EVOLVE

TEACHER'S EDITION

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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.

EVOLVE
STUDENT'S BOOK
Ben Goldstein and Ceri Jones
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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.

SEUNG GEYOUNG YANG
Happy, creative
Myongji University,
South Korea

ANDRES RAMÍREZ
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, oustanding, 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.

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.

9.5 TIME TO SPEAK
Making a difference

LESSON OBJECTIVE
- discuss improvements to your town

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

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

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

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

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

USEFUL PHRASES

DISCUSS
They might have problems getting …
They may not be able to …
They may not be allowed to ….
Local businesses could …

Local authorities should …
It'd be a good idea to …
If there were enough space, they could …

PRESENT
We discussed …
We decided that …
We suggest that …

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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 for the teacher to all elements of the lesson, including classroom and time management.

9.5 TIME TO SPEAK
Making a difference

LESSON OBJECTIVE
- discuss improvements to your town

Time on each stage

- **Introduce the task** Aim: Introduce programs targeted to specific groups in a community
- Write *Meals on Wheels* and ask if any Ss are familiar with the program. If not, explain it to the students (volunteers take meals to the sick and the elderly in their homes).
- Ask Ss why a program like this might be necessary.
- Explain to Ss that they are going to be planning programs to help specific groups in their community.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A DISCUSS **Aim: Ss discuss the specific challenges some groups face**
- Read the task and give Ss time to look at the pictures.
- PAIR WORK Ss discuss the questions in pairs.
- WHOLE CLASS Ask Ss to share their ideas with the class.

B GROUP WORK **Aim: Ss think of specific groups in their community who face some challenges.**
- Ss discuss the questions in groups and take notes.
- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.

C GROUP WORK **Aim: Ss discuss ways to make life easier for one group of people from B.**
- Read the task. Encourage Ss to use modals of prohibition, permission, and obligation when discussing rules to help their group.
- Ss work in groups to develop their ideas and to plan their presentation.
- Encourage Ss to practice how they will present their ideas to the class.

D PRESENT **Aim: Ss present their plans to the class.**
- Tell Ss they should take notes during each presentation to help them discuss it with the class.
- WHOLE CLASS Ss take turns presenting their plans to the class.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

E AGREE **Aim: Ss discuss and choose the best solutions.**
- Read the instructions aloud. Check Ss' understanding of *ambitious, practical,* and *imaginative.*
- WHOLE CLASS Invite Ss to make pro/con T-charts on the board for each group's solutions from E to help the class make their decisions.
- Have the class decide which were the most ambitious / practical / imaginative solutions.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

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

» **PROGRESS CHECK**
- Direct students to page 155 to check their progress.
- Go to page 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. How quickly did students start speaking in activity 1?
2. How much language did students re-use from the first discussion in both activities?
3. The second activity resembles authentic conversation where different speakers take turns. Did students' discussions sound like a natural conversation? Why / why not?
4. In what other speaking activities could you use the 'pass it on' idea?
5. What do you think is a good balance between supporting students by giving them planning time and then giving them practice speaking spontaneously?
Apart from feeling unsure about language, what are other reasons that students may feel nervous about speaking spontaneously?

T-94

"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 around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues.

For 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
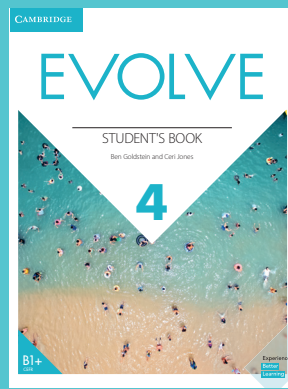
Workbook

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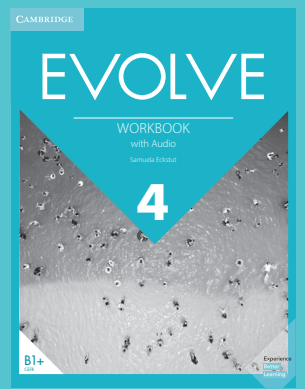
Also available:

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 tablet and desktop
- Allows teachers to easily track students' performance
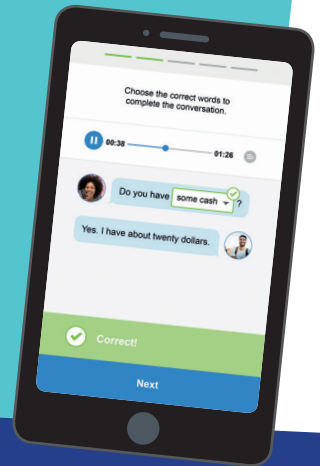
For teachers

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
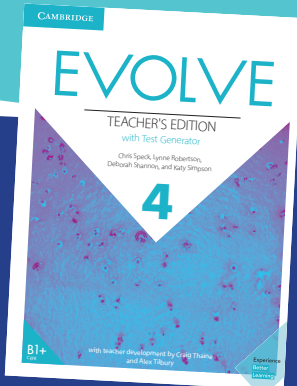
Video Resource Book

- 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
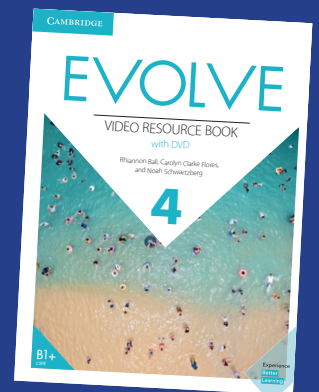
Class Audio CDs

- Contain all Student's Book audio tracks

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	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 **And we're off!**	■ 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	■ Tense review (simple and continuous) ■ Dynamic and stative verbs	■ Describing accomplishments ■ Describing key qualities	■ Saying the letter *y*
Unit 2 **The future of food**	■ Talk about trends ■ Talk about preparing food ■ Make, accept, and refuse offers in social situations ■ Write the results of a survey ■ Create a plan to improve a restaurant	■ Real conditionals ■ Clauses with *after, until, when*	■ Describing trends ■ Talking about preparing food	■ Saying the vowel sounds /aɪ/, /i/, and /eɪ/ ■ Listening for deleted /t/ sounds
Unit 3 **What's it worth?**	■ Discuss the relative importance of time and money ■ Discuss value and how we measure it ■ Apologize for damaging or losing someone's property ■ Write a product review ■ Discuss ways to respond to a negative product review	■ *too* and *enough* ■ Modifying comparisons	■ Talking about time and money ■ Talking about prices and value	■ Saying /s/ at the beginning of a word
Review 1 (Review of Units 1–3)				
Unit 4 **Going glocal**	■ Speculate about a picture ■ Talk about viral stories ■ Exchange and discuss opinions ■ Write a response to a post about local businesses ■ Design an ad for a product	■ Modals of speculation ■ Subject and object relative clauses	■ Talking about advertising ■ Talking about people in the media	■ Saying the vowel sounds /ɔ/ and /ɑ/ ■ Listening for topic organization
Unit 5 **True stories**	■ Discuss different types of stories ■ Talk about plans and changes to plans in the past ■ React to problems and disappointing news ■ Write a formal apology ■ Tell a story about a chance meeting	■ Past perfect ■ *was/were going to; was/were supposed to*	■ Describing stories ■ Making and breaking plans	■ Saying consonants at the end of a word
Unit 6 **Community action**	■ Discuss charities and volunteer work ■ Discuss acts of kindness in your community ■ Offer, refuse, and accept help with something ■ Write a report about a community project ■ Design an urban project for your community	■ Present and past passive ■ Passive with modals	■ Discussing good works ■ Describing good deeds	■ Saying /b/ or /v/ in the middle of a word ■ Listening for /j/ between words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
■ Meet someone you don't know; introduce someone to others **Real-world strategy** ■ Respond to an introduction		**Flipping your job interview** ■ An article on interview skills	**A comment** ■ A comment on an article ■ Agreeing and disagreeing	■ Talk about personal achievements ■ Describe your personal qualities ■ Play an introduction game **Time to speak** ■ Ask and answer interview questions
■ Make, accept, and refuse offers in social situations **Real-world strategy** ■ Acknowledge an acceptance	**Talking about healthy food trends** ■ A conversation between friends		**A report** ■ The results of a survey about eating habits ■ Reporting research results	■ Discuss ideas to avoid food waste ■ Explain how to prepare a favorite food ■ Make and respond to offers of food and drink **Time to speak** ■ Present an action plan to improve a restaurant
■ Make an apology and explain what happened **Real-world strategy** ■ Respond to an apology		**Buyer beware!** ■ Short stories about good and bad online shopping experiences	**A product review** ■ Product reviews ■ Expressing opinions about product features	■ Talk about what affects quality of life ■ Talk about the relative value of different products ■ Talk about a time when you had to apologize **Time to speak** ■ Present a plan for repairing a customer relationship
■ Exchange and discuss opinions about possible actions **Real-world strategy** ■ Make opinions more emphatic	**A news report** ■ A news report about a local company that went global		**A response** ■ A social media post ■ Writing about the reasons behind an action and the consequences of it	■ Talk about what might be happening in a picture ■ Talk about viral stories ■ Give and support opinions about different subjects **Time to speak** ■ Talk about what makes a successful advertisement
■ React to problems and try to find a solution **Real-world strategy** ■ Accepting bad news		**The perfect apology** ■ An article about corporate apologies	**An apology** ■ A letter of apology from a business ■ Using referents to avoid repetition	■ Tell the life story of an interesting person ■ Tell the story of a last-minute change of plans ■ Act out situations that involve bad news **Time to speak** ■ Connect events to tell the story of a chance meeting
■ Make, refuse, and accept offers of help **Real-world strategy** ■ Imposing on somebody	**Painting safer streets** ■ A podcast about a community art project		**A report** ■ A short report about a community project ■ Using quotes from people for support	■ Discuss well-known charity organizations ■ Discuss opinions about helping others ■ Make offers of help to strangers **Time to speak** ■ Discuss ways to improve your community

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 **Can we talk?**	■ Discuss the importance of messaging apps ■ Discuss written vs. spoken communication ■ Recount conversations, news, and stories ■ Write an email in a formal and informal register ■ Create and conduct a communication survey	■ Reported statements ■ Reported questions	■ Describing communication ■ Communicating online	■ Saying /s/ or /z/ at the end of a word
Unit 8 **Lifestyles**	■ Talk about different work lifestyles ■ Talk about wishes and regrets ■ Talking through options to reach a decision ■ Write a comment about a podcast ■ Plan and discuss a digital detox weekend for your class	■ Present unreal conditionals ■ *I wish*	■ Describing jobs ■ Talking about work/life balance	■ Saying the vowel sounds /ɜ/ and /u/ ■ Listening for emphasis
Unit 9 **Yes, you can!**	■ Talk about rules and regulations in everyday life ■ Discuss rules and regulations in the past ■ Make generalizations ■ Write a letter of complaint ■ Discuss improvements to your town	■ Prohibition, permission, obligation (present) ■ Prohibition, permission, obligation (past)	■ Talking about places ■ Talking about rules	■ Saying /d/ at the beginning of a word
Review 3 (Review of Units 7–9)				
Unit 10 **What if … ?**	■ Speculate about events in the past ■ Talk about alternatives and possibilities ■ Keep your listener engaged ■ Write comments in an online discussion ■ Share the story of an influential discovery or invention	■ Past unreal conditionals ■ Modals of past probability	■ Talking about discoveries ■ Talking about mistakes	■ Saying long and short vowel sounds ■ Listening for weak words
Unit 11 **Contrasts**	■ Discuss college life ■ Discuss scientific facts ■ Discuss alternatives and give recommendations ■ Write a comment presenting an argument ■ Present a proposal to solve a problem	■ Gerund and infinitive after *forget*, *remember*, *stop* ■ Causative verbs *help*, *let*, *make*	■ Talking about college education ■ Talking about science	■ Stressing long words
Unit 12 **Looking back**	■ Describe a special photo and the story behind it ■ Discuss childhood memories ■ Recall and share past experiences ■ Write a summary and response ■ Recall and discuss a national moment	■ Adding emphasis ■ Substitution and referencing	■ Talking about the senses ■ Describing memories	■ Saying consonant clusters ■ Listening for intonation in transitions
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
■ Recount conversations and stories to another person **Real-world strategy** ■ Get back on track		**It's a #world** ■ An article about how social media is changing language	**Emails** ■ A short email to a friend or coworker ■ Changing language to match register	■ Talk about your use of social media apps ■ Talk about the way you prefer to communicate ■ Tell and react to stories **Time to speak** ■ Talk about your attitudes to social media
■ Talk through options; encouraging actions **Real-world strategy** ■ Offer a warning	**Digital detox** ■ A podcast debating the benefits of a digital detox		**A comment** ■ Two comments on the podcast ■ Referring to another person's argument in your writing	■ Talk about unusual jobs ■ Talk about common wishes and regrets ■ Offer advice and discuss options **Time to speak** ■ Talk about how to conduct a digital detox
■ Make generalizations **Real-world strategy** ■ Give contrasting information		**The story of the ramp** ■ An article about the independent living movement	**A letter of complaint** ■ A complaint about a business ■ Communicating attitude	■ Talk about rules for work or school ■ Talk about unusual laws from the past ■ Talk about different customs and cultures **Time to speak** ■ Discuss ways to make life easier for groups of people
■ Keep your listener engaged **Real-world strategy** ■ Show interest in a story	**I can't live without it!** ■ A podcast about the impact different inventions have had on our lives		**A comment** ■ A comment on the podcast ■ Using words and phrases for similarity and contrast	■ Talk about hypothetical past events ■ Speculate about the past events that led to current situations ■ Tell and react to a story about something that is hard to believe **Time to speak** ■ Talk about how an invention has affected society
■ Discuss alternatives and give recommendations **Real-world strategy** ■ Give a personal recommendation		**Embrace the technological revolution? Not me!** ■ An opinion piece about technological advances	**A response** ■ An opinion piece ■ Transitions	■ Describe an event you'll never forget ■ Talk about folk remedies ■ Ask for and give recommendations for a product **Time to speak** ■ Mediate a discussion and find a compromise
■ Memories **Real-world strategy** ■ Share experiences	**Man's best friend?** ■ A student debate about the relationship between humans and dogs		**A summary and response** ■ A summary of and response to arguments ■ Linking contrasting ideas	■ Tell the story behind a photograph ■ Discuss childhood memories ■ Retell a personal story **Time to speak** ■ Share your experience of a national moment

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 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

Striking images
- get students talking

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

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

(Textbook unit page content)

UNIT OBJECTIVES
- speculate about a picture
- talk about viral stories
- exchange and discuss opinions
- write a response to a post about local businesses
- design an ad for a product

GOING GLOCAL

4

START SPEAKING

A Look at the picture. Where do you think it was taken? How many different signs can you see? What do you think they are selling?

B How many different places do you see ads? How many ads do you think you see in one day? How many do you pay attention to? For ideas, watch Seung Geyong's video.

Is your experience like Seung Geyong's?

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LESSON 1

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

Vocabulary
- is presented through pictures or definitions

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

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

Notice features
- contain important language information

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

(Textbook lesson page content)

4.1 MORE THAN JUST A JERSEY

LESSON OBJECTIVE
- speculate about a picture

1 LANGUAGE IN CONTEXT

A Look at the infographic. Do you recognize any of the team names? What sport do they represent? What type of information does the infographic give about the teams?

Real Madrid — Annual revenue: €519 million; Ticket sales: €119 million; Broadcasting rights: €188 million; Sponsorships and merchandising: €211 million

Manchester United — Annual revenue: €624 million; Ticket sales: €127 million; Broadcasting rights: €119 million; Sponsorships and merchandising: €178 million

FC Barcelona — Annual revenue: €483 million; Ticket sales: €118 million; Broadcasting rights: €188 million; Sponsorships and merchandising: €177 million

Paris Saint-Germain — Annual revenue: €400 million; Ticket sales: €54 million; Broadcasting rights: €91 million; Sponsorships and merchandising: €255 million

B Read part of an article on sports marketing. What is a major source of income for these soccer teams? Think of sports teams in your town or country. Do they make money in similar ways?

Soccer is the world's highest earning sport. You might think that the money comes from ticket sales. But actually, a lot of it comes from sales of merchandise.

Take Real Madrid, for example. Business from its **sponsor** represents one-third of the team's total revenue. For the French team Paris Saint-Germain (PSG), sponsorship and **merchandising** represents over half. That could mean that PSG's **brand** is more valuable than the team itself!
All teams have corporate sponsorship deals, which usually means putting the sponsor's **logo** on the jersey. In the case of Real Madrid and PSG, the same sponsor appears on their jerseys – yes, the Emirates airline company sponsors both!
Sponsorship is everywhere in professional sports. These days if teams don't have sponsors on their jerseys, they can't be taken seriously. Even in the U.S., some NBA teams now have sponsors on their shirts, and TV **commercials** that **advertise** games are also **ads** for the sponsors' **products**.
Because sports team brands are so valuable, authentic jerseys are **status symbols** and **fashion statements**. Other branded products, from coffee mugs to mousepads, also bear the team's (and sponsor's) logo and/or **slogan**. All of this merchandising means fakes are everywhere, too. But if your Real Madrid jersey costs three times the price of one you see on the street, it must be the *Real* thing!

C Read the article and the infographic again. Check (✓) the statements that are true. Correct the false ones.
- ☐ 1 All soccer teams now get most of their revenue from merchandise sales.
- ☐ 2 It is possible for one company to sponsor two or more teams.
- ☐ 3 Sponsorship of NBA teams is a new trend.
- ☐ 4 The sponsor's name only appears on a team's jersey.

! All the money a company takes in is its revenue. The money that is left after all expenses are paid is its *profit*. These are non-count nouns.
Revenue is up this year, but *profit* is down because of higher costs.
When a company has many sources of income, they can be countable.
Revenues from merchandising and ad sales are down, but *profits* from ticket sales and parking will balance that.

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2 VOCABULARY: Talking about advertising

A **1.33** Listen and say the words. Find the words from the box in the article and try to figure out what they mean. You can use a dictionary or your phone to help you. Then discuss the questions.

ad / advertisement	merchandising	advertise	brand
merchandise / products	status symbol	sponsor	logo
fashion statement	commercial	slogan	

What is the difference between …
1 a sponsor (n) and sponsor (v)?
2 merchandise and merchandising?
3 a brand, a logo, and a slogan?
4 advertise (v), an advertisement/ad, and a commercial?
5 a status symbol and a fashion statement?

B ▶ Now go to page 144. Do the vocabulary exercises for 4.1.

PAIR WORK Think of an ad that you really like and one that you really dislike. Why do you feel this way about them? Explain to your partner.

That commercial is terrible! The slogan is a little song, and it stays in my head for days!

3 GRAMMAR: Modals of speculation

A Complete the rules. Use the sentences in the grammar box to help you.
We can use *must, must not, may, might, can't,* and *could* to speculate.
1 When you're not sure that something is true, use _____ , *could,* or *may.*
2 When you're sure that something is true, use _____ .
3 When you're sure that something is *not* true, use _____ and *must not.*

Modals of speculation
You **might** think that the money comes from ticket sales. If it's three times the price, then it **must** be real. If teams don't have sponsors, they **can't** be taken seriously.

✓ ACCURACY CHECK
Don't use *can* for speculation.
They ~~can~~ be the best soccer team this season. ✗
They might be the best soccer team this season. ✓

B Complete the sentences with an appropriate modal of speculation. Then check your accuracy.
1 They _____ be a very good soccer team. They haven't won a single game this season!
2 They _____ be the best soccer team this year, but I'm not sure.
3 They _____ be the best soccer team this year. They've won everything!

C ▶ Now go to page 132. Look at the grammar chart and do the grammar exercise for 4.1.

4 SPEAKING

A **GROUP WORK** Look at the picture. Speculate about what is happening. Who makes the most interesting guess?

It can't be an actual game. It must be during practice.

He might be teaching the dog to play soccer.

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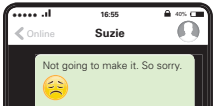
Grammar
- is taught inductively
- is clearly presented using examples from the reading or listening text

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5.2 LAST-MINUTE-ITIS

LESSON OBJECTIVE
- talk about plans and changes to plans in the past

1 LANGUAGE IN CONTEXT

A ◀) 1.45 Look at the text message. Do you often send or receive text messages like this? Listen to two friends discussing another friend, Suzie. What excuses does Suzie make? Do her friends believe her?

Phone screen: 16:55 • Online • Suzie
Not going to make it. So sorry. 😣

◀) 1.45 Audio script

A What's up with Suzie lately? We were going to get together last night. I was really looking forward to it, but at the last minute, she texted that she was held up at work and to go ahead without her. I ended up just staying home.

B Last week, she really messed things up for me, too! I'd bought tickets to a concert. About an hour before we were supposed to meet, she texted, said she was sorry to let me down, but she couldn't go. She said her sister had split up with her boyfriend, and she had to hang out with her and try to cheer her up.

A No way! She's just making up excuses.

B I know! And it's always in a text.

A I'm about ready to give up on her!

INSIDER ENGLISH
We use the expressions *What's up with … ?* and *Something's up* to talk about problems.

2 VOCABULARY: Making and breaking plans

A ◀) 1.46 Find the verb phrases in the conversation and complete them below. Then listen and check.

1 be held _____
2 cheer _____
3 end _____
4 _____ together
5 give up _____
6 go _____
7 hang out _____
8 let someone _____
9 look _____ to
10 make _____
11 mess _____
12 split _____

B ▶ Now go to page 145. Do the vocabulary exercises for 5.2.

C GROUP WORK Do the quiz. Which of you suffers most from last-minute-itis? How do you feel when people cancel or change plans at the last minute? Do you think it's rude? Why or why not?

Do you suffer from ⚠ last-minute-itis?
How many times did you do each of these things in the last week? Be honest!
- text a friend at the last minute to change plans
- cancel plans with friends because you didn't feel like going
- text that you were running late
- forget to show up for a meeting because you didn't put it in your phone.

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3 GRAMMAR: was/were going to; was/were supposed to

A Choose the correct words to complete the rules. Use the sentences in the grammar box to help you.
1 The forms *was/were going to* and *was/were supposed to* describe an action that **was completed / was planned** in the past.
2 They are often used to say that a plan **happened / didn't happen**.
3 They are often followed by **and / but** and an explanation.

was/were going to; was/were supposed to
We **were going to** get together last night, but she was held up at work. An hour before we **were supposed to** meet, she texted me to cancel.

B ▶ Now go to page 134. Look at the grammar chart and do the grammar exercise for 5.2.

C PAIR WORK Read the two situations. What was the original plan? How do you know? Summarize using *was/were supposed to* or *was/were going to*. Check your accuracy.
1 We were all packed and ready to leave, when it started to rain really heavily. There was no point in going. We didn't want to put up a tent in the rain!
2 We apologized to the people who had come to the meeting and took them for coffee. Then we set up a conference call and had the meeting over Skype.

✓ **ACCURACY CHECK**
Remember not to drop the verb *be* in phrases with *going to* and *supposed to*.
The show supposed to start at 7:30. ✗
The show was supposed to start at 7:30. ✓

4 SPEAKING

A Think about a time when your plans had to change for some reason. Use the questions below to help you. For ideas, watch Seung Geyong's video.
- What were you going to do?
- What went wrong?
- What did you end up doing?

REAL STUDENT
Did something similar happen to you?

B PAIR WORK Tell your partner what happened and listen to your partner's story. Ask follow-up questions to get more information.

I was going to visit my cousin in Miami. I had bought the tickets and everything. But when I got to the airport, I realized that I had forgotten my passport at home …

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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	CONTENT	RESULT
Even in a short exchange, idiomatic language can inhibit understanding.	*Insider English* focuses on the informal language and colloquial expressions frequently found in everyday situations.	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

---

2.3 CAN I GET YOU A REFILL?

LESSON OBJECTIVE
- make, accept, and refuse offers in social situations

1 FUNCTIONAL LANGUAGE

A [PAIR WORK] 🔊 1.15 Look at the photo. Discuss the questions. Read and listen to the conversation. Were you correct?
1 What kind of food are the people having?
2 What other things do you think they will serve?
3 Is it a formal or an informal occasion?

🔊 1.15 Audio script

A Can I get you anything else to drink?
B Oh, yes. Can I have a soda, please?
A Would you like a regular one?
B Do you have sugarless ones?
A Sure, here you go. One diet soda.
B Thanks, that's great.
A No worries. Anybody else want a hotdog before I, um, burn them?
C Me, please!
A Coming right up! There's also dessert in the kitchen, you know, when you're ready for it. It's buffet style, so help yourself.

C Awesome, I'll check it out later. Great barbecue!
A Thanks. Oh, Grace, would you care for a refill?
D No, I'm good. Thanks anyway.
A Can I offer you another hotdog then?
D That'd be wonderful.
A You got it. Hey, there are plenty of hotdogs here. Anybody want seconds? Jason?
E I better not. I've already had thirds!

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

Making offers	Accepting offers	Refusing offers
Can I get / offer you (something to drink)?	4_____, that's great.	No, I'm 6_____.
1_____ you like / care for (a refill)?	Awesome, I'll 5_____ it out.	No, but thanks anyway.
2_____ /There you go.	That'd be wonderful.	I better not.
Anybody else want (a hotdog)?		
3_____ yourself!		

C 🔊 1.16 [PAIR WORK] Complete the conversations with the expressions from the chart. Listen and check. Practice the conversations with a partner. Then change the offers and the responses. Use your own ideas.
1 A 1_____ I get you a refill?
  B That'd be wonderful. I really need caffeine this morning!
  A 2_____ you go.
  B Mm, thanks!
2 A Would you 3_____ for more cake?
  B No, I'm 4_____. I'm really full!
  A Can I 5_____ you more iced tea then?
  B Yes! That'd be great!

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2 REAL WORLD STRATEGY

A 🔊 1.17 Listen to part of the conversation again. What does the host say when people accept his offers?

ACKNOWLEDGE AN ACCEPTANCE
When someone accepts your offer of food or drink, it's polite to acknowledge it.
You got it!
Coming right up!   One sec.
I'll be right back with that.   Sure thing.

B 🔊 1.18 Read about acknowledging acceptance in the box above. Use the expressions there to complete the conversation below. Then listen and check.   ❗ sec = second
Attendant Hello. Can I get you something to drink, ma'am?
Customer   Yes, hot tea, please.
Attendant 1_____. Sugar?
Customer   Yes, thanks. And could I have some milk for it, too?
Attendant 2_____. I'll get some from the fridge. I'll be 3_____.

C [PAIR WORK] Student A: You are the flight attendant. Make two offers to the customer and acknowledge their responses. Student B: You are the customer. Accept one offer and reject the other. Change roles and do the conversation again.

3 PRONUNCIATION FOCUS: Saying the vowel sounds /aɪ/, /i/, and /eɪ/

A 🔊 1.19 Listen and repeat the three different vowel sounds.
/aɪ/ like   /i/ please   /eɪ/ great
Would you **like** a regular one?   Can I have a soda, **please**   That's **great**.

B 🔊 1.20 Listen. Write A for words with /aɪ/. Write B for words with /i/. Write C for words with /eɪ/.
1 Grace ___   3 Jason ___   5 caffeine ___
2 style ___   4 refill ___   6 iced tea ___

C 🔊 1.21 [PAIR WORK] Listen to the conversations. Then practice with a partner.
1 A Would you like a refill?
  B Yes, please. That'd be great.
2 A Could I have another slice of cake?
  B Coming right up!

4 SPEAKING

A [PAIR WORK] Student A: You're hosting a few friends at home. Student B: You're a guest. Practice making and responding to offers involving food and drink. Then switch roles and do it again.

> Can I get you something other than water with your meal? A soda maybe?
> No. I'm good with water. I'm watching my weight.
> Are you sure? I have diet soda.
> Oh, then yes, that'd be great.

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

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

Model writing texts
- provide a model for students to analyze

10.4 I CAN'T LIVE WITHOUT IT!

LESSON OBJECTIVE
- write comments about things you can and can't live without

1 LISTENING

A **PAIR WORK** Look at the pictures. Which do you think gives a more realistic view of cars and driving today? Why?

B 🔊 2.37 **LISTEN FOR DETAILS** Listen to part of a podcast about the car and other inventions. Answer the questions.
1 What three bad inventions are mentioned at the beginning?
2 What does Renato compare the car to? According to him, what is the difference?
3 What does Paula like about cars?
4 What other three inventions are mentioned?
5 Which one do they finally agree about?

C 🔊 2.38 **PAIR WORK** **LISTEN FOR TONE** Read and listen to the extracts. Circle the tone that correctly describes the speaker's attitude.
1 It's part of my life. positive negative
2 Life would be better without them. positive negative
3 No one needs a machine for that. aggressive defensive
4 Are you sure about that? aggressive defensive

D **THINK CRITICALLY** Who do you agree with more, Renato or Paula? Of the four inventions discussed, which do you consider the best and worst? Why?

2 PRONUNCIATION: Listening for weak words

A 🔊 2.39 Listen to extracts from the podcast. Focus on the **bold** words. How is the sound different from the written words?
1 … could anyone have imagined how much we **would** depend on them one day?
2 Just think for a moment what life **would** be like without them.

B Choose the correct option to complete the statement.
Would is often weak when the word before it ends in a *consonant / vowel* sound.

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3 WRITING

A Read the comment that was left on the podcast's website that expresses opinions about other inventions. How does the writer say we should judge whether an invention is good or bad?

INVENTIONS 🎙 PODCAST Sign up Log in

COMMENTS

I enjoyed yesterday's show about the best and worst inventions. Both your guests had interesting points, but I think I agree more with Renato. He seemed more interested in an invention's impact on the planet and on society, whereas Paula seemed more interested in whether an invention made her life easier.

Personally, I think the worst inventions are the ones that harm the planet or society, even if they also happen to be really convenient. Cars definitely fit that category. Similarly, I would say that Styrofoam is a terrible invention.

Good inventions, by contrast, are ones that improve society or help the planet even if they create a little more work for us. Subways and other forms of public transportation are good examples. Sure, they might not always be as convenient as driving your own car, but they're way better for the environment.

REGISTER CHECK

Start a statement with *"Personally,"* to show that it is your own opinion and that you understand other people may hold other opinions. It is a way of softening your statement.

B **WRITING SKILL** Look again at the comment. Find the words that are used to show similarity and underline them. Find the words that are used to show contrast and circle them.

C **PAIR WORK** What inventions or discoveries could you not live without? Which ones do you wish didn't exist? What makes an invention good or bad in your view?

✍ WRITE IT

D Write a comment similar to the one above expressing your opinion. Write about two things you couldn't live without and two things that you wish didn't exist. Use the phrases for similarities and contrasts from exercise B.

E **GROUP WORK** Share your comment with your classmates. How many people agree with you? How many disagree?

11.4 DRIVERLESS CARS? NO WAY!

LESSON OBJECTIVE
- write a comment presenting an argument

1 READING

A Look at the picture. Do you think it shows a positive view of technology? Why or why not?

B **INFERRING ATTITUDE** Read the opinion piece on the role of technology in our lives. Which sentence best describes the writer's attitude?
a Technology is ruining our lives, so we should reject it in favor of real experiences.
b Technology will reduce our ability to experience life's pleasures if we're not careful.
c Technological developments are good only if they make life easier.

Embrace the technical revolution? Not me!

Dishwashers, cell phones, the internet – all great inventions that make life easier, more comfortable, and more fun. But when technology goes too far, it automates experiences and takes the enjoyment out of life.

Take driverless cars. Or in my case, don't take them! I love driving my car. I love to feel the wheels respond to my touch. I love to drive long hours on empty roads, with my hand hanging out the window, feeling the wind between my fingers. I don't want the car to drive me, and half the American population are with me on this.

Another example of unwanted technology takeover is robot waiters. Do you really want your meal served by a machine? I can see it might appeal to children, but where's the human touch – the shared smile, the pleasant banter, the thoughtful attention? Robot waiters are becoming more and more popular in Asia, and the trend is surely going to spread.

In the world of entertainment, people once worried that live streaming would kill live events. Statistics show, however, that more and more people are attending live concerts and music festivals all around the world. The urge to share an experience, to feel the buzz of thousands of other people, is stronger than the lazy comforts of technological shortcuts.

Technology can, no doubt, make life a lot easier in many ways, but we need to make sure it isn't robbing us of the real pleasures that make life worth living.

GLOSSARY
embrace (v) accept with enthusiasm
automate (v) use machines to do something
banter (n) light, funny conversation
buzz (n) excitement

C **IDENTIFYING ARGUMENTS** Read the opinion piece again. What are the writer's arguments against the following examples of technology?
Driverless cars
Robot waiters
Streaming live events

D **THINK CRITICALLY** Do you agree with the writer? Why or why not? Do you think she may be exaggerating? Why or why not? What are some other examples of technology that's "gone too far" in your opinion? Why do you think so?

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

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

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

Authentic reading texts
- appear in six units of the book

Glossary
- encourages students to improve dictionary skills

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
- are student-focused, with the teacher as facilitator
- recycle the unit language

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

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

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

6.5

TIME TO SPEAK
Your urban art project

LESSON OBJECTIVE
- design an urban project for your community

FIND IT

A RESEARCH Look at the picture and read the description. Go online to find out more if you can. Then discuss the questions.
- What do you think is especially interesting about this art project?
- How do you think it benefits the community and its people?
- How might this project inspire others?
- Is there anything similar (in appearance or inspiration) in your area? Describe it. Find pictures online if you can.

The Morrinho Art Project is a model of a *comunidade* (neighborhood) in Rio de Janeiro. It was created by 14-year-old resident Cirlan Souza de Oliviera to show pride in his community.

B DECIDE Work in small groups. Think of a space in your town or city which could benefit from urban art. Discuss these points:
1 The place: Decide on a place in your town or city that could benefit from a project.
2 The project: What are you going to create in this space?
3 The benefits to the community: What advantages will the project bring to the community? How will that happen?

The old city walls should be restored and volunteers from each of the city's neighborhoods can create a mural that explains something about their area – a visual history of the city.

C DISCUSS Work with a student from a different group. Explain your projects to each other. Suggest improvements and possible changes to the projects. Make notes to show to your group.

D Return to your original group and compare notes. Make any changes necessary. Identify the main points of your project, give it a name, and prepare your presentation.

E PRESENT Present your project ideas to the class. Listen to all the presentations and decide on the most effective and the most original. Be prepared to support your opinion.

⟫ *To check your progress, go to page 154.* ⟫

USEFUL PHRASES

DECIDE
We're going to focus on … (place)
We're going to create …
The project will help the area because …

DISCUSS
Our group decided to …
Your project could be improved by …
Have you thought about … ?

PRESENT
Our project is called …
We decided/ thought that …
We chose to … because …

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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

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 to track and **evaluate** your progress.

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

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

B1+ SYLLABUS

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

*These items are linked to Cambridge English Teacher qualification 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.

AND WE'RE OFF!

1

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Maintaining learners' motivation – Group formation
At the beginning of a course, it's a good idea to spend some time helping students develop a positive group dynamic. This means students need to get to know each other and feel comfortable in the classroom. If students believe their English language class is an enjoyable place to be, this will motivate them to learn. It's also important to include yourself, the teacher, in this process. Students usually enjoy finding out something about you as a person. To find out more about building group dynamics, read *Group Dynamics in the Language Classroom* by Zoltán Dörnyei and Tim Murphey, pp. 14–17 and 65–69. Please go to www.cambridge.org/evolve to download this material.
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INTRODUCE THE THEME OF THE UNIT
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In pairs, ask Ss to share their own stories about their first day at one of these places. Elicit any comments or feelings they want to share.
Ask: *How did you feel on the first day?* Do Ss have the same opinions?

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

START SPEAKING
A   Ss look at the picture and discuss the questions in pairs. Elicit their answers as a class.
B   **PAIR WORK**   Read the instructions aloud. Give Ss time to think of their answers to the questions. Set a time limit of five minutes.
- In pairs, Ss discuss the questions.
- **OPTIONAL ACTIVITY**   Ss use their phones to access the video and then discuss if they feel the same as Andres.

REAL STUDENT
Hi! I'm Andres. I will start a business course. I want to learn how to take good decisions, and learn the best way to earn your own money because I want to be an important CEO.

TEACHER DEVELOPMENT ACTIVITY 1

Talking about yourself
This involves you giving a model of the Speaking activity by talking about yourself.
- Before Ss do exercise B, think of a new activity that you started – it doesn't have to be recent.
- The activity could be starting work as an English teacher, it could be your own experience learning a second language, or you could talk about how you felt about meeting the Ss. It's also fine to talk about something not connected to language learning.
- Tell Ss about your experience and speak as honestly as you can.
- When you have finished speaking, put Ss in pairs and ask each pair to think of one or two questions to ask you about your experience.
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C   **GROUP WORK**   Put Ss in groups of three or four. As they discuss and share their answers, circulate and monitor for examples of English usage. Give feedback on these at the end of the activity.

T-1

The **introduction** appears at the beginning of every unit. Here you can read a brief description of the Teacher Development focus and learn about the two Teacher Development activities that will be included in the unit. You can also find out about optional extra reading on the unit's teacher development focus here.

The **extra reading** texts, such as the one referred to in the introduction above, can be found 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.

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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. What kind of questions did students ask you?
2. How easy did you find it to be honest when talking about the experience? Was there any information you didn't want to share?
3. How much of ones personal life do you think a teacher should share with his or her students? Do you think you can share too much?
4. How easily were students able to guess the identity of students from the sentences they wrote for Development Activity 2 on page T-2?
5. How much did the second activity help students begin to work well together as a group?
6. At some stage in your course, there may be conflicts or tensions in the group. What can you do to manage these?

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

PRONUNCIATION SUPPORT

Overview of Pronunciation sections

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

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

Productive pronunciation (saying sounds)

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

Receptive pronunciation (listening for sounds)

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

Use your students' first language

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

You are a pronunciation role model

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

Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

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

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

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

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

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

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

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

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

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

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

GLOSSARY

Consonant sounds sounds made by the tongue, teeth, or lips. For example, the /tʃ/ in wa**tch**.

Consonant clusters a group of consonant sounds with no vowel sounds. For example, /str/ at the beginning of **str**eet.

Deleted sounds the syllables we don't pronounce.

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

Voiced sounds the sounds that are produced with a vibration. For example, /v/.

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

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

AND WE'RE OFF!

1

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