

# EVOLVE

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## TEACHER'S EDITION

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# 5

with teacher development by Amanda French,  
Craig Thaine, and Alex Tilbury



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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.

Confidence in teaching.

Joy in learning.

### Better Learning WITH EVOLVE

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



## Meet our expert speakers

Our expert speakers are highly proficient non-native speakers of English living and working in the New York City area.

Videos and ideas from our expert speakers feature throughout the Student's Book for you to respond and react to.

Scan the QR codes below to listen to their stories.



**Wendy Sanchez-Vaynshteyn**  
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.

# 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

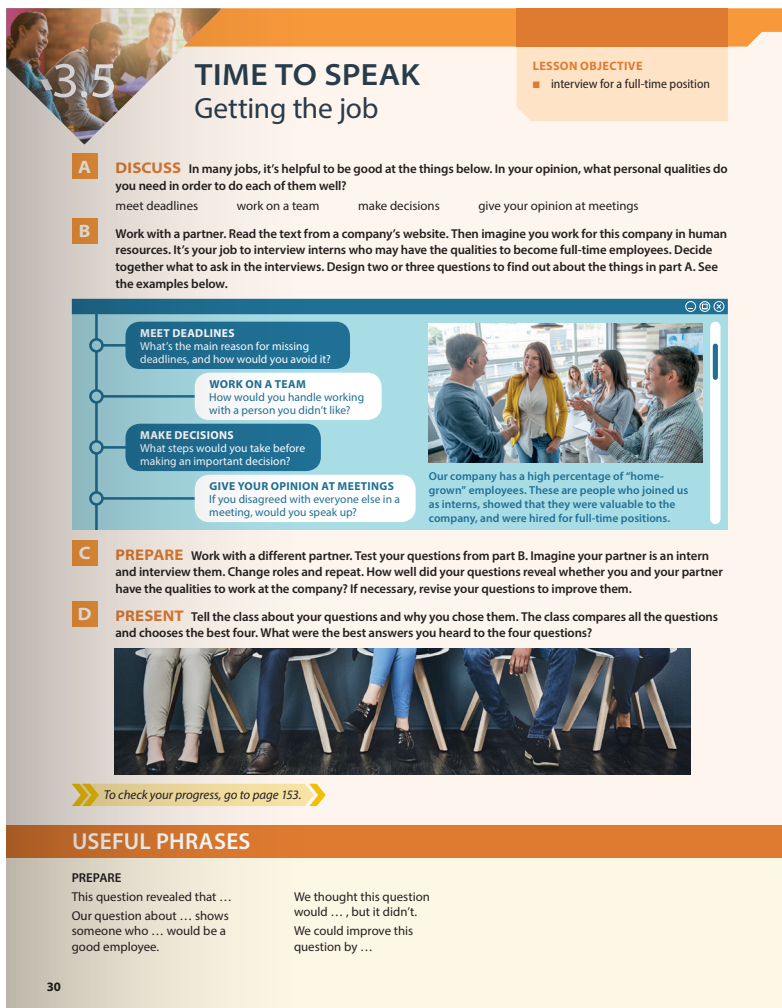
Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment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



## 3.5 TIME TO SPEAK

### Getting the job

**LESSON OBJECTIVE**  
■ interview for a full-time position

**A DISCUSS** In many jobs, it's helpful to be good at the things below. In your opinion, what personal qualities do you need in order to do each of them well?  
meet deadlines    work on a team    make decisions    give your opinion at meetings

**B** Work with a partner. Read the text from a company's website. Then imagine you work for this company in human resources. It's your job to interview interns who may have the qualities to become full-time employees. Decide together what to ask in the interviews. Design two or three questions to find out about the things in part A. See the examples below.

**MEET DEADLINES**  
What's the main reason for missing deadlines, and how would you avoid it?

**WORK ON A TEAM**  
How would you handle working with a person you didn't like?

**MAKE DECISIONS**  
What steps would you take before making an important decision?

**GIVE YOUR OPINION AT MEETINGS**  
If you disagreed with everyone else in a meeting, would you speak up?



Our company has a high percentage of "home-grown" employees. These are people who joined us as interns, showed that they were valuable to the company, and were hired for full-time positions.

**C PREPARE** Work with a different partner. Test your questions from part B. Imagine your partner is an intern and interview them. Change roles and repeat. How well did your questions reveal whether you and your partner have the qualities to work at the company? If necessary, revise your questions to improve them.

**D PRESENT** Tell the class about your questions and why you chose them. The class compares all the questions and chooses the best four. What were the best answers you heard to the four questions?



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

### USEFUL PHRASES

**PREPARE**  
This question revealed that ...  
Our question about ... shows someone who ... would be a good employee.

We thought this question would ... , but it didn't.  
We could improve this question by ...

30



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.

**3.5 TIME TO SPEAK**  
Getting the job

**LESSON OBJECTIVE**  
Interview for a full-time position

**Time on each stage**

**Introduce the task** Aim: Introduce the topic of job interviews.

Ask Have you ever had a job interview? What for? Elicit answers.

Ask How should you behave? Do you have any advice for attending them? Elicit ideas.

**A DISCUSS** Aim: Ss think about jobs.

Read the instructions aloud. Ask volunteers to read the skills. Check pronunciation and meaning.

**PAIR WORK** Ss discuss in pairs. Circulate and monitor. Elicit ideas.

**B** Aim: Ss prepare questions for a job interview.

Read the instructions aloud. Ask different volunteers to read the questions. Check for pronunciation and meaning.

**PAIR WORK** Give Ss time to write their questions. Circulate and monitor. Offer help if needed.

If some pairs don't have many questions, bring the class back together and elicit some good questions that you can write on the board. Ss can use these in the next activity.

**Preparation for speaking** Give Ss time to write notes about what they are going to say. They can do the task twice; once with notes and once without.

**C PREPARE** Aim: Ss interview each other.

Read the instructions aloud.

**PAIR WORK** Ss work in new pairs to conduct job interviews. Circulate and monitor.

Give Ss time to revise their questions if they need to.

**D PRESENT** Aim: Ss present their questions.

Direct Ss to the Useful phrases box. Tell Ss they can use these phrases as they present their questions.

**PAIR WORK** Do the task. Read the instructions aloud. Pairs present their questions to the class. Write the questions on the board (and correct them if necessary) and number them.

**WHOLE CLASS** Review When all pairs have finished, ask Which four questions were the best? Why? Elicit responses. Ask What is the best answer to each question? Elicit responses.

**Feedback for speaking activities** When Ss speak, only correct errors that impede comprehension. \*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xiii.

**PROGRESS CHECK**

Direct students to page 153 to check their progress.

Go to page T-153 for Progress check activity suggestions.

**TEACHER DEVELOPMENT REFLECTION**

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

- In Development Activity 1, how easy was it for students to react to what their partner was saying? In turn, did the first speaker respond to the reaction?
- It is likely that some students found this a little difficult. Why do you think this is the case?
- In Development Activity 2, how relevant were the questions that students asked? How good were they at listening to what their partners were saying?
- Do you think the conversations were more natural when students reacted to each other?
- Will you remind students to use strategies like this for other speaking activities?

T-30

"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.**

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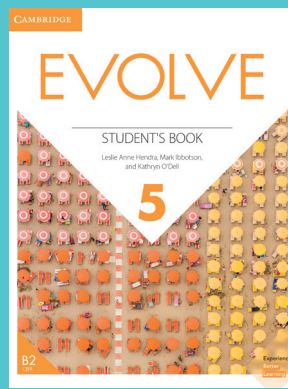
## For students

### Student's Book

- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant speaking skills
- Optional videos of Expert Speakers as language models accessible via QR code
- Optional smart phone activities in each unit

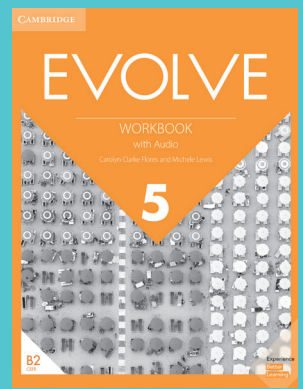
### Also available:

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

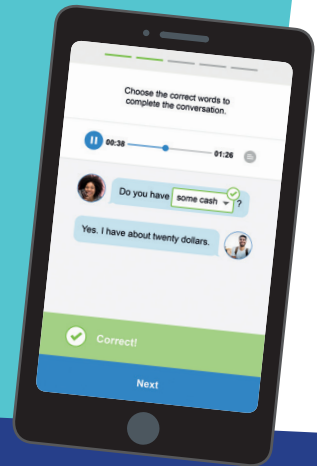


### Also available:

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

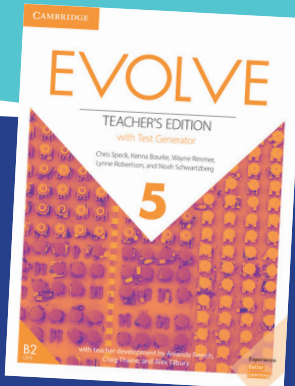
### Teacher's Edition with Test Generator

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

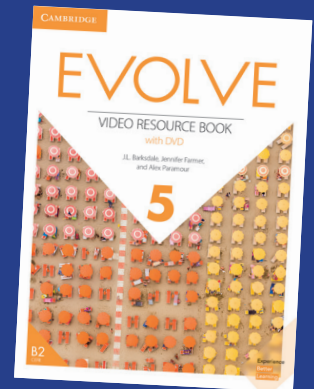
### Presentation Plus

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



### Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include short documentaries and Expert Speakers' answers to questions about their lives.
- 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 Step forward	<ul style="list-style-type: none"> <li>■ Talk about how we deal with change</li> <li>■ Talk about past difficulties</li> <li>■ Discuss issues and agree strongly</li> <li>■ Write an opinion essay</li> <li>■ Talk about daily life in the past</li> </ul>	<ul style="list-style-type: none"> <li>■ Present habits</li> <li>■ Past habits</li> </ul>	<ul style="list-style-type: none"> <li>■ Facing challenges</li> <li>■ Describing annoying things</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for main stress</li> <li>■ Saying /tʃ/</li> </ul>
Unit 2 Natural limits	<ul style="list-style-type: none"> <li>■ Talk about exploration and research</li> <li>■ Talk about life forms in different environments</li> <li>■ Exchange important information</li> <li>■ Write a description of an area</li> <li>■ Plan an outdoor experience</li> </ul>	<ul style="list-style-type: none"> <li>■ Comparative structures</li> <li>■ Superlative structures; ungradable adjectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Space and ocean exploration</li> <li>■ The natural world</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for weak forms and rhythm</li> <li>■ Saying /w/ and /v/</li> </ul>
Unit 3 The way I am	<ul style="list-style-type: none"> <li>■ Talk about personality types</li> <li>■ Talk about things you love or hate</li> <li>■ Make and respond to requests</li> <li>■ Write a personal statement for a job application</li> <li>■ Interview for a full-time position</li> </ul>	<ul style="list-style-type: none"> <li>■ Relative pronouns; reduced relative clauses</li> <li>■ Present participles</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing personality</li> <li>■ Strong feelings</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for /t/ at the ends of words</li> <li>■ Using polite intonation for requests</li> </ul>
Review 1 (Review of Units 1–3)				
Unit 4 Combined effort	<ul style="list-style-type: none"> <li>■ Talk about your support team in life</li> <li>■ Make decisions</li> <li>■ Discuss advantages and disadvantages</li> <li>■ Write a summary</li> <li>■ Plan a fund-raising event</li> </ul>	<ul style="list-style-type: none"> <li>■ Adding emphasis: <i>so ... that, such ... that, even, only</i></li> <li>■ Reflexive pronouns; pronouns with <i>other/ another</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Professional relationships</li> <li>■ Assessing ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for consonant-vowel linking between words</li> <li>■ Using stress in compounds</li> </ul>
Unit 5 The human factor	<ul style="list-style-type: none"> <li>■ Discuss how new technology can help people</li> <li>■ Discuss the future of communication</li> <li>■ Consider and contrast ideas</li> <li>■ Write an online comment with examples</li> <li>■ Plan a community improvement project</li> </ul>	<ul style="list-style-type: none"> <li>■ Real conditionals</li> <li>■ Conditionals: alternatives to <i>if</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Dealing with emotions</li> <li>■ Willingness and unwillingness</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for lower pitch information</li> <li>■ Saying front vowels /ɪ/, /e/, and /æ/</li> </ul>
Unit 6 Expect the unexpected	<ul style="list-style-type: none"> <li>■ Describe unexpected fame</li> <li>■ Talk about unexpected situations</li> <li>■ Make assumptions</li> <li>■ Write an interesting story</li> <li>■ Tell a story</li> </ul>	<ul style="list-style-type: none"> <li>■ Narrative tenses</li> <li>■ Reported speech with modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about fame</li> <li>■ Reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for complex verb phrases</li> <li>■ Saying short and long vowels</li> </ul>
Review 2 (Review of Units 4–6)				

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

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Priorities	<ul style="list-style-type: none"> <li>Discuss worthwhile experiences</li> <li>Talk about purchases</li> <li>Bargain for a purchase</li> <li>Write a for-and-against essay</li> <li>Negotiate a boat trip</li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives after adjectives, nouns, and pronouns</li> <li>Infinitives after verbs with and without objects</li> </ul>	<ul style="list-style-type: none"> <li>Positive experiences</li> <li>Making purchases</li> </ul>	<ul style="list-style-type: none"> <li>Listening for vowel linking between words</li> <li>Saying /ŋ/</li> </ul>
Unit 8 Small things matter	<ul style="list-style-type: none"> <li>Talk about neatness and messiness</li> <li>Talk about side projects</li> <li>Suggest and show interest in ideas</li> <li>Write a complaint letter</li> <li>Make a podcast on ways to reduce stress</li> </ul>	<ul style="list-style-type: none"> <li>Modal-like expressions with <i>be</i></li> <li>Future forms</li> </ul>	<ul style="list-style-type: none"> <li>Describing neatness and messiness</li> <li>Talking about progress</li> </ul>	<ul style="list-style-type: none"> <li>Listening for emphasis</li> <li>Saying words that show a contrast</li> </ul>
Unit 9 Things happen	<ul style="list-style-type: none"> <li>Talk about how your life might be different</li> <li>Talk about mistakes</li> <li>Reassure someone about a problem</li> <li>Write an article giving tips</li> <li>Talk about key events in your life</li> </ul>	<ul style="list-style-type: none"> <li>Unreal conditionals</li> <li>Wishes and regrets</li> </ul>	<ul style="list-style-type: none"> <li>Luck and choice</li> <li>Commenting on mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Listening for different word groups</li> <li>Using intonation in conditional sentences</li> </ul>
Review 3 (Review of Units 7–9)				
Unit 10 People, profiles	<ul style="list-style-type: none"> <li>Talk about people's characteristics</li> <li>Talk about customer research</li> <li>Give your impressions</li> <li>Write a professional profile</li> <li>Develop a plan to improve a company website</li> </ul>	<ul style="list-style-type: none"> <li>Gerunds after prepositions</li> <li>Causative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Describing characteristics</li> <li>Describing research</li> </ul>	<ul style="list-style-type: none"> <li>Quoting from a text</li> <li>Recognizing /eɪ/, /aɪ/, and /ɔɪ/</li> </ul>
Unit 11 Really?	<ul style="list-style-type: none"> <li>Talk about fake goods</li> <li>Talk about untrue information</li> <li>Express belief and disbelief</li> <li>Write a persuasive essay</li> <li>Share tips on solutions</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms</li> <li>Passives with modals and modal-like expressions; passive infinitives</li> </ul>	<ul style="list-style-type: none"> <li>Describing consumer goods</li> <li>Degrees of truth</li> </ul>	<ul style="list-style-type: none"> <li>Listening for intonation on exclamations and imperatives</li> <li>Saying /oʊ/ and /aʊ/</li> </ul>
Unit 12 Got what it takes?	<ul style="list-style-type: none"> <li>Talk about talent</li> <li>Discuss how to make life better</li> <li>Describe your ambitions</li> <li>Write a review of a performance</li> <li>Give a presentation about yourself</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs with adjectives and adverbs</li> <li>Making non-count nouns countable</li> </ul>	<ul style="list-style-type: none"> <li>Skill and performance</li> <li>Describing emotional impact</li> </ul>	<ul style="list-style-type: none"> <li>Listening for sounds that change</li> <li>Using syllable stress in words</li> </ul>
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
<b>A good bargain</b> <ul style="list-style-type: none"> <li>Price negotiation for a purchase</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate a price</li> </ul>	<b>Money's worth</b> <ul style="list-style-type: none"> <li>An article about spending money on experiences vs. things</li> </ul>	<b>A for-and-against essay</b> <ul style="list-style-type: none"> <li>Organize an essay</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your job or a job you would like to do</li> <li>Talk about purchases</li> <li>Talk about bargaining</li> <li>Discuss spending money on experiences vs. things</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Negotiate features of a boat trip</li> </ul>
<b>The little touches</b> <ul style="list-style-type: none"> <li>A podcast about event planning</li> </ul>	<ul style="list-style-type: none"> <li>Suggest and show interest in ideas</li> </ul>	<b>A smile goes a long way</b> <ul style="list-style-type: none"> <li>An article about complaining effectively</li> </ul>	<b>A complaint</b> <ul style="list-style-type: none"> <li>Avoid run-on sentences and sentence fragments</li> </ul>	<ul style="list-style-type: none"> <li>Talk about qualities of a good roommate</li> <li>Talk about side projects</li> <li>Plan an event</li> <li>Discuss effective ways to complain</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Discuss ways to reduce stress</li> </ul>
<b>My mistake</b> <ul style="list-style-type: none"> <li>A radio phone-in about an embarrassing situation</li> </ul>	<ul style="list-style-type: none"> <li>Give reassurance</li> </ul>	<b>Good conversations</b> <ul style="list-style-type: none"> <li>An online article about making small talk with strangers</li> </ul>	<b>An article</b> <ul style="list-style-type: none"> <li>Parallel structures</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how your life might be different if you'd made different choices</li> <li>Talk about small regrets and make wishes</li> <li>Describe a problem and offer reassurance</li> <li>Discuss what makes a good conversationalist</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about your news at a school reunion</li> </ul>
<b>A careful choice</b> <ul style="list-style-type: none"> <li>A conversation between two friends discussing which company to order a cake from</li> </ul>	<ul style="list-style-type: none"> <li>Give your impressions</li> </ul>	<b>A professional profile</b> <ul style="list-style-type: none"> <li>An article about rewriting your professional profile</li> </ul>	<b>A professional profile</b> <ul style="list-style-type: none"> <li>Use professional language</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the ways we like to be similar to or different from others</li> <li>Talk about your customer profile</li> <li>Choose a gym based on its online profile</li> <li>Give advice on writing a professional profile</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Come up with tips on making the career section of a website attractive to potential employees</li> </ul>
<b>Believe it or not ...</b> <ul style="list-style-type: none"> <li>Two conversations about a NASA probe sent to the sun</li> </ul>	<ul style="list-style-type: none"> <li>Express belief and disbelief</li> </ul>	<b>Convince me</b> <ul style="list-style-type: none"> <li>An article with tips on identifying fake product reviews</li> </ul>	<b>Persuasive essay</b> <ul style="list-style-type: none"> <li>Use persuasive language</li> </ul>	<ul style="list-style-type: none"> <li>Talk about counterfeit goods</li> <li>Talk about false stories you've read online</li> <li>Talk about rumors</li> <li>Discuss how to identify fake news</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about common problems people search for online and solutions for them</li> </ul>
<b>Maybe one day ...</b> <ul style="list-style-type: none"> <li>A college interview for a theater program</li> </ul>	<ul style="list-style-type: none"> <li>Describe ambitions; express optimism and caution</li> </ul>	<b>Success behind the scenes</b> <ul style="list-style-type: none"> <li>A personal narrative by a guitar tech</li> </ul>	<b>A concert review</b> <ul style="list-style-type: none"> <li>Show reason and result</li> </ul>	<ul style="list-style-type: none"> <li>Talk about being good at something due to practice or natural talent</li> <li>Talk about small things you can do to make people happy</li> <li>Talk about your ambitions</li> <li>Talk about what contributes to success in a job</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Make a presentation about yourself</li> </ul>

# 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 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

**UNIT OBJECTIVES**

- 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

**THE WAY I AM**

**3**

**START SPEAKING**

A Imagine you were on this ride. Which person's expression would yours be most like? What would you say when you got off the ride?

B What does this picture tell us about the personalities of the people? Do you think their faces reveal their true feelings?

C What situations can you think of that reveal what people are really like? For ideas, watch Wendy's video.

**EXPERT SPEAKER**

Do you agree with Wendy's ideas?



## Striking images

- get students talking

## Start speaking questions

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

## Expert Speaker videos

- provide students with achievable speaking models
- motivate students

## LESSON 1

## Grammar reference and practice

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

## Audio scripts

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

## Glossary

- encourages students to improve dictionary skills

## Vocabulary

- is presented through definitions or context

**3.1 POWER IN QUIET**

**LESSON OBJECTIVE**

- talk about personality types

**1 LANGUAGE IN CONTEXT**

A **TRUE OR FALSE?** Look at the picture. Which person are you most like? Would you describe yourself as an outgoing person? Why or why not?

B **1.18** Read and listen to part of a radio show. What are the three personality types mentioned?

**1.18 Audio script**

Welcome to Book End. It's Saturday morning, when we discuss my choice of the week. Today, it's Susan Cain's book *Quiet: The Power of Introverts in a World That Can't Stop Talking*, as well as ideas on her website called Quiet Revolution. Cain, whose work explores the character of introverts, feels that American society often prefers extroverts. Her goal is to show that there is power in quiet. She says, "I prefer listening to talking, reading to socializing, and cozy chats to group settings. I like to think before I speak (softly)." She feels you don't have to be an extrovert to be heard. We often talk about extroverts and introverts, but what do we really mean by these words? An extrovert is someone who easily attracts attention, enjoys the company of others, and can be the life of the party. Some think that extroverts like to show off, whereas an introvert is someone who is reserved, may find it difficult to speak up and express opinions, and often feels left out in social situations. These are the two stereotypes accepted by most people, but there's a third personality type, which *Quiet Revolution* explores: an ambivert. This is a person who sometimes needs quiet and gets energy from it and at other times works best interacting with people. I'd never heard of an ambivert before but immediately realized I am one! Which means part of me is an introvert. And suddenly, the book got a whole lot more interesting.

**GLOSSARY**

**stereotype** (n) a set idea that people have about what someone or something is like

C **1.19** **THINK CRITICALLY** Listen and read again. What is the aim of Susan Cain's work? Why do you think she started this project? Do you think it will be helpful to people?

**2 VOCABULARY: Describing personality**

A **1.20** Look at the expressions in **bold** in the script in exercise 1B. Which describe introvert behavior? Which describe extrovert behavior? Can any of the expressions describe both? Define each expression using other words. Use a dictionary or your phone to help you. Listen and check your work.

B **Now go to page 142. Do the vocabulary exercises for 3.1.**

C **PAIR WORK** **THINK CRITICALLY** In what jobs or other areas of life do you think it's helpful to be an introvert? An extrovert? Explain why.

**3 GRAMMAR: Relative pronouns; reduced relative clauses**

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

**Relative clauses**

It's Saturday morning, when we discuss my choice of the week.  
Cain, whose work explores the character of introverts, feels that American society often prefers extroverts.  
An extrovert is someone who easily attracts attention.  
These are the two stereotypes accepted by most people. (= that are accepted).

1 The relative pronoun can be the subject / the subject or the object of a relative clause.  
2 Use **when** / which to add information about particular times, dates, and days.  
3 In relative clauses, **who** / whose shows possession.  
4 Reduced relative clauses **include** / **don't include** the relative pronoun and the verb be.

B **Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.**

C Make true sentences about yourself using relative clauses and the prompts below. Check your accuracy. Then share with a partner. Were any of your ideas similar?

- going to parties with a lot of people
- the kind of people you like to be friends with
- something you like to do in a certain type of weather
- something you read recently
- something to describe one of the jobs you've had

**4 SPEAKING**

A **TRUE OR FALSE?** **THINK CRITICALLY** Student A: Talk about advantages of being an introvert. Student B: Talk about advantages of being an extrovert. Then try to convince your partner that you're right. Change roles and repeat. Then say which you agree with more.

People who are introverts often make good choices. They think about things carefully, which helps them make good decisions.

People that are extroverts often speak up at meetings and attract the boss's attention. In the office where I work, people whose voices are heard are promoted faster.

**1** Use **which** with times, dates, and days when the word defined by the relative clause is a subject or object, **not** a time adverbial. She loves Fridays, which is the worst day of the week for me.

**ACCURACY CHECK**

Use an article or possessive pronoun with a singular noun followed by reduced relative clauses with **-ed**. Cain wrote about young introverts in her book called *Quiet Power*. Cain wrote about young introverts in *her* book called *Quiet Power*.

## Notice features

- contain important language information

## 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.

# LESSON 2

## Language in context

- contextualizes the language within a reading or listening text

## Grammar

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

## Vocabulary practice

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

### 3.2 THINGS AND EMOTIONS

**LESSON OBJECTIVE**  
■ talk about things you love or hate

#### 1 LANGUAGE IN CONTEXT

A Look at the pictures and identify the objects in them. What do you think of when you see these things? Then read the posts. What is each post about?

#### 2 VOCABULARY: Strong feelings

A **1.20** Look at the words in the box. Cover the posts in exercise 1A on page 24 and look at the pictures. Can you remember which words were used to describe them? Which ones are used to talk about things that are good, bad, or unusual? Listen and check your work.

bizarre	creepy	disgusting	fabulous	impressive	irritating
satisfying	stunning	tense	uneasy	weird	

B Now go to page 143. Do the vocabulary exercises for 3.2.

C **PAIR WORK** Describe something that gives you one of the feelings in exercise 2A. Your partner guesses the feeling. Take turns. For ideas, watch Wendy's video.

**EXPERT SPEAKER**

Do the things that Wendy talks about make you feel the same way? Talk about other things that give you those feelings.

#### 3 GRAMMAR: Present participles

A Read the sentences in the grammar box. Complete the rules.

**Present participles**

I'm just sitting here, **thinking** about the strange things I love and hate.  
A crow **flying** slowly across the sky looks **stunning**.  
Some people like to stand on beaches, **watching** sunsets.  
... as a child **living** in New York City, I took it a lot with my mom.

1 To describe two events happening at the same time / different times, put the verb that describes the second event after a comma, and use the -ing form of the verb.  
2 To add more information about a noun / verb, use the -ing form of the verb.

B Now go to page 132. Look at the grammar chart and do the grammar exercise for 3.2.

C Look at the present participles in the grammar box in exercise 3A. Make new sentences true for you, using the participles to describe two events happening at the same time or to give more information about a noun.

#### 4 SPEAKING

A **PAIR WORK** Look at the pictures. How do you feel about these things? Think what you might be doing, seeing, or experiencing when you see these things.

I think freshly ground coffee smells **fabulous**. It's so nice to smell it, **relaxing** on the balcony every morning.

#### Comments

**INSIDER ENGLISH**  
gross = something extremely unpleasant  
Gross! That's gross!  
Mushrooms are gross.

@danny522: I find mushrooms **disgusting**. Not the taste. It's because they feel like rubber in my mouth. Gross!

@asans5: I love opening a jar of peanut butter and hearing that popping sound! It's more enjoyable than eating the peanut butter.

@davidortiz: Popping bubble wrap. It's so **satisfying**.

@happyjia: I can't stand touching wool. I find the feel of it really **irritating**. Just looking at it makes me feel **uneasy** and **tense**.

@mandymandy: This might be **bizarre**, but I think the smell of subway stations is **fabulous**. I hardly ever go on the subway these days, but as a child living in New York City, I took it a lot with my mom. Now, that smell reminds me of my childhood.

@greatj: The smell of a swimming pool reminds me of my childhood. I just love it!

@msalex5: I kind of like the smell of gasoline. It reminds me of trips with my family. Maybe we're all a little **weird**!

B Read the posts again. What does each person like or dislike?

C **GROUP WORK** What little things in life do you love and hate?

## Pair and group work activities

- provide frequent opportunities to speak
- encourage students to practice new language

## Extended speaking practice

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

## Insider English

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

## Insider English

### INSIGHT

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

### CONTENT

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

### RESULT

Students are confident in the real world.

# LESSON 3

## Authentic listening texts

- have scripts in the back of the Teacher's Edition
- provide extended listening practice and present language that students are likely to encounter in authentic contexts

## Speaking skills

- provide students with strategies to expand and enhance spoken communication

### 3.3 ASKING FOR FAVORS

**LESSON OBJECTIVE**  
■ make and respond to requests

**1 LISTENING**

A How do you react when your boss or teacher asks you to do something you're not confident about?

B **1:21** Listen to the conversation. Kelly is an intern at the International Student Services office of a college. What is she asked to do? What is she worried about? What does her boss, Sandra, suggest?

**GLOSSARY**  
intern (n) a student, or someone who has recently finished their studies, who works for a company for a short time, sometimes without being paid, in order to get work experience

C **1:22** Listen to Mateo and his boss, David. What is Mateo asked to do? What excuses does he make? What happens in the end?

**GLOSSARY**  
deadline (n) a time or day by which something must be done

D **1:24 and 2:22** **LISTEN FOR INFERENCE** Listen to both conversations again. What does Kelly say to show that she's not comfortable talking about the program? What does Mateo say to show he's not happy about giving a presentation?

E **PAIR WORK** **THINK CRITICALLY** We can often guess how people feel, even if they don't say it directly. Discuss the speakers' situations and complete the sentences together. What clues or knowledge do you use to guess how people feel?

- Sandra probably understands that Kelly is uneasy because \_\_\_\_\_.
- Hwan is probably happy to help because \_\_\_\_\_.
- David wants Mateo to say yes. Therefore, David \_\_\_\_\_.
- Mateo probably feels uncomfortable saying no to David because \_\_\_\_\_.

F Do you think Mateo acts professionally with his boss? Why or why not?

**2 PRONUNCIATION: Listening for /t/ at the ends of words**

A **1:23** Listen to the /t/ sounds in this sentence. Which ones are pronounced differently?  
*I just want the rest of the team to get a general sense of the project.*

B **1:24** Underline the /t/ sounds in the conversation. Which ones could be pronounced differently?  
Listen and check.

A That's OK. I just want the rest of the team to get a general sense of the project.  
B Um ... Sorry, but I wouldn't be comfortable speaking in front of the whole team. My English isn't very good for that kind of thing.  
A Your English is fine. Don't worry about it. So, will you do it?  
B Yes, I can probably manage that.

C **Circle** the correct options to complete the sentences.  
When /t/ is at the beginning / end of a word and the sound before it is /n/ or a vowel / another consonant, then the /t/ may be pronounced silently. But if that /t/ is also followed by a vowel / consonant sound, it might be pronounced more like /d/.

### 3 SPEAKING SKILLS

A Look at the expressions from the conversations in exercises 1B and 1C on page 26. Write *M* (making a request), *A* (accepting a request), or *R* (refusing a request) next to each one.

**Make and respond to requests**

1 Is there any chance you could ... ?	5 Do you think it would be possible (for you) to ... ?
2 I don't mean to be rude, but ...	6 I don't know how much I'd be able to ...
3 Would you be willing to ... ?	7 Sorry, but I wouldn't be comfortable (-ing verb) ...
4 I'd be happy to help out.	8 Yes, I can probably manage that.

B **PAIR WORK** With your partner, take turns making and responding to requests in the two situations below. Use expressions from exercise 3A.

- You need help with an essay.
- You would like your partner to work next weekend.

C **PAIR WORK** Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

**4 PRONUNCIATION: Using polite intonation for requests**

A **1:25** Listen to each request said twice. Which version sounds more polite to you – the first or the second?

- Is there any chance you could finish the presentation today?
- Do you think it would be possible to help me right now?

B **1:26** Listen and **circle** the ending of the request that you think sounds more polite. Then repeat the polite requests.

- Could you please think about it? / wait for me outside?
- Do you think it would be possible for you to call me back later? / to be a little quieter?
- Is there any chance you could speak to her yourself? / spell that for me?
- Would you be willing to give the presentation? / check my presentation?

C **PAIR WORK** Take turns saying these requests to each other politely and agreeing to help. If you think the request is not said politely, try to explain why you feel this way. Then give your partner the chance to try again.

Would you be willing to work on Saturday?      Would you be willing to share with Alex?  
Do you think it would be possible to do that again?      Do you think it would be possible to translate it into English?  
Is there any chance you could come ten minutes earlier?

**5 SPEAKING**

A **PAIR WORK** Role play one of the situations. Decide who makes the request and who responds. The person making the request tries to convince the other to say yes. Then change roles, choose another situation, and repeat.

- Student A: You want help painting your apartment because you're having a party.  
Student B: You don't like painting.
- Student A: You need someone to take care of your dog for a week because you're going on vacation.  
Student B: You don't like dogs.
- Student A: You need someone to give English lessons to your child.  
Student B: You've never worked with children before.

*Is there any chance you could take care of my dog for a week, starting this Friday?*      *Your dog? Um ... I don't mean to be rude, but I'm kind of uncomfortable with dogs.*

## Receptive pronunciation activities

- give students practice listening for features of spoken communication that commonly affect comprehension

## Pair work practice

- gives students extra productive practice of new language

## Speaking

- provides controlled and freer practice of functional 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

## Authentic reading texts

- focus on subskills that students need to read academic and job-related texts

## Writing skills

- focus on subskills that students need to write their texts

## Think critically

- encourages students to discuss and engage with the topic

### 3.4 THE RIGHT JOB FOR ME

LESSON OBJECTIVE  
■ write a personal statement for a job application

#### 1 READING

A Would you like to work with animals? What kind of work would you like to do? What kinds of zoo jobs do you think involve working with animals? Which don't involve working with animals? Read the text. Were any of the jobs you thought of mentioned?



**WELLS BROOK ZOO** Job Search • View All Jobs • Internships • Volunteer Opportunities

Are you good with people and penguins? Then the Wells Brook Zoo needs you.

#### CURRENT JOB OPENINGS

**JOB TITLE: Sales Assistant**

**Position Summary:** Sales assistants work in the Wells Brook Zoo gift shop, called Zoonivers, helping customers with sales.

**Responsibilities:** You will greet customers as they enter Zoonivers and answer any questions they may have about the products. You will arrange merchandise, maintaining an organized appearance in the store. You will also be expected to handle cash and credit card sales.

**Skills Needed:** Experience with customer service and handling cash is preferred. You must have good communication skills and be able to work independently.

**JOB TITLE: Face Painter**

**Position Summary:** Face painters work in areas throughout the zoo, painting animal designs on customers.

**Responsibilities:** You will paint animals on customers' faces and hands, using a variety of Wells Brook Zoo's preset designs. You will greet customers as they walk by and will take cash and make change if required.

**Skills Needed:** You must be patient and be able to interact well with children. Previous art training is required, and face painting experience is preferred. You must be comfortable working outside.

**JOB TITLE: Zookeeper Assistant**

**Position Summary:** Zookeeper assistants help the zookeepers take care of the animals.

**Responsibilities:** You will feed a variety of animals, including penguins, birds, and turtles, and will keep animal areas clean and safe. You will enter information into a database about animal behavior and health.

You will also give tours and educational information to school groups visiting the zoo.

**Skills Needed:** Experience working with animals and speaking in front of people is preferred.

**JOB TITLE: Assistant Cook**

**Position Summary:** Assistant cooks work in the Wells Brook Zoo cafeteria, helping the cook prepare food.

**Responsibilities:** You will follow instructions from the head cook as you prepare and cook preset menu items. You will clean kitchen equipment and cookware. You may sometimes have to cook and serve food at food stands located throughout the zoo.

**Skills Needed:** You must be able to follow instructions but also work independently when necessary. Food service experience is strongly preferred.

Email a personal statement and résumé to [wellsbrookzoo.job@mz.org](mailto:wellsbrookzoo.job@mz.org).

**GLOSSARY**  
database (n) information stored in a computer system in an organized way so that it can be searched in different ways  
cookware (n) items such as pans, bowls, knives, spoons, etc., used in cooking

#### 2 WRITING

A Read Jonathan's personal statement for the zookeeper assistant job at the Wells Brook Zoo. What are his (1) qualifications, (2) experience, and (3) goals? How good of a candidate do you think he is?

B **PAIR WORK** **IDENTIFY AUDIENCE** Read again. Who is the audience for the text? What do you think are the most important responsibilities and skills they need to do and have for each job?

C **GROUP WORK** Which job would you like to have the most? Which job would you be the best at? Give reasons.

D **THINK CRITICALLY** Which aspects of each job are good for introverts? Extroverts? Ambiverts?

**Jonathan Mendoza** 123 Park Road, Langley, VA, 22101 • 575-555-6201 • [jmendoza1992@xyz.com](mailto:jmendoza1992@xyz.com)

#### Personal Statement

I am a recent college graduate with a BS in Animal Science and Management. I have a lifelong interest in animals and birds. Summer jobs as an assistant animal keeper at Rosco Wildlife Center gave me practical experience in observing animals for signs of bad health, preparing their food and sleeping areas, cleaning and repairing their living areas, and educating the public about the inhabitants of the zoo. Interacting with children visiting the zoo was particularly rewarding. I am able to work year-round and on weekends and am excited about helping maintain the excellent standards of animal care at the Wells Brook Zoo. My goals are to expand my knowledge and experience in order to become a full-time zookeeper and to provide the animals with the best environment so that they can enjoy their life in the zoo.

**REGISTER CHECK**  
In order to is often used in more formal writing. To is often used in less formal writing.  
**Formal**  
My goal is to expand my experience in order to become a zookeeper.  
**Less formal**  
My goal is to get more experience to become a zookeeper.

B **PAIR WORK** These are useful words for personal statements: *lifelong interest, expand, maintain, standards*. Find them in the text and discuss what they mean. You can look online for help.

C **COMPOSE AND EVALUATE A PERSONAL STATEMENT** Read the guide to writing and evaluating personal statements. How well does Jonathan's statement follow this advice?

**IS YOUR PERSONAL STATEMENT ...**

**CONCISE?** Keep it short. Avoid unnecessary words that add no meaning. Avoid overusing the word "I." Vary the sentence structure. Put the information in one paragraph.

**RELEVANT?** Write about who you are and what you can do. Emphasize only skills and talents relevant to the job. Avoid common expressions such as "good at working on a team" or "a dedicated and enthusiastic worker." Say how you can contribute to the organization. Briefly mention your career goals.

**ACCURATE?** Check your punctuation (avoid exclamation points), spelling, and grammar.

**WRITE IT**

D **PLAN** You are going to write a personal statement. Work with a partner. Choose one of the other job listings from exercise 1A on page 28. Discuss the skills, experience, qualifications, and goals to include and things to avoid. Then, looking at Jonathan's statement, say how you are going to structure yours.

E Write your personal statement. Then look at the guide in exercise 2C. Have you followed all the tips? Make any changes if necessary.

F **PAIR WORK** **THINK CRITICALLY** Read your partner's personal statement. Which job did they apply for? What are the strongest points in their statement?

## Model writing texts

- provide a model for students to analyze

## Smartphone activities

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

## Write it

- gives students productive written practice of the unit language

## Register check

- gives extra information about how to communicate in different situations

## 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.

# 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

## Scaffolding activities

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



## TIME TO SPEAK

### Getting the job

**LESSON OBJECTIVE**  
■ interview for a full-time position

**A DISCUSS** In many jobs, it's helpful to be good at the things below. In your opinion, what personal qualities do you need in order to do each of them well?  
meet deadlines    work on a team    make decisions    give your opinion at meetings

**B** Work with a partner. Read the text from a company's website. Then imagine you work for this company in human resources. It's your job to interview interns who may have the qualities to become full-time employees. Decide together what to ask in the interviews. Design two or three questions to find out about the things in part A. See the examples below.



**MEET DEADLINES**  
What's the main reason for missing deadlines, and how would you avoid it?

**WORK ON A TEAM**  
How would you handle working with a person you didn't like?

**MAKE DECISIONS**  
What steps would you take before making an important decision?

**GIVE YOUR OPINION AT MEETINGS**  
If you disagreed with everyone else in a meeting, would you speak up?

Our company has a high percentage of "home-grown" employees. These are people who joined us as interns, showed that they were valuable to the company, and were hired for full-time positions.

**C PREPARE** Work with a different partner. Test your questions from part B. Imagine your partner is an intern and interview them. Change roles and repeat. How well did your questions reveal whether you and your partner have the qualities to work at the company? If necessary, revise your questions to improve them.

**D PRESENT** Tell the class about your questions and why you chose them. The class compares all the questions and chooses the best four. What were the best answers you heard to the four questions?



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

### USEFUL PHRASES

**PREPARE**  
This question revealed that ...  
Our question about ... shows someone who ... would be a good employee.  
We thought this question would ..., but it didn't.  
We could improve this question by ...

30

## 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 skills that students will need for successful oral communication in their academic or professional pursuits. Lesson 3 of each unit of EVOLVE contains a section entitled “Speaking skills” 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, which we refer to using the acronym INSPIRE. 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 ICALT. 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.

## B2 SYLLABUS

Strategy 1: Classroom and learner management	Strategy 2: Receptive skills and strategies	Strategy 3: Speaking
<b>Unit 1: Building students' confidence</b> <ul style="list-style-type: none"> <li>Getting students to identify their strengths and needs</li> <li>Providing more support for a listening activity</li> </ul>	<b>Unit 2: Making predictions 1</b> <ul style="list-style-type: none"> <li>Prediction from tasks</li> <li>Prediction from titles</li> </ul>	<b>Unit 3: Reacting to what other people say</b> <ul style="list-style-type: none"> <li>How to react</li> <li>Reacting with questions</li> </ul>
<b>Unit 4: Maximizing activities</b> <ul style="list-style-type: none"> <li>Demonstrating an activity</li> <li>Staging instructions</li> </ul>	<b>Unit 5: Making predictions 2</b> <ul style="list-style-type: none"> <li>Just the headings</li> <li>Last paragraph first</li> </ul>	<b>Unit 6: Organizing what you say</b> <ul style="list-style-type: none"> <li>Organizing bad news</li> <li>Telling an interesting story</li> </ul>
<b>Unit 7: Dealing with mixed-ability classes</b> <ul style="list-style-type: none"> <li>Assigning different tasks for the same stage of the lesson</li> <li>Assigning the same task with a different level of challenge</li> </ul>	<b>Unit 8: Paragraph organization</b> <ul style="list-style-type: none"> <li>Noticing common patterns</li> <li>Using patterns to anticipate</li> </ul>	<b>Unit 9: Commenting and checking</b> <ul style="list-style-type: none"> <li>Summarizing to check</li> <li>Checking as you go</li> </ul>
<b>Unit 10: Helping students think about useful techniques</b> <ul style="list-style-type: none"> <li>Getting students to reflect on the stages of a reading lesson</li> <li>Including a personal review stage</li> </ul>	<b>Unit 11: Decoding words</b> <ul style="list-style-type: none"> <li>Prefixes and meaning</li> <li>Suffixes and word class</li> </ul>	<b>Unit 12: Taking turns</b> <ul style="list-style-type: none"> <li>Offering a turn</li> <li>Taking the floor</li> </ul>

\*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.

## STEP FORWARD

# 1

### TEACHER DEVELOPMENT INTRODUCTION

**Strategy 1: Classroom and learner management – Building students' confidence**

In this unit, we're looking at how teachers can encourage students to feel positive about their performance and progress. For example, by getting students to identify their strengths – the things they can *already* do in English – teachers can help build their confidence. Students may then feel less anxious about identifying their needs – the things they can't do yet. We'll also look at providing more support for a listening activity, so that students have more of a sense of success.

**Getting students to identify their strengths and needs (Activity 1):** Ss use English and their first language for a speaking task. You can try this in lesson 1.1.

**Providing more support for a listening activity (Activity 2):** Ss create and complete a listening task. You can try this in lesson 1.3.

Teachers can provide support and build confidence in a number of ways. To find out more, read "Being Supportive" from *Classroom Management Techniques* by Jim Scrivener, pp. 120–122. Please go to [www.cambridge.org/evolve](http://www.cambridge.org/evolve) to download this material.

### INTRODUCE THE THEME OF THE UNIT

Tell Ss about your grandmother's or grandfather's life. Exaggerate the lack of modern facilities. In pairs, ask Ss to write down the five most important changes that have happened to the world in the last 80 years. These could be technological, social, cultural, etc. Circulate and listen as Ss talk. Ask volunteers to share their ideas when they have finished.

**UNIT OBJECTIVES**

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

**START SPEAKING**

**A** In pairs, Ss look at the picture and discuss the questions. Elicit answers from the class. (The photo is of 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.)

**B** Ss work in pairs or groups to discuss the questions. Elicit ideas from the class.

**C** Read the instructions aloud. Give an example of an app, a gadget, or something else that has helped improve your life or that of someone you know.

- Ss discuss in pairs. Elicit ideas from the class.

**D** Read the instructions aloud. Give Ss time to think of their answers to the question.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss what they think of Jacqueline's example.

**EXPERT SPEAKER**

I think one of the most beneficial invention was the bicycle.

The bicycle helps people to move around the city in a faster way and also in a more sustainable way, and it has a positive impact on our wellness.

**EXTRA ACTIVITY**

Ask Ss to rank inventions on their positive impact on human lives. On the board, write *the airplane, the internet, the text message, the bag, the wheel, the electric motor*. (Add other examples if you wish.) Ss work in pairs to rank the inventions on a scale from 1–5 with 1 having the most positive impact and 5 having the least positive impact. Give Ss time to talk before you elicit their ideas. Ask Ss to justify their rankings.



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](http://www.cambridge.org/evolve). We suggest additional reading texts to supplement your development throughout the program. These reading texts aim to give you a deeper understanding of the theory behind the unit's Teacher Development focus. You don't need to read the texts in order to complete the Teacher Development activities, but you might find it useful to do so.



## TEACHER DEVELOPMENT ACTIVITY 1

### Getting students to identify their strengths and needs

#### Alternative instructions for exercise 4A

- Tell Ss they are going to prepare for exercise 4A.
- Write or display the *Notes* chart on the board (without examples). Ask Ss to copy it.

#### Notes

Language I know	Language I need
1 <i>quickly adapt</i>	1
2 <i>lose job = be unemployed</i>	2
3	3
4	4
5	5
6	
7	
8	

- Tell Ss they will write useful language they already know in column 1. Add examples to the chart.
- Ss work alone. Monitor by checking Ss' notes for accuracy.
- Ask Ss to imagine what they would say if they were doing the task in their first language. If they don't know how to express the same ideas in English, they can use a dictionary or ask a student with the same first language.
- Ss add new language to column 2. Monitor for accuracy.
- Using their notes, Ss do exercise 4A.
- Ss discuss the advantages and disadvantages of using their first language to prepare for a speaking task. Their views may influence your future planning.

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.

**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.



## TEACHER DEVELOPMENT REFLECTION

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

- 1 For Development Activity 1, your students were allowed to use their first language. How did they respond to this? For what kind of activities or tasks would you allow the use of first language again?
- 2 What did you learn about your students' strengths from the structures and vocabulary they recorded in their *Notes* chart? Did their needs seem to be similar, or were they all very different?
- 3 For Development Activity 2, why do you think it might be important to write up students' suggestions? Think of at least three different reasons.
- 4 In general, why do you think many students require extra support with listening activities?

# 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)

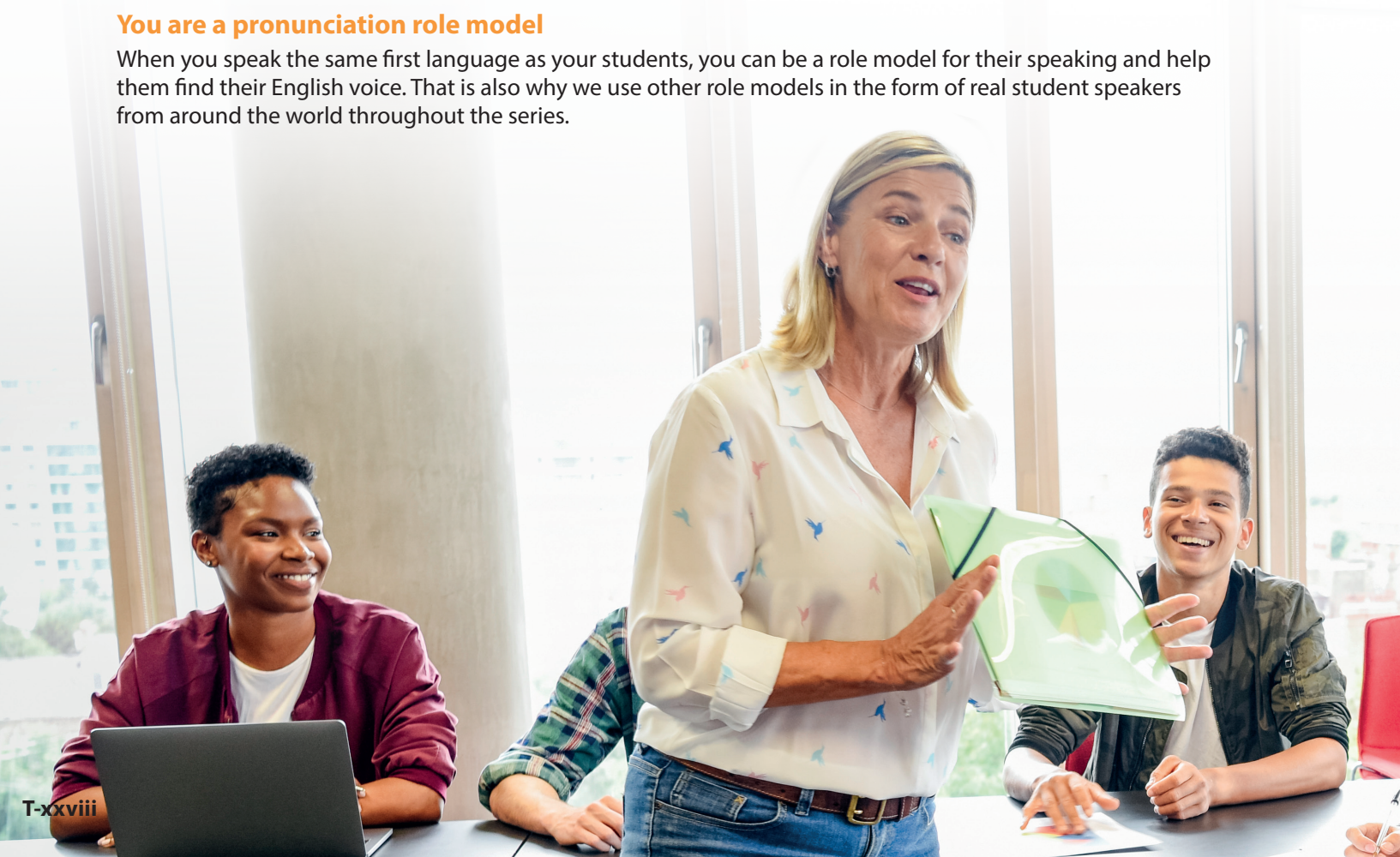
Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected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

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

**Deleted sounds** the syllables we don't pronounce.

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

**Voiced sounds** the sounds that are produced with a vibration. 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.



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## 1



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