

CAMBRIDGE

EVOLVE

STUDENT'S BOOK

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and Kathryn O'Dell

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CEFR

Experience
Better
Learning

CAMBRIDGE

UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108405270

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First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Mexico by Editorial Impresora Apolo, S.A. de C.V.

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-40527-0 Student's Book

ISBN 978-1-108-40507-2 Student's Book A

ISBN 978-1-108-40920-9 Student's Book B

ISBN 978-1-108-40528-7 Student's Book with Practice Extra

ISBN 978-1-108-40508-9 Student's Book with Practice Extra A

ISBN 978-1-108-40921-6 Student's Book with Practice Extra B

ISBN 978-1-108-40900-1 Workbook with Audio

ISBN 978-1-108-40872-1 Workbook with Audio A

ISBN 978-1-108-41193-6 Workbook with Audio B

ISBN 978-1-108-40517-1 Teacher's Edition with Test Generator

ISBN 978-1-108-41068-7 Presentation Plus

ISBN 978-1-108-41203-2 Class Audio CDs

ISBN 978-1-108-40793-9 Video Resource Book with DVD

ISBN 978-1-108-41447-0 Full Contact with DVD

ISBN 978-1-108-41154-7 Full Contact A with DVD

ISBN 978-1-108-41415-9 Full Contact B with DVD

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ACKNOWLEDGMENTS

The *Evolve* publishers would like to thank the following individuals and institutions who have contributed their time and insights into the development of the course:

Rosario Aste Rentería, Instituto De Emprendedores USIL, Peru; Kayla M. Briggs, Hoseo University, South Korea; Asli Derin Anaç, Bilgi University, Turkey; Roberta Freitas, IBEU, Brazil; Luz Libia Rey G., Centro Colombo Americano, Colombia; Antonio Machuca Montalvo, Organización The Institute TITUELS, Mexico; Daniel Martin, CELLEP, Brazil; Ivanova Monteros A., Universidad Tecnológica Equinoccial (UTE), Ecuador; Verónica Nolívos Arellano, Language Coordinator, Quito, Ecuador; Daniel Nowatnick, Embassy English, USA; Ray Purdy, ELS Educational Services, USA; Claudia Piccoli Díaz, Harmon Hall, Mexico City; Paola Romero C., UDLA Quito, Ecuador; Heidi Vande Voort Nam, Chongshin University, South Korea; Jason Williams, Notre Dame Seishin University, Japan; Matthew Wilson, Miyagi University, Japan.

To our student cast, who have contributed their ideas and their time, and who appear throughout this book:

Angie Melissa González Chaverra, Colombia; Andres Ramírez, Mexico; Celeste María Erazo Flores, Honduras; Brenda Tabora Melgar, Honduras; Andrea Vásquez Mota, Mexico.

Authors' Acknowledgments:

The authors would like to thank the whole team at Cambridge University Press. Special thanks go to Katie La Stora for overseeing the project, and to editors Cathy Yost and Kate Powers for encouraging and supporting us during the writing of this book.

Leslie Anne Hendra would like to thank Michael Stuart Clark and her sisters Valeria, Daniel, and Omanie.

Mark Ibbotson would like to thank Nathalie, Aimy and Tom.

Kathryn O'Dell would like to thank her family, including her sister Dionne, nephew Toby, and niece Miranda for keeping her up-to-date on current trends.

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Front cover photography by Orbon Alija/E+.

Illustrations by Gergely Forizs (Beehive illustration) p. 72; Ana Djordjevic (Astound US) p. 106.

Audio production by CityVox, New York.

EVOLVE

SPEAKING MATTERS

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

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

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

Confidence in teaching.

Joy in learning.

Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.



Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book. Our student contributors describe themselves in three words.



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Friendly, happy, funny
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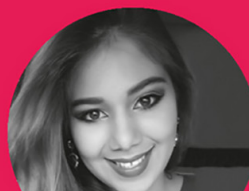
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Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

"It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)

2.2 SO MANY FEATURES

LESSON OBJECTIVE
■ talk about things you own

1 LANGUAGE IN CONTEXT

A **1.1.2** Look at the picture. What do you think the people are talking about? Then read and listen to the conversation. Who knows more about her phone, Jen or Maya?

1.1.2 Audio script

Jen Do you like my new phone? I bought the same model you have.

Maya Oh, wow! You're going to love it. It has so many cool features.

Jen I haven't tried many of them yet. I've already downloaded a lot of apps, though. I have so many now. It's hard to find one when I need it.

Maya I can help with that. Have you already made folders?

Jen No, I haven't. How does that work?

Maya You create folders on the home screen, and then you can put your apps in them. Look, I have a folder for music apps, one for weather apps ...

Jen That's pretty cool. Can you help me set them up?

Maya Sure. But first, I have to ask, have you tried the camera yet? With the 'Yummy faces' feature?

Jen Yes, I have. I love it! In fact, let me try it on you ...

Maya Hey!

Jen Look ... you look great with elephant ears!

Maya Yeah, right! Now let me show you this feature ... delete!

B **1.1.2** Read and listen again. Are the statements true (T) or false (F)?

- Jen has a new phone.
- Jen doesn't have any apps on her phone.
- Maya needs help with her phone.
- Maya took a picture of Jen.

2 VOCABULARY: Tech features

A **1.1.3** Listen and repeat the words. Which words are nouns and which are verbs? You can use a dictionary or your phone to help you. Then find and underline seven of these words in the conversation in exercise 1A.

delete
set up

device
storage

folder
sync

home screen
try

model
work

B Now go to page 142. Do the vocabulary exercises for 2.2.

C **PAIR WORK** Do you agree with these statements? Discuss with your partner.

- It's not fair that phones with a lot of storage are more expensive.
- Phone service doesn't work very well in our city.
- No one needs more than one tech device. Just a phone is enough.
- It's important to sync your phone with your computer frequently.

D **PAIR WORK** Talk about the features of a phone you have or want. Which features are the best? Why? For ideas, watch Celeste's video.

NEW STUDENT What feature of her phone does Celeste talk about?

GRAMMAR: Present perfect with already and yet

A Circle the correct answers. Use the sentences in the grammar box to help you.

- Use *already* / *yet* with things that haven't happened. It often means you expected something to happen or expect something to happen soon.
- Use *already* / *yet* when something happened sooner than expected.

Present perfect with already and yet

I've already downloaded a lot of apps.

I haven't tried many of them yet.

Have you tried the camera yet?

Yes, I have.

B Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.2.

C Write sentences with the verbs so they're true for you. Use the present perfect and *already* or *yet*. Check your accuracy. Then compare with a partner.

- not try to download I haven't tried to download an emoji app yet.
- not use
- sync
- try to set up
- not delete

ACCURACY CHECK

Already usually comes before the past participle. Yet usually comes at the end of a sentence.

I already have downloaded the app. ✓

I've already downloaded the app. ✓

I haven't synced yet my phone. ✗

I haven't synced my phone yet. ✓

4 SPEAKING

A Choose one of the things below or your own idea. Think about how long you've had it. What have you done with it or to it already? What haven't you done yet?

a laptop a microwave a power tool a refrigerator a tablet a video game

B **PAIR WORK** Take turns telling your partner about the item you chose in exercise 4A. Don't name it. Can your partner guess what it is?

I've had it for a month. I bought the newest model, and it works really well. I've already used it several times. I used it to set up my new bookcase last weekend. I haven't let anyone borrow it yet.

Hmm, it sounds like a tool. Is it an electric screwdriver?

Find it

FIND IT

INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

CONTENT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.


RESULT

Students engage in the lesson because it is meaningful to them.

Designed for success

2.4 IT'S USELESS, RIGHT?

LESSON OBJECTIVE
■ write an ad for something you want



1 LISTENING

A Look at the picture. Do you listen to any podcasts? Which ones?

B **1.20 LISTEN FOR EXAMPLES** Listen to Hana Sanday, a podcaster, interview Felix Moss, a collector. What item does Felix talk about? Where is it now?

C **1.20 LISTEN FOR REASONS** Listen again. Answer the questions.

- 1 Why has Hana invited a collector to be on her podcast?
- 2 Why does Felix collect things from race cars?

D **PAIR WORK THINK CRITICALLY** Does Felix agree with Hana that his item is useless? Explain the reason he gives.

2 PRONUNCIATION: Listening for /w/ sounds between words

A **1.21** Listen to the extracts from the podcast below. Listen for the /w/ sound between the underlined words.

- 1 Why do some people collect things? Have you ever wondered?
- 2 Felix, most people want to get rid of old tires! Why do you want to own something like that?

B **1.22** Listen. Underline any words you hear a /w/ sound between.

INSIDER ENGLISH

Now doesn't always mean at the moment. We can use it to introduce a topic or focus attention on what we're going to say next.

an /w/ sound and

Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

2.2

SO MANY FEATURES

LESSON OBJECTIVE
talk about things you own

1 LANGUAGE IN CONTEXT

A **1.12** Look at the picture. What do you think the people are talking about? Then read and listen to the conversation. Who knows more about her phone, Jen or Maya?



1.12 Audio script

Jen Do you like my new phone? I bought the same model you have.
Maya Oh, wow! You're going to love it. It has so many cool features.
Jen I haven't tried many of them yet. I've already downloaded a lot of apps, though. I have so many now. It's hard to find one when I need it.
Maya I can help with that. Have you already made folders?
Jen No, I haven't. How does that work?
Maya You create folders on the home screen, and then you can put your apps in them. Look, I have a folder for music apps, one for weather apps ...

Jen That's pretty cool. Can you help me set them up?
Maya Sure. But first, I have to ask, have you tried the camera yet? With the "funny faces" feature?
Jen Yes, I have. I love it! In fact, let me try it on you ...
Maya Hey!
Jen Look ... you look great with elephant ears!
Maya Yeah, right! Now let me show you this feature ... delete!

B **1.12** Read and listen again. Are the statements true (T) or false (F)?

- 1 Jen has a new phone.
- 2 Jen doesn't have any apps on her phone.
- 3 Maya needs help with her phone.
- 4 Maya took a picture of Jen.

2 VOCABULARY: Tech features

A **1.13** Listen and repeat the words. Which words are nouns and which are verbs? You can use a dictionary or your phone to help you. Then find and underline seven of these words in the conversation in exercise 1A.

delete	device	folder	home screen	model
set up	storage	sync	try	work

B Now go to page 142. Do the vocabulary exercises for 2.2.

C **PAIR WORK** Do you agree with these statements? Discuss with your partner.

- 1 It's not fair that phones with a lot of storage are more expensive.
- 2 Phone service doesn't work very well in our city.
- 3 No one needs more than one tech device. Just a phone is enough.
- 4 It's important to sync your phone with your computer frequently.

D **PAIR WORK** Talk about the features of a phone you have or want. Which features are the best? Why? For ideas, watch Celeste's video.



What feature of her phone does Celeste talk about?



3 GRAMMAR: Present perfect with *already* and *yet*

A Circle the correct answers. Use the sentences in the grammar box to help you.

- 1 Use *already* / *yet* with things that haven't happened. It often means you expected something to happen or expect something to happen soon.
- 2 Use *already* / *yet* when something happened sooner than expected.

Present perfect with *already* and *yet*

I've already downloaded a lot of apps.	Have you tried the camera yet?
I haven't tried many of them yet.	Yes, I have.

B Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.2.

C Write sentences with the verbs so they're true for you. Use the present perfect and *already* or *yet*. Check your accuracy. Then compare with a partner.

- 1 not try to download I haven't tried to download an emoji app yet.
- 2 not use
- 3 sync
- 4 try to set up
- 5 not delete

4 SPEAKING

A Choose one of the things below or your own idea. Think about how long you've had it. What have you done with it or to it already? What haven't you done yet?

a laptop	a microwave	a power tool	a refrigerator	a tablet	a video game
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B **PAIR WORK** Take turns telling your partner about the item you chose in exercise 4A. Don't name it. Can your partner guess what it is?

I've had it for a month. I bought the newest model, and it works really well. I've already used it several times. I used it to set up my new bookcase last weekend. I haven't let anyone borrow it yet.

✓ ACCURACY CHECK

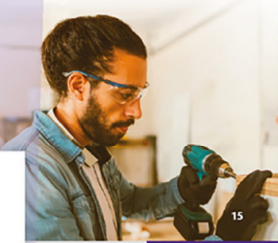
already usually comes before the past participle. *Yet* usually comes at the end of a sentence.

~~I already have downloaded the app.~~ X
I've already downloaded the app. ✓
~~I haven't synced yet my phone.~~ X
I haven't synced my phone yet. ✓

✓ ACCURACY CHECK

Already usually comes before the past participle. *Yet* usually comes at the end of a sentence.

~~I already have downloaded the app.~~ X
I've already downloaded the app. ✓
~~I haven't synced yet my phone.~~ X
I haven't synced my phone yet. ✓



Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT

Students avoid common errors in their written and spoken English.

"The presentation is very clear and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan

2.4 IT'S USELESS, RIGHT?

LESSON OBJECTIVE
■ write an ad for something you want



1 LISTENING

A Look at the picture. Do you listen to any podcasts? Which ones?

B **1.20** **LISTEN FOR EXAMPLES** Listen to Hana Sanday, a podcaster, interview Felix Moss, a collector. What item does Felix talk about? Where is it now?

C **1.20** **LISTEN FOR REASONS** Listen again. Answer the questions.

- Why has Hana invited a collector to be on her podcast?
- Why does Felix collect things from race cars?

D **PAIRWORK** **THINK CRITICALLY** Does Felix agree with Hana that his item is useless? Explain the reason he gives.

2 PRONUNCIATION: Listening for /w/ sounds between words

A **1.21** Listen to the extracts from the podcast below. Listen for the /w/ sound between the underlined words.

- Why do some people collect things? Have you ever wondered?
- Felix, most people want to get rid of old tires! Why do you want to own something like that?

B **1.22** Listen. Underline any words you hear a /w/ sound between.

- Do you and your brother like to collect things?
- He does. But I do everything I can to avoid collecting useless stuff.
- So do you ever keep things just to keep them?
- I guess I might keep a few if they're things I really like.

C Circle the correct words to complete the statement.

A /w/ sound is often used to connect two words when the first word starts / ends in an /uz/ sound and the second word starts with a consonant / vowel.

INSIDER ENGLISH

Now doesn't always mean at the moment. We can use it to introduce a topic or focus attention on what we're going to say next.

3 WRITING

A Read the online ad. What items does Emilia want? Why does she want them? What kind of personality do you think she has?

Account Ads Messages Search Post an ad

I'm looking for ...

WANTED: TRAFFIC LIGHT, 2 STOP SIGNS

I'm interested in buying a Canadian traffic light (see picture for an example). Do you have one like this? Or do you know where I can get one? Yes, I know they're on every street corner – but please don't steal one! 😊 But seriously, I want one that's legal and that works. I've checked online every day for weeks, but I haven't seen any for sale yet.


I'm also looking for two red stop signs (see picture). They can be old, but they have to be in good condition. I've seen some for sale online, but they were fake, not real ones. I want "the real thing."

You're probably wondering why I want these things. They're for a party, and after that, I'll give them to my niece. She loves stuff like this.

I'll pay a reasonable price for items in good condition. Send an email with photos, and hopefully I can give you a "greenlight" for a sale. 😊

Contact Emilia at:

[show contact info](#)

GLOSSARY
legal (adj) allowed by the law

B **WRITING SKILLS** Read the explanation about using one and ones. Then find and underline more examples in the ad. What do they refer to?

We use one (singular) and ones (plural) to avoid repeating a subject we've already mentioned. We use one and ones when it's clear what they refer to. In the question below, one = a Canadian traffic light.

REGISTER CHECK

In an ad title, you can leave out unimportant words.

WANTED: TRAFFIC LIGHT, 2 STOP SIGNS =
I want a traffic light and two stop signs.

Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT


Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to Speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.

 **TIME TO SPEAK**
Things to bring

LESSON OBJECTIVE
■ discuss items to take when you move



A DISCUSS Look at the picture. What items are in the suitcase? What type of trip do you think the person traveling is planning? Which things do you think are essential items for a trip? Which things do you think are extra or non-essential items? Why do you think the person is bringing extra items?

B RESEARCH In groups, think of a country you would like to live in for one year. You can go online to learn more about countries you would like to live in. What would you need to take with you to live in this country?


C DECIDE What essential items are you going to take to your country? Make a list of 10 items that you agree you will all take with you. Then, for each person, add one extra item to bring that is special to you.


D PRESENT Tell the class your list of essential items. Were any items on your lists similar? Did any of you choose similar "special" items to bring?


E AGREE As a class, make a list of five items that you think are essential to live in any country the class discussed. What were the reasons for choosing these items?

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

USEFUL PHRASES

**DISCUSS**
I think ... is/are essential because ...
I think ... isn't essential because ...
I think they are bringing this because ...

**DECIDE**
I think we should bring ... because ...
How long have you had your special item?
I've had it for/since ...

**PRESENT**
We chose ... because ...
We also chose ...

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Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real world strategy to help students handle unexpected conversational turns.

Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Who we are	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Information questions ■ Indirect questions 	<ul style="list-style-type: none"> ■ Describing personality ■ Giving personal information 	<ul style="list-style-type: none"> ■ Stressing new information
Unit 2 So much stuff	<ul style="list-style-type: none"> ■ Talk about things you've had for a while ■ Talk about things you own ■ Switch from one topic to another ■ Write an ad for something you want ■ Discuss items to take when you move 	<ul style="list-style-type: none"> ■ Present perfect with <i>ever, never, for, and since</i> ■ Present perfect with <i>already</i> and <i>yet</i> 	<ul style="list-style-type: none"> ■ Describing possessions ■ Tech features 	<ul style="list-style-type: none"> ■ Saying /t/ at the start of words ■ Listening for /w/ sounds
Unit 3 Smart moves	<ul style="list-style-type: none"> ■ Ask and answer questions about your city ■ Talk about how to get from one place to another ■ Ask for and give directions in a building ■ Write a personal statement for a job application ■ Give a presentation about a secret spot in your city 	<ul style="list-style-type: none"> ■ Articles ■ Modals for advice 	<ul style="list-style-type: none"> ■ City features ■ Public transportation 	<ul style="list-style-type: none"> ■ Saying consonant clusters at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 Think first	<ul style="list-style-type: none"> ■ Describe opinions and reactions ■ Make plans for a trip ■ Offer and respond to reassurance ■ Write an email describing plans for an event ■ Choose activities for different groups of people 	<ul style="list-style-type: none"> ■ <i>be going to</i> and <i>will</i> for predictions ■ <i>will</i> for sudden decisions; present continuous for future plans 	<ul style="list-style-type: none"> ■ Describing opinions and reactions ■ Making decisions and plans 	<ul style="list-style-type: none"> ■ Saying /p/ at the start of a word ■ Listening for linked sounds – final /n/
Unit 5 And then ...	<ul style="list-style-type: none"> ■ Talk about lost and found things ■ Talk about needing and giving help ■ Talk about surprising situations ■ Write a short story ■ Tell and compare stories 	<ul style="list-style-type: none"> ■ Simple past ■ Past continuous and simple past 	<ul style="list-style-type: none"> ■ Losing and finding things ■ Needing and giving help 	<ul style="list-style-type: none"> ■ Showing surprise
Unit 6 Impact	<ul style="list-style-type: none"> ■ Talk about urban problems ■ Talk about problems and solutions ■ Express concern and relief in different situations ■ Write a post giving your point of view ■ Decide if a "green" plan will work 	<ul style="list-style-type: none"> ■ Quantifiers ■ Present and future real conditionals 	<ul style="list-style-type: none"> ■ Urban problems ■ Adverbs of manner 	<ul style="list-style-type: none"> ■ Unstressed vowels at the end of a word ■ Listening for weak words
Review 2 (Review of Units 4–6)				

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

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	<ul style="list-style-type: none"> Discuss your changing tastes in music Talk about TV shows and movies Refuse invitations and respond to refusals Write a movie review Talk about changing tastes 	<ul style="list-style-type: none"> <i>used to</i> Comparisons with <i>(not) as ... as</i> 	<ul style="list-style-type: none"> Music TV shows and movies 	<ul style="list-style-type: none"> Saying /m/ in /'m/
Unit 8 Getting there	<ul style="list-style-type: none"> Talk about what you've been doing Talk about progress Catch up with people's news Write a post about managing your time Decide on better ways to use your time 	<ul style="list-style-type: none"> Present perfect continuous Present perfect vs. present perfect continuous 	<ul style="list-style-type: none"> Describing experiences Describing progress 	<ul style="list-style-type: none"> Saying /ɑ/ and /æ/ vowel sounds Listening for weak forms of <i>didn't</i>
Unit 9 Make it work	<ul style="list-style-type: none"> Talk about college subjects Discuss rules for working and studying at home Express confidence and lack of confidence Write the main part of a résumé Decide how to use your skills 	<ul style="list-style-type: none"> Modals of necessity Modals of prohibition and permission 	<ul style="list-style-type: none"> College subjects Employment 	<ul style="list-style-type: none"> Grouping words
Review 3 (Review of Units 7–9)				
Unit 10 Why we buy	<ul style="list-style-type: none"> Say what things are made of Talk about where things come from Question or approve of someone's choices Write feedback about company products Design a commercial 	<ul style="list-style-type: none"> Simple present passive Simple past passive 	<ul style="list-style-type: none"> Describing materials Production and distribution 	<ul style="list-style-type: none"> Saying /ʊ/, /aʊ/, and /ʊ/ vowel sounds Listening for contrastive stress
Unit 11 Pushing yourself	<ul style="list-style-type: none"> Talk about how to succeed Talk about imaginary situations Give opinions and ask for agreement Write a personal story Talk about a person you admire 	<ul style="list-style-type: none"> Phrasal verbs Present and future unreal conditionals 	<ul style="list-style-type: none"> Succeeding Opportunities and risks 	<ul style="list-style-type: none"> Saying /ʃ/ and /dʒ/ sounds
Unit 12 Life's little lessons	<ul style="list-style-type: none"> Talk about accidents Talk about extreme experiences Describe and ask about feelings Write an anecdote about a life lesson Plan a fun learning experience 	<ul style="list-style-type: none"> Indefinite pronouns Reported speech 	<ul style="list-style-type: none"> Describing accidents Describing extremes 	<ul style="list-style-type: none"> Saying -ed at the end of a word Listening for 'll
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152				



Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none">■ Refuse invitations; respond to a refusal Real-world strategy <ul style="list-style-type: none">■ Soften comments		Animation for all ages <ul style="list-style-type: none">■ An online article about animated movies and TV shows	A review of an animated movie <ul style="list-style-type: none">■ A movie review■ Organizing ideas	<ul style="list-style-type: none">■ Talk about how musical tastes have changed■ Compare favorite movies/TV shows■ Invite someone to an event and refuse an invitation■ Talk about humor in animated movies Time to speak <ul style="list-style-type: none">■ Discuss changing tastes in entertainment
<ul style="list-style-type: none">■ Say how long it's been; ask about someone's news; answer Real-world strategy <ul style="list-style-type: none">■ Use <i>that would be</i> to comment on something	A time-saving tip <ul style="list-style-type: none">■ A podcast interview about time management		A post about a podcast <ul style="list-style-type: none">■ A post about time management■ Time expressions	<ul style="list-style-type: none">■ Talk about what you've been doing recently■ Explain what you've been spending time on■ Talk to a friend you haven't seen for a while■ Talk about someone's new habits Time to speak <ul style="list-style-type: none">■ Prioritize tasks to improve balance
<ul style="list-style-type: none">■ Express confidence; express lack of confidence Real-world strategy <ul style="list-style-type: none">■ Focus on reasons		A job search <ul style="list-style-type: none">■ An online job ad and a résumé for the job	A résumé <ul style="list-style-type: none">■ Experiences and activities for a résumé■ How to write a résumé	<ul style="list-style-type: none">■ Talk about subjects in school that prepare you for the future■ Present rules for working or studying at home■ Discuss plans for doing challenging activities■ Identify what job an ad is for Time to speak <ul style="list-style-type: none">■ Describe skills for an ideal job
<ul style="list-style-type: none">■ Question someone's choices; approve someone's choices Real-world strategy <ul style="list-style-type: none">■ Change your mind	Not just customers – fans <ul style="list-style-type: none">■ A podcast about customers as fans		Online customer feedback about products <ul style="list-style-type: none">■ Feedback about products■ <i>However</i> and <i>although</i> to contrast ideas	<ul style="list-style-type: none">■ Describe how materials affect the environment■ Share where things you own were produced■ Talk about things you want to buy■ Talk about companies you like Time to speak <ul style="list-style-type: none">■ Discuss reasons why people buy things
<ul style="list-style-type: none">■ Ask for agreement; agree Real-world strategy <ul style="list-style-type: none">■ Soften an opinion		Outside the comfort zone <ul style="list-style-type: none">■ An online article about benefits of leaving your comfort zone	A story about a challenging new activity <ul style="list-style-type: none">■ A story about pushing yourself■ Comparing facts	<ul style="list-style-type: none">■ Talk about a failure and its effects■ Discuss what you might risk for money■ Express opinions about topics with two sides■ Talk about pushing yourself Time to speak <ul style="list-style-type: none">■ Discuss what makes people successful
<ul style="list-style-type: none">■ Describe your feelings; ask about or guess others' feelings Real-world strategy <ul style="list-style-type: none">■ End a story	Lessons learned? <ul style="list-style-type: none">■ An expert presentation about life lessons		A story about learning a lesson <ul style="list-style-type: none">■ An anecdote about a life lesson■ Using different expressions with similar meanings	<ul style="list-style-type: none">■ Talk about a small, amusing accident■ Describe an extreme experience■ Talk about emotions associated with an experience■ Talk about learning from mistakes Time to speak <ul style="list-style-type: none">■ Talk about activities to learn new skills

CLASSROOM LANGUAGE

1.02 PAIR WORK AND GROUP WORK

Choosing roles

Do you want to go first?

I'll be Student A, and you be Student B.

Let's switch roles and do it again.

Eliciting opinions

What do you think, _____?

How about you, _____?

Asking for clarification or more information

I'm not sure I understand. Can you say that again?

Does anyone have anything to add?

Completing a task

We're done.

We're finished. What should we do now/next?



CHECKING YOUR WORK

Comparing answers

Let's compare answers.

What do you have for number ... ?

I have ...

I have the same thing.

I have something different.

I have a different answer.

Offering feedback

Let's switch papers.

I'm not quite sure what you mean here.

I really like that you ...

It looks like you ...

I wondered about ...

Can you say this another way?

I wanted to ask you about ...

Let's check this one again.



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

WHO WE ARE

1



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 you're in this place talking to these people. What are you asking them? What are you telling them about yourself? For ideas, watch Andres's video.



What does Andres say about himself?

