

EVOLVE

STUDENT'S BOOK

Ben Goldstein and Ceri Jones

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ACKNOWLEDGMENTS

The *Evolve* publishers would like to thank the following individuals and institutions who have contributed their time and insights into the development of the course:

Antonio Machuca Montalvo, **Organización The Institute TITUELS**, Veracruz, Mexico; Asli Derin Anaç, **Istanbul Bilgi University**, Turkey; Claudia Piccoli Díaz, **Harmon Hall**, Mexico; Professor Daniel Enrique Hernández Cruz, **Fundación Universitaria Unimonserate**, Colombia; Daniel Martin, **CELLEP**, Brazil; Daniel Nowatnick, USA; Daniel Valderrama, **Centro Colombo Americano de Bogota**, Colombia; Diego Ribeiro Santos, **Universidade Anhembri Morumbi**, São Paulo, Brazil; Isabela Villas Boas, **Casa Thomas Jefferson**, Brasília, Brazil; Ivanova Monteros, **Universidad Tecnológica Equinoccial**, Ecuador; Lenise Butler, **Laureate Languages**, Mexico; Lillian Dantas; Professor Lizette Antonia Mendoza Huertas, **Fundación Universitaria Unimonserate**, Colombia; Maria Araceli Hernández Tovar, **Instituto Tecnológico Superior de San Luis Potosí**, Capital, Mexico; Ray Purdey, **ELS Educational Services**; Roberta Freitas, **IBEU**, Rio de Janeiro, Brazil; Rosario Aste Rentería, **Instituto De Emprendedores USIL**, Peru; Verónica Nolivos Arellano, **Centro Ecuatoriano Norteamericano**, Quito, Equador.

To our speaking competition winners, who have contributed their ideas:

Ana Netto, Brazil; Andressa Zanfonatto Slongo, Brazil; Betsi García Alonso, Mexico; Carlos Alfredo Reyes, Honduras; Daniela Estefanía Mota Silva, Mexico; Katherine, Ecuador; Marcelo Piscitelli, Brazil; Renata Lima Cardoso Mendes, Brazil; Stephanie, Honduras; Victoria Rueda Leister Pinto, Brazil.

To our expert speakers, who have contributed their time:

Andrea Mendoza, Audrey Decker, Eric Rodriguez, João Glauber Barbosa, Ryoko Mathes, Susanne Gutermuth.

And special thanks to Wayne Rimmer for writing the Pronunciation sections, and to Laura Patsko for her expert input.

Authors’ Acknowledgments

A special thanks to all the editorial team, particularly Dena Daniel, whose patience and professionalism helped make this project a pleasure to work on.

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Key: REV = Review, U = Unit.

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Illustration

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Audio production by CityVox, New York.

EVOLVE

SPEAKING MATTERS

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

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching.
Joy in learning.

Better Learning WITH EVOLVE

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



Meet our 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.



Andrea Mendoza
from Colombia
Financial analyst



Eric Rodriguez
from Ecuador
Graphic designer



Ryoko Mathes
from Japan
Academic advisor



Audrey Decker
from France
Co-founder of a non-profit organization



João Glauber Barbosa
from Brazil
Works in finance for an insurance company.



Susanne Gutermuth
from Germany
Real estate agent



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 more than 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)

10.1 BUGS NOT BEEF

LESSON OBJECTIVE
■ talk about future food options and how likely they are

1 LANGUAGE IN CONTEXT

A **2.27** Look at the picture. What type of insect is this? Where can you find them? Have you ever eaten one? If not, would you consider it? Listen to the news story. Were your answers correct?



2.27 Audio script

We all love food, but our consumption of it will soon overwhelm both supply and production. Take meat, for example. Animal agriculture will increase at least 70 percent by 2050. Already, one-third of the world's grains and cereals are used to feed livestock, and cattle farming alone occupies 24 percent of land globally. It takes 15,000 liters of water to produce one kilogram of beef, so greater production means more water shortages worldwide. Imagine if we could reduce our appetite for this inefficient protein source. Though some people would rather we gave up meat altogether, most agree that it's time we started exploring alternatives.

This idea is what led Brown University students Gabi Lewis and Greg Sewitz to buy 2,000 live crickets in 2013. Insects are common foodstuffs in many parts of the world, but not in the U.S. and Canada. So they wondered, *What if we created a cool new food product to introduce insect protein to people here?* With only a basic recipe for cricket flour, Lewis and Sewitz created a company – Exo. Today, Exo offers many healthy food products, including their popular protein bars made with cricket flour.

Crickets are wholesome and nutritious, with essential proteins, fiber, and twice as much iron as spinach. They're super green, too – making food from crickets uses just one liter of water per kilogram. Crickets might just be the new superfood.

B **PAIR WORK** **THINK CRITICALLY** What are the environmental advantages of using insects such as crickets as food? What protein alternatives to beef and other livestock meats can you think of? What environmental advantages might they have?


2 VOCABULARY: Discussing global food issues

A **2.28** **PAIR WORK** Look at the **bold** words in the article. Write them in the correct category below. Then listen and check.

- related to food quantity: _____
- non-meat foods: _____ and _____, which both contain _____
- describing the healthfulness of food: _____
- collective words for animals we eat: _____
- other ways to categorize things we eat: _____
- related to eating: _____


B **Now go to page 150. Do the vocabulary exercises for 10.1.**

GROUP WORK How is a superfood different from regular foodstuffs? Use your phone to help you. What other superfoods are there? For ideas, watch Ryoko's video.



EXPERT SPEAKER

What do you think of Ryoko's alternative to eating superfoods?



3 GRAMMAR: Simple past for unreal situations

A Look at the sentences in the grammar box. In each sentence, what is the use of the underlined simple past verb? Match the sentences to the use(s) below.

Simple past for unreal situations

A Imagine if we could reduce our appetite for beef?

B Some people would rather we gave up meat altogether.

C It's (high) time we started exploring alternatives.

D What if we created a cool new food product?

! It's time (that) we ... = We should ...
It's high time (that) we ... = It's urgent that we ...

Use the simple past for unreal situations ...

- to express present wishes and preferences. Sentence(s) _____
- to speculate about or describe an imaginary situation. Sentence(s) _____
- to express the need to do something. Sentence(s) _____

B **Now go to page 137. Look at the grammar chart and do the grammar exercise for 10.1.**


C **PAIR WORK** **THINK CRITICALLY** How would you like to see the world change? Write sentences using the expressions for simple past for unreal situations. Use the categories in the box to help you. Share your sentences in small groups. How likely are all your desired changes? Why?

food
social media
transportation


Imagine if our school served gourmet meals! But honestly, I'd rather it offered more vegan options.

4 SPEAKING


A Look at the pictures of protein sources from around the world. Which ones are you familiar with? Do you like them? Would you like to try the others? Does their nutritional value influence your decision?




A Scorpion snack




B Fried silkworms




C Peanuts and grasshoppers



D Rare steak



E Seltan



F Vegan burrito

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

10.3

A LIFE WITHOUT PLASTIC

LESSON OBJECTIVE

- discuss the advantages of rethinking daily habits

1

LISTENING

A Look at the pictures. What are these things? What are they made of? What are they usually made of?

B 2.30 DISTINGUISH MAIN IDEAS FROM DETAILS Look at the points in the chart. Which do you think are main ideas, and which are details? Listen to Grace and Jake's conversation about adopting a plastic-free lifestyle and check your answers. Circle the ones you predicted correctly.

	Main idea	Detail
1	be mindful of your daily routine	
2	buy a reusable coffee cup	
3	avoid plastic straws	
4	how to live plastic-free	
5	recycle	
6	avoid over-packaging	
7	demand alternative containers	

INSIDER ENGLISH

It's doable = It will take some effort, but it's possible.

C PAIR WORK THINK CRITICALLY Can you think of other everyday things that could be made of something besides plastic? Would they work as well? Why or why not?

2 PRONUNCIATION: Listening for sound changes in connected speech

A 2.31 Listen to the sentences and match the underlined letters to the sound changes you hear.

1 But that talk really made me want to try it. a /d/ /j/ → /dʒ/

2 How did you start? b /n/ → /m/

3 There are lots of products out there that come in plastic containers. c /d/ → /b/

B 2.32 Circle the word that would cause a sound change when connected to the sound underlined. Listen and check.

1 Please don't use that plastic / horrible cup.

2 A recycling project needs very good leadership / management.

3 Was the presentation planned / organized in advance?

4 Could we / you try a little harder?

C Circle the correct words to complete the sentences.

In connected speech, words that end with /p/, /b/, or /m/. Additionally, w³ starts / ends with /j/, these sounds often

INSIDER ENGLISH

It's doable = It will take some effort, but it's possible.

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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.

10.4

WHAT'S YOURS IS MINE

LESSON OBJECTIVE

write a summary of a discussion about the new economy

1

READING

A

Look at the picture of people using a ride-share service. Is this an example of the *gig economy* or the *sharing economy*? What's the difference? You can use your phone to help you. What's your opinion of these new economic models? Why?

B

PREDICT CONTENT

Look at the key words related to the discussion thread below. Which do you think will be used to defend new economic models and which to criticize them? Read the thread and check your answers.

unfair competition human-scale commerce minimum wage



THE NEW ECONOMY: HAVE YOUR SAY!

Who are the real winners and losers in the gig economy? Is a sharing economy model any better? What do you think?

A

Kevin

122 points

When you read about the gig economy, it seems great for everybody, but let me tell you, there are losers in this story. Like taxi drivers. In some countries, it's very expensive to obtain a license – it's an investment. And once you get one, that's your job for life. Then ride-share companies come along, and because of the increased competition, they take away the taxi drivers' livelihood. It's unfair competition because it doesn't cost the other drivers much at all.

B

Amanda

58 points

It's time that an economy based on everyone having regular, long-term jobs was challenged. The gig economy is all about on-demand services. Conditions might be more precarious for the worker – job security, insurance, benefits, etc., but we have to get used to that. It's the way the world is going.

C

Abdul

12 points

What I like about the sharing economy is that it's a human-scale version of commerce, where you often meet the person who you're doing business with. Take Airbnb. That's a whole lot better than staying in an anonymous hotel somewhere. It's much more personal, and you get better service because of it.

D

Daniel

642 points

The sharing economy is nothing new. Just look at libraries. We're just extending that model into the high-tech world. It's inevitable, like economic evolution. There's nothing we can do to stop it, so we might as well go with it.

E

Laura

21 points

The "gig economy" business model revolves around tech companies that view legal regulations as outdated or irrelevant. They don't want to follow the rules, so they come up with a way to get around them. They still make money, but the people actually doing the work are NOT better off. In fact, the workers are all independent contractors rather than employees, so they don't get vacations or a minimum wage or sick pay or help saving for retirement. And what's worse, they can be fired without warning or explanation, so they can't even complain!

F

Carolina

32 points

At first glance, I really liked the idea of opening up the economy. It's great for us customers, but I think a lot of people actually lose out. I mean, look at streaming music services. We save by not having to download music, but how much money do the musicians make once all the middlemen take their cut? And the food delivery apps! They take such a large cut that many restaurants can't afford to use them, so they lose customers they used to have. People need to understand that these cool new companies could be destroying small neighborhood businesses.

G

Sven

612 points

Not so fast! In many places the gig economy has really benefited people, like places where there are no taxis, for example. Now people can use a ride service. How is that a bad thing? People can make extra money and learn new skills. I read that Uber offers English courses to their drivers because they know that it'll help them in their work.

C

PAIR WORK

EVALUATE INFORMATION

Put a check (✓) for the contributors in favor of the new economic models and an X (X) for those against them. Highlight the main idea in each comment.

D

GROUP WORK

THINK CRITICALLY

Which of the opinions in the discussion thread do you agree with? Why? What could be the long-term effects of these new economic models?

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2

WRITING

A

Read the summary of the discussion thread. Does it focus on arguments for or against new economic models?

The gig economy and sharing economy raise many different issues and opinions. The topic is **not at all** a simple one, but two clear arguments in favor of new economic models emerge from the discussion thread: freedom of choice and flexibility. Gig and sharing economy practices liberate people from the rigidity of a traditional working model, **so** it is beneficial to society. **In terms** of customers, they can have whatever they want when they want it – music, a place to stay, food delivery, a ride to the airport. **And for** workers, they are their own bosses, free to set their own hours and determine their income by working as much as they want. **In a nutshell**, the freedom and flexibility offered by these new ways of working make it beneficial to everyone. Though **probably true** that the gig/sharing economy is here to stay, **even if** we don't like it, the freedom and flexibility it offers has won it many champions.

B

USE APPROPRIATE REGISTER

Look at the bold expressions in the summary and their synonyms in the box below. Which set is more formal? Which expressions from the box could substitute for each expression in the summary?

by no means in brief in this respect
it would seem regarding regardless of whether
with respect to

REGISTER CHECK

When writing a summary, establish up front that the opinions you're writing about are not your own and then write from that perspective. This avoids the constant repetition of phrases like *According to ...* and *As stated by ...*

WRITE IT

C

PLAN

You're going to write a formal summary of the negative viewpoints expressed in the discussion thread. With a partner, look at the main ideas you identified in exercise 1C. What themes could you focus on in your summary?

D

PAIR WORK

Examine the structure of the summary of positive viewpoints in exercise 2A and discuss the questions.

- What is the role of each paragraph?
- How many points are presented in the body (middle) paragraph?

E

PAIR WORK

Work together to write your summary in 150–200 words. Use formal expressions like those in exercise 2B.

F

GROUP WORK

Share your summary with another pair of students and offer feedback. Is the register definitely more formal than the comments in the thread? Did they present all the main points? Did you organize your summaries around the same or different themes?



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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.

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

Jason Williams, Teacher, Notre Dame Seishin University, Japan

10.2 ACCIDENTAL STARTUPS

LESSON OBJECTIVE
■ discuss new ways to use natural energy sources

1 LANGUAGE IN CONTEXT


A **PAIR WORK** Look at the article title and headings and the pictures. What will the article be about? What other ideas might be presented in the article? Read and check your answers.

A LIGHTER CARBON FOOTPRINT

The need to find carbon-neutral sources of energy is a fact of life these days. The resistance to these efforts, primarily from multinational energy companies based on fossil fuels, is a fact of business. Stepping in to fill the gap are "social enterprises." It would appear that these community-minded initiatives, motivated by need rather than profit, are leading the way in our search for innovative, renewable, low-carbon solutions and becoming thriving businesses almost by accident. Here are a few of our favorites.


SolarKiosk

This startup has developed a kiosk with built-in solar panels that generate enough energy to charge batteries for everything from cell phones to appliances. The panels make it self-sustainable. SolarKiosk was designed as an energy resource for remote, off-grid locations. Though currently only in Ethiopia, Kenya, and Botswana, it is believed that this technology could be adapted for use almost anywhere.




Bio-Bean

Coffee already energizes us to start the day, but Bio-Bean has found a way to make it power more than our morning routines. This U.K.-based green energy company recycles coffee grounds into advanced biofuels and biochemicals that are more efficient than traditional ones. It would seem this company has found an affordable, low-emission energy source suitable for industrial-scale heating, among other uses.



Makani

This startup has come up with a renewable energy solution for island countries that have limited land. Their "energy kite" is a wind-propelled flying generator that flies in circles, gathering wind energy and turning it into electricity. It is reported that kites like these require 90 percent less construction material than conventional wind farms.



2 VOCABULARY: Discussing global energy issues

A **2.29** Look at the words and phrases related to energy from the article. Write N (noun), V (verb), or A (adjective) according to how they are used in the article. Listen and check. Which words have a positive or negative connotation?

1 biofuel	5 fossil fuel	9 power
2 carbon footprint	6 low-carbon	10 renewable
3 carbon-neutral	7 low-emission	11 self-sustainable
4 energize	8 off-grid	12 solar panels

B Now go to page 150. Do the vocabulary exercises for 10.2.

C **PAIR WORK** **THINK CRITICALLY** Which forms of energy are the most common where you live? Why do you think that is? Use your phone to find out more if you can.

We live in a very sunny place, but there aren't any solar panels anywhere! We still depend on fossil fuels.

3 GRAMMAR: It constructions

A Look at the sentences in the grammar box. Then complete the rules below with the words in the box. Which sentences in the grammar box apply to each rule?

It constructions

A It would appear that these initiatives are leading the way.
B It is believed that this technology could be adaptable for use almost anywhere.
C It would seem this company has found an affordable energy source.
D It is reported that kites like these require 90 percent less construction material.

appear report

1 It constructions in the passive are often used to _____ what people say or believe, especially in writing. Sentences _____
2 To speculate about something or indicate that you aren't sure of the truth of the information, use the verbs _____ and seem. Sentences _____

B Now go to page 138. Look at the grammar chart and do the grammar exercise for 10.2.

C **PAIR WORK** Work together to report the information in the sentences using the verb in parentheses (). Then comment or speculate on the information. Check your accuracy.

1 Most people think that wind power is the cleanest energy source. (believe)
2 A lot of people like the idea that primary energy sources like coal will soon disappear. (hope)
3 Estimates indicate that many countries will have only renewable energy sources by 2050. (report)
4 Scientists believe that "waste products" like coffee grounds can continue to be useful. (think)

ACCURACY CHECK

Use linking verbs such as *seem* and *appear* after *It + would*. Don't use reporting verbs (*believe, claim, report, say, tell, think, etc.*).
It would think that solar power is a good option there. X
It would seem that solar power is a good option there. ✓

Many social enterprises focus on providing solar panels or windmills because it is believed that these are the most self-sustainable options.
Yes, it would seem wind energy is especially useful in coastal communities.

4 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** Which of the initiatives described in the text in modified in your area? Discuss with your class.

ACCURACY CHECK

Use linking verbs such as *seem* and *appear* after *It + would*. Don't use reporting verbs (*believe, claim, report, say, tell, think, etc.*).
It would think that solar power is a good option there. X
It would seem that solar power is a good option there. ✓

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 that 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 that involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.






TIME TO SPEAK

Rent-a-Pet

LESSON OBJECTIVE

- present and evaluate an idea for reinventing pet ownership



A DISCUSS With a partner, look at the pictures of people and their pets. How do people usually get their pets? What's the best way?

B PLAN Form groups of three or four students. Half the groups are Group A, and the others are Group B. Read the instructions.

Group A: You want to start a business called Rent-a-Pet, a service that allows busy people to have a pet part-time. You must get town council approval. Come up with points in favor of the idea and take notes.

1 Our business provides a home for rescue dogs and cats.
2 Busy people want pets but not all the responsibility of one.
3 ...

Group B: You are the town council. You approve or reject new business ideas like Rent-a-Pet, a service that allows busy people to have a pet part-time. Come up with points to explore and challenge this idea and take notes.

1 Some pet renters might abuse or neglect the animal.
2 What if an animal bit or scratched the renter? Who would be responsible?
3 ...

C PREPARE Meet with one person from the other group to test your main points. Return to your group and share what you learned. Then prepare your presentation (Group A) or prepare a formal list of issues that must be addressed in order for Rent-a-Pet to get approval (Group B).

D PRESENT Carry out town council meetings with one Group A and one Group B. Each town council makes its own decision for or against Rent-a-Pet.

E DECIDE As a class, share the decisions of all the town councils. Did they all come to the same conclusion? What were some of the strongest arguments for Rent-a-Pet? What were the best arguments against it? In what way does this business idea fit the sharing economy model?

» To check your progress, go to page 156. »

USEFUL PHRASES

PREPARE It's a kind and clever way to ... It's not as straightforward as that. ... The supply of animals in shelters ... , but the supply of pet owners That's all I'm saying.	PRESENT We want to rethink the assumptions about pet ownership. First, ... Most people would rather ... than ... But just think: What if we could ... ? From our perspective, it all comes down to ...
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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.

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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. 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 Robot Revolution	<ul style="list-style-type: none"> Discuss the potential uses of robots in everyday life Talk about developments in artificial intelligence Acknowledge arguments and propose counterarguments Write an essay about AI in our homes Present a proposal for a robot helper 	<ul style="list-style-type: none"> Commenting adverbs with future forms Future perfect and future continuous 	<ul style="list-style-type: none"> Using adverbs to add detail Talking about developments in technology 	<ul style="list-style-type: none"> Listening for contrastive stress Saying expressions to show a counterargument
Unit 2 The Labels We Live By	<ul style="list-style-type: none"> Discuss assumptions about behavior Talk about assumptions related to age Compare and discuss similar experiences Write a report based on graphs Conduct a survey about consumerism and labels 	<ul style="list-style-type: none"> Uses of <i>will</i> Uses of <i>would</i> 	<ul style="list-style-type: none"> Describing personality Using three-word phrasal verbs 	<ul style="list-style-type: none"> Listening for the intonation on interactional phrases Saying stressed syllables beginning with /p/, /k/, /t/
Unit 3 In Hindsight	<ul style="list-style-type: none"> Discuss past actions and their present results React to past situations Describe a negative experience; offer sympathy and reassurance Write a short story based on a set of facts Discuss and present an alternate history 	<ul style="list-style-type: none"> Variations on past unreal conditionals Commenting on the past 	<ul style="list-style-type: none"> Thought processes Describing emotional reactions 	<ul style="list-style-type: none"> Listening for weak forms in complex verb phrases Using intonation to show emphasis
Review 1 (Review of Units 1–3)				
Unit 4 Close Up	<ul style="list-style-type: none"> Discuss the value of changing perspective Talk about how eyes function in humans and animals Discuss problems caused by staring at screens Write a personal profile statement for a résumé Create and present an action plan for a project 	<ul style="list-style-type: none"> Quantifiers and prepositions in relative clauses Noun clauses with question words 	<ul style="list-style-type: none"> Describing things Eye idioms and metaphors 	<ul style="list-style-type: none"> Listening for /t/ between vowels Saying the stressed syllable in related words
Unit 5 Remote	<ul style="list-style-type: none"> Discuss traveling to remote places Comment on loneliness and working in remote places Discuss cause and effect Write a company profile Prepare and present a case for working remotely 	<ul style="list-style-type: none"> Participle phrases in initial position Reduced relative clauses 	<ul style="list-style-type: none"> Describing remote places Talking about influences 	<ul style="list-style-type: none"> Listening for linking between words Saying tense and lax vowels
Unit 6 Surprise, Surprise	<ul style="list-style-type: none"> Discuss shocks and surprises Talk about great upsets in sports and other contexts Discuss the differences between local and global brands Write a paragraph drawing from multiple sources Prepare a surprise for somebody 	<ul style="list-style-type: none"> Clefts Question words with <i>-ever</i> 	<ul style="list-style-type: none"> Using adverbs to add attitude Using the prefixes <i>under-</i> and <i>over-</i> 	<ul style="list-style-type: none"> Listening for the pronunciation of foreign words and phrases Saying clefts
Review 2 (Review of Units 4–6)				

Listening	Speaking skills	Reading	Writing	Speaking
I get what you're saying ... <ul style="list-style-type: none"> A conversation about the innovations found in a new app 	<ul style="list-style-type: none"> Acknowledge arguments and propose counterarguments 	Robotics to the rescue <ul style="list-style-type: none"> An article about robots and humans working together 	An essay <ul style="list-style-type: none"> Introduce examples Organize ideas 	<ul style="list-style-type: none"> Talk about the tasks best suited to robots Discuss what things you would like AI to do in the future Offer and support your opinion Discuss interesting examples of AI Time to speak <ul style="list-style-type: none"> Present a proposal for a robot helper to address the needs of a particular job
Same here! <ul style="list-style-type: none"> A conversation about how speaking another language changes the way you interact with the world 	<ul style="list-style-type: none"> Discuss similar experiences 	Read the label <ul style="list-style-type: none"> An article about product labeling on healthy food products 	A report based on statistics and graphs <ul style="list-style-type: none"> Refer to data in graphs Use language for presenting statistical information 	<ul style="list-style-type: none"> Talk about common types of social media users Talk about the right age to do different activities Discuss your experience with language learning Draw conclusions about consumer trends based on statistics Time to speak <ul style="list-style-type: none"> Do a survey about the importance of labels on shopping behavior; present your results
A complete disaster! <ul style="list-style-type: none"> Two conversations about the same story 	<ul style="list-style-type: none"> Describe bad experiences Offer sympathy and reassurance 	Too good to be true <ul style="list-style-type: none"> News stories about unlikely events 	An anecdote about a strange coincidence <ul style="list-style-type: none"> Create cohesion with <i>both, each, neither, etc.</i> 	<ul style="list-style-type: none"> Talk about different possibilities for events in the past Discuss how you might handle different problems Create and share the backstory leading up to a bad experience Discuss and question whether a story is believable Time to speak <ul style="list-style-type: none"> Talk about how changing one past event could affect the world today
Look away! <ul style="list-style-type: none"> A presentation about the effects of screen time on our eyes 	<ul style="list-style-type: none"> Clarify a problem 	Attention to detail <ul style="list-style-type: none"> A quiz that reveals if you're a big-picture thinker or tend to focus on details 	A personal profile <ul style="list-style-type: none"> Use initial descriptive prepositional phrases for concise writing 	<ul style="list-style-type: none"> Talk about the esthetics of close-up imagery React to images of animals' eyes Discuss what problems can occur because of excessive screen time Discuss a personal profile statement; offer suggestions for others Time to speak <ul style="list-style-type: none"> Create and present an action plan that involves both big-picture and detail-oriented tasks
Working from home <ul style="list-style-type: none"> A presentation about current trends in working from home 	<ul style="list-style-type: none"> Signal causes and effects 	Remote success story <ul style="list-style-type: none"> A news feature story about a business whose employees work virtually 	A profile <ul style="list-style-type: none"> Use participle phrases to connect ideas 	<ul style="list-style-type: none"> Discuss where and how you seek solitude Discuss the degree of solitude of different jobs Present and discuss ideas about the pros and cons of current topics Discuss the chances of success for different companies to operate virtually Time to speak <ul style="list-style-type: none"> Make a case for working remotely
A surprising comeback <ul style="list-style-type: none"> A news feature and interview about business revivals 	<ul style="list-style-type: none"> Add emphasis 	Jump scare <ul style="list-style-type: none"> Different perspectives on being scared 	Summary of a text <ul style="list-style-type: none"> Paraphrase without repetition 	<ul style="list-style-type: none"> Talk about reactions to surprises Describe famous upsets Compare local and global industries where you live Write short summaries on articles about fear Time to speak <ul style="list-style-type: none"> Plan a surprise for people based on interviews about their interests

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Roots	<ul style="list-style-type: none"> ■ Discuss the growing interest in DNA testing and genealogy ■ Talk about celebrations in your family and community ■ Share a story about visiting a place with special significance ■ Summarize information about a topic ■ Present a plan to promote a cultural celebration 	<ul style="list-style-type: none"> ■ Negative and limiting adverbials ■ Fronting adverbials 	<ul style="list-style-type: none"> ■ Talking about ancestry ■ Talking about customs and traditions 	<ul style="list-style-type: none"> ■ Listening for missing /t/ and /d/ sounds ■ Saying diphthongs
Unit 8 Short	<ul style="list-style-type: none"> ■ Discuss distractions and attention spans ■ Talk about instincts and gut reactions ■ Describe the best features and selling points of apps ■ Write presentation slides ■ Pitch a company, an idea, or a product to investors 	<ul style="list-style-type: none"> ■ Phrases with <i>get</i> ■ Phrases with <i>as</i> 	<ul style="list-style-type: none"> ■ Talking about attention and distraction ■ Expressions with <i>get</i> 	<ul style="list-style-type: none"> ■ Listening for long word groups ■ Saying primary and secondary word stress
Unit 9 Health vs. Modern Life	<ul style="list-style-type: none"> ■ Discuss the effects of a sedentary lifestyle ■ Suggest ways to establish good sleep habits ■ Ask and deflect probing questions ■ Write about a clean-water initiative and how it works ■ Present and explain choices that you have made for other people 	<ul style="list-style-type: none"> ■ Referencing ■ Continuous infinitives 	<ul style="list-style-type: none"> ■ Discussing health issues ■ Discussing (lack of) sleep 	<ul style="list-style-type: none"> ■ Listening for stressed and unstressed grammar words ■ Saying consonant clusters
Review 3 (Review of Units 7–9)				
Unit 10 Reinvention	<ul style="list-style-type: none"> ■ Talk about future food options and how likely they are ■ Discuss new ways to use natural energy sources ■ Discuss the advantages of rethinking daily habits ■ Write a summary of a discussion about the new economy ■ Present and evaluate an idea for reinventing pet ownership 	<ul style="list-style-type: none"> ■ Simple past for unreal situations ■ <i>It</i> constructions 	<ul style="list-style-type: none"> ■ Discussing global food issues ■ Discussing global energy issues 	<ul style="list-style-type: none"> ■ Listening for sound changes in connected speech ■ Saying the /ŋ/ sound
Unit 11 True Colors	<ul style="list-style-type: none"> ■ Discuss the importance of color for businesses ■ Talk about color expressions and their meaning ■ Respond to questions in different ways ■ Write a short opinion essay ■ Create a flag for a specific group 	<ul style="list-style-type: none"> ■ Subject–verb agreement ■ Articles 	<ul style="list-style-type: none"> ■ Describing color associations ■ Color expressions 	<ul style="list-style-type: none"> ■ Listening for uncertainty ■ Saying vowels before consonants
Unit 12 Things Change	<ul style="list-style-type: none"> ■ Answer job interview questions about change ■ Talk about places that have changed drastically ■ Tell a story that you heard from someone else ■ Write a review of a movie or book ■ Create a structured story from pictures 	<ul style="list-style-type: none"> ■ The present subjunctive ■ Perfect infinitive 	<ul style="list-style-type: none"> ■ Talking about change ■ Describing change 	<ul style="list-style-type: none"> ■ Listening for sound changes in colloquial speech ■ Reading aloud
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
The story of a returnee <ul style="list-style-type: none"> An interview with someone who has just returned from her ancestral home 	<ul style="list-style-type: none"> Comment on your own story Express an opinion Respond to someone else's story 	When a language dies <ul style="list-style-type: none"> A graph and text about languages in danger of extinction 	Summary of a story <ul style="list-style-type: none"> Parallel structures 	<ul style="list-style-type: none"> Discuss the pros and cons of DNA tests Talk about the occasions that bring your family together Tell stories about visiting new places Synthesize the main points in a story Time to speak <ul style="list-style-type: none"> Discuss a local festivity and decide the best way to promote it
It's the app you need <ul style="list-style-type: none"> A conversation between an app designer and a friend 	<ul style="list-style-type: none"> Speak persuasively about a product 	The perfect pitch <ul style="list-style-type: none"> An article about developing a pitch for investors 	Presentation slides <ul style="list-style-type: none"> Presentation formats 	<ul style="list-style-type: none"> Talk about the distractions in your life Talk about how important instinct is in daily life Discuss the apps that make your life easier Compare presentation slides Time to speak <ul style="list-style-type: none"> Present a pitch to investors for an idea or product
Clearing the air <ul style="list-style-type: none"> An interview with a politician about clean air issues 	<ul style="list-style-type: none"> Ask probing questions Buy time to think / deflect questions 	A thirsty world <ul style="list-style-type: none"> Three short articles about water crises around the world and water charities that address them 	A short article <ul style="list-style-type: none"> Phrases to highlight viewpoint 	<ul style="list-style-type: none"> Talk about ways to discourage a sedentary lifestyle Discuss a sleep plan for different people Discuss important local issues in a role-play activity Consider strengths and weaknesses of an initiative Time to speak <ul style="list-style-type: none"> Present choices for other people based on their priorities
A life without plastic <ul style="list-style-type: none"> A conversation about the challenges and value of going plastic-free 	<ul style="list-style-type: none"> Defend an opinion Conclude a turn 	What's yours is mine <ul style="list-style-type: none"> Short texts from a forum about new economic models 	A summary of a discussion <ul style="list-style-type: none"> Avoiding opinion in a summary Marking opinion in a summary 	<ul style="list-style-type: none"> Discuss alternative food options Discuss renewable energy Debate alternative lifestyle choices that benefit the environment Consider the conclusions from a discussion Time to speak <ul style="list-style-type: none"> Debate the pros and cons of a local initiative
It tastes like green! <ul style="list-style-type: none"> A Q&A session with two experts on the psychology of color 	<ul style="list-style-type: none"> Respond to questions for different purposes 	A sense of identity <ul style="list-style-type: none"> An article on the significance of colors in sports marketing 	An opinion essay <ul style="list-style-type: none"> Express and support opinions with examples 	<ul style="list-style-type: none"> Discuss the best color scheme for different products and companies Discuss color expressions Consider what effect color has on taste expectations Discuss the arguments presented by others and offer feedback for improvement Time to speak <ul style="list-style-type: none"> Discuss and present the characteristics that define a group's identity
"And that's when it all changed!" <ul style="list-style-type: none"> A story about a celebrity impersonator 	<ul style="list-style-type: none"> Retell a story Refer to the original story Skip details 	"The next thing you know, ..." <ul style="list-style-type: none"> An article about the structure of a successful movie script 	Movie review <ul style="list-style-type: none"> Write concise descriptions (multi-clause sentences) 	<ul style="list-style-type: none"> Practice giving job interview answers Talk about how things have changed dramatically Retell a story Describe plots and turning points Time to speak <ul style="list-style-type: none"> Develop a creative story based on pictures



UNIT OBJECTIVES

- discuss the potential uses of robots in everyday life
- talk about developments in artificial intelligence
- acknowledge arguments and propose counterarguments
- write an essay about AI in our homes
- present a proposal for a robot helper

ROBOT REVOLUTION

1



START SPEAKING

- A** Look at the picture. What does it suggest about the future? Do you think it's a realistic vision of the future? Why or why not?
- B** In what ways do you think technology will change our lives in the future? What kinds of things (wearable technology, personal robots, AI, etc.) do you imagine we'll have in the next 20 years? The next 40 years? In 100 years?
- C** What kinds of robots do we already use? Do you think robots are a positive invention in general? Why or why not? For ideas, watch Eric's video.



**EXPERT
SPEAKER**

What examples can you think of to support Eric's argument and to counter it?

