

EVOLVE

SECOND EDITION

STUDENT'S BOOK

with eBook

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

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CAMBRIDGE

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EVOLVE

Speaking matters.

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

Drawing on insights from language teaching experts and real students 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 replaced 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.

Student-generated content

Student-generated content is one of the key features of EVOLVE. We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

Real Student videos

In EVOLVE Second Edition, we welcome a whole new cast of **Real Students** who feature in bite-sized videos throughout each book, ensuring that the material is interesting, relatable, and reflects the realities of our students' lives. The Real Students come from a wide range of countries, making EVOLVE Second Edition a truly international coursebook. Let's meet them!



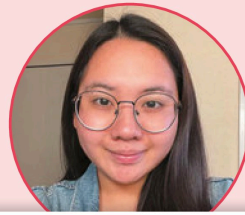
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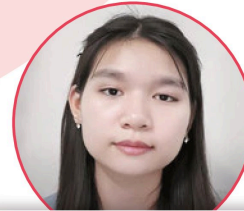
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The Real Student videos have a number of benefits. They:

- **Serve as an ideas prompt.** Students are prompted to think of their own answers to discussion questions in the book.
- **Provoke a response.** Students may find they agree or disagree with the featured speaker and want to react to what they say.
- **Demonstrate attainable speaking models.** The speakers are of a similar level to the students using the book. This gives them the confidence to try for themselves!

The videos are accessed using QR codes seen at different points throughout the book.

Time to speak

Students' progress in English is usually measured by how confident they feel speaking when they are faced with a real situation. To make the most of speaking opportunities in the classroom, students need a "safe speaking environment" where they feel confident, supported, and able to experiment with their English. That's why EVOLVE has dedicated the final lesson in each unit to speaking: **Time to speak**.

These lessons focus on a task with a cognitive challenge beyond language learning, which requires students to collaborate. These immersive activities include decision-making, negotiating, and problem-solving.

"EVOLVE also builds students' confidence by preparing them for everyday conversations."

Elena Farkas (U.S.A.)



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

Be sure to use **will** instead of the simple present in predictions with **I think**.

I think ~~you~~ love the zoo. ✗
I think you'll love the zoo. ✓

3 Grammar: be going to and will for predictions

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

Grammar **be going to and will for predictions**

This costume is awful! It's **going to** scare her.
She's **not going to** like it.
I **don't think** she's **going to** like it.
She'll be shocked.
She **won't** like it.
I **think** she'll laugh.

Notice Don't use **will** when you see something right now that makes you think something will happen. Use **be going to** instead.
The sky is getting dark. It's **going to** rain. NOT **it will** rain.

1 Use _____ when you see something that makes you think something will happen.
2 You can use _____ and don't _____ before a prediction to express an opinion.

B Pair work Read the sentences and complete the predictions. Use the correct forms of the words in parentheses (). Check your accuracy. Then compare with a partner.

1 I'm planning a party for Saturday. I'm **going to have** _____ (be going to / have) a lot of fun.
2 The forecast calls for bad weather tomorrow. It _____ (be going to / rain) all day.
3 I studied hard for my test. I _____ (not think / I / will / be) disappointed with my grade.
4 My roommate has concert tickets, so I _____ (think / he / will / come) home late tonight.
5 I just got a new client at my job. Tomorrow, there _____ (be going to / be) a lot of work to do!
6 I have unusual music tastes. I _____ (not think / you / will / like) my playlist.

C Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.1.

D Make four predictions about tomorrow. Think about the weather, your activities, and other events.

4 Speaking

A Think about things you usually do during the week and on the weekend. Use the topics below or think of your own. Take notes.

classes events family time going out with friends hobbies parties work

B Pair work Talk about your plans for this week and weekend. How do you think you will feel during those plans? **Think** about your plans might amuse, disappoint, embarrass, or fascinate your friends and family?

Molly invited me to a party on Saturday, but I can't go. I'm really disappointed, and I think Molly will be disappointed, too.

6.2 Intelligent solutions

Lesson objective
■ talk about problems and solutions

1 Language in context

A Look at the photo. Do you think the paintings make the area look better or worse? Why?

B **6.02** Read and listen to the radio show. What three problems do the people talk about?

C **6.02** Read and listen again. What are the solutions to the problems?

6.02 Audio script

Host Today we're talking trash, along with other community problems. These problems can take a lot of time and money to fix, but sometimes solutions are easier than you think. We asked community members for their ideas.

Margot Garbage is a big problem. And if there is a lot of garbage in the street, people often leave more trash there. They see garbage and think it's OK to add a little more. But if you keep the area clean, people will think twice before throwing trash on the street.

Josh Graffiti makes local business owners angry. But if you make a special area for graffiti, people won't paint on other buildings. Many graffiti artists paint beautifully and can really improve an area.

Frida Noise at night is a common problem. When you speak angrily to noisy neighbors, they just keep making noise. But if you talk to them calmly and politely, they'll probably listen. And if you explain your feelings clearly, they will understand.

Host So, some interesting ideas. They may not work in every community, but some of them just might in yours!

D **6.02** Do you think the community members' solutions from the radio show in exercise 1C will work? Why or why not?

Insider English

We use **think twice** to mean think about something again, more carefully.

2 Vocabulary: Adverbs of manner

A **6.03** Listen and repeat the words. Which words are positive? negative? neutral? Then find and underline five of the words in the conversation in exercise 1B.

angrily beautifully calmly clearly completely correctly
dangerously loudly politely quietly safely

B Pair work Ask and answer the questions.

1 Do you play music loudly or quietly?
2 How should people behave in nature to respect plant and animal life?
3 Who do you know that drives safely? Dangerously?
4 Why is it important to recycle materials correctly?

C Now go to page 150. Do the vocabulary exercises for 6.2.

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

We use **think twice** to mean think about something again, more carefully.

3 Writing

A Read the email. What three locations will the students use for the event?

Index
To: students@bbschool.com
From: Cindy cindy@bbschool.com
Subject: Saturday Fun Day

Dear Students,
We've arranged another Saturday Fun Day for all our exchange students. On May 15, we're going to have an international cook-off! We're very excited about it, and we think everyone will have a great time. The event starts at 10:00 a.m. and it lasts until 5:00 p.m. To start, we're meeting in the cafeteria. We'll choose teams and pick a dish to make from one of your countries. **At the same time**, you'll make an ingredients list. **After that**, we're all going to go to the local market. There's a \$20 budget for each team. Then we'll come back to the cafeteria, and you'll make your dishes in the kitchen. **Next**, you'll present the food to the judges. They'll taste it and pick a winner. (Cindy can't wait to try your food!) **Finally**, you'll all get to try each other's dishes. This event is free and only open to exchange students. We hope to see you there. You won't be disappointed!
Cindy and Min-soo

Close-up
budget (n) the amount of money you have available to spend
ingredients (n) foods that are used with other foods to prepare a dish

B **Writing skills** Look at the linking words in bold in the email.

When do you use them? Complete the sentences.

- 1 Use _____ for the first thing that happens.
- 2 Use _____ for two things that happen together. This phrase goes at the beginning of the second thing.
- 3 Use _____ and _____ for something that happens after something else.
- 4 Use _____ for something that happens last.

Write it

C Imagine you are organizing an event for exchange students. Use one of the events below or your own idea. Write an email to the students describing the plans. Use linking words to show the order of events.

a barbecue a baseball or soccer game a quiz show

D **Pair work** Exchange emails with a partner. Would you like to go to each other's events? Why or why not?

Register check

We sometimes put information in parentheses () when we write. In emails, this information is usually extra – not essential or necessary.

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

We sometimes put information in parentheses () when we write. In emails, this information is usually extra – not essential or necessary.

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
Skillful fun

Lesson objective
plan a fun learning experience

snorkeling

go-karting

karaoke

virtual reality

A Research With a partner, talk about fun activities you've done where you learned or practiced some skills. Look at the photos to help you think of ideas. You can go online to learn the names in English of activities you like. Then choose the activity you've done that you enjoyed the most.

B Discuss Move around the class and tell others about the activity you chose in part A. Explain why it was fun, and try to persuade them that they'll enjoy it, too. Listen to what others say about their activities.

C Decide Work in groups. Tell the group about an activity you heard about in part B (not your own activity) that sounded fun. Say what the person told you about it. The group chooses the best activity.

D Present Tell the class about the activity your group chose in part C. Try to persuade your classmates that they'll enjoy it.

E Agree Imagine the class is going to do one of the activities from part D together. Choose something that would be good for everyone. Avoid anything that anyone would be scared to do.

Useful phrases

Prepare

- Once, I went/did/tried ...
- It was terrific!
- At first, I was terrified, but then ...

Decide

- ... told me that ...
- They said that ...
- I think it sounds fun.
- I'd like to try it.

Agree

- Nobody else wants to ...
- ... said they were terrified of ...
- Most of us would like to ...

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. Instructions on how to access the digital content on Cambridge One can be found on the inside front cover of this book.

Learn more

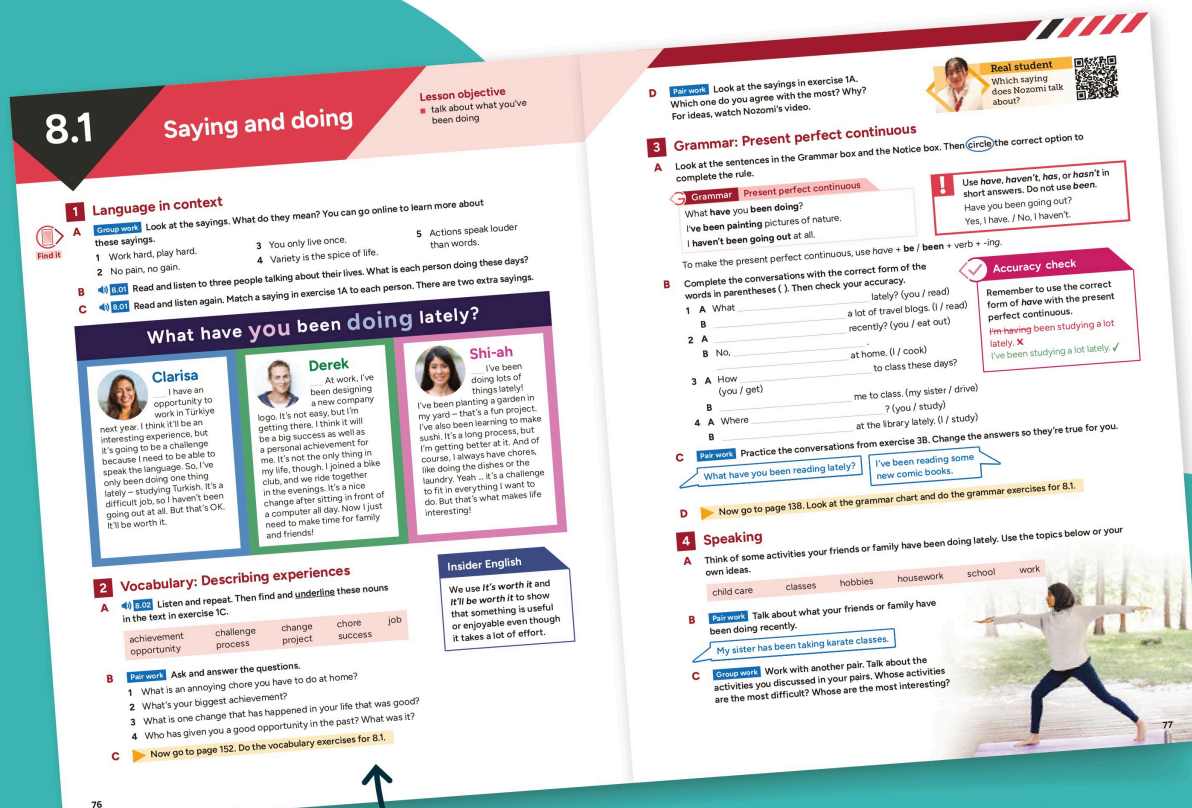
Students using the Digital Pack can learn more about the range of materials available on our website here.



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.

8.3

How have you been?

Lesson objective
catch up with people's news

1 Functional language

A 4) 8.04 Look at the photo. The women haven't seen each other for a long time. What do you think they're talking about? Then read and listen to their conversation. What topics do they mention?

4) 8.04 Audio script

A It's great to see you again, Juliet. It's been a long time.
B That was the last time I was here in Mexico for work.

A I'm so happy you could meet me today. So, what have you been up to?
B Oh, the same as usual. Working, going to the gym, seeing friends. What have you been doing?

A I've been really busy. I got a new job in January, so...
B Hey, congratulations!

A Thanks. It's great, but there's one problem. We start work at 8:00, so I've been getting up at 6:00 every morning. Can you believe it?



B No! I remember you hated getting up early in college. By the way, how's your brother, Antonio? What's going on with him?

A Not much. He's on vacation right now. But listen, why don't we go and have lunch together, and you can tell me all your news? I know a great Chinese restaurant.

B Really? I love Chinese food, but... we're in Mexico!

A Didn't you know that Mexico is famous for its Chinese restaurants?



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

Saying how long it's been	Asking about someone's news	Answering
1 a long time.	1 What's up to?	1 The same as usual.
2 last spring. / for a long time.	2 What have you been doing?	2 (really) busy.
	3 How have you been?	3 Not.

C 4) 8.05 Circle the correct responses. Then listen and check.

- 1 Wow! It's been a long time. a Yeah. What have you been doing? b The same as usual.
2 What have you been up to? a What have you been doing? b Not much.
3 What's going on with Peter? a He's really busy. b It's been a long time.
4 I haven't seen you for a long time. a I know. How have you been? b The same as usual.

80

Lesson 3

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.

2 Real-world strategy

- A 4) 8.06 Listen to more of Ross and Juliet's conversation. What does Ross suggest? What does Juliet ask?
B 4) 8.07 Read the information in the box about using That would be to comment on something. Then listen again. What comment does Juliet make?

Using that would be to comment on something

You can use That would be (or That'd be) and an adjective to comment on a suggestion or possibility.

Why don't we go and have lunch together? I know a great Chinese restaurant.

Really? That would be great! I love Chinese food.

C 4) 8.07 Pair work Listen and complete the conversation with an adjective. Then practice with a partner.

- A Lenny got another speeding ticket. His parents are thinking about taking away his car.
B That would be... I love his car.

D Pair work Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying /u/ and /æ/ vowel sounds

A 8.08 Listen and repeat the two different vowel sounds.

/u/ got Lenny got another speeding ticket.

/æ/ haven't I haven't seen you since last spring.

B 8.09 Listen. Write A for words with /u/. Write B for words with /æ/.

- 1 can't 4 problem
2 haven't 5 job
3 concentrate 6 chance

C Pair work Practice the words from exercise 3B with a partner. Does your partner say the /u/ and /æ/ sounds?

4 Speaking

A 8.10 Imagine you are friends who haven't seen each other in a long time. Ask and answer the questions below. You can answer with your own information or make something up.

- 1 How've you been?
2 What have you been up to?
3 What's going on with...?

B Pair work Continue the conversation. Suggest something you can do together, and agree on one of the ideas.

Why don't we go get coffee? I would love to catch up. There's a nice espresso place on the corner.

Really? That would be great! I could use a coffee.



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.

8.4

A time-saving tip

Lesson objective
write a post about managing your time

1 Listening



Look at the photos. Which activity takes the most time? Which one takes the least amount of time?

4) 8.04 Listen for examples. Listen to the podcast. What two small activities does Naomi talk about?

- 1 wisely a in a boring way b in a smart way c in an exciting way
2 technique a a place to go b a difficult process c a way of doing something
3 responded a answered someone b asked something c didn't understand someone
4 tasks a times you have to be somewhere b things you have to do c places you go to work
5 as well as a and b but c so

2 Pronunciation: Listening for weak forms of didn't

A 8.05 Listen to the extracts from the podcast. Focus on how the speaker says the words in bold.

- 1 It didn't take very long.
2 Then I didn't need to put those tasks on my to-do list.
3 I didn't know how much time I was wasting.
4 I could have answered the email right away, but I didn't.
5 It didn't take as much time as I thought.

C Check (✓) the statement that is true.

- 1 In speaking quickly, English speakers often drop the /d/ at the beginning of didn't.
2 In speaking quickly, English speakers often drop the /d/ at the end of didn't.



3 Writing

A Read the post Matthew wrote on the Tools for Life podcast website. What has he achieved since the podcast? Why didn't he do these things in the past?

Tools for Life

Episode 20: Interview with Naomi Moore

Comments
Matthew, Chicago 6 hours ago
After I heard this podcast, I knew I had to try Naomi's technique. I don't have many problems with emails, but I do have a lot of homework! Up to now, I've had a lot of trouble managing all the work for my different classes. To be honest, sometimes I don't prepare for class as much as I should because I'm tired or busy, or have something better to do. But I always felt worried and stressed about it.
So, I sat down and made a to-do list. Even that was a little frightening! I put all the jobs into two groups: short jobs that I could do in less than five minutes and long jobs. I immediately started with a few short jobs - I put away my papers, cleaned my desk, and things like that. I felt much happier right away. I had so much energy, I worked on one of my long jobs afterward - I wrote an outline for a research paper that's due next week. So far, this has been working well! I feel more positive about what's on my to-do list. From now on, I'm going to try to study a little every day, and I'll probably finish my research paper early next week. If you're stressed about organization, definitely try Naomi's plan!

B Pair work Think critically. How has this technique changed Matthew's life? Do you think he'll continue to make improvements? Why or why not?

C Writing skills Read the information about time expressions and match the time expressions (1-4) with ones of the same meaning (a-d). Then find and underline some of the time expressions in Matthew's post.

- Use time expressions to talk about actions and experiences in the present, past, and future.
1 immediately a up to now
2 so far b from now on
3 before c right away
4 in the future d in the past

Write it

D Write a post about how you manage your time and the things you have to do. If you already use Naomi's technique (or a similar one), describe your experiences. If you don't use a time-management technique, describe how you've been managing up to now and say what you might do in the future to manage your time better.

E Pair work Exchange posts with a partner. Would you like to use any of your partner's time-management ideas?

83

8.5

Time to speak
Building a better life

Lesson objective
decide on better ways to use your time

A Prepare Look at the words below. Which things make you happy, and which ones don't? Write them in the pyramid above, with the things you like best at the top and things you like least at the bottom.

- chores commuting exercise family free-time activities
friends learning rest travel work

B Decide Share your pyramid with your partner. Discuss how you've been spending your time lately and compare it with the information in your pyramid. Then each decide on two things you'd like to spend more time on and two things you'd like to spend less time on. Give each other advice on how to make these changes in your lives. Your ideas can be big, small, serious, or funny.

C Discuss In groups, share the things you want to spend more time on and less time on. Give each other advice on how to make these changes in your lives. Your ideas can be big, small, serious, or funny. Be creative!

D Present Tell the class about the best advice you got from your group in part C.

E Agree As a class, choose the three most creative ideas you heard in part D.

Useful phrases

Prepare

- ...makes me happy.
I enjoy...
I don't really like...
I'm not interested in...

Decide

- I've been spending a lot of time...
I haven't had (much) time to...
to...

Discuss

- I want to spend more/less time...
You could... Or you could...
What about...?

84

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.

Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Who we are	- 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	- Information questions - Indirect questions	- Describing personality - Giving personal information	Stressing new information
Unit 2 So much stuff	- 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	- 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>	- Describing possessions - Tech features	- Saying /t/ at the start of words - Listening for /w/ sounds
Unit 3 Smart moves	- Ask and answer questions about your city - Talk about how to get from one place to another - Ask for and give directions in a building - Write a personal statement for a job application - Give a presentation about a secret spot in your city	- Articles - Modals for advice	- City features - Transportation	Saying consonant clusters at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 Think first	- Describe opinions and reactions - Make plans for a trip - Offer and respond to reassurance - Write an email describing plans for an event - Choose activities for different groups of people	<i>be going to</i> and <i>will</i> for predictions <i>will</i> for sudden decisions; present continuous for future plans	- Describing opinions and reactions - Making decisions and plans	- Saying /p/ at the start of a word - Listening for linked sounds – final /n/
Unit 5 And then ...	- Talk about lost and found things - Talk about needing and giving help - Talk about surprising situations - Write a short story - Tell and compare stories	- Simple past - Past continuous and simple past	- Losing and finding things - Needing and giving help	Showing surprise
Unit 6 Impact	- Talk about urban problems - Talk about problems and solutions - Express concern and relief in different situations - Write a post giving your point of view - Design a 15-minute city	- Quantifiers - Present and future real conditionals	- Urban problems - Adverbs of manner	- Unstressed vowels at the end of a word - Listening for weak words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
• Make introductions; say how you know someone; end a conversation Real-world strategy • Meet someone you've heard about		We're family! • An email to a cousin in a different country	A message introducing yourself • An email to a relative in another country • Paragraphs	• Talk about questions you ask new people • Ask and answer questions about famous people • Introduce yourself and ask questions • Describe someone's personality Time to speak • Decide what makes a good leader
• Introduce new topics; change the subject; stay on track Real-world strategy • Use short questions to show interest	It's useless, right? • A podcast interview with a collector		An online advertisement • An ad requesting something you want • <i>one</i> and <i>ones</i>	• Talk about the "history" of personal objects • Talk about how long you've had items • Talk about personal interests • Talk about someone's reasons for collecting Time to speak • Discuss things to take in a move
• Ask for directions; give directions Real-world strategy • Repeat details to show you understand		Maybe you can help • An ad for volunteer jobs	A volunteer application • A personal statement for an application • Checking punctuation, spelling, and grammar	• Ask and answer city questions • Talk about routes to places in your city • Give directions to places at school or work • Talk about a volunteer job Time to speak • Discuss "secret spots" in your city
• Offer reassurance; respond to reassurance Real-world strategy • Use <i>at least</i> to point out the good side of a situation	Business and pleasure • Colleagues discussing plans for a fun event for students		An email with an event schedule • An email describing plans for an event • Linking words to show order	• Talk about your plans for the week and weekend • Make plans for a weekend trip • Talk about difficult situations • Choose the best group activity Time to speak • Plan a "microadventure"
• Give surprising news; react with surprise Real-world strategy • Repeat words to express surprise		Storytelling • An article about how to tell a good story	A good story • A story • Expressions for storytelling	• 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 Time to speak • Share "amazing but true" stories
• Express concern; express relief Real-world strategy • Use <i>though</i> to give a contrasting idea	Everything's close • A podcast about the 15-minute city		Online comment reacting to a podcast • Comment about a podcast • Using questions to make points	• Discuss the impact of urban problems • Talk about city problems and solutions • Talk about worrisome situations • Evaluate someone's ideas Time to speak • Discuss a plan for a 15-minute city

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	- 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	<i>used to</i> - Comparisons with <i>(not) as ... as</i>	- Music - TV shows and movies	Saying /m/ in <i>I'm</i>
Unit 8 Getting there	- 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	- Present perfect continuous - Present perfect vs. present perfect continuous	- Describing experiences - Describing progress	- Saying /ɑ/ and /æ/ vowel sounds - Listening for weak forms of <i>didn't</i>
Unit 9 Make it work	- 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	- Modals of necessity - Modals of prohibition and permission	- Fields of study - Employment	Grouping words
Review 3 (Review of Units 7–9)				
Unit 10 Why we buy	- 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	- Simple present passive - Simple past passive	- Describing materials - Production and distribution	- Saying /ʌ/, /ʊ/, and /aʊ/ vowel sounds - Listening for contrastive stress
Unit 11 Pushing yourself	- Talk about how to succeed - Talk about imaginary situations - Give opinions and ask for agreement - Write a personal story - Talk about a person you admire	- Phrasal verbs - Present and future unreal conditionals	- Succeeding - Opportunities and risks	Saying /j/ and /dʒ/ sounds
Unit 12 Life's little lessons	- 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	- Indefinite pronouns - Reported speech	- Describing accidents and mistakes - Describing extremes	- Saying -ed at the end of a word - Listening for 'll
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144 Vocabulary practice, pages 145–156				