

CAMBRIDGE

# EVOLVE

---

## STUDENT'S BOOK

Ben Goldstein and Ceri Jones

# 4

**B1+**  
CEFR

Experience  
Better  
Learning



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/9781108405317  
© Cambridge University Press 2019

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press.

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 978-1-108-40531-7 Student’s Book
- ISBN 978-1-108-40509-6 Student’s Book A
- ISBN 978-1-108-40923-0 Student’s Book B
- ISBN 978-1-108-40532-4 Student’s Book with Practice Extra
- ISBN 978-1-108-40510-2 Student’s Book with Practice Extra A
- ISBN 978-1-108-40925-4 Student’s Book with Practice Extra B
- ISBN 978-1-108-40901-8 Workbook with Audio
- ISBN 978-1-108-40874-5 Workbook with Audio A
- ISBN 978-1-108-41194-3 Workbook with Audio B
- ISBN 978-1-108-40518-8 Teacher’s Edition with Test Generator
- ISBN 978-1-108-41071-7 Presentation Plus
- ISBN 978-1-108-41204-9 Class Audio CDs
- ISBN 978-1-108-40795-3 Video Resource Book with DVD
- ISBN 978-1-108-41449-4 Full Contact with DVD
- ISBN 978-1-108-41155-4 Full Contact A with DVD
- ISBN 978-1-108-41417-3 Full Contact B with DVD

Additional resources for this publication at [www.cambridge.org/evolve](http://www.cambridge.org/evolve)  
Cambridge University Press has no responsibility for the persistence or accuracy  
of URLs for external or third-party internet websites referred to in this publication,  
and does not guarantee that any content on such websites is, or will remain,  
accurate or appropriate. Information regarding prices, travel timetables, and other  
factual information given in this work is correct at the time of first printing but  
Cambridge University Press does not guarantee the accuracy of such information  
thereafter.



# ACKNOWLEDGMENTS

**To our student contributors, who have given us their ideas and their time, and who appear throughout this book:**

Andres Ramírez Fabian, Mexico; Alessandra Avelar, Brazil; Nicolle Juliana Torres Sierra, Colombia; Ouattara Maryne Soukeina, USA; Seung Geyong Yang, South Korea; Tayra Laritza Lacayo Sanchez, Honduras.

## Author

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

## Text

p. 54: Logo of Social Bite. Copyright © Social Bite Fund. Reproduced with kind permission; p. 55: Logo of World Wildlife Fund. Copyright © 1986 Panda symbol WWF – World Wide Fund for Nature. Reproduced with kind permission; p. 55: Logo of Doctors Without Borders. Copyright © Doctors Without Borders/Médecins Sans Frontières (MSF). Reproduced with kind permission; p. 60: Text about The City Repair Project. Reproduced with kind permission of The City Repair.

## Photographs

B = Below, BC = Below Centre, BG = Background, BL = Below Left, BR = Below Right, CL = Centre Left, CR = Centre Right, TC = Top Centre, TL = Top Left, TR = Top Right.

The following photographs are sourced from Getty Images.

p. xvi (TR): asiseeit/E+; p. xvi (BL): vlada\_maestro/iStock/Getty Images Plus; p. 1, p. 36 (BR): Chris Ryan/Caiaimage; p. 2 (photo a): Nicola Tree/The Image Bank; p. 2 (photo b): PeopleImages/iStock/Getty Images Plus; p. 3 (photo c): Sigrid Gombert/Cultura; p. 3: artpartner-images/Photographer's Choice; p. 4: Klaus Vedfelt/Taxi; p. 5: DivVector/DigitalVision Vectors; p. 6, p. 21 (CR), p. 53: Hero Images; p. 7: Paul Archuleta/FilmMagic; p. 8: sturti/E+; p. 9: Joe Raedle/Getty Images News; pp. 10, 20, 30, 42, 52, 62, 74, 84, 94, 106, 116, 126: Tom Merton/Caiaimage; p. 10 (tourist): Andrew Peacock/Lonely Planet Images; p. 11: nedomacki/iStock/Getty Images Plus; p. 12: Neilson Barnard/Getty Images Entertainment; p. 13: Mint Images RF; p. 14 (barbecue): Teresa Miller/EyeEm; p. 14 (boil): UllrichG/iStock/Getty Images Plus; p. 14 (chop): Chris Cole/DigitalVision; p. 14 (stir): tzahiV/iStock/Getty Images Plus; p. 14 (fry): Dorling Kindersley; p. 14 (rinse): Sidekick/iStock/Getty Images Plus; p. 15: ma-k/E+; p. 16: Maskot; p. 17: EddieHernandezPhotography/iStock/Getty Images Plus; p. 18 (photo 1): Foodcollection RF; p. 18 (photo 2): KyleNelson/E+; p. 20, p. 30 (couple), p. 104 (TL): Westend61; p. 21: Anouk de Maar/Cultura; p. 22 (TR): vgajic/E+; p. 23: Nomad/E+; p. 24: Ezra Bailey/Taxi; p. 25: Jan Sandvik/EyeEm; p. 26: Rudolf Vlcek/Moment Open; p. 27: NoDerog/iStock/Getty Images Plus; p. 28 (TL): Víctor Del Pino/EyeEm; p. 28 (TC): Maximilian Stock Ltd./Photolibrary; p. 28 (TR): inhauscreative/E+; p. 29: Logorilla/DigitalVision Vectors; p. 30 (CL): Hussein Fardin Fard/EyeEm; p. 30 (CR): Chalabala/iStock/Getty Images Plus; p. 32: Ziggy Kaluzny-Charles Thatcher/The Image Bank; p. 33: Maremagnum/Photolibrary; p. 35: SERGEI SUPINSKY/AFP; p. 36 (BL): Fotos International/Archive Photos; p. 36 (BC): Ethan Miller/Getty Images Entertainment; p. 36 (TR): BANARAS KHAN/AFP; p. 38: djedzura/iStock/Getty Images Plus; p. 40 (cowboy): Vicki Jauron, Babylon and Beyond Photography/Moment; p. 40 (photo a): Creative Crop/Photodisc; p. 40 (photo b): Miguel Schincariol/AFP; p. 42 LauriPatterson p. 43: LuminaStock/iStock/Getty Images Plus; p. 47: Jo-Ann Richards/First Light; p. 48: Henn Photography/Cultura; p. 50: fotofrog/iStock/Getty Images Plus; p. 51: Jordan Siemens/Taxi; p. 52 (man): GeorgeRudy/iStock/Getty Images Plus; p. 52 (woman): pablocalvog/iStock/Getty Images Plus; p. 56: AndreyPopov/iStock/Getty Images Plus; p. 58: skynesher/iStock/Getty Images Plus; p. 59: Johner Images; p. 62 (CL): Phil Clarke Hill/In Pictures; p. 62 (TL): Mario Tama/Getty Images News; p. 64: UpperCut Images; p. 65: Antonio\_Diaz/iStock/Getty Images Plus; p. 66: Matt Cardy/

Getty Images News; p. 69: Jasmin Awad/EyeEm; p. 70 (photo 1): Fotosearch; p. 70 (photo 2): Zac Macaulay/Cultura/Getty Images Plus; p. 72 (emoji): Pingebat/iStock/Getty Images Plus; p. 72 (TR): Christophe Morin/IP3/Getty Images News; p. 74 (smartphone): Tim Robberts/The Image Bank; p. 74 (concert): Isabella Torreallba/EyeEm; p. 75: PATRICK KOVARIK/AFP; p. 77 (BL): Stephane Godin/Biosphoto; p. 77 (BR): hardyuno/iStock/Getty Images Plus; p. 77: Roderick Chen/All Canada Photos; p. 80 (photo 1): Jessica Peterson; p. 80 (photo 2): Eduard Titov/Moment; p. 81: David Arky; p. 82 (TL): Klaus Vedfelt/The Image Bank; p. 82 (TR): Cultura Exclusive/Moof; p. 83: John Fedele/Blend Images; p. 84: Jonathan Kitchen/DigitalVision; p. 85 (stop sign): Dallas Stribley/Lonely Planet Images; p. 85 (BR): Bernard Van Berg/EyeEm; p. 88 (TL): Dave Walsh/VW Pics/UIG; p. 88 (TC): Philippe Marion/Moment; p. 88 (TR): Grant Faint/The Image Bank; p. 88 (carriages): Charles Phelps Cushing/ClassicStock/Archive Photos; p. 90: Peter Muller/Cultura; p. 91: Richard Baker/In Pictures; p. 93: Andersen Ross/Blend Images; p. 94 (TL): baranozdemir/iStock/Getty Images Plus; p. 94 (TC): Creatas/Getty Images Plus; p. 96: Dev Carr/Cultura; p. 97: National Geographic; p. 98 (army): holgs/E+; p. 98 (microwave): Bettmann; p. 99: Hinterhaus Productions/DigitalVision; p. 100 (TL): Kevin Winter/Getty Images Entertainment; p. 100 (TR): Allsport/Hulton Archive; p. 101 (BL): Debra Bardowicks/Oxford Scientific; p. 101 (BC): Image Source; p. 101 (BR): Peter Cade/The Image Bank; p. 102 (TC): Yagi-Studio/E+; p. 102 (TR): Kyle Monk/Blend Images; p. 103: WendellandCarolyn/iStock/Getty Images Plus; p. 104 (TR): Henrik Weis/DigitalVision; p. 105: Michael Schwalbe/EyeEm; p. 106 (fire): Moritz Witter/EyeEm; p. 106 (hieroglyphics): Raffi Maghdessian; p. 106 (syringe): AtomicCupcake/DigitalVision Vectors; p. 106 (corn): Diane Labombarbe/DigitalVision Vectors; p. 106 (laptop): hudiemm/DigitalVision Vectors; p. 106 (atom): bortonia/DigitalVision Vectors; p. 107: Alija/iStock/Getty Images Plus; p. 108 (BG): johns0114/johns0114; p. 108 (CR): Elliott Kaufman/Corbis; p. 108 (TL): LWA/Dann Tardif/Blend Images; p. 108 (Lee): YinYang/E+; p. 108 (Allie): moodboard/Getty Images Plus; p. 110 (carrot): rimglow/iStock/Getty Images Plus; p. 110 (cheese): vikif/iStock/Getty Images Plus; p. 110 (honey): Miro Vrlík/EyeEm; p. 111: VladGans/E+; p. 112 (spray): Madmaxer/iStock/Getty Images Plus; p. 112 (candle): Blanche Costela/Moment; p. 112 (patch): Fahroni/iStock/Getty Images Plus; p. 113 (photo 1): ljpai/iStock/Getty Images Plus; p. 113 (photo 2): kevinjeon00/E+; p. 113 (photo 3): DarioEgidi/iStock/Getty Images Plus; p. 114: metamorworks/iStock/Getty Images Plus; p. 115: VCG/Getty Images News; p. 116: Anton Petrus/Moment; p. 117: Allan Baxter/Photographer's Choice; p. 118 (photo a): Mark Edward Atkinson/Tracey Lee/Blend Images; p. 118 (photo b): Sladic/iStock/Getty Images Plus; p. 118 (photo c), p. 74 (girl): KidStock/Blend Images; p. 119: Rhydian Lewis/Photographer's Choice; p. 120: Barbara Ferra Fotografia/Moment; p. 121 (rollerskates): Peathegee Inc/Blend Images; p. 121 (console): Andy Crawford/Dorling Kindersley; p. 121 (tireswing): sarahwolfephotography/Moment Open; p. 122: SeventyFour/iStock/Getty Images Plus; p. 124 (photo a): PEDRO PARDO/AFP; p. 124 (photo b): altrendo images; p. 124 (photo c): Paul Park/Moment; p. 124 (photo d): Jupiterimages/Stockbyte; p. 126: Eddy LEMAISTRE/Corbis Sport.

Below photographs are sourced from other libraries:

p. 45 (Manuela Saenz): Colport/Alamy Stock Photo; p. 60: © Anton Legoo, Portland Street Art Alliance; p. 61: © VERDEVERTICAL. Reproduced with kind permission; p. 76: © Tasmania 360/Loic Le Guilly; p. 92: © Tim Griffith (photographer) and LMS (architects). Reproduced with permission; p. 94 (TR): Keith Morris/Alamy Stock Photo; p. 127: image anorak/Alamy Stock Photo.

Front cover photography by Alija/E+/Getty Images.

Illustrations by Ana Djordjevic (Astound US) pp. 86, 157, 159; Mark Duffin (ODI) p. 68; Lyn Dylan (Sylvie Poggio) pp. 157, 159; David Eaton (ODI) pp. 14–15; 290 Sean (KJA Artists) p. 87.

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.



SEUNG GEYOUNG YANG

*Happy, creative*  
Myongji University,  
South Korea



ANDRES RAMÍREZ FABIAN

*Friendly, happy, funny*  
Instituto Tecnológico  
de Morelia, México



OUATTARA MARYNE SOUKEINA

*Friendly, perfectionist, creative*  
Educational Language Services,  
USA



ALESSANDRA AVELAR

*Creative, positive, funny*  
Faculdade ICESP, Águas  
Claras, Brazil



TAYRA LARITZA LACAYO  
SANCHEZ

*Tenacious, outstanding, curious*  
La universidad global  
de Honduras



NICOLLE JULIANA TORRES  
SIERRA

*Passionate, Friendly, committed*  
Centro Colombo Americano,  
Colombia

## 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)

## 5.4 THE PERFECT APOLOGY?

**LESSON OBJECTIVE**  
■ write a formal apology

**1 READING**  
A **PAIR WORK** Look at the picture. What problems do you think this might cause for air travel? Read the article about an airline that made a big mistake. What was the mistake?

### THE PERFECT APOLOGY

In the winter of 2007, the U.S. was hit by a heavy snowstorm, which caused hundreds of flights to be canceled. At one airport, passengers who had already taken their seats on Jet Blue planes before their flight was canceled had to stay there, inside the plane but on the ground, for 11 hours. People were furious with Jet Blue. But Jet Blue's mistake is not what makes this story memorable.

The CEO quickly made a public corporate apology:

Words cannot express how truly sorry we are for the anxiety, frustration, and inconvenience that you, your family, friends, and colleagues experienced ... We know we failed last week ... You deserved better—a lot better ... and we let you down.

His apology was heartfelt. He admitted that Jet Blue had handled the situation poorly and recognized that a lot of people had suffered. He also offered every passenger compensation to make up for it, which cost his company more than \$20 million. And he didn't stop there. He openly explained what had gone wrong and how the company was going to make sure it never happened again.

In short, he followed the three rules for a perfect apology: 1) say you're sorry; 2) promise it will never happen again; 3) do something to make up for it. These are rules that anyone can, and should, follow.

**B INTERPRETING ATTITUDE** Read the article again. Why does the writer think the apology was so good? Underline the positive adjectives and adverbs he uses to show his opinion.

**C UNDERSTANDING MEANING FROM CONTEXT** Find words in the text with the following meanings:

- 1 (v) experience pain or an unpleasant emotion \_\_\_\_\_
- 2 (adj) associated with business \_\_\_\_\_
- 3 (n) money you get when you have had a problem \_\_\_\_\_
- 4 (phr v) reduce the bad effect of something \_\_\_\_\_

**D THINK CRITICALLY** Why did the CEO make a public apology? Is it usual for corporations to apologize when they make a mistake? Can you think of any recent examples? Is a public apology enough? Why or why not?

50

**2 WRITING**

A Read an excerpt from another famous corporate apology. In what way is it similar to the apology in the Jet Blue article? Does it follow the three rules for a good apology?

B Read the apology again. What does "this commitment" refer to in the second sentence? Which of the phrases below could you use to replace "this commitment"?

our agreement      our mistake  
this goal              this promise to you

C **WRITING SKILL** Look at this short corporate apology. Use one of the phrases in the box above to avoid repetition in the second sentence.

Last week our company accidentally released the personal data of some of our customers. We are deeply sorry for releasing the personal data for some of our customers.

D Look at the situation below, or go online and find a similar situation that has been in the news recently. Answer the questions.

A car company has discovered a dangerous mechanical problem and must tell their customers. They are offering to replace those cars with new ones.

- What's the problem?
- Who does it affect? In what way?

**WRITE IT**

E **PAIR WORK** Write a public apology from the CEO of the car company. Write about 80 words. Remember to avoid repetition where possible.

To our customers,  
At Apple, we strive to make world-class products that deliver the best experience possible to our customers. With the launch of our new Maps last week, we fell short on this commitment. We are extremely sorry for the frustration this has caused our customers and we are doing everything we can to make Maps better.

**GLOSSARY**  
strive (v) try hard  
deliver (v) give  
launch (n) first release  
fall short (phrase) not do as well as you should

51

**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

## 8.4

### DIGITAL DETOX

#### LESSON OBJECTIVE

- write a comment about a podcast



#### 1 LISTENING

- A **PAIR WORK** Look at the pictures. What are the main differences between the two situations? Which one do you think shows a more positive use of mobile technology? Why?
- B **2.20 LISTEN FOR ATTITUDE** Listen to an extract from a podcast about mobile technology. What is a "digital detox"? How do the two speakers, Tim and Kayla, feel about the idea? Would you ever consider a digital detox?
- C **2.20 PAIR WORK** Read the extracts. Who do you think said each one? Write T (Tim) or K (Kayla). How do you know? Listen again to check your answers.
- 1 I love my phone too much! \_\_\_\_\_
  - 2 I would never do that, not for a million dollars! \_\_\_\_\_
  - 3 You don't always have to share everything. \_\_\_\_\_
  - 4 What's wrong with sharing? \_\_\_\_\_
  - 5 It's so important that we know what's going on in the world. \_\_\_\_\_
  - 6 I could be doing something better. \_\_\_\_\_
  - 7 I am very happy with my 24/7, always connected life. \_\_\_\_\_
- D **CRITICAL THINKING** Who do you agree with more? Do you think people need to learn how to control their use of digital devices? Do you think a digital detox is the best way? Can you think of other ways?

#### INSIDER ENGLISH

The phrase *not for a million dollars* is often used to show strong dislike for an idea.

*I'd never give up my phone – not for a million dollars!*

#### 2 PRONUNCIATION: Listening for emphasis

- A **2.21** Listen to the extracts from 1
- 1 A digital detox, me? Are you kidding?
  - 2 I'm glad you stepped up, Tim, because...
  - 3 We did it in this cabin out in the forest.
- B Choose the correct words to complete the sentences.
- When a speaker wants to add emphasis, they use a *shorter* / *longer*.

#### INSIDER ENGLISH

The phrase *not for a million dollars* is often used to show strong dislike for an idea.

*I'd never give up my phone – not for a million dollars!*

## 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.

## 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.



## 8.1

## THE PERFECT JOB?

## LESSON OBJECTIVE

- talk about different working lifestyles

## 1 LANGUAGE IN CONTEXT

- A Look at the picture and its caption in the post below. What job is the ad for? Read the full post. Is the writer interested in applying for the job? Why or why not?

If you saw this job ad on your timeline, would you click to find out more? I did, along with 300,000 other people!

The island of Maatsuyker in Tasmania is looking for two temporary caretakers to live on the island for six months each. No television or internet access. The work is not very stressful, as the lighthouse runs automatically. The caretaker's job is basically to report on data from the weather station, so it's not a tough job. It rains a lot, but the views and the wildlife are amazing. Everybody who visits falls in love with the island.



Island seeks lighthouse caretaker for six months.  
[Click here to apply!](#)

What was your first reaction? Would you enjoy being cut off from the rest of the world for six months? Does that sound like your dream job? I'm not so sure I could do it! Maybe if I was single and didn't have kids I might do it. But with a family, I need a permanent job – preferably one that's high-paying! What about you? If you were free to do it, would you apply for this job?



- B **PAIR WORK** Do you think you could do the job described in the ad? Why or why not? You can use your phones to find out more about the island before you answer.

## 2 VOCABULARY: Describing jobs



- A **2.11 PAIR WORK** Listen and say the words in the box. Which ones are in the post? Do they have a positive or negative meaning? What about the other words? Look them up in a dictionary or on your phone if needed.

challenging	desk job	dream job	freelance	full-time
government job	high-paying	main job	part-time	permanent
second job	stressful	temporary	tiring	tough

- B Which words in the box are useful to give a factual description of a job? Underline them. Which words express an opinion? Circle them.

- C **Now go to page 148. Do the vocabulary exercises for 8.1.**

- D **PAIR WORK** Describe the jobs in the box using the descriptions in exercise A.

babysitter	doctor	firefighter
lifeguard	fashion designer	sales assistant

Well, being a babysitter is probably a part-time job, and it isn't very high-paying, but it is very challenging.

76

## 3 GRAMMAR: Present unreal conditionals

- A Read the sentences in the grammar box. Then complete the rules.

## Present unreal conditionals

If you saw this ad on your timeline, would you click to find out more?  
If you were free to do it, would you apply for this job?  
If I was single and didn't have kids and wanted to write a book or something, I might do it.

## REGISTER CHECK

In formal language, use **were** for all subjects, including 1st and 3rd person.  
*If I were selected, I would devote myself to it.*  
In informal language, you can use **was** for 1st and 3rd person subjects.  
*If he was feeling better, I / she would go.*

- The sentences refer to a real / an imagined situation.
- Look at the bold verbs. The verb form that follows *if* is simple present / simple past. It refers / doesn't refer to a past situation.

- B **Now go to page 136. Look at the grammar chart and do the grammar exercise for 8.1.**

- C **PAIR WORK** Complete the questions with the correct form of the verb in parentheses (.). Ask and answer the questions with your partner.

- If you \_\_\_\_\_ (can do) any job in the world, what job \_\_\_\_\_ you \_\_\_\_\_ (choose)? Why?
- \_\_\_\_\_ you \_\_\_\_\_ (consider) doing a job you loved if you \_\_\_\_\_ (not be) paid well? Why or why not?
- What \_\_\_\_\_ you \_\_\_\_\_ (do) with your free time if you \_\_\_\_\_ (not have to) work?

## 4 SPEAKING

- A Read about two more jobs. How are they similar to the lighthouse caretaker job?

**Resort caretaker:** In the summer we work with the tourists, but in the winter, it's just my wife and me. It snows a lot and the mountains are beautiful. There's a lot of work to do maintaining all the buildings, but there's plenty of free time, too. And the wildlife is fantastic! Last winter we had bears come to visit us. That was awesome!



**Drone pilot:** I'm working with a team to help study seabirds. Using drones, I get amazing pictures of the birds in their nests with their babies. The scientists who run the project come about once a month, but mostly we have the island to ourselves. Our housing and food are pretty basic, but I'm learning a lot, and getting college credit!



- B **PAIR WORK** If you had to choose one of the three jobs in this lesson, which one would you choose? Why? What do you think daily life would be like?

77

## REGISTER CHECK

In formal language, use **were** for all subjects, including 1st and 3rd person.

*If I were selected, I would devote myself to it.*

In informal language, you can use **was** for 1st and 3rd person subjects.

*If I / she was feeling better, I / she would go.*

## 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.



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

Jason Williams, Teacher, Notre Dame Seishin University, Japan

## 8.2 FINDING A BALANCE

LESSON OBJECTIVE  
talk about wishes and regrets

### 1 LANGUAGE IN CONTEXT

A **2.12** Listen to a psychologist discussing the problem of finding the right work/life balance. What solution does she suggest?

B **2.12** Listen again and read the script. Find at least three examples of things we associate with work and three things we associate with free time.

**2.12 Audio script**

Have you ever said, "I wish I didn't have to work such long hours?" Whether you're an executive with one meeting after another, a full-time student attending lectures and seminars, or a parent who works the late shift, the problem is always the same – How can I have a life with such a busy schedule?

I hear it all the time: I wish I had more time for family life, I wish I hadn't promised to work this weekend, I wish I could take some time off, I wish I had more me time! There are hundreds of articles out there about how to balance work and life, but we need to stop seeing work and life as two opposing forces that we have to balance. We need to think about how to *combine* them.

Take this example: a client of mine now schedules *downtime* into his working day. He takes a short walk, has a relaxing lunch with a friend, or goes home a little early to spend time with the kids. Then, after they're asleep, he sits down and writes that report he needs for tomorrow.

Making your job and your life work together is a great way to enjoy them both.

C **PAIR WORK** Do you think it's a good idea to combine your work or school life with your social life? Why or why not?

### 2 VOCABULARY: Talking about work/life balance

A **2.13** **PAIR WORK** Listen and say the words and phrases in the box. Discuss where they should go in the Venn diagram. You can use your phone or a dictionary to help you.

always connected	assignments	busy schedule	chilling out	commitments
downtime	family life	lectures	me time	office hours
seminars	shift	social life	time off	9-to-5

**work/school**   **commitments**   **home life**

Commitments: I guess that could be work, school, or home life. Let's put it in the middle.

B **Now go to page 148. Do the vocabulary exercises for 8.2.**

C **GROUP WORK** Do you feel you have a busy schedule? Do you get enough downtime? Is your downtime also "me time"?

### 3 GRAMMAR: I wish

A Choose the correct words to complete the rules. Use the sentences in the grammar box to help you.

- "I wish" sentences express that you want things to stay the same / be different.
- The main verb of the sentence stays in the same tense / changes tense. The modal "can" stays the same / changes to *could*.
- Affirmative statements change to negative / stay affirmative.
- Negative statements change to affirmative / stay negative.

**I wish**

I have to work long hours.	→ I wish I didn't have to work such long hours.
I don't have much free time.	→ I wish I had more free time.
I can't take any time off next week.	→ I wish I could take some time off next week.
I promised to work this weekend.	→ I wish I hadn't promised to work this weekend.

B **Now go to page 137. Look at the grammar chart and do the grammar exercise for 8.2.**

C **PAIR WORK** Complete the wishes so that they are true for you. Review them with a partner and check your accuracy.

- I wish I knew \_\_\_\_\_
- I wish I could \_\_\_\_\_
- I wish I wasn't/weren't \_\_\_\_\_
- I wish I didn't have to \_\_\_\_\_
- I wish I hadn't \_\_\_\_\_
- I wish I had \_\_\_\_\_

**4 SPEAKING**

A **PAIR WORK** Look at the list of wishes. Which do you think are the most common? Why?

I wish I had gone to a different college.	I wish I could travel more.
I wish I had studied harder in high school.	I wish I was younger.
I wish I could play a musical instrument.	I wish I was older.
I wish I could get a different job.	

B **PAIR WORK** Think of three more common wishes. Who might have them? Compare your ideas with a partner.

**ACCURACY CHECK**

Don't confuse *wish* and *hope*. Use *hope* to talk about something you want to happen in the future.

*I hope you'll be there on Saturday.*

Use *wish* to talk about a situation you can't change.

*I wish you could come on Saturday, but I know you have to work.*



## 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.



# 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

### Planning a digital detox

**LESSON OBJECTIVE**

- plan and discuss a digital detox weekend for your class

**A DISCUSS** As a class, discuss this question:  
If you had to live without your phone for a week, how would that affect your day-to-day life? Think of all the things you usually do with your phone. What would you miss the most?

**B** You and a partner are going to arrange a digital detox weekend for your class. Think of the answers your classmates gave. Who do you think would suffer the most from the detox? Why?

**C** A TV company is going to sponsor your weekend and make a documentary about the experience. Think about these things:

- Where could you hold the detox? Think of places in or near your city.
- What facilities would you need? Think of alternatives to digital devices, for example, a gym or a library.
- What activities would you like to offer? How could you help people when they're missing their phones? Think of a variety of different activities for both daytime and evening hours.


There are some big houses by the beach. We'd need lots of bedrooms but just one kitchen. A gym would be great, and if we had a library, people could still read, just not on their tablets. Our experience is going to be filmed, so we should have some conflicts too, for drama, like some sports activities.

**D DECIDE** Create a plan for the weekend. Include this information:




- what time the program starts on Friday and ends on Sunday
- morning, afternoon, and evening activity choices for the full three days

**E PRESENT** Present your program to the class. Answer any questions from the audience.

**F AGREE** Which pair of students has planned the best program? Why do you think so?



**USEFUL PHRASES**

 <b>DISCUSS</b> If I had to ..., I think I'd ... I'd really miss ... If we held the detox (place), then people might ...	 <b>DECIDE</b> I think we should / could ... Why don't we ... ? What about ... ?	 <b>PRESENT</b> We decided / thought that ... We chose to ... We want to / We'd like to ...
--	--	---

84



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 And we're off!	<ul style="list-style-type: none"> <li>Talk about personal achievements</li> <li>Discuss good employee qualities</li> <li>Make and respond to introductions</li> <li>Write a comment on a blog post</li> <li>Practice a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Tense review (simple and continuous)</li> <li>Dynamic and stative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Describing accomplishments</li> <li>Describing key qualities</li> </ul>	<ul style="list-style-type: none"> <li>Saying the letter y</li> </ul>
Unit 2 The future of food	<ul style="list-style-type: none"> <li>Talk about trends</li> <li>Talk about preparing food</li> <li>Make offers in social situations</li> <li>Write the results of a survey</li> <li>Create a plan to improve a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>Real conditionals</li> <li>Clauses with <i>after, until, when</i></li> </ul>	<ul style="list-style-type: none"> <li>Describing trends</li> <li>Preparing food</li> </ul>	<ul style="list-style-type: none"> <li>Saying the vowel sounds /aɪ/, /i/, and /eɪ/</li> <li>Listening for deleted /t/ sounds</li> </ul>
Unit 3 What's it worth?	<ul style="list-style-type: none"> <li>Discuss time and money</li> <li>Discuss the value of things</li> <li>Apologize for damage or loss</li> <li>Write a product review</li> <li>Respond to a negative review</li> </ul>	<ul style="list-style-type: none"> <li><i>too</i> and <i>enough</i></li> <li>Modifying comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Talking about time and money</li> <li>Talking about prices and value</li> </ul>	<ul style="list-style-type: none"> <li>Saying /s/ at the beginning of a word</li> </ul>
Review 1 (Review of Units 1–3)				
Unit 4 Going global	<ul style="list-style-type: none"> <li>Speculate about a picture</li> <li>Talk about viral stories</li> <li>Exchange and discuss opinions</li> <li>Write a response to a post</li> <li>Design an ad for a product</li> </ul>	<ul style="list-style-type: none"> <li>Modals of speculation</li> <li>Subject and object relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Talking about advertising</li> <li>Talking about people in the media</li> </ul>	<ul style="list-style-type: none"> <li>Saying the vowel sounds /ɔ/ and /ɑ/</li> <li>Listening for topic organization</li> </ul>
Unit 5 True stories	<ul style="list-style-type: none"> <li>Discuss different types of stories</li> <li>Talk about changes to plans</li> <li>React to bad news</li> <li>Write a formal apology</li> <li>Piece together a full story</li> </ul>	<ul style="list-style-type: none"> <li>Past perfect</li> <li><i>was/were going to;</i> <i>was/were supposed to</i></li> </ul>	<ul style="list-style-type: none"> <li>Describing stories</li> <li>Making and breaking plans</li> </ul>	<ul style="list-style-type: none"> <li>Saying consonants at the end of a word</li> </ul>
Unit 6 Community action	<ul style="list-style-type: none"> <li>Discuss charity and volunteer work</li> <li>Discuss acts of kindness</li> <li>Offer help with something</li> <li>Write a report about a community project</li> <li>Design a community project</li> </ul>	<ul style="list-style-type: none"> <li>Present and past passive</li> <li>Passive with modals</li> </ul>	<ul style="list-style-type: none"> <li>Discussing good works</li> <li>Describing good deeds</li> </ul>	<ul style="list-style-type: none"> <li>Saying /b/ or /v/ in the middle of a word</li> <li>Listening for /j/ between words</li> </ul>
Review 2 (Review of Units 4–6)				



Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> <li>Meet someone you don't know; introduce someone to others</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Respond to an introduction</li> </ul>		<b>Flipping your job interview</b> <ul style="list-style-type: none"> <li>An article on interview skills</li> </ul>	<b>A comment</b> <ul style="list-style-type: none"> <li>A comment on an article</li> <li>Agreeing and disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a new activity</li> <li>Talk about personal achievements</li> <li>Describe your personal qualities</li> <li>Play an introduction game</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Ask and answer interview questions</li> </ul>
<ul style="list-style-type: none"> <li>Make, accept, and refuse offers in social situations</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Acknowledge an acceptance</li> </ul>	<b>Cool food</b> <ul style="list-style-type: none"> <li>A conversation between friends</li> </ul>		<b>A report</b> <ul style="list-style-type: none"> <li>The results of a survey about eating habits</li> <li>Reporting research results</li> </ul>	<ul style="list-style-type: none"> <li>Talk about fusion foods</li> <li>Discuss ideas to avoid food waste</li> <li>Explain a favorite recipe</li> <li>Offer food and drink to others</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Present a restaurant rescue plan</li> </ul>
<ul style="list-style-type: none"> <li>Make an apology and explain what happened</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Respond to an apology</li> </ul>		<b>Buyer beware!</b> <ul style="list-style-type: none"> <li>Short stories about good and bad online shopping experiences</li> </ul>	<b>A product review</b> <ul style="list-style-type: none"> <li>Product reviews</li> <li>Expressing opinions about product features</li> </ul>	<ul style="list-style-type: none"> <li>Discuss things money can't buy</li> <li>Talk about quality of life</li> <li>Talk about relative value</li> <li>Talk about a past apology</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Repair a customer relationship</li> </ul>
<ul style="list-style-type: none"> <li>Exchange and discuss opinions about possible actions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Make opinions more emphatic</li> </ul>	<b>Building a brand</b> <ul style="list-style-type: none"> <li>A news report about a local company that went global</li> </ul>		<b>A response</b> <ul style="list-style-type: none"> <li>A social media post</li> <li>Writing about reasons and consequences</li> </ul>	<ul style="list-style-type: none"> <li>Talk about all the signs we see</li> <li>Speculate about a picture</li> <li>Talk about viral stories</li> <li>Give and support opinions</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Create and present an ad</li> </ul>
<ul style="list-style-type: none"> <li>React to problems and try to find a solution</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Accepting bad news</li> </ul>		<b>The perfect apology</b> <ul style="list-style-type: none"> <li>An article about corporate apologies</li> </ul>	<b>An apology</b> <ul style="list-style-type: none"> <li>A letter of apology from a company</li> <li>Using referents to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Discuss good storytellers</li> <li>Tell someone's life story</li> <li>Tell the story of a change of plans</li> <li>Act out situations with bad news</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Connect events to tell the story</li> </ul>
<ul style="list-style-type: none"> <li>Make, refuse, and accept offers of help</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Imposing on somebody</li> </ul>	<b>Painting safer streets</b> <ul style="list-style-type: none"> <li>A podcast about a community art project</li> </ul>		<b>A report</b> <ul style="list-style-type: none"> <li>A report on a community project</li> <li>Using quotes as support</li> </ul>	<ul style="list-style-type: none"> <li>Talk about acts of kindness</li> <li>Discuss charity organizations</li> <li>Discuss helping others</li> <li>Make offers of help to strangers</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Discuss helping your community</li> </ul>



	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Can we talk?	<ul style="list-style-type: none"> <li>Discuss messaging apps</li> <li>Discuss written vs. spoken communication</li> <li>Recount conversations and stories</li> <li>Write an email in formal and informal register</li> <li>Conduct a survey</li> </ul>	<ul style="list-style-type: none"> <li>Reported statements</li> <li>Reported questions</li> </ul>	<ul style="list-style-type: none"> <li>Describing communication</li> <li>Communicating online</li> </ul>	<ul style="list-style-type: none"> <li>Saying /s/ or /z/ at the end of a word</li> </ul>
Unit 8 Lifestyles	<ul style="list-style-type: none"> <li>Talk about different work lifestyles</li> <li>Talk about wishes and regrets</li> <li>Talk through options to reach a decision</li> <li>Write a comment about a podcast</li> <li>Plan a digital detox weekend</li> </ul>	<ul style="list-style-type: none"> <li>Present unreal conditionals</li> <li><i>I wish</i></li> </ul>	<ul style="list-style-type: none"> <li>Describing jobs</li> <li>Talking about work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>Saying the vowel sounds /ɜ/ and /u/</li> <li>Listening for emphasis</li> </ul>
Unit 9 Yes, you can!	<ul style="list-style-type: none"> <li>Talk about rules and regulations</li> <li>Discuss rules and regulations in the past</li> <li>Make generalizations</li> <li>Write a letter of complaint</li> <li>Discuss improvements to your town</li> </ul>	<ul style="list-style-type: none"> <li>Prohibition, permission, obligation (present)</li> <li>Prohibition, permission, obligation (past)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about places</li> <li>Talking about rules</li> </ul>	<ul style="list-style-type: none"> <li>Saying /d/ at the beginning of a word</li> </ul>
Review 3 (Review of Units 7–9)				
Unit 10 What if ...?	<ul style="list-style-type: none"> <li>Speculate about events in the past</li> <li>Talk about alternatives and possibilities</li> <li>Keep your listener engaged</li> <li>Write comments in an online discussion</li> <li>Debate the most influential discovery or invention in history</li> </ul>	<ul style="list-style-type: none"> <li>Past unreal conditionals</li> <li>Modals of past probability</li> </ul>	<ul style="list-style-type: none"> <li>Talking about discoveries</li> <li>Discussing right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Saying long and short vowel sounds</li> <li>Listening for weak words</li> </ul>
Unit 11 Contrasts	<ul style="list-style-type: none"> <li>Discuss college life</li> <li>Discuss scientific facts</li> <li>Discuss alternatives and give recommendations</li> <li>Write a comment presenting an argument</li> <li>Present a proposal to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>Gerund and infinitive after <i>forget, remember, stop</i></li> <li>Causative verbs <i>help, let, make</i></li> </ul>	<ul style="list-style-type: none"> <li>Talking about college education</li> <li>Talking about science</li> </ul>	<ul style="list-style-type: none"> <li>Stressing long words</li> </ul>
Unit 12 Looking back	<ul style="list-style-type: none"> <li>Describe a special photo and the story behind it</li> <li>Discuss childhood memories</li> <li>Recall and share past experiences</li> <li>Write a summary and response about pets</li> <li>Recall and discuss a national moment</li> </ul>	<ul style="list-style-type: none"> <li>Adding emphasis</li> <li>Substitution and referencing</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the senses</li> <li>Describing memories</li> </ul>	<ul style="list-style-type: none"> <li>Saying consonant clusters</li> <li>Listening for transitions</li> </ul>
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"> <li>Recount conversations and stories to another person</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Get back on track</li> </ul>		<b>The emoji code</b> <ul style="list-style-type: none"> <li>An article about how social media is changing language</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>Short emails to a friend and coworker</li> <li>Changing language to match register</li> </ul>	<ul style="list-style-type: none"> <li>Talk about when not to use your phone</li> <li>Talk about social media apps</li> <li>Talk about the way you prefer to communicate</li> <li>Tell and react to stories</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about your attitudes to social media</li> </ul>
<ul style="list-style-type: none"> <li>Talk through options; encouraging actions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Offer a warning</li> </ul>	<b>Digital detox</b> <ul style="list-style-type: none"> <li>A podcast debating the benefits of a digital detox</li> </ul>		<b>A comment</b> <ul style="list-style-type: none"> <li>A response to two comments</li> <li>Referencing another argument in your writing</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the work-lifestyle connection</li> <li>Talk about unusual jobs</li> <li>Talk about wishes and regrets</li> <li>Offer advice and discuss options</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Plan a digital detox</li> </ul>
<ul style="list-style-type: none"> <li>Make generalizations</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Give contrasting information</li> </ul>		<b>The story of the ramp</b> <ul style="list-style-type: none"> <li>An article about the independent living movement</li> </ul>	<b>A message</b> <ul style="list-style-type: none"> <li>A complaint about a business</li> <li>Communicating attitude</li> </ul>	<ul style="list-style-type: none"> <li>Talk about street art and graffiti</li> <li>Talk about rules for work or school</li> <li>Talk about unusual laws from the past</li> <li>Talk about different customs and cultures</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Discuss how to make life easier for people with special needs</li> </ul>
<ul style="list-style-type: none"> <li>Keep your listener engaged</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Show interest in a story</li> </ul>	<b>I can't live without it!</b> <ul style="list-style-type: none"> <li>A podcast about the impact different inventions have had on our lives</li> </ul>		<b>A comment</b> <ul style="list-style-type: none"> <li>A comment on the podcast</li> <li>Using words and phrases for similarity and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Share photobombing stories</li> <li>Talk about hypothetical past events</li> <li>Speculate about the past events that led to current situations</li> <li>Tell and react to a story about something that is hard to believe</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Discuss significant inventions and discoveries in human history</li> </ul>
<ul style="list-style-type: none"> <li>Discuss alternatives and respond to suggestions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Give a personal recommendation</li> </ul>		<b>Embrace the technological revolution? Not me!</b> <ul style="list-style-type: none"> <li>An opinion piece about technological advances</li> </ul>	<b>A response</b> <ul style="list-style-type: none"> <li>A response to an opinion piece</li> <li>Transition phrases</li> </ul>	<ul style="list-style-type: none"> <li>Talk about appearances</li> <li>Describe an event you'll never forget</li> <li>Talk about folk remedies</li> <li>Role play giving recommendations</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Reach a compromise to resolve a problem</li> </ul>
<ul style="list-style-type: none"> <li>Recall a memory</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Share experiences</li> </ul>	<b>Man's best friend?</b> <ul style="list-style-type: none"> <li>A student debate about the relationship between humans and dogs</li> </ul>		<b>A summary and response</b> <ul style="list-style-type: none"> <li>A summary of and response to an opinion</li> <li>Linking contrasting ideas</li> </ul>	<ul style="list-style-type: none"> <li>Test your memory and compare results</li> <li>Tell the story behind a photo</li> <li>Discuss childhood memories</li> <li>Retell a personal story</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Share your experience of a national moment</li> </ul>



# CLASSROOM LANGUAGE

## PAIR WORK AND GROUP WORK

### 1.02 Choosing roles

How should we start?

Why don't you be ... and I'll be ...

Who wants to present for our group?

### Understanding the task

So what are we supposed to do?

I'm not really sure.

Should we ask the teacher?

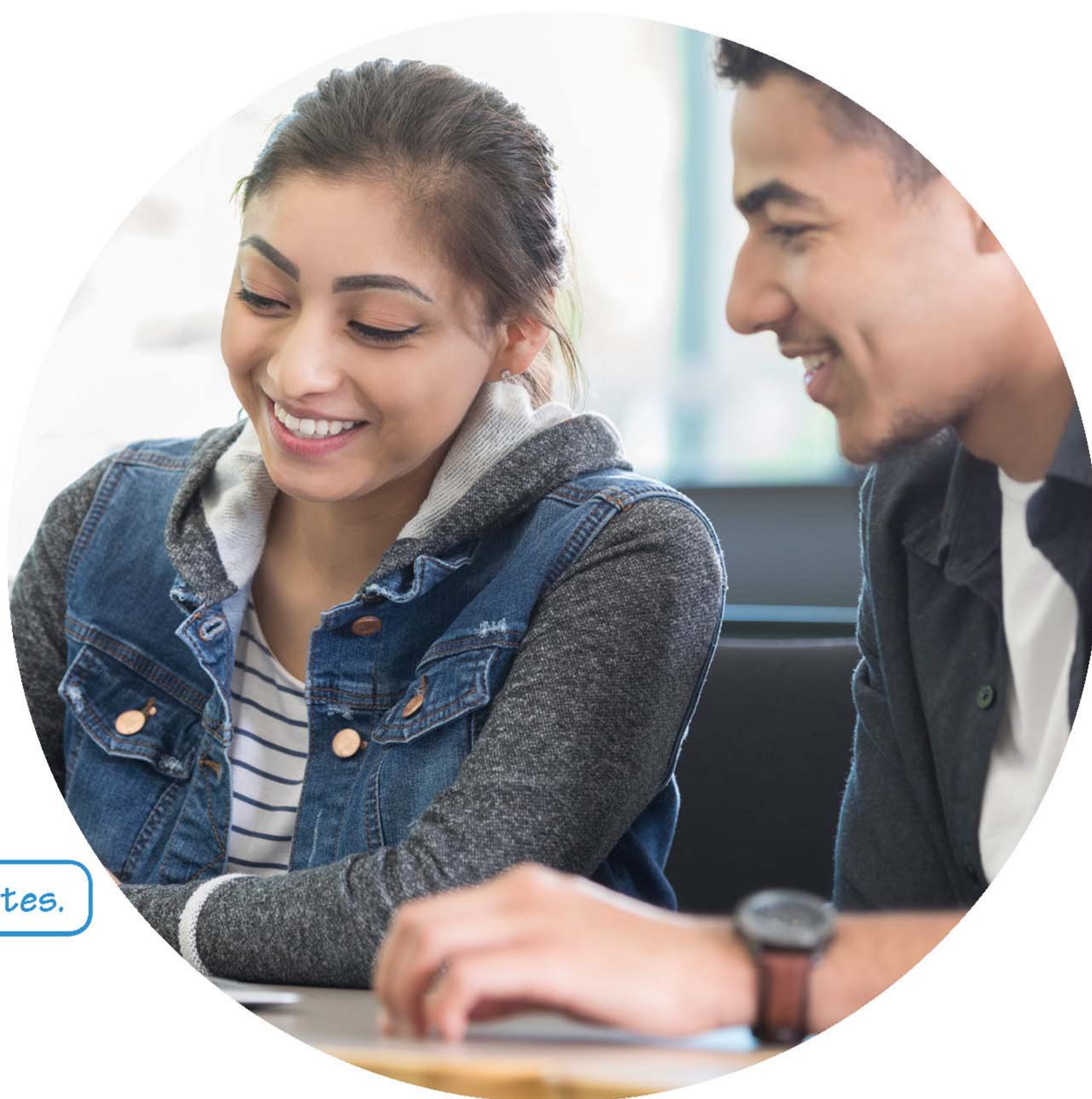
### Asking for more time

Sorry, we're not done yet. We need a few more minutes.

### Completing a task

OK. So are we done with this part?

I think so. What's next?



## TALKING TO THE TEACHER

### Discussing assignments

When is ... due?

Can I email ... to you?

### Discussing a missed class

I was out on ... Can you tell me what I missed?

### Asking for explanations

Can you tell us what we're supposed to do again?

Can you explain that again? I didn't understand.

### Preparing for a text/exam

Will this be on the test?

Will we review this before the test?





## UNIT OBJECTIVES

- talk about personal achievements
- talk about qualities that employers look for
- make and respond to introductions
- write a comment on a blog post
- practice a job interview

# AND WE'RE OFF!

# 1



## START SPEAKING

- A** Look at the picture. Where is the man? What is he about to do? How do you think he feels? Why?
- B** **PAIR WORK** Think of a new activity you are about to start or that you have started recently (a new job, a new sport, a new course, etc.). What is it? How do you feel about it? For ideas, watch Andres's video.
- C** **GROUP WORK** Report three things your partner told you to your group.



*Do you feel the same as Andres?*

