

# EVOLVE

SECOND EDITION

## TEACHER'S EDITION

with Digital Pack

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# 3

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

Are your family or friends the same as Mariana’s?

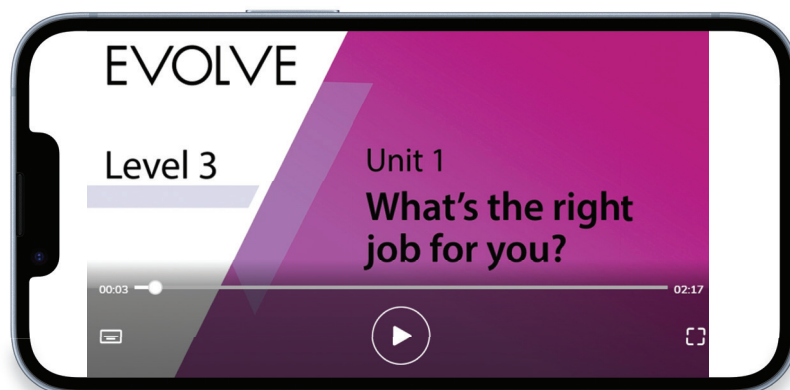


### 2 Enhanced Grammar Support

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!



**Zatiamari Alves  
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Casa Thomas Jefferson,  
Brazil



**Ricardo Alejandro  
Proaño Villalba**

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Indoamérica, Ecuador



**Marin Kanno**

Keiai University, Japan



**Nozomi Yato**

Keiai University, Japan



**Phetcharawan  
Bunyawat**

Bangkok University,  
Thailand



**Arda Şen**

Nişantaşı University,  
Türkiye



**Puntita Lesaen**

King Mongkut's  
University of  
Technology, Thailand

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 Secret spots

**Lesson objective**  
■ give a presentation about a secret spot in your city

**Time on each stage**

**■ Introduce the task** Aim: Introduce the concept of a "secret spot" in a city.  
■ Ask Ss: What are some of the places in your city that everyone knows about and are very popular with both residents and tourists? Are there some places that you like but that are less well known? On the board, write secret spot and off the beaten path. Explain that most cities have places that are very interesting but not well known – maybe even to the people who live there. Explain that if a place is off the beaten path it is not a place where people go often, but it is still interesting and worth visiting.  
■ Direct Ss to the Useful phrases section at the bottom of the page. Remind them that they can use these phrases as they do the lesson.

**A Discuss** Do the task Aim: Ss discuss examples of secret spots.  
■ **Whole class** Ss look at the photos. Read aloud the captions for the two photos. Ask Ss to share what they know about the two countries.  
■ Read the questions aloud.  
■ **Group work** Groups discuss their answers.

**B Research** Aim: Ss make a list of secret spots in their city.  
■ Read the instructions aloud.  
Find it ■ **Pair work** Pairs make their lists. Suggest that, next to each spot, they make notes of their reasons why that spot is interesting.  
■ **Optional activity** Allow Ss to use their phones to research secret spots in their city.

**C Decide** Aim: Pairs decide on one secret spot.  
■ **Pair work** Ss answer the questions and discuss their lists with a partner. Encourage them to take notes and to ask each other follow-up questions about each spot.

**D Prepare** Aim: Pairs prepare a presentation about a secret spot.  
■ Read the instructions aloud.  
Find it ■ **Pair work** Pairs find additional information on their secret spot.  
■ **Optional activity** Allow Ss to use their phones or a computer to find out more information about their secret spot.  
■ Make sure Ss understand that both of them will present their information; each person will speak to the class.

■ Encourage Ss to practice how they will present their secret spot to the class.  
■ **Preparation for speaking\*** Tell Ss to practice what they are going to say in their own language. They should make notes and then repeat their presentation in English.

**E Present** Aim: Ss present their secret spot to the class.  
■ Tell Ss that they should take notes during each presentation to help them discuss it with the class.  
■ **Whole class** Pairs take turns presenting their secret spot.  
■ After each presentation, encourage Ss to ask follow-up questions about each place.  
■ Discuss whether any of the spots are new to other Ss in the class. Have a class vote on which spot Ss would like to visit the most.  
■ **Feedback for speaking activities\*** Give positive feedback when Ss produce accurate and appropriate language.

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

**PROGRESS CHECK**

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

**Teacher development Reflection**

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

- 1 How accurate was students' language when you elicited different examples in the two activities?
- 2 What other language changes did students need to make when they used different prompts? For example, in Teacher Development Activity 1 did they need to change the article they used?
- 3 Did you hear students use a range of examples when they practiced the substitutions in pairs?
- 4 Having done this controlled practice activity, was the language that students used in the pair work tasks more varied?
- 5 When preparing substitution activities like these, what does the teacher need to plan carefully?

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: Classroom management – Checking understanding of instructions

In this unit, we're going to focus on checking understanding of instructions. Teachers are sometimes surprised when students don't do tasks in the way they are supposed to – even though the teacher thinks the instructions were clear. By checking instructions, teachers can hopefully avoid this situation. One way to check instructions is by using students to demonstrate tasks. Another way is by using a checklist. Both approaches ensure that all members of the class understand the instructions for a task.

**Using students to demonstrate tasks (Activity 1):** Set up and demonstrate a controlled oral practice task, focusing on information questions. Try this in Lesson 1.1.

**Using a checklist (Activity 2):** Set up and check instructions for a writing task. Try this in Lesson 1.4.

To find out more, read "Giving Instructions" from *Classroom Management Techniques* by Jim Scrivener, pp. 128–133. Please go to the Teacher's Resources on Cambridge One to download this material.





# Unit opening page

## Striking images

- get students talking

**Unit objectives**

- talk about urban problems
- talk about problems and solutions
- express concern and relief in different situations
- write a post giving your point of view
- design a 15-minute city

**Start speaking**

**A** Look at the photos. What do you know about these sources of power? How do you feel about them?

**B** Talk about different sources of power. Which ones have a positive impact and which ones have a negative impact?

**C** What change is having an impact on your city at the moment? Is it positive or negative? For ideas, watch Ricardo's video.

**Real student**

Do you think what's happening in Ricardo's city is positive or negative?

## 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

# Lesson 1

## Language in context

- contextualizes the language within a reading or listening text

**6.1 Moving to a megacity**

**Lesson objective**

- talk about urban problems

**1 Language in context**

**A** Look at the photos. How do you think life is different in these two places?

**B** Read the blog. What is interesting about Dan's situation? Who is he writing his blog for?

**C** Read the blog again. What things in Los Angeles does Dan like? What doesn't he like?

**L.A. Update!**

I've been to my new city for two weeks now. Living in Los Angeles has been a really big change. Here are some things I never had to worry about in Alaska:

**Pollution:** There's so much traffic, and it makes the air so dirty. Plus there's smoke in the air from factories. And since I arrived, there's been almost no wind, so the air is never really clean.

**Concrete:** Sometimes I see a few trees and a little grass here and there, but almost all of the land between buildings is concrete. Sometimes there is graffiti on the buildings, too, which I don't like.

**Noise:** I expected a lot of noise during the day, but I'm really surprised how much noise there is at night. In Alaska, there's almost none. Here I wake up several times a night.

**Crowds:** L.A. is a megacity (more than 10 million people). Because it's so crowded, there's very little space. But I love living close to so many people. There's stuff happening all the time.

**Heat:** It's a lot hotter here than in Alaska. I actually like that – but I need to buy some cooler clothes!

**2 Vocabulary: Urban problems**

**A** Listen and repeat the words. Find and underline nine of these words in the blog post in exercise 1C. Then use all of the words to complete the paragraphs below.

air concrete graffiti land noise pollution  
smoke space traffic traffic jam trash

Cities are full of cars, so there's often <sup>1</sup> \_\_\_\_\_ on the roads. This often leads to a <sup>2</sup> \_\_\_\_\_, which means delays. Public transportation is a better option. The cars also cause <sup>3</sup> \_\_\_\_\_ along with the <sup>4</sup> \_\_\_\_\_ from factories, and dirty <sup>5</sup> \_\_\_\_\_ is bad for our health. You can also hear the <sup>6</sup> \_\_\_\_\_ of the traffic all over the city. Cities can be ugly, too. Most of the <sup>7</sup> \_\_\_\_\_ has high-rise buildings and <sup>8</sup> \_\_\_\_\_ sidewalks on it. However, many cities are trying to create green <sup>9</sup> \_\_\_\_\_ for people to enjoy. Another problem is that people in cities produce tons of garbage. Some people leave their <sup>10</sup> \_\_\_\_\_ on the street. There's <sup>11</sup> \_\_\_\_\_ on some buildings, and even if it looks nice, business owners usually don't like it. Hopefully, more of these problems will be solved in the future.

**B** Now go to page 150. Do the vocabulary exercises for 6.1.

**3 Grammar: Quantifiers**

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

**Grammar Quantifiers**

Almost all of the land is concrete. I see a little grass here and there.  
There's so much traffic. I see a few trees.  
I love living close to so many people. There's very little space.  
I expected a lot of noise. There's been almost no wind.  
I wake up several times a night. There are parks here, but downtown there's almost none.

1 With quantifiers like a few, several, and so many, use count nouns / non-count nouns.  
2 With quantifiers like a little, very little, and so much, use count nouns / non-count nouns.  
3 Some quantifiers, like a lot of / a few, can be used with both count and non-count nouns.

**B** Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.1.

**C** Circle the correct answers. Sometimes both are possible. Then check (✓) the ones that are true for you and share your answers with a partner.

☐ 1 I had several good meals / I eat on my last vacation here.  
☐ 2 I saw almost no cars / traffic on my way home yesterday.  
☐ 3 My new home has several large windows / glass.  
☐ 4 I've already finished almost all of my exercises / work for the week.  
☐ 5 I'm really busy these days – I have so little days / time off.

**D** **Accuracy** Complete these sentences so they're true for your city.

Check your accuracy. Then share them with a partner. Do you agree?

1 There are several ... 3 There are very few ...  
2 There's so much ... 4 There's / There are almost no ...

**4 Speaking**

**A** Look at the urban problems in exercise 2A. Which ones do you think will have an effect for a long time? You can go online to learn more. Make notes.

**B** **Real student** Do you agree about the problems that will last into the future? What effects will these problems cause? How many can you list?

Trash is a problem, but many places have programs to keep streets clean.  
I worry more about pollution. That will make the air hard to breathe for a long time.

**Accuracy check**

Remember, there is no plural form of non-count nouns. Some quantifiers cannot be used with them.  
The traffic report gave us several informations. ✗  
The traffic report gave us a lot of information. ✓

## Pair and group work activities

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

## Grammar reference and practice

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

## Vocabulary

- is presented in context and through definitions

## Accuracy checks

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

# Lesson 2

## Audio scripts

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

## Grammar

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

## Notice features

- contain important language information

### 6.2 Intelligent solutions

**Lesson objective**  
■ talk about problems and solutions

**1 Language in context**

**A** Look at the photo. Do you think the paintings make the area look better or worse? Why?

**B** 6.02 Read and listen to the radio show. What three problems do the people talk about?

**C** 6.02 Read and listen again. What are the solutions to the problems?

**6.02 Audio script**

**Host** Today we're talking trash, along with other community problems. These problems can take a lot of time and money to fix, but sometimes solutions are easier than you think. We asked community members for their ideas.

**Margot** Garbage is a big problem. And if there is a lot of garbage in the street, people often leave more trash there. They see garbage and think it's OK to add a little more. But if you keep the area clean, people will think twice before throwing trash on the street.

**Josh** Graffiti makes local business owners angry. But if you make a special area for graffiti, people won't paint on other buildings. Many graffiti artists paint beautifully and can really improve an area.

**Frida** Noise at night is a common problem. When you speak angrily to noisy neighbors, they just keep making noise. But if you talk to them calmly and politely, they'll probably listen. And if you explain your feelings clearly, they will understand.

**Host** So, some interesting ideas. They may not work in every community, but some of them just might in yours!

**D Group work** Do you think the community members' solutions from the radio show in exercise 1C will work? Why or why not?

**2 Vocabulary: Adverbs of manner**

**A** 6.02 Listen and repeat the words. Which words are positive? negative? neutral? Then find and underline five of the words in the conversation in exercise 1B.

angrily	beautifully	calmly	clearly	completely	correctly
dangerously	loudly	politely	quietly	safely	

**B Pair work** Ask and answer the questions.

- 1 Do you play music loudly or quietly?
- 2 How should people behave in nature to respect plant and animal life?
- 3 Who do you know that drives safely? Dangerously?
- 4 Why is it important to recycle materials correctly?

**Now go to page 150. Do the vocabulary exercises for 6.2.**

**3 Grammar: Present and future real conditionals**

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

**Grammar Present and future real conditionals**

<b>Present real conditionals</b> If there is a lot of garbage in the street, people often <u>leave</u> more trash there. When you <u>speak</u> angrily to noisy neighbors, they just <u>keep</u> making noise.	<b>Future real conditionals</b> If you <u>explain</u> your feelings clearly, they <u>will understand</u> . If you <u>make</u> a special area for graffiti, people <u>won't</u> paint on other buildings.
--	--

1 For present real conditionals, use the **simple present** / **simple past** for the condition and the result.  
2 For future real conditionals, use the **simple present** / **will** for the condition and the **simple present** / **will** for the result.

**B** Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.2.

**C** Complete the sentences with your opinion. Use the simple present or the future with **will**.

**Present Situations:**

- 1 If people throw trash in the street, \_\_\_\_\_.
- 2 When people talk loudly, \_\_\_\_\_.
- 3 I speak politely when \_\_\_\_\_.

**Future Situations:**

- 4 If a store clerk speaks angrily, \_\_\_\_\_.
- 5 I won't listen to you if \_\_\_\_\_.
- 6 If we don't recycle correctly, \_\_\_\_\_.

**D Pair work** Share your answers from exercise 3C. Were any of your answers similar?

**4 Speaking**

**A** Read the three city problems and solutions. Add a problem you want to solve and an idea for a solution to the chart.

Problem	Solution
noise	People have to be quiet before 8:00 a.m. and after 10:00 p.m.
pollution	People have to use bikes or electric cars.
traffic	People have to drive with two or more people in a car.

**B** **Pair work** Do you think the solutions in exercise 4A will work? Why or why not? Does your partner agree?

I don't think a rule with times to be quiet will work. If people work in the morning or come home late, it's hard to be quiet.

I disagree. People don't have to be quiet all the time. If they think of others, they'll speak quietly early in the morning and late at night.

## Vocabulary practice

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

### 6.3 Breakdown

**Lesson objective**  
■ express concern and relief in different situations



#### 1 Functional language

**A** **6.04** Look at the photo. What can cause a traffic jam? Then read and listen. Who helped the people on the bus?

**6.04 Audio script**

**A** I'm really happy you made it home. **Are you all right?**

**B** Yeah, I'm fine.

**A** I'm **so relieved**.

**B** I can't believe my bus broke down in the middle of the longest tunnel in the city!

**A** I know. I saw it on the local news before you texted me. At first, they said the bus was on fire. I **was really worried!** Then they said there was no fire, just a lot of smoke.

**B** It's true there was a lot of smoke.

**A** **Was everyone OK?**

**B** Yes. No one was hurt.

**A** I'm **glad to hear that**.

**B** Yeah, and the bus driver was great. She helped everyone stay calm until the police came. Then we all walked out of the tunnel, and they put us on another bus.

**A** **What a relief!** I'm glad it's over. And I'm glad I wasn't in the traffic jam behind your bus!

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

Expressing concern	Expressing relief
Are you <sup>1</sup> _____ ?	I'm so <sup>4</sup> _____ .
I was <sup>2</sup> _____ !	I'm glad <sup>3</sup> _____ .
Is/Was <sup>3</sup> _____ ?	What <sup>4</sup> _____ !
Is anything wrong?	That's such a relief.

**C** **6.05** Put the conversation in the correct order (1–4). Then listen and check.

\_\_\_ Where are you? You're late. Is anything wrong?

\_\_\_ That's such a relief. I was really starting to worry.

\_\_\_ No. Everything's fine. I just had to buy a few things at the market.

\_\_\_ Hi, Mom. It's Kerry.

#### 2 Real-world strategy

**A** **6.06** Listen to a conversation between Ruby and her friend Marina. What did Marina do this morning? Was she successful?

**B** **6.06** Read the information in the box about using *though* to give a contrasting idea. Then listen again. What is Marina's contrasting idea? What did she say before that?

**Using *though* to give a contrasting idea**

We can use *though* when we say something that contrasts an idea that was already said. It goes at the end of a sentence, after a comma.

Was everyone OK?

Yes. No one was hurt. It was a dangerous situation, **though**.

**C** **6.07** **Pair work** Listen to another conversation and complete the contrasting idea. Then practice with a partner.

**A** Did you go to the street festival last night? I heard there were some problems.

**B** Yeah. It was really crowded, and some people fell down. Two people were hurt and had to go to the hospital. I was <sup>1</sup> \_\_\_\_\_, <sup>2</sup> \_\_\_\_\_.

**A** I'm so relieved! I was really worried.

**D** **Pair work** Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

#### 3 Pronunciation: Saying unstressed vowels at the end of a word

**A** **6.08** Listen. Focus on the sound of the letter *y* at the end of the words in bold.

1 **really** I **was really** worried.      2 **worry** I **was starting** to worry.

**B** **6.09** Listen. Focus on the words in bold. Does the speaker say the final vowel sound clearly? Write Y (Yes) or N (No).

1 **Please walk calmly** to the front of the train.      3 **Did you enter the password correctly?**

2 **Please fill out the form clearly**.      4 **Did everyone arrive safely?**

**C** **Pair work** Practice the conversation with a partner. Does your partner say the final vowel sounds clearly?

**A** Where have you been? I was starting to **worry**.

**B** There was a huge accident. The road was **completely** blocked.

**A** Well, I'm just glad you got home **safely**.

#### 4 Speaking

**A** **Pair work** Choose one of the situations below. Student A: Ask about the situation and express concern and relief. Student B: Answer questions and explain everything is OK. Include a contrasting idea.

■ There was a flood in your neighborhood.

■ There was a problem at your soccer game.


■ I heard there was a flood in your neighborhood. Is everyone OK?

Yes, we're all OK, thanks. It was pretty scary, though.

■ You had a very important exam today.

■ Your pet disappeared a few days ago.

**B** **Group work** Work with another pair and listen to each other's conversations. What situation did they choose? What was the contrasting idea?



## 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

### 9.4 A job search

**Lesson objective**  
■ write the main part of a résumé

#### 1 Reading

**A** **Recognize text types:** Look at the two texts. What is each one from? Choose from the words in the box. You can use a dictionary or your phone to help with words you don't know.

Find it!

a cover letter   a guidebook   a job ad  
a job application   a passport application   a résumé

**Career Quest.com**

**Description:**  
We're looking for someone reliable and intelligent to join our growing team. The perfect applicant is ready for a new challenge. This is an excellent opportunity if you're interested in a "people profession." Salary is based on experience.

**Responsibilities:**  
You will help us design our programs and increase our business. You must be able to deal with difficult customers calmly. Working hours are usually from 9:00 a.m. to 5:00 p.m., but you also have to work two evenings a week.

**Qualifications:**  
You need to have a two-year or four-year degree in education, business, or similar. You should have at least two years of work experience. You need strong communication skills and basic computer skills, and you must write well. You need to work well in a group and by yourself.

**Glossary**  
**applicant** (n) a person who applies for a job  
**qualifications** (n) skills or experiences that prepare you to do a job or activity

**APPLY NOW**

**Jacob Bradley**  
Educator

303-555-2910  
jbradley23@metmail.com  
Denver, Colorado 80123

**Professional profile**  
I have a degree in education with one year of experience as a teacher's assistant at a high school. I'm bilingual (English and Spanish). My biggest accomplishment so far is starting an after-school technology program for teens. I'm also a soccer coach, and I play on a basketball team. I learn new things quickly and get along well with people of all ages.

**Experience**

**B** **Read for details:** Read both texts. Answer the questions.

- What kind of person does the employer want to hire?
- If the person is hired, when will they have to work?
- Compare Jacob's profile with the qualifications needed. Do you think he should apply for the job?

**C** **Pair work** **Think critically:** Look at the first text again. What do you think the job is? You can think of several possibilities.

### 2 Writing

- A** Read the rest of Jacob Bradley's résumé. What are the four main sections? What jobs has he had? Which one does he still have?

**Experience**

Teacher's Assistant, Fairmount High School, Denver, CO

- Help plan and teach business and English classes to students in grades 10–12
- Organize classroom projects and day trips for the students

Barista, Carlo's Coffee, Denver, CO

- Prepared hot and cold drinks for customers
- Cleaned machines, work areas, and customer seating areas

**Education**

Bachelor of Arts in Education, University of Colorado Boulder

**Skills**

- Fluent in English and Spanish; beginner-level Japanese
- Experienced in MS Office, Adobe Photoshop, web design
- Excellent time-management and communication skills

**Activities**

- Coach, Soccer for Kids (neighborhood program)
- Member, Hoops Community Basketball

- B** **Writing skills:** Read about how to write a résumé. Then look at Jacob's résumé in exercise 2A and check (✓) the things he has done. What has he not done?
- ☐ Use present verbs to describe a current job and past verbs to describe past jobs.
  - ☐ Include dates for your past jobs, and put the most recent one first.
  - ☐ Use bullet points and incomplete sentences (with no subject).
  - ☐ List your degrees or certificates. Include dates, and put the most recent ones first.
  - ☐ List skills that are useful for jobs. They can be skills you learned or personal skills.
  - ☐ List activities and interests that show you are active, creative, or good with people.

#### Register check

In résumé writing, people often use parallel structures in bulleted lists.

Simple present verbs	Simple past verbs	Nouns to describe positions / people
– Help plan and teach ...	– Prepared hot and cold drinks ...	– Coach, Soccer for Kids ...
– Organize classroom projects ...	– Cleaned machines ...	– Member, Hoops Community ...

#### Write it

- C** Write the main part of a résumé. Begin with EXPERIENCE and end with ACTIVITIES. You can include real information or make it up. Follow the rules in exercise 2B and use parallel structures under each heading.
- D** **Pair work** Exchange résumés with a partner. Ask your partner about one item from each of their résumé sections: Exp...

## Write it

- gives students productive written practice of the unit language

## Glossary

- encourages students to improve dictionary skills

## Authentic listening texts

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

## Register check

- gives extra information about how to communicate in different situations

## Receptive pronunciation activities

- focus on pronunciation features that commonly cause difficulty for learners

### 6.4

### Everything's close

**Lesson objective**  
■ write a post giving your point of view



#### 1 Listening

- A** Look at the photo. What types of building are there? How do people get to them?
- B** **4:15** **Listen for gist:** Listen to part of Riku's podcast. What city concept do the speakers talk about?
- having a good public transportation system
  - having services within 15 minutes of each other
  - having a city program for using bikes to get around
- C** **4:50** **Listen for specific information:** Listen again. What benefits of the city concept do the speakers talk about?

#### 2 Pronunciation: Listening for weak sounds

- A** **4:51** Listen to the extracts from the podcast. **Circle** the words that aren't fully pronounced.
- Some say a lot of our cities ...
  - Here to tell us more ...
  - ... no more than 15 minutes away ...
- B** **4:52** Listen. Write the missing words.
- Won't there be a lot \_\_\_\_\_ people using the same services?
  - The concept is older \_\_\_\_\_ I thought.
  - I walk \_\_\_\_\_ many stores in my neighborhood.
- C** **Circle** the correct option to complete the statement.  
The words than, of, and to are often **stressed** / **reduced** in fluent speech.

# Lesson 5

## Whole class speaking lessons

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

## Task-based lessons

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

## Smartphone activities

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

6.5

**Time to speak**  
A 15-minute city

**Lesson objective**  
■ design a 15-minute city

**A**
**Discuss**

Look at the photo of one idea for a 15-minute city. Do you think this is a good idea? Why or why not?

**B**
**Research**

What are some other plans for 15-minute cities? You can go online for ideas.

**C**
**Decide**

Imagine you are urban planners. Work in small groups and create a plan for a 15-minute city. Include the following services and your own ideas. Draw your city plan.

a hospital or clinic  
parks / green spaces

a school  
places for bikes

a supermarket  
places to work

houses or apartments  
restaurants

**D**
**Present**

Show and explain your group's plan to the class.

**E**
**Agree**

As a class, talk about the benefits and problems with each plan. Choose the best plan or the best ideas from each plan.

**Useful phrases**

**Discuss**

■ It's a good idea because ...  
■ I don't think it's a good idea because ...  
■ I see a lot of ...  
■ I see very little ...

**Decide**

■ If there's a ... , people can/can't ...  
■ If we have a ... , people will/won't ...  
■ Let's have a few ...  
■ We need several ...

**Present**

■ This is our ...  
■ The ... is in the center of ...  
■ There are a lot of ...  
■ There's almost no ...  
■ People can walk to ...

**Agree**

■ The best plan has ...  
■ The ... works well.  
■ ... doesn't work because ...

## Scaffolding activities

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

## Useful phrases

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



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<ul style="list-style-type: none"> <li>• Introduce new topics; change the subject; stay on track</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>• Use short questions to show interest</li> </ul>	<b>It's useless, right?</b> <ul style="list-style-type: none"> <li>• A podcast interview with a collector</li> </ul>		<b>An online advertisement</b> <ul style="list-style-type: none"> <li>• An ad requesting something you want</li> <li>• <i>one</i> and <i>ones</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the "history" of personal objects</li> <li>• Talk about how long you've had items</li> <li>• Talk about personal interests</li> <li>• Talk about someone's reasons for collecting</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>• Discuss things to take in a move</li> </ul>
<ul style="list-style-type: none"> <li>• Ask for directions; give directions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>• Repeat details to show you understand</li> </ul>		<b>Maybe you can help</b> <ul style="list-style-type: none"> <li>• An ad for volunteer jobs</li> </ul>	<b>A volunteer application</b> <ul style="list-style-type: none"> <li>• A personal statement for an application</li> <li>• Checking punctuation, spelling, and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer city questions</li> <li>• Talk about routes to places in your city</li> <li>• Give directions to places at school or work</li> <li>• Talk about a volunteer job</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>• Discuss "secret spots" in your city</li> </ul>
<ul style="list-style-type: none"> <li>• Offer reassurance; respond to reassurance</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>• Use <i>at least</i> to point out the good side of a situation</li> </ul>	<b>Business and pleasure</b> <ul style="list-style-type: none"> <li>• Colleagues discussing plans for a fun event for students</li> </ul>		<b>An email with an event schedule</b> <ul style="list-style-type: none"> <li>• An email describing plans for an event</li> <li>• Linking words to show order</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about your plans for the week and weekend</li> <li>• Make plans for a weekend trip</li> <li>• Talk about difficult situations</li> <li>• Choose the best group activity</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>• Plan a "microadventure"</li> </ul>
<ul style="list-style-type: none"> <li>• Give surprising news; react with surprise</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>• Repeat words to express surprise</li> </ul>		<b>Storytelling</b> <ul style="list-style-type: none"> <li>• An article about how to tell a good story</li> </ul>	<b>A good story</b> <ul style="list-style-type: none"> <li>• A story</li> <li>• Expressions for storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about things you have lost or found</li> <li>• Describe a time you helped someone</li> <li>• Talk about surprising personal news</li> <li>• Say what makes a story good</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>• Share "amazing but true" stories</li> </ul>
<ul style="list-style-type: none"> <li>• Express concern; express relief</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>• Use <i>though</i> to give a contrasting idea</li> </ul>	<b>Everything's close</b> <ul style="list-style-type: none"> <li>• A podcast about the 15-minute city</li> </ul>		<b>Online comment reacting to a podcast</b> <ul style="list-style-type: none"> <li>• Comment about a podcast</li> <li>• Using questions to make points</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the impact of urban problems</li> <li>• Talk about city problems and solutions</li> <li>• Talk about worrisome situations</li> <li>• Evaluate someone's ideas</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>• Discuss a plan for a 15-minute city</li> </ul>

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	<ul style="list-style-type: none"> <li>Discuss your changing tastes in music</li> <li>Talk about TV shows and movies</li> <li>Refuse invitations and respond to refusals</li> <li>Write a movie review</li> <li>Talk about changing tastes</li> </ul>	<ul style="list-style-type: none"> <li><i>used to</i></li> <li>Comparisons with <i>(not) as ... as</i></li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>TV shows and movies</li> </ul>	<ul style="list-style-type: none"> <li>Saying /m/ in /I'm</li> </ul>
Unit 8 Getting there	<ul style="list-style-type: none"> <li>Talk about what you've been doing</li> <li>Talk about progress</li> <li>Catch up with people's news</li> <li>Write a post about managing your time</li> <li>Decide on better ways to use your time</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect continuous</li> <li>Present perfect vs. present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>Describing experiences</li> <li>Describing progress</li> </ul>	<ul style="list-style-type: none"> <li>Saying /ɑ/ and /æ/ vowel sounds</li> <li>Listening for weak forms of <i>didn't</i></li> </ul>
Unit 9 Make it work	<ul style="list-style-type: none"> <li>Talk about fields of study</li> <li>Discuss rules for working and studying at home</li> <li>Express confidence and lack of confidence</li> <li>Write the main part of a résumé</li> <li>Decide how to use your skills</li> </ul>	<ul style="list-style-type: none"> <li>Modals of necessity</li> <li>Modals of prohibition and permission</li> </ul>	<ul style="list-style-type: none"> <li>Fields of study</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Grouping words</li> </ul>
Review 3 (Review of Units 7–9)				
Unit 10 Why we buy	<ul style="list-style-type: none"> <li>Say what things are made of</li> <li>Talk about where things come from</li> <li>Question or approve of someone's choices</li> <li>Write feedback about company products</li> <li>Design a commercial</li> </ul>	<ul style="list-style-type: none"> <li>Simple present passive</li> <li>Simple past passive</li> </ul>	<ul style="list-style-type: none"> <li>Describing materials</li> <li>Production and distribution</li> </ul>	<ul style="list-style-type: none"> <li>Saying /u/, /ʊ/, and /aʊ/ vowel sounds</li> <li>Listening for contrastive stress</li> </ul>
Unit 11 Pushing yourself	<ul style="list-style-type: none"> <li>Talk about how to succeed</li> <li>Talk about imaginary situations</li> <li>Give opinions and ask for agreement</li> <li>Write a personal story</li> <li>Talk about a person you admire</li> </ul>	<ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Present and future unreal conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Succeeding</li> <li>Opportunities and risks</li> </ul>	<ul style="list-style-type: none"> <li>Saying /ʃ/ and /dʒ/ sounds</li> </ul>
Unit 12 Life's little lessons	<ul style="list-style-type: none"> <li>Talk about accidents and mistakes</li> <li>Talk about extreme experiences</li> <li>Describe and ask about feelings</li> <li>Write an anecdote about a life lesson</li> <li>Plan a fun learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite pronouns</li> <li>Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Describing accidents and mistakes</li> <li>Describing extremes</li> </ul>	<ul style="list-style-type: none"> <li>Saying -ed at the end of a word</li> <li>Listening for 'll</li> </ul>
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"><li>Refuse invitations; respond to a refusal</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Soften comments</li></ul>		<b>Anime for ages</b> <ul style="list-style-type: none"><li>An online article about Japanese anime</li></ul>	<b>A review of an animated movie</b> <ul style="list-style-type: none"><li>A movie review</li><li>Organizing ideas</li></ul>	<ul style="list-style-type: none"><li>Talk about how musical tastes have changed</li><li>Compare favorite movies/TV shows</li><li>Invite someone to an event and refuse an invitation</li><li>Talk about the popularity of anime</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Discuss changing tastes in entertainment</li></ul>
<ul style="list-style-type: none"><li>Say how long it's been; ask about someone's news; answer</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Use <i>that would be</i> to comment on something</li></ul>	<b>A time-saving tip</b> <ul style="list-style-type: none"><li>A podcast interview about time management</li></ul>		<b>A post about a podcast</b> <ul style="list-style-type: none"><li>A post about time management</li><li>Time expressions</li></ul>	<ul style="list-style-type: none"><li>Talk about what you've been doing recently</li><li>Explain what you've been spending time on</li><li>Talk to a friend you haven't seen for a while</li><li>Talk about someone's new habits</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Prioritize tasks to improve balance</li></ul>
<ul style="list-style-type: none"><li>Express confidence; express lack of confidence</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Focus on reasons</li></ul>		<b>A job search</b> <ul style="list-style-type: none"><li>An online job ad and a résumé for the job</li></ul>	<b>A résumé</b> <ul style="list-style-type: none"><li>Experiences and activities for a résumé</li><li>How to write a résumé</li></ul>	<ul style="list-style-type: none"><li>Talk about subjects in school that prepare you for the future</li><li>Present rules for working or studying at home</li><li>Discuss plans for doing challenging activities</li><li>Identify what job an ad is for</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Describe skills for an ideal job</li></ul>
<ul style="list-style-type: none"><li>Question someone's choices; approve someone's choices</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Change your mind</li></ul>	<b>Not just customers – fans</b> <ul style="list-style-type: none"><li>A podcast about customers as fans</li></ul>		<b>Online customer feedback about products</b> <ul style="list-style-type: none"><li>Feedback about products</li><li><i>However</i> and <i>although</i> to contrast ideas</li></ul>	<ul style="list-style-type: none"><li>Describe how materials affect the environment</li><li>Share where things you own were produced</li><li>Talk about things you want to buy</li><li>Talk about companies you like</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Discuss reasons why people buy things</li></ul>
<ul style="list-style-type: none"><li>Ask for agreement; agree</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Soften an opinion</li></ul>		<b>Outside the comfort zone</b> <ul style="list-style-type: none"><li>An online article about benefits of leaving your comfort zone</li></ul>	<b>A story about a challenging new activity</b> <ul style="list-style-type: none"><li>A story about pushing yourself</li><li>Comparing facts</li></ul>	<ul style="list-style-type: none"><li>Talk about a failure and its effects</li><li>Discuss what you might risk for success or fame</li><li>Express opinions about topics with two sides</li><li>Talk about pushing yourself</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Discuss what makes people successful</li></ul>
<ul style="list-style-type: none"><li>Describe your feelings; ask about or guess others' feelings</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>End a story</li></ul>	<b>Lessons learned?</b> <ul style="list-style-type: none"><li>An expert presentation about life lessons</li></ul>		<b>A story about learning a lesson</b> <ul style="list-style-type: none"><li>An anecdote about a life lesson</li><li>Using different expressions with similar meanings</li></ul>	<ul style="list-style-type: none"><li>Talk about a small, amusing accident or mistake</li><li>Describe an extreme experience</li><li>Talk about emotions associated with an experience</li><li>Talk about learning from mistakes</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Talk about activities to learn new skills</li></ul>

Pair work practice, pages 157–160

## Safe speaking environments

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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

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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 ICALT. You can choose to focus on one, two, or all three strategies in each level, depending on your needs and interests.

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

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

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

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

## B1 Syllabus

Strategy 1: Classroom management – Checking understanding	Strategy 2: Teaching grammar	Strategy 3: Developing learners' range in spoken language
<b>Unit 1: Checking understanding of instructions</b> <ul style="list-style-type: none"> <li>Using students to demonstrate tasks</li> <li>Using a checklist</li> </ul>	<b>Unit 2: Focusing on meaning and use</b> <ul style="list-style-type: none"> <li>Recognizing grammatical contrasts</li> <li>Discussing contrasting sentences</li> </ul>	<b>Unit 3: Language substitution</b> <ul style="list-style-type: none"> <li>Singular/plural substitution</li> <li>Substituting word forms</li> </ul>
<b>Unit 4: Checking understanding of vocabulary</b> <ul style="list-style-type: none"> <li>Finding out what students already know</li> <li>Using personalized contexts</li> </ul>	<b>Unit 5: Noticing grammar in texts</b> <ul style="list-style-type: none"> <li>Finding and categorizing examples of grammar in a text</li> <li>Drawing timelines to match sentences</li> </ul>	<b>Unit 6: Providing models</b> <ul style="list-style-type: none"> <li>The teacher's model</li> <li>A model with a strong student</li> </ul>
<b>Unit 7: Checking understanding of grammar</b> <ul style="list-style-type: none"> <li>Getting students to ask checking questions</li> <li>Encouraging self and peer correction</li> </ul>	<b>Unit 8: Focusing on form</b> <ul style="list-style-type: none"> <li>Ordering words to make sentences</li> <li>Eliciting forms and labeling the parts</li> </ul>	<b>Unit 9: Creating dialogues</b> <ul style="list-style-type: none"> <li>Dialogue ordering</li> <li>Dialogue building</li> </ul>
<b>Unit 10: Checking understanding of texts</b> <ul style="list-style-type: none"> <li>Involving more students in the checking stage</li> <li>Helping students access a topic</li> </ul>	<b>Unit 11: Personalizing practice</b> <ul style="list-style-type: none"> <li>Completing sentence stems</li> <li>Introducing the "read – look up – say" technique</li> </ul>	<b>Unit 12: Giving feedback</b> <ul style="list-style-type: none"> <li>Different ways of giving feedback</li> <li>Feedback on different kinds of language</li> </ul>

# 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.

## Entertain us

# 7

### Teacher development Introduction

**Strategy 1: Classroom Management – Checking understanding of grammar**

In this unit, we focus on checking understanding of grammar. Most teachers use concept-checking questions to find out whether students have truly understood the meaning and usage of a grammatical structure. By getting students to ask checking questions, teachers can ensure all class members have an active role. Encouraging self and peer correction is another way teachers can motivate their students. When students are given the chance to correct themselves, it is less likely that they will produce similar errors again.

**Getting students to ask checking questions (Activity 1):** Ss check the meaning and positive/negative/question form of *used to*. Try this in Lesson 7.1.

**Encouraging self and peer correction (Activity 2):** Ss evaluate how well they can produce *used to* in a semi-controlled speaking task. Try this in Lesson 7.2.

To find out more, read *Checking Learning and Understanding from Classroom Management Techniques*, pp. 152–153. Please see the Teacher's Resources on Cambridge One to download this material.

### Introduce the theme of the unit

On the board, write **entertainment**. As a class, brainstorm different kinds of entertainment, such as movies, TV, concerts, plays, and dance. Write Ss ideas on the board. Then ask Ss: **What kind of entertainment do you enjoy the most?**

### Unit objectives

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit, they can check if they used the words.

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

- 7.1 Grammar: He used to ...
- 7.2 Grammar: It's not as easy as ...
- 7.1 Vocabulary: Music
- 7.2 Vocabulary: TV shows and movies
- Unit 7 Speaking: A new TV show (Lesson 7.2)

### Start speaking

**A Ss look at the photo.**

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

### B Read the questions aloud.

- Explain that a performance can be any kind of event where someone is entertaining other people, for example, with singing, dancing, acting, storytelling, or telling jokes. Ask Ss to share what performances they have seen. Tell Ss they will discuss them in the next activity.
- In pairs, Ss discuss the questions. Explain that they should talk about performances in general and not about specific performances they have seen.
- Ss share their answers with the class.

### C Read the instructions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **Optional activity** Ss use their phones to access the video, and then discuss if their experiences are similar to Phetcharawan's.

### Real student

One month ago, I went to a concert with my friends. It was my first time going to a concert with them. I feel so excited and happy because I got to see my favorite artists. The food at the event was delicious and not expensive. It was an amazing experience.

### Homework ideas

Ss think of a performance that they would like to see and why they think it would be enjoyable. Ss share their thoughts in the next class.

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: Comparisons with (not) as ... as

- **Introduce the task.** On the board, write I like The Avengers movies. I don't like the Star Wars movies as much. Ask Ss: Do I like one better than the other? (yes) Write I like Adele. I like Rihanna, too. Ask Ss: Do I like these two singers the same amount? (yes)
- Explain that Ss will learn about how to make comparisons using as ... as.

- A Do the task.** Read the instructions aloud.
- Give Ss time to read the information in the Grammar box.
  - Ss do the task individually.
  - Check answers as a class.

#### Answers

- 1 the same as 2 less than

#### B Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Ss exchange sentences with a partner and check them for accuracy. Then they discuss specific examples for one or more of the sentences.
- Check answers as a class.
- Ss share their partner's responses with the class.

#### Answers

- 2 is as good as  
3 doesn't have as many special effects as  
4 didn't like (watching), as much as

- C** Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

#### Extra activity

As a class, brainstorm two real examples of different forms of entertainment, such as two TV shows, two bands, or two books. Write at least ten pairs of examples on the board. Set a time limit and tell Ss to write as many sentences as possible comparing the examples using (not) as ... as. The sentences should reflect their own opinions. Encourage Ss to use the chart in grammar exercise 7.2 on page 138 to help them. Ss then exchange sentences with a partner and discuss their ideas.

- D Pair work.** Read the instructions aloud. Elicit an example of two movies that have similar characters. Does the class agree?
- Ss discuss the question in pairs.
  - Ss share their partner's responses with the class.

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### 4 Speaking

- A** Read the instructions aloud.
- Ss do the task individually.
- B Pair work.** Choose two confident Ss to read the example conversation aloud. Encourage them to finish the sentences.
- Ss do the task in pairs. Encourage them to ask follow-up questions.
  - Ss share their partner's response with the class.

#### Teacher development Activity 2

Encouraging self- and peer-correction  
Alternative instructions for exercise 4B  
Ss take a more active role in their learning when they have the opportunity to recognize errors and correct these themselves.

- Give instructions for exercise 4B.
- Put Ss into groups of three.
- Tell Ss that one person in the group is the note-taker.
- Copy chart on the board.

Sentences about likes and dislikes	I like the thrillers.
Sentences with as ... as	Reality shows aren't interesting as documentaries.

- Explain that the note-taker must listen and record their partners' errors.
- Give examples – as shown in the grid.
- Ss do exercise 4B. Note-takers record errors.
- On the board, write these questions:  
What's wrong with this sentence?  
What's the extra word?
- Note-takers read the errors to their group and use the questions to invite correction. The other two Ss work together to form correct sentences.
- Change roles in the group and repeat the activity.
- Groups report back to the class.

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

### Changing tastes

#### Lesson objective

- talk about changing tastes



- **Introduce the task.** Aim: Introduce the concept of taste.
- **Ask Ss: What do you taste with?** (your mouth/tongue) Explain that the word taste is a verb – something we do, but the word taste can also be a noun. The noun taste refers to things we like or think are good. On the board, write He has good taste in music. My mother and I have different tastes in movies. Underline taste and say that Ss are going to talk about tastes and how they can change.
- **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 Discuss** Do the task. Aim: Ss discuss how their tastes have changed in five years.
- Read the instructions aloud.
  - **Optional activity:** If necessary, allow Ss time to use their phones to research or remind themselves of music, movies, and TV shows that they liked five years ago.
  - Ss discuss the questions in pairs.
  - Ss share their partner's answers with the class.

- B Decide** Aim: Ss decide which profile describes them and which describes their partner.
- Read the instructions and the profile descriptions aloud. Have a brief discussion about the name given to each profile. (A rock never moves. An onion has many different layers. A tree grows and gets new parts but also loses parts over time. A chameleon is a small animal that is always changing colors to match its environment.)

- **Pair work** Ss discuss their ideas in pairs.
- **Prepare** Aim: Pairs talk about how common the profiles are in their class.
- Read the instructions aloud.
- **Feedback** Ss discuss and rank the profiles according to how well they describe their classmates. Encourage them to take notes as they discuss each S. They will need these notes to do their rankings.
- Tell Ss that they will present their rankings to the class, and each person in the pair must present half of the information.
- **Preparation for speaking** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

- D Present** Aim: Pairs present their rankings to the class.
- Suggest that Ss take notes about each presentation to help them remember their ideas later in the lesson.

- **Whole class** After all pairs have presented their rankings, have the class reveal their profiles. Tally these and identify the most common and least common profile. Ask pairs if their predictions were correct or not.
- **Feedback for speaking activities** Give positive feedback when Ss produce accurate and appropriate language.
- **Agree** Aim: Groups compare their opinions.
- Read the instructions and the opinions aloud.
- **Whole class** Ss discuss the opinions and compare them with their own opinions.
- Groups share their discussion with the class.

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

#### 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 together with your peers.

- 1 Teacher Development Activity 1 involved students in asking the checking questions for used to. How did your students respond to this more active role? To what extent did their active role help them understand and produce the target language more effectively?
- 2 Why might it be easier to ask concept-checking questions for sentence A rather than B? (Try coming up with some questions you might ask your students.)  
A: Hugo: I used to listen to a lot of heavy metal.  
B: I used to listen to a lot of heavy metal.
- 3 Did you set the two-minute time limit in Teacher Development Activity 1? Was this the right amount of time? Why or why not?
- 4 Teacher Development Activity 2 suggests a way that correction can be done in small groups. Teachers can also encourage self- and peer-correction when standing in front of a whole class. What are the possible pros and cons of each approach?

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**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 native speakers; their objective is to speak clearly and be understood, and to understand other speakers of English.

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

### Productive pronunciation (saying sounds)

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

### Receptive pronunciation (listening for sounds)

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

## Use your students' first language

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

## You are a pronunciation role model

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





## Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

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

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

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

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

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

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

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

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

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

**Use neutral language when giving feedback.** It's important not to compare your students' pronunciation to mother-tongue English speakers. Avoid language such as *good*, *bad*, *mistake*, *natural*, and *perfect* when you comment on your students' pronunciation. Instead, use more neutral terms such as *clear* and *unclear*.

### GLOSSARY

**Consonant sounds** sounds made by the tongue, teeth, or lips, e.g., the /tʃ/ in *watch*

**Consonant clusters** a group of consonant sounds with no vowel sounds, e.g., /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, e.g., /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



# Who we are

## 1

### Teacher development Introduction



#### Strategy 1: Classroom management – Checking understanding of instructions

In this unit, we're going to focus on checking understanding of instructions. Teachers are sometimes surprised when students don't do tasks in the way they are supposed to – even though the teacher thinks the instructions were clear. By checking instructions, teachers can hopefully avoid this situation. One way to check instructions is by using students to demonstrate tasks. Another way is by using a checklist. Both approaches ensure that all members of the class understand the instructions for a task.

**Using students to demonstrate tasks (Activity 1):** Set up and demonstrate a controlled oral practice task, focusing on information questions. Try this in Lesson 1.1.

**Using a checklist (Activity 2):** Set up and check instructions for a writing task. Try this in Lesson 1.4.

To find out more, read "Giving Instructions" from *Classroom Management Techniques* by Jim Scrivener, pp. 128–133. Please go to the Teacher's Resources on Cambridge One to download this material.

## Introduce the theme of the unit

On the board, write **personality**. Explain that your *personality* is the kind of person you are, not what you look like. As a class, brainstorm words that can be used to talk about personality. Write Ss' answers on the board. Tell Ss to write the words in their notebooks to use throughout the unit. Ask Ss: **What one word describes your personality?**

## Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Ask Ss to say any vocabulary words they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit, they can check if they used the words.

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

**1.1 Grammar:** *Who is the nicest person you know?*

**1.2 Grammar:** *Do you know ...?*

**1.1 Vocabulary:** Describing personality

**1.2 Vocabulary:** Giving personal information

**Unit 1 Speaking:** Who am I? (Lesson 1.2)

## Start speaking

**A** Ss look at the photo.

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

**B** Review the *adjectives* on the board.

- In pairs, Ss discuss the question.
- Ss share their answers with the class. Ask them to explain their answers.

**C** Read the questions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **Optional activity** Ss use their phones to access the video and then discuss if their ideas are similar or different to Marin's ideas.

**Vocabulary support** Some common words to describe personality are *friendly* (kind and pleasant), *outgoing* (likes to meet and talk to people), *quiet* (doesn't talk a lot), *honest* (truthful), *funny* (makes you smile or laugh), *moody* (often not friendly or happy)

### Real student

Hi, I'm Marin. In the photo, I am with my friends like Anasami. I am wearing an oversized white shirt and a black cap. We are all smiling widely. You can see our teeth.

### Extra activity

Ask Ss to share their most recent experience of meeting new people and talking about themselves. Ask: **What is the most important thing that people should know about you?**





# 1

## Who we are

### Unit objectives

- talk about people's personalities
- ask and answer questions about people
- make introductions and get to know people
- write an email to get to know someone
- ask questions to test a leader's personality

### Start speaking

- A** Where are these people? What are they doing?
- B** What do you think the people are like? Guess as much as you can about them.
- C** Imagine someone is taking your photo with friends or family. Who are you with? What are you wearing? What does your body language look like? For ideas, watch Marin's video.



#### Real student

What does Marin say about herself?





- talk about people's personalities

## 1 Language in context

- A** **Pair work** Do you meet new people often? Where do you meet them? Who have you met lately?
- B** Read the article. How does Kenneth say you can learn about someone?

### What kind of person are you?

The answer is in your questions.

How do you get to know someone new? You can ask a lot of questions: *What's your name? Whose class are you in? Which neighborhood do you live in? Where did you go to school? What kind of work do you do?* But the answers don't tell you about someone's personality. I think it's best to *listen* to the questions that people ask you.

A **sociable** person, for example, will ask you a lot of questions. Quiet people don't ask you much. The same is true about **selfish** people – they show little interest in other people. Or imagine you're telling someone about a problem you have.

A **generous** person might ask, "How can I help?" But if you ask someone for help first, and they agree, are you sure they're really **helpful**? Or are they just afraid to say "no"?

So, the next time you meet someone, ask less, and listen more. The questions people ask show more about their personalities than their answers do.

Kenneth Spears

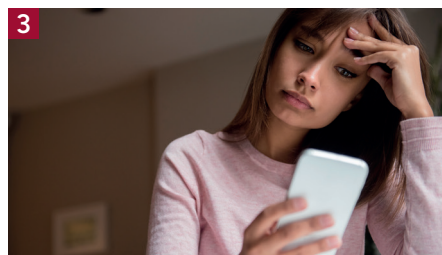


- C** **Pair work** Read the article again. Do you agree with Kenneth? Why or why not?

## 2 Vocabulary: Describing personality

- A** **1.01** Listen and repeat the words. Which words describe the people in the photos? More than one answer is possible.

brave	cheerful	easygoing	generous	helpful	honest
intelligent	nervous	reliable	selfish	serious	sociable



- B** **Group work** Which three words in exercise 2A describe you best? Tell your group.

- C** **Now go to page 145. Do the vocabulary exercises for 1.1.**

- D** **Pair work** Use the words in exercise 2A to talk about people you know. For ideas, watch Phetcharawan's video.



### Real student

Do you know someone who is like how Phetcharawan describes herself?



# 1.1

## What's your personality?

### Lesson objective

- talk about people's personalities

### 1 Language in context

- **Introduce the task** Have a brief class discussion about first impressions. Explain that a first impression is the opinion you have about a person after meeting them for the first time. Ask Ss: **Are you good at knowing someone's personality after meeting them for the first time?**

#### A **Pair work** Ss discuss the questions in pairs.

- Ss share their partner's ideas with the class.
- Write their ideas on the board for Ss to refer to later in the lesson.

#### B **Do the task** Tell Ss to cover the article except for the title. Read the question aloud.

- Ask volunteers for their guesses.
- Ss uncover the article and read it silently to themselves.
- Go over any unfamiliar vocabulary.
- Check understanding. Ask Ss: **What is an example of a question a sociable/selfish/generous/helpful person might ask?**
- **Review** Ask Ss if anyone guessed the correct answer. Briefly discuss the topic of the article. Ask Ss: **What kinds of questions do you ask someone when you meet them for the first time?**

#### Answer

He says you can learn about people by listening to the questions they ask you.

#### **Extra activity**

Ss write three to five comprehension questions about the article, exchange them with a partner, and answer them.

#### C **Pair work** Ss discuss the questions in pairs.

- Ss share their partner's ideas with the class. See if the class agrees with Kenneth.

### 2 Vocabulary: Describing personality

- **Introduce the task** Put Ss in pairs. Ask them to cover the box with the vocabulary words and then look at the photos. Ask them to work together to think of adjectives that describe the people in the photos.

#### A **1.01 Do the task** Read the words in the box aloud. Ss repeat.

- Ss do the task individually.
- Ask Ss if any of the words are the same as the ones they thought of in the introduction on page 1 or in Introduce the task.
- Check answers with the class. Ask Ss to explain what in the photo gave them the answer.

#### Possible answers

Photo 1: helpful, reliable

Photo 2: cheerful, easygoing, sociable

Photo 3: nervous, serious

#### **Mixed ability**

Pair Ss who are at different ability levels. Ask pairs to write examples for each adjective using the construction (e.g., *A brave person is someone who ...*). Pairs share their examples with the class.

#### B **Group work** Ss do the task in small groups.

- Ss share their answers with the class.

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

#### D **Pair work** Ss do the task in pairs.

- **Optional activity** Ss use their phones to access the video, and then discuss if they know anyone like Phetcharawan.

#### Real student

Hello, I'm Phetcharawan, you can call me Khim. I'm an easygoing and cheerful persons [person] who love [loves] to meet a [a] new people. I'm [I] enjoy spending time with friends and sharing good moment [moments]. Most of my friends say that I'm a sociable persons [person].

### 3 Grammar: Information questions

- **Introduce the task** On the board, write information. Ask Ss: **What question words do you already know?** Write Ss' answers on the board. Say: **We use information questions to learn new things about the people we meet. Most questions are about where we live or go to school, or what we do for a job.**

**A Do the task** Ss read the information in the **Grammar** and **Notice** boxes silently to themselves.

- Ss do the task individually.

#### Answers

- 1 *what*
- 2 *which*
- 3 *who* something belongs to
- 4 *the way*

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

**C Pair work** Read the instructions aloud.

- Ss complete the sentences individually.
- Check answers as a class.

#### Answers

- 1 *When*
- 2 *How*
- 3 *Where*
- 4 *Who*
- 5 *Why*
- 6 *Whose*
- 7 *What*
- 8 *Which*

- Put Ss in pairs to ask and answer the questions.

#### Teacher development Activity 1

##### Using students to demonstrate tasks

##### Alternative instructions for exercise 3C

This is an example of a pair work activity that needs a clear demonstration. By involving a pair/pairs of students, the rest of the class will feel confident about what they have to do.

- Ss complete the information questions, using *How/What*, etc.
- Ss compare completed questions.
- During feedback, write questions on the board.
- Demonstrate the speaking stage with a pair of confident Ss. [A and B]

T: A, ask B the first question. When ... ?

A: [When do you usually meet your friends? At night or on the weekends?]

B: [On the weekends.]

T: B, can you give a bit more information?

B: [Usually on Saturday.]

T: B, ask A the second question. How ... ?

B: [How do you greet new people?] ...

#### Teacher development Activity 1 (continued)



A: [Well, sometimes I smile. Sometimes we shake hands.]

T: Good. Any other ideas?

A/B: [We bow / We press our hands together.]

- Pairs take turns asking/answering questions 1–8.

**D** Check Ss' understanding of the task. Ask Ss: Which question word will they use for the first question? (what) What tense will the question be in? (the past tense)

- Ss write the questions.
- Check answers as a class. Volunteers write their questions on the board.

#### Answers

- 1 What did you have/eat for breakfast?
- 2 What languages do you speak? (if it's a general question) or Which languages do you speak? (if you have a specific group of languages in mind)
- 3 Where are your keys?
- 4 How did you get here?
- 5 When (or What time) do you usually get up?

#### Extra activity

Ss write three to five more information questions and ask and answer them with a partner.

**E Pair work** Ss take turns asking and answering the questions in exercise 3D using their own information.

- Ss share their partner's answers with the class.

### 4 Speaking

■ **Group work** Put Ss in small groups to discuss the questions.

- Circulate and monitor.
- A S from each group reports their group's discussion to the class.

#### Extra activity

Tell pairs they will role play. Tell them that they will be at a party and will meet someone for the first time. Ss pretend that they are selfish, sociable, intelligent, or honest. Give them time to write questions that will show their personality. Encourage Ss to be imaginative or funny. Ss then take turns asking and answering their questions. Their partner guesses the personality trait being acted out. Ask volunteers to do their role play for the class.

### 3 Grammar: Information questions

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

#### Grammar Information questions

**Whose** class **are** you in?

**Who's** your teacher?

**Which** neighborhood **do** you **live** in?

**What are** you **doing** these days?

**Where did** you **go** to school?

**How can** I **help**?

**Why were** you late?

**When are** you **moving** to Seoul?



**Who's** = who is  
**Whose** shows possession.

- 1 Use **what** / **which** to ask a general question.
- 2 Use **what** / **which** to ask about a specific group of people or things.
- 3 Use *whose* to ask **who someone is** / **who something belongs to**.
- 4 Use *how* to ask about **the way** / **when** to do something.

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

**C** **Pair work** Complete the information questions with the correct words. Then ask and answer the questions with a partner.

- 1 \_\_\_\_\_ do you usually meet your friends? At night or on the weekends?
- 2 \_\_\_\_\_ do you greet new people? With a smile?
- 3 \_\_\_\_\_ do you go with your friends to have fun?
- 4 \_\_\_\_\_ 's the most sociable person you know?
- 5 \_\_\_\_\_ are you learning English? For work?
- 6 Do you ever use someone else's computer? \_\_\_\_\_ computer do you use?
- 7 \_\_\_\_\_ are you doing on Saturday?
- 8 \_\_\_\_\_ phone did you get? The gray or the black one?

**D** Write information questions for the answers.

- 1 \_\_\_\_\_ ? I had eggs for breakfast.
- 2 \_\_\_\_\_ ? I speak English and Spanish.
- 3 \_\_\_\_\_ ? My keys are in my pocket.
- 4 \_\_\_\_\_ ? I got here by bus.
- 5 \_\_\_\_\_ ? I usually get up at 6:30.

**E** **Pair work** Ask and answer the questions in exercise 3D with your own information.

### 4 Speaking

**Group work** What questions do you ask when you meet people for the first time? What do you think your questions say about you?

I usually ask people, "What do you do for fun?" Sometimes we like the same things!

What do you think that question says about you?

I think it shows people that I am interested in them.

