

CAMBRIDGE

EVOLVE

SPECIAL EDITION

STUDENT'S BOOK with Digital Pack

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CEFR

Better
Learning

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Key: SU = Starter Unit, U = Unit.

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EVOLVE

SPECIAL EDITION

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.



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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)

1.2 TRUE FRIENDS?

LESSON OBJECTIVE
ask and answer questions about people

1 LANGUAGE IN CONTEXT

A **1.04** Look at the picture. Do you think the people are good friends? Why or why not? Then read and listen to Jared interview Amber for his podcast. Why does Amber ask questions about his friend Scott?

B **1.04** Read and listen again. What questions does Amber ask about Scott? Can you answer these questions about your good friends?

1.04 Audio script

Jared	Today, I'm talking with Amber Crane, a friendship expert. So, Amber, you have some questions that show if someone is a true friend. Tell me more.	Amber	Good. Now I'd like to know what sports or hobbies he's into.
Amber	OK. I'm going to show you by example. Give me the name of one of your friends.	Jared	He's into soccer, and he likes to paint. Hey, I'm answering harder questions. Does that mean Scott and I are true friends?
Jared	Um, Scott.	Amber	Well, no. You could know these things about anyone through social media.
Amber	Let's see how well you know Scott. Is he single or married?	Jared	True. So, what question can I answer that shows Scott is a true friend?
Jared	He's married.	Amber	Try this one. Do you know if he likes broccoli?
Amber	OK. Can you tell me where he was born and raised?	Jared	I'll tell you after the break ... and after I text Scott!
Jared	Yes. He was born in Chicago, but he was raised in Oswego.		

2 VOCABULARY: Giving personal information

A **1.05** Complete the paragraph with the verbs in the box. Use the simple past. Then listen and check.

be born	be into	be married	be raised	be single
celebrate	live alone	live with my family	retire	

I¹ was born in Sitra, but I² in the country.
I³ my parents, brother, and sister – on a farm. My brother and
I⁴ sports, especially baseball. After high school, I moved back to Sitra.
I⁵ in a small apartment – I didn't have any roommates, and I⁶
But I have a wife now. Noura and I⁷ five years ago, and we⁸ our
anniversary last Wednesday. My parents took us out to dinner. They⁹ a year ago, so
they have a lot of free time.

B **1.05** Now go to page 165. Do the vocabulary exercises for 1.2.

C **PAIR WORK** Tell your partner about your life. Use expressions from exercise 2A.

I was born and raised in Muscat, but now I live with my family in Bawshar.

3 GRAMMAR: Indirect questions

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

- In indirect questions, use question word order / statement word order.
- Use *what / if* in an indirect yes/no question.
- For indirect questions within statements, put a period / question mark at the end.

Indirect questions

Can you tell me where he was born and raised?
Do you know if he likes broccoli?
I'd like to know what sports or hobbies he's into.

! You can also use these words to form indirect questions:
Do you have any idea ... ?
I want to find out ...
I wonder ...

B Change the direct questions into indirect questions. Start with the phrases shown. Then check your accuracy.

- Where were you raised? → Can you tell me _____?
- When does your teacher want to retire? → Do you have any idea _____?
- Are your friends into sports? → I wonder _____.
- When do your parents celebrate their anniversary? → Do you know _____?
- Were your brothers and sisters born in this city? → I'd like to know _____.

C **PAIR WORK** Ask and answer the indirect questions you wrote in exercise 3B.

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

4 SPEAKING

A Write three questions to ask a classmate about an actor, an author, or a world leader. Use the verbs in exercise 2A or your own ideas.


Where was Sheikh Mohammed bin Rashid Al Maktoum born?

B **GROUP WORK** Ask and answer your questions from exercise 4A. Use indirect questions. You can go online to find any answers you didn't know.

Do you know where Sheikh Mohammed bin Rashid Al-Maktoum was born?

No, I don't.

I think he was born in Dubai, U.A.E.



Find it



INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

CONTENT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

RESULT

Students engage in the lesson because it is meaningful to them.

Designed for success

2.4 IT'S USELESS, RIGHT?

LESSON OBJECTIVE
■ write an ad for something you want



1 LISTENING

A Look at the picture. Do you listen to any podcasts? Which ones?

B **1.22 LISTEN FOR EXAMPLES** Listen to Hana Sanday, a podcaster, interview Felix Moss, a collector. What item does Felix talk about? Where is it now?

C **1.22 LISTEN FOR REASONS** Listen again. Answer the questions.

- 1 Why has Hana invited a collector to be on her podcast?
- 2 Why does Felix collect things from race cars?

D **PAIR WORK THINK CRITICALLY** Does Felix agree with Hana that his item is useless? Explain the reason he gives.

2 PRONUNCIATION: Listening for /w/ sounds between words

A **1.23** Listen to the extracts from the podcast below. Listen for the /w/ sound between the underlined words.

- 1 Why do some people collect things? Have you ever wondered?
- 2 Felix, most people want to get rid of old tires! Why do you want to own something like that?

B **1.24** Listen. Underline any words you hear a /w/ sound between.

A Do you and your brother like to collect things?

B He does. But I do everything I can to avoid collecting useless stuff.

INSIDER ENGLISH

Now doesn't always mean *at the moment*. We can use it to introduce a topic or focus attention on what we're going to say next.

20

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.

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.

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.

3 GRAMMAR: Modals for advice

- A Circle the correct answers. Use the sentences in the grammar box to help you.
- 1 Use *you could* / *you shouldn't* to say something is a bad idea.
 - 2 Use *you should* / *I wouldn't* to say something is a good idea.
 - 3 Use *you should* / *you could* to say something is possible.
 - 4 You can use *I would* / *you would* to give advice.

Modals for advice

What should I do?
You should ask a New Yorker. You shouldn't look at those maps.
You could get the AirTrain.
I wouldn't take the subway. I'd get a taxi.
Could I take a train?
Yes, you could. / No, you couldn't.

- B Now go to page 155. Look at the grammar chart and do the grammar exercise for 3.2.

- C Complete the sentences so they're true for your city. Check your accuracy. Then compare with a partner.
- 1 To travel around in this city, you could take ... Or you could ...
 - 2 To get to from here to the airport, I would take ... I wouldn't ...
 - 3 At some times of day, the traffic is really bad here. You shouldn't ... You should ...

✓ ACCURACY CHECK

For statements giving advice, we only use *would* with the subject *I*.

~~You would take the subway. X~~
~~She would take the subway. X~~
I would take the subway. ✓

4 SPEAKING

- A Choose a few places in your city that you'd like to go to. Use the ideas below or your own ideas. Make notes.

cafes movie theaters museums restaurants sports stadiums



- B PAIR WORK Take turns asking for advice about how to get to your places. You can go online to get more information or to check the routes.

I want to get from here to the Dubai Museum in Al Fahidi Fort. Should I take the subway? Or the bus?

I wouldn't take the bus. I'd take the subway. But you'll have to transfer – it's not a direct route.



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2.5

TIME TO WRITE A life story

LESSON OBJECTIVE
■ write a short life story

GET IT RIGHT! The present perfect

- A Read the text. Find these dates and numbers in the article. What are they about?

2 18 20 1957 1961 40,000

King Saud University

January 18th, 14.50 p.m.

King Saud University (KSU), based in Riyadh, is the oldest university in Saudi Arabia and has been one of the region's top universities for many years. The university began with the College of Arts, where students started studying in 1957. The first women joined the university in 1961. Since those early days, KSU has opened many branches in different cities and today it has more than 20 colleges in the areas of science, health, and the humanities, as well as 18 libraries, 2 teaching hospitals, and a mosque. It has educated many of the country's most important leaders, business people, and teachers, including members of the royal family, and it has won many awards, such as the Middle East Excellence Award for electronic initiatives. There are more than 40,000 students from Saudi Arabia and abroad – and courses are free!



- B Complete the rules with the names of the correct tenses. Use the examples in the box to help you.
- 1 Use the _____ to talk about how things are now.
 - 2 Use the _____ to talk about a finished time in the past.
 - 3 Use the _____ to talk about a time which started in the past and continues up to now.

- C Cover the article. Circle the correct tenses to complete the sentences, then look in the article to check.

- 1 Students *have started* / *started* studying in 1957.
- 2 The first women *have joined* / *joined* the university in 1961.
- 3 Since those early days, KSU *has opened* / *opens* many branches.
- 4 Today it *has had* / *has* more than 20 colleges.
- 5 It *has educated* / *educated* many of the country's leaders.
- 6 It *has won* / *won* many awards.
- 7 There *have been* / *are* more than 40,000 students.
- 8 Courses *have been* / *are* free.

- D Complete the sentences with the correct forms of the verbs in parentheses ().

- 1 My school _____ (be) open for thirty years.
- 2 In its first year, it _____ (have) just 200 students.
- 3 Now it _____ (be) the biggest school in the area.
- 4 Over the years, it _____ (win) many awards for excellence.
- 5 Last year, it _____ (win) a major award for helping the environment.
- 6 I _____ (be) a student there since 2020.



Learners often have problems knowing when to use the present perfect or other tenses, such as the simple present or the simple past:

- *KSU is the oldest university in Saudi Arabia.* (simple present)
- *It has been one of the region's top universities for many years.* (present perfect)
- *It began with the College of Arts.* (simple past)

22



✓ ACCURACY CHECK

For statements giving advice, we only use *would* with the subject *I*.

~~You would take the subway. X~~
~~She would take the subway. X~~
I would take the subway. ✓

EVOLVE Special Edition features additional *Get it right!* sections focusing on some of the most common learner errors among Arabic speakers (based on research from the Cambridge Learner Corpus). These can be found in Lesson 5 of alternate units.



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

Jason Williams, Teacher

3.4 MAYBE YOU CAN HELP!

LESSON OBJECTIVE
■ write a personal statement for a job application

1 READING

A Look at the picture. Do you ever do volunteer work? What kind of volunteer work interests you?

B **READ FOR GIST** Read the ad. What are the two kinds of volunteer jobs? Why are these jobs useful for a student?



Volunteer at the Janadriyah Festival!

Are you good with people? Do you know the city well? Then maybe you can help ...

We're looking for volunteers to help at the **Janadriyah Festival**. Next year, this amazing festival will bring together participants from all across the Kingdom to share their region's folk art, culture, and heritage. And it will happen right here in Riyadh, from March 10–24.

We're looking for:

Participant Helpers: You'll meet participants at the airport on arrival and help them get to their hotels. At the hotel, you'll tell them where they should go for festival events and how to get there. You'll also help them with the schedule and organization of the festival.

City Guides: You'll stand on sidewalks around the city and help visitors find their way around. You'll also give advice on things to see and do during the festival.

If you're a student, volunteering is a smart career move. This position is unpaid, but we'll give you a certificate to show you helped at the event – a useful experience that you can put on your résumé.

If you are interested, complete the [application](#) in English.

C **READ FOR DETAILS** Read the ad again. Answer the questions.

- 1 What two skills does the company want the volunteers to have?
- 2 Who will the participants be?
- 3 What four things will the volunteers do?

D **PAIR WORK** What do you think it would be like to be a Janadriyah Festival volunteer? Which parts of the job would you like? Which parts wouldn't you like?

2 WRITING

A Manal is applying to be a volunteer for the Janadriyah Festival. Read her personal statement in the application below. Answer the questions.

- 1 What language skills does Manal have?
- 2 What experience does she have with events? What volunteer experiences does she have?
- 3 How well does she know the city?



B **THINK CRITICALLY** Do you think Manal will be a good City Guide? Why or why not?

C **WRITING SKILLS** Accuracy is important, especially in a volunteer or job application. Read about how to check your own writing. Find examples in Manal's personal statement.

Punctuation: Use capital letters at the beginnings of sentences and for job titles, names, places, months, languages, and nationalities.
Put a period (.), exclamation mark (!), or question mark (?) at the end of each sentence.
Use a comma before *but* and *so*. There's no comma before *because*.

Grammar: Use the present perfect for experiences in your life up to now.

WRITE IT

REGISTER CHECK

It's important to be clear in formal writing, like an application. We often repeat information, like job titles, to make sure we are clear.

The volunteer job of City Guide is perfect for me.
(NOT: *The volunteer job is perfect for me.*)

I think I would be an excellent City Guide.
(NOT: *I think I would be excellent at this job.*)

Register check

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 PAIR WORK What should you do if you want to live a long life? Talk with a partner.

B READ Read Nabil's life story of his neighbor, who's a hundred years old. How does Mr. Al-Zaabi answer the question in exercise A?

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A LIFE STORY


by Nabil Bernawi

My neighbor, Mr. Nasir Al-Zaabi, is 100 years old! Mr. Al-Zaabi was born and raised in Saudi Arabia, but moved to Dubai in the early 1960s, some years before the creation of the U.A.E in 1971.

Mr. Al-Zaabi has lived in his traditional Arab house for more than 50 years. All his family and neighbors agree that he looks much younger than his age – so how has he managed to stay in such good shape? "Be careful what you eat and drink," says Mr. Al-Zaabi. "I only eat plain food, nothing fancy. I get up early and I have camel's milk and dates every day. I never touch modern junk food, and I've never drunk caffeine in my life." Character is important, too. "I've tried to live an honest life. Be generous to others, don't be selfish."

Mr. Al-Zaabi worked as a doctor for 40 years and retired in 1989. He's been married twice, and he has four children and eight grandchildren. "I live with my grandchildren from my second marriage," he explains. "When you're my age, it's important to spend time with young people. They help me to feel young and cheerful."

These days, Mr. Al-Zaabi has a quiet life. He goes to the mosque five times a day for prayers, and he spends the rest of his time relaxing at home with his family. He loves Nabati poems (a kind of traditional Arabic poetry), and local people visit him from time to time to listen to old poems and stories from his long life.



C STUDY Cover the article. Match (1–6) with (a–f) to make sentences, then look at the article to check.

- | | |
|--------------------------|--|
| 1 He was born and raised | a as a doctor for 40 years. |
| 2 He has lived | b four children and eight grandchildren. |
| 3 He worked | c in his house for more than 50 years. |
| 4 He has been married | d in Saudi Arabia. |
| 5 He has | e twice. |
| 6 He lives | f with his grandchildren. |

D PAIR WORK Work with a partner. Which sentences use the simple present, the present perfect and the simple past? Why do they use these tenses?

E PLAN Think of an older person you know well (a friend or a member of your family). Make notes about their:

early life work family home life now habits personality

F WRITE Write a short life story for the person. Use the expressions in exercise C and your notes from exercise E. Use the simple present, present perfect, and simple past tenses.

G EVALUATE Read each other's life stories and give feedback on these questions. Listen to the feedback on your writing. Use it to make your life story better!

- 1 Do you understand everything?
- 2 Does it include all the topics in exercise E?
- 3 Does it use expressions from exercise C correctly?
- 4 Does it use tenses correctly?

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3.5

ACADEMIC SKILLS

Business studies: Tourism management

LESSON OBJECTIVE
■ write a paragraph based on statistics

1 READING

A PAIR WORK Cover the article. Guess the answer for each sentence.

- 1 More than _____ people travel as tourists every year.
- 2 Over _____ of the world's population are over 65.
- 3 The "millennial generation" are people who were born after _____.
- 4 By 2025, about _____ of all tourists will be under 45.
- 5 The middle class is growing in _____.

B SCAN FOR FACTS AND FIGURES Read the article quickly, and check your answers to exercise 1A.

- Which was the quickest way to find the answers, 1 or 2?
- 1 finding the numbers and then reading to check
 - 2 reading carefully line by line from the beginning

THE GROWTH IN GLOBAL TOURISM

Since the 1950s, global tourism has increased by more and more each year. For many countries, it is one of the main causes of economic growth. With well over a billion tourists a year, 10% of the world's economy comes from tourism. Tourism provides extra jobs. It helps improve the economy in countries that tourists visit because it's another way to make money, besides traditional industries. It also gives opportunities for cultural exchange and language learning.

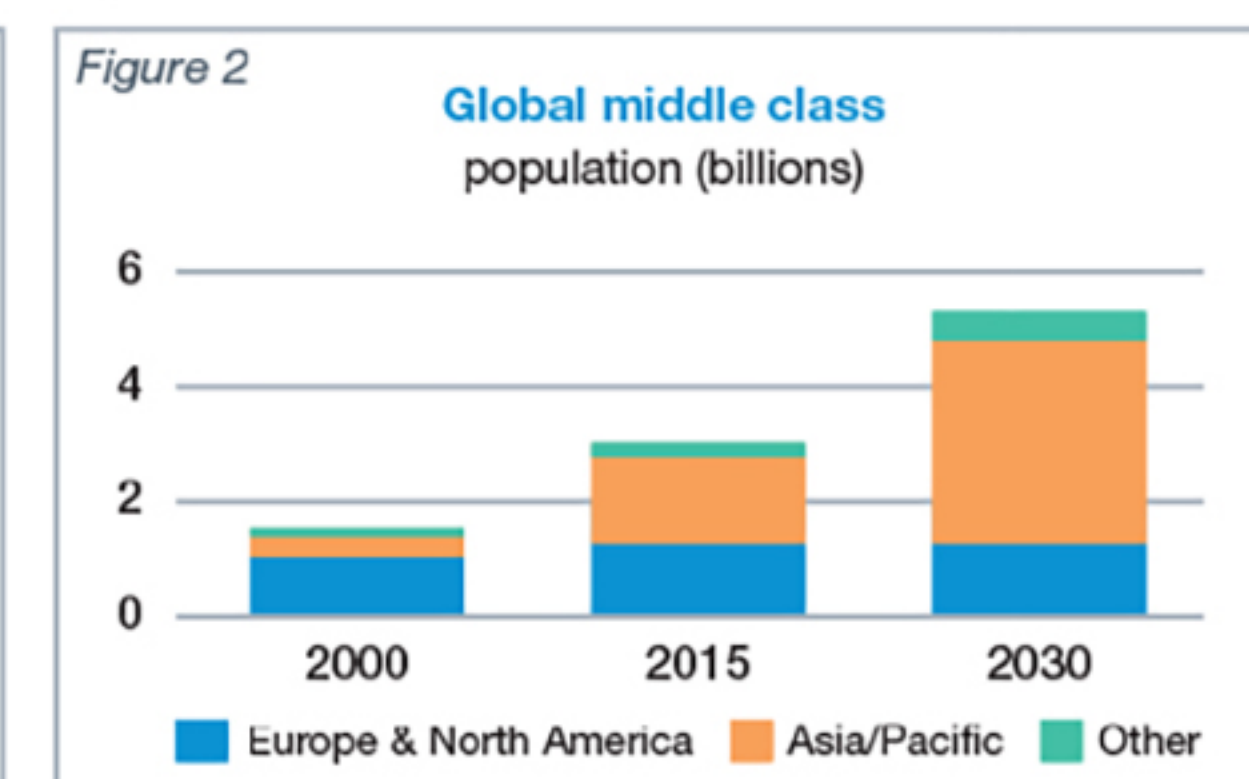
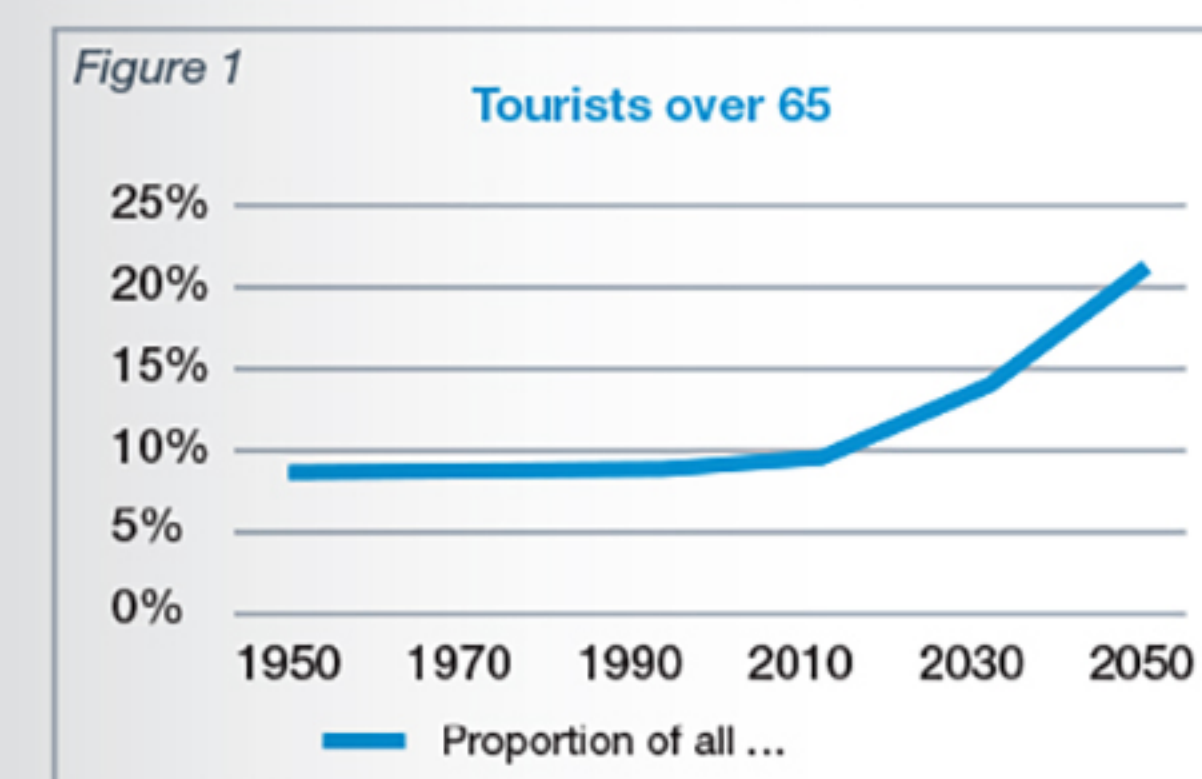
There's no doubt that tourism is becoming more important. So how is global tourism changing, and what will happen in the future? There are three main trends.

1 SILVER-HAIRED TOURISTS. The global population is getting older, so there's an important new group of tourists: the over-65s, often known as "silver-haired tourists." They are now one of the fastest growing parts of the tourist market. More than 9% of the world's population is over 65 now, and it may grow to 22% by 2050. Older people often have more money to spend and the free time to spend it.

2 THE MILLENNIAL GENERATION. Millennials, the generation born in the 1980s and 1990s, are also an important group, and are becoming a bigger part of the tourist market. By 2025, 50% of all tourists will probably be millennials or their children. They have more access to online information than older tourists, and they are more likely to use technology when they plan their vacations.

3 THE ASIAN MIDDLE CLASS. In the past, tourism was an activity for people with money, but poverty has decreased, and there is a growing global middle class. The middle class will probably increase from 3.2 billion in 2020 to 4.9 billion by 2030. Most of them will come from the Asia-Pacific region, and by 2030, they will be two-thirds of the global middle-class population. In contrast, the middle class in Europe and North America has stopped growing, and will slowly become a smaller part of the tourist market.

C READ FOR DETAILS Look at the graphs in Figure 1 and Figure 2.



- 1 Find four sentences in the article that are supported by the information in the two graphs.
- 2 Use Figures 1 and 2 to answer these questions:
 - a In 2010, approximately what percentage of tourists were over 65?
 - b How many people in the world were middle class in 2015?

D THINK CRITICALLY Answer the questions.

- 1 Why do you think tourism has grown so quickly around the world?
- 2 The article says "global tourism" is increasing. Do you think this includes all countries or only some? Why?
- 3 The article describes positive effects of tourism. What negative effects are there?

2 LANGUAGE FOCUS: Describing changes and trends

A Look at these sentences from the article. Match them with descriptions (a–c).

- 1 The middle class will probably increase from 3.2 billion in 2020 to 4.9 billion by 2030.
- 2 The middle class in Europe and North America has stopped growing.
- 3 The global population is getting older.
- 4 It may grow to 22% by 2050.

- a This sentence is about a change from the past to now.
- b This sentence is about a change happening at the moment.
- c These sentences are about a possible change in the future.

3 WRITING

A PAIR WORK Read the notes about Chinese tourism. What do you think the text will say?

B PAIR WORK In the same pairs, use the notes to write a paragraph about Chinese tourism.

C GROUP WORK Exchange paragraphs with another pair. Are the paragraphs similar?

The growth of Chinese tourism in the last 10 years

rapid increase – Chinese tourists
1 in 10 tourists – Chinese
more money – any other country
2013 – Chinese: \$129 billion. Americans: \$86 billion
How tourists spend money – changing
shopping – main reasons for travel
More than 80% of Chinese tourists – shopping important
56% of Middle Eastern tourists,
48% of Russians
Number of Chinese tourists – probably increase – future



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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

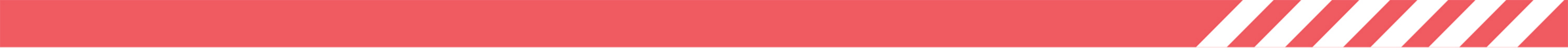
Academic skills lessons in Units 1, 3, 5, 7, 9, and 11 provide additional combined skills practice based around an academic-style reading or listening text. *Time to write* lessons in Units 2, 4, 6, 8, 10, and 12 provide further writing practice, with a *Get it right!* section highlighting a common learner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

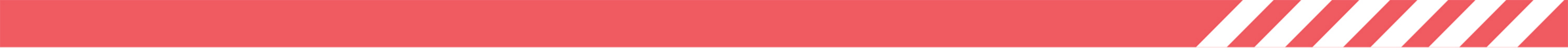
CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Who we are	<ul style="list-style-type: none">■ Talk about people’s personalities■ Ask and answer questions about people■ Make introductions and get to know people■ Write an email to get to know someone■ Talk about spending money using contrasting points■ Ask questions to test a leader’s personality	<ul style="list-style-type: none">■ Information questions■ Indirect questions	<ul style="list-style-type: none">■ Describing personality■ Giving personal information	<ul style="list-style-type: none">■ Stressing new information
Unit 2 So much stuff	<ul style="list-style-type: none">■ Talk about things you’ve had for a while■ Talk about things you own■ Switch from one topic to another■ Write an ad for something you want■ Write a brief life story of a person■ Discuss items to take when you move	<ul style="list-style-type: none">■ Present perfect with <i>ever, never, for, and since</i>■ Present perfect with <i>already</i> and <i>yet</i>	<ul style="list-style-type: none">■ Describing possessions■ Tech features	<ul style="list-style-type: none">■ Saying /t/ at the start of words■ Listening for /w/ sounds
Unit 3 Smart moves	<ul style="list-style-type: none">■ Ask and answer questions about your city■ Talk about how to get from one place to another■ Ask for and give directions in a building■ Write a personal statement for a job application■ Write a paragraph based on statistics■ Give a presentation about a secret spot in your city	<ul style="list-style-type: none">■ Articles■ Modals for advice	<ul style="list-style-type: none">■ City features■ Public transportation	<ul style="list-style-type: none">■ Saying consonant clusters at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 Think first	<ul style="list-style-type: none">■ Describe opinions and reactions■ Make plans for a trip■ Offer and respond to reassurance■ Write an email describing plans for an event■ Write a travel post■ Choose activities for different groups of people	<ul style="list-style-type: none">■ <i>be going to</i> and <i>will</i> for predictions■ <i>will</i> for sudden decisions; present continuous for future plans	<ul style="list-style-type: none">■ Describing opinions and reactions■ Making decisions and plans	<ul style="list-style-type: none">■ Saying /p/ at the start of a word■ Listening for linked sounds – final /n/
Unit 5 And then ...	<ul style="list-style-type: none">■ Talk about lost and found things■ Talk about needing and giving help■ Talk about surprising situations■ Write a short story■ Define new words and terms in a presentation■ Tell and compare stories	<ul style="list-style-type: none">■ Simple past■ Past continuous and simple past	<ul style="list-style-type: none">■ Losing and finding things■ Needing and giving help	<ul style="list-style-type: none">■ Showing surprise
Unit 6 Impact	<ul style="list-style-type: none">■ Talk about urban problems■ Talk about problems and solutions■ Express concern and relief in different situations■ Write a post giving your point of view■ Write a post expressing your feelings and opinions■ Decide if a “green” plan will work	<ul style="list-style-type: none">■ Quantifiers■ Present and future real conditionals	<ul style="list-style-type: none">■ Urban problems■ Adverbs of manner	<ul style="list-style-type: none">■ Unstressed vowels at the end of a word■ Listening for weak words
Review 2 (Review of Units 4–6)				



Functional language	Listening & Reading	Writing	Speaking
<ul style="list-style-type: none">■ Make introductions; say how you know someone; end a conversation Real-world strategy <ul style="list-style-type: none">■ Meet someone you've heard about Academic language focus <ul style="list-style-type: none">■ Making contrasting points	Listening Academic skills <ul style="list-style-type: none">■ A presentation about happiness and spending money Reading We're family! <ul style="list-style-type: none">■ An email to a cousin in a different country	A message introducing yourself <ul style="list-style-type: none">■ An email to a relative in another country■ Paragraphs	<ul style="list-style-type: none">■ Talk about questions you ask new people■ Ask and answer questions about famous people■ Introduce yourself and ask questions■ Describe someone's personality Academic skills <ul style="list-style-type: none">■ Talk about spending money using contrasting points Time to speak <ul style="list-style-type: none">■ Decide what makes a good leader
<ul style="list-style-type: none">■ Introduce new topics; change the subject; stay on track Real-world strategy <ul style="list-style-type: none">■ Use short questions to show interest	Listening It's useless, right? <ul style="list-style-type: none">■ A podcast interview with a collector	An online advertisement <ul style="list-style-type: none">■ An ad requesting something you want■ <i>one</i> and <i>ones</i> Time to write <ul style="list-style-type: none">■ A brief life story of a person■ The present perfect	<ul style="list-style-type: none">■ Talk about the "history" of personal objects■ Talk about how long you've had items■ Talk about personal interests■ Talk about someone's reasons for collecting Time to speak <ul style="list-style-type: none">■ Discuss things to take in a move
<ul style="list-style-type: none">■ Ask for directions; give directions Real-world strategy <ul style="list-style-type: none">■ Repeat details to show you understand Academic language focus <ul style="list-style-type: none">■ Describing changes and trends	Reading Maybe you can help <ul style="list-style-type: none">■ An ad for volunteer jobs Academic skills <ul style="list-style-type: none">■ An article about global tourism trends	A volunteer application <ul style="list-style-type: none">■ A personal statement for an application■ Checking punctuation, spelling, and grammar Academic skills <ul style="list-style-type: none">■ A paragraph based on statistics	<ul style="list-style-type: none">■ Ask and answer city questions■ Talk about routes to places in your city■ Give directions to places at school or work■ Talk about a volunteer job Time to speak <ul style="list-style-type: none">■ Discuss "secret spots" in your city
<ul style="list-style-type: none">■ Offer reassurance; respond to reassurance Real-world strategy <ul style="list-style-type: none">■ Use <i>at least</i> to point out the good side of a situation	Listening Business and pleasure <ul style="list-style-type: none">■ Colleagues discussing plans for a fun event for students	An email with an event schedule <ul style="list-style-type: none">■ An email describing plans for an event■ Linking words to show order Time to write <ul style="list-style-type: none">■ A travel post■ Past tense forms	<ul style="list-style-type: none">■ Talk about your plans for the week and weekend■ Make plans for a weekend trip■ Talk about difficult situations■ Choose the best group activity Time to speak <ul style="list-style-type: none">■ Plan a "microadventure"
<ul style="list-style-type: none">■ Give surprising news; react with surprise Real-world strategy <ul style="list-style-type: none">■ Repeat words to express surprise Academic language focus <ul style="list-style-type: none">■ Defining new language	Listening Academic skills <ul style="list-style-type: none">■ A presentation about selfies as a social ritual Reading Storytelling <ul style="list-style-type: none">■ An article about how to tell a good story	A true story <ul style="list-style-type: none">■ A story■ Expressions for storytelling	<ul style="list-style-type: none">■ Talk about things you have lost or found■ Describe a time you helped someone■ Talk about surprising personal news■ Say what makes a story good Academic skills <ul style="list-style-type: none">■ Define new words and terms in a presentation Time to speak <ul style="list-style-type: none">■ Share "amazing but true" stories
<ul style="list-style-type: none">■ Express concern; express relief Real-world strategy <ul style="list-style-type: none">■ Use <i>though</i> to give a contrasting idea	Listening Beating the traffic <ul style="list-style-type: none">■ A podcast about drone deliveries	Online comment reacting to a podcast <ul style="list-style-type: none">■ Comment about a podcast■ Using questions to make points Time to write <ul style="list-style-type: none">■ A post expressing your feelings and opinions■ Choosing prepositions	<ul style="list-style-type: none">■ Discuss the impact of urban problems■ Talk about city problems and solutions■ Talk about worrisome situations■ Evaluate someone's ideas Time to speak <ul style="list-style-type: none">■ Discuss making cities "green"

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	<ul style="list-style-type: none"> Discuss your changing tastes in reading materials Talk about TV shows and movies Refuse invitations and respond to refusals Write a movie review Expand notes about children and technology into a paragraph Talk about changing tastes 	<ul style="list-style-type: none"> <i>used to</i> Comparisons with <i>(not) as ... as</i> Academic language focus <ul style="list-style-type: none"> <i>this</i> and <i>these</i> 	<ul style="list-style-type: none"> Reading materials TV shows and movies 	<ul style="list-style-type: none"> Saying /m/ in /'m/
Unit 8 Getting there	<ul style="list-style-type: none"> Talk about what you've been doing Talk about progress Catch up with people's news Write a post about managing your time Write an email to a friend about a new hobby Decide on better ways to use your time 	<ul style="list-style-type: none"> Present perfect continuous Present perfect vs. present perfect continuous 	<ul style="list-style-type: none"> Describing experiences Describing progress 	<ul style="list-style-type: none"> Saying /ɑ/ and /æ/ vowel sounds Listening for weak forms of <i>didn't</i>
Unit 9 Make it work	<ul style="list-style-type: none"> Talk about college subjects Discuss rules for working and studying at home Express confidence and lack of confidence Write the main part of a résumé Talk about language learning using main points and supporting examples Decide how to use your skills 	<ul style="list-style-type: none"> Modals of necessity Modals of prohibition and permission 	<ul style="list-style-type: none"> College subjects Employment 	<ul style="list-style-type: none"> Grouping words
Review 3 (Review of Units 7–9)				
Unit 10 Why we buy	<ul style="list-style-type: none"> Say what things are made of Talk about where things come from Question or approve of someone's choices Write feedback about company products Write an ad for a local product Design a commercial 	<ul style="list-style-type: none"> Simple present passive Simple past passive 	<ul style="list-style-type: none"> Describing materials Production and distribution 	<ul style="list-style-type: none"> Saying /u/, /aʊ/, and /ʊ/ vowel sounds Listening for contrastive stress
Unit 11 Pushing yourself	<ul style="list-style-type: none"> Talk about how to succeed Talk about imaginary situations Give opinions and ask for agreement Write a personal story Take turns in a discussion about phobias Talk about a person you admire 	<ul style="list-style-type: none"> Phrasal verbs Present and future unreal conditionals 	<ul style="list-style-type: none"> Succeeding Opportunities and risks 	<ul style="list-style-type: none"> Saying /j/ and /ɜ/ sounds
Unit 12 Life's little lessons	<ul style="list-style-type: none"> Talk about accidents Talk about extreme experiences Describe and ask about feelings Write an anecdote about a life lesson Write a story about an extreme experience Plan a fun learning experience 	<ul style="list-style-type: none"> Indefinite pronouns Reported speech 	<ul style="list-style-type: none"> Describing accidents Describing extremes 	<ul style="list-style-type: none"> Saying <i>-ed</i> at the end of a word Listening for //
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 153–164 Vocabulary exercises, pages 165–176				



Functional language	Listening & Reading	Writing	Speaking
<ul style="list-style-type: none">■ Refuse invitations; respond to a refusal Real-world strategy <ul style="list-style-type: none">■ Soften comments	Reading Animation for all ages <ul style="list-style-type: none">■ An online article about animated movies and TV shows Academic skills <ul style="list-style-type: none">■ An article about children and computer games	A review of an animated movie <ul style="list-style-type: none">■ A movie review■ Organizing ideas Academic skills <ul style="list-style-type: none">■ A paragraph about children and technology	<ul style="list-style-type: none">■ Talk about how tastes in reading materials have changed■ Compare favorite movies/TV shows■ Invite someone to an event and refuse an invitation■ Talk about humor in animated movies Time to speak <ul style="list-style-type: none">■ Discuss changing tastes in entertainment
<ul style="list-style-type: none">■ Say how long it's been; ask about someone's news; answer Real-world strategy <ul style="list-style-type: none">■ Use <i>that would be</i> to comment on something	Listening A time-saving tip <ul style="list-style-type: none">■ A podcast interview about time management	A post about a podcast <ul style="list-style-type: none">■ A post about time management■ Time expressions Time to write <ul style="list-style-type: none">■ An email to a friend about a new hobby■ <i>who</i> and <i>which</i>	<ul style="list-style-type: none">■ Talk about what you've been doing recently■ Explain what you've been spending time on■ Talk to a friend you haven't seen for a while■ Talk about someone's new habits Time to speak <ul style="list-style-type: none">■ Prioritize tasks to improve balance
<ul style="list-style-type: none">■ Express confidence; express lack of confidence Real-world strategy <ul style="list-style-type: none">■ Focus on reasons Academic language focus <ul style="list-style-type: none">■ Making main points	Listening Academic skills <ul style="list-style-type: none">■ A podcast discussion about bilingual education Reading A job search <ul style="list-style-type: none">■ An online job ad and a résumé for the job	A résumé <ul style="list-style-type: none">■ Experiences and activities for a résumé■ How to write a résumé	<ul style="list-style-type: none">■ Talk about subjects in school that prepare you for the future■ Present rules for working or studying at home■ Discuss plans for doing challenging activities■ Identify what job an ad is for Academic skills <ul style="list-style-type: none">■ Talk about language learning using main points and supporting examples Time to speak <ul style="list-style-type: none">■ Describe skills for an ideal job
<ul style="list-style-type: none">■ Question someone's choices; approve someone's choices Real-world strategy <ul style="list-style-type: none">■ Change your mind	Listening Not just customers – fans <ul style="list-style-type: none">■ A podcast about customers as fans	Online customer feedback about products <ul style="list-style-type: none">■ Feedback about products■ <i>However</i> and <i>although</i> to contrast ideas Time to write <ul style="list-style-type: none">■ An ad for a local product■ Expressions with <i>be</i>	<ul style="list-style-type: none">■ Describe how materials affect the environment■ Share where things you own were produced■ Talk about things you want to buy■ Talk about companies you like Time to speak <ul style="list-style-type: none">■ Discuss reasons why people buy things
<ul style="list-style-type: none">■ Ask for agreement; agree Real-world strategy <ul style="list-style-type: none">■ Soften an opinion Academic language focus <ul style="list-style-type: none">■ Sharing ideas – taking turns	Listening Academic skills <ul style="list-style-type: none">■ A group discussion about phobias Reading Outside the comfort zone <ul style="list-style-type: none">■ An online article about benefits of leaving your comfort zone	A story about a challenging new activity <ul style="list-style-type: none">■ A story about pushing yourself■ Comparing facts	<ul style="list-style-type: none">■ Talk about a failure and its effects■ Discuss what you might risk for money■ Express opinions about topics with two sides■ Talk about pushing yourself Academic skills <ul style="list-style-type: none">■ Take turns in a discussion about phobias Time to speak <ul style="list-style-type: none">■ Discuss what makes people successful
<ul style="list-style-type: none">■ Describe your feelings; ask about or guess others' feelings Real-world strategy <ul style="list-style-type: none">■ End a story	Listening Lessons learned? <ul style="list-style-type: none">■ An expert presentation about life lessons	A story about learning a lesson <ul style="list-style-type: none">■ An anecdote about a life lesson■ Using different expressions with similar meanings Time to write <ul style="list-style-type: none">■ A story about an extreme experience■ Noun and pronoun subjects	<ul style="list-style-type: none">■ Talk about a small, amusing accident■ Describe an extreme experience■ Talk about emotions associated with an experience■ Talk about learning from mistakes Time to speak <ul style="list-style-type: none">■ Talk about activities to learn new skills

CLASSROOM LANGUAGE

1.02 PAIR WORK AND GROUP WORK

Choosing roles

Do you want to go first?

I'll be Student A, and you be Student B.

Let's switch roles and do it again.

Eliciting opinions

What do you think, _____?

How about you, _____?

Asking for clarification or more information

I'm not sure I understand. Can you say that again?

Does anyone have anything to add?

Completing a task

We're done.

We're finished. What should we do now/next?



CHECKING YOUR WORK

Comparing answers

Let's compare answers.

What do you have for number ... ?

I have ...

I have the same thing.

I have something different.

I have a different answer.

Offering feedback

Let's switch papers.

I'm not quite sure what you mean here.

I really like that you ...

It looks like you ...

I wondered about ...

Can you say this another way?

I wanted to ask you about ...

Let's check this one again.



UNIT OBJECTIVES

- talk about people's personalities
- ask and answer questions about people
- make introductions and get to know people
- write an email to get to know someone
- talk about spending money using contrasting points
- ask questions to test a leader's personality

WHO WE ARE

1



START SPEAKING

- A** Where are these people? What are they doing?
- B** What do you think the people are like? Guess as much as you can about them.
- C** Imagine you're in a place like this talking to people. What are you asking them? What are you telling them about yourself? For ideas, watch Andres's video.



What does Andres say about himself?



1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Do you meet new people often? Where do you meet them? Who have you met lately?
- B Read the article. How does Kenneth say you can learn about someone?

What kind of **person** are you?

The answer is in your questions.

How do you get to know someone new? You can ask a lot of questions: *What's your name? Whose class are you in? Which neighborhood do you live in? Where did you go to school? What kind of work do you do?* But the answers don't tell you about someone's personality. I think it's best to *listen* to the questions that people ask you.

A **sociable** person, for example, will ask you a lot of questions. Quiet people don't ask you much. The same is true about **selfish** people – they show little interest in other people. Or imagine you're telling someone about a problem you have. A **generous** person might ask, "How can I help?" But if you ask someone for help first, and they agree, are you sure they're really helpful? Or are they just afraid to say "no"?

So, the next time you meet someone, ask less, and listen more. The questions people ask show more about their personalities than their answers do.

Kenneth Spears



- C **PAIR WORK** Read the article again. Do you agree with Kenneth? Why or why not?

2 VOCABULARY: Describing personality

- A **1.03** Listen and repeat the words. Which words describe the people in the pictures? More than one answer is possible.

brave	cheerful	easygoing	generous	helpful	honest
intelligent	nervous	reliable	selfish	serious	sociable



- B **GROUP WORK** Which three words in exercise 2A describe you best? Tell your group.

- C **Now go to page 165. Do the vocabulary exercises for 1.1.**

- D **PAIR WORK** Use the words in exercise 2A to talk about people you know. For ideas, watch Angie's video.



Do you know anyone like the person Angie describes?



3 GRAMMAR: Information questions

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

- 1 Use **what** / **which** to ask a general question.
- 2 Use **what** / **which** to ask about a specific group of people or things.
- 3 Use **whose** to ask **who someone is** / **who something belongs to**.
- 4 Use **how** to ask about **the way to do something** / **when to do something**.

Information questions

Whose class are you in?

Where did you go to school?

Which neighborhood do you live in?

How can I help?

What are you doing these days?

B Look at the words in the box. Complete the information questions with the correct words. Then ask and answer the questions with a partner.

How When Where Who Whose Why

- 1 _____ do you usually meet your friends? At night or on the weekends?
- 2 _____ do you greet new people? With a smile?
- 3 _____ do you go with your friends to have fun?
- 4 _____ 's the most sociable person you know?
- 5 _____ are you learning English? For work?
- 6 Do you ever use someone else's computer? _____ computer do you use?

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

D Write information questions for the answers below.

- 1 _____ ? I had eggs for breakfast.
- 2 _____ ? I speak English and Arabic.
- 3 _____ ? My keys are in my pocket.
- 4 _____ ? I got here by bus.
- 5 _____ ? I usually get up at 6:30.

E PAIR WORK Ask and answer the questions in exercise 3D with your own information.

4 SPEAKING

GROUP WORK What questions do you ask when you meet people for the first time? What do you think your questions say about you?

I usually ask people, "What do you do for fun?"
Sometimes we like the same things!



What do you think that
question says about you?

I think it shows people that I am
interested in them.



- ask and answer questions about people

1 LANGUAGE IN CONTEXT

- A**  **1.04** Look at the picture. Do you think the people are good friends? Why or why not? Then read and listen to Jared interview Amber for his podcast. Why does Amber ask questions about his friend Scott? **B**  **1.04** Read and listen again. What questions does Amber ask about Scott? Can you answer these questions about your good friends?



1.04 Audio script


- Jared** Today, I'm talking with Amber Crane, a friendship expert. So, Amber, you have some questions that show if someone is a true friend. Tell me more.
- Amber** OK. I'm going to show you by example. Give me the name of one of your friends.
- Jared** Um, Scott.
- Amber** Let's see how well you know Scott. Is he **single** or **married**?
- Jared** He's **married**.
- Amber** OK. Can you tell me where he **was born** and **raised**?
- Jared** Yes. He was born in Chicago, but he **was raised** in Oswego.
- Amber** Good. Now I'd like to know what sports or hobbies he's **into**.
- Jared** He's **into** soccer, and he likes to paint. Hey, I'm answering harder questions. Does that mean Scott and I are true friends?
- Amber** Well, no. You could know these things about anyone through social media.
- Jared** True. So, what question can I answer that shows Scott is a *true* friend?
- Amber** Try this one. Do you know if he likes broccoli?
- Jared** I'll tell you after the break ... and after I text Scott!

2 VOCABULARY: Giving personal information

- A**  **1.05** Complete the paragraph with the verbs in the box. Use the simple past. Then listen and check.

be born	be into	be married	be raised	be single
celebrate	live alone	live with my family	retire	

I ¹ was born in Sitra, but I ² _____ in the country.
 I ³ _____ – my parents, brother, and sister – on a farm. My brother and
 I ⁴ _____ sports, especially baseball. After high school, I moved back to Sitra.
 I ⁵ _____ in a small apartment – I didn't have any roommates, and I ⁶ _____.
 But I have a wife now. Noura and I ⁷ _____ five years ago, and we ⁸ _____ our
 anniversary last Wednesday. My parents took us out to dinner. They ⁹ _____ a year ago, so
 they have a lot of free time.

- B**  Now go to page 165. Do the vocabulary exercises for 1.2.
- C** **PAIR WORK** Tell your partner about your life. Use expressions from exercise 2A.

I was born and raised in Muscat, but now I live with my family in Bawshar.