

EVOLVE

TEACHER'S EDITION

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6

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.



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.

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.

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TIME TO SPEAK

Preserving a custom

LESSON OBJECTIVE

- present a plan to promote a cultural celebration



A DISCUSS Look at the pictures of Songkran festivities. In small groups, talk about what the people are doing. Where do you think these festivities take place? What might this practice symbolize? Use your phone to go online and learn about it.

B Think of a special occasion or cultural celebration that you know well. Share your personal experiences of it. Recall as many details as possible about its traditions and origins.

C PREPARE As a group, choose one of the events you discussed. Put together a plan to promote it on social media and in your community. Try to appeal to people who may not know about it. Choose one or more of the promotional tools from the box. What other tools should you consider? Why? You can look online to get ideas.

competitions
local TV and radio spots

flyers and posters
social media posts

local celebrity endorsements

D PRESENT Divide your plan into sections, one per person in your group, and decide which person will present each part. Practice your part of the presentation within your group. Then present your whole plan to the class.

E AGREE As a class, discuss which plans were the most interesting. Which do you think will be most effective? Which event would you personally most like to attend? Why?

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

USEFUL PHRASES

DISCUSS

The thing that makes it special for me is ...

From every direction come the sounds of ...

Not until you take part in it yourself do you fully appreciate the ...

PRESENT

In the center of the poster sits a colorful ...

It's really important to stress that it's fun for the whole family ...

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Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

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

Designed for success

A safe speaking environment is one that helps to relieve the anxiety that many students feel about speaking. It's an environment where producing the language is not an end in itself, but more a "tool" in which they can practice speaking English while achieving a collaborative goal.

EVOLVE's Time to speak lessons offer teachers the opportunity to create a safe speaking environment, and the teacher's notes provide the support to help them do this.

Time to speak teacher's notes

The teacher's notes offer a step-by-step guide for the teacher to all elements of the lesson, including classroom and time management.

"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

7.5 TIME TO SPEAK
Preserving a custom

LESSON OBJECTIVE
■ present a plan to promote a cultural celebration

Time on each stage

Introduce the task. Aim: Introduce the concept of preserving a custom.

Books closed, Draw Ss' attention to the lesson title. Ask: *What does it mean to 'preserve a custom'? (to keep a tradition going so that it isn't forgotten) Why is it important to preserve cultural traditions? Should all cultural traditions be preserved? Is it OK to change them a little or create new ones? Explain that Ss will think about ways to preserve a cultural tradition.*

A [DISCUSS] Aim: Ss learn about a traditional Thai festival.

Read the instructions aloud.

[GROUP WORK] In groups of three or four, Ss discuss what is happening in the photos.

OPTIONAL ACTIVITY Ss use their phones to research what Songkran symbolizes. Alternatively, assign the research for homework and have Ss share their findings. If any Ss are familiar with Songkran, ask them to share what they know about it with the whole class.

B Aim: Ss share their experiences with a specific cultural celebration.

Read the instructions aloud.

[GROUP WORK] Ss share their experiences with a specific cultural celebration in their groups.

OPTIONAL ACTIVITY Allow Ss to use their phones to research information about their celebration that they might not know, e.g., its origins, regional variations, symbolism. Alternatively, assign the research for homework and have Ss share their findings.

Direct Ss' attention to the "Discuss" phrases in the *Useful phrases* section. Encourage them to use at least one of the phrases in their discussion.

Preparation for speaking* Encourage Ss to rehearse what they are going to say in their heads.

C [PREPARE] Aim: Ss prepare an event.

Read the instructions aloud. Ask volunteers to read the promotional tools aloud.

[GROUP WORK] Ss refer to their group discussion in exercise B to decide which cultural celebration to plan an event for. Suggest that one person per group act as "secretary," keeping notes on the details of the event.

Ss decide which promotional tools they will use and assign members to create the content for them.

D [PRESENT] Aim: Ss present their plan for the promotion.

Read the instructions aloud.

Ss decide which group member will present each part.

Direct Ss' attention to the "Present" phrases in the *Useful phrases* section. Encourage them to use at least one of the phrases in their presentations.

WHOLE CLASS Groups take turns presenting their plan to the class.

Encourage the rest of the class to listen actively and ask follow-up questions after each presentation.

To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.

Feedback for speaking activities* Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E [AGREE] Aim: Ss come to a consensus.

[WHOLE CLASS] Read the instructions aloud.

Conduct two class votes: one to determine which plan is most effective and the second on which event Ss would most like to attend. Ask volunteers to explain why they voted as they did.

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

PROGRESS CHECK

Direct Ss to page 155 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 with your peers.

- 1 For Development Activity 1, how did your students respond to this approach to giving feedback? Would you use a similar approach for a reading or listening task? Why or why not?
- 2 For some grammar or vocabulary tasks, teachers sometimes simply provide a copy of the answers so that students can self-check. What are the pros and cons of this approach?
- 3 For Development Activity 2, what correction options did your students choose? Did their choices surprise you?
- 4 How might you adapt Development Activity 2? For example, would you add anything to list 1-5? Could students use a different system to indicate their choices?

"Students who are usually shy now speak naturally because they have more time to develop their speaking."

María Azucena Rivera, Teacher, Mexico

Integrated teacher development

The integrated development program in EVOLVE offers practice activities that teachers can integrate into their EVOLVE lessons, opportunities for reflection on the activities, and follow-up reading material and videos to consolidate the theory behind the activities.

There are three development themes integrated into each EVOLVE level.

- **Teaching and developing speaking skills**
- **Support in the classroom and learner management**
- **Language acquisition**

Each theme is divided into manageable strategies that are explored individually in separate units. The structure of the program in each unit is as follows:

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues.

**For more information, see
page T-xxiv in this book.**



Cambridge Dictionary



Make your words meaningful

Free, high quality, corpus-informed dictionaries and language learning resources are available online at **dictionary.cambridge.org**. The dictionary definitions are written especially for learners of English, the site is optimized for smartphones, and you can also join our Cambridge Dictionary communities on Facebook, Twitter, Instagram, and YouTube. The only dictionary site you need to recommend to your learners!

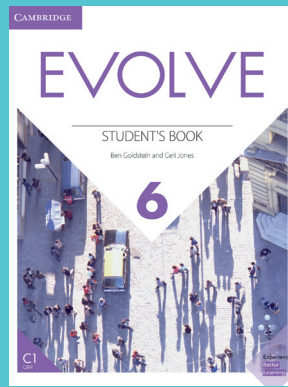
For students

Student's Book

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

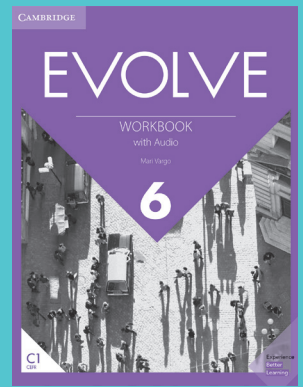
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Student's Book, A and B versions
with Practice Extra
with Practice Extra, A and B versions



Workbook

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

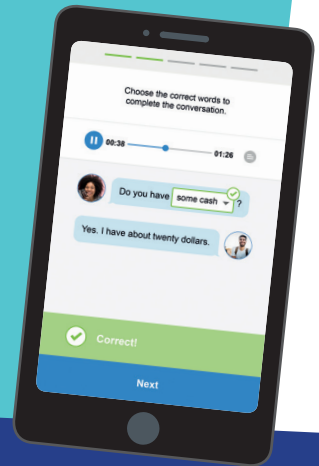


Also available:

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

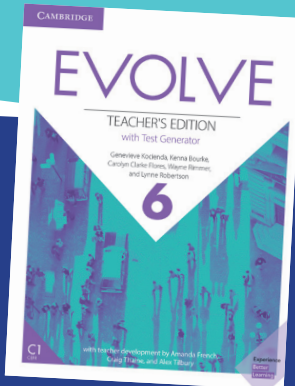
Teacher's Edition with Test Generator

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

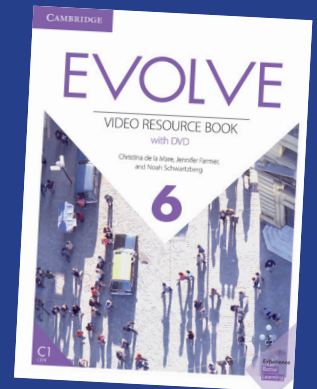
Presentation Plus

- 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



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

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 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

- 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

ROOTS

7

START SPEAKING

A Look at the picture. How are the people probably related? Which of your relatives are you most similar to physically? Are you similar in other ways, too (style, personality, gestures, etc.)?

B How many generations of your family have you met? How much family history do you know? What or who would you like to know more about? Why?

C Does everyone in your family come from the same area? If not, where do (or did) they come from? Where do they live now? For ideas, watch Andrea's video.

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

Notice features

- contain important language information

Language in context

- contextualizes the language within a reading or listening text

7.1 IT'S IN THE BLOOD

LESSON OBJECTIVE

- discuss the growing interest in DNA testing and genealogy

LANGUAGE IN CONTEXT

A What does the graphic show? Why do you think people want to know information like this? Would you like to have your DNA tested? Why or why not?

B Read the article. Whose results are shown in the pie chart above? Why did the two people decide to take the test? How do they each feel about their results? What do you think your reaction would be?

DNA Results

DNA = deoxyribonucleic acid, a chemical in the cells of living things that contains genetic information

INSIDER ENGLISH
a touch of = a small amount of

What's so great about your DNA?

DNA ancestry kits are all the rage these days, with companies in fierce competition to provide the cheapest, most accurate, most detailed information about a person's genetic history. But what do people really gain from this information?

CHRISTIANO | 40, Texas
My wife gave me the kit as a birthday present. Not way would I have done it otherwise. I already knew a lot about my family's heritage, so I sent off my sample for testing and forgot about it. Little did I know how fascinating my results would be! My father's family goes back to Italy, and my mother's family has Native American roots, but never had I imagined that I had **ancestors** from Asia. Now that I'm 40, I realize that now I'm hooked on **genealogy** – and my wife wishes she'd bought me a kit.

SABINE | 22, Quebec
I was adopted as a baby, and we only have a little information about my birth mother. I thought the DNA test might help answer some questions. My dark skin comes from my mother, but who did I **inherit** these green eyes from? I was excited to learn more, but only when the results arrived did I realize how little my **ethnic** background really matters. Not until then did I fully appreciate my wonderful **adoptive** parents. I can now say that my background is mostly also Canadian with a touch of French, but so what? I am who I am because of my upbringing. That's far more important than genes.

VOCABULARY: Talking about ancestry

A Use the bold words in the article to complete the word families. Then listen to check your work.

Abstract nouns	Nouns	Verbs	Adjectives
adoption		adopt	adoptive / adopted
ethnicity			ancestral
	genes		
			hereditary

B How go to page 141. Do the vocabulary exercises for 7.1.

C **PAIR WORK** **THINK CRITICALLY** Which do you think has a greater influence on who a person is, upbringing or genes? Why? What examples can you think of to support your ideas?

GRAMMAR: Negative and limiting adverbials

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

Negative and limiting adverbials

No way would I have done it otherwise.
Little did I know how fascinating my results would be!
Never had I imagined that I had ancestors from Asia.
Only when the results arrived did I realize how little my ethnic background matters.
Not until then did I fully appreciate my wonderful adoptive parents.

To add emphasis, you can start a sentence with a negative or limiting adverbial phrase.

Examples of negative adverbials include No way, Never, and ...

Examples of limiting adverbials include ... did ... and Only when ...

When a sentence starts with a negative or limiting adverbial phrase, the word order in the verb phrase changes so that the auxiliary verb for that tense comes before the ...

When the verb is simple present or simple past, it expands to include the auxiliary verb *do/does* or ...

B Now go to page 134. Look at the grammar chart and do the grammar exercise for 7.1.

C **PAIR WORK** Find and correct the mistakes in the sentences. Check your accuracy. What additional uses of the information from DNA tests does each sentence describe? Discuss with a partner.

1 Not only you can find out about your ancestors, you can also learn about possible hereditary health influences.

2 Only when you subscribe you get a full report about possible previously unknown relatives.

3 Little realize people that they're giving away their full genetic code, which might be shared with other organizations.

ACCURACY CHECK

When the verb is in the simple present, remember to include *do/does*.
Little they know what awaits them. X
Little do they know what awaits them. ✓

Grammar reference and practice

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

Pair and group work activities

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

Vocabulary

- is presented through definitions or context

Accuracy checks

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

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

Audio scripts

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

Grammar

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

7.2 A VERY SPECIAL OCCASION

LESSON OBJECTIVE
■ talk about celebrations in your family and community

1 LANGUAGE IN CONTEXT

A **2.03** Look at the pictures. What celebration do these things relate to? What culture uses them? Listen to part of a podcast to check your answers. Does the speaker enjoy this occasion?

2.03 Audio script

On the table sits an enormous bowl of oranges and tangerines – they symbolize wealth. Around the walls hang red and gold decorations – they signify good luck. And through the kitchen door wafts the delicious smell of fresh dumplings. It's Chinese New Year, and we're all at my grandmother's house to mark the occasion and take part in the festivities. My grandmother's been preparing for this moment for days. First, she cleaned the house from top to bottom. This ritual sweeps away past bad luck. Then she decorated with lanterns and banners that wish everyone good fortune and good health! Everywhere I look I see red – the main color for any Chinese celebration because it's supposed to bring good luck. On the red tablecloth in the dining room lies a stack of red envelopes. In the envelopes are crisp new dollar bills. The older generations give these to the younger members of the family. This practice has a special significance, reminding the younger generation of the debt they owe their elders.

My grandmother came to the United States as a child, but she works hard to keep our traditions alive. That's why it's so important that we're all here today to observe the ancient rites, to honor our grandmother and heritage, and to pay tribute to all our ancestors.

2.04 PAIR WORK Listen again and read. In the speaker's culture, what's the significance of cleaning the house? The color red? The envelopes of money? What are some things associated with a celebration that you enjoy?

2 VOCABULARY: Talking about customs and traditions

A **2.04 PAIR WORK** Look at the bold words in the script and use them to answer the questions below. Listen and check. Can you think of an example from your life or family for each answer?

1 Which verbs match these objects? (More than one correct answer is possible.)

a **mark, observe** an occasion c older relatives and ancestors

b good luck or good health d family traditions

2 Which nouns apply to these meanings? (More than one correct answer is possible.)

a types of customs: _____

b all the things done as part of a celebration: _____

c a special meaning attached to an action or object: _____

B **Now go to page 147. Do the vocabulary exercises for 7.2.**

C **PAIR WORK THINK CRITICALLY** Why do you think the speaker's grandmother gives so much significance to marking this occasion? Why might it have been difficult for her to keep the tradition alive?

3 GRAMMAR: Fronting adverbials

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

Fronting adverbials

Through the kitchen door wafts the delicious smell of fresh dumplings.
On the red tablecloth lies a stack of red envelopes.
In the envelopes are crisp new dollar bills.

1 To add dramatic effect, you can bring adverbials of place or movement to the front / the end of a sentence.

2 The subject and verb of the main clause change position when ...

- the verb is be.
- the verb indicates placement, like sit or _____.
- the verb indicates movement, like fly or _____.

B **Now go to page 135. Look at the grammar chart and do the grammar exercise for 7.2.**

C **PAIR WORK** Add dramatic effect by bringing the adverbials in bold to the front of the sentence. Make any changes to word order that are needed, and check your accuracy. What occasion do you think is being described?

1 Sounds of laughter and scents of cooking come from the kitchen.

2 A huge turkey sits in the oven slowly roasting.

3 Three generations of the family wait in the dining room, ready to eat!

4 We hear the distant sounds of a football game from the TV in the living room.

4 SPEAKING

A **GROUP WORK THINK CRITICALLY** Discuss the questions.

- What rites usually bring your family members together, even those who live far away?
- Why do people make so much effort to observe rites, rituals, and customs? What significance do they hold?
- What rituals does your family observe around specific occasions? Do you have any rituals that are unique to your family? What are they?

In my family, we mark every birthday with a party. My mom decorates the whole house, and it's beautiful!

B Do you enjoy big family get-togethers? Why or why not? For ideas, watch Andrea's video.

EXPERT SPEAKER

Why do you think Andrea mentions her children?

ACCURACY CHECK

In a sentence with a **direct object**, such as *We found family portraits in the library*, the word order does **NOT** change when there is a fronting adverbial.

In the library found we family portraits. X
In the library we found family portraits. ✓

Vocabulary practice

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

Extended speaking practice

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

Insider English

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

Insider English

INSIGHT

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

- provides student with strategies to expand and enhance spoken communication

7.3 THE STORY OF A RETURNEE

LESSON OBJECTIVE
■ share a story about visiting a place with special significance

1 LISTENING

A **2.05** Look at the pictures from Katerina's trip. Where do you think she went? Why do you think she went there? Listen to Katerina being interviewed about the trip. Were you right?

B **2.05** **[PAIR WORK]** **LISTEN FOR ATTITUDE** How did the following things affect Katerina? How does she feel looking back on the experience? How do you know? Discuss your ideas with a partner. Listen again to check your answers.

■ the way it looked ■ meeting her relatives ■ the food

C **2.05** **[PAIR WORK]** **DEDUCE MEANING** What do you think these words and phrases from the interview mean? Listen again and use the context to help you figure them out. Write your definitions. Then use a dictionary or your phone to check your answers.

- 1 You can say that again!
- 2 idyllic
- 3 harbor
- 4 exhausting
- 5 frantically
- 6 a stone's throw

D **[GROUP WORK]** **THINK CRITICALLY** Join another pair of students and discuss the questions.

- Do you know anyone like Katerina, who has roots in more than one culture? How did they end up where they are? Do they still have relatives in the other culture(s)? Do they ever visit them there?
- What are some of the advantages and disadvantages of coming from a bicultural background?

2 PRONUNCIATION: Listening for missing /t/ and /d/ sounds

A **2.06** **[PAIR WORK]** Listen to the sentences. Which of the underlined /t/ and /d/ sounds are pronounced? Circle them. Compare with a partner.

- 1 I have to admit, it's a little weird, as well. It's difficult to put into words.
- 2 Especially visiting my grandparents' village. I mean, they told me so many stories about this village that I'd built this kind of idyllic picture of it in my mind.

B **2.07** **[PAIR WORK]** Listen to the sentences. Which of the underlined /t/ and /d/ sounds are not pronounced? Guess them out. Compare with a partner.

- 1 Sounds intriguing. Tell us about seeing the place for the first time, your first impressions.
- 2 I think I can understand that. And did you meet your cousins that day?
- 3 That was the best part! It was like being back in my grandmother's kitchen.
- 4 The food and the setting just went together.

C Circle the correct words to complete the sentence.
When /t/ and /d/ sounds come 'in the middle' / at the end of three consonants, 'except for / including between words, they are often left out.

3 SPEAKING SKILLS

A **[PAIR WORK]** Read the expressions in the chart aloud. How do the expressions within each set relate to each other? Match each set to a heading in the box and write it in.

Commenting on your own story	Expressing an opinion	Responding to someone else's story
I have to admit, ... To tell you the truth, ... To be (perfectly) honest, ... Don't get me wrong, ...	I can see how it would be strange. I think I can understand that. How did you handle that? It must have been pretty overwhelming. It can't have been easy.	It's difficult to put into words. It's hard to describe. It's difficult to say why exactly. That was the best part! ... if you know what I mean.

B **[PAIR WORK]** Think of a personal story about one of the topics below. Use phrases from the chart above as you tell your partner the story. Respond to your partner's story as you listen.
The first time you were the center of attention at an event
The first time you met someone in person that you had heard or read a lot about

4 PRONUNCIATION: Saying diphthongs

A **2.08** Listen for the diphthongs in each word. How many sounds do you hear for each one?

ic/ strange /aʊ/ describe /ɔɪ/ disappointment /oʊ/ overwhelming /aʊ/ background

B **2.09** **[PAIR WORK]** Unscramble the sounds into words and circle the diphthongs. Listen and check. Then work with a partner and use the sounds to make at least one other word with the same diphthong.

- 1 cn / ʃn / dʒ / ɔ / r / ɛ / discourage - generation /rude/ - rage
- 2 tm / au / n / m
- 3 ai / s / ɔ / t / i / s / ɔ
- 4 m / r / ɔ / p / l / ɔ / r
- 5 p / n / v / g / r / ɛ / ai
- 6 g / b / æ / d / k / au / n / r
- 7 ɛ / t / i / s / æ / g / an / t
- 8 r / b / ɔ / ɔ / k / ou / t

C **[PAIR WORK]** Write the new words you made above on a separate piece of paper, but scramble the sounds. Give your list to another pair of students. Can they figure out your words?

5 SPEAKING

A Think about a time when you visited a place that holds significance for your family or met relatives for the first time.

- What things felt familiar? What things felt strange?
- Were you disappointed, or did reality exceed your expectations? Why?

B **[GROUP WORK]** Tell your stories and comment as you listen.

They kept asking me if I remembered all these people and places.
I didn't want to be rude, but to be honest, I didn't remember anything!

I can see how that would be awkward.

Receptive pronunciation activities

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

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

- focus on areas that commonly prevent effective communication
- help scaffold the final speaking activity

Pronunciation

INSIGHT

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

CONTENT

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

RESULT

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

Think critically

- encourages students to discuss and engage with the topic
- Focus on subskills that students need to read academic and job-related texts

Authentic reading texts

- Writing skills

- focus on subskills that students need to write their texts

Model writing texts

- provide a model for students to analyze

7.4 WHEN A LANGUAGE DIES

LESSON OBJECTIVE
■ summarize information about a topic

1 READING

A Look at the graph. What does it tell us about world languages? What information do you find the most interesting or surprising?

B **READ FOR MAIN IDEAS** Read the three texts below. Match them to the correct main ideas.

- Minority languages should be saved.
- Minority languages should be allowed to die out.
- The story of a minority language

Write an appropriate title for each text based on its main idea.

STATUS OF GLOBAL LANGUAGE DIVERSITY

Key: ■ Dying ■ Endangered ■ In common use

Region	Dying	Endangered	In common use
AFRICA	2,140	366	1,639
AMERICAS	1,058	270	415
ASIA	2,303	263	1,240
EUROPE	188	67	167
PACIFIC	1,322	123	144

Source: Ethnologue: Languages of the World

A few years ago a compelling story was circulating on the internet. The last two speakers of the language Aynemane didn't like each other and had refused to talk to each other for decades. This ancient language was destined to die out, all because of the stubbornness of two old men!

Social media fanned the flames of the story, and it went viral – even taken up as part of an advertising campaign for a phone company. But of course, the story was too good to be true. Yes, the language was in danger, but they were not the only people who spoke it. And though the two men weren't the best of friends, neither were they giving each other the silent treatment.

Though the story may be false, the true tale is still worth telling. The two old men, along with other members of their family and community, were giving language lessons to the children in the village. The number of speakers had more than doubled in a few years. Far from losing their linguistic heritage, they had actually managed to save it!

Source: Schwa Fine

There are about 7,000 living languages spoken around the world today. That might seem like a lot, but the number is diminishing. Experts estimate that we now lose a language every two weeks. Many scholars predict that by the end of the 21st century, we will have lost 50–90 percent of all languages spoken today. And each time we lose a language, we lose collective knowledge of the human experience is reduced.

A language is so much more than a channel for communication. It is the reflection of a unique interpretation of the world. This is especially true of oral languages. The 2,400 languages that researchers estimate are in immediate danger of extinction, many have no written form. All the wisdom and knowledge conveyed by those languages is passed from generation to generation through speaking. When the last speakers die, that wisdom dies with them.

Source: Ethnologue, Day Translations, Pendleton Translations

C **FAIR WORK** **READ FOR ATTITUDE** Read the three texts again. Which writer is the most emotionally engaged? Why do you think so?

D **GROUP WORK** **THINK CRITICALLY** What are some possible advantages of speaking a minority language? What actions could people take to try to save a language from extinction? Do you think these efforts should be made? Why or why not?

2 WRITING

A Read the summary of the three texts from exercise 1B. Has the writer fairly captured the main ideas and arguments of all three? Is any key information missing? Does the summary draw on one of the stories more than the others?

Human-interest stories like the one about the two feuding old men who refused to speak to each other in their dying language draw attention to the issue of minority languages around the world, but they tend to oversimplify the situation. The question of how to save these languages, and whether it's actually worth reviving them, is a complex one. On one side, linguists argue that each language embodies a unique view of the world, thus should be saved, while on the other, pragmatists point out that when a language dies, it may well be because it is no longer relevant in the world, so its death is natural and should be accepted as such.

REGISTER CHECK

When you're writing a formal summary and synthesizing other people's work, it is not appropriate to let your own opinion or personal bias show. Summaries are only meant to inform the reader.

Human-interest stories like these draw attention to the issue of minority languages.

Opinion pieces are usually intended to inform and persuade.

Human-interest stories like these draw attention to the issue of minority languages, but they tend to oversimplify the situation.

B **SUMMARIZE ARGUMENTS** Look at the bold phrases in the essay above. How do they relate to each other? Rewrite the end of the essay using one of the other parallel structures below.

Some argue that ... but others disagree, saying ...

While some say ... others feel ...

Many claim that ... However, others maintain that ...

WRITE IT

C **GROUP WORK** **Follow the instructions.** Student A: Go to page 157. Student B: Go to page 160. Student C: Go to page 158.

D **PLAN** You're going to write a paragraph summarizing the main arguments around the value of writing by hand in 100–120 words. Use your notes from exercise 2C and share the key points with your partner. Take notes on the information they share. Review the model paragraph above for structure.

E Write your paragraph, drawing on information in all three texts. Present different perspectives by using parallel structures.

F **GROUP WORK** With the same two partners, read your paragraphs. Did you all include the same key points? Do you detect any bias or personal opinion in their paragraphs?

72

Glossary

- provides definitions of unfamiliar words in Language in context, Listening, and Reading texts
- encourages students to improve dictionary skills

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

Smartphone activities

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

Scaffolding activities

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

7.5

TIME TO SPEAK

Preserving a custom

LESSON OBJECTIVE

- present a plan to promote a cultural celebration




A DISCUSS Look at the pictures of Songkran festivities. In small groups, talk about what the people are doing. Where do you think these festivities take place? What might this practice symbolize? Use your phone to go online and learn about it.

B Think of a special occasion or cultural celebration that you know well. Share your personal experiences of it. Recall as many details as possible about its traditions and origins.

C PREPARE As a group, choose one of the events you discussed. Put together a plan to promote it on social media and in your community. Try to appeal to people who may not know about it. Choose one or more of the promotional tools from the box. What other tools should you consider? Why? You can look online to get ideas.

competitions

local TV and radio spots

flyers and posters

social media posts

local celebrity endorsements

D PRESENT Divide your plan into sections, one per person in your group, and decide which person will present each part. Practice your part of the presentation within your group. Then present your whole plan to the class.

E AGREE As a class, discuss which plans were the most interesting. Which do you think will be most effective? Which event would you personally most like to attend? Why?

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

USEFUL PHRASES

DISCUSS The thing that makes it special for me is ... From every direction come the sounds of ... Not until you take part in it yourself do you fully appreciate the ...	PRESENT In the center of the poster sits a colorful ... It's really important to stress that it's fun for the whole family ...
--	---

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 ICELT. You can choose to focus on one, two, or all three strategies in each level, depending on your needs and interests.

Our program has a strong focus on **practice**. Each unit offers two practice opportunities to develop an aspect of your teaching skills. Our **sustained** approach means that you will build on your skills throughout the course.

Reflection questions at the end of each unit help you to track and **evaluate** your progress.

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

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

C1 SYLLABUS

Strategy 1: Classroom and learner management	Strategy 2: Receptive skills and strategies	Strategy 3: Speaking
Unit 1: Helping students work together <ul style="list-style-type: none"> Sharing and checking opinions Maximizing interaction with different students 	Unit 2: Paragraph structures <ul style="list-style-type: none"> Concluding sentences Topic sentences 	Unit 3: Evaluating grammatical range and accuracy <ul style="list-style-type: none"> Checking each other's grammar Doing your own language check
Unit 4: Using the board <ul style="list-style-type: none"> Focusing student attention and creating interest Encouraging less confident students to participate 	Unit 5: Word attack <ul style="list-style-type: none"> Inside out Outside in 	Unit 6: Evaluating lexical range <ul style="list-style-type: none"> How many overs and unders? Cooperative vocabulary
Unit 7: Giving appropriate feedback <ul style="list-style-type: none"> Students direct the feedback session Students decide how much correction they want 	Unit 8: Critical reading <ul style="list-style-type: none"> Facts and opinions Problems and solutions 	Unit 9: Evaluating interaction <ul style="list-style-type: none"> Chain reaction Observing interaction
Unit 10: Changing roles with the students <ul style="list-style-type: none"> Students create follow-up questions Students review a grammar point 	Unit 11: Recognizing noun phrases <ul style="list-style-type: none"> Subjects and objects The importance of <i>of</i> 	Unit 12: Evaluating longer turns of spoken language <ul style="list-style-type: none"> Evaluating the rehearsal Setting the feedback agenda

*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.

ROBOT REVOLUTION

1

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Helping students work together

In this unit, we'll focus on creating effective working relationships between students so that there is a shared sense of purpose and community. A good way to start is by encouraging students to **share and check opinions** with classmates. Teachers may also want to ensure that students don't always work with the same partners, as this sometimes limits progress. By setting up the classroom to **maximize interaction among different students**, teachers can encourage them to learn from one another. No two students have the exact same strengths and weaknesses.

Sharing and checking opinions (Activity 1): Ss discuss and check opinions on robot development. Try this in **Start speaking**.

Maximizing interaction with different students (Activity 2): Ss argue for and against a statement. You can try this in lesson 1.3.

Moving students around the classroom can be challenging. To find out more, read "Setting up the room for specific activities" in *Classroom Management Techniques* by Jim Scrivener, pp. 12–13.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *robot* on the board. Ask: *What kinds of things can robots do that humans can't do?* (e.g., lift heavy objects, do tasks for longer periods of time, work without sleeping, solve math problems faster, travel in space alone) *What are some things that a robot can't do better than a human?* (e.g., play sports, feel empathy, be funny, be creative) Write Ss' responses on the board and have them copy the ideas in their notebooks to refer to throughout the lesson.

UNIT OBJECTIVES

Read the unit objectives aloud. Have Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words in their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud. Ss discuss the questions in pairs. Circulate and monitor discussions. Ss then share their partners' answers with the class.

B **PAIR WORK** Read the questions aloud. Ask: *Which question requires you to think critically?*

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they agree with Eric.

EXPERT SPEAKER

Eric I think they are. Mostly because I think that they've made our lives easier. If you see how robots were used in, like, the building of, like, automobiles and stuff like that, they just made this process very seamless and very safe for—, so no humans are hurt by anything. That's just one example. I feel like they just make humans' lives easier.

TEACHER DEVELOPMENT ACTIVITY 1

Sharing and checking opinions

Alternative instructions for Start speaking

This activity encourages students to be good listeners.

- Direct Ss' attention to the picture. Ask the first question in exercise A: *What does it suggest ... ?* Invite Ss to respond.
- Ask one S the next questions in exercise A: *Do you think ... ?*
- When the S responds, paraphrase the response. *So what you're saying is ...*
- Write brief notes on the board showing the S's response.
- Tell Ss to ask their partners the questions from exercises A, B, and C.

T-1

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

The **extra reading** texts, such as the one referred to in the introduction above, can be found at www.cambridge.org/evolve. We suggest additional reading texts to supplement your development throughout the program. These reading texts aim to give you a deeper understanding of the theory behind the unit's Teacher Development focus. You don't need to read the texts in order to complete the Teacher Development activities, but you might find it useful to do so.



TEACHER DEVELOPMENT ACTIVITY 1

Sharing and checking opinions

Alternative instructions for *Start speaking*

This activity encourages students to be good listeners.

- Direct Ss' attention to the picture. Ask the first question in exercise A: *What does it suggest ... ?* Invite Ss to respond.
- Ask one S the next questions in exercise A: *Do you think ...*
- When the S responds, paraphrase the response. *So what you're saying is ...*
- Write brief notes on the board showing the S's response.
- Tell Ss to ask their partners the questions from exercises A, B, and C.

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 with your peers.

- 1 For Activity 1, how well do you think your Ss understood the task, i.e., listening to opinions, repeating them, making notes, and using notes to confirm opinions? How might you amend your instructions or demonstration next time?
- 2 Teachers often start a new course by getting Ss to share personal information, e.g., about family/interests/occupation. Why might it sometimes be better to share opinions instead?
- 3 A benefit of Activity 2 is that Ss are able to meet new people. What are some of the other benefits of repeating this kind of activity?
- 4 Why might some Ss dislike the idea of moving around? How can you deal with this?
- 5 Some teachers are anxious about moving Ss or desks because they are worried about "chaos in the classroom." What advice would you give them about managing activities that require Ss to get up and work with new partners?

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)

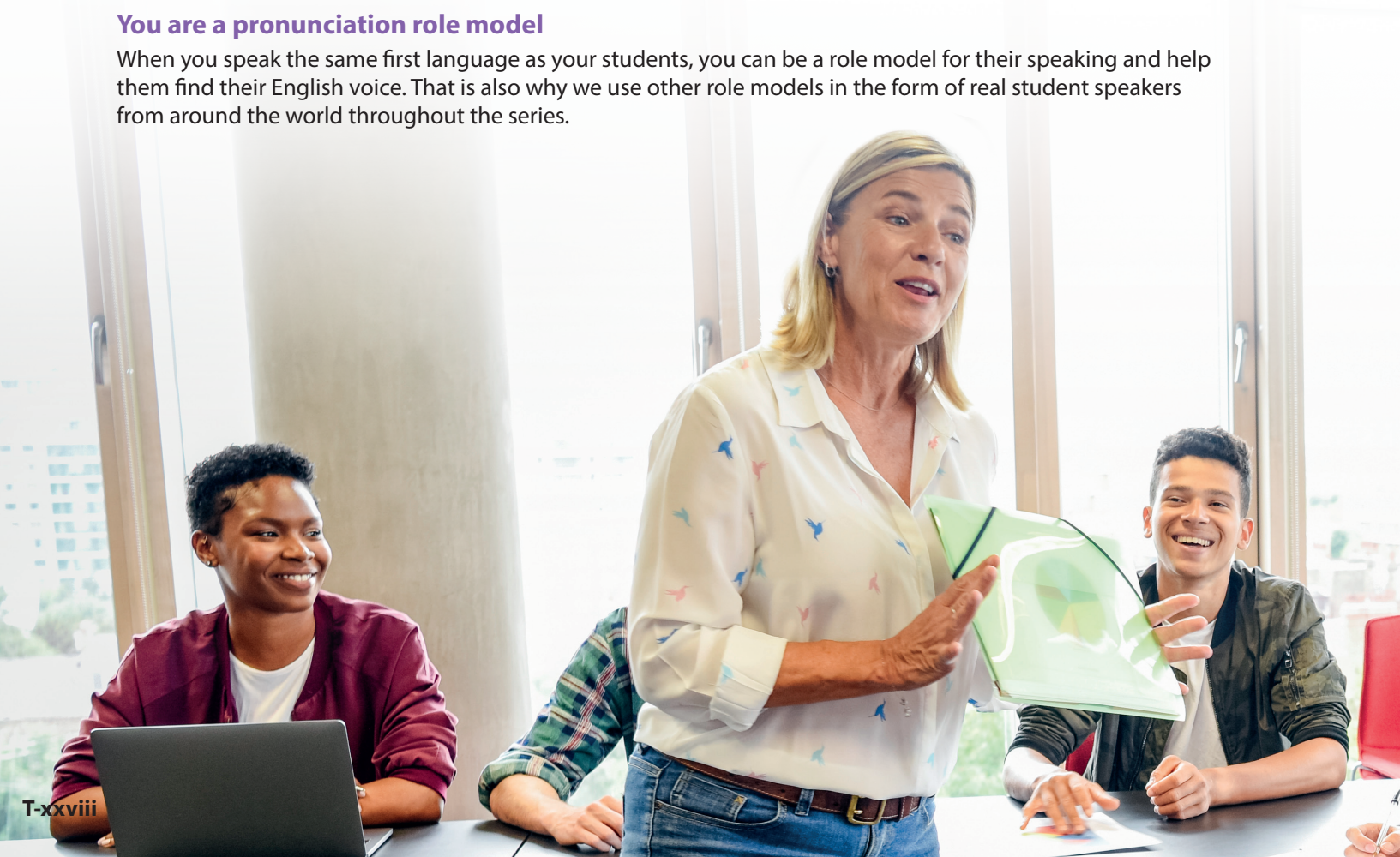
Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected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

ROBOT REVOLUTION

1



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Helping students work together

In this unit, we'll focus on creating effective working relationships between students so that there is a shared sense of purpose and community. A good way to start is by encouraging students to **share and check opinions** with classmates. Teachers may also want to ensure that students don't always work with the same partners, as this sometimes limits progress. By setting up the classroom to **maximize interaction among different students**, teachers can encourage them to learn from one another. No two students have the exact same strengths and weaknesses.

Sharing and checking opinions (Activity 1): Ss discuss and check opinions on robot development. Try this in **Start speaking**.

Maximizing interaction with different students (Activity 2): Ss argue for and against a statement. You can try this in lesson 1.3.

Moving students around the classroom can be challenging. To find out more, read "Setting up the room for specific activities" from *Classroom Management Techniques* by Jim Scrivener, pp. 12–13.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *robot* on the board. Ask: *What kinds of things can robots do that humans can't do?* (e.g., lift heavy objects, do tasks for longer periods of time, work without sleeping, solve math problems faster, travel in space alone) *What are some things that a robot can't do better than a human?* (e.g., play sports, feel empathy, be funny, be creative) Write Ss' responses on the board and have them copy the ideas in their notebooks to refer to throughout the lesson.

UNIT OBJECTIVES

Read the unit objectives aloud. Have Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words in their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud. Ss discuss the questions in pairs. Circulate and monitor discussions. Ss then share their partners' answers with the class.

B **PAIR WORK** Read the questions aloud. Ask: *Which question requires you to think critically?*

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they agree with Eric.

EXPERT SPEAKER

Eric I think they are. Mostly because I think that they've made our lives easier. If you see how robots were used in, like, the building of, like, automobiles and stuff like that, they just made this process very seamless and very safe for—, so no humans are hurt by anything. That's just one example. I feel like they just make humans' lives easier.



TEACHER DEVELOPMENT ACTIVITY 1

Sharing and checking opinions

Alternative instructions for Start speaking

This activity encourages students to be good listeners.

- Direct Ss' attention to the picture. Ask the first question in exercise A: *What does it suggest ... ?* Invite Ss to respond.
- Ask one S the next questions in exercise A: *Do you think ... ?*
- When the S responds, paraphrase the response. *So what you're saying is ...*
- Write brief notes on the board showing the S's response.
- Tell Ss to ask their partners the questions from exercises A, B, and C.