EVOLVE

SECOND EDITION

TEACHER'S EDITION

with Digital Pack

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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 as well as being research informed, 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.

"EVOLVE is teacher friendly. We know that whatever we do, our students are going to achieve their goal – they're going to speak."

Debora Teixeira Menezes Guimaraes, Brazil

What makes EVOLVE special?

1 Student-generated content
We spoke to more than 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.

2 Real student videos
Real Students feature in bite-sized videos throughout each book, making the material interesting and relatable. In Levels 5 and 6, these videos are called "expert speakers" – non-native speakers from the New York area highly proficient in English.

3 Time to Speak
Every unit has a "Time to speak" lesson dedicated to developing speaking skills and building students' confidence. Students collaborate on engaging, immersive tasks created to develop their speaking skills.

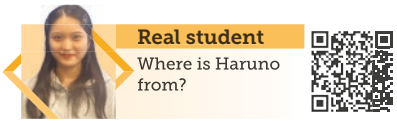
EVOLVE
SECOND EDITION

What's new in the Second Edition?

1 New videos.

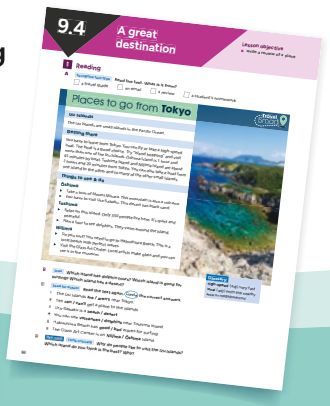
Documentaries
A selection of the documentary videos have been replaced at every level with new, up-to-date content that is current, interesting, and thought-provoking.

Real Students
All of the Real Student videos in Levels 1–4 are new. These videos feature students from a wide range of countries and cultures discussing topics relevant to their lives.



2 Enhanced Grammar Support
Additional grammar support, particularly in the early levels, makes learning more intuitive, with extra practice to enable students to gain a deeper understanding of the language.

3 New Reading and Listening
A selection of the reading and listening texts have been updated. The new texts are contemporary, high-interest, and feature topics from around the world.



4 Speaking Companion
Learners can improve their conversational skills with the new AI-driven "Speaking Companion." This immersive, personalized speaking practice is level appropriate and part of the digital pack content on Cambridge One. Learners can choose from a range of speaking topics (some linked to the unit themes) and build their speaking confidence in a safe practice environment.

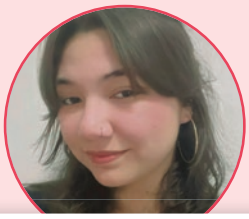
5 Personalized Learning – Reading & Listening
"Personalized Learning" on Cambridge One helps teachers provide additional reading and listening practice. These easy-to-assign, short activities adapt to each student's ability by adjusting the level of challenge as they go. Learners are provided with an indication of ability in reading and listening against the CEFR (Common European Framework of Reference). Personalized Learning is an additional component which can be added to the course and assigned to learners by their teacher.

Student-generated content

Student-generated content is one of the key features of EVOLVE. We spoke to more than 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.

Real Student videos

In EVOLVE Second Edition, we welcome a whole new cast of **Real Students** who feature in bite-sized videos throughout each book, ensuring that the material is interesting, relatable, and reflects the realities of our students' lives. The Real Students come from a wide range of countries, making EVOLVE Second Edition a truly international coursebook. Let's meet them!



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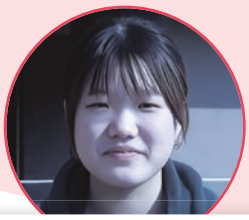

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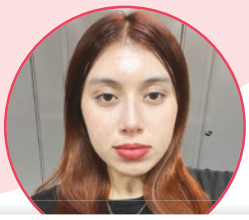

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Kerem Varışlı
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The Real Student videos have a number of benefits. They:

- **Serve as an ideas prompt.** Students are prompted to think of their own answers to discussion questions in the book.
- **Provoke a response.** Students may find they agree or disagree with the featured speaker and want to react to what they say.
- **Demonstrate attainable speaking models.** The speakers are of a similar level to the students using the book. This gives them the confidence to try for themselves!

The videos are accessed using QR codes seen at different points throughout the book. There are transcripts of the Real Student videos in the teacher's notes. The transcripts are faithful to what the students say in their videos and may contain some grammatical errors.

Time to speak

Students' progress in English is usually measured by how confident they feel speaking when they are faced with a real situation. To make the most of speaking opportunities in the classroom, students need a "safe speaking environment" where they feel confident, supported, and able to experiment with their English. That's why EVOLVE Second Edition has dedicated the final lesson in each unit to speaking: **Time to speak**.

These lessons focus on a task with a cognitive challenge beyond language learning, which requires students to collaborate. These immersive activities include decision-making, negotiating, and problem-solving.

> **"Students who are usually shy now speak naturally because they have more time to develop their speaking."**
>
> **María Azucena Rivera, Mexico**

> **"EVOLVE also builds students' confidence by preparing them for everyday conversations."**
>
> **Elena Farkas, U.S.A.**

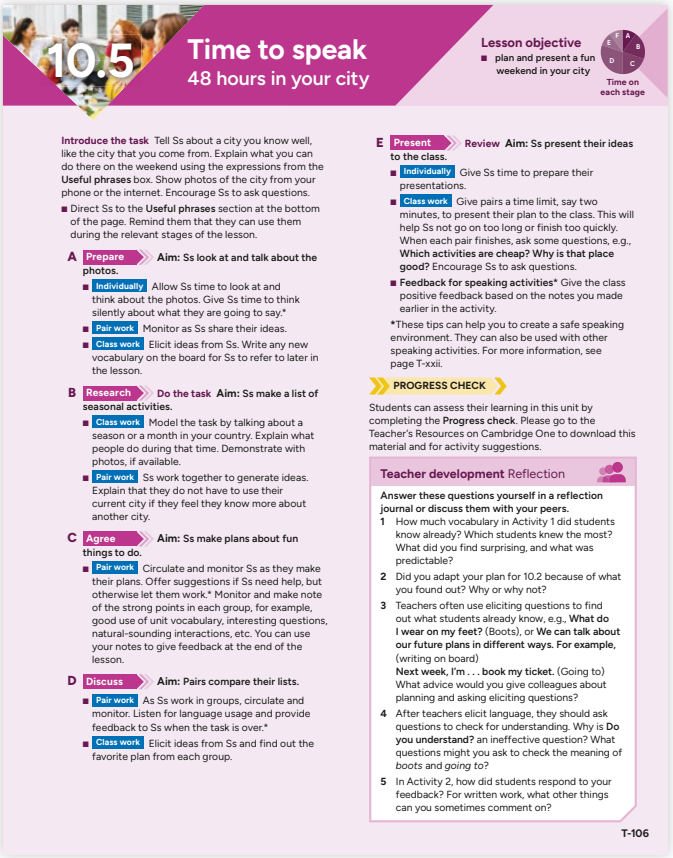
Time to speak teacher's notes

The **Time to speak teacher's notes** offer a step-by-step guide for the teacher to all elements of the lesson, including classroom and time management. An **illustrated indicator** at the top of the page shows the recommended portion of class time for each activity in the lesson.

The teacher's notes provide tips on:

- giving students preparation time before they speak
- monitoring
- how and when to give feedback
- giving positive feedback
- error correction

> **"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."**
>
> **Salvador Coyotecatl Sánchez, Mexico**



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 photos of the city from your phone 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 during 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 vocabulary 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 note of the strong points in 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 or finish too quickly. When each pair finishes, ask some questions, 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

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for 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 was 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 questions to check for understanding. 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

Components for learners

- Student's Book with eBook
- Student's Book with Digital Pack
- Student's Book with Digital Pack A
- Student's Book with Digital Pack B
- Student's Digital Pack
- Full Contact with Digital Pack
- Workbook with Audio

Student's Digital Pack includes:

- Student's eBook (with audio hotspots)
- Digital Workbook
- Video Resource eBook (with video hotspots)
- Speaking Companion – Additional AI-driven conversation practice (all levels)
- Personalized Learning – Additional adaptive Reading & Listening practice (Levels 2–6)
- Student's resources
  - Workbook audio
  - Accessible audio & video Word scripts

How to access student digital content

Instructions on how to access the student digital content on Cambridge One can be found on the inside front cover of the Student's Book.

Components for teachers

- Teacher's Edition with Digital Pack
- Teacher's Digital Pack

Teacher's Digital Pack includes:

Cambridge One (Learning materials)

- Presentation Plus includes:
  - Student's eBook (with audio, Real Student / Expert Speaker video and answer key hotspots)
  - Workbook eBook (with audio and answer key hotspots)
  - Video Resource eBook (with video and answer key hotspots)
- Digital Workbook
- Test Generator – Ready-made customizable baseline, unit, mid-term, and final tests
- Speaking Companion – Additional AI-driven conversation practice (all levels)
- Personalized Learning – Additional adaptive Reading & Listening practice (Levels 2–6)

Cambridge One (Teacher's resources)

- Teacher's Edition PDF version (with answer keys and audio scripts for the Student's Book and Workbook)
- Class audio
- Workbook audio
- Accessible audio & video Word scripts (for Student's Book, Workbook, Digital Workbook, Test Generator and video)
- Downloadable placement test (with audio)
- Downloadable Video Resource Book worksheets
- Teacher Development reading extracts (explained in the Teacher's Edition)
- CEFR guide (how the goals of Evolve are linked to the Common European Framework of Reference)
- Grammar, vocabulary, and speaking photocopiable activities
- Downloadable progress check pages (for every unit)

How to access teacher digital content

Instructions on how to access the teacher digital content on Cambridge One can be found on the inside front cover of this book.

Integrated teacher development

The integrated development program in EVOLVE Second Edition offers practice activities that teachers can integrate into their 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 level of EVOLVE Second Edition.

- **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 further details, see the "Effective teacher development" information starting on page T-xxiv.

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 the Teacher's Resources on Cambridge One to download this material.

Unit opening page

Striking images
- get students talking

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

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

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

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

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

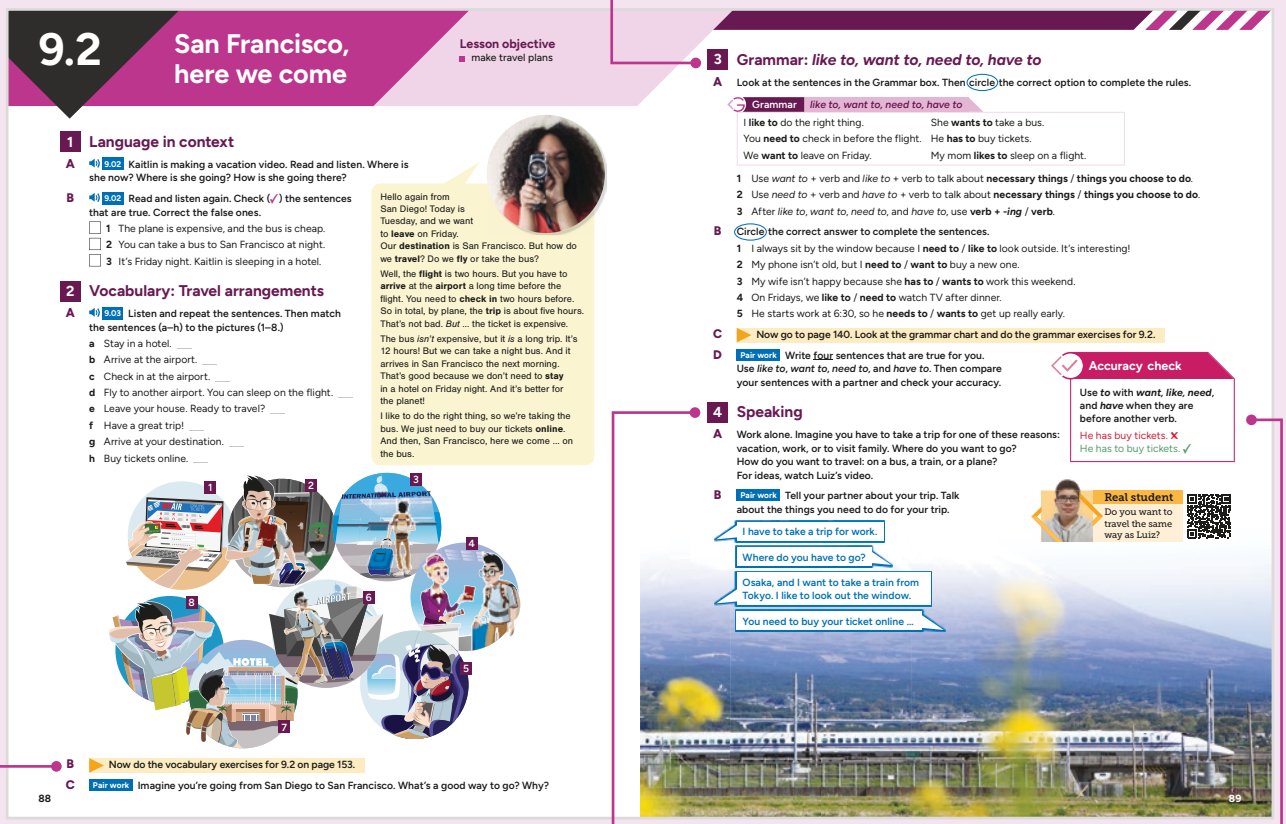
Lesson 2

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



9.2 San Francisco, here we come

Lesson objective
- make travel plans

1 Language in context

A 9.02 Kaitlin is making a vacation video. Read and listen. Where is she now? Where is she going? How is she going there?

B 9.02 Read and listen again. Check (✓) the sentences that are true. Correct the false ones.
1 The plane is expensive, and the bus is cheap.
2 You can take a bus to San Francisco at night.
3 It's Friday night. Kaitlin is sleeping in a hotel.

Hello again from San Diego! Today is Tuesday, and we want to **leave** on Friday. Our **destination** is San Francisco. But how do we **travel**? Do we **fly** or take the bus?

Well, the **flight** is two hours. But you have to **arrive** at the **airport** a long time before the flight. You need to **check in** two hours before. So in total, by plane, the **trip** is about five hours. That's not bad. *But* ... the ticket is expensive.

The bus *isn't* expensive, but it *is* a long trip. It's 12 hours! But we can take a night bus. And it arrives in San Francisco the next morning. That's good because we don't need to **stay** in a hotel on Friday night. And it's better for the planet!

I like to do the right thing, so we're taking the bus. We just need to buy our tickets **online**. And then, San Francisco, here we come ... on the bus.

2 Vocabulary: Travel arrangements

A 9.03 Listen and repeat the sentences. Then match the sentences (a–h) to the pictures (1–8.)
a Stay in a hotel. ___
b Arrive at the airport. ___
c Check in at the airport. ___
d Fly to another airport. You can sleep on the flight. ___
e Leave your house. Ready to travel? ___
f Have a great trip! ___
g Arrive at your destination. ___
h Buy tickets online. ___

B Now do the vocabulary exercises for 9.2 on page 153.

C Pair work Imagine you're going from San Diego to San Francisco. What's a good way to go? Why?

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3 Grammar: *like to, want to, need to, have to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *like to, want to, need to, have to*

I **like to** do the right thing.	She **wants to** take a bus.
You **need to** check in before the flight.	He **has to** buy tickets.
We **want to** leave on Friday.	My mom **likes to** sleep on a flight.

1 Use *want to* + verb and *like to* + verb to talk about **necessary things / things you choose to do**.
2 Use *need to* + verb and *have to* + verb to talk about **necessary things / things you choose to do**.
3 After *like to, want to, need to,* and *have to,* use **verb + *-ing* / verb**.

B Circle the correct answer to complete the sentences.
1 I always sit by the window because I **need to / like to** look outside. It's interesting!
2 My phone isn't old, but I **need to / want to** buy a new one.
3 My wife isn't happy because she **has to / wants to** work this weekend.
4 On Fridays, we **like to / need to** watch TV after dinner.
5 He starts work at 6:30, so he **needs to / wants to** get up really early.

C Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.2.

D Pair work Write four sentences that are true for you. Use *like to, want to, need to,* and *have to*. Then compare your sentences with a partner and check your accuracy.

Accuracy check
Use *to* with *want, like, need,* and *have* when they are before another verb.
He has buy tickets. ✗
He has to buy tickets. ✓

4 Speaking

A Work alone. Imagine you have to take a trip for one of these reasons: vacation, work, or to visit family. Where do you want to go? How do you want to travel: on a bus, a train, or a plane? For ideas, watch Luiz's video.

B Pair work Tell your partner about your trip. Talk about the things you need to do for your trip.

I have to take a trip for work.
Where do you have to go?
Osaka, and I want to take a train from Tokyo. I like to look out the window.
You need to buy your ticket online ...

Real student
Do you want to travel the same way as Luiz?

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Extended speaking practice

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

Accuracy checks

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

Lesson 3

Functional language conversations

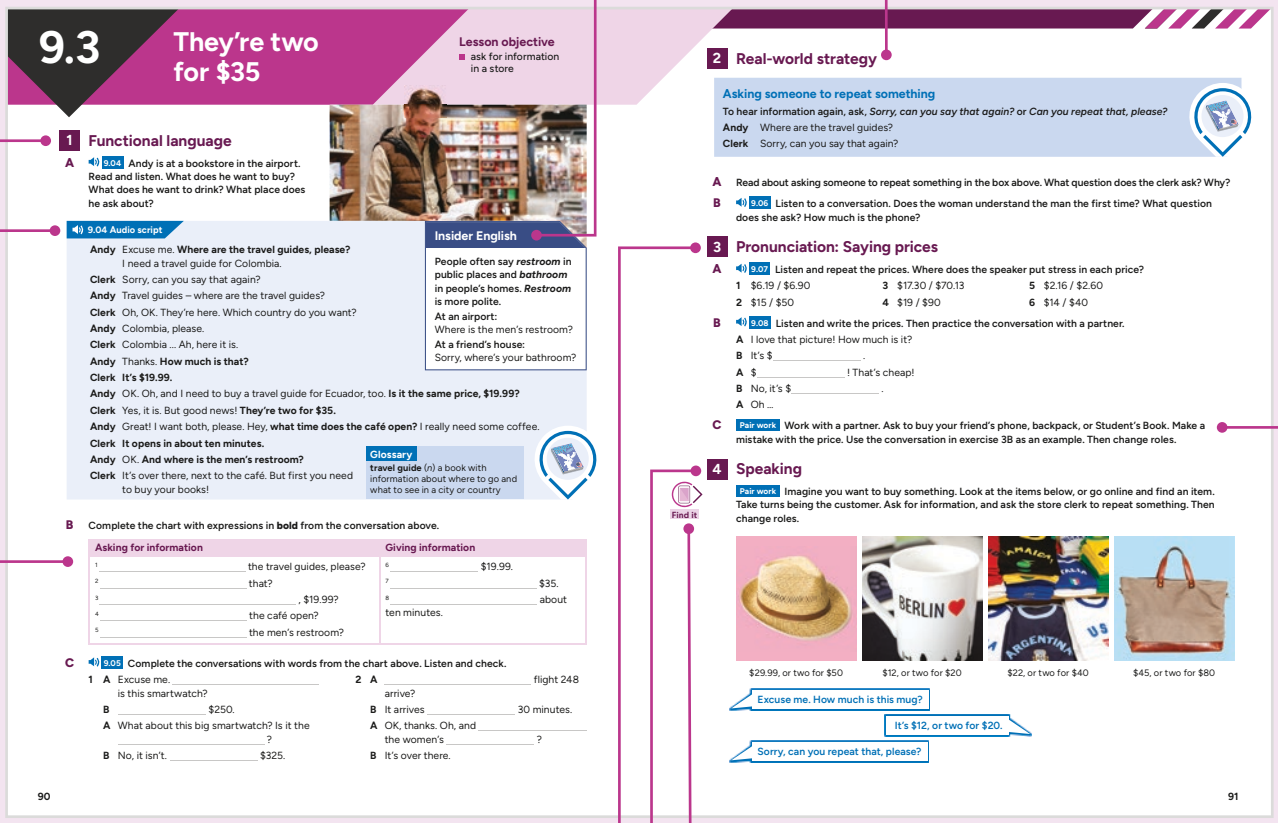
- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

Insider English

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

Real world strategy

- provides students with strategies to manage communication successfully



9.3 They're two for $35

Lesson objective
- ask for information in a store

1 Functional language

A 9.04 Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?

9.04 Audio script

Andy Excuse me. **Where are the travel guides, please?** I need a travel guide for Colombia.
Clerk Sorry, can you say that again?
Andy Travel guides – where are the travel guides?
Clerk Oh, OK. They're here. Which country do you want?
Andy Colombia, please.
Clerk Colombia ... Ah, here it is.
Andy Thanks. **How much is that?**
Clerk **It's $19.99.**
Andy OK. Oh, and I need to buy a travel guide for Ecuador, too. **Is it the same price, $19.99?**
Clerk Yes, it is. But good news! **They're two for $35.**
Andy Great! I want both, please. Hey, **what time does the café open?** I really need some coffee.
Clerk **It opens in about ten minutes.**
Andy OK. **And where is the men's restroom?**
Clerk It's over there, next to the café. But first you need to buy your books!

Insider English

People often say ***restroom*** in public places and ***bathroom*** in people's homes. ***Restroom*** is more polite.
At an airport:
Where is the men's restroom?
At a friend's house:
Sorry, where's your bathroom?

Glossary
travel guide (*n*) a book with information about where to go and what to see in a city or country

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

Asking for information	Giving information
1 _____ the travel guides, please?	6 _____ $19.99.
2 _____ that?	7 _____ $35.
3 _____, $19.99?	8 _____ about ten minutes.
4 _____ the café open?	
5 _____ the men's restroom?	

C 9.05 Complete the conversations with words from the chart above. Listen and check.

1 A Excuse me. _____ is this smartwatch?
B _____ $250.
A What about this big smartwatch? Is it the _____?
B No, it isn't. _____ $325.

2 A _____ flight 248 arrive?
B It arrives _____ 30 minutes.
A OK, thanks. Oh, and _____ the women's _____?
B It's over there.

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2 Real-world strategy

Asking someone to repeat something
To hear information again, ask, *Sorry, can you say that again?* or *Can you repeat that, please?*
Andy Where are the travel guides?
Clerk Sorry, can you say that again?

A Read about asking someone to repeat something in the box above. What question does the clerk ask? Why?

B 9.06 Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

3 Pronunciation: Saying prices

A 9.07 Listen and repeat the prices. Where does the speaker put stress in each price?

1	$6.19 / $6.90	3	$17.30 / $70.13	5	$2.16 / $2.60
2	$15 / $50	4	$19 / $90	6	$14 / $40

B 9.08 Listen and write the prices. Then practice the conversation with a partner.
A I love that picture! How much is it?
B It's $_____.
A $_____! That's cheap!
B No, it's $_____.
A Oh ...

C Pair work Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking

Find it

Pair work Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.

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Functional language charts

- highlight and categorize key phrases for students to practice

Audio scripts

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

Smartphone activities

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

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

Lesson 4

Authentic reading texts

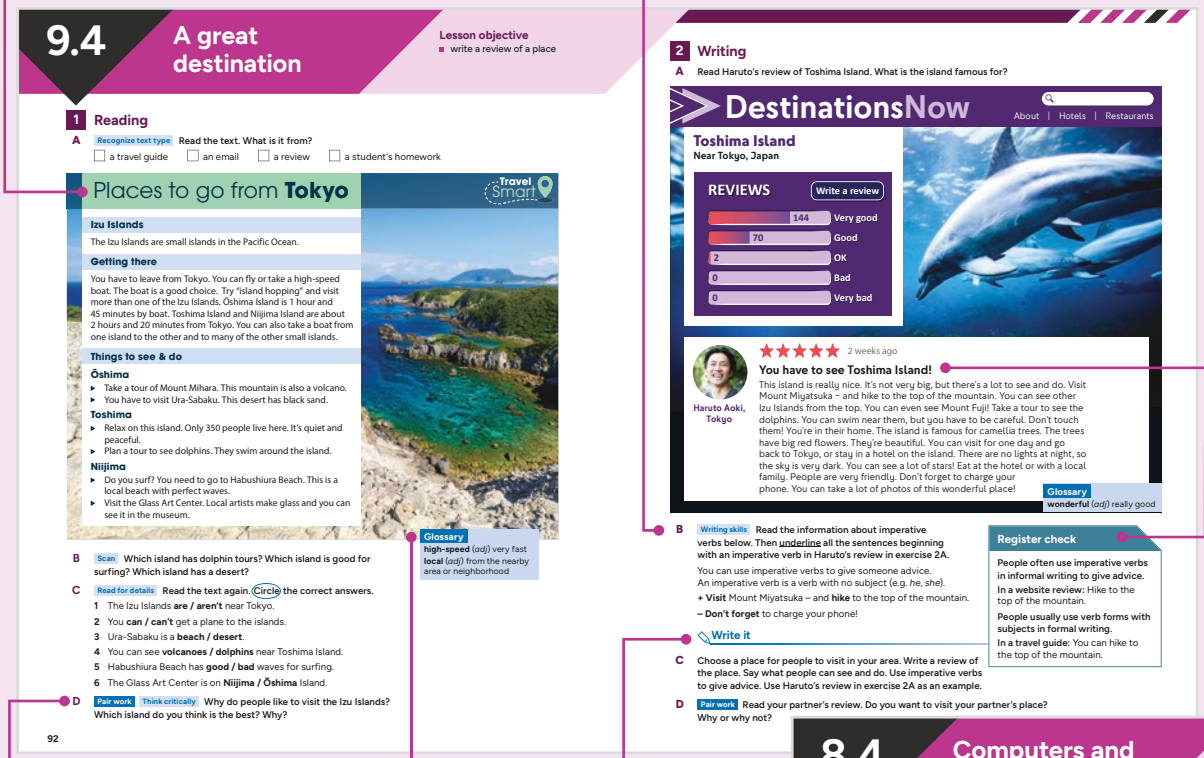
- appear in six units of the book

Writing skills

- focus on subskills that students need to write their texts

Model writing texts

- provide a model for students to analyze



9.4 A great destination

Lesson objective
- write a review of a place

1 Reading

A Recognize text type Read the text. What is it from?
☐ a travel guide ☐ an email ☐ a review ☐ a student's homework

Places to go from Tokyo — Travel Smart

Izu Islands
The Izu Islands are small islands in the Pacific Ocean.

Getting there
You have to leave from Tokyo. You can fly or take a high-speed boat. The boat is a good choice. Try "island hopping" and visit more than one of the Izu Islands. Ōshima Island is 1 hour and 45 minutes by boat. Toshima Island and Niijima Island are about 2 hours and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

Things to see & do

Ōshima
- Take a tour of Mount Mihara. This mountain is also a volcano.
- You have to visit Ura-Sabaku. This desert has black sand.

Toshima
- Relax on this island. Only 350 people live here. It's quiet and peaceful.
- Plan a tour to see dolphins. They swim around the island.

Niijima
- Do you surf? You need to go to Habushiura Beach. This is a local beach with perfect waves.
- Visit the Glass Art Center. Local artists make glass and you can see it in the museum.

Glossary
high-speed *(adj)* very fast
local *(adj)* from the nearby area or neighborhood

B Scan Which island has dolphin tours? Which island is good for surfing? Which island has a desert?

C Read for details Read the text again. Circle the correct answers.
1 The Izu Islands **are / aren't** near Tokyo.
2 You **can / can't** get a plane to the islands.
3 Ura-Sabaku is a **beach / desert**.
4 You can see **volcanoes / dolphins** near Toshima Island.
5 Habushiura Beach has **good / bad** waves for surfing.
6 The Glass Art Center is on **Niijima / Ōshima** Island.

D Pair work Think critically Why do people like to visit the Izu Islands? Which island do you think is the best? Why?

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2 Writing

A Read Haruto's review of Toshima Island. What is the island famous for?

DestinationsNow — About | Hotels | Restaurants

Toshima Island
Near Tokyo, Japan

REVIEWS — Write a review
144 Very good
70 Good
2 OK
0 Bad
0 Very bad

★★★★★ 2 weeks ago
You have to see Toshima Island!
This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Miyatsuka – and hike to the top of the mountain. You can see other Izu Islands from the top. You can even see Mount Fuji! Take a tour to see the dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone. You can take a lot of photos of this wonderful place!
Haruto Aoki, Tokyo

Glossary
wonderful *(adj)* really good

B Writing skills Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A.
You can use imperative verbs to give someone advice.
An imperative verb is a verb with no subject (e.g. *he, she*).
+ **Visit** Mount Miyatsuka – and **hike** to the top of the mountain.
– **Don't forget** to charge your phone!

Write it

C Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.

D Pair work Read your partner's review. Do you want to visit your partner's place? Why or why not?

Register check
People often use imperative verbs in informal writing to give advice.
In a website review: Hike to the top of the mountain.
People usually use verb forms with subjects in formal writing.
In a travel guide: You can hike to the top of the mountain.

Register check

- gives extra information about how to communicate in different situations

Think critically

- encourages students to discuss and engage with the topic

Glossary

- encourages students to improve dictionary skills

Write it

- gives students productive written practice of the unit language

8.4 Computers and our jobs

Lesson objective
- write an online comment with your opinion

1 Listening

A Chris is the host of the podcast *Technology Talks*. Look at the photos above. What is today's podcast about?

B 8.09 Listen for details Listen to the podcast. Who is Joanna Ramos? What does she say computers can't do?

C 8.09 Listen for supporting details Listen again. Check (✓) the supporting details Joanna gives.

Jobs for computers	New jobs for people
☐ make things	☐ design computers
☐ write texts	☐ start computer companies
☐ call people on the phone	☐ talk to computers
☐ talk	☐ check texts from a computer
☐ dream	☐ make phones

D Pair work Think critically Who thinks computers are a good thing: Joanna or Chris?

2 Pronunciation: Listening for *can* and *can't*

A 8.10 Listen. Write the missing words.
1 What _____ computers do?
2 They _____ make things.
3 They _____ do those things 100% of the time.

B 8.11 Listen. Do you hear *can* or *can't*? Circle the correct words.
1 can / can't
2 can / can't
3 can / can't
4 can / can't

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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

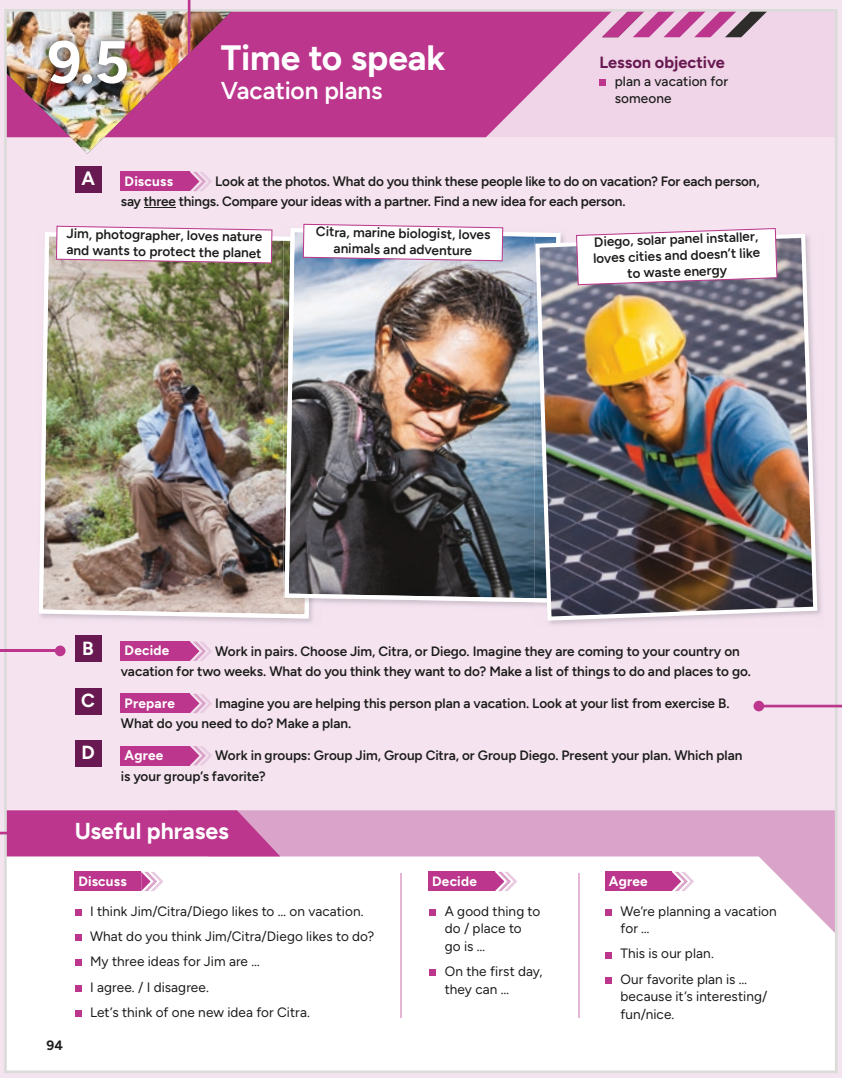
Lesson 5

Whole class speaking lessons

- provide an opportunity for extensive speaking practice
- are student-focused, with the teacher as facilitator
- recycle the unit language

Task-based lessons

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



9.5

Time to speak

Vacation plans

Lesson objective

- plan a vacation for someone

A **Discuss** Look at the photos. What do you think these people like to do on vacation? For each person, say three things. Compare your ideas with a partner. Find a new idea for each person.

Jim, photographer, loves nature and wants to protect the planet

Citra, marine biologist, loves animals and adventure

Diego, solar panel installer, loves cities and doesn't like to waste energy

B **Decide** Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

C **Prepare** Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

D **Agree** Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

Useful phrases

Discuss

- I think Jim/Citra/Diego likes to ... on vacation.
- What do you think Jim/Citra/Diego likes to do?
- My three ideas for Jim are ...
- I agree. / I disagree.
- Let's think of one new idea for Citra.

Decide

- A good thing to do / place to go is ...
- On the first day, they can ...

Agree

- We're planning a vacation for ...
- This is our plan.
- Our favorite plan is ... because it's interesting/ fun/nice.

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Scaffolding activities

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

Useful phrases

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

Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 I am ...	• Say where you're from • Ask for and give personal information • Check in to a hotel • Write a profile • Meet new people	• *I am, you are* • *What's ... ?, It's ...*	• Countries and nationalities • The alphabet • Personal information • Numbers (0–10) • Jobs	• Saying /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	• Saying /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	• Saying 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 (1) • Telling the time • Everyday activities (2)	• Saying 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/an, a lot of, some, no* • Count and non-count nouns	• Places in cities • Nature	• Saying /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** • Talk about 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 program with product reviews		**A review** • A product review • *but* and *because*	• Talk about things that you love or like • Talk about your favorite technology • Talk about how you use your phone • 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 post about things happening now • Ask what people are doing these days	• Present continuous statements • Present continuous questions	• Activities around the house • Transportation	• Saying *-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 • Talk about 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	• Saying 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	• Saying /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 affirmative • Simple past negative and questions	• Food and drink (1) • Food and drink (2)	• Saying /h/ and /r/ sounds • Listening for *Do you want to … ?*
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144	**Vocabulary practice, pages 145–155**			

Functional language	Listening	Reading	Writing	Speaking
• Answer the phone and greet people; ask people how they are and respond **Real-world strategy** • React to news		**In the studio** • A post about a day in an art studio	**A post** • A post about a busy day • *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 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	• Talk about activities you do • Talk about skills you have • Talk about what you can and can't do at work or school • Ask and answer questions in a job interview **Time to speak** • Talk about national skills
• Ask for and give information **Real-world strategy** • Ask someone to repeat something		**Places to go from Tokyo** • A travel guide	**A description** • A review 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	• Make outdoor plans for the weekend • Talk about outdoor activities in your city • Talk about clothes to take for a trip • Talk about what to do in the evening **Time to speak** • Plan a fun weekend in your home city
• Express uncertainty **Real-world strategy** • Take time to think		**Picture it** • 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 food truck

Pair work practice, pages 156–160

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 classmates 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 & Assessment 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 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

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 Introductior

Strategy 1: Classroom management – Pair and group work

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 th cher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Pre-teach *opposite* by writing the words **night** and **day, small and big** 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 an object or an aspect of their life. Ss share their answers in pairs.

Unit objectives

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

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

7.1 Grammar: Present continuous statements
7.2 Grammar: Present continuous questions
7.1 Vocabulary: Activities around the house
7.2 Vocabulary: Transportation
Unit 7 Speaking: Find someone who ... (Lesson 7.2)

Start speaking

A **Ss discuss the questions in pairs before you elicit ideas.**
- Encourage Ss to name as many related words or phrases as they can. If time allows, you can have pairs write down their words and see who was able to write the highest number of words related to the pictures. Ask them to share their words with the rest of the class.

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.**
- At the end of the exercise, ask Ss: **Do you have a busy life?** and have them raise their hands for Yes. Count hands and show the results in a pie chart on the board. Discuss with Ss what they think about the results.

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 in the Teacher's Resources on Cambridge One. 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: *like to, want to, need to, have to*

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**
- As you elicit answers, check for meaning and explain.

Answers
1 things you choose to do 2 necessary things 3 verb

- On the board write **We need to learn English**. Now cover the word *to* and explain that without *to* this sentence is incorrect.

Extra activity

Ask Ss to write one sentence using each of the verbs *like*, *want*, *need*, and *have*. Remind Ss that they need to use *to* after each one. Ss share their answers with each other before you elicit examples from different members of the class. Mark and correct Ss' sentences on the board.

B **Ss check with a partner before you elicit answers as a class. Ask Ss to read the complete sentence aloud when you make corrections.**

Answers
1 like to
2 want to
3 has to
4 like to
5 needs to

C **Direct Ss to page 140 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Do the task** **Model example sentences for Ss before you begin, e.g., I need to go to work. / I have to get up before six. Circulate and monitor as Ss work, offering any help they may need.**
- When Ss finish, read the **Accuracy check** as a class. Display or dictate these sentences for Ss to correct in pairs. Correct the sentences.
  1 I want buy a new suitcase. I want a big one!
  2 My sister needs my help. I need find a cheap hotel for her.
  3 I have go to the airport at 6:00 a.m. tomorrow. I have an early flight.

Answers
1 I want to buy a new suitcase. I want a big one!
2 My sister needs my help. I need to find a cheap hotel for her.
3 I have to go to the airport at 6:00 a.m. tomorrow. I have an early flight.

- After checking the answers for the sentences on the board as a class, direct Ss' attention to the fact that we use *to* after *want*, *like*, *need* and *have* only when they are followed by an action (verb) and not a thing (noun). Have them notice there is no *to* in **I want a big one.** or **I have an early flight.**
- Ask Ss to check the sentences they wrote. They should look for any mistakes they might have missed.

4 Speaking

A **Read the instructions aloud. Allow Ss some time to think about or make notes on their answers.**
- **Optional activity** Ss watch Luiz's video and say whether they want to travel in the same way.

Real student

Hi! My name is Luiz. I want to visit my grandmother in France. I want to buy a plane ticket to fly there.

B **Pair work** **Review** **Ask two volunteers to read the model dialogue aloud.**
- As Ss discuss, circulate and monitor, offering any suggestions and help you can to Ss. Listen for examples of language usage that you can give feedback on after the task is finished.
- When Ss finish, elicit some of their ideas.
- Give feedback.

Teacher development Activity 1

Listening for target language

One of the challenges of listening to student language, particularly at lower levels, is that they make quite a few mistakes, so it seems like you need to make note of everything. This idea aims to take some of this pressure off you.
- When Ss have had enough time to plan their trips, put them in pairs for their conversation.
- Monitor with a pen and paper and note down examples of the ways Ss use the four target verbs.
- If a S makes a different kind of mistake, for example, they forget to use an indefinite article, just ignore it.
- Try to listen for examples of different errors with all four verbs, for example, they leave out *to* or they use an *-ing* form after one of the verbs.
- Write some of the errors on the board and elicit corrections.

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.

7.5 Time to speak
Your life these days

Lesson objective
- ask what people are doing these days

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 [TK] 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

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for 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 pair work? 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?

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.

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 the Teacher's Resources on Cambridge One to download this material.

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 among 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 Haruno is from.

Real student

Hi! I'm Haruno. I'm from Japan.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

1.1 Grammar: *I am, You are*

1.2 Grammar: *What's ... ? It's ...*

1.1 Vocabulary: Countries and nationalities

1.2 Vocabulary: The alphabet; Personal information

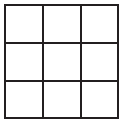
Unit 1 Speaking: Roll a role (Lesson 1.2)

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 the model dialogue, and try to find people on their grid.

1

I am ...

Unit objectives

- say where you're from
- ask for and give personal information
- check in to a hotel
- write a profile
- meet new people

Start speaking

Class work Say your name. Watch Haruno's video.

I am Marco.

I am Anya.

Real student

Where is Haruno from?

1.1 I'm Brazilian. And you?

Lesson objective
- say where you're from

1 Vocabulary: Countries and nationalities

A 1.01 Complete the chart. Then listen and check.

Capital city	Country	Nationality
Brasília	Brazil	1 _____
Santiago	Chile	Chilean
Beijing	China	Chinese
Bogotá	2 _____	Colombian
Quito	Ecuador	Ecuadorian
Paris	France	French
Tegucigalpa	Honduras	Honduran
Tokyo	Japan	Japanese
Mexico City	3 _____	Mexican
Lima	Peru	Peruvian
Seoul	South Korea	South Korean
Madrid	Spain	Spanish
Ankara	Türkiye (Turkey)	4 _____
Washington, D.C.	the United States	American

B Now do the vocabulary exercises for 1.1 on page 145.

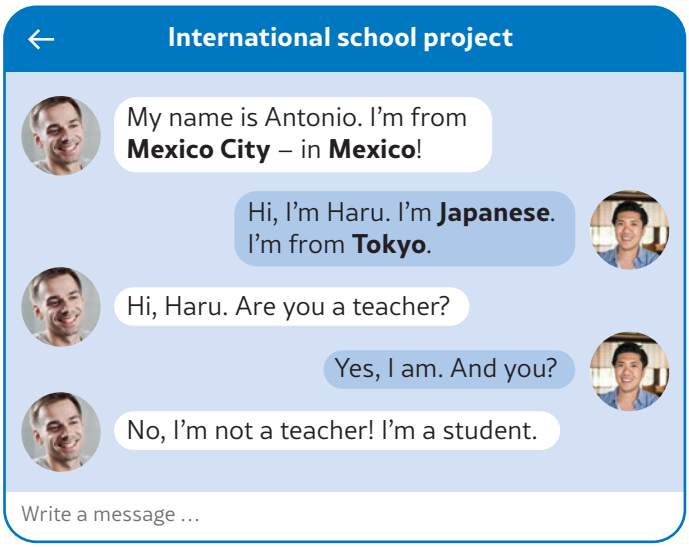
C Pair work Talk to a partner. Say your name, nationality, and city.

Hi! I'm Yessica. I'm Peruvian, and I'm from Callao.

Hello! I'm Daniel. I'm from Madrid, in Spain.

2 Language in context

A Read the messages from students and teachers. What cities are they from? Who is a teacher?



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's 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. Then ask them 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 1.01 **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 answers.
- 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 Turkish

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 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.**

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
Haru: Tokyo
Haru 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 ...** using the city and country they have chosen. They should talk with as many members of the class as possible. Monitor and correct pronunciation.

3 Grammar: *I am, you are*

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

- Use concept questions to check that Ss understand. Ask: **Are you from Bogotá?** to elicit *Yes, I am / No, I'm not.*
- To practice negatives, tell Ss you will give them an affirmative sentence and they must make it negative. Say: **I'm from Madrid** to elicit **I'm not from Madrid**. Repeat with other questions.
- Answer any questions Ss may have about the grammar.

Answers
1 Are you ... ? 2 Yes, I am. 3 No, I'm not.

Grammar support It can be impolite to answer a question with simply *Yes* or *No*. Remind Ss that they should use short answers: *Yes, I am.* or *No, I'm not.* to avoid sounding rude.

B **Ss complete the sentences individually before sharing their answers with their partner.**

Answers
1 I 2 You 3 Are 4 am

Extra activity

Ask Ss questions individually. Ask: **Are you from Quito?** Ss respond *Yes, I am* or *No, I'm not.* Ask other questions: **Are you in room 3A? / Are you Mexican? / Are you a teacher?**

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

- Remind Ss that in English we always need pronouns to accompany verbs. For example, *Am Spanish* should be *I am Spanish* or *I'm Spanish* as in the sentences in the **Accuracy check**. *Is English* should be *He is English* or *He's English*.
- Write the following sentences on the board and ask Ss to write the correct versions before they check with a partner.

1 Am from Honduras.
2 Yes, am Peruvian.
3 No, am not American.

Answers
1 I am / I'm from Honduras.
2 Yes, I am / I'm Peruvian.
3 No, I am / I'm not American.

D **After Ss have written their sentences, they share them with their partner. Elicit answers from confident speakers in the class. If you have a small class, mark Ss' sentences individually.**

Answers
1 I'm Alex.
2 I'm from Orlando.
3 I'm American.
4 I'm from the United States.

E **Pair work** **Do the task** **Model a sample dialogue with a volunteer. As Ss do the role play, circulate to listen for errors and good use of language.**

4 Speaking

Group work **Ask Ss to imagine a new identity. Completing this task will help Ss in the next section. If Ss can't think of a place, they can use a town and city from the list on page 2 to help them.**

- **Optional activity** Before you play the video, make sure Ss know that they should listen for Jirapat's city, nationality, and country. Ask Ss to watch the video first, then share their answers with a partner. Play multiple times if necessary.

Real student

Hi! I'm Jirapat. I'm from Bangkok, in Thailand. I'm Thai. What about you?

Vocabulary support Don't worry about repeating audio or reading texts again. Repetition is a good way for Ss to learn.

- **Review** Encourage Ss to circulate around the classroom, sharing their information with other members of the class. Get involved and interact with the Ss. Monitor for examples of language usage, such as pronunciation and grammar, and provide feedback at the end.

3 Grammar: *I am, you are*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *I am (= I'm), you are (= you're)*

I'm Brazilian.	**I'm not** from Peru.	**Am I** in room 6B?
		Yes, **you are**. / No, **you're not**.
You're from Mexico City.	**You're not** from Bogotá.	**Are you** from Tokyo?
		Yes, **I am**. / No, **I'm not**.

1 For questions (?), say **Are you … ? / You are … ?**
2 For affirmative (+) answers, say **Yes, I am. / Yes, I'm.**
3 For negative (–) answers, say **No, I am. / No, I'm not.**

B Complete the sentences with *I*, *you*, *am*, or *are*.

1 _____ 'm Ecuadorian.
2 Wow! _____ 're from Rio!
3 _____ you from Beijing?
4 **A** Are you French?
B Yes, I _____ .

C Now go to page 129. Look at the grammar chart and do the grammar exercises for 1.1.

D Look at the chart. You are Alex. Write four sentences. Then read the information in the Accuracy check box and check your work.

Name	City	Nationality	Country
Alex	Orlando	American	the United States

1 _____
2 _____
3 _____
4 _____

Accuracy check

Use *I* with *am*.
~~Am~~ Spanish. ✗
I'm Spanish. ✓

E **Pair work** Choose a name. Don't tell your partner. Ask and answer questions to find the person.

Harry	Barbara	Mike	Victor	Kristy	Nayara	Robert	Juliano
student	student	student	student	teacher	teacher	teacher	teacher
New York	New York	Chicago	Chicago	New York	New York	Chicago	Chicago
American	Brazilian	American	Brazilian	American	Brazilian	American	Brazilian

Are you a student? — Yes, I am.
Are you from New York? — No, I'm not. I'm from ….

4 Speaking

Group work Imagine you're a different person. Choose a new name, city, nationality, and country. Talk to other people. Ask questions. For ideas, watch Jirapat's video.

Real student
What's Jirapat's city, nationality, and country?