

EVOLVE

STUDENT'S BOOK

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and Kathryn O'Dell

5

B2
CEFR

Experience
Better
Learning

CAMBRIDGE

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Key: REV = Review, U = Unit.

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EVOLVE

SPEAKING MATTERS

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

Drawing on insights from language teaching experts and real students, 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.

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Joy in learning.



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from Bolivia
Data scientist



Bojan Andric
from Serbia
Interpreter



Carolina Hakopian
from Brazil
Dentist



Jacqueline Castañeda Nuñez
from Mexico
Urbanist



Lucia D'Anna
from Italy
Lead Promotion Specialist



Odil Odilov
from Tajikistan
Finance Assistant



INSIGHT

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

CONTENT

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

RESULT

Students are motivated to speak and share their ideas.

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. Their ideas are included throughout the Student's Book.

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

Teacher, Mexico (Global Teacher Survey, 2017)

8.3 THE LITTLE TOUCHES

LESSON OBJECTIVE
■ suggest and show interest in ideas

1 LISTENING

A ▶ 2.18 [PAIR WORK] Look at the pictures. What kind of event do you think the items in picture A would be good for? What can you see in picture B? Are you sure? Then listen to a podcast about event planning and check your answers.

B ▶ 2.18 [RECOGNIZE EMPHASIS] Listen again. The speakers emphasize the following words. Does the emphasis for each word (a) show a contrasting idea or (b) mean very?

1 and small	3 complex	5 such
2 awesome	4 the birthday girl	6 really

C ▶ 2.18 [PAIR WORK] [THINK CRITICALLY] Listen again. What ideas do the speakers have for "little touches"? Do you like the ideas? What kind of things, do you think, make events special and memorable? What kind of things are not worth the trouble? Why?

2 PRONUNCIATION: Listening for emphasis

A ▶ 2.18 Listen to the emphasis on the underlined words.
Plan all types of events – big and small That's an awesome idea. Or it can be a complex theme like travel.

B ▶ 2.18 Listen and underline the words that are emphasized.

1 Well, the birthday girl loved it, but not everyone likes strawberries.	3 And it really is the little things they remember.
2 That's such a terrific idea.	

C ▶ 2.18 Circle the correct options to complete the sentences.
When we want to show emphasis, we put the main stress on the word we want to emphasize. We usually do this by using a higher / lower pitch on this word. The main stress can / cannot include functional words like determiners.

3 SPEAKING SKILLS

A ▶ 2.18 Complete the expressions from the conversation in exercise 1B on page 80. Then decide if they are used to suggest an idea or to show interest in an idea. Write S (suggest) or Sh (show). Listen to the podcast again to check.

1 One/Another you/we can do is ...	5 I everyone loved / will love that!
2 That's a terrific / an awesome idea.	6 It never to ...
3 What a ideal	7 That's always considering.
4 ... always goes well.	8 ... is a good to approach it.

B ▶ 2.18 [PAIR WORK] You're planning a small summer party for your classmates. Complete the conversation with your own ideas. Then compare with another pair. Which of their ideas would you like to use?

A Do you have any ideas for the party?

B Well, I think ¹ is a good way to approach it. Actually, ² always goes over well.

A That's ³ idea. Also, it never hurts to ⁴.

B True, and another thing we can do is ⁵.

A Yeah, that's always worth considering. And how about ⁶?

4 PRONUNCIATION: Saying words that show a contrast

A ▶ 2.18 Listen to the recording. Can you hear the pitch change on one key word in each sentence? Underline these words.

1 I bet everyone loved that!	3 Her birthday's not in March, it's in April.
2 Well, most people did.	

B ▶ 2.18 Underline the words that show a contrast. Listen and check your work. Then repeat the sentences.

1 It wasn't her birthday, it was his.	3 Shall we get a present or give her some money?
2 I don't have any ideas, but Diego does.	4 He didn't just like it, he loved it!

C ▶ 2.18 [PAIR WORK] One student says a sentence. The other replies with a contrast.

1 Let's drive to the party.	2 We'll celebrate at home.	4 Wasn't she wearing the red dress?
No, we'll walk.	3 Tom will be late.	5 The party finishes at ten.

5 SPEAKING


A ▶ 2.18 [GROUP WORK] You are planning an event together. Choose an idea in the box. Talk about the theme, music, decorations, and food you'll have. Include little touches to make the event special. You can check online for ideas.

a birthday party for a child	a company dinner
a family reunion	a graduation party

B Describe your plan to the class. Which is the most entertaining?

OK, let's plan a company dinner. I think choosing an interesting theme is a good way to approach it.

OK, well, a beach theme always goes over well. One thing we can do is give everyone sunglasses to wear.



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

8.1 ANNOYING LITTLE THINGS

LESSON OBJECTIVE
■ talk about neatness and messiness

1 LANGUAGE IN CONTEXT

A **PAIR WORK** Think about the best thing about growing up in your family home. Tell your partner what your family does that you love and appreciate. What little things do they do that annoy you?

B **2.10** In an episode of a TV show called *You Should Talk!*, family members talk about living with each other. Read and listen. What annoying habits do Nicole and Paul have?

2.10 Audio script

Host So, Nicole and Paul, who's more disorganized?

Paul Definitely Nicole. Like, the other night, we were supposed to meet some friends at seven, and Nicole was going to drive us. We were about to leave the house, but she couldn't find her keys – as usual. We normally hang them up on the wall by the front door.

Nicole Yeah, Paul likes to line up all the keys from the biggest to the smallest. He also puts his books in alphabetical order, and his desk is always organized with all his office stuff...

Paul OK, OK, but we're talking about you right now. Her keys were bound to be in the house somewhere, so we were forced to go room by room looking for them. Eventually she found them. They were tangled up with some earphones in the pocket of some jeans. Unbelievable!

Nicole You should talk! At least my jeans were in the closet – unlike your shoes!

Host Wait. A minute ago, you were saying how Paul arranges keys and books neatly. And now I'm hearing he leaves his shoes all over the place?

Nicole Yes! I mean, they're not all jumbled up. They're sure to be neatly placed side by side on the floor, but they're everywhere!

Paul At least I don't throw my clothes on the floor, like some people I know. I fold them neatly and put them in a pile on the chair by my bed.

Nicole Yeah. Even when he doesn't put things away, he does it neatly!

C **2.10 PAIR WORK THINK CRITICALLY** Read and listen again. Who would you find more annoying to live with? Why do you think people get annoyed over small, silly things? What compromises do we need to make when living with other people?

2 VOCABULARY: Describing neatness and messiness

A **2.11** Look at the expressions in bold in the text. Which do we use to talk about things that are neat, messy, or both? Copy the chart and complete it. Then listen and check your work.

Neat	Messy

B **Now go to page 147. Do the vocab**

C **PAIR WORK** What expressions from 1 describe the person or people you live with?

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INSIDER ENGLISH
Say *You should talk* to mean "You are guilty of the same behavior you have just criticized."

Pronunciation

INSIGHT

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

CONTENT

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

RESULT

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

Insider English

INSIGHT

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

CONTENT

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

RESULT

Students are confident in the real world.

8.4

A SMILE GOES A LONG WAY

LESSON OBJECTIVE
write a complaint letter

1 READING

A Have you ever made a formal complaint? What was the problem? Was your complaint effective?

B IDENTIFY WRITER'S PURPOSE Read the article. What's its purpose? What specific examples of customer problems does the writer mention? Which are valid reasons for complaints?

Do you have a problem with a product, service, or company? It might be time to make a formal complaint. Anna Tims, a writer who focuses on consumer affairs, offers a list of tips for successful complaining. The secret is getting a lot of small things right.



HOW TO COMPLAIN EFFECTIVELY

Most large companies get hundreds of complaints – some silly and some serious. No matter how important your complaint is to you, it will just be added to a pile of complaints that a stressed-out customer service worker needs to read. So to be sure it makes the biggest impact, you must know how to state your complaint effectively. Follow these steps, and you're bound to get your problems solved.

✓ MAKE SURE YOUR COMPLAINT IS VALID

Your concern needs to be realistic. For example, if fees for ending a cell phone service contract early stop you from going to a cheaper cell phone service provider, that's too bad. You should have understood the contract. If, however, you have received poor service, you have the right to end your contract early. Or if you dropped your product and then stepped on it accidentally, it's your fault. But if a product breaks when you set it down gently, it's sure to be faulty.

✓ FIGURE OUT WHAT YOU WANT TO ACHIEVE

Do you want a refund, a replacement, or simply an apology? If you want a refund, you have to act quickly or you might lose your right to one. If you complain by phone, make a note of who you spoke to and when, and follow up the call with a letter restating your complaint and the response you got on the phone. Do the same if you sent the complaint through the company's website, so you have a record of it.

✓ ALWAYS ADDRESS A LETTER TO A SPECIFIC PERSON

It is best to start with the customer service manager. If you aim too high – for example, the company president – you will be waiting while your letter is passed around until it reaches the right person. Find out the manager's name and use their full title – Dr., Mr., Mrs., or Ms. A little thing like using someone's name can make a big impression.

✓ INCLUDE YOUR DETAILS

Remember to include your full name, address, and any order or reference numbers near the top of the letter. If a company can't easily find you in their system, they may not respond.

✓ KEEP COPIES

Make copies of all relevant documents – such as receipts, bank statements, order forms, and advertisements – and include them to support your complaint. If you want a new but stained couch replaced, include a photo of the damage.

✓ CHECK YOUR SPELLING

Carelessly written letters suggest you are as sloppy as the company you are complaining about.

✓ BE POLITE AND REASONABLE

Whether you are writing or calling, stay calm. Anger will give companies an excuse to refuse to deal with you.

✓ NAME NAMES

If you mention the unhelpful attitude of, for example, a store manager or customer service representative, try to include their names.

✓ SET A DEADLINE

Give the company a deadline for sending a useful response – 14 days is fair. Make a note of the date so you can increase the pressure if it is missed.

✓ MAKE SURE YOUR COMPLAINT ARRIVES

Send all letters by certified mail or special delivery to the company can't deny receiving them. If you use email, ask the person to confirm once they get it.

GLOSSARY

consumer affairs (n) a system related to protecting people who buy products and services
faulty (adj) not perfectly made or does not work correctly
sloppy (adj) not being careful or making an effort

Adapted from an article by Anna Tims in *The Guardian*

C Read the article again. Which points apply to (1) both a complaint letter and a phone call and (2) only a complaint letter?

D PAIR WORK THINK CRITICALLY Which three points in the article do you think would be the most effective? Why? Are there any points that won't have an effect? Why not?



2 WRITING

A Read Karen's letter to the customer service manager of Markus Appliances. What's the problem? Why is she not happy with the sales manager's response? What does she want?

To: Mr. Edwards
From: Karen Rebecca Mason
Subject: RE: Faulty SUPERWASH Washing Machine, model number RQM205

Dear Mr. Edwards,

I am writing to complain about the above washing machine, which I bought during your Summer Sale on July 15. I purchased it for \$175.99 at the Main Street branch of Markus Appliances and include a copy of the receipt as proof of purchase.

After the machine was delivered, I tried to use it, but it wouldn't turn on. I checked the connection, which was fine, but the machine had no power. I immediately returned to the store and explained the problem to the sales manager, Rob Clark. At first, he suggested there was something wrong with the power in my house. When I insisted that the machine was faulty, he said, "Sorry, but you bought it during the half-price sale. We don't accept the return of sale items."

I find this unacceptable. First, the item is obviously faulty. Second, your company advertisement (copy included) states that you accept all returns without question. I believe that includes sale items. Third, I feel Mr. Clark should be friendlier. It's a small thing, but a smile goes a long way.

I would like your company to pick up the washing machine from my house and send me a refund of \$175.99. I look forward to hearing from you within the next ten days.

Sincerely,
Karen Rebecca Mason

REGISTER CHECK

In formal written complaints, we often use expressions like *I find*, *I feel*, *I believe*, or *I think* to make statements less direct and more polite.

Direct

This is unacceptable.
Mr. Clark should be friendlier.

Less direct

I find this unacceptable.
I feel Mr. Clark should be friendlier.



B PAIR WORK THINK CRITICALLY Which of the tips in the article in exercise 1A on page 82 did Karen follow?

C AVOID RUN-ON SENTENCES AND SENTENCE FRAGMENTS Read about two kinds of sentences to avoid in more formal writing. Look at the examples below. How could the sentences be improved? Then find good versions of each in Karen's letter in exercise 2A.

Run-on sentences (They go on and on.)

1 I am writing to complain about the above washing machine, which I bought during your Summer Sale on July 15 for \$175.99 at the Main Street branch of Markus Appliances and for which I include a copy of the receipt as proof of purchase.

Sentence fragments (Incomplete sentences)

2 Went back to the store. Explained problem to sales manager Rob Clark.

3 Unacceptable. First, obviously faulty.

WRITE IT

D PLAN You're going to write a complaint letter. Choose an idea in the box or something you experienced yourself. With a partner, describe the problem and how you want the company to solve it. Then look at the letter in exercise 2A. What type of information should each paragraph contain in a complaint letter? How will you start and end the letter?

a bad restaurant meal
poor customer service

a broken or faulty item or package
an item that's different from the advertisement

Write your complaint letter.

REGISTER CHECK

In formal written complaints, we often use expressions like *I find*, *I feel*, *I believe*, or *I think* to make statements less direct and more polite.

Direct

This is unacceptable.
Mr. Clark should be friendlier.

Less direct

I find this unacceptable.
I feel Mr. Clark should be friendlier.



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 SIDE PROJECTS

LESSON OBJECTIVE
■ talk about side projects

1 LANGUAGE IN CONTEXT

A Look at the title of Max's blog. What do you think it means? Then read the blog. What's (1) a side project, (2) Kyle's side project, (3) Max's side project?

HOME ABOUT BLOG CONTACT US

LIVING YOUR DREAMS

(On the side)

by FilmGuyMax

Do you have a side project? You know, the thing you do that isn't your real job but you do it because you love it? Side projects are often creative, but they're more than a hobby. My friend Kyle, for example, is a mechanic, and in his free time he repairs old bikes for a kids' charity. It's work, but not work. He does it because he thoroughly enjoys it. And that's the great thing about a side project. It won't cause you stress, but will give you a real sense of satisfaction. And unlike a job, you can usually do things at your own pace and on your own time.

I'm a film studies student, and my side project is making a documentary about college. I'm filming it *little by little*, and eventually I'm going to edit it into an hour-long show. It'll be a surprise for my friends because I'm not showing it to them until it's done. But this side project has another purpose. In a couple of years, I'll be looking for a job, and this video is going to be a useful example of my skills as a filmmaker. If things go smoothly, I might start my own video production business one day. So, as I work on my video, I'll also be moving steadily toward that goal. But if things don't go as *expected*, at least I'll have a nice souvenir of my college years.

B Read the blog again. What are the benefits of a side project? How will Max's side project be useful to him?

C **PAIR WORK** What side projects do you or the people you know have? Do you think they will help you to achieve your dreams?

2 VOCABULARY: Talking about progress

A **PAIR WORK** Look at the expressions in the box. What do they mean? Use a dictionary, your phone or the context in the blog to help you. Which were used in the blog post? Which ones have a similar meaning? Then listen to the definitions and check your work.

as expected	at my own pace	effectively
little by little	on my own time	smoothly
successfully	thoroughly	steadily
		with ease

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

C **PAIR WORK** **THINK CRITICALLY** Compare main occupations with side projects. What are their pros and cons? What are the differences in (a) how we work on them and (b) how we feel about them?

3 GRAMMAR: Future forms

A Read the sentences in the grammar box. Circle the correct options to complete the rules.

Future forms

It won't cause you stress but will give you a real sense of satisfaction. Eventually I'm going to edit it. I'm not showing it to them until it's done. In a couple of years, I'll be looking for a job. This video is going to be a useful example of my skills as a filmmaker. If things go smoothly, I might start my own video production business one day.

- Use *be going to*, *will*, or *don't / won't* for predictions, expectations, or guesses about the future.
- Use *be going to* or the present continuous / simple present for future plans and intentions.
- Use *will* + *be* + verb + *-ing* for an action in progress / a finished action at a time in the future.
- Use *might*, *may*, or *could* when you're certain / uncertain about the future.

B Now go to page 136. Look at the grammar chart and do the grammar exercise for 8.2.

C Write six sentences on plans and predictions about your work, studies, or side projects. Use a different future form from exercise 3A in each sentence. Check your accuracy. Then compare with a partner. Are any of your predictions similar?

4 SPEAKING

A **PAIR WORK** Choose a side project from the list below or your own idea. Think about how it will fit with your short-term and long-term plans, ambitions, or goals. Is it linked to your career in any way? Then tell each other about your side project. Ask questions to find out more. For ideas, watch Jacqueline's video.

create an app

improve your cooking skills

start an English speaking group

do a podcast

make jewelry or furniture

write a blog

grow plants

play in a band

write a children's book

I'm studying to become a teacher, but my side project is learning to play the guitar. Right now, I'm practicing the basic *little by little*, but in several months, I'll be *successfully playing* songs. Maybe I could even be a guitar teacher someday. It's *going to be* fun!

✓ ACCURACY CHECK

Use the future continuous, not the present continuous, for an action in progress in the future.

In a couple of years, ~~I'm looking for a job.~~ ✗

In a couple of years, I'll be looking for a job. ✓

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.

8.5 TIME TO SPEAK

The key to less stress

LESSON OBJECTIVE
■ make a podcast on ways to reduce stress



NOT STRESSED AT ALL **VERY STRESSED**

A DISCUSS How stressed are you? Where would you put yourself on the scale above? Would you say most of your stress is caused by one or two big things or a number of small things? In pairs, discuss examples of big and small things that can make you feel stressed. For ideas look at the pictures. Add four ideas of your own.

B Compare your ideas with other pairs. Find out common causes of stress.

C DECIDE Which of the causes of stress from part B can be reduced by taking simple actions? What actions can be taken? With your partner from part A, discuss the ideas in the box and your own ideas. Then choose your top three effective and simple actions.

SIMPLE ACTIONS TO REDUCE STRESS:

Delete it.	Don't read it.	Don't reply.
Make "to-do" lists.	Do it right away.	Get up earlier.
Go to bed later.	Say "No!"	Discuss the problem.

D PREPARE You're going to present your actions in a short podcast. Plan: (1) the introduction, (2) your actions and the reasons why you think they're simple and effective (give some examples), and (3) the conclusion. You can take notes.

E PRESENT Present your podcast to the class. Answer any questions about it.

F AGREE The class compares the podcasts and chooses two that have the best ideas and are well presented.

▶ To check your progress, go to page 155. ▶

USEFUL PHRASES

DECIDE One/Another thing you could do is ... It never hurts to is always worth considering. ... is a good way to approach it.	PREPARE If you do this, you're bound to / sure to ... You're going to ... You might ... You'll be + verb + -ing ...
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Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

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

EVOLVE unit structure

Unit opening page

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

Lessons 1 and 2

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

Lesson 3

This lesson is built around an off-the-page dialogue that practices listening skills. It also models and contextualizes useful speaking skills. The final speaking task draws on the language and strategies from the lesson.

Lesson 4

This is a skills lesson based around an engaging reading 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 Step forward	<ul style="list-style-type: none"> Talk about how we deal with change Talk about past difficulties Discuss issues and agree strongly Write an opinion essay Talk about daily life in the past 	<ul style="list-style-type: none"> Present habits Past habits 	<ul style="list-style-type: none"> Facing challenges Describing annoying things 	<ul style="list-style-type: none"> Listening for main stress Saying /tʃ/
Unit 2 Natural limits	<ul style="list-style-type: none"> Talk about exploration and research Talk about life forms in different environments Exchange important information Write a description of an area Plan an outdoor experience 	<ul style="list-style-type: none"> Comparative structures Superlative structures; ungradable adjectives 	<ul style="list-style-type: none"> Space and ocean exploration The natural world 	<ul style="list-style-type: none"> Listening for weak forms and rhythm Saying /w/ and /v/
Unit 3 The way I am	<ul style="list-style-type: none"> Talk about personality types Talk about things you love or hate Make and respond to requests Write a personal statement for a job application Interview for a full-time position 	<ul style="list-style-type: none"> Relative pronouns; reduced relative clauses Present participles 	<ul style="list-style-type: none"> Describing personality Strong feelings 	<ul style="list-style-type: none"> Listening for /t/ at the ends of words Using polite intonation for requests
Review 1 (Review of Units 1–3)				
Unit 4 Combined effort	<ul style="list-style-type: none"> Talk about your support team in life Make decisions Discuss advantages and disadvantages Write a summary Plan a fund-raising event 	<ul style="list-style-type: none"> Adding emphasis: <i>so ... that, such ... that, even, only</i> Reflexive pronouns; pronouns with <i>other/ another</i> 	<ul style="list-style-type: none"> Professional relationships Assessing ideas 	<ul style="list-style-type: none"> Listening for consonant-vowel linking between words Using stress in compounds
Unit 5 The human factor	<ul style="list-style-type: none"> Discuss how new technology can help people Discuss the future of communication Consider and contrast ideas Write an online comment with examples Plan a community improvement project 	<ul style="list-style-type: none"> Real conditionals Conditionals: alternatives to <i>if</i> 	<ul style="list-style-type: none"> Dealing with emotions Willingness and unwillingness 	<ul style="list-style-type: none"> Listening for lower pitch information Saying front vowels /ɪ/, /e/, and /æ/
Unit 6 Expect the unexpected	<ul style="list-style-type: none"> Describe unexpected fame Talk about unexpected situations Make assumptions Write an interesting story Tell a story 	<ul style="list-style-type: none"> Narrative tenses Reported speech with modal verbs 	<ul style="list-style-type: none"> Talking about fame Reporting verbs 	<ul style="list-style-type: none"> Listening for complex verb phrases Saying short and long vowels
Review 2 (Review of Units 4–6)				

Listening	Speaking skills	Reading	Writing	Speaking
Upgrade <ul style="list-style-type: none"> A conversation between two coworkers 	<ul style="list-style-type: none"> Discuss issues and agree strongly 	Back to basics <ul style="list-style-type: none"> An article about the Maker Movement 	An opinion essay <ul style="list-style-type: none"> Organize information 	<ul style="list-style-type: none"> Talk about your attitude toward change Talk about things from when you were younger that aren't around anymore Compare things in your past and present life Talk about the Maker Movement Time to speak <ul style="list-style-type: none"> Talk about what life was like in a past decade
Finding out <ul style="list-style-type: none"> A conversation between a guide and a tourist 	<ul style="list-style-type: none"> Exchange information 	Extreme living <ul style="list-style-type: none"> An interview about living in Antarctica 	A description of an area <ul style="list-style-type: none"> Use numerical words and phrases 	<ul style="list-style-type: none"> Talk about the most important areas of research and exploration Talk about life forms in difficult environments Give advice on doing a free-time activity you enjoy Talk about living in an extreme environment Time to speak <ul style="list-style-type: none"> Plan an outdoor vacation
Asking for favors <ul style="list-style-type: none"> Conversations between an intern, an employee, and their bosses 	<ul style="list-style-type: none"> Make and respond to requests 	The right job for me <ul style="list-style-type: none"> An advertisement for jobs in a zoo 	A personal statement <ul style="list-style-type: none"> Compose and evaluate a personal statement 	<ul style="list-style-type: none"> Talk about introverts and extroverts Talk about how different things or experiences make you feel Make and respond to requests Talk about a job you would like to do and a job you would be best at Time to speak <ul style="list-style-type: none"> Interview a job candidate
Two people, one job <ul style="list-style-type: none"> A counseling session on job sharing 	<ul style="list-style-type: none"> Discuss advantages and disadvantages 	The me team <ul style="list-style-type: none"> An article about disadvantages of teamwork 	Summary of an article <ul style="list-style-type: none"> Summarize main points 	<ul style="list-style-type: none"> Talk about an experience of coordinating a group of people Talk about making group decisions Discuss advantages and disadvantages of job sharing Talk about your attitude toward teamwork Time to speak <ul style="list-style-type: none"> Discuss organizing a fund-raising event
Stop blaming gaming <ul style="list-style-type: none"> A TV debate about video games 	<ul style="list-style-type: none"> Consider and contrast ideas 	What language barrier? <ul style="list-style-type: none"> An article about translation apps 	Online comments <ul style="list-style-type: none"> State opinion and give examples 	<ul style="list-style-type: none"> Discuss how VR programs can help people in different areas of life Discuss how the development of technology can affect the way we communicate with different people Discuss benefits of video games Discuss translation apps Time to speak <ul style="list-style-type: none"> Plan a community improvement campaign
Something in the water <ul style="list-style-type: none"> An interview with a couple who thought they saw a shark 	<ul style="list-style-type: none"> Make, contradict, and clarify assumptions 	Getting it wrong <ul style="list-style-type: none"> Posts about being in the wrong place at the wrong time 	A story <ul style="list-style-type: none"> Make a story interesting 	<ul style="list-style-type: none"> Tell a story about someone who went viral Talk about managing expectations Describe an interesting experience Talk about unexpected situations resulting from small mistakes Time to speak <ul style="list-style-type: none"> Tell a story for a contest

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Priorities	<ul style="list-style-type: none"> Discuss worthwhile experiences Talk about purchases Bargain for a purchase Write a for-and-against essay Negotiate a boat trip 	<ul style="list-style-type: none"> Gerunds and infinitives after adjectives, nouns, and pronouns Infinitives after verbs with and without objects 	<ul style="list-style-type: none"> Positive experiences Making purchases 	<ul style="list-style-type: none"> Listening for vowel linking between words Saying /ɪ/
Unit 8 Small things matter	<ul style="list-style-type: none"> Talk about neatness and messiness Talk about side projects Suggest and show interest in ideas Write a complaint letter Make a podcast on ways to reduce stress 	<ul style="list-style-type: none"> Modal-like expressions with <i>be</i> Future forms 	<ul style="list-style-type: none"> Describing neatness and messiness Talking about progress 	<ul style="list-style-type: none"> Listening for emphasis Saying words that show a contrast
Unit 9 Things happen	<ul style="list-style-type: none"> Talk about how your life might be different Talk about mistakes Reassure someone about a problem Write an article giving tips Talk about key events in your life 	<ul style="list-style-type: none"> Unreal conditionals Wishes and regrets 	<ul style="list-style-type: none"> Luck and choice Commenting on mistakes 	<ul style="list-style-type: none"> Listening for different word groups Using intonation in conditional sentences
Review 3 (Review of Units 7–9)				
Unit 10 People, profiles	<ul style="list-style-type: none"> Talk about people's characteristics Talk about customer research Give your impressions Write a professional profile Develop a plan to improve a company website 	<ul style="list-style-type: none"> Gerunds after prepositions Causative verbs 	<ul style="list-style-type: none"> Describing characteristics Describing research 	<ul style="list-style-type: none"> Quoting from a text Recognizing /eɪ/, /aɪ/, and /ɔɪ/
Unit 11 Really?	<ul style="list-style-type: none"> Talk fake goods Talk about untrue information Express belief and disbelief Write a persuasive essay Share tips on solutions 	<ul style="list-style-type: none"> Passive forms Passives with modals and modal-like expressions; passive infinitives 	<ul style="list-style-type: none"> Describing consumer goods Degrees of truth 	<ul style="list-style-type: none"> Listening for intonation on exclamations and imperatives Saying /oʊ/ and /aʊ/
Unit 12 Got what it takes?	<ul style="list-style-type: none"> Talk about talent Discuss how to make life better Describe your ambitions Write a review of a performance Give a presentation about yourself 	<ul style="list-style-type: none"> Adverbs with adjectives and adverbs Making non-count nouns countable 	<ul style="list-style-type: none"> Skill and performance Describing emotional impact 	<ul style="list-style-type: none"> Listening for sounds that change Using syllable stress in words
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152				

Listening	Speaking skills	Reading	Writing	Speaking
A good bargain <ul style="list-style-type: none"> Price negotiation for a purchase 	<ul style="list-style-type: none"> Negotiate a price 	Money's worth <ul style="list-style-type: none"> An article about spending money on experiences vs. things 	A for-and-against essay <ul style="list-style-type: none"> Organize an essay 	<ul style="list-style-type: none"> Talk about your job or a job you would like to do Talk about purchases Talk about bargaining Discuss spending money on experiences vs. things Time to speak <ul style="list-style-type: none"> Negotiate features of a boat trip
The little touches <ul style="list-style-type: none"> A podcast about event planning 	<ul style="list-style-type: none"> Suggest and show interest in ideas 	A smile goes a long way <ul style="list-style-type: none"> An article about complaining effectively 	A complaint <ul style="list-style-type: none"> Avoid run-on sentences and sentence fragments 	<ul style="list-style-type: none"> Talk about qualities of a good roommate Talk about side projects Plan an event Discuss effective ways to complain Time to speak <ul style="list-style-type: none"> Discuss ways to reduce stress
My mistake <ul style="list-style-type: none"> A radio phone-in about an embarrassing situation 	<ul style="list-style-type: none"> Give reassurance 	Good conversations <ul style="list-style-type: none"> An online article about making small talk with strangers 	An article <ul style="list-style-type: none"> Parallel structures 	<ul style="list-style-type: none"> Talk about how your life might be different if you'd made different choices Talk about small regrets and make wishes Describe a problem and offer reassurance Discuss what makes a good conversationalist Time to speak <ul style="list-style-type: none"> Talk about your news at a school reunion
A careful choice <ul style="list-style-type: none"> A conversation between two friends discussing which company to order a cake from 	<ul style="list-style-type: none"> Give your impressions 	A professional profile <ul style="list-style-type: none"> An article about rewriting your professional profile 	A professional profile <ul style="list-style-type: none"> Use professional language 	<ul style="list-style-type: none"> Talk about the ways we like to be similar to or different from others Talk about your customer profile Choose a gym based on its online profile Give advice on writing a professional profile Time to speak <ul style="list-style-type: none"> Come up with tips on making the career section of a website attractive to potential employees
Believe it or not ... <ul style="list-style-type: none"> Two conversations about a NASA probe sent to the sun 	<ul style="list-style-type: none"> Express belief and disbelief 	Convince me <ul style="list-style-type: none"> An article with tips on identifying fake product reviews 	Persuasive essay <ul style="list-style-type: none"> Use persuasive language 	<ul style="list-style-type: none"> Talk about counterfeit goods Talk about false stories you've read online Talk about rumors Discuss how to identify fake information Time to speak <ul style="list-style-type: none"> Talk about common problems people search for online and solutions for them
Maybe one day ... <ul style="list-style-type: none"> A college interview for a theater program 	<ul style="list-style-type: none"> Describe ambitions; express optimism and caution 	Success behind the scenes <ul style="list-style-type: none"> A personal narrative by a guitar tech 	A concert review <ul style="list-style-type: none"> Show reason and result 	<ul style="list-style-type: none"> Talk about being good at something due to practice or natural talent Talk about small things you can do to make people happy Talk about your ambitions Talk about what contributes to success in a job Time to speak <ul style="list-style-type: none"> Make a presentation about yourself

Hailey Dawson, seven,
throwing out the ceremonial first pitch wearing a 3D-printed
robotic hand at Minute Maid Park for the 2017 World Series
Game 4 between the Houston Astros and Los Angeles Dodgers.



UNIT OBJECTIVES

- talk about how we deal with change
- talk about past difficulties
- discuss issues and agree strongly
- write an opinion essay
- talk about daily life in the past

STEP FORWARD

1



START SPEAKING

- A Describe what you see in this picture. What do you think is special about the girl's right hand? Read the caption and check.
- B In what ways can 3D-printed objects improve our lives? How might a 3D-printed object cause us problems?
- C Talk about something you often use or do that has improved your life. This could be an app, a gadget, or something else.
- D With a partner, list some other helpful inventions. How can they help us? For ideas, watch Jacqueline's video.



**EXPERT
SPEAKER**

*What do you think of
Jacqueline's example?*

