

EVOLVE

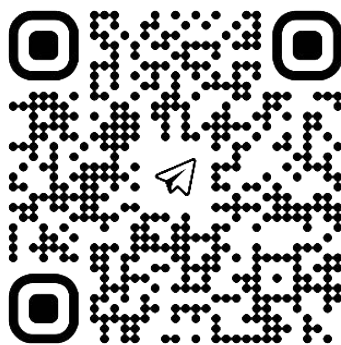
SECOND EDITION

TEACHER'S EDITION

with Digital Pack

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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 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.



Real student

Whose routine is more difficult? Yours or Neo’s?



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!



Hanna Nicole Pineda Flores
The Institute,
Mexico



Alexa Carreón Balderas
The Institute,
Mexico



Iroha Nakajima
Tamagawa University,
Japan



Mika Kunitomo
Baiko Gakuin,
Japan



José Wilson da Silva
CCBEU Language
School, Brazil



Neo Shimizu
Tamagawa University,
Japan



Ryota Momose
Tamagawa University,
Japan



Ceres Beatriz de Moura Barros César
SENAC - PE,
Brazil



Öykü Şahin
Nişantaşı University,
Türkiye

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.

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

"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.

3.5 Time to speak
Fitness programs

Lesson objective
■ create a fitness program

Timeline of activities:

- A Research** Do the task. Aim: Give Ss more information about local fitness programs.
 - Find it** ■ **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.
- B Discuss** Aim: Ss prepare to talk about fitness programs.
 - Read the questions and instruction 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?
- C 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.
- D 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.
- E 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.

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.

***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-xiii.**

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

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

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: Developing learner responsibility – Learning about your students

In this unit, we're going to focus on finding out about the **needs** and **motivations** of individual students. By getting students to consider their general needs, you can help them think more clearly about their specific aims for the course. Then, in each lesson, you can explain how tasks are helping students achieve those aims. Finding out about students' motivations will help you plan tasks and activities that suit individual learning styles. Students are more likely to be motivated if they can learn in a way that suits them.

Needs (Activity 1): Ss identify their abilities in English and their goals for the course. You'll have an opportunity to do this in lesson 1.4.

Motivations (Activity 2): Ss discuss how they like to learn in the English-language classroom. You can try this in lesson 1.5.

Finding out about students' needs and motivations will help you plan ways in which you can encourage them to be more responsible for their own learning and progress. To find out more, read the extract *Finding out about your students* from *Learner Autonomy* pp. 16–21. Please go to the Teacher's Resources on Cambridge One to download this material.



Unit opening page

Striking images

- get students talking



7

Eat, drink, be happy

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

Start speaking

A Look at the photo. Who do you think the people are? Why are they all eating together?

B Do you have big meals like this sometimes? If so, why and when? 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 answer. For ideas, watch Alexa's video.

Real student
Do you agree with Alexa?

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Unit objectives

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

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

Grammar reference and practice

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

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 food items. Which do you like? With a partner, match them 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 151.

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 (n) 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 ajíaco 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 chiles. In Korea they usually eat saengtang 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.

B Pair work Find these words in the blog: dessert, dish, meal, snack. Think of an example of each one.

C Pair work What's a famous soup in your country? Where and when do people usually eat it? You can go online to find a recipe. For ideas, watch Ryota's video.

Real student
Would you like to try Ryota's dish?

3 Grammar: Quantifiers

A Look at the Grammar box. Which words can you use to talk about a large amount, a small amount, and an amount that is not large or small?

Grammar: Quantifiers

Count nouns	Non-count nouns
How many chilies?	How much rice?
a chili	a lot of rice
a lot of 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 chili sauce or chili powder we add to food (too much chili).

B Now go to page 137. Look at the grammar chart and do the grammar exercises for 7.1.

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

- How many cups of coffee do you drink every day?
- How many cookies do you eat in a week?
- How much yogurt do you eat at breakfast?
- 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. ✓

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Smartphone activities

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

Accuracy checks

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

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

7.2

Eat in the street

Lesson objective
■ design a food truck

1 Vocabulary: Describing food

A **7.02** Listen and say the words. Now match the words to the photos.

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. Which word can go in both groups?

C **7.03** Now do the vocabulary exercises for 7.2 on page 151.

2 Language in context

A **7.04** Look at the photo of a food truck on page 69. What kinds of food can you get from food trucks?

B **7.05** Listen to a live radio show from the Food Truck Awards. What food is Clara cooking today? Why does the customer like food trucks?

7.03 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

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3 Grammar: Verb patterns

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

Grammar 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.

- 1 After verbs like **can't stand** and **don't mind**, use **verb + -ing / to + verb**.
- 2 After verbs like **want** and **need**, use **verb + -ing / to + verb**.

Now go to page 138. Look at the grammar chart and do the grammar exercises for 7.2.

C **7.06** Choose verbs from each box to make true sentences about yourself. Tell your partner.

can't stand	don't mind	enjoy	hate	hope
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!

4 Speaking

A **7.07** You are going to design your own food truck. Think about:
■ the name and look of your food truck
■ who your customers are (for example, vegetarians, students)
■ what's on the menu and how it's cooked
■ the prices of your food and any special deals

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?



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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

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 **7.04** 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?

7.04 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.
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.

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

Ordering food	Taking an order
I'll ¹ _____ the (chicken), please.	Are you ready ² _____ ?
	Can I ³ _____ (a dessert)?
Asking questions about food	Checking with the customer
What do you ⁴ _____ ?	How was the fish? ? _____ OK for you today?
Asking for the check	
What does it ⁵ _____ ?	Can I ⁶ _____ the check?
What ⁷ _____ (dressing) does it come with?	

C **7.05** **Pair work** Circle the correct word to complete the expressions. Listen and check. Then practice the conversations with a partner. Change the food each time.

1 A What does the steak **go / come** with?
B Salad or fries.

2 A **How / What** was the chicken?
B Great, thanks. Can I **have / make** the check, please?

2 Real-world strategy

A **7.06** Listen to another conversation in the restaurant. What does the customer ask about the pasta?

B **7.06** Listen again. Why does the customer say, *I mean* ... ?

C **Pair work** Read the information about *I mean* in the box. Practice the example conversation with a partner.

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.

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

/dʒ/ jet /g/ get

B **7.08** Look at the conversation. Do the **bold** words have the /dʒ/ 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

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

Register check

- gives extra information about how to communicate in different situations

7.4

Eat for the planet

Lesson objective
■ write a comment about an online article

1 Reading

- A** **PreA1** Look at the photos in the Q&A (question and answer) page below and think about these questions. What foods can you see? Would you like to try them? Why or why not? What do you think they have in common?
- B** Read Hiro's reply to the first question in the Q&A page and check your answers to the questions in exercise 1A. Were you correct?
- C** Read the whole Q&A page and answer the questions.
- Why is algae good for the planet and palm oil bad?
 - What other advice does Hiro give?
- D** **PreA1** **Think critically** Read the Q&A page again. How much of this information do you think your friends, colleagues, or classmates know? Do you think people make these sustainable choices when they eat? Why or why not?

Eating for the planet: How can I make my diet more sustainable?

More and more people are making sustainable food choices. But how do we know if our diet is good for the planet? Our readers sent their questions to food expert Hiro Sugimoto.

Agnes (Debrecen, Hungary): I know meat is not good for the environment but what else can give me that kind of protein?

Hiro: Hello Agnes. That's easy! A lot of fresh green vegetables are high in protein – like avocados, spinach, and green peas. Some people also eat insects, which is a very sustainable choice. Insects don't use much water, they don't need a lot of space, and farm animals can eat them, too! But the best of all is probably algae or seaweed. Did you know that algae produce half of all the oxygen on the planet and almost all life depends on them? And it's delicious, especially in sushi!

Marcela (Medellin, Colombia): Hiro, is there one product that I should avoid if I want to eat for the planet?

Hiro: Yes, foods made with palm oil! It's in nearly 50% of products in supermarkets, like pizza and chocolate. But people don't know that it's also in other products like shampoo, deodorant, and toothpaste. Why? Because you can't see that on the label! It is bad for the planet because palms are replacing natural forests in many parts of the world.

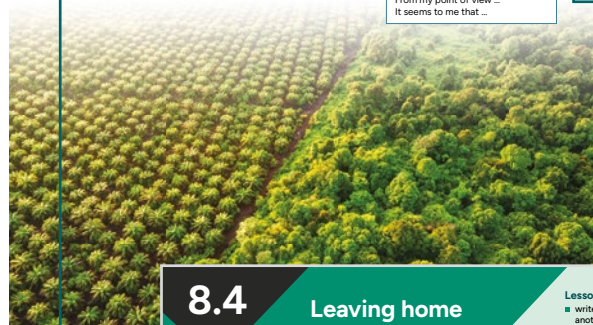
Boris (Christchurch, New Zealand): What other general things can we do to eat more sustainably?

Hiro: Well, you can try to eat food that is in season and that people grow locally. It's always important to check where your food comes from. If you can grow your own food, it's the best solution of all, of course!

Glossary
algae (n) very simple, small plants that grow in or near water
seaweed (n) a green, brown, or dark red plant that grows in or near the sea



Food expert Hiro Sugimoto



8.4

Leaving home

Lesson objective
■ write advice on living in another country



1 Listening

- A** **Pair work** Imagine that a friend is leaving in six months to live in another country. What three pieces of advice can you give them? Discuss with your partner.
- B** **8.00** **Listen for gist.** Listen to four people giving advice to people who are going to live in another country. Is their advice the same as yours?
- C** **8.05** **Listen for detail.** Listen again. What advice does each caller give? Write 1, 2, 3, or 4.
- Learn the language. ☐
 - Get to know your way around with maps. ☐
 - Find a good place to live. ☐
 - Work with a conversation partner. ☐
 - Ask friends or family about local customs. ☐
 - Get to know people. ☐
 - Join clubs or groups that fit your interests. ☐
- D** **PreA1** **Think critically** People don't always choose to move to another country. Think of reasons why people leave their home countries. What problems do they often face?

2 Pronunciation: Listening for intonation

- A** **8.05** **Listen.** Focus on the rising intonation and falling intonation of the speaker's voice. If you have any family friends or contacts in the country, ask them to help.
- B** **8.10** **Draw arrows to show the rising intonation ↗ and the falling intonation ↘. Listen and check.**
- When you join a language club, you can learn very quickly.
 - If you can, try and find a place before you go.
 - If you like hiking, join a hiking club.
- C** **Circle** the correct option to complete the sentence. Speakers' voices often go up to show they're finished / not finished.

Glossary

- encourages students to improve dictionary skills

Write it

- gives students productive written practice of the unit language

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

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? 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.

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.

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?

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 party to the class. Which one sounds fun? Which menu's your favorite? Why?

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 ... ?

Scaffolding activities

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

Task-based lessons

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

Useful phrases

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

Contents

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

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

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Eat, drink, be happy	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Quantifiers Verb patterns 	<ul style="list-style-type: none"> Naming food Describing food 	<ul style="list-style-type: none"> /ɔ̃/ and /g/ sounds
Unit 8 Trips	<ul style="list-style-type: none"> Discuss what to do in your town Talk about a trip you went on Give advice and make suggestions Write advice on living in another country Plan a short trip 	<ul style="list-style-type: none"> Simple present with <i>if</i> and <i>when</i> Giving reasons using <i>to</i> and <i>for</i> 	<ul style="list-style-type: none"> Traveling Transportation 	<ul style="list-style-type: none"> Long and short vowel sounds Listening for intonation
Unit 9 Looking good	<ul style="list-style-type: none"> Compare stores and what they sell Talk about people in photos Ask for and give opinions Write a paragraph describing a photo Create and present an ad 	<ul style="list-style-type: none"> Comparative adjectives Superlative adjectives 	<ul style="list-style-type: none"> Accessories Appearance 	<ul style="list-style-type: none"> /ɜ/ vowel sound
Review 3 (Review of Units 7–9)				
Unit 10 Risky business	<ul style="list-style-type: none"> Talk about how to avoid danger at work Make predictions about your future Describe a medical problem and ask for help Write an email to your future self Plan a reality TV show 	<ul style="list-style-type: none"> <i>have to</i> Making predictions 	<ul style="list-style-type: none"> Jobs Health problems 	<ul style="list-style-type: none"> Final consonant sounds
Unit 11 Me, online	<ul style="list-style-type: none"> Talk about what you've done and what you've never done Talk about what you've done, and when Make and respond to requests Write comments about an infographic Create a video or vlog 	<ul style="list-style-type: none"> Present perfect for experience Present perfect and simple past 	<ul style="list-style-type: none"> Verb-noun internet phrases Social media verbs 	<ul style="list-style-type: none"> Final /n/ and /m/ sounds
Unit 12 Outdoors	<ul style="list-style-type: none"> Talk about the weather Describe places, people, and things Ask for and give directions Write simple instructions Create a tourism campaign for your country 	<ul style="list-style-type: none"> <i>be like</i> Relative pronouns: <i>who, which, that</i> 	<ul style="list-style-type: none"> Weather Landscapes and cityscapes 	<ul style="list-style-type: none"> /w/ at the beginning of a word Listening for <i>t</i> when it sounds like /d/
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144 Vocabulary practice, pages 145–156				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Order food; take an order; ask questions about food; ask for the check Real-world strategy <ul style="list-style-type: none"> <i>I mean</i> 		Eating for the planet <ul style="list-style-type: none"> An article about sustainable food choices 	Comments on Eating for the planet <ul style="list-style-type: none"> A comment on an article <i>I (don't) think; If you ask me; For me</i> 	<ul style="list-style-type: none"> Talk about special meals Talk about your favorite comfort food Talk about a food truck Order food from a menu Time to speak <ul style="list-style-type: none"> Talk about the perfect party
<ul style="list-style-type: none"> Give advice and make suggestions; respond to advice and suggestions Real-world strategy <ul style="list-style-type: none"> Echo questions 	Leaving home <ul style="list-style-type: none"> A radio show about living in another country 		Listeners' comments <ul style="list-style-type: none"> A comment on advice from listeners Phrases to respond to advice 	<ul style="list-style-type: none"> Talk about a good vacation Talk about your town Talk about a long trip you took Give advice to a visitor in your town Time to speak <ul style="list-style-type: none"> Talk about planning a trip
<ul style="list-style-type: none"> Ask for an opinion; give a positive opinion; give a negative or neutral opinion Real-world strategy <ul style="list-style-type: none"> <i>I guess</i> 		Image is everything <ul style="list-style-type: none"> An article about advertising 	Advertising contest <ul style="list-style-type: none"> An email submission to a contest Punctuation: periods, capital letters, and commas 	<ul style="list-style-type: none"> Talk about appearance Compare clothes stores Talk about your best photos Give your opinion of clothes Time to speak <ul style="list-style-type: none"> Talk about making an ad
<ul style="list-style-type: none"> Offer help; ask for information about the problem; ask someone for help Real-world strategy <ul style="list-style-type: none"> <i>It's like / It feels like</i> 		Face your fears <ul style="list-style-type: none"> An article about a personal experience 	An email to myself <ul style="list-style-type: none"> An email giving advice <i>anyway, by the way</i> 	<ul style="list-style-type: none"> Talk about things you're afraid of Talk about dangers at work or study Predict future events Explain a medical problem Time to speak <ul style="list-style-type: none"> Talk about reality TV
<ul style="list-style-type: none"> Make requests; respond to requests; ask for permission; refusing Real-world strategy <ul style="list-style-type: none"> Remember words 		Infographic <ul style="list-style-type: none"> An infographic about video sharing 	Positive and negative comments <ul style="list-style-type: none"> A short comment on video sharing Saying something positive or negative 	<ul style="list-style-type: none"> Talk about screens Ask and answer questions about experiences Ask and answer questions about online habits Make requests in specific situations Time to speak <ul style="list-style-type: none"> Talk about online videos
<ul style="list-style-type: none"> Ask for directions; give directions Real-world strategy <ul style="list-style-type: none"> Correct yourself 	Dear green place <ul style="list-style-type: none"> A presentation about community gardens 		How to ... <ul style="list-style-type: none"> A list of instructions on how to do something <i>first, then, next, now, finally</i> 	<ul style="list-style-type: none"> Talk about hot and cold weather Talk about weather in different cities in the world Talk about people, objects, and places Ask for directions, check you understand Time to speak <ul style="list-style-type: none"> Talk about advertising your country

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 to track and **evaluate** your progress.

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

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

A2 Syllabus

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

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 the 'Teacher development Introduction' section for Unit 7. The unit title is 'Eat, drink, be happy' with a large number '7' in a diamond shape. The introduction text explains the focus on learner responsibility and study skills. It includes a 'Strategy 1' section with a reflection task and useful questions. Below this, there are sections for 'Introduce the theme of the unit', 'Unit objectives', and 'Start speaking' with various activities. A 'Real student' quote is also present.

Eat, drink, be happy
7

Teacher development Introduction

Strategy 1: Developing learner responsibility – Developing and analyzing study skills

In this unit, we're going to focus on raising students' awareness of the responsibility they have for their own learning. We'll do this by providing a **reflection** task on how much students are involved in learning inside and outside of class time and by showing them how to ask **useful questions** about language items.

Reflection (Activity 1): Ss consider how much they are actively involved in their learning and what the benefits of this might be. You'll have an opportunity to try this in lesson 7.1.

Useful questions (Activity 2): Ss take responsibility for their learning by asking a series of useful questions about new vocabulary. You can try this in lesson 7.2.

Both the activities above are highly practical and can be adapted and reused throughout your course. To find out more, read the extract *Learning strategies from Learner Autonomy* pp. 30–35. Please go to the Teacher's Resources on Cambridge One to download additional material.

Introduce the theme of the unit

Have a brief discussion on eating habits – not diet but about how, when, and with whom Ss eat. Ask **Is food important in your family? Is it important to share a meal with family and friends?**

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: *comfort food* (food you eat when you feel sad or worried), *food truck*.

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

- 7.1 Grammar: *Too many chillies*
- 7.2 Grammar: *The dinner party*
- 7.1 Vocabulary: *Naming food*
- 7.2 Vocabulary: *Describing food*
- Unit 7 Speaking: *Healthy eating* (Lesson 7.2)

Start speaking

A Ss look at the photo.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class.

B Read the questions aloud.

- Have Ss share their answers with the class.
- Write their answers on the board under the headings *Alone or With Other People?* *Who Do You Eat With?* and *What Do You Talk About?*
- See what, if anything, Ss have in common.
- Ask follow-up questions: *Do you watch TV while you eat? Do you have your phone, tablet, or computer with you when you eat? Do you think who you eat with and where is important for your health?*

C Read the questions aloud.

- **Optional activity** Ss use their phones to access the video and then discuss if they feel the same about eating as Alexa.

Real student

Hi, I'm Alexa. For me a meal is special with good company. On the weekend I have meals with my family and it's great.

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: Quantifiers

- A Introduce the task.** On the board, write **quantifier**. Explain that a quantifier tells you how much or how many there is/are of something. Explain **When talking about food, and some other types of nouns, some foods can't easily be quantified. They are called non-count nouns. With non-count nouns, we use special words or phrases to talk about how much we need, eat, or want.**
- **Do the task.** Give Ss time to read all the information and look at the pictures in the Grammar box.
- Read the example questions and phrases in the box aloud. Ss repeat after you.
- Ss do the task individually.
- Check answers as a class.

Answers

a large amount: a lot of, too many, too much
a small amount: a few, not many, a little, not much
an amount that is not large or small: some

- Read the information in the Notice box aloud. Ask **What other foods do you think can be both count and non-count?** (Water is non-count as we drink it, but countable if it's in a bottle; ice cream, soup, cheese, etc.)

- B Direct Ss to page 137 to complete the grammar exercises.** Teacher tips for grammar exercises are on page T-129.

- C Read the instructions aloud.** Ask a S to tell the class what the instructions mean in his/her own words.

- Direct Ss' attention to the answer in number 1. Ask **Why is many the correct answer?** (because cups can be counted)

- Ss do the task individually.
- Read the information in the Accuracy check aloud.
- Ss check their work for accuracy.

Answers

2 many 3 much 4 much

Extra activity

Write these sentences on the board: 1 How much strawberries are there? 2 I don't have much eggs. 3 Don't use so much salt! Have volunteers come to the board to correct the sentences. Then check answers as a class. (Answers: 1 How many strawberries are there? 2 I don't have many eggs. 3 Correct.)

T-67

Teacher development Activity 1

Reflection

This activity helps Ss think about how their active participation can help them learn more effectively.

- Give copies of the questionnaire to Ss.
- Ss should answer all the questions individually. Then Ss should talk about their answers in groups and give reasons.

Who should ...	Teacher/Me/Both
find out about grammar rules before class starts?	
explain rules to other students who have trouble understanding?	
ask questions to check you really understand?	
find more examples of count/non-count nouns for things you talk about every day?	
keep a record of the grammar you learn?	

- In feedback, invite students to share their thoughts. Encourage them to share responsibility with you for all the things in the questionnaire and explain how this will help their progress.

4 Speaking

- A Pairwork** Ask volunteers to read the example aloud.

- Ss work in pairs to talk about their favorite comfort foods.

- B Group work** Ask a volunteer to read the example aloud.

- Put Ss in groups of four or five to discuss comfort foods.

- Ask a S from each group to report his/her group's discussion to the class.

Homework ideas

- Tell Ss to research a comfort food from another country not represented in your class. Ask them to present what they learned to the class the next day. Suggest search words: **comfort food + (country name)**

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

The perfect party

Lesson objective

- plan a party

Time on each stage

■ **Introduce the task.** Aim: Introduce the concept of kinds of parties.

■ Discuss Ss' opinions of parties. Ask **Do you enjoy going to parties with a lot of people? Or do you prefer small parties with people that you know well?**

■ 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 Aim: Ss think about and research how to celebrate special occasions.

■ Read the questions aloud.

Find it **Individually** Give Ss time to think of their answers to the questions. If possible, let Ss use their phones to go online and find pictures of foods that they eat during celebrations. Alternatively, ask them to do the research at home and bring pictures to class the next day.

■ Ss discuss the questions in pairs and then share their answers with the class.

B Prepare Do the task. Aim: Ss begin to think about what kind of party they want to plan.

■ Read the instructions aloud.

■ **Pair work** Give pairs time to decide what kind of party they want and to think of answers to the questions.

■ **Group work** Two pairs work together and take turns role playing being the party organizers and the clients. Circulate and monitor.

■ Suggest that Ss take notes on their clients' details.

C Decide Aim: Ss plan a party.

■ Read the instructions aloud.

■ **Pair work** Give pairs time to plan the party using their clients' details.

■ Pairs work together and take turns telling about the party they will plan for each other.

■ **Preparation for speaking** Give groups time to practice what they are going to say to the class.

D Discuss Aim: Ss present their party plan with their groups.

■ Read the instructions aloud.

■ Ss do the task in their groups from exercise B.

■ Give Ss time to make changes to their party plans based on their clients' answers.

■ **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.

E Present Aim: Ss present their plans to the class.

■ Tell Ss to take notes during each presentation to help them ask questions.

■ Ss take turns presenting their party plans. Tell Ss to wait to ask questions until the presentation is over.

■ Ss take turns saying which party sounds like the most fun and which menu is their favorite.

■ **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the lesson.

*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-xiii.

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

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

- In the group discussion of Activity 1, what did students think they should take responsibility for? Do you think you persuaded them to take some responsibility for those things themselves?
- What previous kinds of learning experience might discourage students from asking questions during class? How can you encourage students to ask?
- What other questions could you add to the **Useful questions** list? How can you make sure students refer to the list in the future?
- Which of the roles below do you already share with your students? Which might you be willing to share in the future? Are there any you would never share? Give your reasons.
 - choosing learning material
 - giving feedback on student performance
 - correcting mistakes
 - marking students' work
 - making rules of behavior in class

T-74

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)

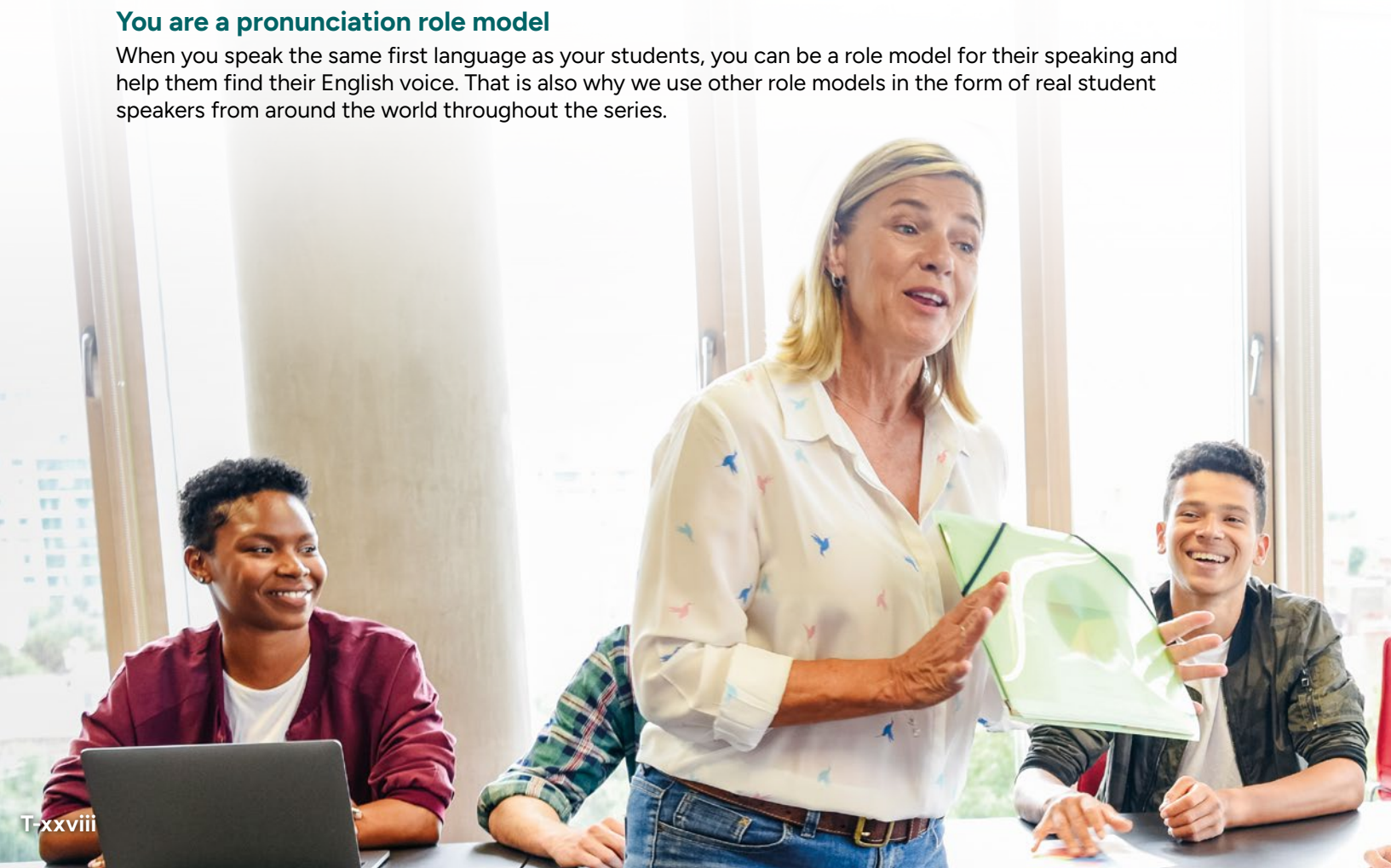
Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected 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 ' 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., *success[•]ful*. 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 *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.

Connections

1

Teacher development Introduction



Strategy 1: Developing learner responsibility – Learning about your students

In this unit, we're going to focus on finding out about the **needs** and **motivations** of individual students. By getting students to consider their general needs, you can help them think more clearly about their specific aims for the course. Then, in each lesson, you can explain how tasks are helping students achieve those aims. Finding out about students' motivations will help you plan tasks and activities that suit individual learning styles. Students are more likely to be motivated if they can learn in a way that suits them.

Needs (Activity 1): Ss identify their abilities in English and their goals for the course. You'll have an opportunity to do this in lesson 1.4.

Motivations (Activity 2): Ss discuss how they like to learn in the English-language classroom. You can try this in lesson 1.5.

Finding out about students' needs and motivations will help you plan ways in which you can encourage them to be more responsible for their own learning and progress. To find out more, read the extract *Finding out about your students* from *Learner Autonomy* pp. 16–21. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

On the board, write **Connections**. Ask Ss to give examples of the kinds of connections they have in their lives. If they aren't sure, give examples from your own life (I have two sisters, a piano teacher, my students, my neighbor, etc.). Write their answers on the board. Ask **Are connections between people important? Is it important to have connections outside of family?**

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: *possessions* (things that you own) and *to have (something) in common* (to like the same thing).

Start speaking

- A** In pairs, Ss discuss the questions. The photo is of a whitewater raft team.

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

1.1 Grammar: *Who's who?*

1.2 Grammar: *Whose is this?*

1.1 Vocabulary: Describing people you know

1.2 Vocabulary: Naming everyday things

Unit 1 Speaking: Find the connections (Lesson 1.2)

- B** Read the question and instruction aloud. In pairs, Ss discuss it.

- Ss share their answers with the class. Briefly discuss if everyone in the class has the same kinds of connections.

- C** Read the instruction and question aloud.

- Ss share their answers in pairs.

- D** In pairs, Ss discuss the questions.

- **Optional activity** Ss use their phones to access the video and then discuss if they feel the same way Hanna does about her connections.

Real student

Hi, I'm Hanna. I am a really social person. I love talking with other people and I have 500 friends on Facebook.

Extra activity

Ss work in groups to discuss the questions: Do you enjoy being in a group or being alone? Which is more relaxing for you?



1

Connections

Unit objectives

- talk about the people in your life
- talk about possessions
- greet people and start a conversation
- introduce yourself in an email
- talk about what you have in common

Start speaking

- A** Look at the photo. What are the people doing? What is the connection between them?
- B** What are some different ways people are connected? Read the list and add two more.
family friends work/school _____
- C** Think of five different people you know. What are the connections between you and them?
- D** Are you a social person in general? Do you have connections with a lot of different people?
For ideas, watch Hanna's video.



Real student

Are you the same as Hanna?



Lesson objective

- talk about the people in your life

1 Vocabulary: Describing people you know

A 1.01 Look at the pictures. Listen and say the words. Who do you see every day?



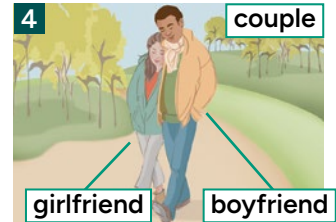
neighbors



classmates



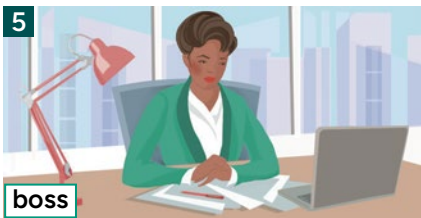
close friends



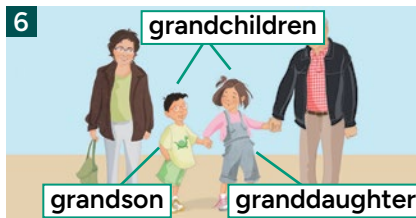
couple

girlfriend

boyfriend



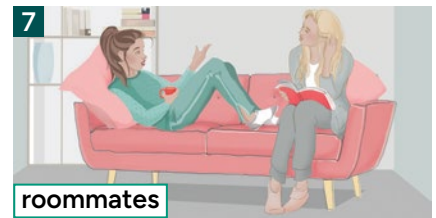
boss



grandchildren

grandson

granddaughter



roommates

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

C Pair work Make five true sentences with five words from exercise 1A. Tell your partner.



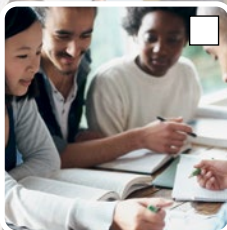
We can use *partner* to talk about either person in a couple.

This is my **partner**, Fabio.

2 Language in context

A Look at Cecilia's photos. Who are the people in her life? Who's in her family? Check (✓) the boxes.

These are my **classmates**. That's Kiko and Luis on the left. They're from different countries, but we all study English.

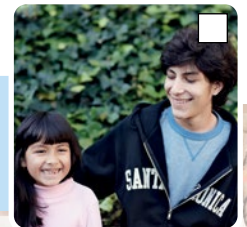


This is Marta. We're **close friends**. She's a student in Puebla.



My name's Cecilia, and I'm from Puebla, in Mexico. I'm an English student now, in Bakersfield, California. These are the people in my life.

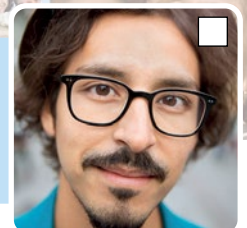
Here are my brother and sister. Their names are José Luis and Yvonne. This is an old photo.



I have more than 200 friends on Facebook, but they're not close friends. Many people are coworkers or school friends.



People always ask, "Is he your **boyfriend**?" No, he's not! He's my **neighbor**, Marcos, and he's a friend.



B Match the names with their connection to Cecilia.

- 1 Yvonne
- 2 Marta
- 3 Kiko and Luis
- 4 José Luis
- 5 Marcos

- a neighbor
- b close friend
- c sister
- d classmates
- e brother


- talk about the people in your life

1 Vocabulary: Describing people you know

- **Introduce the task** On the board, write **Before class today, how many people did you say "hello" to?** Set a time limit of one minute. Tell Ss to write down as many people as they can think of.
- Ss compare lists with a partner.

Extra activity

Tell Ss to look at page 2 and to write down any words they don't understand. Discuss the meaning of the words as a class, and encourage Ss to write the meanings and add the names of people from their own life that illustrate each word. If Ss use a laptop or tablet to take notes, suggest that they insert a photo of the person next to the vocabulary word.

- A**  **1.01 Do the task** Volunteers read the instructions and question aloud. Ask a S to tell the class what the instruction says in their own words.
- Ss work with a partner to complete the task. Play the audio for Ss to listen and repeat the words.

Extra activity

Remind Ss of their lists of people from the warm-up. Ss talk with a partner about whether the people they said "hello" to today are the same people they see every day.

- B** Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.
- C** **Pair work** Model making one true sentence with one of the words and write it on the board.
- Read the information in the **Notice** box.
 - Set a time limit of three minutes for Ss to write their own sentences.
 - Ss tell a partner their sentences.

2 Language in context

- A** Read the instructions and questions aloud. Volunteers read the sentences aloud.
- Ss do the task individually and then check answers in pairs.
 - Check answers as a class.

Answer

The people in Cecilia's life are her brother José Luis, her sister Yvonne, her close friend Marta, her classmates Kiko and Luis, and her neighbor Marcos.
The picture of her brother and sister is checked.

- B** Read the instruction aloud.
- Ss do the task individually and then check answers in pairs.
 - Check answers as a class.

Answers

2 b 3 d 4 e 5 a

3 Grammar: *be*; possessive adjectives

- **Introduce the task** Read the sentences in the Grammar box aloud. Ss repeat after you.

Grammar support Review grammar terms. On the board, write **Rosa is from Mexico. She is a new student.** Point to each word. Ss say what part of speech it is (subject, subject pronoun, verb, adjective, noun). Label the words in the sentence and leave it on the board for reference. Then, on the board, write **I am from Mexico.** Ask **What is the subject of the sentence? (I) What is the verb? (am) What is the base form of *am*? (be) When the subject changes, for example, to *you*, what other part of the sentence changes? (the verb).**

- A Do the task** Ss complete the task individually and then check answers in pairs.

- **Review the task** Check understanding. Say one of the subjects from the box and ask a S to say what verb to use with that subject. Increase your speed as you say subjects. Make sure all Ss have a chance to answer at least once. Continue the activity by saying the full form of the subjects and verbs and ask Ss to say the contracted form.

Answers

2 aren't 3 isn't

- B Give Ss time to read the information in the Grammar box.**

- Check understanding of possessive adjectives. Say **It's a (pencil). It's my pencil.** Emphasize *my* as you hold the pencil to your chest.
- Continue with other possessive adjectives with Ss' objects: **It's a book. It's her book.**
- Ss do the task individually.
- **Review the task** Check answers as a class. Then Ss cover the chart. Say a subject pronoun, and ask Ss to say the possessive adjective.

Answers

2 your 3 his 4 her 5 our 6 their

- C Direct Ss to page 129 to complete the grammar exercises. Teacher tips for grammar exercises are on page T-129.**

- D Group work** Ss work individually to write the questions.

- While Ss are writing the questions, write the following sentences on the board: **1. My brother and their sons live in Miami. 2. We have a dog. Its name is Bingo. 3. This is a photo of my sister with his boyfriend Manny.**
- Ss find the correct sentence and correct the incorrect ones.

Answers

- 1 My brother and his sons live in Miami.
- 2 Correct
- 3 This is a photo of my sister with her boyfriend Manny.

- Refer Ss to the **Accuracy check** box. Tell them to read their answers again and check for accuracy.
- Check answers as a class.
- Put Ss in small groups. Set a time limit of five minutes for Ss to ask and answer the questions.

Answers

- 2 Where is she from?
- 3 Is her name Maria?
- 4 Are they from Argentina?
- 5 Is our teacher American?
- 6 Where are your parents from?

4 Speaking

- A Ss work individually to draw their diagrams and write descriptions of the people in their lives.**

- **Optional activity** Ss use their phones to access the video and then answer the question. (She talks about her mum, her dad, her elder brother and a friend.)

Real student

Hi, I'm Iroha. My mum's name is Ajiko. My dad is Taro and my elder brother is Riku. Lei is my close friend. She's from Kanagawa, Japan.

- B Pair work** Read the instructions aloud. Volunteers read the sample conversation.




Find it

- Set a time limit of five minutes for Ss to write three questions to ask about the photos. Pairs do the task.
- **Optional activity** Ss can show their partner more photos of their connections on their phones.

3 Grammar: *be*; possessive adjectives

A Look at the sentences in the Grammar box. Then complete the rules.

 **Grammar** *be*: statements, questions, and short answers

I'm from Puebla.	I'm not from Bakersfield.	Are you from Bursa?	Yes, I am . / No, I'm not .
He's a student.	He's not my boyfriend.	Is he your classmate?	Yes, he is . / No, he's not .
We're close friends.	You're not close friends.	Are they our new neighbors?	Yes, they are . / No, they're not .


- I'm from Puebla. I'm = I am
- They're **not** close friends.
You can also say: They _____ close friends.
- Is he your boyfriend?
To answer, you can say:
Yes, he is. or No, he _____.

B Look at the sentences in the Grammar box. Then complete the possessive adjectives.

 **Grammar** Possessive adjectives

What's your name?	My name's Cecilia.
This is her brother.	His name is José Luis.
They are our classmates.	Their names are Kiko and Luis.

- I _____ my
- you _____
- he _____
- she _____
- we _____
- they _____

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

D **Group work** Use the words to write questions. Then read the Accuracy check box and check your work. Use the questions to find out more about your classmates.

- his / what's / name / ? What's his name?
- from / is / where / she / ? _____
- is / name / her / Maria / ? _____
- they / from / are / Argentina / ? _____
- our / is / teacher / American / ? _____
- are / from / where / parents / your / ? _____



Accuracy check

Possessive adjectives agree with the possessor.

This is a photo of my wife with **their** parents. ✗
This is a photo of my wife with **her** parents. ✓

4 Speaking

A Look at Cecilia and her connections on page 2. Who are your connections? Write their names and think about their relationship to you. Watch Iroha's video.



Real student

What connections does Iroha say? Are they the same as yours?



B **Pair work** Ask and answer questions about your connections. You can show photos of the people on your phone.

Who is Rogelio?

He's a coworker at my office.

Are Bob and Vera your parents?

Yes, they are.