EVOLVE

TEACHER'S EDITION

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with teacher development by Amanda French,
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ACKNOWLEDGMENTS

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Grammar and vocabulary practice

Other Student's Book pages

Photocopiable activities

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.

CAMBRIDGE

EVOLVE

STUDENT'S BOOK

Leslie Anne Hendra, Mark Ibbotson, and Kathryn O'Dell

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Experience Better Learning

Meet our student contributors ▶

Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.

ANDRES RAMÍREZ
Friendly, happy, funny
Instituto Tecnológico
de Morelia, México

BRENDA TABORA MELGAR
Honest, easygoing, funny
Centro Universitario
Tecnológico, Honduras

**ANGIE MELISSA GONZÁLEZ
CHAVERRA**
Intelligent, creative, passionate
Centro Colombo Americano,
Colombia

ANDREA VÁSQUEZ MOTA
Creative, fun, nice
The Institute, Boca del Rio,
México

CELESTE MARÍA ERAZO FLORES
Happy, special, friendly
Unitec (Universidad
Tecnológica Centroamericana),
Honduras

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.

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 it 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 on 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.

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15 TIME TO SPEAK
What makes a leader?

LESSON OBJECTIVE
- decide what makes a good leader

A **DISCUSS** Look at the pictures of the leaders on this page. What do you know about these people? In what way are they leaders?

B **RESEARCH** In pairs, talk about leaders you know and that you admire. They could be leaders of a country, a company, or a sports team, for example. You can go online to learn more about current leaders. What qualities make these leaders great?

FIND IT

C **DECIDE** In groups, talk about the leaders that you know or learned about, and the qualities you think are important. Imagine that you are going to choose someone to be your class president. Decide who you would choose to lead your class and why.

D **PRESENT** As a group, present your choice for class president to the class. Explain why you chose this person and why you think he or she is best for the job.

E **AGREE** As a class, take a vote on who you want to choose for your class's president. What quality of this leader was the most important to you?

Jack Ma

Carmen Aristegui

Nelson Mandela

Serena Williams

To check your progress, go to page 153.

USEFUL PHRASES

DISCUSS
Do you know who this is?
Which one is he/she?
I think this is …
He/She is the …

DECIDE
Who did you learn about?
This person is a good leader because he/she is …
Who is the best one?
So, do we all agree?

PRESENT
We decided that … should be our president, because …
We chose him/her because …

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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.

Designed for success

A safe speaking environment is one that helps to relieve the anxiety that many students feel about speaking. It's an environment where producing the language is not an end in itself, but more a "tool" in which they can practice speaking English while achieving a collaborative goal.

EVOLVE's Time to speak lessons offer teachers the opportunity to create a safe speaking environment, and the teacher's notes provide the support to help them do this.

Time to speak teacher's notes

The teacher's notes offer a step-by-step guide to all elements of the lesson, including classroom and time management.

1.5 TIME TO SPEAK
What makes a leader?

LESSON OBJECTIVE
- decide what makes a good leader

Time on each stage

- **Introduce the task** Aim: Introduce the concept of leadership.
- On the board, write *Leader*. Ask *What words describe leaders?* Give Ss one minute to write as many words as they can. Tell them to save their lists to use later in the lesson.
- Direct Ss' attention to the **Useful phrases** section at the bottom of the page. Remind them that they can use these as they do the lesson.

A DISCUSS **Do the task** Aim: Ss look at pictures and discuss what they know about these leaders.
- Direct Ss to look at the photos of famous leaders.
- Ask volunteers to identify each one and say anything that they know about them.

B RESEARCH Aim: Ss identify and share information about a leader they admire and explain why that person is a great leader.
- Read the instructions aloud.
- PAIR WORK In pairs Ss talk about leaders they know and decide what qualities make these leaders great.
- **OPTIONAL ACTIVITY** If possible, let Ss use their phones to find more information about current leaders and share what they learn with their partner.

C DECIDE Aim: Ss talk about the qualities of a good leader. They decide on a class president.
- Read the instructions aloud.
- INDIVIDUALLY Remind Ss of the words they wrote down during the introduction to the lesson. If possible, let Ss use a dictionary or their phones to look up more words, as needed.
- GROUP WORK Encourage Ss to write down their reasons for choosing that person and practice how they will present this to the class.
- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.

D PRESENT Aim: Groups present and explain their choice for a class president.
- Read the instructions aloud.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, such as good use of unit vocabulary, interesting questions, and natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E AGREE Aim: Ss vote on a class president and discuss their reasons.
- Have a vote on the class president and write the results on the board.
- Discuss what quality of this leader was the most important.

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

PROGRESS CHECK
- Direct students to page 153 to check their progress.
- Go to page T-153 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.
1 For Teacher Development Activity 1, how effective was the demonstration? Would you do anything differently next time?
2 While you monitored the "Checklist" discussion in Teacher Development Activity 2, what questions did students ask you about the email task?
3 Why is *Do you understand?* an ineffective way to check if students understood your instructions?
4 When students demonstrate a task, teachers could ask them to stand up at their desks, remain seated, or come to the front. What would work best in your classroom?
5 Would you use any of these methods to check your instructions? Why or why not?
- Asking for examples: e.g., *Let's do the first question together.*
- Asking a student to repeat the instructions in front of the class.
- Asking pairs to repeat the instructions to each other.
- Using response cards: Each student shows a question card or a check card to show whether they understood your instructions.

T-10

"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."

Salvador Coyotecatl Sánchez, Teacher, Mexico

- An illustrated indicator shows the recommended portion of class time for each activity in the lesson.

- The notes provide tips on:
  – giving students preparation time before they speak
  – monitoring
  – how and when to give feedback
  – giving positive feedback
  – error correction

"Students who are usually shy now speak naturally because they have more time to develop their speaking."

María Azucena Rivera, Teacher, Mexico

Integrated teacher development

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

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

Each theme is divided into manageable strategies that 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 on 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 more information, see page T-xxiv in this book.

Cambridge Dictionary

Make your words meaningful

Free, high-quality, corpus-informed dictionaries and language learning resources are available online at **dictionary.cambridge.org.** The dictionary definitions are written especially for learners of English, the site is optimized for smartphones, and you can also join our Cambridge Dictionary communities on Facebook, Twitter, Instagram and YouTube. The only dictionary site you need to recommend to your learners!

For students

Student's Book

- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant functional and real-world strategies
- Optional videos of real students as language models accessible via QR code
- Optional phone activities in each unit

Also available:

Student's Book, A and B versions
with Practice Extra
with Practice Extra, A and B versions
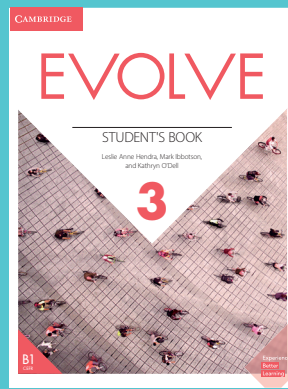
Workbook

- Comprehensive practice and consolidation of new language in every unit
- Downloadable Workbook audio
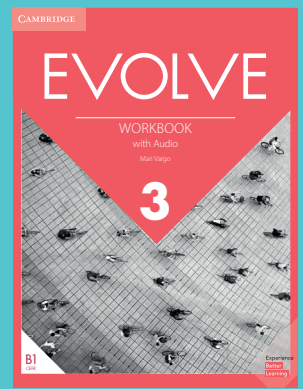
Also available:

Workbook with Audio, A and B versions

Practice Extra

- Bite-sized homework activities for study at home or on the go
- Mobile-friendly and also accessible on tablets and desktops
- Allows teachers to easily track students' performance
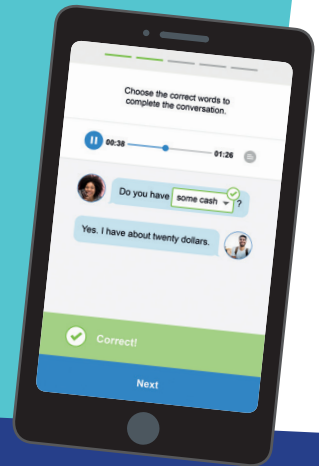
For teachers

Teacher's Edition with Test Generator

Supports teachers in facilitating student-centered lessons

- Includes homework ideas, mixed-ability activities, extra activities, and grammar and vocabulary support
- Integrates a Teacher Development Program into the teacher's notes
- Offers photocopiable worksheets, answer keys, audio scripts, and much more
- Offers ready-made tests as well as question bank for the creation of custom tests

Presentation Plus

- Contains the Student's Book and Workbook for whiteboard presentation, with integrated mark-up tools, answer keys, audio, and video
- Quick access to the full class audio program, video program, and games
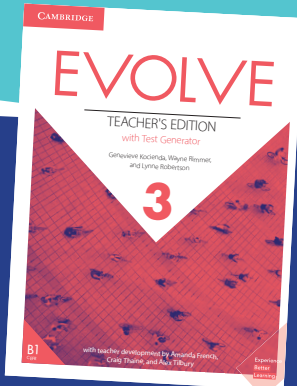
Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include a drama series and short documentaries.
- Worksheets exploit the videos in class.
- Teacher development opportunities and teacher tips for using video in the classroom
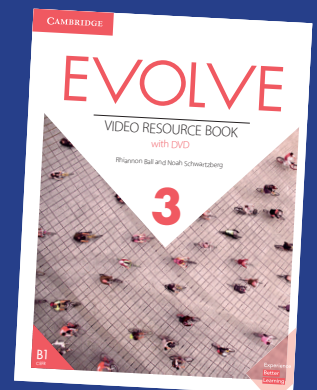
Class Audio CDs

- Contain all Student's Book audio tracks

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	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 **Who we are**	■ 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	■ Information questions ■ Indirect questions	■ Describing personality ■ Giving personal information	■ Stressing new information
Unit 2 **So much stuff**	■ 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	■ Present perfect with *ever, never, for,* and *since* ■ Present perfect with *already* and *yet*	■ Describing possessions ■ Tech features	■ Saying /t/ at the start of words ■ Listening for /w/ sounds
Unit 3 **Smart moves**	■ 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	■ Articles ■ Modals for advice	■ City features ■ Public transportation	■ Saying consonant clusters at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 **Think first**	■ 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	■ *be going to* and *will* for predictions ■ *will* for sudden decisions; present continuous for future plans	■ Describing opinions and reactions ■ Making decisions and plans	■ Saying /p/ at the start of a word ■ Listening for linked sounds – final /n/
Unit 5 **And then …**	■ Talk about lost and found things ■ Talk about needing and giving help ■ Talk about surprising situations ■ Write a short story ■ Tell and compare stories	■ Simple past ■ Past continuous and simple past	■ Losing and finding things ■ Needing and giving help	■ Showing surprise
Unit 6 **Impact**	■ 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	■ Quantifiers ■ Present and future real conditionals	■ Urban problems ■ Adverbs of manner	■ 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
■ Make introductions; say how you know someone; end a conversation **Real-world strategy** ■ Meet someone you've heard about		**We're family!** ■ An email to a cousin in a different country	**A message introducing yourself** ■ An email to a relative in another country ■ Paragraphs	■ 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** ■ Decide what makes a good leader
■ Introduce new topics; change the subject; stay on track **Real-world strategy** ■ Use short questions to show interest	**It's useless, right?** ■ A podcast interview with a collector		**An online advertisement** ■ An ad requesting something you want ■ *one* and *ones*	■ 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** ■ Discuss things to take in a move
■ Ask for directions; give directions **Real-world strategy** ■ Repeat details to show you understand		**Maybe you can help** ■ An ad for volunteer jobs	**A volunteer application** ■ A personal statement for an application ■ Checking punctuation, spelling, and grammar	■ 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** ■ Discuss "secret spots" in your city
■ Offer reassurance; respond to reassurance **Real-world strategy** ■ Use *at least* to point out the good side of a situation	**Business and pleasure** ■ Colleagues discuss plans for a fun event for students		**An email with an event schedule** ■ An email describing plans for an event ■ Linking words to show order	■ 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** ■ Plan a "microadventure"
■ Give surprising news; react with surprise **Real-world strategy** ■ Repeat words to express surprise		**Storytelling** ■ An article about how to tell a good story	**A true story** ■ A story ■ Expressions for storytelling	■ 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** ■ Share "amazing but true" stories
■ Express concern; express relief **Real-world strategy** ■ Use *though* to give a contrasting idea	**Beating the traffic** ■ A podcast about drone deliveries		**Online comment reacting to a podcast** ■ Comment about a podcast ■ Using questions to make points	■ Discuss the impact of urban problems ■ Talk about city problems and solutions ■ Talk about worrisome situations ■ Evaluate someone's ideas **Time to speak** ■ Discuss making cities "green"

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 **Entertain us**	■ 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	■ *used to* ■ Comparisons with *(not) as … as*	■ Music ■ TV shows and movies	■ Saying /m/ in *I'm*
Unit 8 **Getting there**	■ 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	■ Present perfect continuous ■ Present perfect vs. present perfect continuous	■ Describing experiences ■ Describing progress	■ Saying /ɑː/ and /æ/ vowel sounds ■ Listening for weak forms of *didn't*
Unit 9 **Make it work**	■ 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	■ Modals of necessity ■ Modals of prohibition and permission	■ College subjects ■ Employment	■ Grouping words
Review 3 (Review of Units 7–9)				
Unit 10 **Why we buy**	■ 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	■ Simple present passive ■ Simple past passive	■ Describing materials ■ Production and distribution	■ Saying /u/, /aʊ/, and /ʊ/ vowel sounds ■ Listening for contrastive stress
Unit 11 **Pushing yourself**	■ 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	■ Phrasal verbs ■ Present and future unreal conditionals	■ Succeeding ■ Opportunities and risks	■ Saying /ʃ/ and /ʤ/ sounds
Unit 12 **Life's little lessons**	■ Talk about accidents ■ Talk about extreme experiences ■ Describe and ask about feelings ■ Write an anecdote about a life lesson ■ Plan a fun learning experience	■ Indefinite pronouns ■ Reported speech	■ Describing accidents ■ Describing extremes	■ 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
■ Refuse invitations; respond to a refusal **Real-world strategy** ■ Soften comments	**Animation for all ages**	**Not just for kids** ■ An online article about animated movies and TV shows	**A review of an animated movie** ■ A movie review ■ Organizing ideas	■ 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** ■ Discuss changing tastes in entertainment
■ Say how long it's been; ask about someone's news; answer **Real-world strategy** ■ Use *that would be* to comment on something	**A time-saving tip** ■ A podcast interview about time management		**A post about a podcast** ■ A post about time management ■ Time expressions	■ 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** ■ Prioritize tasks to improve balance
■ Express confidence; express lack of confidence **Real-world strategy** ■ Focus on reasons		**A job search** ■ An online job ad and a résumé for the job	**A résumé** ■ Experiences and activities for a résumé ■ How to write a résumé	■ 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** ■ Describe skills for an ideal job
■ Question someone's choices; approve someone's choices **Real-world strategy** ■ Change your mind	**Not just customers – fans** ■ A podcast about customers as fans		**Online customer feedback about products** ■ Feedback about products ■ *However* and *although* to contrast ideas	■ 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** ■ Discuss reasons why people buy things
■ Ask for agreement; agree **Real-world strategy** ■ Soften an opinion		**Outside the comfort zone** ■ An online article about benefits of leaving your comfort zone	**A story about a challenging new activity** ■ A story about pushing yourself ■ Comparing facts	■ 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** ■ Discuss what makes people successful
■ Describe your feelings; ask about or guess others' feelings **Real-world strategy** ■ End a story	**Lessons learned?** ■ An expert presentation about life lessons		**A story about learning a lesson** ■ An anecdote about a life lesson ■ Using different expressions with similar meanings	■ 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** ■ Talk about activities to learn new skills

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 on 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 that involve information sharing and decision making.

UNIT OPENING PAGE

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

Striking images
- get students talking

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

The page shown contains:

UNIT OBJECTIVES
- talk about urban problems
- talk about problems and solutions
- express concern and relief in different situations
- write a post giving your point of view
- decide if a "green" plan will work

IMPACT
6

START SPEAKING

A   What's happening in the picture? How do you feel about projects like this?

B   Talk about different ways this project is having an effect on the city and its people. Do you think this impact is mostly positive or negative?

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

REAL STUDENT — *What is happening in Brenda's city?*

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LESSON 1

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

Vocabulary
- is presented in context and through definitions

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

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

The lesson page shown contains:

6.1   MOVING TO A MEGACITY

LESSON OBJECTIVE
- talk about urban problems

1   LANGUAGE IN CONTEXT

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

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

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

I'm Dan. I just moved from Barrow, Alaska, to Los Angeles, California for college. I'm a small-town boy writing about big-city life for students like me!

L.A. Update!
I've been in my city for two weeks now. Living in Los Angeles has been a really big change. Here are some things I never had to worry about in Alaska:
Pollution: There's so much traffic, and it makes the air so dirty. Plus, there's smoke in the air from factories. And since I arrived, there's been almost no wind, so the air is never really clean.
Concrete: Sometimes I see a few trees and a little grass here and there, but almost all of the land between buildings is concrete. Sometimes there is graffiti on the buildings, too, which I don't like.
Noise: I expected a lot of noise during the day, but I'm really surprised how much noise there is at night. In Alaska, there's almost none. Here, I wake up several times a night.
Crowds: L.A. is a megacity (more than 10 million people). Because it's so crowded, there's very little space. But I love living close to so many people. There's stuff happening all the time.
Heat: It's a lot hotter here than in Alaska. I actually like that – but I need to buy some cooler clothes!

2   VOCABULARY: Urban problems

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

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

Cities are full of cars, so there's often ¹_____ on the roads. This often leads to a ²_____, which means delays. The cars cause ³_____, along with the ⁴_____ from factories, and dirty ⁵_____ is bad for our health. You can also hear the ⁶_____ of the traffic all over the city.

Cities can be ugly, too. Most of the ⁷_____ has high-rise buildings and ⁸_____ sidewalks on it. And when people share the same ⁹_____, they produce tons of garbage. Some people leave their ¹⁰_____ on the street. There's ¹¹_____ on some buildings, and even if it looks nice, business owners usually don't like it.

B   ▶ Now go to page 146. Do the vocabulary exercises for 6.1.

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C   **PAIR WORK** Which urban problems does your city or town have? For ideas, watch Angie's video.

REAL STUDENT — *What problem does Angie talk about?*

3   GRAMMAR: Quantifiers

A   Circle the correct answers. Use the sentences in the grammar box to help you.
1   With quantifiers like *a few, several,* and *so many,* use **count nouns / non-count nouns.**
2   With quantifiers like *a little, very little,* and *so much,* use **count nouns / non-count nouns.**
3   Some quantifiers, like **a lot of / a few,** can be used with both count and non-count nouns.

Quantifiers

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

B   ▶ Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.

C   Circle the correct answers. Sometimes both are possible. Then check (✓) the ones that are true for you and share your answers with a partner.
- [ ] 1   I had several good *meals / food* on my last vacation.
- [ ] 2   I saw almost no *cars / traffic* on my way home yesterday.
- [ ] 3   My home has several large *windows / glass.*
- [ ] 4   I've already finished almost all of *my exercises / work* for the week.
- [ ] 5   I'm really busy these days – I have so little *days / time* off.

D   **PAIR WORK** Complete these sentences so they're true for your city. Check your accuracy. Then share them with a partner. Do you agree?
1   There are several …   3   There are very few …
2   There's so much …   4   There's / There are almost no …

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

4   SPEAKING

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

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

Graffiti is a problem, but it's not going to hurt anybody.

Yeah. I worry more about pollution. That will make the air hard to breathe for a long time.

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

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Accuracy check

INSIGHT	CONTENT	RESULT
Some common errors can become fossilized if not addressed early on in the learning process.	*Accuracy check* highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.	Students avoid common errors in their written and spoken English.

LESSON 2

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

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

Notice features
- contain important language information

6.2 INTELLIGENT SOLUTIONS

LESSON OBJECTIVE
- talk about problems and solutions

1 LANGUAGE IN CONTEXT

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

B 🔊 1.50 Read and listen to the radio show. What three problems do the people talk about?

C 🔊 1.50 Read and listen again. What are the solutions to the problems?

🔊 1.50 Audio script

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

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

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

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

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

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

INSIDER ENGLISH

We use *think twice* to mean think about something again, more carefully.

2 VOCABULARY: Adverbs of manner

A 🔊 1.51 Listen and repeat the words. Which words are positive? negative? neutral? Then find and underline five of the words in the conversation in exercise 1B.

angrily	beautifully	calmly	clearly	completely	correctly
dangerously	loudly	politely	quietly	safely	

B **PAIR WORK** Ask and answer the questions.
1 Do you play music loudly or quietly?
2 How should people explain things to children?
3 Who do you know that drives safely? Dangerously?
4 When is it important to do something correctly?

C ▶ Now go to page 146. Do the vocabulary exercises for 6.2.

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3 GRAMMAR: Present and future real conditionals

A (Circle) the correct answers. Use the sentences in the grammar box to help you.
1 For present real conditionals, use the **simple present** / **simple past** for the condition and the result.
2 For future real conditionals, use **the simple present** / *will* for the condition and **the simple present** / *will* for the result.

Present and future real conditionals

Present real conditionals
If there **is** a lot of garbage in the street, people often **leave** more trash there.
When you **speak** angrily to noisy neighbors, they **just keep** making noise.

Future real conditionals
If you **explain** your feelings clearly, they **will understand**.
If you **make** a special area for graffiti, people **won't paint** on other buildings.

B ▶ Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.2.

C Complete the sentences with your opinion. Use the simple present or the future with *will*.
Present Situations:
1 If people throw trash in the street, _____ .
2 When people talk loudly, _____ .
3 I speak politely when _____ .

! The order can change. There is no comma when the *if* clause is second.
They will understand if you explain your feelings clearly.

Future Situations:
4 If a store clerk speaks angrily, _____ .
5 I won't listen to you if _____ .
6 If I don't do the exercise correctly, _____ .

D **PAIR WORK** Share your answers from exercise 3C. Were any of your answers similar?

4 SPEAKING

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

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

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

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

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

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

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

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

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.

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

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6.3 BREAKDOWN

LESSON OBJECTIVE
- express concern and relief in different situations

1 FUNCTIONAL LANGUAGE

A 🔊 1.52 Look at the picture. What can cause a traffic jam? Then read and listen. Who helped the people on the bus?

🔊 1.52 Audio script

A I'm really happy you made it home. **Are you all right?**
B Yeah, I'm fine.
A **I'm so relieved.**
B I can't believe my bus broke down in the middle of the longest tunnel in the city!
A I know. I saw it on the local news before you texted me. At first, they said the bus was on fire. **I was really worried!** Then they said there was no fire, just a lot of smoke.
B It's true there was a lot of smoke.

A **Was everyone OK?**
B Yes. No one was hurt.
A **I'm glad to hear that.**
B Yeah, and the bus driver was great. She helped everyone stay calm until the police came. Then we all walked out of the tunnel, and they put us on another bus.
A **What a relief!** I'm glad it's over. And I'm glad I wasn't in the traffic jam behind your bus!

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

Expressing concern	Expressing relief
Are you ¹_____?	I'm so ⁴_____.
I was ²_____!	I'm glad ⁵_____.
Is/Was ³_____?	What ⁶_____!
Is anything wrong?	That's such a relief.

C 🔊 1.53 Put the conversation in the correct order from 1 to 4. Then listen and check.
___ Where are you? You're late. Is anything wrong?
___ That's such a relief. I was really starting to worry.
___ No. Everything's fine. I just had to buy a few things at the market.
___ Hi, Mom. It's Kerry.

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2 REAL-WORLD STRATEGY

A 🔊 1.54 Listen to a conversation between Ruby and her friend Marina. What did Marina do this morning? Was she successful?

B 🔊 1.54 Read the information in the box about using *though* to give a contrasting idea. Then listen again. What is Marina's contrasting idea? What did she say before that?

USING *THOUGH* TO GIVE A CONTRASTING IDEA
We can use *though* when we say something that contrasts an idea that was already said. It goes at the end of a sentence, after a comma.
Was everyone OK?
*Yes. No one was hurt. It was a dangerous situation, **though**.*

C 🔊 1.55 Listen to another conversation and complete the contrasting idea. Then practice with a partner.
A Did you go to the street festival last night? I heard there were some problems.
B Yeah. It was really crowded, and some people fell down. Two people were hurt and had to go to the hospital. I was ¹_____, ²_____.
A I'm so relieved! I was really worried.

D ▶ PAIR WORK Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 PRONUNCIATION: Saying unstressed vowels at the end of a word

A 🔊 1.56 Listen. Focus on the sound of the letter *y* at the end of the words in bold.
1 really   I was **really** worried.   2 worry   I was starting to **worry**.

B 🔊 1.57 Listen. Focus on the words in bold. Does the speaker say the final vowel sound clearly? Write *Y* (*Yes*) or *N* (*No*).
1 ___ Please walk **calmly** to the front of the train.   3 ___ Did you enter the password **correctly**?
2 ___ Please fill out the form **clearly**.   4 ___ Did everyone arrive **safely**?

C Practice the conversation with a partner. Does your partner say the final vowel sounds clearly?
A Where have you been? I was starting to **worry**.
B There was a huge accident. The road was **completely** blocked.
A Well I'm just glad you got home **safely**.

4 SPEAKING

A PAIR WORK Choose one of the situations below. Student A: Ask about the situation and express concern and relief. Student B: Answer questions and explain everything is OK. Include a contrasting idea.
- There was a flood in your neighborhood.
- There was a problem at your soccer game.
- You had a very important exam today.
- Your pet disappeared a few days ago.

I heard there was a flood in your neighborhood. Is everyone OK?
Yes, we're all OK, thanks. It was pretty scary, though.

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

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Functional language charts
- highlight and categorize key phrases for students to practice

Speaking
- provides controlled and freer practice of functional language

Pair work practice
- gives students extra productive practice of new language

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

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.

LESSON 4

Think critically
- encourages students to discuss and engage with the topic

Authentic reading texts
- appear in six units of the book

Model writing texts
- provide a model for students to analyze

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

9.4 A JOB SEARCH

LESSON OBJECTIVE
- write the main part of a résumé

1 READING

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

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

CareerQuest.com
Local Jobs Search Jobs Events Résumé Help Join Log In

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

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

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

APPLY NOW

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

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

EXPERIENCE

B READ FOR DETAILS Read both texts. Answer the questions.
1 What kind of person does the employer want to hire?
2 If the person is hired, when will he or she have to work?
3 Compare Jacob's profile with the qualifications needed. Do you think he should apply for the job?

C PAIR WORK THINK CRITICALLY Look at the first text again. What do you think the job is? You can think of several possibilities.

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2 WRITING

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

EXPERIENCE
Teacher's Assistant, Fairmount High School, Denver, CO
- Help plan and teach business and English classes to students in grades 10–12
- Organize classroom projects and day trips for the students
Barista, Carlo's Coffee, Denver, CO
- Prepared hot and cold drinks for customers
- Cleaned machines, work areas, and customer seating areas

EDUCATION
- Bachelor of Arts in Education, University of Colorado Boulder

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

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

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

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

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

WRITE IT

C Write the main part of a résumé. Begin with EXPERIENCE and end with ACTIVITIES. You can include real information or make it up. Follow the rules in exercise 2B and use parallel structures under each heading.

D PAIR WORK Exchange résumés with a partner. Ask your partner about one item from each of their resume sections: Experience, Education, Skills, and Activities. Do you have anything surprising in common?

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

Glossary
- encourages students to improve dictionary skills

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

---

6.4 BEATING THE TRAFFIC

LESSON OBJECTIVE
- write a post giving your point of view

1 LISTENING

A Look at the picture of the drone delivering a package. What types of things do you think a drone can – and can't – deliver?

B 1.58 LISTEN FOR GIST Listen to Doug's podcast. What is his interview with Elsa about?
a how quickly drones can deliver packages
b how drones can reduce traffic problems
c how drones can cause problems for cities

C 1.58 LISTEN FOR SPECIFIC INFORMATION Listen again. How does Elsa think drones will fix these problems: traffic, pollution, and noise?

2 PRONUNCIATION: Listening for weak words

A 1.59 Listen to the extracts from the podcast below. Circle the words that aren't fully pronounced.
1 Traffic! It can cause a lot of problems …
2 And who better to discuss the topic …
3 But they're a lot quieter than trucks.

B 1.60 Listen. Write the missing words.
1 Won't there be _____ accidents?
2 Drones are more useful _____ I thought.
3 And drones usually use batteries, so they cause almost no pollution compared _____ delivery trucks.

C Complete the statement.
The words *than, of,* and *to* are often *stressed / reduced* in fluent speech.

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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

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Register check

INSIGHT	CONTENT	RESULT
Teachers report that their students often struggle to master the differences between written and spoken English.	*Register check* draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.	Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

LESSON 5

Whole class speaking lessons
- provide an opportunity for extensive speaking practice
- is student-focused, with the teacher as facilitator
- recycles the unit language

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

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

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

Progress checks
- appear in the back of the book
- help students evaluate their progress from the unit and prove what they have learned
- can be used in class or for homework

6.5 TIME TO SPEAK
If everyone plants something …

LESSON OBJECTIVE
- decide if a "green" plan will work

A **DISCUSS** Look at the picture. What is unusual about the roofs of these city buildings? Do you think this is a good idea? Why or why not?

B **RESEARCH** Why is it good to have a lot of trees and plants in a city? In small groups, think of different benefits. Look at the ideas below to help you. You can go online for more ideas.

FIND IT

| heat | noise | pollution | shade | the air | visual impact | wildlife |

C **ROLE PLAY** Imagine you're city planners, and you're thinking about putting plants on every building in your city. In small groups, discuss the problems you'll have if you do this, and possible solutions to those problems.

> If the city buys all the plants, it'll be too expensive. So community members will have to buy them.

> But if they have to pay, they won't do it.

> If they want, they can buy smaller plants. That won't be too expensive.

D **PRESENT** Explain your group's ideas to the class.

E **DECIDE** Think about the benefits you researched in part B and the problems and solutions everyone presented in part D. As a class, decide whether your city should put plants on all rooftops.

≫ To check your progress, go to page 154. ≫

USEFUL PHRASES

DISCUSS
It looks amazing.
It looks strange.
It looks real.
It's a great idea.
I'm not sure about it.

RESEARCH
That's true, but …
Well, it also …
So, you're saying …
But then …

ROLE PLAY
If we … , we'll have to …
People will/won't …
I (don't) think … will …

DECIDE
I (don't) think it will work.
I (don't) think we can …
We'll need to …
It will be too …

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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 colleagues 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 has analyzed research on teacher development worldwide in order to determine the key factors that make a teacher development program successful. We have identified seven principles that lie at the heart of effective teacher development programs. The Cambridge Teacher Development approach states that successful development programs should be:

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

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

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

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

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

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

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

TEACHER DEVELOPMENT IN EVOLVE

How does EVOLVE Teacher Development meet INSPIRE principles?

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

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

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

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

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

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

B1 SYLLABUS

Strategy 1: Classroom management – Checking understanding	Strategy 2: Teaching grammar	Strategy 3: Developing learners' range in spoken language
Unit 1: Checking understanding of instructions* • Using students to demonstrate tasks • Using a checklist	**Unit 2: Focusing on meaning and use*** • Recognizing grammatical contrasts • discussing contrasting sentences	**Unit 3: Language substitution** • Singular/plural substitution • Substituting word forms
Unit 4: Checking understanding of vocabulary* • finding out what students already know • Using personalized contexts	**Unit 5: Noticing grammar in texts** • Finding and categorizing examples of grammar in a text • Drawing timelines to match sentences	**Unit 6: Providing models** • The teacher's model • A model with a strong student
Unit 7: Checking understanding of grammar* • Getting students to ask checking questions • Encouraging self and peer correction	**Unit 8: Focusing on form*** • Ordering words to make sentences • Eliciting forms and labeling the parts	**Unit 9: Creating dialogues** • Dialogue ordering • Dialogue building
Unit 10: Checking understanding of texts* • Involving more students in the checking stage • Helping students access a topic	**Unit 11: Personalizing practice** • completing sentence stems • introducing the "read – look up – say" technique	**Unit 12: Giving feedback*** • Different ways of giving feedback • Feedback on different kinds of language

*These items are linked to Cambridge English Teacher qualifications objectives.

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.

GETTING THERE

8

TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Focusing on form

Form is an essential counterpart to meaning. Students need to know not only what grammar structures mean but also how they're made up. In this unit, we explore techniques that aim to actively involve students in manipulating, analyzing, and describing grammatical forms.

Order and notice (Activity 1): Ss put words in order to make well-formed sentences. Then the teacher guides Ss to notice significant features of form. You will have the opportunity to try this in Lesson 8.1.

Elicit and label (Activity 2): The teacher works with Ss to make negative and question forms from a positive sentence and to label the parts of the structures. You can try this in Lesson 8.2.

To find out about common learner problems with the present perfect, including problems with form, see chapter 16 of Martin Parrott's *Grammar for English Language Teachers* (Second Edition), pp. 242–245. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *time management*. Ask volunteers what they think it means (*the way you organize your schedule and how you use your time*). Ask *Are you good at time management? Is your schedule the same every day? Do you use a calendar or journal to help you remember all the things you have to do?* Tell Ss that in this unit they will think about how people use their time.

UNIT OBJECTIVES

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

START SPEAKING

A **Ss look at the picture. Read the instructions aloud. Volunteers say all of the things the people are doing. Write their responses on the board for Ss' reference.**
- As a class, brainstorm other daily/weekly activities that Ss do. Write them on the board for Ss' reference.
- In pairs, Ss discuss the question.
- Ss share their partner's answers with the class.

B **Read the instructions and bullet points aloud. Model the task by saying answers that are true for you.**
- In pairs, Ss discuss the topics.
- Ss share their ideas with the class.

C **Read the instructions aloud. Allow Ss time to think about their answers.**
- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they would do the same things as Andres.

REAL STUDENT

Hi. I'm Andres. With two extra hours, I would spend them at home. I'm always busy at school, and sometimes I don't have time for me. I think going to the movies or playing video games is never too much.

EXTRA ACTIVITY

Conduct a class survey. On the board, write a three-column chart with the bullet points from exercise B as the headings. First ask Ss to predict in which column MOST Ss will put each activity. Point to each of the activities that you wrote on the board during exercise A. Ask Ss which column they would put each in and write their responses on the board. Tally their responses for each column. Discuss whether Ss' predictions were correct.

T-75

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 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 at **www.cambridge.org/evolve**. 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.

TEACHER DEVELOPMENT ACTIVITY 1

Sentence stems

This activity helps Ss to personalize language and encourages meaningful conversations.

- Use exercise 3D but offer more sentence stems using phrasal verbs from the lesson, e.g.:
  - *At the moment, I'm working at … I'd like to give up …*
  - *I can't figure out … I think it would be interesting to set up …*
- Ss choose three or four stems and use them to write sentences. They should choose (or create) stems that are relevant to their own life experiences.
- Nominate a S to read aloud one of their sentences and ask follow-up questions. Then give a sentence of your own and invite the class to ask you questions about it. Emphasize how each sentence can be used as a starting point for an interesting conversation.
- Ss converse in small groups. Set a minimum time limit for the conversations. Find out which group can keep going the longest!

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.

TEACHER DEVELOPMENT REFLECTION

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

1　How many stems did you offer students in Teacher Development Activity 1? How easy did students find it to personalize these? Did all students write the same number of sentences, or were there differences? If there were differences, why was this?

2　The activity also aims to encourage conversation by demonstrating, giving a minimum time limit, and introducing a competitive element. Were these methods effective? Why or why not? What else could you do to encourage students to develop conversations from sentences?

3　Teacher Development Activity 2 introduced students to the "read, look up, and say" technique. Did you find it easy to demonstrate this technique? Were all the students happy to use it? Why or why not?

4　If students asked you, what would you say are the benefits of this technique, rather than simply reading sentences aloud from the page?

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

PRONUNCIATION SUPPORT

Overview of Pronunciation sections

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

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

Productive pronunciation (saying sounds)

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

Receptive pronunciation (listening for sounds)

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

Use your students' first language

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

You are a pronunciation role model

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

Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

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

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

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

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

Use a dictionary and draw symbols. Use a dictionary to check which syllable is stressed in a word. The stress is usually marked by 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., *succ·essful*. Encourage students to use stress dots when recording new words in their vocabulary notebooks.

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

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

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

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

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

GLOSSARY

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

Consonant clusters a group of consonant sounds with no vowel sounds, e.g., /str/ at the beginning of *street*

Deleted sounds the syllables we don't pronounce

Linking sounds the way two or more words flow together and sound like one word

Voiced sounds the sounds that are produced with a vibration, e.g., /v/

Word stress the syllables we say a bit longer and louder than the other syllables in a word

Weak forms the syllables we don't stress in a word