

EVOLVE

SECOND EDITION

Executive Preview

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FOREWORD

Dear colleagues

We are very excited to introduce EVOLVE Second Edition.

EVOLVE Second Edition is a six-level general American English course for adults and young adults. It is designed to get students speaking with confidence, with topics they want to discuss and situations in which they want to speak more confidently.

EVOLVE Second Edition Levels 1–4 publish in January 2026, with Levels 5 and 6 following in January 2027.

In our research for EVOLVE Second Edition, we talked to ELT professionals who have taught with EVOLVE First Edition. Listening to the needs of teachers helped us understand how we could improve EVOLVE in a Second Edition.

What's new in the Second Edition?

- All new “Real Student” videos (levels 1–4)
- Enhanced grammar support and additional grammar practice
- A selection of updated documentary videos
- A selection of new reading and listening texts
- A new “Speaking Companion” which provides AI-driven conversation skills practice
- New “Personalized Learning,” additional, online, adaptive reading and listening practice

The following pages of this Executive Preview provide details on:

- What's new in the Second Edition
- The updated digital content
- A unit overview which shows the structure and content of a unit
- Sample units from the Student's Books, Teacher's Book, and Workbook

The online content is powered by the Cambridge One platform, where teachers and students can find access to a range of activities, resources, and tools to provide support with *EVOLVE* Second Edition.

EVOLVE Second Edition has everything you need to help you support your students on their journey with English. We hope you and your students enjoy using the course.

With our very best wishes

The EVOLVE Team

EVOLVE

Speaking matters.

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

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

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



**“EVOLVE is teacher friendly.
We know that whatever we do,
our students are going to achieve their
goal – they’re going to speak.”**

Debora Teixeira Menezes Guimaraes, Brazil

EVOLVE is a globally popular course that has been shaped by unique **insights** gained from our extensive **research**. EVOLVE Second Edition builds on the success of the First Edition by preserving everything you love and value while updating and improving the course to make it even more motivating, supportive, and relevant.

What's new in EVOLVE Second Edition?

1 Enhanced grammar support

Additional grammar support, particularly in the early levels, makes learning more intuitive, with extra practice to enable students to gain a deeper understanding of the language.

- Students now encounter examples of the language being used before analyzing the grammar rules.
- More context is provided within the grammar tables, with extra support for more complex points.
- Further practice, with two additional grammar activities in every unit to help build knowledge and confidence for the communicative activities at the end of every unit.

2 Refreshed design

A contemporary design gives EVOLVE Second Edition an eye-catching, fresh look. All-new unit-opener photos help students engage with a range of themes.

3 New Reading and Listening

A selection of the reading and listening texts have been updated with contemporary, high-interest topics from around the world, helping to keep students motivated.

4 New videos

- **All new Real Student videos.** These videos feature students from a wide range of countries and cultures discussing new, up-to-date topics.
- **Selected new documentary videos.** Several of the documentaries have been refreshed at every level to ensure content is current and of high interest. They can be found on the Cambridge One platform.

5 Sustainability

Sustainability is at the heart of everything we do at Cambridge University Press & Assessment, and this is reflected in EVOLVE Second Edition. Sustainability themes and content are embedded throughout the course.

6 Enhanced accessibility

Several key design changes have been made to the Student's Books to make the content more accessible for SEN (special educational needs) learners. These changes include more straight rather than tilted type, extraneous colors and icons removed, and simplified typography. Where possible, text is now in one column to simplify reading order.

Key features

Accuracy check

The **Accuracy check** feature shows students the most common errors that occur in written and spoken English and explains how to avoid them. These common learner errors are determined by using our unique research tool, the Cambridge Learner Corpus, and can be used for self-editing.

Accuracy check

Do not use **to** between **can/can't** and a verb.

Can you ~~to~~ fix bikes? ✗
Can you fix bikes? ✓

3 Grammar: can and can't for ability; well

A Look at the sentences in the Grammar box and Notice box. Then **circle** the correct option to complete the rules.

Grammar **can and can't** (= can not) for ability; **well**

I can swim.	I can't play the guitar.	Can you fix things?
She can draw.	He can't sing well.	Can he surf well?
We can surf well.	They can't read music.	Can they speak two languages?

Well is the adverb of good.
She can sing well. (= She's good.)
I can't dance well. (= I'm not good.)

- Use **can / can't** to talk about things you don't do well or don't know how to do.
- Use **can / can't** to talk about things you do well or know how to do.
- With **he, she, and it**, **do / do not** add -s to the verb after **can** or **can't**.

B **Circle** the correct answers to complete the sentences.

- I swim every day. I **can / can't** swim well.
- Sorry. My dad **can / can't** fix your car. He's not a mechanic.
- You can draw really well, Tomas. What other things **can / can't** you do?
- She **can / can't** drive, and she doesn't have a car.
- You **can / can't** skateboard really well! Can you teach me?

A Can you play the guitar, Robbie?
B No, I **can / can't**.

C Now go to page 138. Look at the grammar chart and do the grammar exercises for 8.1.

D Write **five** questions to ask people in your class about their skills. Use vocabulary from exercise 1A on page 76. Then check your accuracy.

- Can you _____?
- Can you _____?
- Can you _____?
- Can you _____?
- Can you _____?


Accuracy check
Do not use **to** between **can/can't** and a verb.
Can you ~~to~~ fix bikes? ✗
Can you fix bikes? ✓

4 Speaking

A Group work Ask and answer your questions from exercise 3D. Say how well you do the skills.

Can you play the guitar?
No, I can't. What about you?
Yes, I can. I can play it really well.

B Group work What skill can everyone in your group do? Who can do it really well?



1.2

What's your last name?

Lesson objective
ask for and give personal information

1 Language in context

A Listen. Rudy and Juana 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 |
| <input type="checkbox"/> e-mail address | <input type="checkbox"/> (= family name) |

Insider English

Say **Uh-huh** to show you are listening. My last name is Garcia. G-A-R-C-I-A. Uh-huh. What's your email address?

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

1.02 Audio script

Rudy	So, your first name is Juana. H-U-...	Rudy	Great! OK, my last name is Jones.
Juana	No. J-U-A-N-A. My last name is Garcia. G-A-R-C-I-A.	Juana	OK. What's your email address?
Rudy	Uh-huh. What's your email address?	Rudy	It's rudythejones@gmail.com.
Juana	It's juanagarcia@bestmail.com.	Juana	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.
Juana	It's Garcia College. I'm Juana Garcia from Garcia College!	Juana	From Jones College?
		Rudy	No! From Miami Dade College.



Insider English

Even in a short exchange or conversation, idiomatic language can inhibit a student's understanding. That's why we have **Insider English**. This feature focuses on the informal language and colloquial expressions frequently found in everyday situations, helping students become more confident about communicating in the real world.

Insider English

Say **Uh-huh** to show you are listening. My last name is Garcia. G-A-R-C-I-A. Uh-huh. What's your email address?

3 Writing

A Read the online invitation. What does Ramon say his friends can wear? Which night is a surprise?

You're invited!

Event Montevideo Nights
Host Ramon
When Friday and Saturday, December 19-20
Where Montevideo, Uruguay
Meet Hotel Central, Friday, December 19 at 9:30 p.m.

This is a city that never sleeps. You're not going to sleep, either! ☀️ Meet me at the front door of the hotel. Don't be late! And don't eat dinner first because we're going to eat at a nice restaurant in the Pocitos neighborhood. Then we're going to go dancing - all night! Early in the morning, about 5:00 a.m., we're going to watch the sunrise at the beach and then go for a morning walk by the ocean. It's a great place for a picnic - a breakfast picnic ☺️ And then why don't we play soccer on the beach? A lot of people play soccer on the beach in the summer. You can wear shorts and a T-shirt, but a sweater is good for the early morning. On Saturday night, we're going to ... well, it's a surprise! ☺️ See you Friday night!

Glossary
sunrise (n) early in the morning, when the sun is first in the sky
surprise (n) something you don't know about

Write it
B **Writing skills** Look at the contractions in two of Ramon's sentences below. Then underline all ten contractions in his message. Work with a partner and say the full forms. You're not going to sleep, either! (You're = You are) Don't be late! (Don't = Do not)

Register check
Many speakers of English use contractions in informal writing. In formal writing, people often use the full forms.

Write it
C Plan an exciting day or night out for your friends. You can look online for ideas. Then write an online invitation. Use Ramon's invitation as an example. Describe where you are going to go and what you are going to do. Use contractions.

Find it
D **Group work** Read the other invitations in your group. Which events do you want to go to? Why?

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Register check

Teachers often report that their students struggle to master the differences between written and spoken English. The **Register check** feature in EVOLVE draws on research into the Cambridge English Corpus and highlights potential problem areas. Students learn to recognize different levels of formality and understand when to use them appropriately.

Register check

Many speakers of English use contractions in informal writing. In formal writing, people often use the full forms.

Find it

Research with hundreds of teachers and students across the globe has revealed a desire to bring the real world into the classroom. With the **Find it** activities, EVOLVE is helping to make that happen. These mobile-friendly tasks allow students to bring live content into the class and personalize their learning experience with research and group activities. These activities are always optional, meaning the teacher can choose whether to include them as part of the lesson.



12.5 Time to speak
Recipe for a great restaurant

Lesson objective
■ create a menu for a restaurant

A **Discuss** Talk about a great place you ate at, and say why you liked it. Then talk about a bad place, and say why you **didn't** like the food or service.

B **Prepare** Talk about what makes a great place to eat. Think about the things you discussed in exercise A and the things below. Then compare your ideas with other people.

Food
pizza
cookies
juice

Location
Prices
Servers
Wait time

Great places for food!

C **Decide** Work with a partner. Imagine you're opening a new food truck. Choose a name for your food truck and talk about the food and drink it has. Then create a great menu. You can go online to find ideas.

D **Role play** Work with another pair. Welcome them to your food truck. They choose a meal from your menu. Then change roles. Continue with other pairs.

E **Present** Tell the class about some of the menus in exercise D. Were they good? What did you choose? What's your favorite menu?

Useful phrases

Decide
■ OK. First, what's the name of our food truck?
■ What kind of food do we have?
■ Let's plan a great menu. We can have ...

Role play
■ Welcome to ...
■ What would you like to eat/drink?
■ Do you have ...?
■ So, you would like ...

Present
■ We got great food from a food truck. Its name was ...
■ We liked / didn't like ...
■ Our favorite menu is ... because ...

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Digital content

EVOLVE's digital content is available on the **Cambridge One** platform. Here, students can access the eBook and students with a Digital Pack will also find further practice and resources to support their learning. Digital Pack users will benefit from two exciting new features in Second Edition:

• Speaking Companion

Learners can improve their conversational skills with the new AI-driven "Speaking Companion." This immersive, personalized speaking component offers students the chance to discuss a range of topics and build their speaking confidence.

• Personalized Learning

"Personalized Learning" is an optional reading and listening resource. These short, easy-to-assign activities adapt to each student's ability by adjusting the level of challenge as they go. Learners receive an indication of their ability in reading and listening against the CEFR (Common European Framework of Reference).

Unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

9

Places to go

Unit objectives

- talk about travel and vacations
- make travel plans
- ask for information in a store
- write a review of a place
- plan a vacation for someone

Start speaking

A Look at the photo. Where is this place? Is it difficult to get there? Why or why not?
B What do you do in your free time? Do you go to new places?
C Think of a place you like. Talk about it. Say why it's good. For ideas, watch Jirapat's video.

Real student

What's Jirapat's place? Do you agree it's a good place to go?

9.1 I love it here!

Lesson objective

- talk about travel and vacations

1 Language in context

A Kaitlin and her friends are on vacation. Read Kaitlin's posts. Where do they go?
B Read again. Check (✓) the sentences that are true. Correct the false ones.

1 Kaitlin takes a bus to San Diego. 4 They go to a zoo on Saturday.
 2 They go to their hotel on Thursday. 5 Kaitlin and her friends have a bad vacation.
 3 They are in San Diego on Friday.

From my small town to a big city

Thursday morning
 Goodbye to my small town. San Diego, here I come! I have my ticket and my seat on the plane. I'm next to the window!

Thursday afternoon
 Now I'm in San Diego, and this is our hotel. These are my friends in front of the hotel.

Friday
 Today we're in the country, not in the city! We're at this cool ranch near San Diego. It's a really big farm.

Saturday
 We're at the San Diego Zoo. These birds are funny. They're talking. They say, "Hello. How are you? Hello. How are you?"

Sunday
 A fun vacation! I think so. I love it here!

Glossary
 your guide (n) this person takes you to a place and tells you about it

2 Vocabulary: Travel

A Listen and repeat the words. Which words are places?
 boat country farm plane ranch ticket tour town vacation

B Now do the vocabulary exercises for 9.1 on page 152.

C Which places do you like from Kaitlin's vacation? Which places don't you like? Why?

3 Grammar: this and these

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar **this and these**

This ticket is expensive. These birds are funny.
 We're at this cool ranch. I don't like these photos.

1 Use this and these to talk about a thing or things around you / you can't see.
2 This and these go before / after a noun.
3 This / These goes before a singular noun. This / These goes before a plural noun.
4 You can / can't use this and these at the beginning of a sentence.

B Kaitlin writes a postcard about a museum. Write this or these to complete Kaitlin's postcard.

Dear Grandma,
 I'm in San Diego! It's great. I _____ postcard shows Balboa Park in the city. The park is very big and it has 10 museums! _____ museums are for art, technology, transportation, and history. We're at the Mingqi International Museum right now. You can see it in _____ photo on the right-side of the postcard. _____ museum is interesting because it has local art - the artists are from _____ city. I'm looking at some cool pictures now. _____ pictures show places in _____ San Diego. _____ artists are really good. _____ is my favorite room in the museum.

Love, Kaitlin

C Now go to page 139. Look at the grammar chart and do the grammar exercises for 9.1.

D Describe three things that are close to you right now. Take turns.

4 Speaking

A Choose five photos on your phone or draw some simple pictures of places you know. Think about the people and places in the pictures.

B Tell your partner about your pictures.

This is a photo of my mom and my aunt. They're walking in the country. This hill is very big. What else? This is my favorite aunt. She's ...

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

9.3 They're two for \$35

Lesson objective
ask for information in a store

1 Functional language

1 **3.04** Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?



Insider English

People often say **restroom** in public places and **bathroom** in people's homes. **Restroom** is more polite.

At an airport:
Where is the men's restroom?
At a friend's house:
Sorry, where's your bathroom?

3.04 Audio script
Andy Excuse me. Where are the travel guides, please? I need a travel guide for Colombia.
Clerk Sorry, can you say that again?
Andy Travel guides—where are the travel guides?
Clerk Oh, OK. They're here. Which country do you want?
Andy Colombia, please.
Clerk Colombia—Ah, here it is.
Andy Thanks. How much is that?
Clerk It's \$19.99.
Andy OK. Oh, and I need to buy a travel guide for Ecuador, too. Is it the same price, \$19.99?
Clerk Yes, it is. But good news! They're two for \$35.
Andy Great! I want both, please. Hey, what time does the café open? I really need some coffee.
Clerk It opens in about ten minutes.
Andy OK. And where is the men's restroom?
Clerk It's over there, next to the café. But first you need to buy your books!

Glossary

travel guide (n) a book with information about where to go and what to see in a city or country

2 Real-world strategy

Asking someone to repeat something

To hear information again, ask, 'Sorry, can you say that again?' or 'Can you repeat that, please?'
Andy Where are the travel guides?
Clerk Sorry, can you say that again?

A Read about asking someone to repeat something in the box above. What question does the clerk ask? Write it.
B Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

3 Pronunciation: Saying prices

A Listen and repeat the prices. Where does the speaker put stress in each price?
1 \$6.19 / \$6.90 3 \$17.30 / \$70.13 5 \$2.16 / \$2.60
2 \$15 / \$50 4 \$19 / \$90 6 \$14 / \$40

B Listen and write the prices. Then practice the conversation with a partner.

A I love that picture! How much is it?
B It's \$ _____
A \$ _____! That's cheap!
B No, it's \$ _____
A Oh, _____

C Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking

Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.



\$29.99, or two for \$50 \$12, or two for \$20 \$22, or two for \$40 \$45, or two for \$80

Excuse me. How much is this mug?

It's \$12, or two for \$20.

Sorry, can you repeat that, please?

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real-world strategy to help students handle unexpected conversational turns.

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.

9.4 A great destination

Lesson objective
write a review of a place

1 Reading

A Recognize text type. Read the text. What is it from?
 a travel guide an email a review a student's homework

Places to go from Tokyo

Izu Islands
The Izu Islands are small islands in the Pacific Ocean.

Getting there
You have to leave from Tokyo. You can fly or take a high-speed train. The boat is a good choice. Iry Island hopping and visit 45 minutes by boat. Toshima Island and Niijima Island are about one hour and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

Things to see & do

- Oshima**
 - Take a tour of Mount Mihara. This mountain is also a volcano.
 - You have to visit Uta-Sabaku. This desert has black sand.
- Isotani**
 - Relax on this island. Only 150 people live here. It's quiet and peaceful.
 - Plan a tour to see dolphins. They swim around the island.
- Niijima**
 - Do you surf? You need to go to Mihashira Beach. This is a local beach with perfect waves.
 - Visit the Glass Art Center. Local artists make glass and you can see it in the museum.



Glossary
high-speed (adj) very fast
beach (adj) from the nearby area or neighborhood

B Scan. Which island has dolphin tours? Which island is good for surfing? Which island has a desert?

C Read for details. Read the text again. Circle the correct answers.

- The Izu Islands are / aren't near Tokyo.
- Jim / can't get a plane to the islands.
- Jim / can't get a plane to the islands.
- Jim / can't get a plane to the islands.

2 Writing

A Read Haruto's review of Toshima Island. What is the island famous for?

DestinationsNow

Toshima Island
Near Tokyo, Japan

REVIEWS Write a review

144 Very good
76 Good
2 OK
0 Bad
0 Very bad

★ ★ ★ ★ ★ 2 weeks ago
You have to see Toshima Island!
This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Mihatake—and hike to the top of the mountain. You can see other dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local friend. People are very friendly. Don't forget to charge your phone! You can take a lot of photos of this wonderful place!

Haruto Aoki, Tokyo

B Working skills. Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A. An imperative verb is a verb with no subject (e.g. he, she).

- Visit Mount Myatsuka—and hike to the top of the mountain.
- Don't forget to charge your phone!

C Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.

D Review. Read your partner's review. Do you want to visit your partner's place? Why or why not?

Register check

People often use imperative verbs in informal writing to give advice. In a website review, like to the top of the mountain. People usually use verb forms with subjects in formal writing. In a travel guide: You can hike to the top of the mountain.

9.5 Time to speak

Vacation plans

Lesson objective
plan a vacation for someone

A Discuss. Look at the photos. What do you think these people like to do on vacation? For each person, say three things. Compare your ideas with a partner. Find a new idea for each person.



B Decide. Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

C Prepare. Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

D Agree. Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

Useful phrases

- Discuss**
- I think Jim/Citra/Diego likes to ... on vacation.
 - What do you think Jim/Citra/Diego likes to do?
 - My three ideas for Jim are ...
 - I agree. / I disagree.
 - Let's think of one new idea for Citra.
- Decide**
- A good thing to do / place to go is ...
 - On the first day, they can ...
- Agree**
- We're planning a vacation for ...
 - This is our plan.
 - Our favorite plan is ... because it's interesting/fun/nice.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks that involve information-sharing and decision-making.

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EVOLVE

SECOND EDITION

STUDENT'S BOOK

Sample unit

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

1



CAMBRIDGE

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 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 (0–10) Jobs 	<ul style="list-style-type: none"> Saying /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 birthdays Write a post about friends in a photo 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 a home-share 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 	<ul style="list-style-type: none"> Saying /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 Talk about your favorite music 	<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"> Saying stressed words Listening for the end of a sentence
Unit 5 Mondays and fun 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 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 (1) Telling the time Everyday activities (2) 	<ul style="list-style-type: none"> Saying 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 Plan a new neighborhood for a city 	<ul style="list-style-type: none"> <i>There's, There are; a/an, 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"> Saying /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 		Meet the artists <ul style="list-style-type: none"> Profiles of two artists 	A profile <ul style="list-style-type: none"> A personal or work profile Capital letters and periods 	<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 party
<ul style="list-style-type: none"> Ask about and say people's ages and birthdays; give birthday wishes Real-world strategy <ul style="list-style-type: none"> Correct yourself 	Here's my band <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 	<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 birthdays 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 		A home-share in Burnaby <ul style="list-style-type: none"> Emails about a home-share 	An email <ul style="list-style-type: none"> An email about a home-share Question marks 	<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"> Talk about 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 	Product reviews <ul style="list-style-type: none"> A program with product reviews 		A review <ul style="list-style-type: none"> A product review <i>but</i> and <i>because</i> 	<ul style="list-style-type: none"> Talk about things that you love or like Talk about your favorite technology Talk about how you use your phone Talk about how you communicate with people Time to speak <ul style="list-style-type: none"> Talk about your favorite music
<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 		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 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 	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 	<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 post about things happening now • 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"> • Saying <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 • 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 • Plan a vacation for someone 	<ul style="list-style-type: none"> • <i>this</i> and <i>these</i> • <i>like to</i>, <i>want to</i>, <i>need to</i>, <i>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 • Talk about what clothes to wear for different trips • Suggest plans for evening activities • Write an online invitation • 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"> • Saying 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 • 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"> • Saying /oo/ 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 • Create a menu for a restaurant 	<ul style="list-style-type: none"> • Simple past affirmative • Simple past negative and questions 	<ul style="list-style-type: none"> • Food and drink (1) • Food and drink (2) 	<ul style="list-style-type: none"> • Saying /h/ and /r/ sounds • Listening for <i>Do you want to ... ?</i>
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144 Vocabulary practice, pages 145–155				

Functional language **Listening** **Reading** **Writing** **Speaking**

<ul style="list-style-type: none"> • Answer the phone and greet people; ask people how they are and respond <p>Real-world strategy</p> <ul style="list-style-type: none"> • React to news 		<p>In the studio</p> <ul style="list-style-type: none"> • A post about a day in an art studio 	<p>A post</p> <ul style="list-style-type: none"> • A post about a busy day • <i>and, also, and too</i> 	<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 opinions <p>Real-world strategy</p> <ul style="list-style-type: none"> • Explain and say more about an idea 	<p>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 	<ul style="list-style-type: none"> • Talk about activities you do • Talk about skills you have • Talk about what you can and can't do at work or school • Ask and answer questions in a job interview <p>Time to speak</p> <ul style="list-style-type: none"> • Talk about 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>Places to go from Tokyo</p> <ul style="list-style-type: none"> • A travel guide 	<p>A description</p> <ul style="list-style-type: none"> • A review 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 <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>Montevideo</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 	<ul style="list-style-type: none"> • Make outdoor plans for the weekend • Talk about outdoor activities in your city • Talk about clothes to take for a trip • Talk about what to do in the evening <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>Picture it</p> <ul style="list-style-type: none"> • An article about things people keep 	<p>An email</p> <ul style="list-style-type: none"> • An email to a friend • Paragraphs and topic sentences 	<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>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 	<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 food truck

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9

Places to go

Unit objectives

- talk about travel and vacations
- make travel plans
- ask for information in a store
- write a review of a place
- plan a vacation for someone

Start speaking

- A** Look at the photo. Where is this place? Is it difficult to get there? Why or why not?
- B** What do you do in your free time? Do you go to new places?
- C** Think of a place you like. Talk about it. Say why it's good. For ideas, watch Jirapat's video.



Real student

What's Jirapat's place?
Do you agree it's a
good place to go?



Lesson objective

- talk about travel and vacations

1 Language in context

A Kaitlin and her friends are on vacation. Read Kaitlin's posts. Where do they go?

B Read again. Check (✓) the sentences that are true. Correct the false ones.

- | | |
|--|---|
| <input type="checkbox"/> 1 Kaitlin takes a bus to San Diego. | <input type="checkbox"/> 4 They go to a zoo on Saturday. |
| <input type="checkbox"/> 2 They go to their hotel on Thursday. | <input type="checkbox"/> 5 Kaitlin and her friends have a bad vacation. |
| <input type="checkbox"/> 3 They are in San Diego on Friday. | |

From my small town to a big city

Profile
 Log out



Thursday morning

Goodbye to my small **town**. San Diego, here I come! I have my **ticket** and my seat on the **plane**. I'm next to the window!



Thursday afternoon

Now I'm in San Diego, and this is our hotel. These are my friends in front of the hotel.



Friday

Today we're in the **country**, not in the **city**! We're at this cool **ranch** near San Diego. It's a really big **farm**.



Saturday

We're at the San Diego Zoo. These birds are funny. They're talking. They say, "Hello. How are you? Hello. How are you?" 🗣️🗣️🗣️



Sunday

Now I'm on a **tour** of San Diego Bay. I'm on a **boat** with my friends. They're not listening to the tour guide because they're talking.

A fun **vacation**? I think so. I love it here! 😊

Glossary
tour guide (n) this person takes you to a place and tells you about it

2 Vocabulary: Travel

A **9.01** Listen and repeat the words. Which words are places?

boat
country
farm
plane
ranch
ticket
tour
town
vacation

B Now do the vocabulary exercises for 9.1 on page 152.

C Pair work Which places do you like from Kaitlin's vacation? Which places don't you like? Why?

3 Grammar: *this* and *these*

A Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

G Grammar *this* and *these*

This ticket is expensive. **These** birds are funny.
We're at **this** cool ranch. I don't like **these** photos.

- 1 Use *this* and *these* to talk about a thing or things **around you / you can't see**.
- 2 *This* and *these* go **before / after** a noun.
- 3 **This / These** goes before a singular noun. **This / These** goes before a plural noun.
- 4 You **can / can't** use *this* and *these* at the beginning of a sentence.

B Kaitlin writes a postcard about a museum. Write *this* or *these* to complete Kaitlin's postcard.

Dear Grandma,

I'm in San Diego! It's great. ¹ _____ postcard shows Balboa Park in the city. The park is very big, and it has 18 museums! ² _____ museums are for art, technology, transportation, and history. We're at the Mingqi International Museum right now. You can see it in ³ _____ photo on the right side of the postcard. ⁴ _____ museum is interesting because it has local art – the artists are from ⁵ _____ city. I'm looking at some cool pictures now. ⁶ _____ pictures show places in San Diego. ⁷ _____ artists are really good. ⁸ _____ is my favorite room in the museum.

Love, Kaitlin

San Diego



C **▶** Now go to page 139. Look at the grammar chart and do the grammar exercises for 9.1.

D **Group work** Describe three things that are close to you right now. Take turns.

4 Speaking



Find it

A Choose five photos on your phone or draw some simple pictures of places you know. Think about the people and places in the pictures.

B **Pair work** Tell your partner about your pictures.

This is a photo of my mom and my aunt. They're walking in the country. This hill is very big. What else? This is my favorite aunt. She's ...





1 Language in context

A **9.02** Kaitlin is making a vacation video. Read and listen. Where is she now? Where is she going? How is she going there?

B **9.02** Read and listen again. Check (✓) the sentences that are true. Correct the false ones.

- 1 The plane is expensive, and the bus is cheap.
- 2 You can take a bus to San Francisco at night.
- 3 It's Friday night. Kaitlin is sleeping in a hotel.

2 Vocabulary: Travel arrangements

A **9.03** Listen and repeat the sentences. Then match the sentences (a–h) to the pictures (1–8.)

- a Stay in a hotel. ____
- b Arrive at the airport. ____
- c Check in at the airport. ____
- d Fly to another airport. You can sleep on the flight. ____
- e Leave your house. Ready to travel? ____
- f Have a great trip! ____
- g Arrive at your destination. ____
- h Buy tickets online. ____

Hello again from San Diego! Today is Tuesday, and we want to **leave** on Friday.

Our **destination** is San Francisco. But how do we **travel**? Do we **fly** or take the bus?

Well, the **flight** is two hours. But you have to **arrive** at the **airport** a long time before the flight. You need to **check in** two hours before. So in total, by plane, the **trip** is about five hours. That's not bad. *But ...* the ticket is expensive.

The bus *isn't* expensive, but it *is* a long trip. It's 12 hours! But we can take a night bus. And it arrives in San Francisco the next morning.

That's good because we don't need to **stay** in a hotel on Friday night. And it's better for the planet!

I like to do the right thing, so we're taking the bus. We just need to buy our tickets **online**. And then, San Francisco, here we come ... on the bus.



B Now do the vocabulary exercises for 9.2 on page 153.

C **Pair work** Imagine you're going from San Diego to San Francisco. What's a good way to go? Why?

3 Grammar: *like to, want to, need to, have to*

A Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.


G Grammar *like to, want to, need to, have to*

I **like to** do the right thing. She **wants to** take a bus.
You **need to** check in before the flight. He **has to** buy tickets.
We **want to** leave on Friday. My mom **likes to** sleep on a flight.

- 1 Use *want to* + verb and *like to* + verb to talk about **necessary things / things you choose to do**.
- 2 Use *need to* + verb and *have to* + verb to talk about **necessary things / things you choose to do**.
- 3 After *like to, want to, need to, and have to*, use **verb + -ing / verb**.

B **Circle** the correct answer to complete the sentences.

- 1 I always sit by the window because I **need to / like to** look outside. It's interesting!
- 2 My phone isn't old, but I **need to / want to** buy a new one.
- 3 My wife isn't happy because she **has to / wants to** work this weekend.
- 4 On Fridays, we **like to / need to** watch TV after dinner.
- 5 He starts work at 6:30, so he **needs to / wants to** get up really early.

C  **Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.2.**

D **Pair work** Write **four** sentences that are true for you. Use *like to, want to, need to, and have to*. Then compare your sentences with a partner and check your accuracy.

 **Accuracy check**

Use *to* with *want, like, need, and have* when they are before another verb.

He **has buy** tickets. ✗

He **has to buy** tickets. ✓

4 Speaking

A Work alone. Imagine you have to take a trip for one of these reasons: vacation, work, or to visit family. Where do you want to go? How do you want to travel: on a bus, a train, or a plane? For ideas, watch Luiz's video.

B **Pair work** Tell your partner about your trip. Talk about the things you need to do for your trip.

I have to take a trip for work.

Where do you have to go?

Osaka, and I want to take a train from Tokyo. I like to look out the window.

You need to buy your ticket online ...



Real student

Do you want to travel the same way as Luiz?



- ask for information in a store

1 Functional language

- A** **9.04** Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?



9.04 Audio script

- Andy** Excuse me. **Where are the travel guides, please?**
I need a travel guide for Colombia.
- Clerk** Sorry, can you say that again?
- Andy** Travel guides – where are the travel guides?
- Clerk** Oh, OK. They're here. Which country do you want?
- Andy** Colombia, please.
- Clerk** Colombia ... Ah, here it is.
- Andy** Thanks. **How much is that?**
- Clerk** **It's \$19.99.**
- Andy** OK. Oh, and I need to buy a travel guide for Ecuador, too. **Is it the same price, \$19.99?**
- Clerk** Yes, it is. But good news! **They're two for \$35.**
- Andy** Great! I want both, please. Hey, **what time does the café open?** I really need some coffee.
- Clerk** **It opens in about ten minutes.**
- Andy** OK. **And where is the men's restroom?**
- Clerk** It's over there, next to the café. But first you need to buy your books!

Insider English

People often say **restroom** in public places and **bathroom** in people's homes. **Restroom** is more polite.

At an airport:

Where is the men's restroom?

At a friend's house:

Sorry, where's your bathroom?

Glossary

travel guide (n) a book with information about where to go and what to see in a city or country



- B** Complete the chart with expressions in **bold** from the conversation above.

Asking for information	Giving information
1 _____ the travel guides, please?	6 _____ \$19.99.
2 _____ that?	7 _____ \$35.
3 _____, \$19.99?	8 _____ about
4 _____ the café open?	ten minutes.
5 _____ the men's restroom?	

- C** **9.05** Complete the conversations with words from the chart above. Listen and check.

- 1 **A** Excuse me. _____ is this smartwatch?
B _____ \$250.
A What about this big smartwatch? Is it the _____?
B No, it isn't. _____ \$325.
- 2 **A** _____ flight 248 arrive?
B It arrives _____ 30 minutes.
A OK, thanks. Oh, and _____ the women's _____?
B It's over there.

2 Real-world strategy

Asking someone to repeat something

To hear information again, ask, *Sorry, can you say that again?* or *Can you repeat that, please?*

Andy Where are the travel guides?

Clerk Sorry, can you say that again?



- A** Read about asking someone to repeat something in the box above. What question does the clerk ask? Why?
- B** **9.06** Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

3 Pronunciation: Saying prices

- A** **9.07** Listen and repeat the prices. Where does the speaker put stress in each price?

1 \$6.19 / \$6.90

3 \$17.30 / \$70.13

5 \$2.16 / \$2.60

2 \$15 / \$50

4 \$19 / \$90

6 \$14 / \$40

- B** **9.08** Listen and write the prices. Then practice the conversation with a partner.

A I love that picture! How much is it?

B It's \$_____.

A \$_____! That's cheap!

B No, it's \$_____.

A Oh ...

- C** **Pair work** Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking



Pair work Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.



\$29.99, or two for \$50



\$12, or two for \$20



\$22, or two for \$40



\$45, or two for \$80

Excuse me. How much is this mug?

It's \$12, or two for \$20.

Sorry, can you repeat that, please?

1 Reading

A **Recognize text type** Read the text. What is it from?

- a travel guide an email a review a student's homework

Places to go from Tokyo



Izu Islands

The Izu Islands are small islands in the Pacific Ocean.

Getting there

You have to leave from Tokyo. You can fly or take a high-speed boat. The boat is a good choice. Try "island hopping" and visit more than one of the Izu Islands. Ōshima Island is 1 hour and 45 minutes by boat. Toshima Island and Niijima Island are about 2 hours and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

Things to see & do

Ōshima

- ▶ Take a tour of Mount Mihara. This mountain is also a volcano.
- ▶ You have to visit Ura-Sabaku. This desert has black sand.

Toshima

- ▶ Relax on this island. Only 350 people live here. It's quiet and peaceful.
- ▶ Plan a tour to see dolphins. They swim around the island.

Niijima

- ▶ Do you surf? You need to go to Habushiura Beach. This is a local beach with perfect waves.
- ▶ Visit the Glass Art Center. Local artists make glass and you can see it in the museum.



Glossary

high-speed (*adj*) very fast
local (*adj*) from the nearby area or neighborhood

B **Scan** Which island has dolphin tours? Which island is good for surfing? Which island has a desert?

C **Read for details** Read the text again. **Circle** the correct answers.

- 1 The Izu Islands **are / aren't** near Tokyo.
- 2 You **can / can't** get a plane to the islands.
- 3 Ura-Sabaku is a **beach / desert**.
- 4 You can see **volcanoes / dolphins** near Toshima Island.
- 5 Habushiura Beach has **good / bad** waves for surfing.
- 6 The Glass Art Center is on **Niijima / Ōshima** Island.

D **Pair work** **Think critically** Why do people like to visit the Izu Islands? Which island do you think is the best? Why?

2 Writing

A Read Haruto's review of Toshima Island. What is the island famous for?

DestinationsNow

About | Hotels | Restaurants


Toshima Island


Near Tokyo, Japan

REVIEWS

Write a review

144	Very good
70	Good
2	OK
0	Bad
0	Very bad





Haruto Aoki,
Tokyo

★★★★★ 2 weeks ago

You have to see Toshima Island!

This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Miyatsuka – and hike to the top of the mountain. You can see other Izu Islands from the top. You can even see Mount Fuji! Take a tour to see the dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone. You can take a lot of photos of this wonderful place!

Glossary

wonderful (adj) really good

B **Writing skills** Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A.

You can use imperative verbs to give someone advice. An imperative verb is a verb with no subject (e.g. *he, she*).

+ **Visit** Mount Miyatsuka – and **hike** to the top of the mountain.

– **Don't forget** to charge your phone!

 **Write it**

C Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.

D **Pair work** Read your partner's review. Do you want to visit your partner's place? Why or why not?

Register check

People often use imperative verbs in informal writing to give advice.

In a website review: Hike to the top of the mountain.

People usually use verb forms with subjects in formal writing.

In a travel guide: You can hike to the top of the mountain.

9.5

Time to speak Vacation plans

Lesson objective

- plan a vacation for someone

A **Discuss** Look at the photos. What do you think these people like to do on vacation? For each person, say three things. Compare your ideas with a partner. Find a new idea for each person.

Jim, photographer, loves nature and wants to protect the planet



Citra, marine biologist, loves animals and adventure



Diego, solar panel installer, loves cities and doesn't like to waste energy



B **Decide** Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

C **Prepare** Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

D **Agree** Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

Useful phrases

Discuss

- I think Jim/Citra/Diego likes to ... on vacation.
- What do you think Jim/Citra/Diego likes to do?
- My three ideas for Jim are ...
- I agree. / I disagree.
- Let's think of one new idea for Citra.

Decide

- A good thing to do / place to go is ...
- On the first day, they can ...

Agree

- We're planning a vacation for ...
- This is our plan.
- Our favorite plan is ... because it's interesting/fun/nice.

EVOLVE

SECOND EDITION

STUDENT'S BOOK

Sample unit

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2



CAMBRIDGE

Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Connections	<ul style="list-style-type: none"> • Talk about the people in your life • Talk about possessions • Greet people and start a conversation • Introduce yourself in an email • Talk about what you have in common 	<ul style="list-style-type: none"> • <i>be</i> (affirmative, negative, questions); possessive adjectives • <i>Whose...?</i>; possessive pronouns; possessive 's 	<ul style="list-style-type: none"> • People you know • Everyday things 	<ul style="list-style-type: none"> • /l/ at the end of a word
Unit 2 Work and study	<ul style="list-style-type: none"> • Talk about what you do every day, on the weekend, etc. • Talk about your workspace • Explain communication problems • Write your opinion about a podcast • Give advice about useful apps for work and study 	<ul style="list-style-type: none"> • Simple present for habits and routines (affirmative, negative, questions) • <i>this / that one; these / those ones</i> 	<ul style="list-style-type: none"> • Expressions with <i>do, have, and make</i> • Work and study items 	<ul style="list-style-type: none"> • /h/ at the beginning of a word • Listening for contractions
Unit 3 Let's move	<ul style="list-style-type: none"> • Talk about what you're doing at the moment • Talk about sports and exercise • Ask for information • Write short messages to a company • Create a fitness program 	<ul style="list-style-type: none"> • Present continuous • Simple present and present continuous 	<ul style="list-style-type: none"> • Sports • Exercising 	<ul style="list-style-type: none"> • /oʊ/ and /ɔ/ vowel sounds • Listening for linking sounds
Review 1 (Review of Units 1–3)				
Unit 4 Good times	<ul style="list-style-type: none"> • Talk about your plans • Talk about giving and receiving gifts • Make and respond to invitations • Write an online event announcement • Choose gifts for your host 	<ul style="list-style-type: none"> • Present continuous for future plans (affirmative, negative, questions) • Object pronouns 	<ul style="list-style-type: none"> • Pop culture • Gift items 	<ul style="list-style-type: none"> • /v/ in the middle of a word • Listening for single sounds
Unit 5 Firsts and lasts	<ul style="list-style-type: none"> • Talk about past events in your life • Ask questions about the past • Congratulate and sympathize with people • Write a comment agreeing or disagreeing with an online post • Summarize a story 	<ul style="list-style-type: none"> • Simple past • Simple past negative and questions 	<ul style="list-style-type: none"> • Opinions and feelings • Life events 	<ul style="list-style-type: none"> • Word stress
Unit 6 Buying or selling?	<ul style="list-style-type: none"> • Plan to sell something • Talk about shopping habits • Describe what you want in a store • Write a script for a vlog • Present an idea for a new invention 	<ul style="list-style-type: none"> • <i>be going to</i> • Determiners 	<ul style="list-style-type: none"> • Money • Shopping 	<ul style="list-style-type: none"> • Stressing important words • Listening for weak words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Greet someone for the first time; greet someone who you know; start conversations <p>Real-world strategy</p> <ul style="list-style-type: none"> Show interest and surprise 		<p>Email introductions</p> <ul style="list-style-type: none"> Read and correct an email 	<p>A work email</p> <ul style="list-style-type: none"> A formal email to someone you don't know Punctuation: capital letters 	<ul style="list-style-type: none"> Talk about people you know Ask and answer questions about people in your life Talk about things you have in your bag Say <i>hello</i> and start a conversation <p>Time to speak</p> <ul style="list-style-type: none"> Talk about things in common
<ul style="list-style-type: none"> Explain, check, and solve a technology problem <p>Real-world strategy</p> <ul style="list-style-type: none"> Ask for repetition 	<p>A sustainable workplace</p> <ul style="list-style-type: none"> A podcast about sustainable workplaces 		<p>A short post on a website</p> <ul style="list-style-type: none"> A comment on a website post Spelling 	<ul style="list-style-type: none"> Talk about your busy life Talk about what you do every day, etc. Talk about work spaces Talk on the phone/online <p>Time to speak</p> <ul style="list-style-type: none"> Talk about apps for work or study
<ul style="list-style-type: none"> Ask for information <p>Real-world strategy</p> <ul style="list-style-type: none"> Check information 	<p>Bike sharing</p> <ul style="list-style-type: none"> A report about cycling in Mexico City 		<p>A short social media message</p> <ul style="list-style-type: none"> A message to a bike-sharing program <i>and, but, and so</i> 	<ul style="list-style-type: none"> Talk about sports that are popular in your country Describe who you see Describe exercise routines Ask for information about a swimming pool <p>Time to speak</p> <ul style="list-style-type: none"> Talk about fitness programs
<ul style="list-style-type: none"> Make and accept invitations; plan where and when to meet <p>Real-world strategy</p> <ul style="list-style-type: none"> Give general excuses 	<p>Waiting for something special</p> <ul style="list-style-type: none"> A news report about an unusual event 		<p>An invitation to an event</p> <ul style="list-style-type: none"> An event announcement <i>too, also, and as well</i> 	<ul style="list-style-type: none"> Talk about celebrations in your country Arrange to meet after English class Choose gifts Invite someone to an event <p>Time to speak</p> <ul style="list-style-type: none"> Talk about gifts for a trip
<ul style="list-style-type: none"> React to good and bad news <p>Real-world strategy</p> <ul style="list-style-type: none"> Check your understanding 		<p>First impressions</p> <ul style="list-style-type: none"> Posts about experiences in a new place 	<p>Online comments</p> <ul style="list-style-type: none"> A comment on a message board Agree and disagree 	<ul style="list-style-type: none"> Talk about a special picture of you as a child Talk about a special day in your life Ask and answer questions about last weekend Respond to good and bad news <p>Time to speak</p> <ul style="list-style-type: none"> Talk about a famous event in the past
<ul style="list-style-type: none"> Explain your language problem; explain the function of the thing you want <p>Real-world strategy</p> <ul style="list-style-type: none"> Ask for words in English 	<p>Money lessons</p> <ul style="list-style-type: none"> Stories about money problems 		<p>Top tips to save money</p> <ul style="list-style-type: none"> A vlog script with suggestions for saving money Using referencing: <i>one</i> and <i>them</i> 	<ul style="list-style-type: none"> Talk about where you shop Plan a shopping trip Talk about shopping habits Explain what you want <p>Time to speak</p> <ul style="list-style-type: none"> Present a new invention

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Eat, drink, be happy	<ul style="list-style-type: none"> Talk about your favorite comfort food Design a food truck Explain what you want in a restaurant Write a comment about an online article Plan a party 	<ul style="list-style-type: none"> Quantifiers Verb patterns 	<ul style="list-style-type: none"> Naming food Describing food 	<ul style="list-style-type: none"> /dʒ/ and /g/ sounds
Unit 8 Trips	<ul style="list-style-type: none"> Discuss what to do in your town Talk about a trip you went on Give advice and make suggestions Write advice on living in another country Plan a short trip 	<ul style="list-style-type: none"> Simple present with <i>if</i> and <i>when</i> Giving reasons using <i>to</i> and <i>for</i> 	<ul style="list-style-type: none"> Traveling Transportation 	<ul style="list-style-type: none"> Long and short vowel sounds Listening for intonation
Unit 9 Looking good	<ul style="list-style-type: none"> Compare stores and what they sell Talk about people in photos Ask for and give opinions Write a paragraph describing a photo Create and present an ad 	<ul style="list-style-type: none"> Comparative adjectives Superlative adjectives 	<ul style="list-style-type: none"> Accessories Appearance 	<ul style="list-style-type: none"> /ɜ/ vowel sound
Review 3 (Review of Units 7–9)				
Unit 10 Risky business	<ul style="list-style-type: none"> Talk about how to avoid danger at work Make predictions about your future Describe a medical problem and ask for help Write an email to your future self Plan a reality TV show 	<ul style="list-style-type: none"> <i>have to</i> Making predictions 	<ul style="list-style-type: none"> Jobs Health problems 	<ul style="list-style-type: none"> Final consonant sounds
Unit 11 Me, online	<ul style="list-style-type: none"> Talk about what you've done and what you've never done Talk about what you've done, and when Make and respond to requests Write comments about an infographic Create a video or vlog 	<ul style="list-style-type: none"> Present perfect for experience Present perfect and simple past 	<ul style="list-style-type: none"> Verb-noun internet phrases Social media verbs 	<ul style="list-style-type: none"> Final /n/ and /m/ sounds
Unit 12 Outdoors	<ul style="list-style-type: none"> Talk about the weather Describe places, people, and things Ask for and give directions Write simple instructions Create a tourism campaign for your country 	<ul style="list-style-type: none"> <i>be like</i> Relative pronouns: <i>who, which, that</i> 	<ul style="list-style-type: none"> Weather Landscapes and cityscapes 	<ul style="list-style-type: none"> /w/ at the beginning of a word Listening for <i>t</i> when it sounds like /d/
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144 Vocabulary practice, pages 145–156				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Order food; take an order; ask questions about food; ask for the check <p>Real-world strategy</p> <ul style="list-style-type: none"> <i>I mean</i> 		<p>Eating for the planet</p> <ul style="list-style-type: none"> An article about sustainable food choices 	<p>Comments on Eating for the planet</p> <ul style="list-style-type: none"> A comment on an article <i>I (don't) think; If you ask me; For me</i> 	<ul style="list-style-type: none"> Talk about special meals Talk about your favorite comfort food Talk about a food truck Order food from a menu <p>Time to speak</p> <ul style="list-style-type: none"> Talk about the perfect party
<ul style="list-style-type: none"> Give advice and make suggestions; respond to advice and suggestions <p>Real-world strategy</p> <ul style="list-style-type: none"> Echo questions 	<p>Leaving home</p> <ul style="list-style-type: none"> A radio show about living in another country 		<p>Listeners' comments</p> <ul style="list-style-type: none"> A comment on advice from listeners Phrases to respond to advice 	<ul style="list-style-type: none"> Talk about a good vacation Talk about your town Talk about a long trip you took Give advice to a visitor in your town <p>Time to speak</p> <ul style="list-style-type: none"> Talk about planning a trip
<ul style="list-style-type: none"> Ask for an opinion; give a positive opinion; give a negative or neutral opinion <p>Real-world strategy</p> <ul style="list-style-type: none"> <i>I guess</i> 		<p>Image is everything</p> <ul style="list-style-type: none"> An article about advertising 	<p>Advertising contest</p> <ul style="list-style-type: none"> An email submission to a contest Punctuation: periods, capital letters, and commas 	<ul style="list-style-type: none"> Talk about appearance Compare clothes stores Talk about your best photos Give your opinion of clothes <p>Time to speak</p> <ul style="list-style-type: none"> Talk about making an ad
<ul style="list-style-type: none"> Offer help; ask for information about the problem; ask someone for help <p>Real-world strategy</p> <ul style="list-style-type: none"> <i>It's like / It feels like</i> 		<p>Face your fears</p> <ul style="list-style-type: none"> An article about a personal experience 	<p>An email to myself</p> <ul style="list-style-type: none"> An email giving advice <i>anyway, by the way</i> 	<ul style="list-style-type: none"> Talk about things you're afraid of Talk about dangers at work or study Predict future events Explain a medical problem <p>Time to speak</p> <ul style="list-style-type: none"> Talk about reality TV
<ul style="list-style-type: none"> Make requests; respond to requests; ask for permission; refusing <p>Real-world strategy</p> <ul style="list-style-type: none"> Remember words 		<p>Infographic</p> <ul style="list-style-type: none"> An infographic about video sharing 	<p>Positive and negative comments</p> <ul style="list-style-type: none"> A short comment on video sharing Saying something positive or negative 	<ul style="list-style-type: none"> Talk about screens Ask and answer questions about experiences Ask and answer questions about online habits Make requests in specific situations <p>Time to speak</p> <ul style="list-style-type: none"> Talk about online videos
<ul style="list-style-type: none"> Ask for directions; give directions <p>Real-world strategy</p> <ul style="list-style-type: none"> Correct yourself 	<p>Dear green place</p> <ul style="list-style-type: none"> A presentation about community gardens 		<p>How to ...</p> <ul style="list-style-type: none"> A list of instructions on how to do something <i>first, then, next, now, finally</i> 	<ul style="list-style-type: none"> Talk about hot and cold weather Talk about weather in different cities in the world Talk about people, objects, and places Ask for directions, check you understand <p>Time to speak</p> <ul style="list-style-type: none"> Talk about advertising your country

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2

Work and study

Unit objectives

- talk about what you do every day, on the weekend, etc.
- talk about your workspace
- explain communication problems
- write your opinion about a podcast
- give advice about useful apps for work and study

Start speaking

- A** Look at the photo. What is the man trying to do? How do you think he's feeling?
- B** Do you ever work or study at home? Is it easy or difficult? What problems can you have when you're working or studying at home?
- C** Is this a busy week for you? Watch Ceres Beatriz's video.



Real student

Is your busy day the same as Ceres Beatriz's?



Lesson objective

- talk about what you do every day, on the weekend, etc.

1 Language in context

A Julia has a new fitness tracker. Read the article. Check (✓) the things it gives her information about.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> class schedule | <input type="checkbox"/> exercise | <input type="checkbox"/> study time |
| <input type="checkbox"/> drinking | <input type="checkbox"/> free-time activities | <input type="checkbox"/> the weather |
| <input type="checkbox"/> eating | <input type="checkbox"/> sleep | <input type="checkbox"/> work |

My life in numbers

What do I know about my life? A lot more with my new **fitness tracker**.

Now I know I take 7,000 steps a day – not bad, but not great. But I also know that I look at my laptop for 10.5 hours every day! About 78% of that time (8.2 hours) is for work. When I have free time, I chat with friends (64 messages a day) or make plans for later.

I only sleep six hours a night (25%). Then I have something to drink (coffee or soda) about eight times a day to stay awake. Thank you, caffeine!!

The good news? I exercise a lot because I do a lot of housework: I do the laundry, do the dishes, make the bed, and cook (my roommate doesn't cook at all!). That's about the same as walking 7.5 kilometers a day!



Learn your numbers with a **fitness tracker**! It can teach you a lot about you!

Glossary

step (n) a movement you make with your feet when you walk

B Read Julia's article again. Does Julia need extra exercise? Why or why not?

C Do you think information like this is useful? Why or why not?

2 Vocabulary: Expressions with do, have, and make

A **2.01** Listen and say the phrases. How many of these phrases are in the article?



B Now do the vocabulary exercises for 2.1 on page 146.

- C** **Pair work** Which activities in exercise 2A do you usually do every day? Do you and your partner do the same things? Watch Mika's video.



Real student

Do you do the same activities as Mika?



3 Grammar: Simple present for habits and routines

- A** Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar Simple present for habits and routines

I chat with friends.	My roommate doesn't cook at all.	Do you exercise a lot?
Julia sleeps six hours a night.	Julia doesn't need more exercise.	Does Julia sleep a lot?

Grammar Information questions

What does Julia know about her life?	How many steps do you take every day?
Why doesn't your roommate help ?	How often do you have something to drink?

- In affirmative sentences, add **-s/-es** to the verb when you talk about **I/you/we/they / he/she/it**.
- In negative sentences, use **do / does** with *he/she/it*.
- In questions, use **do / does** with *I/you/we/they*.
- In information questions, the question word (*what, when, where, who, why, how*) goes **before / after** *do or don't*.

- B** **Now go to page 131. Look at the grammar chart and do the grammar exercises for 2.1.**

- C** Put the words in the right order to make questions and answers. Then check your accuracy.

- A** day / does / start / usually / when / your
B at / it / starts / usually / 7:00 a.m.
- A** coffees / day / do / every / have / how / many / you
B cups / day / every / four / have / I
- A** dishes / do / do / how / often / the / you
B dishes / do / evening / every / I / the
- A** does / family / dinner / have / time / what / your
B at / eat / seven / usually / we
- A** do / hours / how / many / sleep / you
B always / for / hours / I / seven / sleep

Accuracy check

Put these frequency words before the verb: **usually, often, never, sometimes**

Put other time phrases at the end of the sentence: **every day, every evening**

I do housework ~~usually~~ on Saturdays. ✗
I usually do housework on Saturdays. ✓


4 Speaking

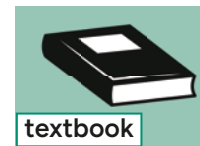
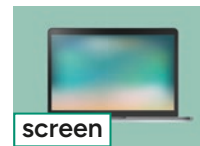
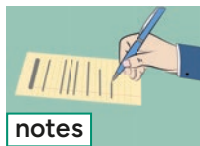
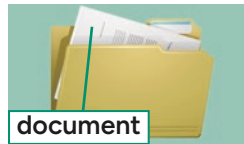
- Pair work** Ask and answer the five questions from exercise 3C. Give answers that are true for you.




- talk about your workspace


1 Vocabulary: Naming work and study items

- A** Do you usually use pen and paper, a computer, your phone, or a tablet at work or school? Why?
- B**  **2.02** Look at the pictures. Listen and say the words. Which things do you use every day?



- C**  Now do the vocabulary exercises for 2.2 on page 146.

2 Language in context

- A** Where do you like to work or study? Choose from these places. Why do you like to work or study there?
at home at school in a café in a library in a park in an office
- B**  **2.03** Listen to three people talk about their favorite workspaces. Match the speakers to the photos. Listen again and read to check.

2.03 Audio script

- 1 This is my office. Well, kind of. There are lots of tables here. These small ones on the left are my favorite. I often have meetings in here, and there's lots of space to sit and see the same **screen**. There's free **Wi-Fi**, and the coffee is excellent, too!
- 2 Where do I work? In the spring and summer, I like to sit under these trees. All my **notes** and **files** and **textbooks** are on my laptop, so I don't need anything else. That's a mall over there, so I can have something to drink or a snack when I want.
- 3 This is where I usually study. I live a long way from school, so I'm here for two hours every day. Do you see that seat with the table, on the left? That's my favorite one. It's always quiet – I listen to music with my **headphones**. There's an electrical **outlet** between the seats.



- C** **Pair work** Discuss the workspaces in the photos. What's good and bad about them? Are these places better than the other places in exercise 2A? Why or why not?

3 Grammar: *this / that one; these / those ones*

A Look at the pictures and the sentences in the Grammar box. Then complete the rules.

Grammar *this / that one; these / those ones*



Those ones are my favorites.



I like that one in the corner.



These ones are very small.



This one has an electrical outlet.

- 1 One and ones replace a **noun / verb**: *I like that one (= that seat) in the corner.*
- 2 Use *this* or *that one / ones* to talk about a singular thing that is near (*this*) or far (*that*).
- 3 Use *these* or *those one / ones* to talk about plural things that are near (*these*) or far (*those*).



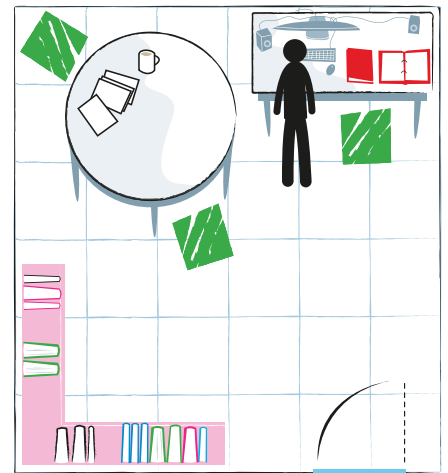
Use **this, that, these, and those** with or without a noun.

This table's my favorite.
This is my favorite table.

B Now go to page 131. Do the grammar exercises for 2.2.

C Look at the picture and **circle** the correct words to complete the conversation.

- A Is ¹**this** / **those** a drawing of your office?
 B Yes, it is. ²**This** / **That** is my desk here, in the corner.
 A What's ³**this** / **these** green thing here? And what are ⁴**these** / **those** ones next to the round table there?
 B This green one is my chair, and those ⁵**one** / **ones** are more chairs.
 A And ⁶**this** / **these** things on your desk, what are they?
 B ⁷**This** / **These** are my files and documents. And those ⁸**one** / **ones** there on the table are more files.
 A And what's ⁹**this** / **that** pink thing there?
 B A place for books. Books I never look at!



D 2.04 Listen to the conversation in exercise 3C and check your answers.

4 Speaking

A **Pair work** Draw your usual work or study space. Ask and answer questions about it with your partner. Use the questions in the box.

Where is this?	What's this here?	What's that over there?	What's that one?
Where is that?	What's this/that?	What are those/these?	Is this/that your laptop?

OK, so where's this?

This is where I usually work.


Is that your desk there?

No, this one's my desk, here. And that's my laptop.

B **Group work** What do you like about your workspace and your partner's workspace? What don't you like? Tell your group.

- explain communication problems

1 Functional language

A  **2.05** Look at the communication problems in the box. Can you think of any more? Read and listen to the conversations. What communication problems do they have?

a bad connection no battery no picture problems hearing someone speaking too fast

2.05 Audio script

- | | |
|--|---|
| <p>1 A Hi, Hannah.
 B Hi there, Pedro. How are you?
 A Can you say that again? I can see you, but I can't hear you very well.
 B Really? That's strange, I can hear you just fine, but I can't see you.
 A Sorry, I lost you. What was that?
 B I can't see you.
 A Maybe it's my Wi-Fi. Is that any better?
 B No, the connection's terrible. We can try again later.
 A Fine, let's do that. Talk to you later.</p> | <p>2 A Hi, Hannah. Can you hear me now?
 B Sorry, you're breaking up. Pedro, are you still there?
 A Yes, still here, ... but there's an echo now.
 B Uh, ... OK, wait. Let me turn up the volume. How about now?
 A No, no better, sorry.
 B Let me call you, OK?
 A What? I didn't catch that.
 B Let me call you.
 A No, still nothing. I know! Let me call you.</p> |
|--|---|



Insider English

When you can't hear someone because of a bad connection, you *lose* them. Sorry, I **lost** you. I **lost** you there for a few seconds.

B Complete the chart with the expressions in **bold** from the conversations above.

Explaining the problem	Checking the problem	Solving the problem
I can't hear you very well.	Is that any better?	We can try again later.
It's my ¹ _____.	Can you ⁵ _____ me now?	Let me turn up the ⁸ _____.
The ² _____'s terrible.	How ⁶ _____?	Let me ⁹ _____, OK?
You're ³ _____.	Are you ⁷ _____?	
There's an ⁴ _____ now.		

C **Pair work** Practice the conversations in exercise 1A with your partner.



2 Real-world strategy

A Read the expressions in the box. Find one more example on page 16 and add it to the box.

Asking for repetition

Use these expressions when you can't hear or understand what someone says.

Sorry, can you say that again?

What? I didn't catch that.

Could you repeat that?



B **2.06** Complete the conversations using the expressions in the box. Then listen and check. Practice them with a partner.

1

A Sorry, I lost you. Can you
1 _____ ?

B Yes, it's the hotel's Wi-Fi – it's terrible!

A Sorry, I ² _____ .

B The hotel Wi-Fi is terrible!

2

A Sorry, ³ _____ that?
The traffic noise is terrible.

B I said, "I'm running out of battery."

A Oh, OK. We can try again later.

3 Pronunciation: Saying /h/ at the beginning of a word

A **2.07** Listen. Write the missing words. Which sound do they all have?

A ¹ _____ there, Pedro. ² _____ are you?

B ³ _____, ⁴ _____. Can you ⁵ _____ me now?

B **2.08** Listen. Circle the words you hear.

1 Hi! / eye

3 how / Ow!

5 his / is

7 Hannah / Anna

2 hear / ear

4 head / Ed

6 hate / eight

8 hat / at

C **2.09** Listen and repeat. Focus on the /h/ sounds.

1 I can't hear you. The hotel's Wi-Fi is terrible.

3 Can you hear me OK? How about now?

2 I have headphones at home.

4 I hate housework!

4 Speaking

Pair work Choose a situation with your partner. Student A: Go to page 157.
Student B: Go to page 159. Follow the instructions.

Situations

■ worker (A) to boss (B)

■ coworker (A) to coworker (B)

■ student (A) to student (B)

■ student (A) to teacher (B)



- write your opinion about a podcast

1 Listening

A Look at the photo. In what ways do you think this office is a sustainable workplace?



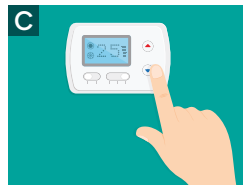
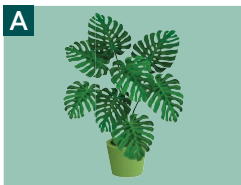
Glossary

sustainable (n) not bad for the environment

B **2.10** **Listen for gist** Listen to a podcast about sustainable workplaces. Which of your ideas in exercise 1A do they talk about?

C Look at the five tips below (1–5). Match them to the pictures (A–E).

- | | |
|---|---|
| 1 Turn down heating and air-conditioning. | 4 Use natural light or energy-saving bulbs. |
| 2 Grow plants both inside and outside. | 5 Use sustainable transportation. |
| 3 Switch off computers and other devices. | |



D **2.10** **Listen for detail** Listen again. Number the tips in the order they are mentioned.

E **Think critically** Look again at the tips. Which were familiar to you? Were any new? Which do you think are the most effective? Why?

2 Pronunciation: Listening for contractions

A **2.11** Listen. Write the missing letters.

- We'** _____ talking about this question in our office at the moment!
- If you **don'** _____ have natural light, then you can use energy-saving lights.
- So, that' _____ four tips – **what'** _____ the fifth?

B Complete the sentences with the three **bold** words from exercise 2A. Listen again and check.

- _____ has the same vowel sound as *coat*.
- _____ has the same vowel sound in the contracted form as *hear*.
- _____ has the same vowel sound as *nut*.

3 Writing

A Read the comments about the podcast. Then **circle** A, B, or C.

- 1 A B C thinks we should change the way we work and not only our workplace
- 2 A B C doesn't think the podcast is saying anything new
- 3 A B C suggests another tip that involves plants

Glossary

mental health (n) how we're feeling inside, or how we are emotionally

Podcast chat

A

The podcast is interesting, but all the tips are so simple. I mean, people do all these things already, don't they? And it's easy for big business to tell their workers to save energy – but what about them? They're not saving energy. **For example**, their executives are traveling in private jets and living in enormous homes. I think they need to change their lifestyles – not us!

B

I really like the tip about growing plants. It makes the air cleaner and at the same time it makes us feel happier. It's good for the environment, but it's also good for our health. **I believe** it's the same with food. We can live a more sustainable life if we eat a plant-based diet. It's good for the planet, and it's good for our health.

C

Another example of a good tip is to work less! I'm serious! If we all work four days a week and not five, we can save a lot of energy by switching off our computers and getting out into the fresh air! And **like a lot of the tips** on the podcast, it not only helps the planet, it helps our mental health too!

B Look at the phrases in **bold** in the comments above. Match each phrase to a category.

- 1 Giving an opinion _____
- 2 Giving an example _____
- 3 Comparing _____

Write it

C Write a comment of 40–60 words about the podcast. Use the comments in exercise 3A and the phrases in exercise 3B to help you. You can:

- Give your opinion of the podcast.
- Give an example of a tip for a more sustainable workplace
- Compare one of the tips to another tip you know.

D **Writing skills** There are spelling mistakes in some of the words below. Correct the mistakes. Then check your spelling in exercise 3C.

- | | |
|------------------|------------------|
| belive _____ | people _____ |
| business _____ | enviroment _____ |
| planet _____ | serius _____ |
| intresting _____ | energy _____ |

E Read the comments of other students in your class. Choose one comment that you think is interesting and write a short reply.



2.5

Time to speak Apps for life

Lesson objective

- give advice about useful apps for work and study

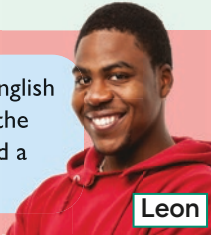


Find it

A Look at the different categories of apps on the right. Which ones do you have on your phone? Which ones do you use every day? Why do you like them? Does your partner use the same apps?

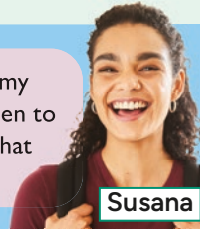
B Read what the students say, and give advice on apps useful for them.

I want to practice English vocab when I'm on the bus to school. I need a fun, interesting app.



Leon

I always forget what my homework is and when to do it. I need an app that helps me remember.



Susana

When I take notes in class, my writing is terrible, and the next day, I can't read it. Is there an app I can use to take notes quickly?



Maria

I'd like to learn more about American culture. I love TV and movies – is there a good app with lots of American shows?



David

C **Discuss** Think about what types of apps you would like to help you study English. Discuss in your group. Use the phrases at the bottom of the page to help you.

D **Decide** Your school wants to give a "welcome pack" of four smartphone or tablet apps to new students. Choose four apps from your phones and say why they are useful.

E **Present** Tell the class about your group's suggestions. Listen to the other suggestions. Write down any apps that you think are useful for you.

F Tell your partner which apps from today you'd like to download, and why. How are you going to use the apps?



social media



communication



games



calendar



education



sports and leisure



news



music and podcasts



photos and video



health and fitness

Useful phrases

Discuss

- I want to ... / I'd like to ...
- I find it hard to ...
- Is there an app I can use to ... ?
- How does it work?
- Why do you like it?

Decide

- My advice is ...
- Let's choose this app because ...

Present

- We think this is a great/helpful/fun app.
- We like this app because ...

EVOLVE

SECOND EDITION

STUDENT'S BOOK

Sample unit

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

3



CAMBRIDGE



Contents

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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 • 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 • Discuss items to take when you move 	<ul style="list-style-type: none"> • Present perfect with <i>ever</i>, <i>never</i>, <i>for</i>, and <i>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
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<ul style="list-style-type: none"> • Introduce new topics; change the subject; stay on track <p>Real-world strategy</p> <ul style="list-style-type: none"> • Use short questions to show interest 	<p>It's useless, right?</p> <ul style="list-style-type: none"> • A podcast interview with a collector 		<p>An online advertisement</p> <ul style="list-style-type: none"> • An ad requesting something you want • <i>one</i> and <i>ones</i> 	<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 <p>Time to speak</p> <ul style="list-style-type: none"> • Discuss things to take in a move
<ul style="list-style-type: none"> • Ask for directions; give directions <p>Real-world strategy</p> <ul style="list-style-type: none"> • Repeat details to show you understand 		<p>Maybe you can help</p> <ul style="list-style-type: none"> • An ad for volunteer jobs 	<p>A volunteer application</p> <ul style="list-style-type: none"> • A personal statement for an application • Checking punctuation, spelling, and grammar 	<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 <p>Time to speak</p> <ul style="list-style-type: none"> • Discuss "secret spots" in your city
<ul style="list-style-type: none"> • Offer reassurance; respond to reassurance <p>Real-world strategy</p> <ul style="list-style-type: none"> • Use <i>at least</i> to point out the good side of a situation 	<p>Business and pleasure</p> <ul style="list-style-type: none"> • Colleagues discussing plans for a fun event for students 		<p>An email with an event schedule</p> <ul style="list-style-type: none"> • An email describing plans for an event • Linking words to show order 	<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 <p>Time to speak</p> <ul style="list-style-type: none"> • Plan a "microadventure"
<ul style="list-style-type: none"> • Give surprising news; react with surprise <p>Real-world strategy</p> <ul style="list-style-type: none"> • Repeat words to express surprise 		<p>Storytelling</p> <ul style="list-style-type: none"> • An article about how to tell a good story 	<p>A good story</p> <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 <p>Time to speak</p> <ul style="list-style-type: none"> • Share "amazing but true" stories
<ul style="list-style-type: none"> • Express concern; express relief <p>Real-world strategy</p> <ul style="list-style-type: none"> • Use <i>though</i> to give a contrasting idea 	<p>Everything's close</p> <ul style="list-style-type: none"> • A podcast about the 15-minute city 		<p>Online comment reacting to a podcast</p> <ul style="list-style-type: none"> • Comment about a podcast • Using questions to make points 	<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 <p>Time to speak</p> <ul style="list-style-type: none"> • Discuss a plan for a 15-minute city

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	<ul style="list-style-type: none"> Discuss your changing tastes in music Talk about TV shows and movies Refuse invitations and respond to refusals Write a movie review Talk about changing tastes 	<ul style="list-style-type: none"> <i>used to</i> Comparisons with <i>(not) as ... as</i> 	<ul style="list-style-type: none"> Music TV shows and movies 	<ul style="list-style-type: none"> Saying /m/ in /I'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 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 fields of study Discuss rules for working and studying at home Express confidence and lack of confidence Write the main part of a résumé 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"> Fields of study Employment 	<ul style="list-style-type: none"> Grouping words
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Unit 12 Life's little lessons	<ul style="list-style-type: none"> Talk about accidents and mistakes Talk about extreme experiences Describe and ask about feelings Write an anecdote about a life lesson Plan a fun learning experience 	<ul style="list-style-type: none"> Indefinite pronouns Reported speech 	<ul style="list-style-type: none"> Describing accidents and mistakes Describing extremes 	<ul style="list-style-type: none"> Saying -ed at the end of a word Listening for 'll
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Grammar reference and practice, pages 129–144 Vocabulary practice, pages 145–156				

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 		Anime for ages <ul style="list-style-type: none"> An online article about Japanese anime 	A review of an animated movie <ul style="list-style-type: none"> A movie review Organizing ideas 	<ul style="list-style-type: none"> Talk about how musical tastes have changed Compare favorite movies/TV shows Invite someone to an event and refuse an invitation Talk about the popularity of anime 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 	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 	<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 		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 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 	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 	<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 		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 success or fame Express opinions about topics with two sides Talk about pushing yourself 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 	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 	<ul style="list-style-type: none"> Talk about a small, amusing accident or mistake 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

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10

Why we buy

Unit objectives

- say what things are made of
- talk about where things come from
- question or approve of someone's choices
- write feedback about company products
- design a commercial

Start speaking



Find it

- A** Look at the photo. Imagine you're at this market where local makers sell handmade items. Would you buy something? Why or why not?
- B** What are some benefits to buying items from local makers and local businesses?
- C** Think of something you bought recently. Explain why you decided to buy it. For ideas, watch Arda's video.



Real student


What did Arda buy?
Were any of his reasons similar to yours?




Lesson objective

- say what things are made of


1 Vocabulary: Describing materials

- A**  **10.01** **Pair work** Listen and repeat. Then look at the photo. Which of these materials do you see? What other things do we wear that use these materials?

cotton	glass	leather	metal	plastic
polyester	stone	wood	wool	

- B**  **10.02** Listen and repeat. Which are opposites? Which describe something the man is wearing?

artificial	fragile	hard	heavy	light
natural	soft	strong	warm	waterproof

- C**  Now go to page 154. Do the vocabulary exercises for 10.1.

2 Language in context

- A** Read the text from a clothing company's website. What materials does the company use?
- B** Read again. Which material is more environmentally friendly: cotton or polyester? Why?



Insider English

We use *-friendly* with a noun to say that something is not harmful or that it's appropriate for a specific group of people. Common expressions are eco-friendly, budget-friendly, family-friendly, customer-friendly, pet-friendly, and earth-friendly.

Eco Stitch

About us

We're all about being green!

At Eco Stitch, our goal is to make eco-friendly fashion. Here's how!

We use alternatives to **cotton**. Cotton is taken from plants, and because it's **natural**, many people think it is more environmentally friendly than polyester, which is **artificial**. However, a lot of chemicals are used by most cotton farmers, and large amounts of water are needed, too. Meanwhile, polyester is often made from recycled **plastic** bottles. It's also **warmer** and **lighter** than cotton, so less material is needed! Check out our **waterproof** polyester jackets!

We also use **wool**, a sustainable and natural fabric. Not only are our wool sweaters beautiful, but they're good for the environment.

We have a lot of skirts, dresses, and shirts made from **soft** bamboo fabric as well. Bamboo is a grass that is similar to **wood**. Less energy and water are used to make material from bamboo than from cotton. Also, bamboo is easy to plant and grow quickly.

Finally, even our packaging is made from recycled paper, and the bags are reusable!

Don't worry! Our clothes may be green, but they come in many colors!

SHOP NOW

Glossary

green (*adj*) environmentally-friendly

eco-friendly (*n*) good for the environment

- C** **Pair work** Do you know what materials your clothes are made of? Is it important to you? For ideas, watch Phetcharawan's video.



Real student

Do you and Phetcharawan wear similar things?



3 Grammar: Simple present passive

A Look at the sentences in the Grammar box and Notice box. Then **circle** the correct option to complete the rules.

Grammar Simple present passive

Cotton **is taken** from plants.
This shirt **isn't made** of cotton.
Large amounts of water **are needed**.
Leather jackets **aren't sold** here.



We can use **by** to show who does the action.
A lot of chemicals **are used by** cotton farmers.

- 1 In the passive, we **always / sometimes** say who or what does the action.
- 2 For the simple present form of the passive, use *is* or *are* + a **simple present verb / a past participle**.

B Now go to page 141. Look at the grammar chart and do the grammar exercises for 10.1.

C **Pair work** Complete the sentences with the simple present passive of the verbs in parentheses (). Then discuss whether each sentence is true for your country.

- 1 Warm clothes _____ for more than half of the year. (need)
- 2 Some clothes _____ at craft fairs by local makers. (sell)
- 3 Jeans _____ more often than other kinds of pants. (buy)
- 4 Hats _____ by a lot people. (wear)
- 5 Most coats _____ of waterproof material. (make)
- 6 Recycled bottles _____ by some companies to make material for clothing. (use)

4 Speaking



Find it

A **Pair work** Think of ways the materials below are used. Make notes. You can go online to learn more.

cotton glass plastic wood

B **Pair work** Are the materials in exercise 4A good or bad for the environment? To explain why, say how each material is used.

Plastic is really bad. So many things are made of plastic – like bottles. And they're just thrown away.

That's true, but some bottles are recycled. And plastic bottles are lighter than glass bottles, so it takes less energy to transport them on trucks.

C **Class activity** Compare your ideas with others in the class. What did you learn about the materials?



Lesson objective

- talk about where things come from

1 Language in context

A **Pair work** Look at the photo. What products and food items do you see? Guess where they came from.

B **10.03** Read and listen. Lucy, an economics student, is interviewing Monty. Where does Monty think his laptop, coffee, and sandwich come from? Are his ideas the same as yours?



10.03 Audio script

Lucy Thanks for helping me with my project, Monty. So, my first question is, do you know where your laptop comes from?

Monty Well, it's an American brand, but it probably wasn't made in the US. I guess it was designed there and then manufactured in China. But I didn't think about that when I bought it. I just wanted a good laptop for a good price.

Lucy I understand. And how about your coffee?

Monty I guess the coffee beans were imported. They weren't grown here in Canada, that's for sure! They were probably shipped from Brazil. I think that's where some of the best coffee comes from, and this is really good.

Lucy Yeah. And how about your sandwich?

Monty Well, I know it's fresh because it was made right in front of me. I'm not sure about the things in it, though. The tuna was probably caught and frozen weeks ago, but maybe the tomatoes were grown here. I hope so. It's good when fruit and vegetables are produced locally.

Lucy OK, thanks very much. I think I'll get one of those sandwiches now. Talking about food always makes me hungry!

C **10.03** Read and listen again. Why did Monty buy his laptop? What does he know for sure about his sandwich?

Glossary

brand (n) a product that is made by a particular company

2 Vocabulary: Production and distribution

A **10.04** Listen and repeat the verbs. Find and underline eight of these verbs in the interview in exercise 1B. Then answer the questions.

catch	deliver	design	export	freeze	grow	import
manufacture	pick	produce	ship	store	transport	

Which words are about ...

1 moving products from one place to another?

3 getting fish? getting fruit?

2 creating and making things?

4 keeping things for a long time?

B **Now go to page 154. Do the vocabulary exercises for 10.2.**

C **Pair work** Talk about ...

1 three kinds of food people grow or pick in your country.

2 three things that companies in your country design or manufacture.

3 three things your country exports and three things it imports.

3 Grammar: Simple past passive

A Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar Simple past passive

The tuna **was caught** weeks ago.

My laptop **wasn't made** in the US.

The coffee beans **were imported**.

The beans **weren't grown** in Canada.

- 1 For the simple past form of the passive, use *was* or *were* + a **past participle / simple past verb**.
- 2 In questions and negative sentences, **use / do not use** *did* or *didn't*.

B **Pair work** Complete the paragraphs with the simple past passive of the verbs in parentheses. Check your accuracy. Then discuss with a partner: How do the two people feel about imported things? Who do you agree with more?

I bought some roses this morning. The flower shop owner told me they ¹ _____ (grow) on a rose farm in Ecuador. After they ² _____ (cut), they ³ _____ (store) in a refrigerated truck and ⁴ _____ (take) to the airport. Then, after landing in Miami, they ⁵ _____ (transport) by truck to her shop. Isn't that cool?

Accuracy check

Do not use the base form of a verb after *be* with the passive. Use the past participle.

The coffee **was export** from Brazil. ✗

The coffee **was exported** from Brazil. ✓

My coat ⁶ _____ (make) in this city. It ⁷ _____ (not, import). I like to support local companies. And because my coat ⁸ _____ (produce) locally, it ⁹ _____ (not, ship) across the world. That's important to me because a lot of resources, like gas, ¹⁰ _____ (save).

C Now go to page 142. Look at the grammar chart and do the grammar exercises for 10.2.



Find it

D Complete the sentences with simple past passive verbs and your own ideas. You can go online to get more ideas. Then share them with a partner.

- 1 My phone _____.
- 2 Most of the food I eat _____.
- 3 A lot of the cars in my country _____.

4 Speaking



Find it

A **Group work** Make a list together of five things you have with you. Guess what country they came from. You can go online to check where these types of things usually come from.

OK, let's start with Carrie's bag. The company is American, so I guess it was made in the US.

Are you sure? Maybe it was designed in the US and made in India. Does it have a label?

B **Class activity** Share what you found out in exercise 4A with the class. Which things were made the furthest away? Were you surprised about where any of the things were made? Why? Which items were you not able to find out about?



Lesson objective

- question or approve of someone's choices

1 Functional language

sofa bed



futon



air mattress



- A** **10.05** Look at the photos. Which one do you think is the most comfortable? Then read and listen. Which two things do Ryan and Andrea talk about? Which one will Ryan get?

10.05 Audio script

- A** Hey, Andrea. Look at this picture. What do you think of this sofa bed? It's on sale.
- B** A sofa bed? **Why would you want to buy that?**
- A** My friend Faruk is visiting me from Istanbul. And I don't have a place for him to sleep.
- B** I see. But **do you really need a sofa bed?** You already have a couch.
- A** Yeah, but it's too small to sleep on. And Faruk will be here for a week. I want him to be comfortable. And after that, it'll be good for other friends who come to stay.
- B** True, but how often do people stay with you?
- A** Well, not very often, actually. You know, I could get an air mattress.
- B** **Now that's a good idea.** It's a lot cheaper, and you can just keep it in the closet when you aren't using it.
- A** OK, you convinced me. I'll get an air mattress.
- B** **That's what I would do.**



- B** Complete the chart with expressions in bold from the conversation.



Questioning someone's choices	Approving of someone's choices
1 _____ to buy/get that?	Now that's ³ _____.
2 _____ a sofa bed?	That's what ⁴ _____.
Are you sure you want to get that?	I think you made the right choice.

- C** **10.06** Put the conversation in the correct order (1–4). Then listen and check.

- ___ Yeah, but it's not great. I could borrow my sister's camera, I guess.
- ___ That's what I would do.
- ___ Are you sure you want to get that? Your phone has a camera, right?
- ___ I'm going to buy this new camera.



2 Real-world strategy

- A**  **10.07** Darcy and Tara are shopping for gifts for their sister. Listen to their conversation. What does Tara want to buy? What does Darcy think about it?
- B**  **10.07** Read the information in the box about changing your mind. Then listen again. What does Tara change her mind about? Why?

Changing your mind

You can say *Now that I think about it* or *On second thought* when you change your mind.



OK, you convinced me. I'll get an air mattress.

That's what I would do. But, **now that I think about it**, if you get the sofa bed, you could give me your couch!



- C** **Pair work** Complete the conversation with an expression from exercise 2B and a type of food. Then practice with a partner.
- A** I'm going to have the black bean chili for lunch.
- B** Are you sure you want to get that? It's really spicy.
- A** ¹ _____, I'll have ² _____.
- B** I think you made the right choice.

3 Pronunciation: Saying /u/, /ʊ/, and /aʊ/ vowel sounds

- A**  **10.08** Listen and repeat the different vowel sounds.
- /u/ you /ʊ/ would /aʊ/ couch
- B**  **10.09** Put the words in the correct categories. Then listen and check.

could	Faruk	good	/u/	/ʊ/	/aʊ/
now	too	true			

- C** **Pair work** Practice the words from exercises 3A and 3B with a partner. Does your partner say the vowel sounds correctly?

4 Speaking

- A** Think of something you want to buy. Use one of the categories below or your own idea.

clothing food furniture sporting goods technology

- B** **Pair work** Tell your partner what you want to buy. Your partner questions or approves of your choice. Take turns.

I'm going to buy a bike helmet.

Do you really need a new helmet?

Yes, I do. Mine broke in two pieces!

- C** **Class activity** Tell the class what your partner wanted to buy and what you thought about it. Did your partner agree with your opinion?

- write feedback about company products

Cacao beans are used to make Cocobar's products.



Banyu is a fan of Cocobar's chocolate.



1 Listening

- A** **Pair work** Look at the photos and read the captions. What's a fan? Talk about some companies that have a lot of fans.
- B** **10.10 Listen for gist** Listen to the podcast with host Rachel. What do business owners Sofia and Tianyu say about their relationship with customers?
- C** **10.10 Identify speakers** Listen again. Who gives this information? Write *R* for Rachel, *T* for Tianyu, or *S* for Sofia. Sometimes more than one answer is possible. Then listen one more time and give answers for each item.
- ___ where the beans are from
 - ___ where the products are produced
 - ___ how they want customers to feel about the products
 - ___ why fans are important to the business
 - ___ the kind of feedback fans give
- D** **Pair work Think critically** What are some reasons why people might be fans of the company Cocobar? Think about one of your favorite companies. Why are you a fan?

2 Pronunciation: Listening for contrastive stress

- A** **10.11** Listen to extracts from the podcast. Focus on the underlined words. Are they stressed more or less than the other words?
- I know your products are made from cacao beans that are imported from Peru, but they're produced locally with other natural ingredients.
 - We don't want them to just like our products – we want them to love our products.
- B** **10.12** Listen. Underline two words in each sentence that receive the most stress.
- Some business owners care about customer reviews, but every business owner should.
 - I started making chocolate as a hobby, but it quickly became a business.
 - If our chocolate is a little more expensive, that's because it's also much higher quality.
- C** Check (✓) the statement that is true.
- We often place additional stress on words with similar ideas.
- We often place additional stress on words with different ideas.

3 Writing

- A** Read the feedback that fans posted on two company websites. What products do the fans give feedback about? Is the feedback positive, negative, or a little bit of both?

Banyu



36 posts

I ordered two boxes of Cocosations last week. The chocolate bars were delivered this morning, and my mom and I immediately tried them. They're fantastic! The caramel in the middle is not too sweet, and it goes well with the dark chocolate on the outside. We noticed a little salt was included in the caramel, and that's the magic touch. Salted caramel is very popular now. Although I usually buy Cocomax bars, I'll probably buy Cocosations from now on. This is another great product from my favorite candy company – thanks, Cocobar!

Adriana



4 posts

I'm a big fan of SUPERSPORT watches. I used to have a SUPERSPORT P1, but I lost it, so yesterday I went out and bought the new SUPERSPORT P2. I notice the screen of the new watch is made of glass. In the old model, the screen was made of hard plastic. I'm not sure glass is a good idea. It's true that the old plastic screen looked a little cheap. However, it was stronger than the glass screen, and that's very important for a sports watch. Otherwise, the P2 is really good and looks cool.

Glossary

feedback (n) an opinion from someone about something that you have done or made
otherwise (adv) except for what you have just said; in other ways

- B** **Writing skills** You can use *however* and *although* to contrast ideas. Read the sentences and underline the contrasting ideas in each sentence.

- 1 Although I usually buy Cocomax bars, I'll probably buy Cocosations from now on.
- 2 It's true that the old plastic screen looked a little cheap. However, it was stronger than the glass screen.

Register check

But and **though** are informal ways to show contrasts in writing. **However** and **although** are often used in more formal writing.

Informal

I used to have a SUPERSPORT P1, **but** I lost it.

I used to have a SUPERSPORT P1, **though** I lost it.

Formal

I used to have a SUPERSPORT P1. **However**, I lost it.

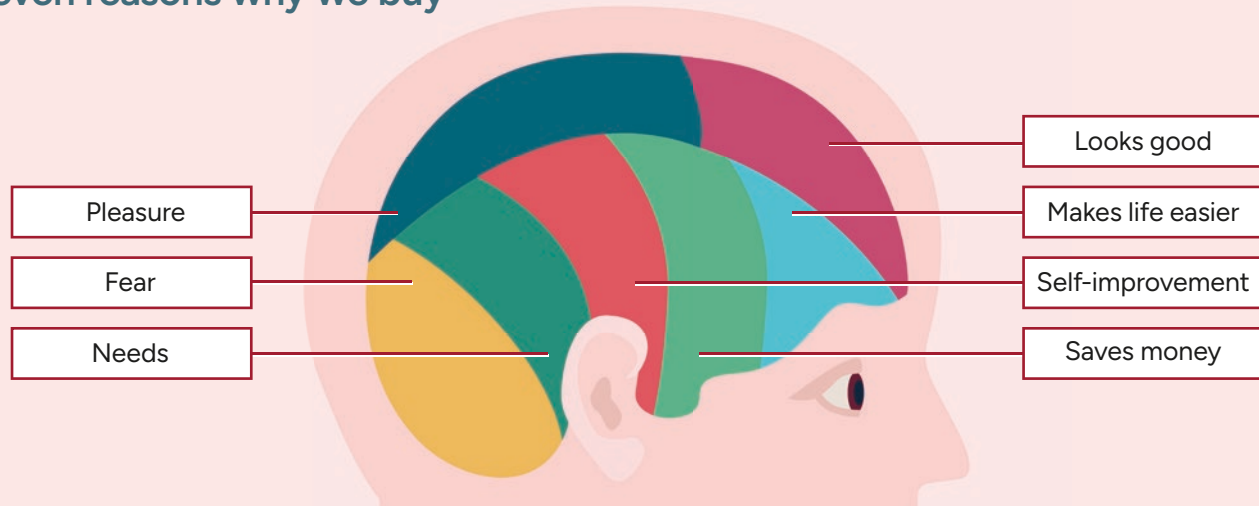
Although I used to have a SUPERSPORT P1, I lost it.

Write it

- C** Think of two products you're a fan of that are made by two different companies. Write feedback for each product. Describe the products and say what you like about them and what you don't like or how you think the companies can improve the products. Use *however* and *although* to contrast ideas.
- D** **Pair work** Exchange feedback. What products did your partner write about? Are the posts positive, negative, or a mixture of both?



Seven reasons why we buy



A **Discuss** >>> Look at the photo of the seven reasons why we buy. In groups, think of some examples of things that are bought for each reason.

B **Discuss** >>> People often buy things for more than one reason. Look at the things in the box. What are some reasons people buy these things?

fast food phone / internet plans toothpaste

C **Research** >>> Talk about commercials you've seen for the things in part B. You can go online to watch some commercials. Which reasons for buying do the commercials make you think about? Are they the same as the reasons you discussed in part B?

Find it

D **Prepare** >>> Imagine you work for an advertising company. With your group, choose a product that is used by most people. Think about reasons why people might want to buy it. Then, as a group, think of an idea for a commercial for the product.

E **Present** >>> Describe your commercial to the class.

F **Agree** >>> The class chooses the best commercial.

Useful phrases

Discuss >>>

- ... are bought for / because / in order to ...

Research / Prepare >>>

- You see a (person/thing). They (do something). And then ... At the end, ...

EVOLVE

SECOND EDITION

STUDENT'S BOOK

Sample unit

Ben Goldstein and
Ceri Jones

4



CAMBRIDGE

Contents

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Unit 3 What's it worth?	<ul style="list-style-type: none"> • Discuss work-life balance • Discuss the value of things • Apologize for damage or loss • Write a product review • Respond to a negative review 	<ul style="list-style-type: none"> • <i>too</i> and <i>enough</i> • Modifying comparisons 	<ul style="list-style-type: none"> • Talking about work-life balance • Talking about prices and value 	<ul style="list-style-type: none"> • Saying /s/ at the beginning of a word
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Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Meet someone you don't know; introduce someone to others <p>Real-world strategy</p> <ul style="list-style-type: none"> Respond to an introduction 		<p>Flip the interview</p> <ul style="list-style-type: none"> An article on interview skills 	<p>A comment</p> <ul style="list-style-type: none"> A comment on an article Agreeing and disagreeing 	<ul style="list-style-type: none"> Talk about a new activity Talk about personal achievements Describe your personal qualities Play an introduction game <p>Time to speak</p> <ul style="list-style-type: none"> Ask and answer interview questions
<ul style="list-style-type: none"> Make, accept, and refuse offers in social situations <p>Real-world strategy</p> <ul style="list-style-type: none"> Acknowledge an acceptance 	<p>Cool food</p> <ul style="list-style-type: none"> A conversation between friends 		<p>A report</p> <ul style="list-style-type: none"> The results of a survey about eating habits Reporting research results 	<ul style="list-style-type: none"> Talk about fusion foods Discuss ideas to avoid food waste Explain a favorite recipe Offer food and drink to others <p>Time to speak</p> <ul style="list-style-type: none"> Present a restaurant rescue plan
<ul style="list-style-type: none"> Make an apology and explain what happened <p>Real-world strategy</p> <ul style="list-style-type: none"> Respond to an apology 		<p>Buyer beware!</p> <ul style="list-style-type: none"> Short stories about good and bad online shopping experiences 	<p>A product review</p> <ul style="list-style-type: none"> Product reviews Expressing opinions about product features 	<ul style="list-style-type: none"> Discuss things money can't buy Talk about quality of life Talk about relative value Talk about a past apology <p>Time to speak</p> <ul style="list-style-type: none"> Repair a customer relationship
<ul style="list-style-type: none"> Exchange and discuss opinions about possible actions <p>Real-world strategy</p> <ul style="list-style-type: none"> Make opinions more emphatic 	<p>Building a brand</p> <ul style="list-style-type: none"> A news report about a local company that went global 		<p>A response</p> <ul style="list-style-type: none"> A social media post Writing about reasons and consequences 	<ul style="list-style-type: none"> Talk about all the signs we see Speculate about a photo Talk about viral stories Give and support opinions <p>Time to speak</p> <ul style="list-style-type: none"> Design and present an ad
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<ul style="list-style-type: none"> Make, refuse, and accept offers of help <p>Real-world strategy</p> <ul style="list-style-type: none"> Imposing on somebody 	<p>Painting safer streets</p> <ul style="list-style-type: none"> A podcast about a community art project 		<p>A report</p> <ul style="list-style-type: none"> A report on a community project Using quotes as support 	<ul style="list-style-type: none"> Talk about acts of kindness Discuss charity organizations Discuss helping others Make offers of help to strangers <p>Time to speak</p> <ul style="list-style-type: none"> Discuss helping your community

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 It's good to talk	<ul style="list-style-type: none"> • Discuss messaging apps • Discuss written vs. spoken communication • Recount conversations and stories • Write an email in a formal and an informal register • Create and conduct a survey 	<ul style="list-style-type: none"> • Reported statements • Reported questions 	<ul style="list-style-type: none"> • Communication verbs • Communicating online 	<ul style="list-style-type: none"> • Saying /s/ or /z/ at the end of a word
Unit 8 Lifestyles	<ul style="list-style-type: none"> • Talk about different work lifestyles • Talk about wishes and regrets • Talk through options to reach a decision • Write a comment about a podcast • Plan a digital detox weekend 	<ul style="list-style-type: none"> • Present unreal conditionals • <i>I wish</i> 	<ul style="list-style-type: none"> • Describing jobs • Talking about time management 	<ul style="list-style-type: none"> • Saying the vowel sounds /ɜ/ and /ʊ/ • Listening for emphasis
Unit 9 Yes, you can!	<ul style="list-style-type: none"> • Talk about rules and regulations • Discuss rules and regulations in the past • Make generalizations • Write a letter of complaint • Discuss improvements to your town 	<ul style="list-style-type: none"> • Prohibition, permission, obligation (present) • Prohibition, permission, obligation (past) 	<ul style="list-style-type: none"> • Talking about places • Talking about rules 	<ul style="list-style-type: none"> • Saying /d/ at the beginning of a word
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Unit 10 What if ...?	<ul style="list-style-type: none"> • Speculate about events in the past • Talk about alternatives and possibilities • Keep your listener engaged • Write comments in an online discussion • Share the story of an influential discovery or invention 	<ul style="list-style-type: none"> • Past unreal conditionals • Modals of past probability 	<ul style="list-style-type: none"> • Talking about discoveries • Discussing right and wrong 	<ul style="list-style-type: none"> • Saying long and short vowel sounds • Listening for weak words
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Unit 12 Looking back	<ul style="list-style-type: none"> • Describe a special photo and the story behind it • Discuss childhood memories • Recall and share past experiences • Write a summary and response about pets • Recall and discuss a national moment 	<ul style="list-style-type: none"> • Adding emphasis • Substitution and referencing 	<ul style="list-style-type: none"> • Talking about the senses • Describing memories 	<ul style="list-style-type: none"> • Saying consonant clusters • Listening for transitions
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Grammar reference and practice, pages 129–145 Vocabulary practice, pages 146–157				

Functional language **Listening** **Reading** **Writing** **Speaking**

<ul style="list-style-type: none"> • Recount conversations and stories to another person <p>Real-world strategy</p> <ul style="list-style-type: none"> • Get back on track 		<p>The emoji code</p> <ul style="list-style-type: none"> • An article about how social media is changing language 	<p>Emails</p> <ul style="list-style-type: none"> • Short emails to a friend and coworker • Changing language to match register 	<ul style="list-style-type: none"> • Talk about when not to use your phone • Talk about social media apps • Talk about the way you prefer to communicate • Tell and react to stories <p>Time to speak</p> <ul style="list-style-type: none"> • Talk about your attitudes to social media
<ul style="list-style-type: none"> • Talk through options; encouraging actions <p>Real-world strategy</p> <ul style="list-style-type: none"> • Offer a warning 	<p>Digital detox</p> <ul style="list-style-type: none"> • A podcast debating the benefits of a digital detox 		<p>A comment</p> <ul style="list-style-type: none"> • A response to two comments • Referencing another argument in your writing 	<ul style="list-style-type: none"> • Discuss the work-lifestyle connection • Talk about unusual jobs • Talk about wishes and regrets • Offer advice and discuss options <p>Time to speak</p> <ul style="list-style-type: none"> • Plan a digital detox
<ul style="list-style-type: none"> • Make generalizations <p>Real-world strategy</p> <ul style="list-style-type: none"> • Give contrasting information 		<p>The story of the ramp</p> <ul style="list-style-type: none"> • An article about the independent living movement 	<p>A message</p> <ul style="list-style-type: none"> • A complaint about a business • Communicating attitude 	<ul style="list-style-type: none"> • Talk about street art and graffiti • Talk about rules for work or school • Talk about unusual laws from the past • Talk about different customs and cultures <p>Time to speak</p> <ul style="list-style-type: none"> • Discuss how to make life easier for people with special needs
<ul style="list-style-type: none"> • Keep your listener engaged <p>Real-world strategy</p> <ul style="list-style-type: none"> • Show interest in a story 	<p>I can't live without it!</p> <ul style="list-style-type: none"> • A podcast about the impact different inventions have had on our lives 		<p>A comment</p> <ul style="list-style-type: none"> • A comment on the podcast • Using words and phrases for similarity and contrast 	<ul style="list-style-type: none"> • Share photobombing stories • Talk about hypothetical past events • Speculate about the past events that led to current situations • Tell and react to a story about something that is hard to believe <p>Time to speak</p> <ul style="list-style-type: none"> • Discuss significant inventions and discoveries in human history
<ul style="list-style-type: none"> • Discuss alternatives and respond to suggestions <p>Real-world strategy</p> <ul style="list-style-type: none"> • Give a personal recommendation 		<p>Driverless cars? No, thanks!</p> <ul style="list-style-type: none"> • An opinion piece about technological advances 	<p>A response</p> <ul style="list-style-type: none"> • A response to an opinion piece • Transition phrases 	<ul style="list-style-type: none"> • Talk about appearances • Describe an event you'll never forget • Talk about folk remedies • Role play giving recommendations <p>Time to speak</p> <ul style="list-style-type: none"> • Reach a compromise to resolve a problem
<ul style="list-style-type: none"> • Recall a memory <p>Real-world strategy</p> <ul style="list-style-type: none"> • Share experiences 	<p>Man's best friend?</p> <ul style="list-style-type: none"> • A student debate about the relationship between humans and dogs 		<p>A summary and response</p> <ul style="list-style-type: none"> • A summary of and response to an opinion • Linking contrasting ideas 	<ul style="list-style-type: none"> • Test your memory and compare results • Tell the story behind a photo • Discuss childhood memories • Retell a personal story <p>Time to speak</p> <ul style="list-style-type: none"> • Share your experience of a national moment

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“MONEY
CAN'T BUY
happiness
BUT IT CAN BUY
ice cream
AND THAT'S KIND OF
the same thing”

3

What's it worth?

Unit objectives

- discuss work-life balance
- discuss value and how we measure it
- apologize for damaging or losing someone else's property
- write a product review
- discuss ways to respond to a negative product review

Start speaking

- A** Look at the photo and the quote. Do you agree with the message? Why or why not?
- B** Write a list of five things money can't buy. Then write your own version of the message and share it with the class. For ideas, watch Susumu's video. Whose version do you most agree with?




Real student

Do you agree with Susumu?



- discuss work-life balance

1 Language in context

- A  3.01 Do you, or does anyone you know, work from home? What are the advantages and disadvantages? Listen to a podcast interview with two young professionals. Do they like working from home? Why or why not?

3.01 Audio script

Host A recent survey showed that most workers in the U.S. are happy to ^a**take a cut in salary** if they are able to work at least part of the time from home. ^b**Hybrid working**, ^c**flexible working hours**, and ^d**remote working** help them find a better ^e**work-life balance**. Last fall, Henry Ciprani left his full-time office job and started working from home.

Henry I used to work in an office downtown five days a week. I spent around two hours a day traveling. That was just too much time! When I got home, I was too tired to do anything fun. It really ^f**wasn't worth it**. It was affecting my ^g**quality of life**, so I quit. Now I work from home. It's made such a big difference. I make less money, but now I have enough time to see friends and go swimming. I really ^h**value** the extra time and I love my new ⁱ**lifestyle!**

Host Dana's company switched to remote working, and her family made some big changes to their lifestyle.


Dana When I started remote working, we sold our apartment in the city and moved to a small town. The ^j**cost of living** here is much lower and the difference is big enough that we've seen a real increase in our ^k**standard of living**. We have a bigger home, and we ^l**can afford** to go on vacations as a family. I'm starting a new job now and hybrid working, so I'll be going into the office two days a week. It isn't ideal, but it'll be good to see my co-workers in person!



2 Vocabulary: Talking about work-life balance

- A  3.02 Match the **bold** words and phrases in the podcast with the definitions below. Listen and check.

- | | |
|---|---|
| 1 a combination of working at home and at a workplace (phrase) b | 7 the amount of money and comfort people have (phrase) ___ |
| 2 being able to choose when you work (phrase) ___ | 8 have enough money to do or buy something (phrase) ___ |
| 3 general level of happiness (phrase) ___ | 9 the way you live (noun) ___ |
| 4 the time you spend at work compared with free time (phrase) ___ | 10 get less money for your work (phrase) ___ |
| 5 how much we have to pay for our basic needs (phrase) ___ | 11 not gain anything from an experience (phrase) ___ |
| 6 feel the importance of (noun or verb) ___ | 12 working from somewhere other than an office (phrase) ___ |

- B  Now go to page 148. Do the vocabulary exercises for 3.1.

- C **Pair work** What would be the ideal working lifestyle for you? Why?

3 Grammar: *too* and *enough*

A Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar *too* and *enough*

I don't have **enough** time to see my friends during the week.
I spend **too much** time traveling to work.
Our house is big **enough** to have guests to stay.
I'm **too** tired to do anything fun after work.

Use (*not*) *too* and (*not*) *enough* with adjectives and nouns to say if a situation is acceptable or unacceptable.

- 1 *Too* and *not enough* tell us that something is **the correct amount / not the correct amount**.
- 2 *Not too* and *enough* tell us that something is **the correct amount / not the correct amount**.
- 3 Phrases with *too* and *enough* are often followed by **to + verb / verb**.

B **Now go to page 132. Look at the grammar chart and do the grammar exercises for 3.1.**

C Change the sentences in the Grammar box to make statements that are true for you. Write four sentences. Check your accuracy.
I just don't have enough time to go to the grocery store.

D **Pair work** Read your sentences to your partner. Are any of your sentences the same?

Accuracy check

Remember, *enough* comes **after** an adjective but **before** a noun.

That's ~~enough good~~ for me. X

That's good enough for me. ✓

That's ~~pizza enough~~ for me! X

That's enough pizza for me! ✓

4 Speaking

A **Group work** Discuss the question.

What do you think are the three most important factors in having a good quality of life? Use the ideas in the box to help you. Explain your answers to the group.

free time to have fun
living near your family

a group of close friends
access to education

a job you feel proud of
a good salary

B Compare your answers with the rest of the class. Vote on the one most important factor.

- discuss value and how we measure it

1 Language in context

- A** How often do you go to cafés? What do you order to drink there? How much does it cost? Do you think it's a good price? Why or why not? Read the review of a coffee shop. What makes it different from other coffee shops?

A coffee shop with a difference

I just treated myself to by far the best coffee I've ever had, and it was nowhere near as expensive as my usual coffee shop! There's nothing special about the café, though it is a little busier than other places. There's really just one thing that makes it different: you pay what you want.

Every café comes up with its own price to charge for a cup of coffee. It can be much cheaper than other places or a whole lot more expensive, depending on the café's own costs, but also things people are willing to pay more for, like atmosphere. If there's a beautiful view, a café makes the most of it with big windows and raises the price a penny. If customers want to take advantage of the free Wi-Fi, there's another penny. It all has an effect on the price.

This café, however, suggests a price for its coffee, but most people pay more. They know they can rely on the quality of the coffee, and they like that the café trusts them to pay a fair price for it. They feel they play an important role in the business. And when customers feel invested in your success, how can you lose?




- B** Read the review again. Does the reviewer like the café? Do other customers like it? How do you know? Have you ever been to a café or restaurant where you can pay what you want?




A **penny** is a coin worth 1/100th of a U.S. dollar. The phrase **a penny** is often used to represent any small amount of money.

2 Vocabulary: Talking about prices and value

- A**  **3.03** Find the expressions in the review and complete them with the correct preposition. Listen and check.

- | | |
|------------------------|---------------------------------|
| 1 treat yourself _____ | 7 have an effect _____ |
| 2 come up _____ | 8 suggest a price _____ |
| 3 charge _____ | 9 rely _____ |
| 4 depend _____ | 10 pay a fair price _____ |
| 5 make the most _____ | 11 play an important role _____ |
| 6 take advantage _____ | 12 invest _____ |

- B**  Now go to page 148. Do the vocabulary exercises for 3.2.

- C** **Pair work** Discuss the questions.

- 1 Where do you go when you want to treat yourself to a special meal? Does that place charge a fair price for their meals? How much would you pay if you could come up with your own price?
- 2 Do you think it's a good idea for businesses to suggest a price rather than charge for things? Why or why not?

I like to treat myself to dessert at a little café near the station. They charge a lot for some things, but it's worth it!

3 Grammar: Modifying comparisons

A Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar Modifying comparisons

I just treated myself to **by far the best** coffee I've ever had.

It was **nowhere near as expensive as** my usual coffee shop.

It's **a little busier** than other places.

The price can be **much cheaper** or **a whole lot more expensive**.

- 1 To show a **small** difference using comparative adjectives, use **a little or a bit / a whole lot or much**.
- 2 To show a **big** difference using comparative adjectives, use **a little or a bit / a whole lot or much**.
- 3 To show a **small** difference using an *as ... as ...* comparison, use **nowhere near / almost or nearly**.
- 4 To show a **big** difference using an *as ... as ...* comparison, use **nowhere near / almost or nearly**.
- 5 To show a **big** difference using superlative adjectives, use **nowhere near / by far**.

B **Now go to page 133. Look at the grammar chart and do the grammar exercises for 3.2.**

C **Pair work** Compare the products and services (1–3) using the adjectives in the boxes. Make at least **three** comparisons for each item. Use modifying expressions where you can.

cheap expensive delicious

- 1 a burger from a fast-food restaurant / a burger from a local restaurant / a gourmet burger at a five-star restaurant

A burger from a fast-food place is much cheaper than a gourmet burger. A gourmet burger may be a whole lot more expensive, but it is by far the most delicious of the three.

cheap comfortable expensive fashionable

- 2 some sandals to wear on the beach / a pair of sneakers you bought at the mall / a pair of shoes you bought to go to a wedding

cheap exciting expensive long

- 3 a bus tour around your city / a train trip to your favorite city / a flight to another country

4 Speaking



Find it

A **Group work** Look at the products in the box. Put them in order according to how much money you'd be willing to pay for each. Then compare your lists with another group and explain your ideas. You can look up examples on your phone to help support your answer.

a birthday present a bottle of perfume
a new phone a pair of jeans
a pair of sunglasses a set of earbuds

I don't really care about clothes, so I wouldn't spend more than \$50 on a pair of jeans. I'd spend a lot more on a nice bottle of perfume!




3.3

I'm so sorry!

Lesson objective

- apologize for damaging or losing someone else's property

1 Functional language

- A** Look at the photo. What happened? How would you feel if this happened to you?
- B**  **3.04** Listen to Justin telling Kathy what happened. How does Kathy react? Why?



3.04 Audio script

- A** I'm really sorry, but I just did the dumbest thing.
- B** What? What did you do?
- A** Well, you let me borrow your bike, remember?
- B** Yeah, I remember.
- A** Well, I left it outside a store, but only for, like, five minutes!
- B** Oh no, don't tell me somebody stole it!
- A** Well, not the whole bike ... just the front tire.
- B** You mean you didn't lock the front tire?
- A** I know, Kathy, I know, I can't believe I didn't lock it. I can't tell you how sorry I am! I'll go out today and get you another one. I am so, so sorry.
- B** It's OK, Justin. It's not the end of the world. A new front tire shouldn't cost too much. How about I order one and let you know how much it is?
- A** Yes, yes, whatever you want. I'll pick it up from the bike store for you, too.
- B** OK, deal!



C Complete the chart with the bold expressions from the conversation.

Apologizing	Explaining what happened
I'm really sorry.	You'll never guess what I did.
I ¹ _____ how sorry I am.	I just did the ² _____ thing.
	I can't ³ _____ I (didn't lock it).

Insider English

Use **Oh no, don't tell me** when you think someone is going to give you bad news.

D 3.05 Complete the conversation with phrases from the chart. Listen and check.

- A** I just ¹ _____ thing! I'm so, so, so ² _____.
- B** What did you do?
- A** I can't ³ _____ I did this, but I just spilled coffee all over your new white rug.
- B** You what?
- A** I can't tell you ⁴ _____ !



2 Real-world strategy



- A  **3.06** Listen to two more apologies. What are the people apologizing for?

Respond to an apology

When you respond to an apology and you don't want the person to feel bad, you can use one of these phrases.

It's not the end of the world. It's really no big deal. Don't beat yourself up about it.



- B  **3.06** Read the information in the box above and listen again. Which response does the second person use in each conversation?
- C  **3.07** Complete the conversation with an expression in the box. Listen and check.
- A Hey, where were you last night? We missed you.
B Missed me? Why? Oh no! I forgot about the study group! I can't believe it! It's even on my calendar! And I'm the only one with notes from the workshop! You needed those.
A Don't _____. Just bring them tomorrow.
B I won't forget again. I swear!

3 Pronunciation focus: Saying /s/ at the beginning of a word

- A  **3.08** Listen and repeat. Focus on the /s/ sounds.

1 I can't tell you how sorry I am. 2 Don't tell me somebody stole it!

- B  **3.09** Listen. Who says the /s/ sound clearly? Write A or B.

1 sorry ___ 3 so ___ 5 stole ___
2 somebody ___ 4 spilled ___ 6 store ___

- C **Pair work** Say the words in exercise 3B to your partner. Does your partner say the /s/ sound clearly?

4 Speaking

- A **Pair work** Think of a time when you apologized to someone. What did you do wrong? How did the other person react?

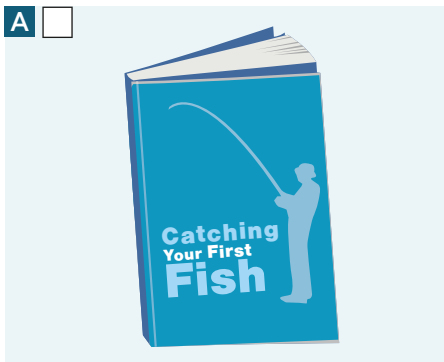
- B **Pair work** Act out the situation you described or one of the others below. Student A apologizes. Student B reacts to the apology and tries to make Student A not feel so bad. Then reverse roles: Student B apologizes, and Student A reacts.

- You drank the last of the milk.
- You broke a cup.
- You deleted something important from someone's phone or computer.



1 Reading

- A Look at the three photos. What problems might people have when they buy these things online? Read three stories about online shopping. Match them with the photos. What were the problems each time? Which story has a happy ending?

A B C 

What is your **best** or **worst** online shopping story?

1 I saw a photo of a rug that was perfect for my room. The price was amazing, too – about a quarter of the price of other rugs. So, I bought it. When it came, I was surprised. The box seemed really small for a rug. When I opened it, I saw why. It wasn't a rug at all – it was a mouse pad! I guess I got what I paid for! (Jensen, Texas)

2 I ordered a beautiful cake for my parents' anniversary – simple and elegant, just what I wanted. The website asked what I wanted written on the cake, and I wrote "nothing," because I wanted to do that myself. When it arrived, I opened the box and, you guessed it, **NOTHING** was written on top, in big black letters! I couldn't believe it! (Bella, Minnesota)

3 It was my grandfather's 75th birthday and I wanted to get him something special. When he was young, he wrote a book about fishing, but he lost his only copy in a fire years before. I tried to find another one at used bookstores and online book sites. One place claimed they could find it. They had no reviews, but I was desperate, so I took a chance. Three days later the book arrived! Grandpa was so happy. It's by far the best birthday present I've ever bought for anyone! (Harry, Chicago)

B **Read for details** Read the stories again. Answer the questions.

- 1 Why did Jensen want that particular rug?
- 2 What did Bella want to put on the cake?
- 3 Why was Harry unsure about the online bookstore?

C **Pair work** **Think critically** Discuss the questions.

- 1 Who is to blame for Jensen's and Bella's shopping fails? The store owners? Jensen and Bella themselves? Why?
- 2 What could Jensen and Bella do differently next time, so they don't repeat their shopping fails?

Insider English

You get what you pay for.


People use this phrase when they think they bought something of high quality at a low price, but in the end they were wrong. The quality is right for that price.

2 Writing


- A** Read the two product reviews. What products are they reviewing? How many stars do you think each reviewer will give their product?

Product reviews

Search

 I was very disappointed with this product. I bought the case for my summer vacation. I wanted to take photos when I was snorkeling. The case arrived on time and it looked good. I tested it without my phone and it seemed to be working fine. In fact, it was great for the first 3 times underwater, then suddenly it filled with water while I was filming fish and completely ruined my new phone! It's a complete waste of money! By far my worst purchase ever! DO NOT BUY IT!

★★★★★ Rate your purchase

 I was really pleased with this product. They're so comfortable to wear – much more comfortable than my last ones. And I love the little case – it's very convenient. They have great sound quality and are really simple to take phone calls on. They also really block out background noise. This is such a great set! They are small, portable with their own case, and very good at what they do! Great value for your money! I highly recommend them.

★★★★★ Rate your purchase

- B** **Writing skill** Read the reviews again. Find phrases that ...

- 1 describe the reviewers' feelings.
- 2 describe the positive features of the product.
- 3 describe the negative features of the product.
- 4 give a recommendation.

- C** **Pair work** Think of a product you have bought recently. Answer the questions and make notes.

- 1 Where did you buy it? _____
- 2 When did you buy it? _____
- 3 Were you happy with it? Why or why not? _____
- 4 Would you recommend this product? Why or why not? _____

Write it

- D** Write a short review for your product in about 100 words. Read the review to the class. Ask your classmates to guess how many stars you gave your purchase.



3.5

Time to speak Damage control

Lesson objective

- discuss ways to respond to a negative product review

A Prepare With a partner, look at the photo. What problem are the people having? Did something like this ever happen to you?

B Read the reviews. What problems did each customer have? How do they feel about their experiences? How many stars do you think each customer will give in their product review?



So disappointed! The photos on the website looked amazing: a peaceful campsite under some trees at the edge of a beautiful lake. It looked like paradise. It wasn't! The lake and the trees were there, but what we didn't see in the photos was the huge music festival on the other side of the lake. It was so loud! We hardly slept at all. We packed up and left in the morning. Never again!

☆☆☆☆☆



Great bike... if you can put it together. I got this bike for my son's birthday. I knew that I needed to put it together myself, but I didn't know it would be this hard! There's like 100 pieces and ONE page of instructions. It took me five hours to finish it, but now I'm afraid for him to ride it!

☆☆☆☆☆

C Decide Form a small group with another pair. Imagine you are the owners of the campsite or the do-it-yourself bicycle company. Come up with a plan of action. Discuss the actions in the box and think of others. What will you do? In what order? If the customer still isn't satisfied, what will you do next?

apologize offer a refund offer a replacement

D Present Form a new group with three new partners. Take turns and present your original group's solution to the new group. Ask and answer questions and offer advice for improvement. Then return to your original group and compare notes. Revise your plan of action.

E Agree Share your group's plan with the class. Discuss which one is best for each company and why. Do you think the customer in each case will be satisfied? Will they change their review? Why or why not?

Useful phrases

Prepare

- I had to put together a bookcase once, and it was ...
- I think the camper feels ...
- The parent didn't give more than ... stars.

Decide

- First, I think we should apologize to the camper because ...
- We could offer a replacement for the bike, but ...

Present

- We've decided to send them an email and apologize for ...
- Maybe call them instead of emailing. It's more personal.

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EVOLVE

SECOND EDITION

WORKBOOK

Sample unit

Octavio Ramírez Espinosa with Laura McKenzie

2



CAMBRIDGE

2.1

Know your numbers

1 Vocabulary: Expressions with *do*, *have*, and *make*

A Complete the expressions with *do*, *have*, or *make*.

- | | | | | | |
|---|------------------|------------|----|-------|--------------------|
| 1 | _____ have _____ | a party | 6 | _____ | a snack |
| 2 | _____ | free time | 7 | _____ | housework |
| 3 | _____ | plans | 8 | _____ | something to drink |
| 4 | _____ | some work | 9 | _____ | the bed |
| 5 | _____ | the dishes | 10 | _____ | the laundry |

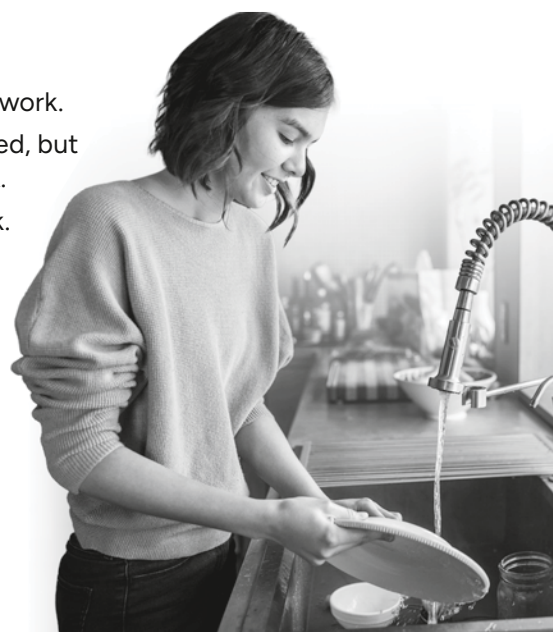
B Write the phrases from exercise A in the correct column. Are there phrases that go in both columns?

Tasks	Fun

2 Grammar: Simple present for habits and routines

A Complete the sentences with the correct form of the verbs in parentheses.

- I _____ don't have _____ (not have) much free time tomorrow.
- We always _____ (have) a party for my birthday.
- _____ they _____ (sleep) for eight hours every night? No, they _____ (do).
- He usually _____ (have) something to drink with dinner.
- She _____ (do) the dishes and then _____ (have) a snack every day.
- Sam _____ (not make) plans for after work.
- My roommate _____ (not make) his bed, but he _____ (do) the laundry every week.
- Ben _____ (usually do) the housework. I _____ (not do) the housework, but I _____ (always do) the laundry.



B Correct the sentences.

- 1 They often in the afternoon do the dishes.
They often do the dishes in the afternoon.
- 2 I don't on Mondays do the laundry.

- 3 Amy makes plans with her mom at night sometimes.

- 4 Ji-hoon and I have something to drink often with dinner.

- 5 When do you have free time usually?

- 6 How does he do housework often?

- 7 Every morning I do some work on my computer.

- 8 We have a snack never before dinner.

3 Grammar and Vocabulary

A Write the names of the people in your home who do the following actions. Then write when they do it.

~~do the dishes~~ do housework do the laundry
have a snack make plans make the bed

What	Who	When
do the dishes	my ...	every ...

B Write sentences using the information in exercise A.

- 1 My brother usually does the dishes every Saturday.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1 Vocabulary: Naming work and study items

A Cross out the word that is different.

- | | | | |
|------------|---------------------|----------|------------|
| 1 mouse | textbook | Wi-Fi | keyboard |
| 2 document | files | note | outlet |
| 3 keyboard | calendar | computer | mouse |
| 4 home | office | school | document |
| 5 files | calendar | textbook | headphones |
| 6 calendar | keyboard | files | document |

B Label the photos below with words in exercise A.



2 Grammar: *This / that one; these / those ones*

A Circle the correct words to complete the sentences.

- I like to clean my office every week. You see all these / those papers here on my desk? They are documents that I usually keep in **that** / **this** cabinet over there. But I'm working on many jobs now, so I have all of them here for the moment.
- I share this office with Tim. He likes to listen to music. **Those ones** / **Those** are his headphones on his chair. I usually sit by the window. I watch people buy their newspapers at **that** / **this** newsstand on the corner.
- We have many laptops in our office. **This one** / **This** is my favorite. I like it because the keyboard is big. And these laptops have a wider screen than **these** / **those** by the door.

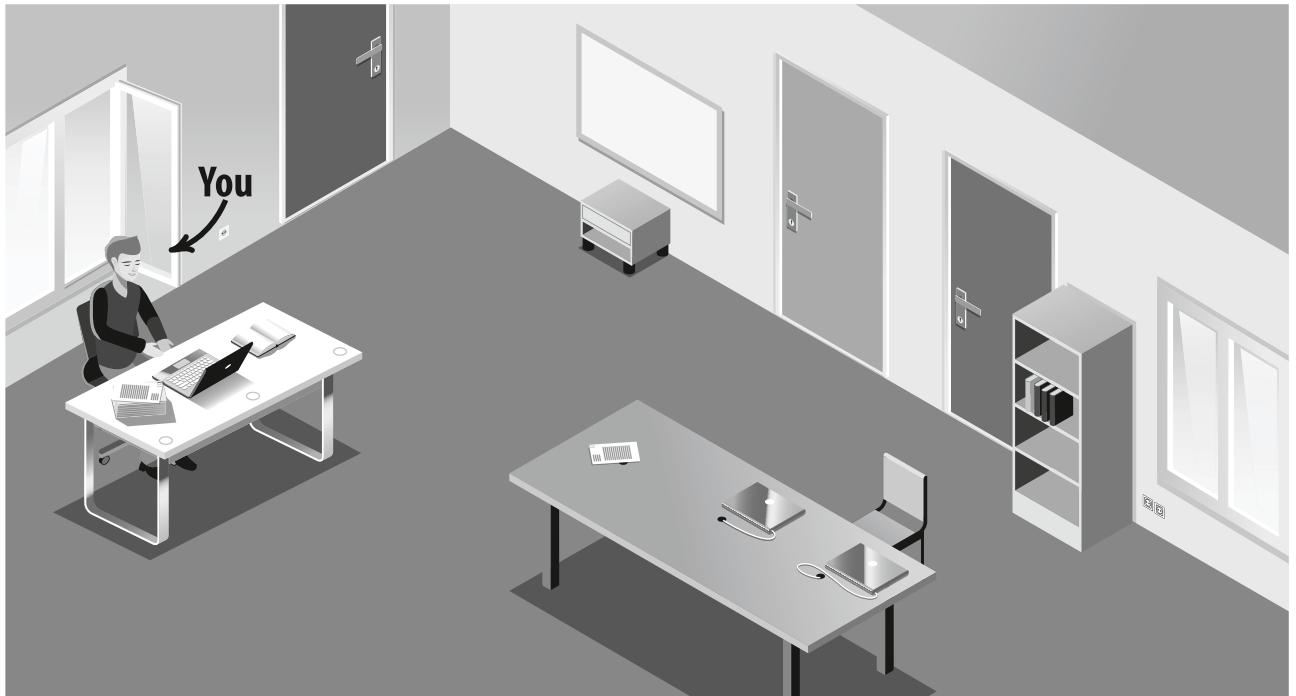
B Ask the people in the pictures about the objects. Complete your questions and their answers. Use *this, that, these, or those*, and *this / that one* or *these / those ones*.



- 1 **A** What is _____ ?
B _____ is my table.
- 2 **A** Is _____ your favorite umbrella?
B Yes, it's _____.
- 3 **A** What are _____ ?
B _____ are Tim and Laura's chairs.
- 4 **A** _____ desk is where I usually work.
B It's bigger than _____ over there.

3 Grammar and Vocabulary

A Look at the picture. **Circle** the correct answers about the things in the picture.



- 1 **This is / These are** an open laptop. **That one / Those ones** aren't open.
- 2 **This / These** documents **is / are** on the desk. **That one / Those ones** **is / are** on the table.
- 3 **This is / These are** a modern desk. **That is / Those are** an old table.
- 4 **This is / These are** an open window. **That one isn't / Those ones aren't** open.

B Choose other things in the picture. Write sentences like the ones in exercise A using *this / that one* and *these / those*.

1 Functional language: Explaining, checking, and solving communication problems



A Put the conversation in order.

- Layla** Hi, Julio. How are you?
- Layla** OK ... How about now? Julio? Are you still there?
- Layla** Hm ... I think it's my Wi-Fi. Let me see ... Is that any better?
- Layla** Hm ... Let me call you again, OK?
- Layla** I can't. I have meetings all day. Let me change my mic ... How about now?
- Julio** Uh ... It's not better, sorry. The echo is still there.
- Julio** Hi. Layla? Sorry, I can't hear you very well.
- Julio** No, I'm sorry. Layla, you're breaking up. The connection is terrible.
- Julio** Yes, I'm still here, but there's an echo now. Can we try again later today?
- Julio** OK. Thanks.

2 Real-world strategy: Asking for repetition and confirmation

A Match the columns to complete the questions.

- | | |
|------------------|-----------------------------|
| 1 Sorry, I ... | a _____ any better? |
| 2 Can you ... | b _____ hear me OK? |
| 3 Are you ... | c _____ about now? |
| 4 Sorry, can ... | d _____ didn't catch that. |
| 5 How ... | e _____ still there? |
| 6 Is that ... | f _____ you say that again? |

3 Functional language and Real-world strategy

A Write a phone conversation that describes a problem with a bad phone connection. Before you write the conversation, complete the chart with the situation and the expressions you plan to use.

Situation	
Explaining the problem	
Checking the problem	
Solving the problem	
Asking for repetition	

B Write the conversation using the expressions in exercise A.

- A Hi. _____
- B _____
- A _____
- B _____
- A _____
- B _____
- A _____
- B _____





1 Listening

A 2.01 Listen to the podcast. **Circle** the correct answers.

Glossary

disposable (*adj*) meant to be thrown away after use

emissions (*n*) amount of gas, heat, etc. sent out into the air

- 1 Where is Ayla's workplace?
 - a in an office
 - b in her home
 - c in a coffee shop
- 2 What are her office supplies made from?
 - a recycled materials
 - b plastic
 - c new materials
- 3 What is her workspace like?
 - a It is very dark.
 - b It is noisy.
 - c It is comfortable.
- 4 What is the interview about?
 - a being successful
 - b sustainable working
 - c saving money

B 2.01 **Listen for detail** Listen to the podcast again. Match the sentence halves.

- | | |
|--|--------------------------------|
| 1 Ayla doesn't | a _____ turns off the lights. |
| 2 She saves electricity when she | b _____ eats lunch at home. |
| 3 Her office supplies are | c _____ comfortable and quiet. |
| 4 She doesn't use disposable items because she | d _____ recycled. |
| 5 Ayla likes her apartment because it's | e _____ drive her car to work. |

2 Reading

A Read the magazine article. **Circle** the correct options to complete the sentences.

Small actions, big changes

Claudia Jackson believes you can make a big difference in the world.

The scientist Jane Goodall once said, "You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make." Big or small, our actions either help or hurt the planet. Sometimes it's hard to see how we can really help the environment. What can one person do to make a big change? Some people don't take any sustainable actions because they are afraid they don't matter. According to Goodall, though, our actions do matter. To start, you can make a list of sustainable actions you can do this week, then do one of them today. You can bring a reusable water bottle to the gym instead of using a disposable bottle, or you can choose to bike to work instead of driving. If you set a good example for others, they may take sustainable actions, too. The important thing is to remember that your actions matter.

- 1 This article says that every person's actions are **important** / **sustainable**.
- 2 It is **helpful** / **difficult** to take small sustainable actions.
- 3 One sustainable action is to **drive** / **bike** to work.
- 4 Your actions can set a **good example** / **good guidelines** for others.

B Read the article again. **Circle** the correct answers.

- 1 What does Jane Goodall's quotation mean? It means that every day we all _____
a change the world. b work hard. c have to live in the world.
- 2 Why does Claudia Jackson think that some people don't take sustainable actions? Because they _____
a don't care about the planet. b don't think their actions matter. c are very tired.
- 3 What is Claudia's advice about helping the planet?
a Go to the gym. b Read a book by Jane Goodall. c Do one sustainable action today.

3 Writing

A Complete the statements using the words in the box.

another believe don't example interesting like

- 1 The idea that all people can help the planet is _____, but I'm not sure it's true.
- 2 _____ example of a sustainable habit is buying used office furniture.
- 3 _____ a lot of people, I _____ small actions can make a big difference in the world.
- 4 I _____ believe that working at home is always sustainable. For _____, people working at home need to buy their own office equipment instead of sharing.

B Write a blog entry about your daily habits and how you think they could be more sustainable. Include as many examples as possible.

Check and review

Read the statements. Can you do these things?

Unit 2	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure. I can ...	If you are not sure, go back to these pages in the Student's Book.
	Vocabulary	<input type="checkbox"/> use expressions with <i>do, have, and make</i> . page 12 <input type="checkbox"/> name work and study items. page 14
Grammar	<input type="checkbox"/> use the simple present to describe habits and routines. page 13 <input type="checkbox"/> use <i>this / that one, these / those ones</i> to talk about objects near and far. page 15	
Functional language	<input type="checkbox"/> talk about communication problems. page 16 <input type="checkbox"/> ask someone to repeat something. page 17	
Skills	<input type="checkbox"/> write my opinion of a podcast. page 19 <input type="checkbox"/> use correct spelling. page 19	

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EVOLVE

SECOND EDITION

TEACHER'S EDITION

Sample unit

Genevieve Kocienda, Gareth Jones,
Gregory J Manin, Wayne Rimmer, Katy
Simpson, and Raquel Ribeiro dos Santos

2



CAMBRIDGE

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

Work and study

2

Teacher development Introduction

Strategy 2: Memorizing new language – Maximizing memory

A good memory is one of the keys to successful language learning. In this unit, we look at ways to help our Ss exercise their memories so they can more easily remember useful words, expressions, and grammar structures.

What did you say? (Activity 1): Ss take turns memorizing and repeating personalized sentences using a particular grammar structure. You will have the opportunity to try this in Lesson 2.1.

Reconstructing a text (Activity 2): Ss work with key words and expressions to recreate a short text. You can try this in Lesson 2.2.

To find out more about memory and memory-development techniques in language learning, read the Introduction and Chapter 1 of Nick Bilbrough, *Memory Activities for Language Learning*, pp. 1–42. Please go to the Teacher’s Resources on Cambridge One to download this material.

Introduce the theme of the unit

On the board, write **My week**. Briefly discuss the events of your week. Ask **Do you do the same things every day?** If necessary, write categories on the board that might apply to your Ss (work, study, friends, family, sports, etc.). Write their answers on the board.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *workspace*, *podcast*. Ask Ss if they know what *podcast* and *app* are short for (iPod + broadcast; application).

Start speaking

A In pairs, Ss discuss the questions. Ss share their answers with the class. Briefly discuss if anyone in the class has experienced a similar situation to the one in the photo.

B Give Ss time to think of their own answers to the questions. Set a time limit of five minutes. Ss discuss the questions in pairs.

Extra activity

Put Ss in small groups. Group members compare the problems they actually have when they study or work at home and decide who in the group has the most problems or difficult situations.

Ask a S from each group to share what they learned with the class.

Please go to the Teacher’s Resources on Cambridge One to download the following photocopiable activities for this unit:

2.1 Grammar: Simple present dominoes

2.2 Grammar: *This one or that one?*

2.1 Vocabulary: Expressions with *do*, *have*, and *make*

2.2 Vocabulary: Naming work and study items

Unit 2 Speaking: *Are you a good student?* (Lesson 2.2)

C In pairs, Ss discuss the question.

■ **Optional activity** Ss use their phones to access the video and then discuss if they think their busy day is the same as Ceres Beatriz.

Real student

Hi, I’m Beatriz. My busy day is usually Friday. On that day, I usually ride a bike and have a lot of classes.

Extra activity

Ss discuss what the most important appointments are in their day and which appointments they can delay if they need to. Ask if they finish all the things on their schedule every day.



2

Work and study

Unit objectives

- talk about what you do every day, on the weekend, etc.
- talk about your workspace
- explain communication problems
- write your opinion about a podcast
- give advice about useful apps for work and study

Start speaking

- A** Look at the photo. What is the man trying to do? How do you think he's feeling?
- B** Do you ever work or study at home? Is it easy or difficult? What problems can you have when you're working or studying at home?
- C** Is this a busy week for you? Watch Ceres Beatriz's video.



Real student

Is your busy day the same as Ceres Beatriz's?



Lesson objective

- talk about what you do every day, on the weekend, etc.

1 Language in context

A Julia has a new fitness tracker. Read the article. Check (✓) the things it gives her information about.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> class schedule | <input type="checkbox"/> exercise | <input type="checkbox"/> study time |
| <input type="checkbox"/> drinking | <input type="checkbox"/> free-time activities | <input type="checkbox"/> the weather |
| <input type="checkbox"/> eating | <input type="checkbox"/> sleep | <input type="checkbox"/> work |

My life in numbers

What do I know about my life? A lot more with my new **fitness tracker**.

Now I know I take 7,000 steps a day – not bad, but not great. But I also know that I look at my laptop for 10.5 hours every day! About 78% of that time (8.2 hours) is for work. When I have free time, I chat with friends (64 messages a day) or make plans for later.

I only sleep six hours a night (25%). Then I have something to drink (coffee or soda) about eight times a day to stay awake. Thank you, caffeine!!

The good news? I exercise a lot because I do a lot of housework: I do the laundry, do the dishes, make the bed, and cook (my roommate doesn't cook at all!). That's about the same as walking 7.5 kilometers a day!

Learn your numbers with a **fitness tracker**! It can teach you a lot about you!



Glossary

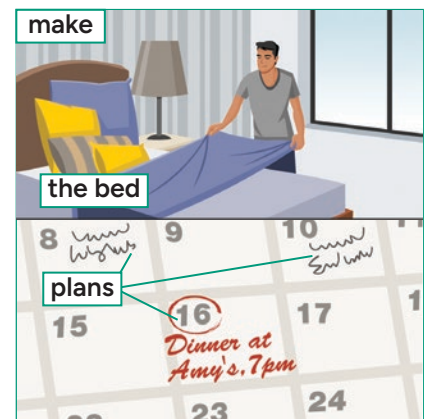
step (n) a movement you make with your feet when you walk

B Read Julia's article again. Does Julia need extra exercise? Why or why not?

C Do you think information like this is useful? Why or why not?

2 Vocabulary: Expressions with do, have, and make

A 2.01 Listen and say the phrases. How many of these phrases are in the article?



B Now do the vocabulary exercises for 2.1 on page 146.

2.1

Know your numbers

Lesson objective

- talk about what you do every day, on the weekend, etc.

1 Language in context

- **Introduce the task** Give Ss time to study the photo. Ask if they know what a fitness tracker does.
- On the board, write **fitness**. Ask Ss if they know what the word means.
- Let pairs discuss what they do for fitness.

Vocabulary support In general, *fitness* is used to talk about how healthy a person is, including their weight and how much they exercise. There are many kinds of fitness trackers, and they can monitor many different things. Some of the more advanced fitness trackers monitor how many steps you take in a day, how many stairs you climb, how many hours you sleep, and how well you sleep. Many also include GPS.

A Do the task

Ask a volunteer to read the instructions and items aloud. Check understanding.

- Give Ss time to read the article. Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers with the class.

Answers

drinking, exercise, free-time activities, sleep, work

B Give Ss time to read the article again and think about their answers to the questions.

- Ss compare their answers with a partner.
- Ss share their partners' answers with the class.

Answers

No, Julia doesn't need more exercise because she does a lot of housework.

✍ Homework ideas

📱 Ss substitute their own information into the article "My life in numbers." (They can guess about how many steps they take.) Ss share their information with the class the next day.

C Ss discuss the questions in pairs before sharing answers with the class.

- On the board, write the things that Julia's fitness tracker monitors. Let the class vote on what information is useful and what isn't. Encourage them to explain their answers.

2 Vocabulary: Expressions with *do*, *have*, and *make*

- **Introduce the task** Ask Ss if they know any phrases in English with *do*, *have*, or *make*. Write them on the board.

A 2.01 Do the task

Give Ss time to look at the pictures and read the phrases.

- Play the audio for Ss to complete the task. Play the audio again to check answers. Then play it again for Ss to listen and repeat the phrases.

Answers

Seven of the phrases are in the article:
do: (the) dishes, the laundry, the housework
have: free time, something to drink
make: the bed, plans

B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.

C **Pair work** In pairs, Ss discuss the questions.

- **Optional activity** Ss use their phones to access the video and then discuss if they do the same activities as Mika.

Real student

Hi! I'm Mika Kunimoto. Every day, I make plans for the day and I also do my homework. I talk with my family about good things that happen every day.

3 Grammar: Simple present for habits and routines

- **Introduce the task** Read the example sentences and questions in the chart aloud. Ss repeat after you.
- On the board, write **habit** and **routine**. Explain that a habit or routine is something that you do regularly or usually. Give examples from your own life. (**Every day I get up at 6:00 a.m. I play tennis on Saturday mornings.**) Ask Ss to give examples of a habit or routine from their own lives.
- On the board, write **I eat**. Then write **he, she,** and **it**. Ask Ss how the verb changes when the subject changes (add **s** to **eat**). Ask **What word do you add to the sentence to make it negative?** (don't) **What if the subject is he, she, or it?** (doesn't)
- Books closed. Check understanding of the information questions. Ask a S one of the questions. They answer it and then ask the same question to another S. Continue with the other questions as time allows.

A Do the task Ss complete the task individually and then check answers in pairs.

Answers

1 he/she/it 2 does 3 do 4 before

B Direct Ss to page 131 to complete the grammar exercises. Teacher tips for the grammar exercises are on page T-129.

C Ss work individually to write the questions and answers.

- Read the information in the **Accuracy check** aloud.
- Tell Ss to look at their answers again and check for accuracy.
- Check answers as a class.

Answers

- A When does your day usually start?
B It usually starts at 7:00 a.m.
- A How many coffees do you have every day?
B I have four cups every day.
- A How often do you do the dishes?
B I do the dishes every evening.
- A What time does your family have dinner?
B We usually eat at seven.
- A How many hours do you sleep?
B I always sleep for seven hours.

4 Speaking

- **Pair work** Put Ss in pairs. Set a time limit of five minutes. Ss ask and answer the questions from exercise 3C.

Teacher development Activity 1



What did you say?

This is a simple but effective activity that can be used to practice understanding and memorization of all kinds of grammatical structures at the sentence level. Here the focus is on personalized sentences using the simple present with frequency expressions.

- Tell Ss to write their answers to the five questions in exercise 3C in the form of full sentences.
- Put Ss into new pairs. Student A reads aloud their five sentences while Student B listens and tries to remember. When Student A has finished, Student B repeats back everything they can remember. Student A prompts and corrects as necessary.
- Then Ss change roles within their pairs and repeat the activity.

- C** **Pair work** Which activities in exercise 2A do you usually do every day? Do you and your partner do the same things? Watch Mika's video.



Real student

Do you do the same activities as Mika?



3 Grammar: Simple present for habits and routines

- A** Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar Simple present for habits and routines

I chat with friends.	My roommate doesn't cook at all.	Do you exercise a lot?
Julia sleeps six hours a night.	Julia doesn't need more exercise.	Does Julia sleep a lot?

Grammar Information questions

What does Julia know about her life?	How many steps do you take every day?
Why doesn't your roommate help ?	How often do you have something to drink?

- In affirmative sentences, add **-s/-es** to the verb when you talk about **I/you/we/they / he/she/it**.
- In negative sentences, use **do / does** with *he/she/it*.
- In questions, use **do / does** with *I/you/we/they*.
- In information questions, the question word (*what, when, where, who, why, how*) goes **before / after** *do or don't*.

- B** **Now go to page 131. Look at the grammar chart and do the grammar exercises for 2.1.**

- C** Put the words in the right order to make questions and answers. Then check your accuracy.

- A** day / does / start / usually / when / your
B at / it / starts / usually / 7:00 a.m.
- A** coffees / day / do / every / have / how / many / you
B cups / day / every / four / have / I
- A** dishes / do / do / how / often / the / you
B dishes / do / evening / every / I / the
- A** does / family / dinner / have / time / what / your
B at / eat / seven / usually / we
- A** do / hours / how / many / sleep / you
B always / for / hours / I / seven / sleep



Accuracy check

Put these frequency words before the verb: **usually, often, never, sometimes**
Put other time phrases at the end of the sentence: **every day, every evening**
I do housework **usually** on Saturdays. ✗
I usually do housework on Saturdays. ✓


4 Speaking

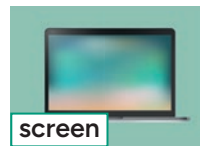
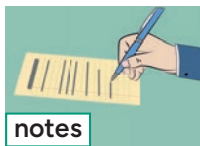
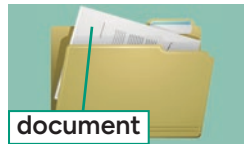
- Pair work** Ask and answer the five questions from exercise 3C. Give answers that are true for you.




- talk about your workspace


1 Vocabulary: Naming work and study items

- A** Do you usually use pen and paper, a computer, your phone, or a tablet at work or school? Why?
- B**  **2.02** Look at the pictures. Listen and say the words. Which things do you use every day?



- C**  Now do the vocabulary exercises for 2.2 on page 146.

2 Language in context

- A** Where do you like to work or study? Choose from these places. Why do you like to work or study there?
at home at school in a café in a library in a park in an office
- B**  **2.03** Listen to three people talk about their favorite workspaces. Match the speakers to the photos. Listen again and read to check.

2.03 Audio script

- 1 This is my office. Well, kind of. There are lots of tables here. These small ones on the left are my favorite. I often have meetings in here, and there's lots of space to sit and see the same **screen**. There's free **Wi-Fi**, and the coffee is excellent, too!
- 2 Where do I work? In the spring and summer, I like to sit under these trees. All my **notes** and **files** and **textbooks** are on my laptop, so I don't need anything else. That's a mall over there, so I can have something to drink or a snack when I want.
- 3 This is where I usually study. I live a long way from school, so I'm here for two hours every day. Do you see that seat with the table, on the left? That's my favorite one. It's always quiet – I listen to music with my **headphones**. There's an electrical **outlet** between the seats.




- C** **Pair work** Discuss the workspaces in the photos. What's good and bad about them? Are these places better than the other places in exercise 2A? Why or why not?

- talk about your workspace

1 Vocabulary: Naming work and study items

- **Introduce the task** On the board, write **What do you need to help you study?** If necessary, give some examples, such as *a hot cup of tea, quiet, a good lamp, a good chair, music, a pencil*. Set a time limit of one minute and tell Ss to write down as many things as they can think of.
- Ss compare lists with a partner.

A Ask volunteers to read the questions aloud. Elicit answers from the class.

B  **2.02** Do the task Ss look at the pictures.

- Play the audio for Ss to listen and repeat the words.
- **Review the task** Books closed. Check understanding of the vocabulary. Say one of the words from the list and ask Ss to point to or hold up an example of the word. If the item is not in the classroom, ask a volunteer to say a definition or use it in a sentence.
- Ss discuss the question in pairs.

Extra activity

Remind Ss of their lists of things from the warm-up. Let them talk with a partner and compare their list to the vocabulary items. Were any items the same? How do they use any of the items from the vocabulary list?

C Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.

2 Language in context

A Ask volunteers to read the instructions and places aloud. Check understanding.

- Ss discuss the questions with a partner.
- Ss share their partners' answers with the class.

B  **2.03** Give Ss time to look at the photos.

- Play the audio for Ss to complete the task.
- Play the audio again for Ss to read along and check answers.

C **Pair work** Read the instruction and questions aloud. Ask a S to tell the class what they say in their own words. Model an answer about one of the places by saying your own answer. Give Ss time to think of their own answers.

- Pairs discuss the questions.
- **Optional activity** Tell Ss to do an image search for "the ideal office space."
- Ss choose their favorite office space from the images, say why they like it, and describe the items there using demonstrative pronouns.

Teacher development Activity 2

Reconstructing a text

This activity develops Ss' ability to focus on and remember key words and expressions from a text. They then use the words and expressions to create a coherent text, which further assists the process of memorizing.

- Tell Ss they will soon have to remember and write one of the scripts from exercise 2B. Give them 60 seconds to look at Script 1 (*This is my office ...*) and memorize as much as they can. Encourage them to focus on key words and expressions.
- Ss close their books. Working alone, they write down as many key words and expressions as they can remember.
- Put Ss in pairs. Using their notes, they recreate the script. Their texts don't have to use exactly the same wording as the original, but they should include the same information – and use correct English!
- Ss compare their texts with the original. Ask them to tell the class about any interesting differences. Are they mistakes or just different ways of saying the same thing?

Answers

A: Speaker 2 B: Speaker 1 C: Speaker 3

3 Grammar: *this / that one; these / those ones*

- **Introduce the task** Review *this/that one; these/those ones*. On the board, write **this one/that one/these ones/those ones**.
- Place single and pairs of objects around the classroom.
- Stand directly next to one object and say a sentence with *this*. (**This one is my favorite.**)
- Point to an object farther away from you and say a sentence about that object with *that one*.
- Continue with other objects and *these/those ones*.
- Keep the objects in the classroom for use later in the lesson.

Grammar support Ss may ask when to use *one/ones* and when not to use it in this construction. Generally, using *one/ones* makes the sentence more specific and can be used for emphasis when the speaker is talking about a particular thing or particular things.

A Do the task Give Ss time to look at the information in the **Notice box**.

- Ss do the task individually.
- Ss compare answers with a partner and then check answers with the class.

Answers

1 noun 2 one 3 ones


B Direct Ss to page 131 to complete the grammar exercises. Teacher tips for the grammar exercises are on page T-129.

C Give students time to look at the picture and read through the conversation.

- Ss do the task individually.

Answers

2 This 3 this 4 those 5 ones 6 these 7 These
8 ones 9 that

D  **2.04** Play the audio for Ss to check their answers.

- Ss do the task individually.

4 Speaking

A Pair work Read the instructions aloud. Ask a S to tell the class what the instructions say in their own words. Ask volunteers to read the sample conversation.

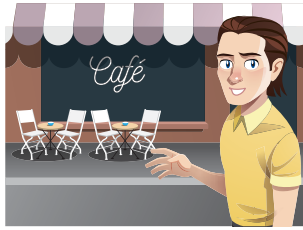
- Set a time limit for Ss to draw their workspaces.
- Pairs do the task.

B Group work Put pairs into groups of four. Each student answers the questions about their own workspace and their partner's workspace.

3 Grammar: *this / that one; these / those ones*

A Look at the pictures and the sentences in the Grammar box. Then complete the rules.

Grammar *this / that one; these / those ones*



Those ones are my favorites.



I like **that one** in the corner.



These ones are very small.



This one has an electrical outlet.

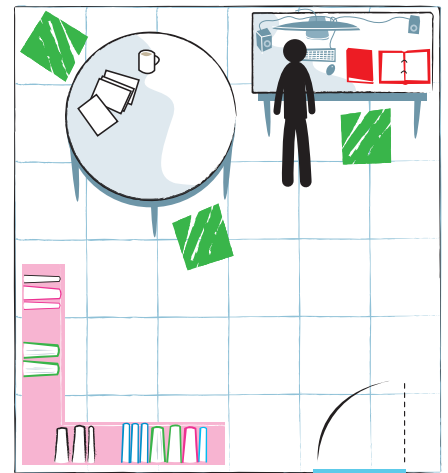
- 1 *One* and *ones* replace a **noun / verb**: *I like that one* (= *that seat*) *in the corner*.
- 2 Use *this* or *that one / ones* to talk about a singular thing that is near (*this*) or far (*that*).
- 3 Use *these* or *those one / ones* to talk about plural things that are near (*these*) or far (*those*).

! Use *this, that, these, and those* with or without a noun.
This table's my favorite.
This is my favorite table.

B **▶ Now go to page 131. Do the grammar exercises for 2.2.**

C Look at the picture and **circle** the correct words to complete the conversation.

- A Is ¹**this** / **those** a drawing of your office?
 B Yes, it is. ²**This** / **That** is my desk here, in the corner.
 A What's ³**this** / **these** green thing here? And what are ⁴**these** / **those** ones next to the round table there?
 B This green one is my chair, and those ⁵**one** / **ones** are more chairs.
 A And ⁶**this** / **these** things on your desk, what are they?
 B ⁷**This** / **These** are my files and documents. And those ⁸**one** / **ones** there on the table are more files.
 A And what's ⁹**this** / **that** pink thing there?
 B A place for books. Books I never look at!



D **🔊 2.04** Listen to the conversation in exercise 3C and check your answers.

4 Speaking

A **Pair work** Draw your usual work or study space. Ask and answer questions about it with your partner. Use the questions in the box.

Where is this?	What's this here?	What's that over there?	What's that one?
Where is that?	What's this/that?	What are those/these?	Is this/that your laptop?

OK, so where's this?

This is where I usually work.


Is that your desk there?

No, this one's my desk, here. And that's my laptop.

B **Group work** What do you like about your workspace and your partner's workspace? What don't you like? Tell your group.

- explain communication problems

1 Functional language

A  **2.05** Look at the communication problems in the box. Can you think of any more? Read and listen to the conversations. What communication problems do they have?

a bad connection no battery no picture problems hearing someone speaking too fast

2.05 Audio script

- 1 **A** Hi, Hannah.
B Hi there, Pedro. How are you?
A Can you say that again? I can see you, but I **can't hear you very well.**
B Really? That's strange, I can hear you just fine, but I can't see you.
A Sorry, I lost you. What was that?
B I can't see you.
A Maybe **it's my Wi-Fi. Is that any better?**
B No, **the connection's terrible. We can try again later.**
A Fine, let's do that. Talk to you later.

- 2 **A** Hi, Hannah. **Can you hear me now?**
B Sorry, **you're breaking up.** Pedro, **are you still there?**
A Yes, still here, ... but **there's an echo** now.
B Uh, ... OK, wait. **Let me turn up the volume. How about now?**
A No, no better, sorry.
B **Let me call you, OK?**
A What? I didn't catch that.
B Let me call you.
A No, still nothing. I know! Let me call you.



Insider English

When you can't hear someone because of a bad connection, you *lose* them. Sorry, I **lost** you. I **lost** you there for a few seconds.

B Complete the chart with the expressions in **bold** from the conversations above.

Explaining the problem	Checking the problem	Solving the problem
I can't hear you very well.	Is that any better?	We can try again later.
It's my ¹ _____.	Can you ⁵ _____ me now?	Let me turn up the ⁸ _____.
The ² _____ 's terrible.	How ⁶ _____?	Let me ⁹ _____, OK?
You're ³ _____.	Are you ⁷ _____?	
There's an ⁴ _____ now.		

C **Pair work** Practice the conversations in exercise 1A with your partner.



2.3


The connection's terrible

Lesson objective

- explain communication problems

1 Functional language

- **Introduce the task** Ask **Do you have problems talking to people with your phone, tablet, or computer? What kinds of problems do you have? What problems are difficult?**

A  **2.05 Do the task** Read the instructions and questions aloud. Ask a S to say what the instructions say in their own words. Ask a volunteer to read the problems in the box aloud. Check understanding. Brainstorm other problems as a class. Write Ss' answers on the board.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Play the audio again if necessary.
- Ss discuss their answers in pairs and then check answers with the class.

Answers

- 1 There's a bad connection, person B has no picture, and they have problems hearing.
- 2 He's breaking up, and they have problems hearing.

Extra activity

Before class, make copies of the conversations – enough so that each pair of Ss will have a copy. Cut each conversation into strips (one line of conversation per strip), mix up the strips for each conversation, and distribute them to the pairs. Pairs work together to put the conversations back into the correct order. Ss practice the conversations. Accept any version of the conversation that makes sense.

B Direct Ss' attention to the headings in the chart. Check understanding.

- Ss complete the task individually.

Mixed ability

Direct stronger Ss to cover the text of the conversation from exercise 1A and try to fill in the blanks from memory. For other Ss, allow them to reread the conversations first and then fill in the blanks.

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Volunteers come to the board to fill in the blanks for the class to check answers.

Answers

- 1 Wi-Fi 2 connection 3 breaking up 4 echo
- 5 hear 6 about now 7 still there 8 volume
- 9 call you

C **Pair work** Ss practice the conversations in exercise 1A in pairs.

- Pairs say their conversation for the class.

2 Real-world strategy


- **Introduce the task** As a class, ask Ss to share situations where they had to ask someone to repeat what they said. Ask Ss what words or phrases in English they used to do this.

A Do the task Read the expressions in the box aloud several times. Ss repeat.

- Ss complete the task individually and then check the answer in pairs.

Answer

What was that?


B  **2.06** Ss do the task individually.

- Play the audio for Ss to check their answers.
- Ss practice the conversations with a partner.

Answers

1 say that again 2 didn't catch that 3 could you repeat


3 Pronunciation: Saying /h/ at the beginning of a word

A  **2.07** Read the instructions and question aloud.

- Play the audio, and Ss write in the words they hear. Ask Ss what sound all the missing words have.
- Play the audio again. Ss practice the conversation in pairs.

Answers


1 Hi 2 How 3 Hi 4 Hannah 5 hear

B  **2.08** Read the instructions aloud. Clarify that Ed, Hannah, and Anna are people's names. Also clarify the meaning of Ow! (the noise you make if something hurts)

- Play the audio and tell Ss to circle the words they hear. Check answers with the class.
- Say the /h/ words and tell Ss to repeat after you.

Answers

1 Hi! 2 ear 3 how 4 head 5 his 6 eight 7 Anna
8 hat

C  **2.09** Play the audio. Ss listen and read the sentences aloud, focusing on the /h/ words.

- Ss practice saying the sentences in pairs.

Extra activity

Ss sit back to back. Each S has their book and a piece of paper and pencil/pen. Ss take turns saying one of the words in each pair while their partner writes the word they hear. Then they check their answers.

4 Speaking

- **Pair work** **Introduce the task** Put Ss in pairs and assign who will be A and who will be B.
- Give Ss time to read the instructions and the situations.
- Model the task with a volunteer.
- **Do the task** Ss do the task in pairs.

Mixed ability

If Ss are having difficulty with the task, choose a situation, a reason, and a problem, and then work with them as a group to write a conversation for them to practice.

- **Review the task** Pairs say their conversation for the class.
- When Ss finish their conversations, tell them to share the functional language phrase(s) that they used in their conversation.

2 Real-world strategy

A Read the expressions in the box. Find one more example on page 16 and add it to the box.

Asking for repetition

Use these expressions when you can't hear or understand what someone says.

Sorry, can you say that again?

What? I didn't catch that.

Could you repeat that?



B **2.06** Complete the conversations using the expressions in the box. Then listen and check. Practice them with a partner.

1

A Sorry, I lost you. Can you

1 _____ ?

B Yes, it's the hotel's Wi-Fi – it's terrible!

A Sorry, I ² _____ .

B The hotel Wi-Fi is terrible!

2

A Sorry, ³ _____ that?

The traffic noise is terrible.

B I said, "I'm running out of battery."

A Oh, OK. We can try again later.

3 Pronunciation: Saying /h/ at the beginning of a word

A **2.07** Listen. Write the missing words. Which sound do they all have?

A ¹ _____ there, Pedro. ² _____ are you?

B ³ _____, ⁴ _____. Can you ⁵ _____ me now?

B **2.08** Listen. **Circle** the words you hear.

1 Hi! / eye

3 how / Ow!

5 his / is

7 Hannah / Anna

2 hear / ear

4 head / Ed

6 hate / eight

8 hat / at

C **2.09** Listen and repeat. Focus on the /h/ sounds.

1 I can't hear you. The **h**otel's Wi-Fi is terrible.

3 Can you **h**ear me OK? **H**ow about now?

2 I **h**ave **h**eadphones at **h**ome.

4 I **h**ate **h**ousework!

4 Speaking

Pair work Choose a situation with your partner. Student A: Go to page 157.

Student B: Go to page 159. Follow the instructions.

Situations

■ worker (A) to boss (B)

■ coworker (A) to coworker (B)

■ student (A) to student (B)

■ student (A) to teacher (B)



- write your opinion about a podcast

1 Listening

A Look at the photo. In what ways do you think this office is a sustainable workplace?



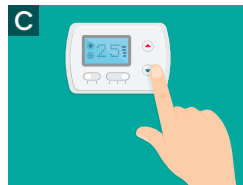
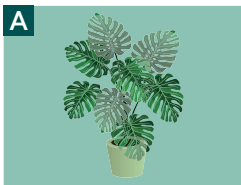
Glossary

sustainable (n) not bad for the environment

B **2.10** **Listen for gist** Listen to a podcast about sustainable workplaces. Which of your ideas in exercise 1A do they talk about?

C Look at the five tips below (1–5). Match them to the pictures (A–E).

- | | |
|---|---|
| 1 Turn down heating and air-conditioning. | 4 Use natural light or energy-saving bulbs. |
| 2 Grow plants both inside and outside. | 5 Use sustainable transportation. |
| 3 Switch off computers and other devices. | |



D **2.10** **Listen for detail** Listen again. Number the tips in the order they are mentioned.

E **Think critically** Look again at the tips. Which were familiar to you? Were any new? Which do you think are the most effective? Why?

2 Pronunciation: Listening for contractions

A **2.11** Listen. Write the missing letters.

- We'** _____ talking about this question in our office at the moment!
- If you **don'** _____ have natural light, then you can use energy-saving lights.
- So, that' _____ four tips – **what'** _____ the fifth?

B Complete the sentences with the three **bold** words from exercise 2A. Listen again and check.

- _____ has the same vowel sound as *coat*.
- _____ has the same vowel sound in the contracted form as *hear*.
- _____ has the same vowel sound as *nut*.


- write your opinion about a podcast

1 Listening

- **Introduce the task** Check the meaning of *sustainable*. If necessary, direct Ss' attention to the **Glossary**. Ask Ss to think about ways to make a place sustainable. Ask **What things can we do at home to make it more sustainable?** Ss can provide examples (using energy-efficient appliances and lighting, conserving water, using renewable energy, etc.)

A Do the task Ss look at the photo. Read the question aloud. Ask a S to tell the class what the question says in their own words.

- Ss discuss the question in pairs. Explain that they should provide examples based on what they see in the photo.
- Write Ss ideas on the board for them to refer to later in the lesson.

B  **2.10** **Listen for gist** Audio script p. T-173 Explain/review the meaning of *gist* (the main ideas, not the details).


- Read the instruction and question aloud. Explain that Ss should listen to identify whether the speakers talk about any of the ideas they mentioned in 1A.
- Play the audio. Discuss with Ss whether their ideas on the board match what they heard in the audio.

C Read the instructions aloud. Ask volunteers to read the tips aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 C 2 A 3 B 4 D 5 E

D  **2.10** **Listen for detail** Audio script p. T-173 Review *detail*.

- Read the instructions aloud. Explain that Ss should number the tips in the order they hear them mentioned in the conversation.
- Play the audio again. Ss do the task individually.
- Check answers as a class.


Answers

4 3 1 5 2

E **Think critically** Read the questions aloud. Check understanding. Ss discuss them with a partner.

- Set a time limit of five minutes for pairs to discuss the questions.

2 Pronunciation: Listening for contractions

A  **2.11** Read the instructions aloud. Tell Ss to guess the missing letters. Play the audio for Ss to check their ideas.

Answers

1 re 2 t 3 s/s

- Ask **Which words are joined in *we're/don't/that's/what's*?** (we are/do not/that is/what is).

B Read the instructions aloud.

- Read the sentence stems aloud. Clarify the meaning of *vowel sound*.
- Ss complete the sentences. Play the audio to check answers.

Answers

1 don't 2 we're 3 what

3 Writing

- **Introduce the task** Briefly discuss if Ss post comments to a podcast or an online magazine, website, etc. Ask what makes them post a comment. If they don't post themselves, ask if they read comments on podcasts or websites they listen to/read.

A Do the task Ss read the comments silently and do the task individually.

- Check the answers as a class.
- Ask **Who says business executives should change their habits?** (A) **Who thinks we should avoid eating meat?** (B) **Who proposes working less to feel better?** (C)

Answers

1 C 2 A 3 B

B Ss do the task individually and then compare answers with a partner.

Answers

- 1 The podcast is interesting; I believe
- 2 For example; Another example
- 3 like a lot of the tips

Write it

C Ss do the activity individually. Remind Ss to look at any notes they have from earlier in the lesson.

- Pairs share their comments. Give them an opportunity to ask questions about anything they might not understand in their partner's comment. Ask them to say which comment in exercise 1A their partner's comment is the most similar to.
- Tell Ss to keep their writing where they can refer to it later. Encourage them to revisit their writing at the end of the unit and make any changes they think it needs. This can include spelling, grammar, vocabulary use, punctuation, etc. Explain to Ss that everyone, no matter their level, can improve their writing and that sometimes it is helpful to put a piece of writing aside for a day or two and look at it again with "fresh eyes."

D Writing skills Ss do the task individually and then check answers with a partner.

- Ss switch papers with a partner and check spelling.
- Ss then check their spelling in the comments in exercise 3C.


Answers

believe interesting people environment serious

E Ss share their comments with the class.

- Discuss if the class has generally positive or negative comments about the podcast.
- Ss write their replies individually and then share them with a partner.

Homework ideas

-  Assign the writing of the comment for homework and do exercises 3D and 3E in class the next day.

3 Writing

A Read the comments about the podcast. Then **circle** A, B, or C.

- 1 A B C thinks we should change the way we work and not only our workplace
- 2 A B C doesn't think the podcast is saying anything new
- 3 A B C suggests another tip that involves plants

Glossary

mental health (n) how we're feeling inside, or how we are emotionally

Podcast chat

A

The podcast is interesting, but all the tips are so simple. I mean, people do all these things already, don't they? And it's easy for big business to tell their workers to save energy – but what about them? They're not saving energy. **For example,** their executives are traveling in private jets and living in enormous homes. I think they need to change their lifestyles – not us!

B

I really like the tip about growing plants. It makes the air cleaner and at the same time it makes us feel happier. It's good for the environment, but it's also good for our health. **I believe** it's the same with food. We can live a more sustainable life if we eat a plant-based diet. It's good for the planet, and it's good for our health.

C

Another example of a good tip is to work less! I'm serious! If we all work four days a week and not five, we can save a lot of energy by switching off our computers and getting out into the fresh air! And **like a lot of the tips** on the podcast, it not only helps the planet, it helps our mental health too!

B Look at the phrases in **bold** in the comments above. Match each phrase to a category.

- 1 Giving an opinion _____
- 2 Giving an example _____
- 3 Comparing _____

Write it

C Write a comment of 40–60 words about the podcast. Use the comments in exercise 3A and the phrases in exercise 3B to help you. You can:

- Give your opinion of the podcast.
- Give an example of a tip for a more sustainable workplace
- Compare one of the tips to another tip you know.

D **Writing skills** There are spelling mistakes in some of the words below. Correct the mistakes. Then check your spelling in exercise 3C.

- | | |
|------------------|------------------|
| belive _____ | people _____ |
| business _____ | enviroment _____ |
| planet _____ | serius _____ |
| intresting _____ | energy _____ |

E Read the comments of other students in your class. Choose one comment that you think is interesting and write a short reply.



2.5

Time to speak Apps for life

Lesson objective

- give advice about useful apps for work and study

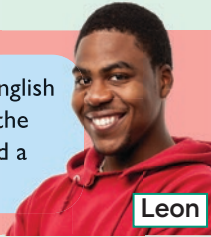


Find it

A Look at the different categories of apps on the right. Which ones do you have on your phone? Which ones do you use every day? Why do you like them? Does your partner use the same apps?

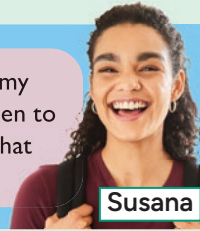
B Read what the students say, and give advice on apps useful for them.

I want to practice English vocab when I'm on the bus to school. I need a fun, interesting app.



Leon

I always forget what my homework is and when to do it. I need an app that helps me remember.



Susana

When I take notes in class, my writing is terrible, and the next day, I can't read it. Is there an app I can use to take notes quickly?



Maria

I'd like to learn more about American culture. I love TV and movies – is there a good app with lots of American shows?



David

C **Discuss** Think about what types of apps you would like to help you study English. Discuss in your group. Use the phrases at the bottom of the page to help you.

D **Decide** Your school wants to give a "welcome pack" of four smartphone or tablet apps to new students. Choose four apps from your phones and say why they are useful.

E **Present** Tell the class about your group's suggestions. Listen to the other suggestions. Write down any apps that you think are useful for you.

F Tell your partner which apps from today you'd like to download, and why. How are you going to use the apps?



social media



communication



games



calendar



education



sports and leisure



news



music and podcasts



photos and video



health and fitness

Useful phrases

Discuss

- I want to ... / I'd like to ...
- I find it hard to ...
- Is there an app I can use to ... ?
- How does it work?
- Why do you like it?

Decide

- My advice is ...
- Let's choose this app because ...

Present

- We think this is a great/helpful/fun app.
- We like this app because ...

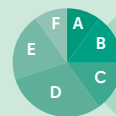


2.5

Time to speak Apps for life

Lesson objective

- give advice about useful apps for work and study



Time on each stage

- **Introduce the task** Aim: Get Ss thinking about different kinds of apps.
- Ask Do you use apps? Do you think apps are usually useful or not?
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind Ss that they can use the phrases at the relevant stages of the lesson.

A Aim: Ss talk about what apps they use.



Find it

- **Pair work** Ss discuss the questions in pairs.
- If possible, Ss show each other the apps on their phones and talk about how/why they use them.
- **Whole class** Ss share their partners' answers with the class.

B Aim: Ss practice giving advice about apps.

- **Individually** Give Ss time to read about each issue and think of their advice.
- **Pair work** Ss share their advice with a partner.

C Discuss >>> Do the task Aim: Ss personalize the topic.

- **Group work** Ss do the task in small groups. Suggest that they make a list of the apps they each recommend to refer to in the next exercise.
- Preparation for speaking* Ss complete the task with one partner and then repeat with another.

D Decide >>> Aim: Ss work together to choose useful apps.

- **Group work** In their groups from exercise C, Ss choose what they think will be the four most useful apps for new Ss. Suggest that they try to remember what was the most difficult/confusing thing on their first day/week of school. Was it finding the school itself? Was it understanding the schedule? Did they feel like they had nothing to talk about on the first day?
- Ss do the task in their groups.

E Present >>> Aim: Ss find out about the other groups' choices.

- **Whole class** Ask one S from each group to present their apps.
- Allow Ss to ask questions about any of the apps they are unfamiliar with.
- Feedback for speaking activities* Use elicitation to correct errors. See page T-xxii for details.

F Aim: Ss refine their ideas and choices about useful apps.

- **Pair work** Ss discuss the questions in pairs.

📎 Extra activity

After the groups present their apps in exercise E, have the class vote on the final four most useful apps for new Ss. Ask volunteers to explain their decisions.

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

>>> PROGRESS CHECK >>>

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection



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

- 1 Development Activity 1 challenges Ss to memorize and repeat five sentences with the same structure. How did you explain the activity to Ss? Was it easy for them to understand? What advice would you give to a teacher when setting up this activity?
- 2 Did Ss enjoy the activity? Did it seem to be effective in "stretching" Ss' ability to memorize language? Why or why not?
- 3 Development Activity 2 asks Ss to remember key words and then use them to recreate a text. Which parts of the text were most difficult for Ss to recreate? Why was this?
- 4 At the end of the activity, Ss compare their texts with the original. What interesting or useful language points came up at this stage? What did Ss learn about English grammar or vocabulary as a result?

2.1 Vocabulary

EXPRESSIONS WITH *DO*, *HAVE*, AND *MAKE*

A Match the words with *do*, *have*, and *make*.

<i>do / have / make</i>	
_____ plans	_____ a snack
_____ free time	_____ the dishes
_____ the housework	_____ the bed
_____ the laundry	_____ a party
_____ something to drink	_____ some work

B Find the mistakes and write the sentences correctly.
Not all sentences have a mistake.

1 I usually do a snack when I come home in the evening.

2 I work and study a lot. I never have free time.

3 I make the dishes after dinner. Then I relax.

4 I don't usually make a party on my birthday.

5 In January I make plans for the year.

6 I make the laundry every week.

7 I have the housework on the weekend.

8 I need to make some work this evening.

9 When I eat a meal, I do something to drink.

10 Sometimes I do the bed before I go to school.

C Which sentences are true for you? Tell your group.
Give more information.

I don't usually have a party on my birthday. I usually go to a restaurant with my close friends.



2.2 Vocabulary

NAMING WORK AND STUDY ITEMS

A Find ten words connected with work and study.

N	O	T	E	S	E	E	D	A	H
M	Q	M	I	E	Y	N	R	E	S
T	R	A	D	N	E	L	A	C	C
K	N	L	W	S	B	D	O	F	R
V	Y	E	U	I	P	Y	B	I	E
M	E	O	M	H	F	J	Y	L	E
F	M	C	O	U	C	I	E	E	N
L	Y	N	P	Y	C	Y	K	S	I
T	E	X	T	B	O	O	K	T	T
S	O	U	T	L	E	T	D	A	B



B In pairs, try to remember all the words in one minute. Turn over the worksheet.
Write as many words as you can remember.



Student A

C Read the sentences to your partner. Ask him/her to tell you the word. Write his/her answer in the space.

- You use this when you make plans. _____
- You look at this part of a computer. _____
- You use this in class. It has articles and questions in it. _____
- This is a place to keep your documents. It can be on a computer. _____
- You write this piece of text on a computer. _____



Student B

C Read the sentences to your partner. Ask him/her to tell you the word. Write his/her answer in the space.

- You move things on the screen with this part of the computer. _____
- You write these in class. _____
- You use these to listen to music. _____
- This is a way to connect to the internet. _____
- You write with this part of the computer. _____
- Electricity comes from this place. _____

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Key: U = Unit.

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