

# EVOLVE

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## TEACHER'S EDITION

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# 2

with teacher development by Amanda French,  
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# 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

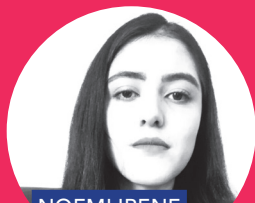
Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



ALESSANDRA AVELAR

*Creative, positive, funny*  
Faculdade ICESP, Águas  
Claras, Brazil



NOEMI IRENE  
CONTRERAS YAÑEZ

*Funny, intelligent, optimistic*  
Universidad del Valle de  
México, Mexico



CELESTE MARÍA  
ERAZO FLORES

*Happy, special, friendly*  
Unitec (Universidad Tecnológica  
Centroamericana), Honduras



CAIO HENRIQUE  
GOGENHAN

*Funny, lovely, smart*  
Universidade Anhembi  
Morumbi, Brazil



ALLISON RAQUEL

*Friendly, cheerful, intelligent*  
Universidad Privada del  
Norte, Peru



SEUNG GEYOUNG YANG

*Happy, creative*  
Myongji University,  
South Korea



LORENA MARTOS AHIJADO

*Cheerful, positive, kind*  
Universidad Europea de  
Madrid, Spain

## 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.



**3.5** **TIME TO SPEAK**  
Fitness programs

**LESSON OBJECTIVE**  
■ create a fitness program

**A RESEARCH** Look at the sports and fitness activities on the phone. Where are the people, and what are they doing? Read the information on the screen. Go online to find information about free sports and fitness activities where you live, if you can.

**B DISCUSS** What are the positive things about free fitness programs? What other types of free activities are usually available in a town? In a school? Use the phrases at the bottom of the page to help you.

**C PREPARE** Design a fitness program for your town, workplace, or school. Use your ideas from A and B. Think about ...

- **activities** Choose four different activities.
- **location(s)** You can choose one place or a few.
- **timetable** When do people do these activities? How often do they do them?
- **people** Who is it for, and why?

**D PRESENT** Tell the class about your fitness program. Listen to the suggestions from the other groups. Which ideas do you like? Why?

**E AGREE** Your town can have two new fitness programs. Discuss which two programs to choose. Make a decision as a class.

▶▶ To check your progress, go to page 153. ▶▶

**USEFUL PHRASES**

 <b>DISCUSS</b> Free fitness programs are good because ... Free fitness programs help people to ... What do you think?	 <b>PREPARE</b> What about (soccer/swimming/tennis, etc.)? Where can people do them? What time is good for people/parents/ students? How does it help?	 <b>PRESENT</b> Our program is called ... It helps people because ... Any questions?
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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.

**3.5 TIME TO SPEAK**  
Fitness programs

**LESSON OBJECTIVE**  
■ create a fitness program

**Time on each stage**

- **Introduce the task** Aim: Introduce the topic of fitness programs.
- Read the title and ask *Is it easy to join a fitness program in your area? Are they free? What are the advantages of exercising in a program?* Ask Ss to share anything that they know about fitness programs in your area.
- 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.
- **RESEARCH** Do the task Aim: Give Ss more information about local fitness programs.
- **PAIR WORK** Ss discuss the questions with a partner and then share answers with the class.
- If possible, Ss individually research the availability of free sports activities where they live and then share their findings with their partner.
- **Preparation for speaking** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.
- **DISCUSS** Aim: Ss prepare to talk about fitness programs.
- Read the instructions aloud.
- **GROUP WORK** Give groups time to answer the questions about fitness programs.
- Have a brief class discussion about free fitness programs. Ask *Why are some programs free? What is positive about free programs? What other free programs can you think of?* Make a list of programs on the board. Ask *Do any of these sound interesting to you?*
- **HOMEWORK IDEAS**  
Ss research specific free programs in your area and bring the information to class to share. They should include the specific activity, days, times, length of program, how to join, and any age restrictions.
- **PREPARE** Aim: Ss create their fitness program.
- **GROUP WORK** Set a time limit of 15 minutes. Ss work in small groups to design a fitness program.
- **PRESENT** Aim: Ss present their programs to the class.
- **GROUP WORK** Groups take turns presenting their fitness programs. Encourage Ss to take brief notes while each group member is talking and save their comments and suggestions for after each presentation.
- **Feedback for speaking activities\*** 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.
- **AGREE** Aim: Ss work together to choose two fitness programs.
- Read the instructions aloud.
- **WHOLE CLASS** Invite Ss to make pro/con T-charts on the board for each program to help the class make their decisions.
- Have the class decide which two programs to choose.
- **Feedback for speaking activities\*** Give the class positive feedback based on the notes you made earlier in the activity.
- \*These tips can help you 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 153 to check their progress.
- Go to page T-153 for Progress check activity suggestions.
- **TEACHER DEVELOPMENT REFLECTION**
- Either answer these questions yourself in a reflection journal or discuss them with your peers.
- 1 How much do you think rehearsing a speaking activity helped students?
- 2 How do you think it helped students? For example, were they more accurate? Did they use a wider range of language? Were they more fluent? Was their interaction better?
- 3 How comfortable were students either practicing language quietly alone or thinking about language? How comfortable did you feel during this point in the activity?
- 4 What changes, if any, would you make to these ideas?
- 5 What other kinds of speaking activities do you think rehearsing is suitable for?

T-30

"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 that 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**



**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

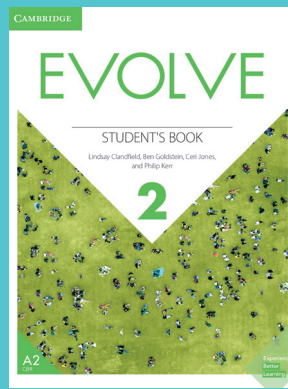
- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant functional and real-world strategies
- Optional videos of real students as language models accessible via QR code
- Optional phone activities in each unit

### Also available:

Student's Book, A and B versions

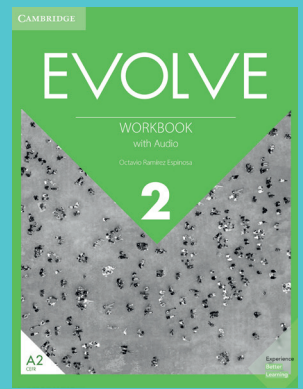
with Practice Extra

with Practice Extra, A and B versions



### Workbook

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

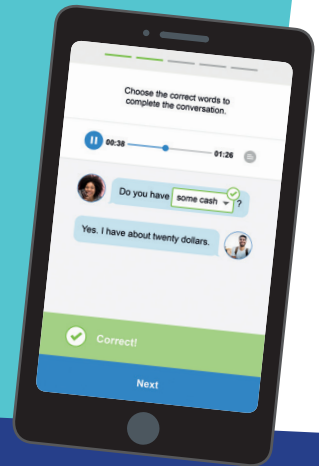


### Also available:

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

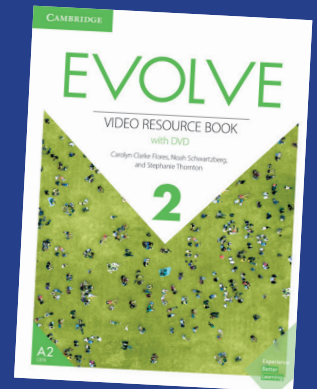
### Presentation Plus

- 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 Connections	<ul style="list-style-type: none"> <li>Talk about the people in your life</li> <li>Talk about possessions</li> <li>Greet people and start a conversation</li> <li>Introduce yourself in an email</li> <li>Talk about what you have in common</li> </ul>	<ul style="list-style-type: none"> <li><i>be</i> (affirmative, negative, questions); possessive adjectives</li> <li><i>Whose...?</i>; possessive pronouns; possessive 's</li> </ul>	<ul style="list-style-type: none"> <li>People you know</li> <li>Everyday things</li> </ul>	<ul style="list-style-type: none"> <li>/l/ at the end of a word</li> </ul>
Unit 2 Work and study	<ul style="list-style-type: none"> <li>Talk about what you do every day, on the weekend, etc.</li> <li>Talk about your workspace</li> <li>Explain communication problems</li> <li>Write your opinion about a podcast</li> <li>Give advice about useful apps for work and study</li> </ul>	<ul style="list-style-type: none"> <li>Simple present for habits and routines (affirmative, negative, questions)</li> <li><i>This / that one; these / those ones</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressions with <i>do</i>, <i>have</i>, and <i>make</i></li> <li>Work and study items</li> </ul>	<ul style="list-style-type: none"> <li>/h/ at the beginning of a word</li> <li>Listening for contractions</li> </ul>
Unit 3 Let's move	<ul style="list-style-type: none"> <li>Talk about what you're doing at the moment</li> <li>Talk about sports and exercise</li> <li>Ask for information</li> <li>Write short messages to a company</li> <li>Create a fitness program</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Simple present and present continuous</li> </ul>	<ul style="list-style-type: none"> <li>Sports</li> <li>Exercising</li> </ul>	<ul style="list-style-type: none"> <li>/oʊ/ and /ɔ/ vowel sounds</li> <li>Listening for linking sounds</li> </ul>
Review 1 (Review of Units 1–3)				
Unit 4 Good times	<ul style="list-style-type: none"> <li>Talk about your plans</li> <li>Talk about giving and receiving gifts</li> <li>Make and respond to invitations</li> <li>Write an online event announcement</li> <li>Choose gifts for your host</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous for future plans (affirmative, negative, questions)</li> <li>Object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Pop culture</li> <li>Gift items</li> </ul>	<ul style="list-style-type: none"> <li>/v/ in the middle of a word</li> <li>Listening for single sounds</li> </ul>
Unit 5 Firsts and lasts	<ul style="list-style-type: none"> <li>Talk about past events in your life</li> <li>Ask questions about the past</li> <li>Congratulate and sympathize with people</li> <li>Write a comment agreeing or disagreeing with an online post</li> <li>Summarize a story</li> </ul>	<ul style="list-style-type: none"> <li>Simple past</li> <li>Simple past negative and questions</li> </ul>	<ul style="list-style-type: none"> <li>Opinions and feelings</li> <li>Life events</li> </ul>	<ul style="list-style-type: none"> <li>Word stress</li> </ul>
Unit 6 Buy now, pay later	<ul style="list-style-type: none"> <li>Plan a shopping trip</li> <li>Talk about shopping habits</li> <li>Describe what you want in a store</li> <li>Write a script for a vlog</li> <li>Present an idea for a new invention</li> </ul>	<ul style="list-style-type: none"> <li><i>be going to</i></li> <li>Determiners</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Shopping</li> </ul>	<ul style="list-style-type: none"> <li>Stressing important words</li> <li>Listening for weak words</li> </ul>
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> <li>Greet someone for the first time; greet someone you know; start conversations</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Show interest and surprise</li> </ul>		<b>Email introductions</b> <ul style="list-style-type: none"> <li>Read and correct an email</li> </ul>	<b>A work email</b> <ul style="list-style-type: none"> <li>A formal email to someone you don't know</li> <li>Punctuation: capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Talk about people you know</li> <li>Ask and answer questions about people in your life</li> <li>Talk about things you have in your bag</li> <li>Say <i>hello</i> and start a conversation</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about things in common</li> </ul>
<ul style="list-style-type: none"> <li>Explain, check, and solve a technology problem</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Ask for repetition</li> </ul>	<b>How to be successful</b> <ul style="list-style-type: none"> <li>A podcast about what successful people do</li> </ul>		<b>A short post on a website</b> <ul style="list-style-type: none"> <li>A comment on a website post</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your busy life</li> <li>Talk about what you do every day, etc.</li> <li>Talk about work spaces</li> <li>Talk on the phone/online</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about apps for work or study</li> </ul>
<ul style="list-style-type: none"> <li>Ask for information</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Check information</li> </ul>	<b>Bike sharing</b> <ul style="list-style-type: none"> <li>A report about cycling in Mexico City</li> </ul>		<b>A short social media message</b> <ul style="list-style-type: none"> <li>A message to a bike sharing program</li> <li><i>and, but, and so</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about sports that are popular in your country</li> <li>Describe who you see</li> <li>Describe exercise routines</li> <li>Ask for information about a swimming pool</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about fitness programs</li> </ul>
<ul style="list-style-type: none"> <li>Make and accept invitations; plan where and when to meet</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Give general excuses</li> </ul>	<b>Waiting for something special</b> <ul style="list-style-type: none"> <li>A news report about an unusual event</li> </ul>		<b>An invitation to an event</b> <ul style="list-style-type: none"> <li>An event announcement</li> <li><i>too, also, and as well</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about celebrations in your country</li> <li>Arrange to meet after English class</li> <li>Choose gifts</li> <li>Invite someone to an event</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about gifts for a trip</li> </ul>
<ul style="list-style-type: none"> <li>React to good and bad news</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Check your understanding</li> </ul>		<b>First impressions</b> <ul style="list-style-type: none"> <li>Posts about experiences in a new place</li> </ul>	<b>Online comments</b> <ul style="list-style-type: none"> <li>A comment on a message board</li> <li>Agree and disagree</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a special picture of you as a child</li> <li>Talk about a special day in your life</li> <li>Ask and answer questions about last weekend</li> <li>Respond to good and bad news</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about a famous event in the past</li> </ul>
<ul style="list-style-type: none"> <li>Explain your language problem; explain the function of the thing you want</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Ask for words in English</li> </ul>	<b>Money lessons</b> <ul style="list-style-type: none"> <li>Stories about money problems</li> </ul>		<b>Top tips to save money</b> <ul style="list-style-type: none"> <li>A vlog script with suggestions for saving money</li> <li>Using referencing: <i>one</i> and <i>them</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about where you shop</li> <li>Plan a shopping trip</li> <li>Talk about shopping habits</li> <li>Explain what you want</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Present a new invention</li> </ul>

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Eat, drink, be happy	<ul style="list-style-type: none"> <li>Talk about your favorite comfort food</li> <li>Design a food truck</li> <li>Explain what you want in a restaurant</li> <li>Write a comment about an online article</li> <li>Plan a party</li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers</li> <li>Verb patterns</li> </ul>	<ul style="list-style-type: none"> <li>Naming food</li> <li>Describing food</li> </ul>	<ul style="list-style-type: none"> <li>/dʒ/ and /g/ sounds</li> </ul>
Unit 8 Trips	<ul style="list-style-type: none"> <li>Discuss what to do in your town</li> <li>Talk about a trip you went on</li> <li>Give advice and make suggestions</li> <li>Write advice on living in another country</li> <li>Plan a short trip</li> </ul>	<ul style="list-style-type: none"> <li><i>if</i> and <i>when</i></li> <li>Giving reasons using <i>to</i> and <i>for</i></li> </ul>	<ul style="list-style-type: none"> <li>Traveling</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Long and short vowel sounds</li> <li>Listening for intonation</li> </ul>
Unit 9 Looking good	<ul style="list-style-type: none"> <li>Compare stores and what they sell</li> <li>Talk about people in photos</li> <li>Ask for and give opinions</li> <li>Write a paragraph describing a photo</li> <li>Create and present an ad</li> </ul>	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Accessories</li> <li>Appearance</li> </ul>	<ul style="list-style-type: none"> <li>/ɜ/ vowel sound</li> </ul>
Review 3 (Review of Units 7–9)				
Unit 10 Risky business	<ul style="list-style-type: none"> <li>Talk about how to avoid danger at work</li> <li>Make predictions about your future</li> <li>Describe a medical problem and ask for help</li> <li>Write an email to your future self</li> <li>Plan a reality TV show</li> </ul>	<ul style="list-style-type: none"> <li><i>have to</i></li> <li>Making predictions</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Health problems</li> </ul>	<ul style="list-style-type: none"> <li>Final consonant sounds</li> </ul>
Unit 11 Me, online	<ul style="list-style-type: none"> <li>Talk about what you've done and what you've never done</li> <li>Talk about what you've done, and when</li> <li>Make and respond to requests</li> <li>Write comments about an infographic</li> <li>Create a video or vlog</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect for experience</li> <li>Present perfect and simple past</li> </ul>	<ul style="list-style-type: none"> <li>Verb-noun internet phrases</li> <li>Social media verbs</li> </ul>	<ul style="list-style-type: none"> <li>Final /m/ and /n/ sounds</li> </ul>
Unit 12 Outdoors	<ul style="list-style-type: none"> <li>Talk about the weather</li> <li>Describe places, people, and things</li> <li>Ask for and give directions</li> <li>Write simple instructions</li> <li>Create a tourism campaign for your country</li> </ul>	<ul style="list-style-type: none"> <li><i>be like</i></li> <li>Relative pronouns: <i>who</i>, <i>which</i>, <i>that</i></li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Landscapes and cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>/w/ at the beginning of a word</li> <li>Listening for <i>t</i> when it sounds like <i>d</i></li> </ul>
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
<ul style="list-style-type: none"> <li>Order food; take an order; ask questions about food; ask for the check</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li><i>I mean</i></li> </ul>		<b>Foods</b> <ul style="list-style-type: none"> <li>An article about the Impossible Burger</li> </ul>	<b>Comments on Impossible Foods</b> <ul style="list-style-type: none"> <li>A comment on an article</li> <li><i>I (don't) think; If you ask me; For me</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about special meals</li> <li>Talk about your favorite comfort food</li> <li>Talk about a food truck</li> <li>Order food from a menu</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about the perfect party</li> </ul>
<ul style="list-style-type: none"> <li>Give advice and make suggestions; respond to advice and suggestions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Echo questions</li> </ul>	<b>Leaving home</b> <ul style="list-style-type: none"> <li>A radio show about living in another country</li> </ul>		<b>Listeners' comments</b> <ul style="list-style-type: none"> <li>A comment on advice from listeners</li> <li>Phrases to respond to advice</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a good vacation</li> <li>Talk about your town</li> <li>Talk about a long trip you took</li> <li>Give advice to a visitor in your town</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about planning a trip</li> </ul>
<ul style="list-style-type: none"> <li>Ask for an opinion; give a positive opinion; give a negative or neutral opinion</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li><i>I guess</i></li> </ul>		<b>Image is everything</b> <ul style="list-style-type: none"> <li>An article about advertising</li> </ul>	<b>Advertising contest</b> <ul style="list-style-type: none"> <li>An email submission to a contest</li> <li>Punctuation: periods, capital letters, and commas</li> </ul>	<ul style="list-style-type: none"> <li>Talk about appearance</li> <li>Compare clothes stores</li> <li>Talk about your best photos</li> <li>Give your opinion of clothes</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about making an ad</li> </ul>
<ul style="list-style-type: none"> <li>Offer help; ask for information about the problem; ask someone for help</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li><i>It's like / It feels like</i></li> </ul>		<b>Face your fears</b> <ul style="list-style-type: none"> <li>An article about a personal experience</li> </ul>	<b>An email to myself</b> <ul style="list-style-type: none"> <li>An email giving advice</li> <li><i>anyway, by the way</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about things you're afraid of</li> <li>Talk about dangers at work or study</li> <li>Predict future events</li> <li>Explain a medical problem</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about reality TV</li> </ul>
<ul style="list-style-type: none"> <li>Make requests; respond to requests; ask for permission; refusing</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Remember words</li> </ul>		<b>Selfies</b> <ul style="list-style-type: none"> <li>An infographic</li> </ul>	<b>Positive and negative comments</b> <ul style="list-style-type: none"> <li>A short comment on selfies</li> <li>Saying something positive or negative</li> </ul>	<ul style="list-style-type: none"> <li>Talk about screens</li> <li>Ask and answer questions about experiences</li> <li>Ask and answer questions about online habits</li> <li>Make requests in specific situations</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about online videos</li> </ul>
<ul style="list-style-type: none"> <li>Ask for directions; give directions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Correct yourself</li> </ul>	<b>Guerrilla gardening</b> <ul style="list-style-type: none"> <li>An interview with a guerrilla gardener</li> </ul>		<b>How to ...</b> <ul style="list-style-type: none"> <li>A list of instructions on how to do something</li> <li><i>first, then, next, now, finally</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about hot and cold weather</li> <li>Talk about weather in different cities in the world</li> <li>Talk about people, objects, and places</li> <li>Ask for directions, check you understand</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about advertising your country</li> </ul>

# 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

### UNIT OBJECTIVES

- talk about your favorite comfort food
- design a food truck
- explain what you want in a restaurant
- write a comment about an online article
- plan a party

## EAT, DRINK, BE HAPPY

# 7

### START SPEAKING

A Look at the picture. Who are these people? Why are they all eating together? Do you have big meals like this? When?

B In general, do you prefer eating alone or with other people? Who do you usually eat with at different meals? What do you talk about when you're eating?

C What makes a meal special: Is it the food, the people, or something else? Explain your answers. For ideas, watch Seung Gyeoung's video.

**REAL STUDENT**

Do you agree with Seung Gyeoung?

## 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

## Vocabulary

- is presented through pictures or definitions

## Language in context

- contextualizes the language within a reading or listening text

## Pair and group work activities

- provide frequent opportunities to speak
- encourage students to practice new language

## 7.1 COMFORT FOOD

### LESSON OBJECTIVE

- talk about your favorite comfort food

### 1 VOCABULARY: Naming food

A Look at the pictures. Which do you like? With a partner, match the food items to the words in the box. Listen and check, and then say the words.

avocado	onion
burger	pasta
cereal	peanut butter
chili / chili pepper	pepper
corn	salmon
jam	salt
lettuce	strawberry
noodles	yogurt

B Which food items are sweet, and which are usually not sweet? Make two lists.

C Now do the vocabulary exercises for 7.1 on page 142.

### 2 LANGUAGE IN CONTEXT

A What is 'comfort food'? Read the blog post and find out. How many different types of chicken soup does the writer describe?

**GLOSSARY**  
recipe: instructions for how to prepare and cook food

**A TASTE OF HOME**

Everyone has their own idea of comfort food – that special dish you eat anytime you feel sad or worried. For me, there's only one comfort food: my mom's chicken soup. Did you know that chicken soup is probably the world's favorite comfort food? It makes you feel happy, and it's quick to make – perfect when there's not much time to cook.

The classic recipe includes chicken and a little onion, but there are many other ways to cook it. Colombian alcapacho has a lot of corn and potatoes. In India it comes with an egg, and the Chinese serve it with noodles and sometimes a few chilies. In Korea they usually eat samgyetang in the summer, served with some rice.

Comfort food is very personal. It can be a full meal, a dessert, or just a snack. Tell us about your favorite comfort food.

**REAL STUDENT**  
Would you like to try Alessandra's dish?

### 3 GRAMMAR: Quantifiers

A Complete the rules. Use the pictures in the grammar box to help you. Which words can you use to talk about a large amount, a small amount, and an amount that is not large or small?

1 Count nouns (e.g., strawberry, avocado) can be **only singular / only plural / singular or plural**.

2 Use **a or** with singular count nouns.

**Quantifiers**

Count nouns	Non-count nouns
How many chilies?	How much rice?
a lot of chilies	a lot of rice
some chilies	some rice
a few / not many chilies	a little / not much rice
too many chilies	too much rice

**!** Some nouns can be count and non-count. You can count chili peppers (too many chilies) but not the small pieces we use for cooking (too much chili). Think about chicken. When is it count, and when is it non-count?

B Now go to page 135. Look at the grammar chart and do the grammar exercise for 7.1.

C Complete the questions with **much** or **many**. Then check your accuracy. Ask your partner the questions.

1 How **many** cups of coffee do you drink every day?

2 How **many** cookies do you eat in a week?

3 How **much** yogurt do you eat at breakfast?

4 How **much** meat or fish do you eat each week?

**4 SPEAKING**

A **PAIR WORK** Tell your partner about your favorite comfort food.

**My favorite comfort food is ... It's my favorite food because ... I like to eat it with some / a lot of / a little ...**

B **GROUP WORK** Ask other students about their favorite comfort food. Tell the class.

**A lot of people like snacks and sweet food. Manuel's favorite comfort food is rice with milk and sugar.**

**ACCURACY CHECK**

Use **many** with plural count nouns.

There aren't **much** chilies in this dish. ✗

There aren't **many** chilies in this dish. ✓

## 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

### 7.2 EAT IN THE STREET

LESSON OBJECTIVE  
■ design a food truck

#### 1 VOCABULARY: Describing food

A **2.03** Listen and say the words. Now match the words to the pictures.

bitter   boiled   delicious   fresh   fried   grilled   raw   roasted   sour   spicy

B Put the words in exercise 1A into two groups: (a) how to serve food and (b) how food tastes. One word can go in both groups. Which word?

C **Now do the vocabulary exercises for 7.2 on page 147.**

#### 2 LANGUAGE IN CONTEXT

A **PAIR WORK** Look at the picture of a food truck. What kinds of food can you get from food trucks?

B **2.04** Listen to a live radio show from the Food Truck Awards. What food is Clara cooking today? Why does the customer like food trucks?

**2.04 Audio script**

Host Hi! I'm at the Food Truck Awards with one of this year's winners, Clara Montero. What are you making today, Clara?

Clara Fish tacos! They're usually fried, but today the fish is **raw**. Try one! It has this great **spicy** sauce.

Host Mm! Wow, hot! But really good. Thanks, Clara. Now, I'm sure this next truck is good because there's a long line. Hi! What are you waiting here for?

Customer Their amazing **grilled** burgers! I usually can't stand waiting in line, but I don't mind waiting here.

Host Yeah? Better than a restaurant?

Customer Definitely! I prefer to eat at food trucks. They're really cool – they're cheap, you can eat outside, and the food is always **delicious**. I always want to try new food. You need to try their fries. They're amazing!

Host Great idea, thanks. Enjoy!

**INSIDER ENGLISH**  
hot = spicy

C **PAIR WORK** Are there many food trucks in your town? What's your favorite dish?

#### 3 GRAMMAR: Verb patterns

A **Circle** the correct options to complete the rules. Use the sentences in the grammar box to help you.

1 The verb that follows verbs like *can't stand* and *don't mind* is verb + **-ing** / to + verb.

2 The verb that follows verbs like *want* and *need* is verb + **-ing** / to + verb.

**Verb patterns**

I usually **can't stand** waiting in line. I always **want** to try new food.

I **don't mind** waiting here. You **need** to try their fries.

B **Now go to page 136. Look at the grammar chart and do the grammar exercise for 7.2.**

C **PAIR WORK** Choose verbs from each box and make true sentences about yourself. Tell your partner.

can't stand	don't mind	enjoy	forget	hate
like	love	prefer	want	would like

buy   cook   eat   go out   make   shop   take

*I can't stand cooking breakfast food. It's so boring!*

**Some verbs (love, prefer, like, hate) take both forms. The meaning doesn't change.**  
I like to cook. ✓  
I like cooking. ✓  
I prefer to eat out. ✓  
I prefer eating out. ✓

#### 4 SPEAKING

A **GROUP WORK** You are going to design your own food truck. Think about:

- the name and look of your food truck
- the prices of your food and any special deals
- what's on the menu and how it's cooked
- who your customers are (for example, vegetarians, students)

*Our food truck is called Crepe Crazy. We're going to sell all types of delicious crepes like peanut butter, cheese and onion, and strawberry. Everyone enjoys eating crepes but hates to make them at home. Our prices ....*

B Tell the class about your food truck. Which group's food truck is the best?

## 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

I'LL HAVE THE CHICKEN

LESSON OBJECTIVE

- explain what you want in a restaurant

1

FUNCTIONAL LANGUAGE

A

2.05

Read and listen to the conversations. What does the woman order in conversation 1? Why? In conversation 2, what's the problem with her order? In conversation 3, what does she ask for?

2.05

Audio script

1

A

Hi, are you ready to order?

B

What do you recommend?

A

The seafood's great here.

B

But I'm allergic to seafood.

A

Well, the grilled salmon is fantastic.

B

I mean, I'm allergic to all seafood.

A

Oh, OK. Well, the chicken is very good.

B

What does it come with?

A

It comes with French fries and a salad.

B

What kind of dressing does it come with?

A

Oil and vinegar.

B

Perfect. I'll have the chicken, please.

2

B

Excuse me -- you gave me the salmon, but I ordered grilled chicken.

A

I'm so sorry. I'll bring you the correct dish right away.

B

Thank you.

3

A

Was everything OK for you today?

B

It was all really good, thank you.

A

Can I get you a dessert?

B

Not today, thanks. Can I have the check?

A

Sure. Coming right up.

2

REAL-WORLD STRATEGY

A

2.07 Listen to another conversation in the restaurant. What does the customer ask about the pasta?

B

2.07 Listen again. Why does the customer say, I mean ... ?

I MEAN

When you need to be clear about an order or instruction, or if you think someone doesn't really understand what you want, use I mean to give more detail.

Is there any meat in the pasta? I'm a vegetarian.

There's a little meat in the sauce, but not much.

I mean, I don't eat any meat.

C

PAIR WORK Read the information about I mean in the box above. Practice the example conversation with a partner.

D

PAIR WORK Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3

PRONUNCIATION: Saying /dʒ/ and /g/ sounds

A

2.08

Listen to the words. Focus on the sound of the letters in **bold**. Practice saying them.

/tʃ/ jet

/g/ get

B

2.09

Look at the conversation. Do the **bold** words have the /tʃ/ sound or the /g/ sound? Listen and check. Then practice the conversation with a partner.

A

Can I get you some juice? We have great apple juice.

B

No, thanks. I'm allergic to apple juice.

A

Got it. Just some water, then?

4

SPEAKING

A

PAIR WORK

Put the conversation in order. Then practice with a partner.

5

Sounds good. I'll have the pasta.

It's a cream and mushroom sauce.

What do you recommend? The pasta or the beef?

What kind of sauce does it have?

The pasta is delicious today.

B

PAIR WORK

Choose one of the situations and have a conversation with your partner.

- The server brings the wrong dish to a customer.
- The server doesn't understand the customer's question.
- The customer is allergic to peanuts.

## Functional language charts

- 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.

T-xix

# LESSON 4

## Think critically

- encourages students to discuss and engage with the topic

## 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

### 7.4 IMPOSSIBLE FOODS

LESSON OBJECTIVE  
write a comment about an online article

**1 READING**

**A PREDICT** Look at the picture in the article. Why do you think this is called the Impossible Burger?

**B** Read the article. Were you right? Read the article again and write the headings in the correct places.

- In a restaurant near you
- Meat from plants
- Good for the future
- The secret ingredient

**C PAIR WORK THINK CRITICALLY** Read the article again. Are Impossible Burgers the best thing to happen to food in years? Discuss the positives and negatives of green food with your partner.

#### The new and wonderful world of Impossible Foods

**A** Impossible Foods is a company in Silicon Valley, California. They make burgers and other delicious meat and dairy products. There's something very unusual about their food: Their meat and dairy don't come from animals, but from plants. Yes, plants! I didn't believe it at first, but it's true. Thanks to Impossible Foods, you can eat a delicious burger that looks like meat and tastes like meat but is made with only plants.

**B** How does the Impossible Burger look and taste so real? The secret is something called heme. It's an ingredient that exists in both plants and animals. Heme gives raw beef its red color and meat flavor. Impossible Foods uses the heme found in plants, not animals, to make the Impossible Burger. It's healthy, and the plant ingredients don't hurt the environment. Clever, isn't it?

**C** So, why is Impossible Foods doing this? Well, animal farming uses about 50% of the Earth's land and 25% of the Earth's water. That's a very expensive way to produce food. So, it seems to me that the Impossible Burger is a great example of a food of the future – good for the planet and good for your health. Soon it'll be crisp to eat, too!

**D** Maybe you think all of this is science fiction, but it's not. Twenty restaurants in the U.S. now sell the Impossible Burger. Soon these delicious burgers will be everywhere. In my opinion, it's the best thing to happen to food in years!

**GLOSSARY**  
dairy (ˈdaɪ) milk products, or food made from milk

### 2 WRITING

**A** Look at the comments posted about the article. Who is positive, and who is negative about Impossible Foods?

**James** I think it's a great idea. I'm a vegetarian, but I love to eat burgers – and now I can!

**Anna** I don't like to eat food that isn't natural!

**Yang** Why eat a fake steak? If you ask me, it's like having a fake watch.

**Marta** I love the idea of impossible food, but I don't think it's going to be popular. People prefer the real thing.

**Oliver** They say it's green and cheap, but what about the cost of all the experiments? For me, research like this is too expensive.

**B PAIR WORK** Look at the comments again. Which comments do you agree and disagree with? Why?

**C WRITING SKILLS** Look at the words in **bold** in the comments. Do we use these expressions to say something is true or to give an opinion?

**D** Read the Register check box. Then rewrite these sentences with a different expression than *I think*.

- I think Impossible Foods is a great company!
- I think it's a crazy idea. I don't like food made by scientists.
- I think it's good for the planet!

**WRITE IT**

**E** Do you think foods like the impossible burger are a good idea? Write a comment about it to post on the website.

#### REGISTER CHECK

Here are some ways to give an opinion:

*I think ... If you ask me ... For me ...*

For formal writing, like essays, use a more formal expression:

*From my point of view ... It seems to me that ...*

## Write it

- gives students productive written practice of the unit language

## Glossary

- encourages students to improve dictionary skills

## 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

- gives extra information about how to communicate in different situations

## 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



### 7.5 TIME TO SPEAK The perfect party

**LESSON OBJECTIVE**  
■ plan a party

**A** When do you celebrate? Who do you celebrate with? Do you have parties to celebrate special occasions? What food do people usually eat at celebrations in your country? You can go online to find examples. What's your favorite party food? Why?

**B PREPARE** Imagine you and your partner are party organizers. You are going to organize a party for another pair, your "clients." Ask the other pair these questions to help you decide the type of party you're going to organize.

#### Your perfect party

**Occasion**  
What are you celebrating?

**People**  
Would you like to invite a lot of people or a few close friends?  
Would you like to invite your family?

**Place**  
Do you want to celebrate at home, in a restaurant, or in another place?  
Would you like to be inside or outside?

**Food**  
Do you and your friends like to eat spicy food?  
Do you prefer to eat fried food or grilled food?  
Do you need to think about special diets?

**Surprise**  
Do you like surprises?

**C DECIDE** Use your clients' answers in exercise B to plan your party. Use the phrases at the bottom of the page to help you.

**D DISCUSS** Tell your clients about the party you're planning for them. Then listen to their plans for your party. Say two things you like about the party and two things you would like to change.

**E PRESENT** Present your parties to the class. Which one sounds fun? Which menu is your favorite? Why?

» To check your progress, go to page 155.

### USEFUL PHRASES

**PREPARE**  
I'd like that. / I wouldn't like that.  
I'd prefer ...  
My brother is a vegetarian/vegan.  
My friend is allergic to nuts/fish/milk, etc.

**DECIDE**  
Let's invite ...  
The party will take place in ...  
We'll have ... on the menu.

**DISCUSS**  
I really like that idea.  
I'd love to come to your party!  
It sounds like fun!  
We think you're going to love this.  
What do you think of ... ?

## 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 ICALT. 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 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.

## A2 SYLLABUS

Strategy 1: Developing learner responsibility	Strategy 2: Memorizing new language	Strategy 3: Teaching and developing speaking skills
<b>Unit 1: Learning about your students*</b> <ul style="list-style-type: none"> <li>Learning about your students' needs</li> <li>Learning what motivates your students</li> </ul>	<b>Unit 2: Maximizing memory</b> <ul style="list-style-type: none"> <li>Memorizing sentence structures</li> <li>Reconstructing a text</li> </ul>	<b>Unit 3: Rehearsing</b> <ul style="list-style-type: none"> <li>Practicing conversations alone</li> <li>Thinking about conversations</li> </ul>
<b>Unit 4: Using informal assessment techniques</b> <ul style="list-style-type: none"> <li>Tuning into students during speaking practice</li> <li>Giving feedback</li> </ul>	<b>Unit 5: Making language memorable</b> <ul style="list-style-type: none"> <li>Making personal connections to new language</li> <li>Personalizing new language</li> </ul>	<b>Unit 6: Repeating tasks</b> <ul style="list-style-type: none"> <li>Repeating a task with different partners</li> <li>Repeating a task to reach an agreement</li> </ul>
<b>Unit 7: Developing and analyzing study skills</b> <ul style="list-style-type: none"> <li>Encouraging reflection</li> <li>Asking useful questions</li> </ul>	<b>Unit 8: Retrieving and reusing</b> <ul style="list-style-type: none"> <li>Playing games to retrieve language</li> <li>Reviewing and using new language</li> </ul>	<b>Unit 9: Managing peer feedback</b> <ul style="list-style-type: none"> <li>Taking time out to listen to peers</li> <li>Giving specific feedback to peers</li> </ul>
<b>Unit 10: Managing pair and group work*</b> <ul style="list-style-type: none"> <li>Managing pair work</li> <li>Managing group work</li> </ul>	<b>Unit 11: Playing memory games</b> <ul style="list-style-type: none"> <li>Remembering lists of language items</li> <li>Using pictures to remember vocabulary</li> </ul>	<b>Unit 12: Extending students</b> <ul style="list-style-type: none"> <li>Asking follow-up questions</li> <li>Speaking for longer</li> </ul>

\*These items are linked to ICALT 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.

The screenshot shows a page titled 'LET'S MOVE' with a large green diamond containing the number '3'. Below the title, there is a section titled 'TEACHER DEVELOPMENT INTRODUCTION'. This section includes a 'Strategy 3: Developing speaking skills - Rehearsing' box, which explains that speaking activities need to be set up carefully and that pre-speaking activities can help build confidence. It also includes a 'Say it to yourself (Activity 1)' box, a 'Think it through (Activity 2)' box, and a link to a PDF of a video. Below the introduction, there are sections for 'INTRODUCE THE THEME OF THE UNIT', 'UNIT OBJECTIVES', 'START SPEAKING', and an 'EXTRA ACTIVITY' box. The 'EXTRA ACTIVITY' box suggests a class survey about sports events. The page number 'T-21' is visible in the bottom left corner.

**LET'S MOVE**

**3**

**TEACHER DEVELOPMENT INTRODUCTION**

**Strategy 3: Developing speaking skills - Rehearsing**

Speaking activities need to be set up carefully. We should make sure students have the language they need for the activity and that our instructions are clear. However, sometimes it doesn't matter how well we do this, students still seem reluctant to speak. Giving learners some time to plan and then practice the speaking activity quietly to themselves can help them prepare for speaking tasks. Pre-speaking activities of this kind are often known as *rehearsing*. It can help make learners' speaking more successful and give students a sense of achievement. This, in turn, helps build their confidence and motivation to speak.

**Say it to yourself (Activity 1):** Ss practice answering questions quietly to themselves before speaking to a partner. You can try this in Lesson 3.1.

**Think it through (Activity 2):** Ss are given time to plan a conversation. You can try this in Lesson 3.3.

To find out more, read pages 6 and 7 of Philip Kerr's *How much time should we give to speaking practice?*

Please go to [http://www.cambridge.org/elt/blog/wp-content/uploads/2017/12/CambridgePapersinELT\\_TimeForSpeaking\\_2017\\_ONLINE1.pdf](http://www.cambridge.org/elt/blog/wp-content/uploads/2017/12/CambridgePapersinELT_TimeForSpeaking_2017_ONLINE1.pdf) to access this material.

**INTRODUCE THE THEME OF THE UNIT**

On the board, write *Let's move*. Ask Ss to say what they think of when they see this expression. Write their answers on the board. Ask *Do you move a lot? How do you move? Do you play sports? Ride a bike to work or school? Go to a gym?*

**UNIT OBJECTIVES**

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *fitness program* (an exercise plan or routine).

**START SPEAKING**

**A** In pairs, Ss discuss the questions. Ss share their answers with the class. The picture is a detail from the Beijing Olympic Games Opening Ceremony in 2008.

**EXTRA ACTIVITY**

Before doing Exercise B, ask Ss to write down a guess of which big sports event is the most popular with the whole class. After doing Exercise B, do a quick class survey. Ask each student to say which event they like to watch, and tally their answers on the board. Ask Ss to say if they guessed correctly.

**B** Write this sentence frame on the board for Ss to use: *I like to watch \_\_\_\_ because \_\_\_\_.*

- In small groups, Ss discuss the questions.
- Ask several groups to share their answers with the class.

**C** In pairs, Ss discuss the questions.

**OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if sports in their country is the same as in Irene's country.

**REAL STUDENT**

Hi, I'm Irene, and I'm from Mexico. In my country, the sports are very important. The people go to the gym a lot. On the weekends, the people usually play soccer.

T-21

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 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](http://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.



## TEACHER DEVELOPMENT ACTIVITY 1

### Say it to yourself

#### Alternative instructions for exercises 4B and 4C

Getting Ss to practice their part in a conversation before they work with a partner gives them practical preparation for speaking.

- Give Ss about two minutes to think of answers to the questions in exercise 4B. They can write down key words if they want. Monitor and make sure they aren't writing complete sentences.
- Tell Ss to practice saying their answers quietly to themselves. Demonstrate how to do this by whispering an example sentence: *Rafael Nadal is sitting at the table right next to me.*
- Suggest that Ss don't look at their partner when they practice alone.
- Monitor and help with language if necessary.
- After about two minutes, tell Ss to talk together to have phone conversations.

Workbook Unit 3.1

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 keep track of your progress. You can write the answers to these in a journal or share them with your colleagues.



## TEACHER DEVELOPMENT REFLECTION

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

- 1 How much do you think rehearsing a speaking activity helped students?
- 2 How do you think it helped students? For example, were they more accurate? Did they use a wider range of language? Were they more fluent? Was their interaction better?
- 3 How comfortable were students either practicing language quietly alone or thinking about language? How comfortable did you feel during this point in the activity?
- 4 What changes, if any, would you make to these ideas?
- 5 What other kinds of speaking activities do you think rehearsing is suitable for?

# 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 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 too 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 ' before the stressed syllable, e.g., /sək'ses 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 dots 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 timely 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.

**Use neutral language when giving feedback.** 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 *watch*.

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

**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.