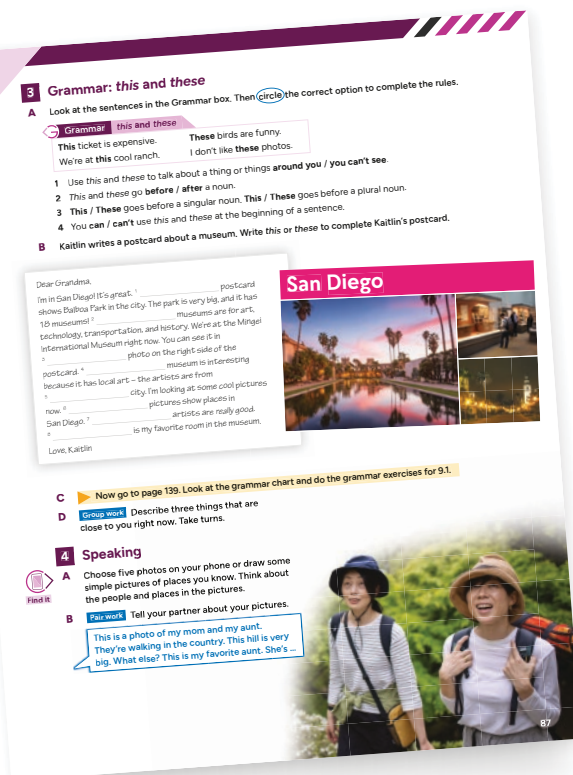


Unit structure

Unit opening page

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



Lessons 1 and 2

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

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"/> email 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!

Register check

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

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

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)

Write it



C Find it 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.

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



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.

Great places for food!

- Food
 - pizza
 - cookies
 - Juice
- Location
- Prices
- Servers
- Wait time

C Find it **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).