EVOLVE

SECOND EDITION

TEACHER'S EDITION

with Digital Pack

Chris Speck, Lynne Robertson,
Deborah Shannon, and Katy Simpson

4

with teacher development by
Craig Thaine and Alex Tilbury

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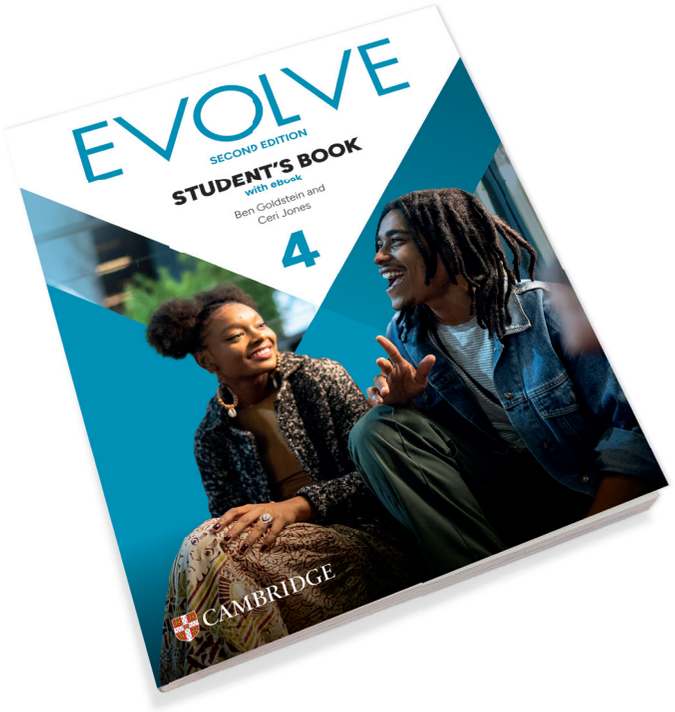
EVOLVE

Speaking matters.

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

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

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



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

Debora Teixeira Menezes Guimaraes, Brazil

What makes EVOLVE special?

1 Student-generated content
We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

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

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

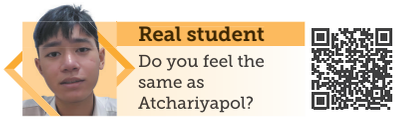
EVOLVE
SECOND EDITION

What's new in the Second Edition?

1 New videos.

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

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



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

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

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

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

Student-generated content

Student-generated content is one of the key features of EVOLVE. We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

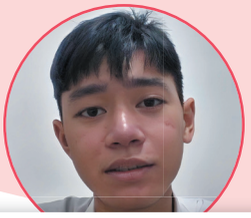
Real Student videos

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

Rita de Cássia Santos Silva
Casa Thomas Jefferson, Brazil

Susumu Okita
Hokusei Gakuen University, Japan

Momo Ogura
Hokusei Gakuen University, Japan



Atchariyapol Chanhorm
King Mongkut's University of Technology, Thailand

Kotchaporn Kamonkasemsunti
Assumption University, Thailand

Andrea Aragón Gassos
ITSON University, Mexico

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

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

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

Time to speak

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

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

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

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

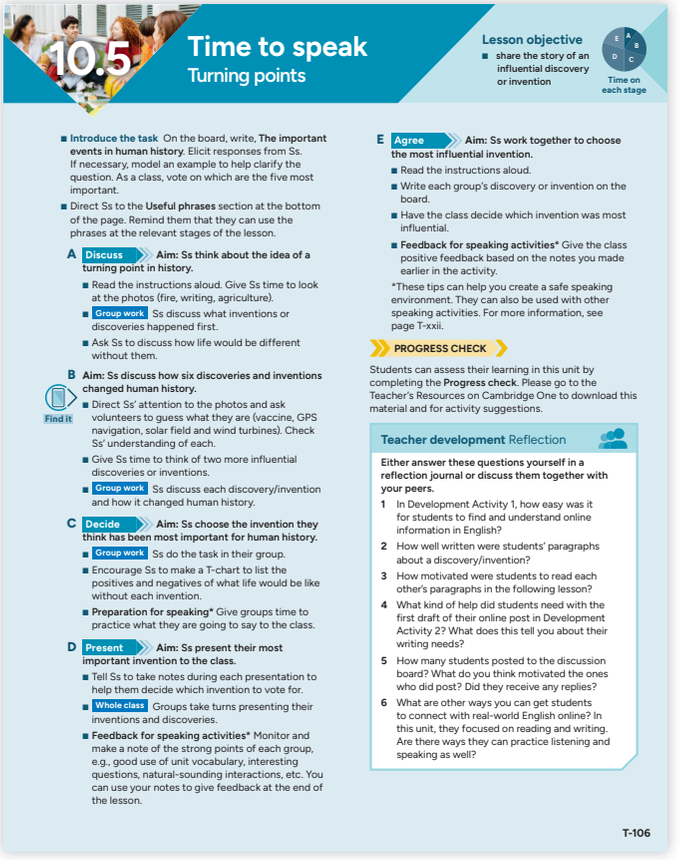
Time to speak teacher's notes

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

The teacher's notes provide tips on:

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

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



10.5 Time to speak
Turning points

Lesson objective
- share the story of an influential discovery or invention

Time on each stage

- **Introduce the task** On the board, write, **The important events in human history**. Elicit responses from Ss. If necessary, model an example to help clarify the question. As a class, vote on which are the five most important.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A Discuss **Aim: Ss think about the idea of a turning point in history.**
- Read the instructions aloud. Give Ss time to look at the photos (fire, writing, agriculture).
- Group work Ss discuss what inventions or discoveries happened first.
- Ask Ss to discuss how life would be different without them.

B **Aim: Ss discuss how six discoveries and inventions changed human history.**
Find it
- Direct Ss' attention to the photos and ask volunteers to guess what they are (vaccine, GPS navigation, solar field and wind turbines). Check Ss' understanding of each.
- Give Ss time to think of two more influential discoveries or inventions.
- Group work Ss discuss each discovery/invention and how it changed human history.

C Decide **Aim: Ss choose the invention they think has been most important for human history.**
- Group work Ss do the task in their group.
- Encourage Ss to make a T-chart to list the positives and negatives of what life would be like without each invention.
- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.

D Present **Aim: Ss present their most important invention to the class.**
- Tell Ss to take notes during each presentation to help them decide which invention to vote for.
- Whole class Groups take turns presenting their inventions and discoveries.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

E Agree **Aim: Ss work together to choose the most influential invention.**
- Read the instructions aloud.
- Write each group's discovery or invention on the board.
- Have the class decide which invention was most influential.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

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

PROGRESS CHECK

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. In Development Activity 1, how easy was it for students to find and understand online information in English?
2. How well written were students' paragraphs about a discovery/invention?
3. How motivated were students to read each other's paragraphs in the following lesson?
4. What kind of help did students need with the first draft of their online post in Development Activity 2? What does this tell you about their writing needs?
5. How many students posted to the discussion board? What do you think motivated the ones who did post? Did they receive any replies?
6. What are other ways you can get students to connect with real-world English online? In this unit, they focused on reading and writing. Are there ways they can practice listening and speaking as well?

T-106

Components for learners

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

Student's Digital Pack includes:

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

How to access student digital content

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

Components for teachers

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

Teacher's Digital Pack includes:

Cambridge One (Learning materials)

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

Cambridge One (Teacher's resources)

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

How to access teacher digital content

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

Integrated teacher development

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

There are three development themes integrated into each level of EVOLVE Second Edition.

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

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

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues.
- For further details, see the "Effective teacher development" information starting on page T-xxiv.

Teacher development Introduction

Strategy 1: Maintaining learners' motivation – Group formation

At the beginning of a course, it's a good idea to spend some time helping students develop a positive group dynamic. This means students need to get to know each other and feel comfortable in the classroom. If students believe their English language class is an enjoyable place to be, this will motivate them to learn. It's also important to include yourself, the teacher, in this process. Students usually enjoy finding out something about you as a person. To find out more about building group dynamics, read *Group Dynamics in the Language Classroom* by Zoltán Dörnyei and Tim Murphey, pp. 14–17 and 65–69. Please go to the Teacher's Resources on Cambridge One to download this material.

Talking about yourself (Activity 1): You talk about your own experience of starting a new activity.

Guessing students' accomplishments (Activity 2): Students guess what their classmates have accomplished.

Unit opening page

Striking images
- get students talking

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

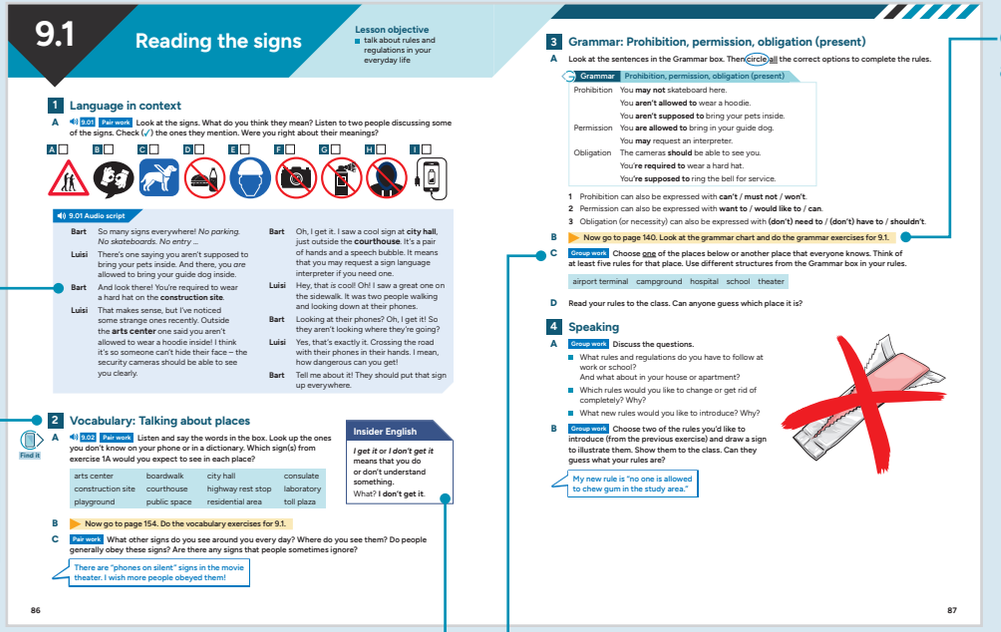
Start speaking questions
- engage students in the unit topic
- provide speaking practice
- recycle language from previous lessons

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

Lesson 1

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

Vocabulary
- is presented through pictures or definitions



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

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

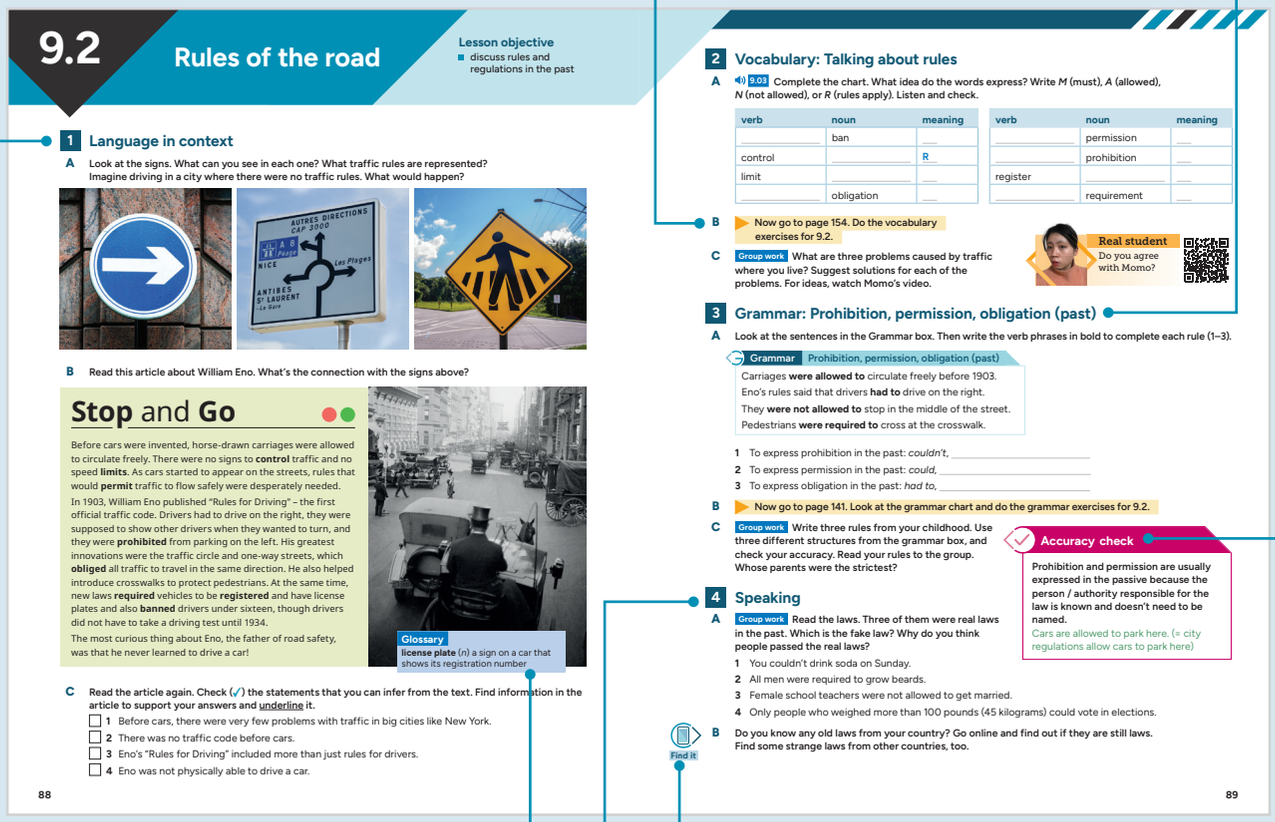
Insider English
- is Corpus informed
- shows how words are used in real-life contexts

Lesson 2

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

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

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



9.2 Rules of the road

Lesson objective
- discuss rules and regulations in the past

1 Language in context

A Look at the signs. What can you see in each one? What traffic rules are represented? Imagine driving in a city where there were no traffic rules. What would happen?

B Read this article about William Eno. What's the connection with the signs above?

Stop and Go

Before cars were invented, horse-drawn carriages were allowed to circulate freely. There were no signs to **control** traffic and no speed **limits**. As cars started to appear on the streets, rules that would **permit** traffic to flow safely were desperately needed.

In 1903, William Eno published "Rules for Driving" – the first official traffic code. Drivers had to drive on the right, they were supposed to show other drivers when they wanted to turn, and they were **prohibited** from parking on the left. His greatest innovations were the traffic circle and one-way streets, which **obliged** all traffic to travel in the same direction. He also helped introduce crosswalks to protect pedestrians. At the same time, new laws **required** vehicles to be **registered** and have license plates and also **banned** drivers under sixteen, though drivers did not have to take a driving test until 1934.

The most curious thing about Eno, the father of road safety, was that he never learned to drive a car!

Glossary
license plate (*n*) a sign on a car that shows its registration number

C Read the article again. Check (✓) the statements that you can infer from the text. Find information in the article to support your answers and underline it.
- ☐ 1 Before cars, there were very few problems with traffic in big cities like New York.
- ☐ 2 There was no traffic code before cars.
- ☐ 3 Eno's "Rules for Driving" included more than just rules for drivers.
- ☐ 4 Eno was not physically able to drive a car.

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2 Vocabulary: Talking about rules

A 9.03 Complete the chart. What idea do the words express? Write *M* (must), *A* (allowed), *N* (not allowed), or *R* (rules apply). Listen and check.

verb	noun	meaning	verb	noun	meaning
_____	ban	___	_____	permission	___
control	_____	R	_____	prohibition	___
limit	_____	___	register	_____	___
_____	obligation	___	_____	requirement	___

B ▶ Now go to page 154. Do the vocabulary exercises for 9.2.

C Group work What are three problems caused by traffic where you live? Suggest solutions for each of the problems. For ideas, watch Momo's video.

Real student
Do you agree with Momo?

3 Grammar: Prohibition, permission, obligation (past)

A Look at the sentences in the Grammar box. Then write the verb phrases in bold to complete each rule (1–3).

Grammar Prohibition, permission, obligation (past)
Carriages **were allowed to** circulate freely before 1903.
Eno's rules said that drivers **had to** drive on the right.
They **were not allowed to** stop in the middle of the street.
Pedestrians **were required to** cross at the crosswalk.

1 To express prohibition in the past: *couldn't*, _____
2 To express permission in the past: *could*, _____
3 To express obligation in the past: *had to*, _____

B ▶ Now go to page 141. Look at the grammar chart and do the grammar exercises for 9.2.

C Group work Write three rules from your childhood. Use three different structures from the grammar box, and check your accuracy. Read your rules to the group. Whose parents were the strictest?

Accuracy check
Prohibition and permission are usually expressed in the passive because the person / authority responsible for the law is known and doesn't need to be named.
Cars are allowed to park here. (= city regulations allow cars to park here)

4 Speaking

A Group work Read the laws. Three of them were real laws in the past. Which is the fake law? Why do you think people passed the real laws?
1 You couldn't drink soda on Sunday.
2 All men were required to grow beards.
3 Female school teachers were not allowed to get married.
4 Only people who weighed more than 100 pounds (45 kilograms) could vote in elections.

Find it
B Do you know any old laws from your country? Go online and find out if they are still laws. Find some strange laws from other countries, too.

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Glossary
- encourages students to improve dictionary skills

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

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

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

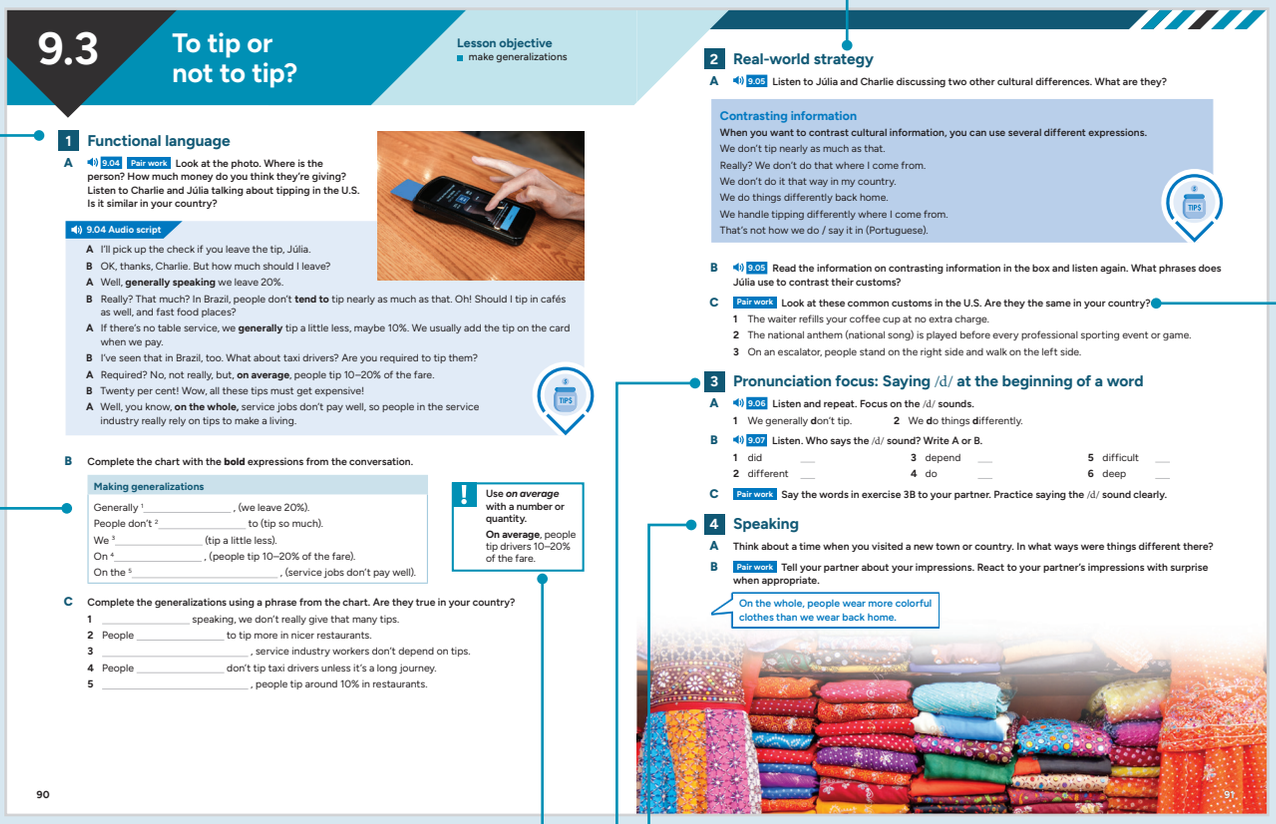
Lesson 3

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



9.3 To tip or not to tip?

Lesson objective
- make generalizations

1 Functional language

A 9.04 Pair work Look at the photo. Where is the person? How much money do you think they're giving? Listen to Charlie and Júlia talking about tipping in the U.S. Is it similar in your country?

9.04 Audio script

A I'll pick up the check if you leave the tip, Júlia.
B OK, thanks, Charlie. But how much should I leave?
A Well, **generally speaking** we leave 20%.
B Really? That much? In Brazil, people don't **tend to** tip nearly as much as that. Oh! Should I tip in cafés as well, and fast food places?
A If there's no table service, we **generally** tip a little less, maybe 10%. We usually add the tip on the card when we pay.
B I've seen that in Brazil, too. What about taxi drivers? Are you required to tip them?
A Required? No, not really, but, **on average**, people tip 10–20% of the fare.
B Twenty per cent! Wow, all these tips must get expensive!
A Well, you know, **on the whole,** service jobs don't pay well, so people in the service industry really rely on tips to make a living.

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

Making generalizations

Generally 1 _____, (we leave 20%).
People don't 2 _____ to (tip so much).
We 3 _____ (tip a little less).
On 4 _____, (people tip 10–20% of the fare).
On the 5 _____, (service jobs don't pay well).

Use *on average* with a number or quantity.
On average, people tip drivers 10–20% of the fare.

C Complete the generalizations using a phrase from the chart. Are they true in your country?

1 _____ speaking, we don't really give that many tips.
2 People _____ to tip more in nicer restaurants.
3 _____, service industry workers don't depend on tips.
4 People _____ don't tip taxi drivers unless it's a long journey.
5 _____, people tip around 10% in restaurants.

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2 Real-world strategy

A 9.05 Listen to Júlia and Charlie discussing two other cultural differences. What are they?

Contrasting information
When you want to contrast cultural information, you can use several different expressions.
We don't tip nearly as much as that.
Really? We don't do that where I come from.
We don't do it that way in my country.
We do things differently back home.
We handle tipping differently where I come from.
That's not how we do / say it in (Portuguese).

B 9.05 Read the information on contrasting information in the box and listen again. What phrases does Júlia use to contrast their customs?

C Pair work Look at these common customs in the U.S. Are they the same in your country?

1 The waiter refills your coffee cup at no extra charge.
2 The national anthem (national song) is played before every professional sporting event or game.
3 On an escalator, people stand on the right side and walk on the left side.

3 Pronunciation focus: Saying /d/ at the beginning of a word

A 9.06 Listen and repeat. Focus on the /d/ sounds.

1 We generally **d**on't tip. 2 We **d**o things **d**ifferently.

B 9.07 Listen. Who says the /d/ sound? Write A or B.

1 did ___ 2 different ___ 3 depend ___ 4 do ___ 5 difficult ___ 6 deep ___

C Pair work Say the words in exercise 3B to your partner. Practice saying the /d/ sound clearly.

4 Speaking

A Think about a time when you visited a new town or country. In what ways were things different there?

B Pair work Tell your partner about your impressions. React to your partner's impressions with surprise when appropriate.

On the whole, people wear more colorful clothes than we wear back home.

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Functional language charts

- highlight and categorize key phrases for students to practice

Notice features

- contain important language information

Productive pronunciation activities

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

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

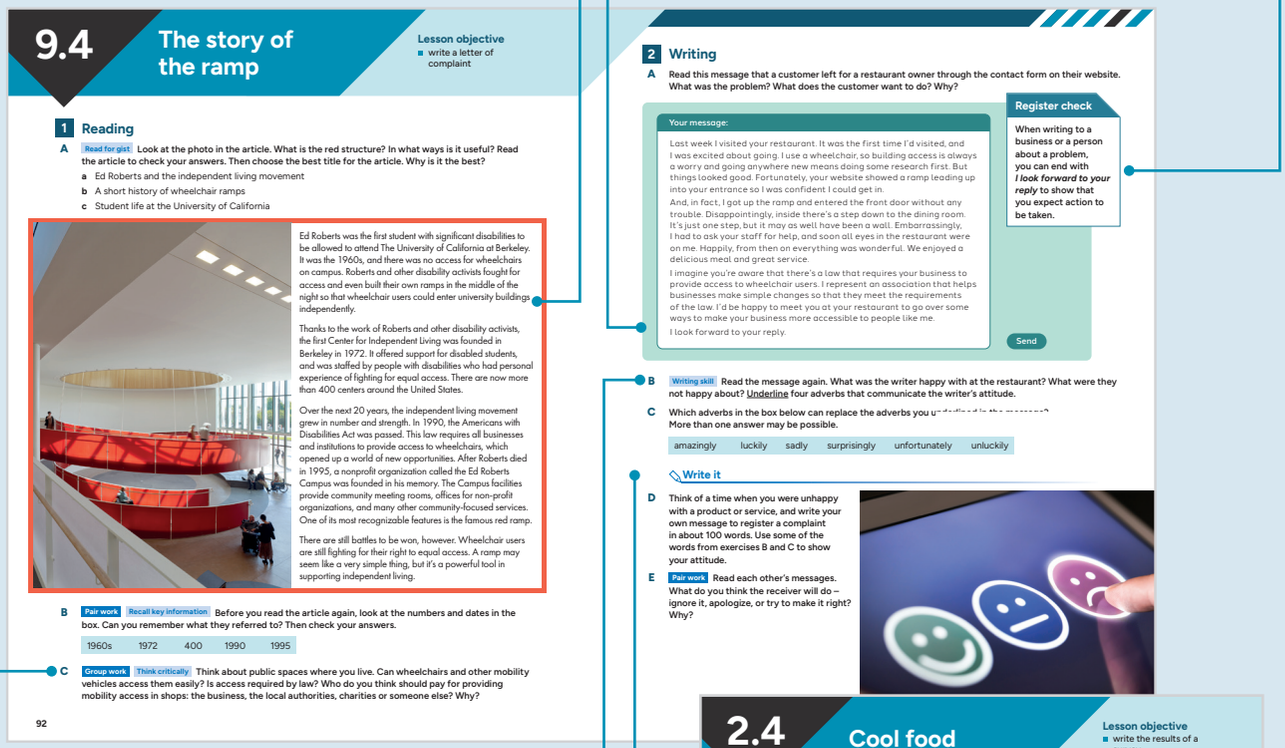
Lesson 4

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

Register check
- gives extra information about how to communicate in different situations



9.4 The story of the ramp

Lesson objective
- write a letter of complaint

1 Reading

A Read for gist Look at the photo in the article. What is the red structure? In what ways is it useful? Read the article to check your answers. Then choose the best title for the article. Why is it the best?
a Ed Roberts and the independent living movement
b A short history of wheelchair ramps
c Student life at the University of California

Ed Roberts was the first student with significant disabilities to be allowed to attend The University of California at Berkeley. It was the 1960s, and there was no access for wheelchairs on campus. Roberts and other disability activists fought for access and even built their own ramps in the middle of the night so that wheelchair users could enter university buildings independently.

Thanks to the work of Roberts and other disability activists, the first Center for Independent Living was founded in Berkeley in 1972. It offered support for disabled students, and was staffed by people with disabilities who had personal experience of fighting for equal access. There are now more than 400 centers around the United States.

Over the next 20 years, the independent living movement grew in number and strength. In 1990, the Americans with Disabilities Act was passed. This law requires all businesses and institutions to provide access to wheelchairs, which opened up a world of new opportunities. After Roberts died in 1995, a nonprofit organization called the Ed Roberts Campus was founded in his memory. The Campus facilities provide community meeting rooms, offices for non-profit organizations, and many other community-focused services. One of its most recognizable features is the famous red ramp.

There are still battles to be won, however. Wheelchair users are still fighting for their right to equal access. A ramp may seem like a very simple thing, but it's a powerful tool in supporting independent living.

B Pair work Recall key information Before you read the article again, look at the numbers and dates in the box. Can you remember what they referred to? Then check your answers.

1960s 1972 400 1990 1995

C Group work Think critically Think about public spaces where you live. Can wheelchairs and other mobility vehicles access them easily? Is access required by law? Who do you think should pay for providing mobility access in shops: the business, the local authorities, charities or someone else? Why?

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2 Writing

A Read this message that a customer left for a restaurant owner through the contact form on their website. What was the problem? What does the customer want to do? Why?

Your message:

Last week I visited your restaurant. It was the first time I'd visited, and I was excited about going. I use a wheelchair, so building access is always a worry and going anywhere new means doing some research first. But things looked good. Fortunately, your website showed a ramp leading up into your entrance so I was confident I could get in.
And, in fact, I got up the ramp and entered the front door without any trouble. Disappointingly, inside there's a step down to the dining room. It's just one step, but it may as well have been a wall. Embarrassingly, I had to ask your staff for help, and soon all eyes in the restaurant were on me. Happily, from then on everything was wonderful. We enjoyed a delicious meal and great service.
I imagine you're aware that there's a law that requires your business to provide access to wheelchair users. I represent an association that helps businesses make simple changes so that they meet the requirements of the law. I'd be happy to meet you at your restaurant to go over some ways to make your business more accessible to people like me.
I look forward to your reply.

Send

Register check
When writing to a business or a person about a problem, you can end with *I look forward to your reply* to show that you expect action to be taken.

B Writing skill Read the message again. What was the writer happy with at the restaurant? What were they not happy about? Underline four adverbs that communicate the writer's attitude.

C Which adverbs in the box below can replace the adverbs you underlined in the message? More than one answer may be possible.

amazingly luckily sadly surprisingly unfortunately unluckily

Write it

D Think of a time when you were unhappy with a product or service, and write your own message to register a complaint in about 100 words. Use some of the words from exercises B and C to show your attitude.

E Pair work Read each other's messages. What do you think the receiver will do – ignore it, apologize, or try to make it right? Why?

Write it
- gives students productive written practice of the unit language

Writing skills
- focus on subskills that students need to write their texts

2.4 Cool food

Lesson objective
- write the results of a survey

1 Listening

A 2.12 Listen for gist Look at the photos. What attitudes about food do you think they represent?

B 2.12 Listen for details Listen again and answer the questions.
1 What are Ricardo's objections to coconut water?
2 What reasons does Anna give for drinking it?
3 What does Ricardo say about gluten-free products?
4 Does Anna agree with him?

C Pair work Think critically Food packaging and labels provide information about the food we eat. Discuss the questions.
- Do you read the information on food packaging? Do you think the information is important? Do you think it is accurate? Does it influence your food shopping decisions? Why or why not?
- How often do you try new foods or brands of food? How much do you think the packaging increases your curiosity about a new food item? Think of a time when you tried something just because you liked the packaging or label. What was it? Were you pleased or disappointed?
- What other information about food do you think is important to know? Should that information be on the packaging, too? Why or why not?

2 Pronunciation: Listening for deleted /t/ sounds

A 2.13 Listen to each sentence. Focus on the bold word. Do you hear the /t/ sound?

	Yes	No
1 Do you **want** me to get you a coconut water?	☐	☐
2 Sure, I **trust** the experts ...	☐	☐
3 I guess you've **got** a point ...	☐	☐
4 The **latest** thing is eating gluten free ...	☐	☐

B Circle the correct word to complete the sentence.
Final /t/ sounds are often deleted when they are followed by a **consonant** / **vowel**.

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

Receptive pronunciation activities
- focus on pronunciation features that commonly cause difficulty for learners

Lesson 5

Whole class speaking lessons

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

Task-based lessons

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

9.5

Time to speak

Making a difference

Lesson objective

- discuss improvements to your town

A **Discuss** Look at the photos. What problems are the different people facing? What types of problems might they face where you live? Think of access to buildings, facilities in public spaces, etc.

B Work in pairs or small groups. Look at the groups of people below and think of other groups with common interests and issues. Discuss the things these other groups might want to do (use public transportation, access public spaces, go shopping, etc.) and think of three problems they might face in your neighborhood.

- families with young children
- people with reduced mobility
- dog owners

C Choose a group to focus on. Discuss possible solutions to the three problems you identified. What laws or rules could be introduced to help them? What facilities could be offered? What other solutions might there be?

D **Present** Present to the class both the problems you identified for the group of people you selected and your solutions to those problems.

E **Agree** Vote on the most ambitious, the most practical, and the most imaginative solutions.

Useful phrases

Discuss

- They might have problems getting ...
- They may not be able to ...
- They may not be allowed to ....
- Local businesses could ...
- Local authorities should ...
- It'd be a good idea to ...
- If there were enough space, they could ...

Present

- We discussed ...
- We decided that ...
- We suggest that ...

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Scaffolding activities

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

Useful phrases

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

Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 And we're off!	• Talk about personal achievements • Discuss good employee qualities • Make and respond to introductions • Write a comment in response to an article • Practice a job interview	• Tense review (simple and continuous) • Dynamic and stative verbs in the present	• Qualities and skills • Describing key qualities	• Saying the letter *y*
Unit 2 The future of food	• Talk about trends • Talk about preparing food • Make offers in social situations • Write the results of a survey • Create a plan to improve a restaurant	• Real conditionals • Clauses with *after, until, when*	• Describing trends • Preparing food	• Saying the vowel sounds /aɪ/, /i/, and /eɪ/ • Listening for deleted /t/ sounds
Unit 3 What's it worth?	• Discuss work-life balance • Discuss the value of things • Apologize for damage or loss • Write a product review • Respond to a negative review	• *too* and *enough* • Modifying comparisons	• Talking about work-life balance • Talking about prices and value	• Saying /s/ at the beginning of a word
Review 1 (Review of Units 1–3)				
Unit 4 Going glocal	• Speculate about a photo • Talk about viral stories • Exchange and discuss opinions • Write a response to a post • Design an ad for a product	• Modals of speculation • Subject and object relative clauses	• Talking about advertising • Talking about people in the media	• Saying the vowel sounds /ɔ/ and /ɑ/ • Listening for topic organization
Unit 5 True stories	• Discuss different types of stories • Talk about changes to plans • React to bad news • Write a formal apology • Tell a story about a chance meeting	• Past perfect • *was/were going to*; *was/were supposed to*	• Describing stories • Making and breaking plans	• Saying consonants at the end of a word
Unit 6 Community action	• Discuss charity and volunteer work • Discuss acts of kindness • Offer help with something • Write a report about a community project • Design a community project	• Present and past passive • Passive with modals	• Discussing good works • Describing good deeds	• Saying /b/ or /v/ in the middle of a word • Listening for /j/ between words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
• Meet someone you don't know; introduce someone to others **Real-world strategy** • Respond to an introduction		**Flip the interview** • An article on interview skills	**A comment** • A comment on an article • Agreeing and disagreeing	• Talk about a new activity • Talk about personal achievements • Describe your personal qualities • Play an introduction game **Time to speak** • Ask and answer interview questions
• Make, accept, and refuse offers in social situations **Real-world strategy** • Acknowledge an acceptance	**Cool food** • A conversation between friends		**A report** • The results of a survey about eating habits • Reporting research results	• Talk about fusion foods • Discuss ideas to avoid food waste • Explain a favorite recipe • Offer food and drink to others **Time to speak** • Present a restaurant rescue plan
• Make an apology and explain what happened **Real-world strategy** • Respond to an apology		**Buyer beware!** • Short stories about good and bad online shopping experiences	**A product review** • Product reviews • Expressing opinions about product features	• Discuss things money can't buy • Talk about quality of life • Talk about relative value • Talk about a past apology **Time to speak** • Repair a customer relationship
• Exchange and discuss opinions about possible actions **Real-world strategy** • Make opinions more emphatic	**Building a brand** • A news report about a local company that went global		**A response** • A social media post • Writing about reasons and consequences	• Talk about all the signs we see • Speculate about a photo • Talk about viral stories • Give and support opinions **Time to speak** • Design and present an ad
• React to problems and try to find a solution **Real-world strategy** • Accepting bad news		**The perfect apology?** • An article about corporate apologies	**An apology** • A letter of apology from a company • Using referents to avoid repetition	• Discuss good storytellers • Tell someone's life story • Tell the story of a change of plans • Act out situations with bad news **Time to speak** • Connect events to tell the story
• Make, refuse, and accept offers of help **Real-world strategy** • Imposing on somebody	**Painting safer streets** • A podcast about a community art project		**A report** • A report on a community project • Using quotes as support	• Talk about acts of kindness • Discuss charity organizations • Discuss helping others • Make offers of help to strangers **Time to speak** • Discuss helping your community

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 It's good to talk	• Discuss messaging apps • Discuss written vs. spoken communication • Recount conversations and stories • Write an email in a formal and an informal register • Create and conduct a survey	• Reported statements • Reported questions	• Communication verbs • Communicating online	• Saying /s/ or /z/ at the end of a word
Unit 8 Lifestyles	• Talk about different work lifestyles • Talk about wishes and regrets • Talk through options to reach a decision • Write a comment about a podcast • Plan a digital detox weekend	• Present unreal conditionals • *I wish*	• Describing jobs • Talking about time management	• Saying the vowel sounds /ɜ/ and /u/ • Listening for emphasis
Unit 9 Yes, you can!	• Talk about rules and regulations • Discuss rules and regulations in the past • Make generalizations • Write a letter of complaint • Discuss improvements to your town	• Prohibition, permission, obligation (present) • Prohibition, permission, obligation (past)	• Talking about places • Talking about rules	• Saying /d/ at the beginning of a word
Review 3 (Review of Units 7–9)				
Unit 10 What if ... ?	• Speculate about events in the past • Talk about alternatives and possibilities • Keep your listener engaged • Write comments in an online discussion • Share the story of an influential discovery or invention	• Past unreal conditionals • Modals of past probability	• Talking about discoveries • Discussing right and wrong	• Saying long and short vowel sounds • Listening for weak words
Unit 11 Contrasts	• Talk about college life • Discuss scientific facts • Discuss alternatives and give recommendations • Write a comment presenting an argument • Present a proposal to solve a problem	• Gerund and infinitive after *forget*, *remember*, *stop* • Causative verbs *help*, *let*, *make*	• Talking about college education • Talking about science	• Stressing long words
Unit 12 Looking back	• Describe a special photo and the story behind it • Discuss childhood memories • Recall and share past experiences • Write a summary and response about pets • Recall and discuss a national moment	• Adding emphasis • Substitution and referencing	• Talking about the senses • Describing memories	• Saying consonant clusters • Listening for transitions
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–145	**Vocabulary practice, pages 146–157**			

Functional language	Listening	Reading	Writing	Speaking
• Recount conversations and stories to another person **Real-world strategy** • Get back on track		**The emoji code** • An article about how social media is changing language	**Emails** • Short emails to a friend and coworker • Changing language to match register	• Talk about when not to use your phone • Talk about social media apps • Talk about the way you prefer to communicate • Tell and react to stories **Time to speak** • Talk about your attitudes to social media
• Talk through options; encouraging actions **Real-world strategy** • Offer a warning	**Digital detox** • A podcast debating the benefits of a digital detox		**A comment** • A response to two comments • Referencing another argument in your writing	• Discuss the work-lifestyle connection • Talk about unusual jobs • Talk about wishes and regrets • Offer advice and discuss options **Time to speak** • Plan a digital detox
• Make generalizations **Real-world strategy** • Give contrasting information		**The story of the ramp** • An article about the independent living movement	**A message** • A complaint about a business • Communicating attitude	• Talk about street art and graffiti • Talk about rules for work or school • Talk about unusual laws from the past • Talk about different customs and cultures **Time to speak** • Discuss how to make life easier for people with special needs
• Keep your listener engaged **Real-world strategy** • Show interest in a story	**I can't live without it!** • A podcast about the impact different inventions have had on our lives		**A comment** • A comment on the podcast • Using words and phrases for similarity and contrast	• Share photobombing stories • Talk about hypothetical past events • Speculate about the past events that led to current situations • Tell and react to a story about something that is hard to believe **Time to speak** • Discuss significant inventions and discoveries in human history
• Discuss alternatives and respond to suggestions **Real-world strategy** • Give a personal recommendation		**Driverless cars? No, thanks!** • An opinion piece about technological advances	**A response** • A response to an opinion piece • Transition phrases	• Talk about appearances • Describe an event you'll never forget • Talk about folk remedies • Role play giving recommendations **Time to speak** • Reach a compromise to resolve a problem
• Recall a memory **Real-world strategy** • Share experiences	**Man's best friend?** • A student debate about the relationship between humans and dogs		**A summary and response** • A summary of and response to an opinion • Linking contrasting ideas	• Test your memory and compare results • Tell the story behind a photo • Discuss childhood memories • Retell a personal story **Time to speak** • Share your experience of a national moment

Pair work practice, pages 158–160

Safe speaking environments

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

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

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

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

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

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

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

Preparing students for communicative tasks

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

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

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

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

Giving feedback on speaking tasks

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

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

Maximizing the amount of speaking

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

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

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

No notes When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

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

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

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

Philip Kerr

Effective teacher development

It is widely agreed that the main goal of teacher development is to effect positive change in teaching practice and, as a result, to enhance students' learning. Cambridge University Press & Assessment has analyzed research on teacher development worldwide in order to determine the key factors that make a teacher development program successful.

We have identified seven principles that lie at the heart of effective teacher development programs. The Cambridge Teacher Development approach states that successful development programs should be:

IMPACTFUL

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

NEEDS-BASED

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

SUSTAINED

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

PEER-COLLABORATIVE

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

IN-PRACTICE

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

REFLECTIVE

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

EVALUATED

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

Teacher Development In Evolve

How does EVOLVE Teacher Development meet INSPIRE principles?

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

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

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

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

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

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

B1+ Syllabus

Strategy 1: Maintaining learners' motivations	Strategy 2: Teaching grammar	Strategy 3: Building students' spoken fluency
Unit 1: Group formation • Talking about yourself • Guessing students' accomplishments	**Unit 2: Taking a "test-teach" approach** • Using practice before presentation • Adding grammar to words	**Unit 3: Trying activities again** • Being someone else • Taking on a different attitude
Unit 4: Establishing learning goals • Finding our students' English goals • Setting specific learning goals	**Unit 5: Bringing grammar to life** • Thinking of possible contexts for grammar • Using grammar to express function	**Unit 6: Preparing to speak** • Preparing ideas • Predicting what the other people might say
Unit 7: Doing something different • Selling the lesson • Mixing things up	**Unit 8: Understanding tenses** • Thinking about tense and speaker choice • Thinking about how tense and time are related	**Unit 9: Speaking spontaneously** • Spontaneous discussion • Pass it on
Unit 10: Connecting to the real world • Doing research • Posting on discussion boards	**Unit 11: Dictation techniques** • Fill-in-the-blank dictation: adapting fill-in-the-blank exercises • Loop dictation: practicing listening and form	**Unit 12: Speaking out of class** • Recording a monologue • Recording a dialogue

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.

It's good to talk

7

Teacher development Introduction

Strategy 1: Maintaining learners' motivations – Doing something different

During a course, it's easy for teachers and students to follow typical routines in the classroom. For example, the teacher sets up activities in a similar way and students know how the teacher will manage pair and group work. It can be quite motivating for students if you try something different from time to time. It might also be interesting for students who have varied learning preferences. When you try a different approach, it's useful to think about how it can give your students more learning opportunities. To find out more about doing different things in the classroom, read pp. 72–81 of *Motivational Strategies in the Classroom* by Zoltán Dörnyei. Please go to the Teacher's Resources on Cambridge One to download this material.

Selling the lesson (Activity 1): You outline the aims of the lesson in a different way.

Mixing things up (Activity 2): This shows a different approach giving feedback on a writing task.

Introduce the theme of the unit

On the board, write **How do you communicate?** Ask Ss to give examples. If Ss aren't sure, give examples of your own, e.g., **face to face**, **on the phone**, etc. Write Ss' answers on the board. Ask: **Which communication methods are best? Why?**

Unit objectives

Read the unit objectives aloud. Tell Ss to 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 photocopiable activities for this unit:

7.1 Grammar: *He said / She said*

7.2 Grammar: *What did she ask?*

7.1 Vocabulary: Describing communication

7.2 Vocabulary: Talking about online communication

Unit 7 Speaking: My devices (Lesson 7.2)

Start speaking

A **Ss look at the photo and discuss the questions in pairs. Elicit answers as a class. If necessary, offer Ss vocabulary support for how the other people may feel, e.g., angry, frustrated, annoyed, etc.**

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

C **Allow Ss time individually to think about the questions before they speak.**

- In small groups, Ss discuss the questions.
- **Optional activity** **Ss use their phones to access the video and then discuss if they agree with Kotchaporn's.**

Real student

You shouldn't use your phone in places where you need to respect others or keep things quiet. For example, in class, using your phone can be really distracting, not just for you, but for others, too. It's hard to focus when you're checking messages or browsing social media. The same goes for places like libraries or public transport, where people expect a peaceful environment. Using your phone in these situations especially if you're talking loudly or playing videos without headphones can disrupt those around, too. It's all about being considerate of others.

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.

7.3 And i'm like ...

Lesson objective
- recount conversations, news, and stories

1 Functional language

- **Introduce the task** Have a brief class discussion. Ask: **What is something interesting or funny that has happened to you this week?** Elicit Ss' responses and ask: **Who did you tell the story to?**

A 7.05 **Do the task** **Read the instructions and ask the class the first two questions. Elicit answers.**
- Play the audio as Ss read along.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a more confident S explain, or let them look up the word in their dictionary or phone.
- Play the audio again, if necessary.
- Let pairs compare answers and then check answers with the class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers
Both stories are about someone sleeping.

Mixed ability
Direct more confident Ss to cover the conversations at the beginning of the exercise and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

Teacher development Activity 1

Selling the lesson
In this activity, you give a more complete explanation of the aims of the activity.
- Rather than just telling Ss what this lesson is about, try to give an enthusiastic description of the lesson. Imagine you are trying to sell this lesson to them.
- Here's an example of what you can say:
  Do fluent speakers sometimes use informal language when they speak? OK, today we're going to look at some natural, informal language.
  And do you find it easy to talk about things that have happened to you in English? No? Well, these expressions are also going to help you with that.
  And do you sometimes need to pause and think when you speak? OK, we'll look at some other expressions you can use to give you time to pause and think.

Note the questions in the example – these show students the learning opportunities in the lesson.

B **Direct Ss' attention to the heading in the chart. Check Ss' understanding of the heading.**
- Ss complete the task individually.
- While Ss complete the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers
1 heard
2 told
3 like
4 believe
5 happened
6 thing
7 end

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
Online Communication Survey

Lesson objective
- tell a story about a chance meeting

Time on each stage

- **Introduce the task** Ask Ss if they take online surveys. Ask Ss why they take surveys, e.g., **for fun, to enter for a prize**, etc., and where they take them, e.g., **Facebook**, **email**, etc.
- Explain to Ss that they are going to create an online survey about communication.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **Prepare** **Aim: Think about the ways Ss communicate digitally.**
- Give Ss time to look at the photos.
- Discuss the questions as a class, focusing on one photo at a time.
- Ask Ss to think of more positive and negative uses of phones. Write Ss' responses on the board.

B **Discuss** **Aim: Ss discuss and answer the survey questions and generate survey questions of their own.**
- **Pair work** In pairs, Ss read the survey questions.
- Ss write at least three additional survey questions. Tell Ss they can use their responses from A to help them think of topics for questions.
- In pairs, Ss ask the questions and take notes on their partner's answers.
- **Preparation for speaking*** Give pairs time to practice what they are going to say to the class.

C **Present** **Aim: Ss present the survey questions and answers to the class.**
- Read the instructions aloud.
- Write questions 1–4 from B on the board. Make sure to leave room for additional student-generated questions.
- **Whole class** Ask a volunteer pair to report their answers to questions 1–4 and write their responses under each question on the board. Also write Ss' additional questions and answers on the board.
- Repeat with additional pairs.
- **Pair work** In their original pairs, ask Ss to discuss the survey results from the class and draw their own conclusions about online communication.
- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

D **Agree** **Aim: Ss work together to agree on conclusions from the survey.**
- Read the instructions aloud.
- **Whole class** Ask Ss to share their conclusions with the class.
- Focus on any contrasting conclusions given and why Ss disagree.

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

PROGRESS CHECK

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 did students react when you gave a fuller explanation of the aims of the lesson?
2. Did this affect the way they worked through lesson 7.3? Why do you think so?
3. As a result of this experiment, do you think you will change the way you explain lesson aims to students? Will you use questions more when setting up activities? Why or why not?
4. How did students react to the different approach to feedback?
5. What do you think is the right balance between student-centered and open class feedback for activities? Are some activities more suited to one approach than the other?
6. What effect did the activities in this unit have on students' motivation? Have some of the other Teacher Development suggestions in other units helped with motivation?

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

Pronunciation support

Overview of Pronunciation sections

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

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

Productive pronunciation (saying sounds)

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

Receptive pronunciation (listening for sounds)

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

Use your students' first language

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

You are a pronunciation role model

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

Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

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

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

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

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

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

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

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

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

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

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

GLOSSARY

Consonant sounds sounds made by the tongue, teeth, or lips. For example, the /tʃ/ in *wa**tch***.
Consonant clusters a group of consonant sounds with no vowel sounds. For example, /str/ at the beginning of ***str**eet*.
Deleted sounds the syllables we don't pronounce.
Linking sounds the way two or more words flow together and sound like one word.
Voiced sounds the sounds that are produced with a vibration. For example, /v/.
Word stress the syllables we say a bit longer and louder than the other syllables in a word.
Weak forms the syllables we don't stress in a word.

And we're off!

1

Teacher development Introduction

Strategy 1: Maintaining learners' motivation – Group formation

At the beginning of a course, it's a good idea to spend some time helping students develop a positive group dynamic. This means students need to get to know each other and feel comfortable in the classroom. If students believe their English language class is an enjoyable place to be, this will motivate them to learn. It's also important to include yourself, the teacher, in this process. Students usually enjoy finding out something about you as a person. To find out more about building group dynamics, read *Group Dynamics in the Language Classroom* by Zoltán Dörnyei and Tim Murphey, pp. 14–17 and 65–69. Please go to the Teacher's Resources on Cambridge One to download this material.

Talking about yourself (Activity 1): You talk about your own experience of starting a new activity.

Guessing students' accomplishments (Activity 2): Students guess what their classmates have accomplished.

Introduce the theme of the unit

Write **first day of school / of college / at work** on the board. Tell Ss about your first day at one of these places. Include what you did and how you felt.

In pairs, ask Ss to share their own stories about their first day at one of these places. Elicit any comments or feelings they want to share.

Ask: **How did you feel on the first day?** Do Ss have the same opinions?

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along.

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

1.1 Grammar: *Right or wrong?*

1.2 Grammar: *About you*

1.1 Vocabulary: Describing accomplishments

1.2 Vocabulary: Describing key qualities

Unit 1 Speaking: Job seekers (Lesson 1.2)

Start speaking

A **Ss look at the photo and discuss the questions in pairs. Elicit their answers as a class.**

B **Read the instructions aloud. Have Ss think about a new activity they are about to start or have started recently. Ask them how this makes them feel.**

- In pairs, Ss discuss the questions.
- **Optional activity** Ss use their phones to access the video and then discuss if they feel the same as Atchariyapol.

Real student

I recently started learning how to code and it's been an exciting journey. At first I found it challenging because I had to grasp new concepts. But I am improving. I enjoy solving problems and making my code function the way I want it to. It's rewarding to see my progress and I want to continue learning.

Teacher development Activity 1

Talking about yourself

This involves you giving a model of the Speaking activity by talking about yourself.

- Before Ss do exercise B, think of a new activity that you started – it doesn't have to be recent.
- The activity could be starting work as an English teacher, it could be your own experience learning a second language, or how you felt about meeting the Ss. It's also fine to talk about something not connected to language learning.
- Tell Ss about your experience and speak as honestly as you can.
- Put Ss in pairs and ask each pair to think of one or two questions to ask you about your experience.
- Conduct feedback and answer Ss' questions.

C **Put Ss in groups of three or four. As they share their answers, monitor for examples of English usage. Give feedback at the end of the activity.**

1

And we're off!

Unit objectives

- talk about personal achievements
- talk about qualities that employers look for
- make and respond to introductions
- write a comment in response to an article
- practice a job interview

Start speaking

A Look at the photo. Where are the people? What are they about to do? How do you think they feel? Why?

B Think of a new activity you are about to start or that you have started recently (a new job, a new sport, a new course, etc.). What is it? How do you feel about it? For ideas, watch Atchariyapol's video.

C Report three things your partner told you to your group.

Real student

Do you feel the same as Atchariyapol?

1.1 This is me!

Lesson objective
- talk about personal achievements

1 Language in context

A **Pair work** Look at the photos and describe what the people are doing. Then read the social media post. What is the challenge? Which person wrote it? Why do you think that?

Five things about me

Here's my response to the latest social media challenge!
(If I get 1,000 likes, my boss will donate $1,000 to charity. So please like my list!)

1. Every year I **set myself a goal** of learning a new skill. I've done a lot of different things. Last year I learned to play chess. This year I've been learning computer animation and design.
2. People tell me I **have a great sense of humor**, and I love to **tell jokes**!
3. A few years ago, while I was working at a summer camp, a girl came screaming out of her cabin because she saw a huge spider on her bed. I hate spiders, but I **faced my fear**, went in there, and caught that spider. I felt so brave! 😉
4. I'm saving money to open a small studio where I can teach art classes. I've always wanted to **run my own business**. I love **working with my hands**, and I want to do something I can really **take pride in**.
5. This year I'm going to **take part in a marathon**. I don't want to **win a medal** or **break a record** or anything. I just want to finish! I'm sure I can **rise to the challenge**!

A

B

C

2 Vocabulary: Qualities and skills

A 1.01 **Read the post again and find the right verb to complete the expressions. Listen and check.**

1 _____ pride in something		5 _____ to a challenge		9 _____ your fear	
2 _____ a goal for yourself		6 _____ a marathon		10 _____ a medal	
3 _____ a sense of humor		7 _____ a business		11 _____ a record	
4 _____ with your hands		8 _____ a lot of likes		12 _____ a joke	

B Now go to page 146. Do the vocabulary exercises for 1.1.

C **Pair work** Complete the sentences as many times as possible using the expressions in exercise A. Then compare your sentences with a partner. How many things do you have in common?

1 I have never ...
I have never told a joke in English.

2 I would(n't) like to ...

3 I (don't) usually ...

D **Pair work** Imagine you are going to do the social media challenge. What five pieces of information would you choose to share?

1.1 This is me!

Lesson objective
- talk about personal achievements

1 Language in context

- **Introduce the topic** Write **personal achievements** on the board. Elicit some ideas about what they could be. Write some of these on the board, such as **get married, learn to drive, finish school**. List some of your own achievements, big and small.
- Allow Ss a minute to write down achievements from their lives, however big or small.
- When Ss have finished, ask them to share and compare their answers with a partner.
- Elicit answers from the class and look for similarities.

A **Pair work** **Ask Ss to describe the photos. Elicit descriptions. Ask: What's their job? How old are they?**

- Ss read the post and guess the writer individually.
- Ss share their answers with a partner.
- Elicit answers from the class.

Suggested answer
The woman in photo A probably wrote the post because she's an artist who works with her hands.

2 Vocabulary: Qualities and skills

A **1.01** **Present the vocabulary** **Read the instructions aloud and check Ss' understanding.**

- Ask students to read the post again individually and find the vocabulary.
- Ss check answers with a partner.
- Play the audio for Ss to check their answers.
- Confirm answers with the class.

Answers
1 take 2 set 3 have 4 work 5 rise 6 run 7 run
8 get 9 face 10 win 11 break 12 tell

- Ask volunteers to explain each expression in their own words to check understanding.

B **Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-146.**

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

- Allow Ss 2–3 minutes to prepare their answers before they share them with a partner.
- Monitor as Ss talk to each other.
- Elicit the sentences Ss had in common.

Extra activity

Ask Ss to write five sentences that describe accomplishments using the structure *I have never* + verb or *I have* + verb. Explain that four of the sentences must be true and one should be false. Ss share their sentences with each other and their partner guesses which one is false. Elicit examples from the class.

Teacher development Activity 2

Guessing students' accomplishments

This activity helps students get to know each other while practicing the target vocabulary.

- After Ss complete exercise 2C, write on the board: **This person ...**
- Ss work alone and write three sentences about their partner's accomplishments using the sentence starter on the board and the phrases they have just learned.
- Put Ss into groups of four or five. Make sure they are not in the same group as their partner from exercise 2C.
- Ss put their papers into a pile and mix them up. Ss take turns choosing a paper and reading it aloud. The group has to guess which S is the writer. The writer then states whether their guess is correct or not.
- Do whole-class feedback and ask if it was easy to guess the identity of students. Get some examples of student accomplishments.

D **Pair work** **Allow Ss time to write five ideas for their blog.**

- Pairs share their ideas.
- Ss share their partners' ideas with the class.

Homework ideas

Ask Ss to write a blog entry using their five ideas. Set a word count of 100 words so they do not write too little or too much. Ss could paste their blog entry on their class social media page or email it to you. In the next class, ask Ss to swap papers and read each other's blogs.

3 Grammar: Tense review (simple and continuous)

A **Read the instructions aloud.**

- Ask volunteers to read the example sentences in the **Grammar** box aloud. Check Ss' understanding of the tenses.
- Ss complete the task individually and then check answers with a partner.
- Check answers as a class. Ask volunteers to give other examples of each tense.

Answers

2 past continuous
3 simple past
4 simple present
5 present continuous
6 present perfect continuous

Extra activity

Tense bingo. Ss draw a box with 3x3 squares. In each square they write a sentence using one of the six different tenses on page 3, affirmative or negative. Circulate and check the sentences. To play the game, call out different tenses and an example sentence – Ss cross out their sentences as they hear that tense. For example:

simple past: I ran a marathon last summer.

present perfect: I have never won a medal.

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

C **Read the instructions and the example aloud. Ask Ss to read the time expressions to make sure they understand them. Explain that Ss should use as many tenses as possible when they do the task.**

- Allow Ss time to write. Circulate and monitor, offering help or suggestions. Correct sentences as you go.

D Group work **Ss share their sentences with the group.**

- Circulate and monitor for errors as Ss share their sentences. Note any language usage that you can give feedback on at the end of the class.

4 Speaking

A Pair work **Ask Ss to make notes while working with their partner because they will need to give feedback.**

- Ss complete the task in pairs. Circulate and monitor as Ss work through the sentences.

B Group work **Ask a confident S to read the model answer aloud.**

- Ask individual Ss to share what they found out with the class. Monitor grammar and pronunciation.

3 Grammar: Tense review (simple and continuous)

A **Look at the sentences in the Grammar box. Then answer the questions about tenses.**

Grammar Simple and continuous tenses

simple present	Every year I **set** myself a goal of learning a new skill.
present continuous	I**'m saving** money to open a small studio.
simple past	I **faced** my fear, **went** in there, and **caught** that spider.
past continuous	I **was working** in a summer camp when it happened.
present perfect	I**'ve done** a lot of different things.
present perfect continuous	This year I**'ve been learning** computer animation.

Which tense describes ...

1 past experiences with no specific past time given? present perfect
2 an action in progress in the past? _____
3 a completed action in the past? _____
4 a habit or repeated action in the present? _____
5 an action in progress in the present? _____
6 an action that started sometime in the past and is still continuing? _____

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

C **Choose five time expressions in the box and write sentences that are true for you.**

at the moment	at 8 o'clock this morning	never	every day
last year	for the last three months	now	once a week
since I was a child	when I got home	yesterday	

It was raining when I left the house this morning.

D **Group work** **Read your sentences to your group. How many of your sentences are the same or similar?**

4 Speaking

A **Pair work** **Read the sentences and discuss which ones are true for you. If they are false, explain why.**

1 I won a medal when I was in high school.
2 I've been studying English for more than 10 years.
3 I once got more than 100 likes for a post on social media.
4 I'm saving money to go on vacation next year.
5 I've never been afraid of anything.

B **Group work** **Report back to the class on the five things you learned about your partner.**

Juan runs marathons, and he's won five medals for running. He's been studying English for three years. He doesn't like social media, so he's never ...