

CAMBRIDGE

EVOLVE

SPECIAL EDITION

STUDENT'S BOOK with Digital Pack

Leslie Anne Hendra, Mark Ibbotson,
Kathryn O'Dell, and Alex Tilbury

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A1
CEFR

Better
Learning

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EVOLVE

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REGIONALLY INSPIRED FOR GLOBAL SUCCESS

EVOLVE Special Edition is a four-level general English course for adults and young adults, taking students from beginner to intermediate levels (CEFR A1 to B1+).

Drawing on insights from language teaching experts and real students in your region, EVOLVE SPECIAL EDITION gets students writing and speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English. It includes insights from both the Cambridge Life Competencies Framework and the Cambridge Learner Corpus.



Building brighter futures together

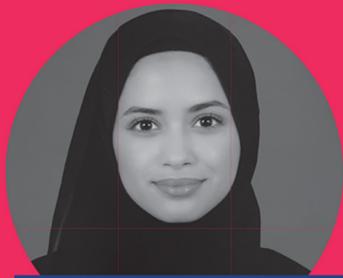
Better Learning with EVOLVE Special Edition

Better Learning is our approach, connecting teachers and learners around the world with the latest research and materials, to build brighter futures together. It's a continuous cycle where our **insights** shape **content** that drives **results**.

Meet our student contributors

Videos from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



RAWAN SALEH ALMUTAIRI

Ambitious, hard-working, reliable
Kuwait College of Science and Technology, State of Kuwait



MARIAM ESSAM ALYASEEN

Ambitious, hard-working, positive
Kuwait College of Science and Technology, State of Kuwait



SARA ZAHKAN SAIF AL-KINDI

Passionate, ambitious, hard-working
University of Nizwa, Sultanate of Oman



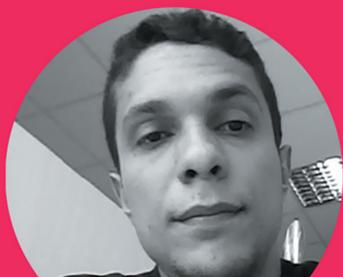
ASHJAN ALI SAIF AL NABHANI

Ambitious, optimistic, honest
University of Nizwa, Sultanate of Oman



JULIETH C. MORENO DELGADO

Decisive, reliable, creative
Fundación Universitaria Monserrate, Colombia



ANDERSON BATISTA

Resilient, happy, dreamer
Universidade Anhembi Morumbi, Brazil



FELIPE MARTINEZ LOPEZ

Reliable, intrepid, sensitive
Universidad del Valle de México, Mexico



JOSUE LOZANO

Enthusiastic, cheerful, decisive
Centro Universitario Tecnológico, Honduras

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently. The ideas are included throughout the Student's Book.

INSIGHT

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

CONTENT

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

RESULT

Students are motivated to speak and share their ideas.

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

Teacher (Global Teacher Survey, 2017)

2.2 THEY'RE REALLY FUNNY!

LESSON OBJECTIVE
■ describe friends and family

1 LANGUAGE IN CONTEXT

A Read the messages. Where is Karimah from? Where is she now? Who are the other people in the pictures?

B Read the messages again. Find the numbers in the messages. What are they?

four 12 19 24 85

Four days with my family

Hi! I'm Karimah. I'm 24. I live with my family in Kuwait City, but we're not in Kuwait City now. We're with Grandma Habiba at her home in Al Jahra. Here's a picture of me... and here are pictures of my family.

Look at my mom and dad. My parents are both 50 – not old, and not young! They are short. They're not boring! They're both really funny.

This is Mariem. She's my sister – and she's my best friend! She's 19. She's a student, and she's very smart. She's shy, but she's friendly, too.

This is Yazeed. He's my brother. He's funny. He's young (12), but he's not short – he's really tall.

This is my grandmother, Grandma Habiba. She's old (85!), and she's very interesting. She's a good grandma!

2 VOCABULARY: Describing people; really / very

A **1.20** Listen and repeat the adjectives below. Then find them in the messages. Match the adjectives to the people.

Age	Appearance	Personality		
old	short	boring	funny	shy
young	tall	friendly	interesting	smart

B Circle *really* and *very* in the messages. Do they make the adjectives stronger (++) or weaker (-)?



Find it

3 GRAMMAR: is not / are not

A Circle the correct answers. Use the sentences in the grammar box and the Notice box to help you.

- For negative (-) statements with *he* and *she*, use 's not / 're not.
- For negative statements with *we*, *you*, and *they*, use 's not / 're not.

is not (= 's not) / are not (= 're not)

He's not short. They're not boring!
She's not from Al Jahra. We're not in Kuwait City.
Mariem isn't old. My parents aren't from Al Jahra.

! After pronouns (*he, she, we, you, they*), use 's not and 're not. She's not tall. You're not from South Korea. After nouns (people, places, and things), use isn't and aren't. Filip isn't American. My friends aren't boring.

B Complete the sentences with a subject (*he, she, you, we, they*) and an affirmative (+) or negative (-) verb.

- He's not old. He's young.
- She's friendly and really funny. She's shy.
- _____ from Oman. We're not from Bahrain.
- _____ Judy. She's Shima.
- _____ my cousins. They're not my brothers.
- _____ American. You're Canadian.

C Now go to page 154. Look at the grammar charts and do the grammar exercise for 2.2.

D **PAIR WORK** Write two true sentences and two false sentences about a friend or a person in your class. Then exchange sentences with a partner. Correct the false sentences.

My friend Hala is not tall. She's very funny. She's from Oman. She's smart.

She is very funny, and she's smart. She's tall, and she's not from Oman.

Correct!

4 SPEAKING

A Choose four people, for example, family or friends. Write adjectives to describe them. For ideas, watch Mariam's video.

REAL STUDENT
Are your family or friends the same as Mariam's?

B **GROUP WORK** Talk about your people. You can show pictures on your phone. Ask for more information about people, for example, age, nationality, and city.

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

2 WRITING
A Read Mariem's email to her brother. What things from the past does she find in a box?

Hi Salem,
Do you remember this postcard? It was in a box under my bed. It was from Grandpa in 1969. He was in Saudi Arabia. His postcards were always exciting, and this one was my favorite. The desert is really beautiful. Do you have any of his old postcards?
There was also a lot of homework from my school days in the box. Hey, I was smart! Well, usually. My math homework was awful! 🤦 I don't think I want to keep it.
Your old soccer ball was in the box, too. 🏈 Why do I have it? I don't know. There's some writing on it. Maybe it's the autograph of a famous soccer player. Do you want it?
Love,
Mariem

GLOSSARY
autograph (n) name in handwriting, usually of a famous person



REGISTER CHECK
Use emojis (small pictures) in texts, social media posts, and informal emails. Do not use them in formal emails, for example, emails for college or work.
My math homework was awful! 🤦

B **PAIR WORK** **THINK CRITICALLY** Why does Mariem's email have three paragraphs?
C **WRITING SKILLS** Read the topic sentence from the email below. The topic sentence tells you what the paragraph is about. Read the email again and underline the three topic sentences.
Do you remember this postcard? (= this paragraph is about a postcard.)

WRITE IT

REGISTER CHECK

Use emojis (small pictures) in texts, social media posts, and informal emails. Do not use them in formal emails, for example, emails for college or work.

My math homework was awful! 🤦

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.

Pronunciation

INSIGHT

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

CONTENT

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

RESULT

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

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

Jason Williams, Teacher

1.2 WHAT'S YOUR LAST NAME?

LESSON OBJECTIVE
ask for and give personal information

1 LANGUAGE IN CONTEXT

A **1.04** Rudy and Abbas are at a conference. Listen to the conversation. Check (✓) the information they say.

college name

company name

email address

first name

last name (= family name)

B **1.04** Read and listen again. What information do they spell?

1.04 Audio script

<p>Rudy So, your first name is Abbas. A-B-A-...</p> <p>Abbas No. A-B-B-A-S. My last name is Abadi. A-B-A-D-I.</p> <p>Rudy Uh-huh. What's your email address?</p> <p>Abbas It's abbasabadi@bestmail.com.</p> <p>Rudy And what's the name of your college?</p> <p>Abbas It's Abadi College. I'm Abbas Abadi from Abadi College!</p>	<p>Rudy Great! OK, my last name is Jones.</p> <p>Abbas OK. What's your email address?</p> <p>Rudy It's rudythejones@kmail.com.</p> <p>Abbas Rudythejones! The? T-H-E?</p> <p>Rudy Yes. R-U-D-Y-T-H-E-J-O-N-E-S.</p> <p>Abbas From Jones College?</p> <p>Rudy No! From Miami Dade College.</p>
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2 VOCABULARY: The alphabet; personal information

A **1.05** Read and listen. Then listen again and repeat.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

B **1.06** Listen and circle the spelling you hear.

1 first name:	a Raymund	b Raimund	c Raymond
2 last name:	a Cummings	b Cummins	c Comyns
3 email address:	a cb_smith@kmail.com	b cg_smith@kmail.com	c cd_smith@kmail.com
4 college:	a Wallace	b Wallis	c Wallace
5 company:	a Jeferson	b Jefferson	c Jeffersen

C Now do the vocabulary exercises for 1.2 on page 165.

D **PAIR WORK** Talk to a partner. Say your first name, last name, email address, and college or company name.

3 GRAMMAR: What's ... ?, It's ...

A Circle the correct answers. Use the sentences in the grammar box to help you.

- For questions, say *What's ... ? / It's ...*
- For answers, say *What's ... ? / It's ...*

What's ...? (= What is), It's ... (= It is)

What's your first name? It's Abbas.

What's the name of your college? It's Abadi College.

B Write *What's* or *It's* in the spaces. Match the questions (1-3) with the answers (a-c). Then check your accuracy.

- _____ the name of your company? _____
- _____ your last name? _____
- _____ your email address? _____

a samirnaser@xyz.com.
b Naser.
c Warton Homes.

C Now go to page 153. Look at the grammar chart and do the grammar exercise for 1.2.

4 SPEAKING

A Look at the information in the box. Circle three things to talk about.

INSIDER ENGLISH

Say *Uh-huh* to show you are listening.
My last name is Abadi. A-B-A-D-I.
Uh-huh. What's your email address?

ACCURACY CHECK

Use the apostrophe (').

What's your first name? X

What's your first name? ✓

It's Abbas. X

It's Abbas. ✓

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.

You spoke, we listened.

Teachers and students across the Middle East and North Africa told us that they wanted more opportunities to gain confidence in writing. This is why we've added a new *Time to Write* lesson in alternate units of EVOLVE Special Edition. Students are guided through a process of research, planning, writing and evaluation to produce a variety of texts on topics that are meaningful to them.

Academic skills lessons in alternate units provide students with further reading, writing, listening and speaking practice, with a focus on skills that are key to academic success, such as audience engagement, argumentation and data presentation. *Study skills* activities guide students to reflect on effective learning practices, such as note-taking and self-evaluation.

A Look at the picture. Do you know who it is? What do you know about him?

B **READ** Read the profile. Were your ideas correct?

This is Fazza. He's from my country, the United Arab Emirates, and his date of birth is November 14, 1982. His real name is Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum. He's the second son of the Prime Minister and he's the Crown Prince of Dubai – but he's also a poet and a photographer! "Fazza" is his poet's name. He's on Instagram with 10 million followers. I think he's really interesting.

Majed



C **STUDY** **PAIR WORK** Work with a partner. Answer the questions together. Use the profile and your own ideas.

- | | |
|-----------------------------|-----------------------------|
| 1 What's his name? | 5 How old is he? |
| 2 Where is he from? | 6 Who's his father? |
| 3 Why is he famous? | 7 Is he interesting? smart? |
| 4 What's his date of birth? | 8 Is he young? tall? |

D Find the words with capital letters in the profile. Which:

- | | |
|----------------------------|-----------------------------|
| 1 are names of people? | 4 is the name of a company? |
| 2 are titles of people? | 5 is a month? |
| 3 are countries or cities? | 6 start a sentence? |

E **PLAN** **GROUP WORK** Work in groups. Think of three or four famous people from your country and write notes in the chart. Use the internet to help you.

Name			
Country			
Why famous?			
Age			
Family			
Appearance			
Personality			

F **WRITE** Write a profile of one of the people.

- | | |
|---|---|
| 1 Introduce the person:
A famous person from my country is ... | 3 Use <i>and</i> to make long sentences. |
| 2 Give information about the person:
She's / He's ... | 4 Finish with your opinion:
I think she's / he's ... |

G **EVALUATE** Check and correct your profile.

- | | |
|------------------------------------|--|
| 1 How many sentences are there? | 3 Is there a period (.) at the end of each sentence? |
| 2 Are the capital letters correct? | 4 Do you use <i>and</i> to make long sentences? |

H Read everyone's profiles. Is the information about the famous people correct?

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3.5

ACADEMIC SKILLS Urban design: Neighborhoods

LESSON OBJECTIVE
write a description of your neighborhood

1 VOCABULARY: Building materials

A **PAIR WORK** Look at the pictures. Complete the descriptions with the words in the box.

brick wood mud stone concrete glass



- | | |
|-------------------------|----------------------------|
| 1 a house made of _____ | 4 a house made of _____ |
| 2 a house made of _____ | 5 a building made of _____ |
| 3 a house made of _____ | 6 a house made of _____ |

B **GROUP WORK** What is your house or apartment building made of? Where is it?

My apartment building is made of concrete. It's in the city.

My house is made of wood. It's in a small town.

2 READING

A **SKIM** Skim the case study. What is Al Fahidi?

CITY NEIGHBORHOODS

Case study: Al Fahidi Historical Neighborhood

When people think about Dubai, they think of tall, new buildings made of glass and concrete. They are big, and they are beautiful. But there are lots of different parts of the city. Many are new. They have big houses and comfortable apartment blocks made of concrete and brick. But there are also some interesting old places.

Al Fahidi Historical Neighborhood is about 12 kilometers from Downtown Dubai. It is in the old part of the city, next to Dubai Creek. Al Fahidi is popular with tourists because it is close to many important buildings, museums, and large souks. People come to see the traditional houses and to learn about the history of Dubai.

There are more than 50 houses in the Al Fahidi Historical Neighborhood. They are made of mud, wood, and stone, and they are more than 100 years old. Nobody lives there now. The houses have tall towers, called 'wind towers'. The windows in the towers have no glass. Wind towers are beautiful and they keep the houses cool.

The houses in Al Fahidi are now museums, shops, and cafés. It is a quiet and friendly place, so it is good for tired tourists. It is very different from the noisy streets downtown.

Youssef Mostafa

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B **READ FOR DETAIL** Read the case study again and complete the information.

Name of neighborhood: _____ Age of buildings: _____
Location: _____ Buildings made of: _____
Number of buildings: _____

C Read the case study again. Why do people visit Al Fahidi? Find two or three reasons.

D **THINK CRITICALLY** Does the writer, Youssef, say clearly that he likes Al Fahidi? How do you know he likes Al Fahidi? Choose the best answer.

- He tells us to visit Al Fahidi.
- He describes Al Fahidi in a nice way.
- He talks about his trip to Al Fahidi.

3 LANGUAGE FOCUS: Expressions with prepositions

A **CIRCLE** the correct choice in each sentence.

- | | |
|--|--|
| 1 It is good <i>for</i> / <i>to</i> tired tourists. | 4 Al Fahidi is popular <i>to</i> / <i>with</i> tourists. |
| 2 It is next <i>at</i> / <i>to</i> Dubai Creek. | 5 It is close <i>to</i> / <i>in</i> many important buildings. |
| 3 They have comfortable apartment blocks made <i>of</i> / <i>for</i> concrete and brick. | 6 It is very different <i>of</i> / <i>from</i> the noisy streets downtown. |

B Look at the expressions with prepositions in exercise 3A. Answer the questions.

- Which four expressions describe something?
- Which two expressions tell you where something is?

STUDY SKILLS: MAKING VOCABULARY LISTS

Look at the list of words that a student, Ali, made. Answer the questions.

adjectives	
big → small	interesting → boring
comfortable →	old → new, young
uncomfortable	popular → unpopular
good → bad	quiet → noisy

- How did Ali organize this group of words?
- Where can you find more pairs of adjectives like this?
- What other groups can you make with new vocabulary?
- Where can you make lists of new vocabulary?
- Why is it a good idea to make vocabulary lists?

C Complete each sentence with one word from exercise 3B. Sometimes two answers are possible.

My neighborhood is old and interesting. A lot of the buildings are houses. The old houses are ¹ _____ of wood or brick. They are ² _____ for families with children. The apartment buildings are ³ _____ from the houses. They're new, and they're tall. They're ⁴ _____ with students and young married people. My family's house is ⁵ _____ to my grandfather's house. And it's also ⁶ _____ to my college – about one kilometer away.

4 WRITING

A Make notes about your neighborhood. Use these ideas to help.

kinds of buildings? buildings made of? old/new? families/students? close/next to?

B Write a paragraph about your neighborhood. Use the example in exercise 3C to help.

C **PAIR WORK** Work in pairs. Read your partner's paragraph. Are your neighborhoods similar or different?

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EVOLVE Special Edition 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. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation.

Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Academic skills lessons in Units 1, 3, 5, 7, 9, and 11 provide additional combined skills practice based around an academic-style reading or listening text. *Time to write* lessons in Units 2, 4, 6, 8, 10, and 12 provide further writing practice, with a *Get it right!* section highlighting a common learner error for Arabic speakers.

Lesson 6

Time to speak is a 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 I am ...	<ul style="list-style-type: none"> Say where you're from Ask for and give personal information Check in to a hotel Write a profile Present ranked data in a chart Meet new people 	<ul style="list-style-type: none"> <i>I am, you are</i> <i>What's ... ?; It's ...</i> 	<ul style="list-style-type: none"> Countries and nationalities The alphabet Personal information Numbers (1–10) Jobs Greetings, introductions, and goodbyes 	<ul style="list-style-type: none"> /ɪ/ and /i/ vowel sounds
Unit 2 Great people	<ul style="list-style-type: none"> Talk about your family Describe friends and family Talk about ages and dates Write a post about friends in a photo Write a profile of a famous person Compare information about friends and family 	<ul style="list-style-type: none"> <i>is/are</i> in statements and <i>yes/no</i> questions <i>is not/are not</i> Prepositions of place 	<ul style="list-style-type: none"> Family Numbers (11–100) Adjectives to describe people <i>really/very</i> Dates 	<ul style="list-style-type: none"> Saying numbers Listening for short forms
Unit 3 Come in	<ul style="list-style-type: none"> Talk about your home Talk about furniture Offer and accept a drink and snack Write an email about an apartment to rent Write a description of your neighborhood Choose things for a home 	<ul style="list-style-type: none"> Possessive adjectives; possessive 's and s' <i>It is</i> (statements and questions with short answers) Information questions with <i>be</i> 	<ul style="list-style-type: none"> Rooms in a home Furniture Drinks and snacks Building materials Academic language focus Expressions with prepositions 	<ul style="list-style-type: none"> /k/ at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 I love it	<ul style="list-style-type: none"> Talk about your favorite things Say how you use technology Talk about how you communicate Write product reviews Write a blog post about your favorite things Talk about great apps 	<ul style="list-style-type: none"> Simple present statements with <i>I, you, we</i> Simple present <i>yes/no</i> questions with <i>I, you, we</i> <i>a/an</i>; adjectives before nouns 	<ul style="list-style-type: none"> Technology Words for using technology 	<ul style="list-style-type: none"> Stressed words Listening for the end of a sentence
Unit 5 Busy days	<ul style="list-style-type: none"> Talk about weekday and weekend activities Tell the time and talk about your routines Show you agree and have things in common Write a report about your activities Introduce a presentation about stress Compare different work weeks 	<ul style="list-style-type: none"> Simple present statements with <i>he, she, they</i> Questions in the simple present 	<ul style="list-style-type: none"> Days and times of day Everyday activities Telling the time Stress collocations 	<ul style="list-style-type: none"> Syllables in words
Unit 6 Zoom in, zoom out	<ul style="list-style-type: none"> Talk about places in the city Talk about nature in your area Ask for and give directions Write a fact sheet about a place in nature Write an article about an interesting city Plan a new neighborhood for a city 	<ul style="list-style-type: none"> <i>There's, There are; a lot of, some, no</i> Count and non-count nouns 	<ul style="list-style-type: none"> Places in cities Nature 	<ul style="list-style-type: none"> /ɪr/ and /er/ sounds Listening for important words
Review 2 (Review of Units 4–6)				

Functional language	Listening & Reading	Writing	Speaking
<ul style="list-style-type: none"> Check in to a hotel Real-world strategy <ul style="list-style-type: none"> Check spelling Academic language focus <ul style="list-style-type: none"> Ranking data 	Reading Meet the artists <ul style="list-style-type: none"> Profiles of two artists Academic skills <ul style="list-style-type: none"> An article about popular names 	A profile <ul style="list-style-type: none"> A personal or work profile Capital letters and periods Academic skills <ul style="list-style-type: none"> A chart ranking popular names 	<ul style="list-style-type: none"> Introduce yourself Say where you're from Say and spell personal information Arrive at a hotel and check in Time to speak <ul style="list-style-type: none"> Talk to people at a conference
<ul style="list-style-type: none"> Ask about and say people's ages and dates of birth; ask about and give today's date Real-world strategy <ul style="list-style-type: none"> Correct yourself 	Listening Here's my team <ul style="list-style-type: none"> A conversation between friends 	A post <ul style="list-style-type: none"> A post about friends in a photo <i>and</i> to join words and sentences Time to write <ul style="list-style-type: none"> A profile of a famous person Capital letters and periods review; question marks 	<ul style="list-style-type: none"> Describe the people in a picture Talk about your family Describe your friends and family Talk about ages and dates Time to speak <ul style="list-style-type: none"> Talk about things in common
<ul style="list-style-type: none"> Make and reply to offers Real-world strategy <ul style="list-style-type: none"> Ask about words you don't understand 	Reading An apartment to rent in Dubai <ul style="list-style-type: none"> Emails about an apartment Academic skills <ul style="list-style-type: none"> A description of a city neighborhood 	An email <ul style="list-style-type: none"> An email about an apartment for rent Question marks review Academic skills <ul style="list-style-type: none"> A description of your neighborhood 	<ul style="list-style-type: none"> Describe a house in a picture Talk about rooms in your home Talk about unusual furniture Offer a drink or snack Time to speak <ul style="list-style-type: none"> Discuss what furniture to buy for a new home
<ul style="list-style-type: none"> Ask about a new topic; ask for a response Real-world strategy <ul style="list-style-type: none"> Show you are listening 	Listening Product reviews <ul style="list-style-type: none"> A radio program about product reviews 	A review <ul style="list-style-type: none"> A product review <i>but</i> and <i>because</i> Time to write <ul style="list-style-type: none"> A blog post about your favorite things The verb <i>be</i> (<i>am, is, are</i>) 	<ul style="list-style-type: none"> Talk about things that you love or like Talk about your favorite technology Discuss what phone plan is good for you Talk about how you communicate with people Time to speak <ul style="list-style-type: none"> Talk about great apps
<ul style="list-style-type: none"> Show you agree or have things in common Real-world strategy <ul style="list-style-type: none"> Short answers with adverbs of frequency Academic language focus <ul style="list-style-type: none"> Explaining new words and ideas Presentation introductions 	Listening Academic skills <ul style="list-style-type: none"> An introduction to a presentation about stress Reading Work, rest, and play <ul style="list-style-type: none"> An article about work-life balance 	A report <ul style="list-style-type: none"> A report about your activities Headings and numbered lists 	<ul style="list-style-type: none"> Talk about your fun days Say when and how often you do things Talk about your daily routine Compare information about your activities Academic skills <ul style="list-style-type: none"> Introduce a presentation about stress Time to speak <ul style="list-style-type: none"> Talk about the best week for your body clock
<ul style="list-style-type: none"> Ask for and give directions Real-world strategy <ul style="list-style-type: none"> Check information 	Listening Walk with Yasmin <ul style="list-style-type: none"> A podcast about a place in nature 	A fact sheet <ul style="list-style-type: none"> A fact sheet Order size and opinion adjectives Time to write <ul style="list-style-type: none"> An article about an interesting city Noun and verb agreement 	<ul style="list-style-type: none"> Describe a picture of a city Talk about good places in your neighborhood Talk about nature in your area Give directions to a visitor Time to speak <ul style="list-style-type: none"> Talk about a good place to live

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	<ul style="list-style-type: none"> ■ Talk about activities around the house ■ Ask and answer questions about travel ■ Share news on the phone ■ Write a blog about things happening now ■ Write a balanced evaluation of a form of transportation ■ Ask what people are doing these days 	<ul style="list-style-type: none"> ■ Present continuous statements ■ Present continuous questions 	<ul style="list-style-type: none"> ■ Activities around the house ■ Transportation 	<ul style="list-style-type: none"> ■ <i>-ing</i> at the end of the word
Unit 8 You're good!	<ul style="list-style-type: none"> ■ Talk about your skills and abilities ■ Say what you can and can't do at work or school ■ Say why you're the right person for a job ■ Write an online comment with your opinion ■ Write a report on people's skills and abilities ■ Talk about what people in your country are good at 	<ul style="list-style-type: none"> ■ <i>can</i> and <i>can't</i> for ability; <i>well</i> ■ <i>can</i> and <i>can't</i> for possibility 	<ul style="list-style-type: none"> ■ Verbs to describe skills ■ Work 	<ul style="list-style-type: none"> ■ Saying groups of words ■ Listening for <i>can</i> and <i>can't</i>
Unit 9 Places to go	<ul style="list-style-type: none"> ■ Talk about travel and vacations ■ Make travel plans ■ Ask for information in a store ■ Write a description of a place ■ Give a presentation about destination marketing ■ Plan a vacation for someone 	<ul style="list-style-type: none"> ■ <i>this</i> and <i>these</i> ■ <i>like to, want to, need to, have to</i> 	<ul style="list-style-type: none"> ■ Travel ■ Travel arrangements 	<ul style="list-style-type: none"> ■ Saying prices
Review 3 (Review of Units 7–9)				
Unit 10 Get ready	<ul style="list-style-type: none"> ■ Make outdoor plans for the weekend ■ Discuss what clothes to wear for different trips ■ Suggest plans for evening activities ■ Write an online invitation ■ Write a blog post about an important event ■ Plan and present a fun weekend in your city 	<ul style="list-style-type: none"> ■ Statements with <i>be going to</i> ■ Questions with <i>be going to</i> 	<ul style="list-style-type: none"> ■ Going out ■ Clothes ■ Seasons 	<ul style="list-style-type: none"> ■ The letter <i>s</i> ■ Listening for <i>going to</i>
Unit 11 Colorful memories	<ul style="list-style-type: none"> ■ Describe people, places, and things in the past ■ Talk about colors and memories ■ Talk about movies and actors ■ Write an email about things you keep from your past ■ Write a paragraph describing and justifying your learning preferences ■ Talk about TV shows from your childhood 	<ul style="list-style-type: none"> ■ Statements with <i>was</i> and <i>were</i> ■ Questions with <i>was</i> and <i>were</i> 	<ul style="list-style-type: none"> ■ Adjectives to describe people, places, and things ■ Colors 	<ul style="list-style-type: none"> ■ /oʊ/ and /ɑː/ vowel sounds
Unit 12 Stop, eat, go	<ul style="list-style-type: none"> ■ Talk about snacks and small meals ■ Talk about meals in restaurants ■ Offer and accept food and drink ■ Write a restaurant review ■ Write an account of a special meal ■ Create a menu for a restaurant 	<ul style="list-style-type: none"> ■ Simple past statements ■ Simple past questions; <i>any</i> 	<ul style="list-style-type: none"> ■ Snacks and small meals ■ Food, drinks, and desserts 	<ul style="list-style-type: none"> ■ /h/ and /r/ sounds ■ Listening for <i>Do you want to...?</i>
Review 4 (Review of Units 10–12)				

Functional language	Listening & Reading	Writing	Speaking
<ul style="list-style-type: none"> Answer the phone and greet people; ask how things are going <p>Real-world strategy</p> <ul style="list-style-type: none"> React to news <p>Academic language focus</p> <ul style="list-style-type: none"> Listing good points and problems 	<p>Reading Jamie's blog</p> <ul style="list-style-type: none"> A blog about a difficult place <p>Academic skills</p> <ul style="list-style-type: none"> An article about electric cars 	<p>A blog post</p> <ul style="list-style-type: none"> A blog about a busy place <i>and, also, and too</i> <p>Academic skills</p> <ul style="list-style-type: none"> A paragraph evaluating a form of transportation 	<ul style="list-style-type: none"> Talk about the lives of people in a picture Talk about good and bad times to call someone Tell a friend what you are doing right now Talk about your news <p>Time to speak</p> <ul style="list-style-type: none"> Talk about your life these days
<ul style="list-style-type: none"> Ask for and give for opinions <p>Real-world strategy</p> <ul style="list-style-type: none"> Explain and say more about an idea 	<p>Listening Technology Talks</p> <ul style="list-style-type: none"> A podcast about computers 	<p>A comment</p> <ul style="list-style-type: none"> Comments about an online post Quotations <p>Time to write</p> <ul style="list-style-type: none"> A report on people's skills and abilities Common spelling mistakes 	<ul style="list-style-type: none"> Discuss activities you do Talk about skills you have Talk about what you can and can't do at work Ask and answer questions in a job interview <p>Time to speak</p> <ul style="list-style-type: none"> Discuss national skills
<ul style="list-style-type: none"> Ask for and give information <p>Real-world strategy</p> <ul style="list-style-type: none"> Ask someone to repeat something <p>Academic language focus</p> <ul style="list-style-type: none"> Talking about aim and purpose 	<p>Listening Academic skills</p> <ul style="list-style-type: none"> A presentation about destination marketing <p>Reading Places to go near Puno</p> <ul style="list-style-type: none"> A travel guide 	<p>A description</p> <ul style="list-style-type: none"> A description of a place Imperatives to give advice 	<ul style="list-style-type: none"> Talk about a place you like Describe people and places in a picture Talk about organizing a trip Ask for information at an airport store Give a presentation about destination marketing <p>Time to speak</p> <ul style="list-style-type: none"> Talk about planning a vacation
<ul style="list-style-type: none"> Make, accept, and refuse suggestions <p>Real-world strategy</p> <ul style="list-style-type: none"> Say why you can't do something 	<p>Listening Manama</p> <ul style="list-style-type: none"> A TV travel show 	<p>An invitation</p> <ul style="list-style-type: none"> An event invitation Contractions <p>Time to write</p> <ul style="list-style-type: none"> A description of an important event Nouns and pronouns 	<ul style="list-style-type: none"> Talk about your plans for the future Talk about outdoor activities in your city Talk about clothes to take for a trip Talk about where to go out for dinner <p>Time to speak</p> <ul style="list-style-type: none"> Plan a fun weekend in your home city
<ul style="list-style-type: none"> Express uncertainty <p>Real-world strategy</p> <ul style="list-style-type: none"> Take time to think <p>Academic language focus</p> <ul style="list-style-type: none"> Giving reasons 	<p>Reading Picturing memories</p> <ul style="list-style-type: none"> An article about things people keep <p>Academic skills</p> <ul style="list-style-type: none"> An article about learning preferences 	<p>An email</p> <ul style="list-style-type: none"> An email to a friend Paragraphs and topic sentences <p>Academic skills</p> <ul style="list-style-type: none"> A paragraph describing and justifying your learning preferences 	<ul style="list-style-type: none"> Describe a happy time in your life Talk about things you remember Talk about colors you remember from when you were a child Talk about people in a movie <p>Time to speak</p> <ul style="list-style-type: none"> Present your memories of a TV show from your past
<ul style="list-style-type: none"> Offer, request, and accept food and drink <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>so</i> and <i>really</i> to make words stronger 	<p>Listening Where do you want to eat?</p> <ul style="list-style-type: none"> A conversation about restaurants on a food app 	<p>A review</p> <ul style="list-style-type: none"> A restaurant review Commas in lists <p>Time to write</p> <ul style="list-style-type: none"> An account of a special meal Difficult spellings 	<ul style="list-style-type: none"> Describe a good meal you had Talk about snacks and small meals you like Talk about a meal you had in a restaurant Ask for food in a restaurant or at a friend's house <p>Time to speak</p> <ul style="list-style-type: none"> Design a menu for a new restaurant

CLASSROOM LANGUAGE

1.02 Get started

Hi. / Hello.

What's your name?

My name is _____.

This is my class.

This is my partner.

This is my teacher.

Ask for help

I don't understand.

I have a question.

How do you say _____
in English?

What does _____ mean?

How do you spell _____ ?

Can you repeat that, please?

Sorry, what page?

Your teacher

I'm your teacher.

Open your book.

Close your book.

Go to page _____.

Do you have any questions?



Listen.



Say.



Read.



Write.



Watch.



Work in pairs.



Work in groups.

UNIT OBJECTIVES

- say where you're from
- ask for and give personal information
- check in to a hotel
- write a profile
- present ranked data in a chart
- meet new people

I AM ...

1



START SPEAKING

CLASSWORK Say your name. Watch Josue for an example.

I am Marco.

I am Anya.



Where is Josue from?



1.1

I'M EMIRATI. AND YOU?

LESSON OBJECTIVE

- say where you're from

1 VOCABULARY: Countries and nationalities

A  1.03 Complete the chart. Then listen and check.

Capital city	Country	Nationality
Brasília	Brazil	1 _____
Santiago	Chile	Chilean
Beijing	China	Chinese
Paris	France	French
Tokyo	Japan	Japanese
Kuwait City	2 _____	Kuwaiti
Mexico City	Mexico	Mexican
Muscat	Oman	Omani
Moscow	3 _____	Russian
Seoul	South Korea	South Korean
Madrid	Spain	Spanish
Washington, D.C.	the United States	American
Abu Dhabi	the United Arab Emirates	4 _____
Riyadh	Saudi Arabia	Saudi

B  Now do the vocabulary exercises for 1.1 on page 165.

C **PAIR WORK** Talk to a partner. Say your name, nationality, and city.

Hi! I'm Mariem. I'm Omani, and I'm from Salalah.

Hello! I'm Sofia. I'm from Madrid, in Spain.

2 LANGUAGE IN CONTEXT

A Read the messages from students and teachers. What cities are they from? Who is a teacher?

← International school project

 Hi!

 Hi, I'm Amira. I'm **Bahraini**. I'm from **Manama**.

 You're from **Bahrain**! Wow! My name is Noura, and I'm from **Kuwait**.

 Are you from **Kuwait City**?

 No, I'm not. I'm from **Al Ahmadi**.

Write a message ...

← International school project

 My name is Nasser. I'm from **Muscat** – in **Oman**!

 Hi, I'm Max. I'm **Russian**. I'm from **Moscow**.

 Hi, Max. Are you a teacher?

 Yes, I am. And you?

 No, I'm not a teacher! I'm a student.

Write a message ...

3 GRAMMAR: *I am, you are*

A Circle the correct answers. Use the sentences in the grammar box to help you.

- 1 For questions (?), say *Are you ... ? / You are ... ?*
- 2 For affirmative (+) answers, say *Yes, I am. / Yes, I'm.*
- 3 For negative (-) answers, say *No, I am not. / No, I'm not.*

I am (= I'm), you are (= you're)

I'm Emirati.	I'm not from Mexico City.	Am I in room 6B?
You're from Riyadh.	You're not from Kuwait City.	Yes, you are. / No, you're not.
		Are you from Tokyo?
		Yes, I am. / No, I'm not.

B Complete the sentences.

- | | |
|----------------------------|-----------------------|
| 1 _____ 'm Omani. | 4 A Are you American? |
| 2 Wow! _____ 're from Rio! | B Yes, I _____. |
| 3 _____ you from Muscat? | |

C Now go to page 153. Look at the grammar chart and do the grammar exercise for 1.1.

D Look at the chart. You are Alex. Write four sentences. Then read the information in the Accuracy check box and check your work.

Name	City	Nationality	Country
Alex	Orlando	American	the United States

- | | |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |

ACCURACY CHECK

Use *I* with *am*.
~~Am Spanish. X~~
I'm Spanish. ✓

E **PAIR WORK** Choose a name. Don't tell your partner. Ask and answer questions to find the person.

Harry, student New York American	Mariem, student New York Kuwaiti	Mike, student Chicago American	Ibrahim, student Chicago Kuwaiti	Kristy, teacher New York American	Layla, teacher New York Kuwaiti	Robert, teacher Chicago American	Fahad, teacher Chicago Kuwaiti
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Are you a student? Yes, I am.

Are you from New York? No, I'm not. I'm from

4 SPEAKING

GROUP WORK Imagine you're a different person. Choose a new name, city, nationality, and country. Talk to other people. Ask questions. For ideas, watch Rawan's video.



What's Rawan's city, nationality, and country?



LESSON OBJECTIVE

- ask for and give personal information

1 LANGUAGE IN CONTEXT

- A  1.04 Rudy and Abbas are at a conference. Listen to the conversation. Check (✓) the information they say.

- | | |
|--|---|
| <input type="checkbox"/> college name | <input type="checkbox"/> first name |
| <input type="checkbox"/> company name | <input type="checkbox"/> last name
(= family name) |
| <input type="checkbox"/> email address | |

- B  1.04 Read and listen again. What information do they spell?

INSIDER ENGLISH

Say *Uh-huh* to show you are listening.

My last name is Abadi. A-B-A-D-I.

Uh-huh. What's your email address?

 1.04 Audio script

- | | | | |
|--------------|---|--------------|-----------------------------------|
| Rudy | So, your first name is Abbas. A-B-A- ... | Rudy | Great! OK, my last name is Jones. |
| Abbas | No. A-B-B-A-S. My last name is Abadi. A-B-A-D-I. | Abbas | OK. What's your email address? |
| Rudy | Uh-huh . What's your email address ? | Rudy | It's rudythejones@kmail.com. |
| Abbas | It's abbasabadi@bestmail.com. | Abbas | Rudythejones! The? T-H-E? |
| Rudy | And what's the name of your college ? | Rudy | Yes. R-U-D-Y-T-H-E-J-O-N-E-S. |
| Abbas | It's Abadi College. I'm Abbas Abadi from Abadi College! | Abbas | From Jones College? |
| | | Rudy | No! From Miami Dade College. |

