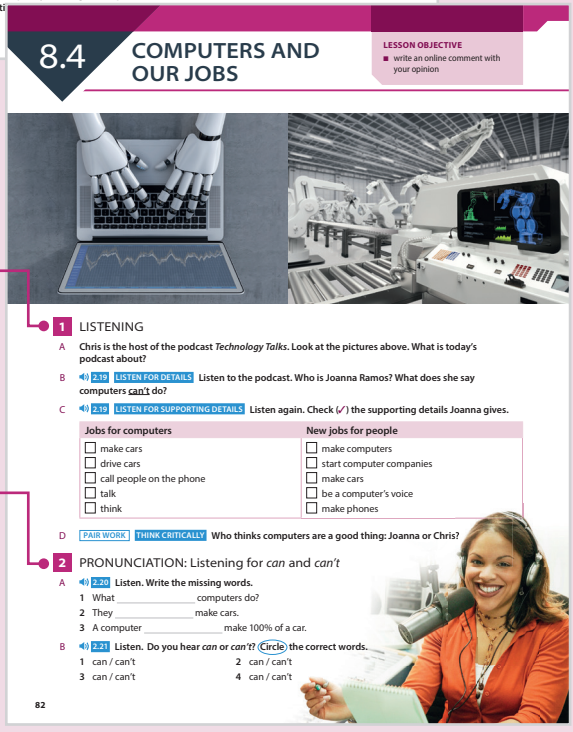
- gives extra information about how to communicate in different situations

Authentic listening texts

- appear in six units of the book
- have scripts in the back of the Teacher's Edition

Receptive pronunciation activities

- focus on pronunciation features that commonly cause difficulty for learners



Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

LESSON 5

Whole class speaking lessons
- provide an opportunity for extensive speaking practice
- is student-focused, with the teacher as facilitator
- recycles the unit language

Task-based lessons
- allow students to recycle the unit language
- allow teachers to assess students' progress in speaking

Smartphone activities
- give ideas for how to use phones in the classroom
- are optional

Scaffolding activities
- allow students to build up to speaking
- encourage a safe speaking environment

11.5

TIME TO SPEAK
TV memories

LESSON OBJECTIVE
- talk about TV shows from your childhood

A **PREPARE** Work with a partner. Talk about old TV shows you remember from your childhood. Write notes.

B **AGREE** Compare your ideas with other students. Which shows do a lot of people remember?

C **DISCUSS** Choose a TV show from your conversations in exercise A or B. What do you remember about it? Talk about the names, places, and things in the show.

FIND IT D **PREPARE** Prepare a presentation about your TV show from exercise C. Include the ideas below and your own ideas. You can go online and find information you don't remember.

TV show
- When was it on TV?
- What were the places in the show?
- Who were the characters (names, ages, personalities)?
- Why was the show popular?

E **PRESENT** Present your memories of the TV show to the class with your partner. Which shows does everyone remember?

To check your progress, go to page 155.

USEFUL PHRASES

DISCUSS
I remember … from my childhood.
What about you?
Let's talk about the characters in …
What were their names?
I liked that show because …

AGREE
What do you remember?
A lot of people / I remember …

PRESENT
We're talking about …
Our show was really popular.
It was on TV in (year).

116

Useful phrases
- provide language for different stages of the lesson
- help students communicate their ideas fluently

Progress checks
- appear in the back of the book
- help students evaluate their progress from the unit and prove what they have learned
- can be used in class or for homework

SAFE SPEAKING ENVIRONMENTS

Speaking in another language is often stressful. Students may struggle to find things to say and ways of saying them. Students are also performing, in a sense, and may worry about how other people (their colleagues and their teacher) may judge them. Language learners are often reluctant to speak as anxiety and stress levels build up.

For this reason, it is important that there is a "safe speaking environment" in the classroom, where students feel motivated and confident enough to experiment with language.

A safe speaking environment requires a positive classroom atmosphere with a trusting and supportive relationship between the teacher and the students, and among the students themselves. To foster this, teachers can:

- model good listening skills, including appropriate body language, gestures, and confirming expressions (e.g., *Right, Uh-huh*).
- teach the language that students will need to manage communication successfully. Lesson 3 of each unit of EVOLVE contains a short section entitled "Real-world strategy" which focuses on this kind of language.
- respond mostly to what students have said (e.g., *That was an interesting idea*) and less to the accuracy of the utterance.
- ask students, at the end of a pair or group work activity, to tell their peers one or more things that they did well.
- praise students for their performance. This is most effective when the praise is specific, rather than general.

In a safe speaking environment, the teacher's main role becomes that of a "facilitator" and "manager" (rather than an "explainer" or "instructor"). In this role, the teacher will often be moving around the classroom in order to:

- make sure that everybody knows what they should be doing.
- provide help and encouragement to groups and individuals.
- check that everybody is on task.
- monitor the language that the students are producing.

Every lesson in EVOLVE includes multiple opportunities for speaking in pairs and small groups. In lessons 1–4 of each unit, these are often oral practice of the grammar and vocabulary that the students have been studying, but there are also personal reactions to the texts and topics, short role plays, and other tasks. Lesson 5 of each unit ("Time to speak") is an extended speaking lesson where students tell stories, share information, talk about and reach collective plans and decisions, solve problems, engage in debates, and take on challenges. Students' main focus will be on the communicative goals of the task, while still having the opportunity to practice that unit's target grammar and vocabulary.

Preparing students for communicative tasks

In lesson 5, you will see that there are sections titled "Research," "Prepare," or similar. It is important that plenty of time is allocated to these sections so that students can prepare what they are going to say. This time will reduce the potential for cognitive overload and stress, which is caused by trying to find things to say and ways to say them. It will also help students to produce more fluent and more complex language. The preparation and research sections are not only *preparation* for speaking: they are often *opportunities* for speaking in themselves.

In addition to the activities in the Research and Prepare sections, you may wish to do one or more of the following:

- give students time to think silently about the task they are going to perform.
- give students time to take notes about what they are going to say.
- allow students to brainstorm ideas with another student.
- give students time to research (e.g., online) the topic they are going to talk about.
- encourage students to rehearse mentally what they are going to say.
- give students time to review relevant vocabulary notes or look up useful vocabulary in a dictionary.
- extend the list of phrases that are provided at the bottom of each lesson 5.

These techniques may also be used before other pair and group work activities in the book (e.g., the first page of each unit).

Giving feedback on speaking tasks

Until students feel confident in speaking tasks, it is probably best to leave error correction until the end of the activity. While the students are speaking, take notes on anything you want to focus on in a later correction slot. Here are some ideas for building a safe speaking environment in the context of correction:

- decide, in advance of the activity, that for some groups you will focus on the content and for others you will focus on examples of accurate or appropriate language use.
- draw attention to examples of accurate and appropriate language (e.g., avoiding a very common mistake).
- write (anonymized) examples of things you have heard on the board, but mix up examples of errors and good language use. The students' first task is to identify the examples of good language use.
- invite all students to suggest corrections or improvements to the language that is being focused on. One way of doing this is by putting students into groups to talk about the improvements or changes before conducting feedback with the whole class.

Maximizing the amount of speaking

For students to gain full benefit from pair and group work activities, they must speak a lot and push themselves to use the full extent of their language resources. This does not always take place when students do a speaking task, so it is sometimes a good idea to repeat the activity. The second time around, students are usually more fluent and more accurate. In order to maintain motivation, however, students will need a reason to repeat something they have just done. It is often possible for students to work with a different partner the second time, but here are some other ways of managing task repetition:

Different roles

In some tasks, one member of a pair may be more of a listener than a speaker. When the task is repeated, the roles are reversed. In some tasks, individual students may be allocated specific roles, such as note-taker, language monitor, chair, or timekeeper. When the task is repeated, the allocation of these roles is changed.

Time limits

Students repeat the task with a different partner, but are given less time for the repetition.

No notes

When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

Additional planning time

Give students extra planning time before they repeat the task with a new partner.

Record and repeat

Students record their speaking with audio or video. After spending time analyzing their language and perhaps transcribing some sections of it, they repeat the task.

Many factors, some outside the control of the teacher, can impact the development and maintenance of a safe speaking environment. There is not one single correct way of promoting such an environment, or of building positive relationships in a classroom. However, these suggestions should help you to realize these goals. They are intended to be options for you to experiment with and modify to suit your own classes.

EFFECTIVE TEACHER DEVELOPMENT

It is widely agreed that the main goal of teacher development is to effect positive change in teaching practice and, as a result, to enhance students' learning. Cambridge University Press has analyzed research on teacher development worldwide in order to determine the key factors that make a teacher development program successful. We have identified seven principles that lie at the heart of effective teacher development programs. The Cambridge Teacher Development approach states that successful development programs should be:

IMPACTFUL

To be impactful, a program needs to help teachers set objectives in effecting this change and track their progress against those objectives.

NEEDS-BASED

An effective program should address the daily challenges faced by teachers and learners.

SUSTAINED

In order for a program to be effective, it needs to be continuous. In the same way that students need time and frequent practice to use new language confidently, teachers need time to apply new strategies confidently in the classroom.

PEER-COLLABORATIVE

Peer collaboration is one of the greatest motivating factors for teachers in their development. Teachers are more likely to succeed in their development when they share their ideas and experiences with their peers.

IN-PRACTICE

Teacher development programs are more successful when they focus on practice rather than on theory alone.

REFLECTIVE

For teachers to make positive changes in teaching practice, it is essential for them to reflect on their current practices and any new strategies they learn.

EVALUATED

In order for teachers to make a real impact, it is essential for them to track and measure progress in their own and their students' performance.

TEACHER DEVELOPMENT IN EVOLVE

How does EVOLVE Teacher Development meet INSPIRE principles?

EVOLVE Teacher Development is **impactful**. It sets out clear objectives for every unit, as well as for the level as a whole.

The program takes a **needs-based** approach by integrating activities within the teacher's notes, fitting development strategies into everyday teaching. Elements of the program also offer extra support to those wishing to gain Cambridge qualifications, such as TKT or ICELT. You can choose to focus on one, two, or all three strategies in each level, depending on your needs and interests.

Our program has a strong focus on **practice**. Each unit offers two practice opportunities to develop an aspect of your teaching skills. Our **sustained** approach means that you will build on your skills throughout the course.

Reflection questions at the end of each unit help you to track and **evaluate** your progress.

These questions help you develop greater awareness of what you do in the classroom and why you do it. This, in turn, enables you to make positive changes to your teaching.

If possible, make this reflection stage a **collaborative** activity by sharing your answers to reflection questions with your peers at the end of every unit.

A1 SYLLABUS

Strategy 1: Classroom management	Strategy 2: Teaching vocabulary	Strategy 3: Building learners' confidence to speak
Unit 1: Collaboration • Playing games to learn names • Working together to recreate a simple text	**Unit 2: Presenting new vocabulary*** • Conveying and eliciting vocabulary • Using word puzzles to make language memorable	**Unit 3: Meaningful drilling** • Using meaningful drilling of sentences • Using meaningful drilling of dialogues
Unit 4: Opening and closing lessons • Starting lessons with conversations • Ending lessons with review	**Unit 5: Recording and memorizing vocabulary** • Recording vocabulary using spidergrams • Memorizing vocabulary using disappearing drills	**Unit 6: Planning** • Planning what language to use in speaking activities • Planning what to say in speaking activities
Unit 7: Pair and group work • Maximizing practice opportunities • Encouraging quieter students to speak	**Unit 8: Practicing vocabulary*** • Personalizing vocabulary practice • Peer testing vocabulary	**Unit 9: Listening to learner language** • Listening for target language • Recording students' speaking
Unit 10: Teacher roles* • Finding out what students already know • Giving supportive feedback	**Unit 11: Language awareness*** • Using guided questions to raise awareness • Helping students to use language accurately	**Unit 12: Providing feedback on spoken language** • Providing immediate feedback • Providing delayed feedback

*These items are linked to ICELT and TKT objectives.

HOW TO FOLLOW THE TEACHER DEVELOPMENT PROGRAM

- Read the syllabus on page T-xxv and think about which of the three themes you feel would benefit you the most. You might want to follow one, two, or all three of the themes.
- Before teaching a new unit, read the Teacher Development introduction. If you have time, you can also read the suggested text to learn more about the unit's development focus.
- Try out the activities in class.
- It's a good idea to keep a Teacher Development journal to keep track of your progress.
- You can also use your journal to make note of any Teacher Development activities you particularly enjoyed, as many of the activities can be adapted to use in different contexts. If possible, share your experiences and ideas with other teachers, either in person or in an online forum.

NOW IS GOOD

7

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management

In this unit, we're going to focus on **pair and group work**, and how to make the most of it. When teachers say *Please work in pairs*, students often simply work with the person closest to them – often the same person in each lesson. We'll look at an alternative way of doing pairwork for **maximizing practice opportunities** with a series of different partners. We'll also look at ways of **encouraging quieter students to speak** during group work activities.

Maximizing practice opportunities (Activity 1): Ss practice language items with a series of partners. You'll have an opportunity to try this in lesson 7.2.

Encouraging quieter students to speak (Activity 2): Ss use tokens to encourage taking turns in role play. Try this in lesson 7.5.

To find out more, read chapters 5.7, 5.8, and 5.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Pre-teach *opposite* by writing the words *night* and *day* on the board. Write a list of words on the board. Ss guess the opposites.

good – bad / big – small / boring – interesting / tall – short

- Ask Ss to decide on one adjective in each pair to describe their life. Ss share their answers in pairs.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand. Pre-teach *activity* and *happen*.

START SPEAKING

A **Ss discuss the questions in pairs before you elicit ideas.**

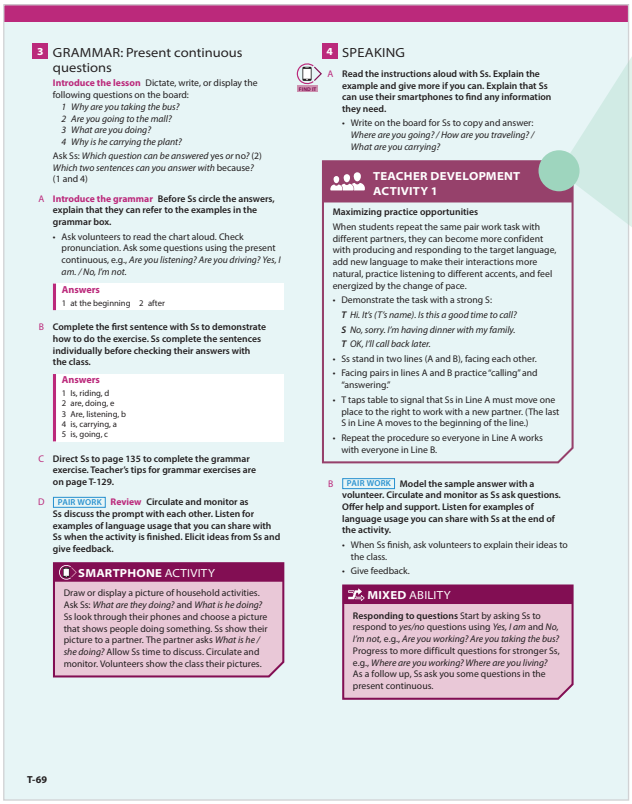
B **Ss share their ideas with a partner, then discuss as a class.**

C **Draw a Venn diagram on the board with *Me* above one circle, *Them* above the other circle, and *Both* over the overlap. Encourage Ss to copy it. Ss discuss their ideas before writing them in the correct place on the diagram.**

T-65

The **introduction** appears at the beginning of every unit. Here you can read a brief description of the Teacher Development focus and learn about the two Teacher Development activities that will be included in the unit. You can also find out about optional extra reading on the unit's teacher development focus here.

The **extra reading** texts, such as the one referred to in the introduction above, can be found at **www.cambridge.org/evolve**. We suggest additional reading texts to supplement your development throughout the program. These reading texts aim to give you a deeper understanding of the theory behind the unit's Teacher Development focus. You don't need to read the texts in order to complete the Teacher Development activities, but you might find it useful to do so.



3 GRAMMAR: Present continuous questions

Introduce the lesson Dictate, write, or display the following questions on the board:

1 *Why are you taking the bus?*
2 *Are you going to the mall?*
3 *What are you doing?*
4 *Why is he carrying the plant?*

Ask Ss: *Which question can be answered* yes or no? (2) *Which two sentences can you answer with* because? (1 and 4)

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the grammar box.**

- Ask volunteers to read the chart aloud. Check pronunciation. Ask some questions using the present continuous, e.g., *Are you listening? Are you driving? Yes, I am. / No, I'm not.*

Answers
1 at the beginning 2 after

B **Complete the first sentence with Ss to demonstrate how to do the exercise. Ss complete the sentences individually before checking their answers with the class.**

Answers
1 Is, riding, d
2 are, doing, e
3 Are, listening, b
4 is, carrying, a
5 is, going, c

C **Direct Ss to page 135 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.**

D PAIR WORK **Review** **Circulate and monitor as Ss discuss the prompt with each other. Listen for examples of language usage that you can share with Ss when the activity is finished. Elicit ideas from Ss and give feedback.**

SMARTPHONE ACTIVITY

Draw or display a picture of household activities. Ask Ss: *What are they doing?* and *What is he doing?* Ss look through their phones and choose a picture that shows people doing something. Ss show their picture to a partner. The partner asks *What is he / she doing?* Allow Ss time to discuss. Circulate and monitor. Volunteers show the class their pictures.

4 SPEAKING

A **Read the instructions aloud with Ss. Explain the example and give more if you can. Explain that Ss can use their smartphones to find any information they need.**

- Write on the board for Ss to copy and answer: *Where are you going? / How are you traveling? / What are you carrying?*

TEACHER DEVELOPMENT ACTIVITY 1

Maximizing practice opportunities

When students repeat the same pair work task with different partners, they can become more confident with producing and responding to the target language, add new language to make their interactions more natural, practice listening to different accents, and feel energized by the change of pace.

- Demonstrate the task with a strong S:

T *Hi. It's (T's name). Is this a good time to call?*
S *No, sorry. I'm having dinner with my family.*
T *OK, I'll call back later.*

- Ss stand in two lines (A and B), facing each other.
- Facing pairs in lines A and B practice "calling" and "answering."
- T taps table to signal that Ss in Line A must move one place to the right to work with a new partner. (The last S in Line A moves to the beginning of the line.)
- Repeat the procedure so everyone in Line A works with everyone in Line B.

B PAIR WORK **Model the sample answer with a volunteer. Circulate and monitor as Ss ask questions. Offer help and support. Listen for examples of language usage you can share with Ss at the end of the activity.**

- When Ss finish, ask volunteers to explain their ideas to the class.
- Give feedback.

MIXED ABILITY

Responding to questions Start by asking Ss to respond to *yes/no* questions using *Yes, I am* and *No, I'm not*, e.g., *Are you working? Are you taking the bus?* Progress to more difficult questions for stronger Ss, e.g., *Where are you working? Where are you living?* As a follow up, Ss ask you some questions in the present continuous.

Two **Teacher Development activities** appear in every unit. They can be alternative instructions for Student's Book activities, or extra activities that can be used during the lesson.

These activities offer a practical way to make positive changes in the classroom.

Reflection questions appear at the end of each unit. They help you to keep track of your progress. You can write the answers to these in a journal or share them with your colleagues.

7.5 TIME TO SPEAK
Your life these days

LESSON OBJECTIVE
- ask what people are doing these days

Time on each stage

Introduce the task Display a photograph of some school children from the past. Ask Ss: *What do you think these people are doing now?* Elicit Ss' ideas. Remind them to use the present continuous.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A PREPARE **Aim: Ss read and understand the questions.**

- CLASS WORK Model the activity by ranking the topics yourself.
- PAIR WORK One S reads a question and then the other reads the next. Tell Ss they are reading to understand, not to answer. Monitor for pronunciation, but withhold your feedback until the end.
- CLASS WORK Ask Ss to share which sentences they didn't understand before you give feedback on pronunciation.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

TEACHER DEVELOPMENT ACTIVITY 2

Encouraging quieter students to speak

Some students tend to let others in their group do the speaking during groupwork activities. The following activity allows all students to participate more equally in any task.

- Set up the role play. Put Ss into groups.
- Give each S the same number of tokens, e.g., five (counters from a board game, small LEGO® pieces, etc).
- Explain the rules:
- Every time a S speaks (not including short phrases), they must put a token in the middle of the table.
- When a S's tokens are gone, he/she cannot speak again until everyone else has used up their tokens.
- When all the tokens are in the middle, everyone can speak freely.

B ROLE PLAY **Do the task** **Aim: Ss pretend they are at a party.**

- INDIVIDUALLY Give Ss time to think silently about what they are going to say. Set a time limit, say two minutes, and allow them to make notes.*
- PAIR WORK Ss take their books with them as they circulate to ask and answer the questions with each other. Circulate and monitor for errors.
- CLASS WORK Provide feedback after the activity.

C AGREE **Aim: Ss discuss what people usually do.**

- PAIR WORK Ss return to their original partners and discuss the topics they talked about. Monitor and make a note of the strong interactions of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.*
- CLASS WORK **Review** Ask Ss to share their ideas with the group.
- **Feedback for speaking activities*** Use your notes to give feedback. Use elicitation to correct errors. See page xxii for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 154 to check their progress. Go to page T-152 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

Answer these questions yourself in a reflection journal or discuss them with your peers.

1 How successful were your instructions for setting up the A/B lines task in activity 1? Would you do anything differently next time?
2 In what ways did your students improve as they repeated the pairwork task? How do you know?
3 Who are the quieter students in your class? Why do you think they speak less than other students? Would you use tokens for a speaking activity again?
4 Students sometimes say *What's the point of pairwork? Or I prefer to work on my own.* How might you respond to these comments?
5 Students can work in pairs and groups on a range of activities – for example, figuring out grammar rules, doing vocabulary matching tasks, discussing problems and solutions, or comparing answers for a reading comprehension exercise. What should teachers be doing while these kinds of activities are taking place?

PRONUNCIATION SUPPORT

Overview of Pronunciation sections

Most students learn English today to communicate with speakers of many different first languages. They often don't need, or want, to sound like so-called "native speakers;" their objective is to speak clearly and be understood, and to understand other speakers of English.

EVOLVE reflects these objectives by separating pronunciation activities into *productive* sections (pronunciation for speaking) and *receptive* sections (pronunciation for listening).

Productive pronunciation (saying sounds)

Productive sections focus on the pronunciation features that are most important in *clear communication*: **vowel length**, individual **consonant sounds**, **consonant clusters**, and **word stress**. The productive pronunciation exercises throughout the series encourage students to listen, to notice, to compare to their own speaking, then to practice.

Receptive pronunciation (listening for sounds)

Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected speech but less important that students adopt this style of speaking.

Use your students' first language

The pronunciation sections focus on features that are likely to be most useful for your students. However, just as learners have individual grammar, vocabulary, or skills needs, so will they have individual pronunciation requirements. *You* are best placed to know *your* students' needs because you speak their language, and you can help students reproduce English sounds by thinking about similar sounds in your own language. For example, the English /r/ exists in some Portuguese accents at the end of words like *valor*. Work with your students to identify ways like this to make your first language a useful resource.

You are a pronunciation role model

When you speak the same first language as your students, you can be a role model for their speaking and help them find their English voice. That is also why we use other role models in the form of real student speakers from around the world throughout the series.

Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

Repeat (drill) the word or phrase. These drills provide important practice and give students confidence:

- Model the word or phrase.
- Ask students to repeat the word or phrase as a group.
- Students repeat the word or phrase with a partner.
- Individual students say the word or phrase to the class.

Use role models. Consider using clear speakers in the class as models, and model words yourself. This can be very motivating, and it reinforces the message that all accents are valid.

Find alternatives for phonemic symbols. We use phonemic symbols throughout the series for ease of reference, but you can use words as examples of sounds when you teach individual sounds. For example, to work on the /eɪ/ vowel sound, write *play* on the board and ask students for words with the same vowel sound.

Use a dictionary and draw symbols. Use a dictionary to check which syllable is stressed in a word. The stress is usually marked by ˈ before the stressed syllable, e.g., /səkˈses fəl/. On the board, however, it is clearer to write the word with a dot above the stressed syllable, e.g., *successful*. Encourage students to use stress bubbles when recording new words in their vocabulary notebooks.

Use gestures. You and your students can clap the rhythm of a word together. For example, *successful* = quiet clap, loud clap, quiet clap. You could also show this rhythm by holding up three fingers and using a clenched fist on the other hand to "bounce" from finger to finger, bouncing higher on the middle finger to show that this is stressed.

Demonstrate sounds. Pronunciation work in the classroom can be physical (and fun!), particularly when showing how sounds are articulated in the mouth. For example:

- Show students how to round their lips to make /w/.
- Show students how your top teeth touch your bottom lip to make /v/.
- Tell students to touch their throats to feel the vibration of **voiced sounds**, e.g., /d/ should vibrate because it is voiced, whereas /t/ should not vibrate because it is unvoiced.

Give good feedback. It is important to give your students feedback on their pronunciation. However, we recommend waiting until after the initial notice stage because students might adapt their pronunciation on their own.

Students want to understand spoken English and be understood, but they often don't want to sound like a native English speaker. Therefore, it's important not to compare your students' pronunciation to mother-tongue English speakers. Avoid language such as *good*, *bad*, *mistake*, *natural*, and *perfect* when you comment on your students' pronunciation. Instead, use more neutral terms such as *clear* and *unclear*.

GLOSSARY

Consonant sounds sounds made by the tongue, teeth, or lips. For example, the /tʃ/ in *wa**tch***.

Consonant clusters a group of consonant sounds with no vowel sounds. For example, /str/ at the beginning of ***str**eet*.

Deleted sounds the syllables we don't pronounce.

Linking sounds the way two or more words flow together and sound like one word

Voiced sounds the sounds that are produced with a vibration. For example, /v/.

Word stress the syllables we say a bit longer and louder than the other syllables in a word

Weak forms the syllables we don't stress in a word.

I AM . . .

1

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom Management – Collaboration

In this unit, we're going to focus on **collaboration** – that is, helping students work together and feel comfortable with classmates. By encouraging collaboration, teachers can create positive learning environments for students. This is just as important for students who only attend part-time, or for a few weeks, as it is for students attending longer, full-time courses. **Learning names** is an important first step – both for teachers and for classmates. **Creating synergy**, or providing activities which show students how they can achieve more by working together, is another thing teachers can do right from the beginning of a course.

Learning names (Activity 1): Ss mingle and learn each other's names. Try this after **Start Speaking**.

Creating synergy (Activity 2): Ss work together to recreate a simple text. Try this in lesson 1.3.

To find out more, read pages 76–87 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

- Write *Where are you from?* and *I'm from [your country].* on the board. Model the question and answer.
- Crush up a piece of paper to use as a ball, gently throw the paper to a S, and ask: *Where are you from?* Elicit: *I'm from* ____.
- Have the S toss the ball back to you and repeat your question. Repeat. Have Ss pass the ball of paper between each other, asking and answering.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

START SPEAKING

OPTIONAL ACTIVITY Ss watch the video to find out where Josue is from.

REAL STUDENT

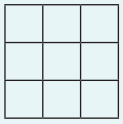
Hello, my name is Josue Lozano. I am from Tegucigalpa in Honduras.

TEACHER DEVELOPMENT ACTIVITY 1

Learning Names

Teachers can create good rapport between students by ensuring they know each other's names. This helps them ask each other for help with tasks, refer to others during feedback, and interact more naturally.

- Ss complete the **START SPEAKING** task.
- Ask Ss to call out their names, one by one. Write them on the board.
- Draw a 3x3 grid on the board. Ask Ss to copy it.



- Ss choose nine names from the board and write one name in each square. The teacher does the same with the grid on the board.
- Demonstrate the next stage with two students.
  T Hello. I'm (*your name*).
  S I'm Simone.
  T Nice to meet you. (*T crosses out "Simone" from grid.*)
  T Hi. I'm (*your name*).
  S Hi. I'm Roberto.
  T Nice to meet you.
- Ss move around the classroom, using model dialogue, trying to find people on their grid.

1.1 I'M BRAZILIAN. AND YOU?

LESSON OBJECTIVE
- say where you're from

- **Introduce the task** Display a map of the world from the internet or write a list of countries on the board.
- Point to different countries and ask Ss to identify them in English. Ask: *What's this country? What is the capital city?*
- Say or write on the board true and false sentences, e.g.,
  The capital city of Brazil is São Paulo.
  Quito is the capital city of Ecuador.
  New York City is the capital city of the United States.

  Use countries from the chart in the lesson. Ask Ss if the sentences are true or false, and to correct the false statements.

VOCABULARY SUPPORT Remind Ss that countries are nouns and nationalities are adjectives. Help Ss understand what *nouns* and *adjectives* are.

1 VOCABULARY: Countries and nationalities

A 1.03 **Before Ss fill in the chart, remind them of the map you displayed to start the lesson.**
- Ss complete the chart individually as best they can.
- When Ss have finished, play the audio and ask them to check their chart.
- Play the audio while Ss read and pause after each line. Ss repeat. Listen for any pronunciation errors.

Answers
1 Brazilian 2 Colombia 3 Mexico 4 Russian

VOCABULARY SUPPORT Make it clear to Ss that *I am* is the same as *I'm*. The form with the apostrophe is the contracted, or shortened, form.

I am = I'm

you are = you're

Using the contracted form makes the language less formal and is common in spoken English.

EXTRA ACTIVITY

Give Ss up to ten nationalities to learn for the next class. In the next session, dictate the ten nationalities for Ss to spell on pieces of paper with their books closed. Ask Ss to exchange papers and correct their partner's work before you elicit answers and write them on the board.

B **Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.**

C PAIR WORK **Review** **If possible, put Ss in different pairs to give them a chance to listen to different people talk. Circulate and monitor.**

2 LANGUAGE IN CONTEXT

A **Ask Ss to do this individually and then share with a partner. Elicit answers. Then ask Ss to read again aloud in pairs with each S taking a role.**

Answers
Gabi: São Paulo
Karina: Medellín
Antonio: Mexico City
Max: Moscow
Max is a teacher.

EXTRA ACTIVITY

Ask Ss to choose a capital city and a country from the chart in exercise 1, then ask them to stand up and walk around the classroom. They should ask: *Where are you from?* and respond: *I'm from [a country].* using the city and country they have chosen. They should talk with as many members of the class as possible. Monitor and correct pronunciation.