

EVOLVE

SECOND EDITION

TEACHER'S EDITION

with Digital Pack

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3

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CONTENTS

Introduction

Introduction	T-vi
Unit structure and tour	T-xiii
Student's Book contents	T-xviii
Safe speaking environments	T-xxii
Effective teacher development	T-xxiv
Pronunciation support	T-xxviii

Teacher's notes

Unit 1	Who we are	T-1
Unit 2	So much stuff	T-11
Unit 3	Smart moves	T-21
Review 1	(Units 1–3)	T-31
Unit 4	Think first	T-33
Unit 5	And then ...	T-43
Unit 6	Impact	T-53
Review 2	(Units 4–6)	T-63
Unit 7	Entertain us	T-65
Unit 8	Getting there	T-75
Unit 9	Make it work	T-85
Review 3	(Units 7–9)	T-95
Unit 10	Why we buy	T-97
Unit 11	Pushing yourself	T-107
Unit 12	Life's little lessons	T-117
Review 4	(Units 10–12)	T-127

Grammar and vocabulary practice

Grammar reference and practice: Teacher tips	T-129
Grammar reference and practice with answer key	129
Vocabulary practice: Teacher tips	T-145
Vocabulary practice with answer key	145

Other Student's Book pages

Student A / Student B pair work practice	157
Language summaries	T-161
Student's Book audio scripts	T-173

Workbook pages

Workbook answer key	T-176
Workbook audio scripts	T-188

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

What makes EVOLVE special?

1 Student-generated content

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.

2 Real student videos

Real Students feature in bite-sized videos throughout each book, making the material interesting and relatable. In Levels 5 and 6, these videos are called “expert speakers” – non-native speakers from the New York area highly proficient in English.

3 Time to Speak

Every unit has a “Time to speak” lesson dedicated to developing speaking skills and building students’ confidence. Students collaborate on engaging, immersive tasks created to develop their speaking skills.



EVOLVE SECOND EDITION

What’s new in the Second Edition?

1 New videos.

Documentaries

A selection of the documentary videos have been replaced at every level with new, up-to-date content that is current, interesting, and thought-provoking.

Real Students

All of the Real Student videos in Levels 1–4 are new. These videos feature students from a wide range of countries and cultures discussing topics relevant to their lives.



Real student

Are your family or friends the same as Mariana’s?

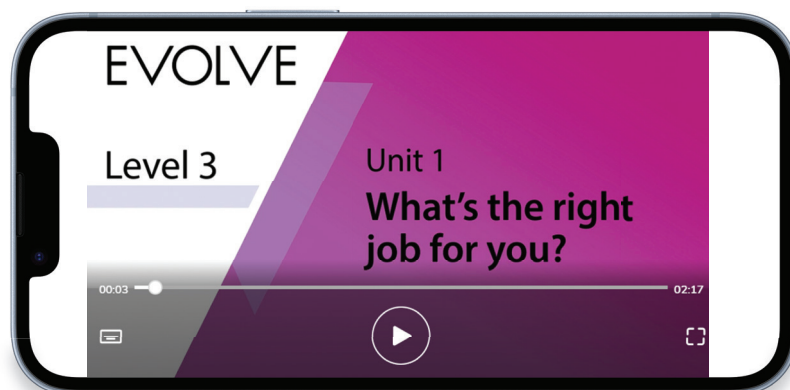


2 Enhanced Grammar Support

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.

3 New Reading and Listening

A selection of the reading and listening texts have been updated. The new texts are contemporary, high-interest, and feature topics from around the world.



4 Speaking Companion

Learners can improve their conversational skills with the new AI-driven “Speaking Companion.” This immersive, personalized speaking practice is level appropriate and part of the digital pack content on Cambridge One. Learners can choose from a range of speaking topics (some linked to the unit themes) and build their speaking confidence in a safe practice environment.

5 Personalized Learning – Reading & Listening

“Personalized Learning” on Cambridge One helps teachers provide additional reading and listening practice. These easy-to-assign, short activities adapt to each student’s ability by adjusting the level of challenge as they go. Learners are provided with an indication of ability in reading and listening against the CEFR (Common European Framework of Reference). Personalized Learning is an additional component which can be added to the course and assigned to learners by their teacher.

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!



**Zatiamari Alves
Siqueira da Silva**

Casa Thomas Jefferson,
Brazil



**Ricardo Alejandro
Proaño Villalba**

Universidad
Indoamérica, Ecuador



Marin Kanno

Keiai University, Japan



Nozomi Yato

Keiai University, Japan



**Phetcharawan
Bunyawat**

Bangkok University,
Thailand



Arda Şen

Nişantaşı University,
Türkiye



Puntita Lesaen

King Mongkut's
University of
Technology, Thailand

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. There are transcripts of the Real Student videos in the teacher's notes. The transcripts are faithful to what the students say in their videos and may contain some grammatical errors.

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 Second Edition 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.

Time to speak teacher's notes

The **Time to speak teacher's notes** offer a step-by-step guide for the teacher to all elements of the lesson, including classroom and time management. An **illustrated indicator** at the top of the page shows the recommended portion of class time for each activity in the lesson.

The teacher's notes provide tips on:

- giving students preparation time before they speak
- monitoring
- how and when to give feedback
- giving positive feedback
- error correction

"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."

Salvador Coyotecatl Sánchez, Mexico

"Students who are usually shy now speak naturally because they have more time to develop their speaking."

María Azucena Rivera, Mexico

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

Elena Farkas, U.S.A.



3.5 Time to speak Secret spots

Lesson objective

- give a presentation about a secret spot in your city

Time on each stage

E **Present** **Aim:** Ss present their secret spot to the class.

- Tell Ss that they should take notes during each presentation to help them discuss it with the class.

Whole class Pairs take turns presenting their secret spot.

- After each presentation, encourage Ss to ask follow-up questions about each place.
- Discuss whether any of the spots are new to other Ss in the class. Have a class vote on which spot Ss would like to visit the most.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

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 yourself in a reflection journal or discuss them together with your peers.

- 1 How accurate was students' language when you elicited different examples in the two activities?
- 2 What other language changes did students need to make when they used different prompts? For example, in Teacher Development Activity 1 did they need to change the article they used?
- 3 Did you hear students use a range of examples when they practiced the substitutions in pairs?
- 4 Having done this controlled practice activity, was the language that students used in the pair work tasks more varied?
- 5 When preparing substitution activities like these, what does the teacher need to plan carefully?

■ Introduce the task Aim: Introduce the concept of a "secret spot" in a city.

■ Ask Ss: What are some of the places in your city that everyone knows about and are very popular with both residents and tourists? Are there some places that you like but that are less well known? On the board, write secret spot and off the beaten path. Explain that most cities have places that are very interesting but not well known – maybe even to the people who live there. Explain that if a place is off the beaten path it is not a place where people go often, but it is still interesting and worth visiting.

■ Direct Ss to the Useful phrases section at the bottom of the page. Remind them that they can use these phrases as they do the lesson.

A Discuss **Do the task** Aim: Ss discuss examples of secret spots.

- **Whole class** Ss look at the photos. Read aloud the captions for the two photos. Ask Ss to share what they know about the two countries.
- Read the questions aloud.
- **Group work** Groups discuss their answers.

B Research **Aim:** Ss make a list of secret spots in their city.

- Read the instructions aloud.
- **Pair work** Pairs make their lists. Suggest that, next to each spot, they make notes of their reasons why that spot is interesting.
- **Optional activity** Allow Ss to use their phones to research secret spots in their city.

C Decide **Aim:** Pairs decide on one secret spot.

- **Pair work** Ss answer the questions and discuss their lists with a partner. Encourage them to take notes and to ask each other follow-up questions about each spot.

D Prepare **Aim:** Pairs prepare a presentation about a secret spot.

- Read the instructions aloud.
- **Pair work** Pairs find additional information on their secret spot.
- **Optional activity** Allow Ss to use their phones or a computer to find out more information about their secret spot.
- Make sure Ss understand that both of them will present their information; each person will speak to the class.

T-30

Components for learners

- Student's Book with eBook
- Student's Book with Digital Pack
- Student's Book with Digital Pack A
- Student's Book with Digital Pack B
- Student's Digital Pack
- Full Contact with Digital Pack
- Workbook with Audio

Student's Digital Pack includes:

- Student's eBook (with audio hotspots)
- Digital Workbook
- Video Resource eBook (with video hotspots)
- Speaking Companion – Additional AI-driven conversation practice (all levels)
- Personalized Learning – Additional adaptive Reading & Listening practice (Levels 2–6)
- Student's resources
 - Workbook audio
 - Accessible audio & video Word scripts

How to access student digital content

Instructions on how to access the student digital content on Cambridge One can be found on the inside front cover of the Student's Book.

Components for teachers

- Teacher's Edition with Digital Pack
- Teacher's Digital Pack

Teacher's Digital Pack includes:

Cambridge One (Learning materials)

- Presentation Plus includes:
 - Student's eBook (with audio, Real Student / Expert Speaker video and answer key hotspots)
 - Workbook eBook (with audio and answer key hotspots)
 - Video Resource eBook (with video and answer key hotspots)
- Digital Workbook
- Test Generator – Ready-made customizable baseline, unit, mid-term, and final tests
- Speaking Companion – Additional AI-driven conversation practice (all levels)
- Personalized Learning – Additional adaptive Reading & Listening practice (Levels 2–6)

Cambridge One (Teacher's resources)

- Teacher's Edition PDF version (with answer keys and audio scripts for the Student's Book and Workbook)
- Class audio
- Workbook audio
- Accessible audio & video Word scripts (for Student's Book, Workbook, Digital Workbook, Test Generator and video)
- Downloadable placement test (with audio)
- Downloadable Video Resource Book worksheets
- Teacher Development reading extracts (explained in the Teacher's Edition)
- CEFR guide (how the goals of Evolve are linked to the Common European Framework of Reference)
- Grammar, vocabulary, and speaking photocopiable activities
- Downloadable progress check pages (for every unit)

How to access teacher digital content

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

Integrated teacher development

The integrated development program in EVOLVE Second Edition offers practice activities that teachers can integrate into their lessons, opportunities for reflection on the activities, and follow-up reading material and videos to consolidate the theory behind the activities.

There are three development themes integrated into each level of EVOLVE Second Edition.

- **Teaching and developing speaking skills**
- **Support in the classroom and learner management**
- **Language acquisition**

Each theme is divided into manageable strategies, which are explored individually in separate units. The structure of the program in each unit is as follows:

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues.
- For further details, see the "Effective teacher development" information starting on page T-xxiv.

Teacher development Introduction



Strategy 1: Classroom management – Checking understanding of instructions

In this unit, we're going to focus on checking understanding of instructions. Teachers are sometimes surprised when students don't do tasks in the way they are supposed to – even though the teacher thinks the instructions were clear. By checking instructions, teachers can hopefully avoid this situation. One way to check instructions is by using students to demonstrate tasks. Another way is by using a checklist. Both approaches ensure that all members of the class understand the instructions for a task.

Using students to demonstrate tasks (Activity 1): Set up and demonstrate a controlled oral practice task, focusing on information questions. Try this in Lesson 1.1.

Using a checklist (Activity 2): Set up and check instructions for a writing task. Try this in Lesson 1.4.

To find out more, read "Giving Instructions" from *Classroom Management Techniques* by Jim Scrivener, pp. 128–133. Please go to the Teacher's Resources on Cambridge One to download this material.



Unit opening page

Striking images

- get students talking

6

Impact

Unit objectives

- 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

Start speaking

A Look at the photos. What do you know about these sources of power? How do you feel about them?

B Talk about different sources of power. Which ones have a positive impact and which ones have a negative impact?

C What change is having an impact on your city at the moment? Is it positive or negative? For ideas, watch Ricardo's video.

Real student

Do you think what's happening in Ricardo's city is positive or negative?

Start speaking questions

- engage students in the unit topic
- provide speaking practice
- recycle language from previous lessons

Unit objectives

- show communicative learning objectives
- focus on the real-life applications of the language

Real Student videos

- provide students with achievable speaking models
- motivate students

Lesson 1

Language in context

- contextualizes the language within a reading or listening text

6.1 Moving to a megacity

Lesson objective

- talk about urban problems

1 Language in context

A Look at the photos. How do you think life is different in these two places?

B Read the blog. What is interesting about Dan's situation? Who is he writing his blog for?

C Read the blog again. What things in Los Angeles does Dan like? What doesn't he like?

L.A. Update!

I've been to my new city for two weeks now. Living in Los Angeles has been a really big change. Here are some things I never had to worry about in Alaska:

Pollution: There's so much traffic, and it makes the air so dirty. Plus there's smoke in the air from factories. And since I arrived, there's been almost no wind, so the air is never really clean.

Concrete: Sometimes I see a few trees and a little grass here and there, but almost all of the land between buildings is concrete. Sometimes there is graffiti on the buildings, too, which I don't like.

Noise: I expected a lot of noise during the day, but I'm really surprised how much noise there is at night. In Alaska, there's almost none. Here I wake up several times a night.

Crowds: L.A. is a megacity (more than 10 million people). Because it's so crowded, there's very little space. But I love living close to so many people. There's stuff happening all the time.

Heat: It's a lot hotter here than in Alaska. I actually like that – but I need to buy some cooler clothes!

2 Vocabulary: Urban problems

A Listen and repeat the words. Find and underline nine of these words in the blog post in exercise 1C. Then use all of the words to complete the paragraphs below.

air concrete graffiti land noise pollution
smoke space traffic traffic jam trash

Cities are full of cars, so there's often ¹ _____ on the roads. This often leads to a ² _____, which means delays. Public transportation is a better option. The cars also cause ³ _____ along with the ⁴ _____ from factories, and dirty ⁵ _____ is bad for our health. You can also hear the ⁶ _____ of the traffic all over the city. Cities can be ugly, too. Most of the ⁷ _____ has high-rise buildings and ⁸ _____ sidewalks on it. However, many cities are trying to create green ⁹ _____ for people to enjoy. Another problem is that people in cities produce tons of garbage. Some people leave their ¹⁰ _____ on the street. There's ¹¹ _____ on some buildings, and even if it looks nice, business owners usually don't like it. Hopefully, more of these problems will be solved in the future.

B Now go to page 150. Do the vocabulary exercises for 6.1.

3 Grammar: Quantifiers

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

Grammar Quantifiers

Almost all of the land is concrete. I see a little grass here and there.
There's so much traffic. I see a few trees.
I love living close to so many people. There's very little space.
I expected a lot of noise. There's been almost no wind.
I wake up several times a night. There are parks here, but downtown there's almost none.

1 With quantifiers like a few, several, and so many, use count nouns / non-count nouns.
2 With quantifiers like a little, very little, and so much, use count nouns / non-count nouns.
3 Some quantifiers, like a lot of / a few, can be used with both count and non-count nouns.

B Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.1.

C Circle the correct answers. Sometimes both are possible. Then check (✓) the ones that are true for you and share your answers with a partner.

☐ 1 I had several good meals / I eat on my last vacation here.
☐ 2 I saw almost no cars / traffic on my way home yesterday.
☐ 3 My new home has several large windows / glass.
☐ 4 I've already finished almost all of my exercises / work for the week.
☐ 5 I'm really busy these days – I have so little days / time off.

D **Accuracy** Complete these sentences so they're true for your city. Check your accuracy. Then share them with a partner. Do you agree?

1 There are several ... 3 There are very few ...
2 There's so much ... 4 There's / There are almost no ...

4 Speaking

A Look at the urban problems in exercise 2A. Which ones do you think will have an effect for a long time? You can go online to learn more. Make notes.

B **Real student** Do you agree about the problems that will last into the future? What effects will these problems cause? How many can you list?

Trash is a problem, but many places have programs to keep streets clean.
I worry more about pollution. That will make the air hard to breathe for a long time.

Accuracy check

Remember, there is no plural form of non-count nouns. Some quantifiers cannot be used with them.
The traffic report gave us several informations. ✗
The traffic report gave us a lot of information. ✓

Pair and group work activities

- provide frequent opportunities to speak
- encourage students to practice new language

Grammar reference and practice

- is an essential part of the lesson
- contains more detailed grammar charts
- provides meaningful controlled grammar practice

Vocabulary

- is presented in context and through definitions

Accuracy checks

- are Corpus informed
- help students avoid common errors
- encourage learner autonomy by giving students the opportunity to self-edit

Lesson 2

Audio scripts

- appear on the page so students can focus on language
- can be covered in the first listening to provide extra listening practice

Grammar

- is taught inductively
- is clearly presented using examples from the reading or listening text

Notice features

- contain important language information

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

2 Vocabulary: Adverbs of manner

A 6.02 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?

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

3 Grammar: Present and future real conditionals

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

Grammar Present and future real conditionals

Present real conditionals	Future real conditionals
If there is a lot of garbage in the street, people often <u>leave</u> more trash there.	If you <u>explain</u> your feelings clearly, they <u>will understand</u> .
When you <u>speak</u> angrily to noisy neighbors, they <u>just keep</u> making noise.	If you <u>make</u> a special area for graffiti, people <u>won't</u> paint on other buildings.

1 For present real conditionals, use the **simple present** / **simple past** for the condition and the result.
2 For future real conditionals, use the **simple present** / **will** for the condition and the **simple present** / **will** for the result.

B Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.2.

C Complete the sentences with your opinion. Use the simple present or the future with *will*.

Present Situations:

- 1 If people throw trash in the street, _____.
- 2 When people talk loudly, _____.
- 3 I speak politely when _____.

Future Situations:

- 4 If a store clerk speaks angrily, _____.
- 5 I won't listen to you if _____.
- 6 If we don't recycle correctly, _____.

D Pair work Share your answers from exercise 3C. Were any of your answers similar?

4 Speaking

A Read the three city problems and solutions. Add a problem you want to solve and an idea for a solution to the chart.

Problem	Solution
noise	People have to be quiet before 8:00 a.m. and after 10:00 p.m.
pollution	People have to use bikes or electric cars.
traffic	People have to drive with two or more people in a car.

B **Pair work** Do you think the solutions in exercise 4A will work? Why or why not? Does your partner agree?

I don't think a rule with times to be quiet will work. If people work in the morning or come home late, it's hard to be quiet.

I disagree. People don't have to be quiet all the time. If they think of others, they'll speak quietly early in the morning and late at night.

Vocabulary practice

- is an essential part of the lesson
- provides meaningful controlled practice

Extended speaking practice

- appears at the end of every language lesson
- provides students with engaging ways to use new language

Insider English

- is Corpus informed
- shows how words are used in real-life contexts

Lesson 3

Functional language conversations

- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

Real-world strategy

- provides students with strategies to manage communication successfully

6.3 Breakdown



Lesson objective

- express concern and relief in different situations

2 Real-world strategy

A 6.04 Listen to a conversation between Ruby and her friend Marina. What did Marina do this morning? Was she successful?

B 6.04 Read the information in the box about using *though* to give a contrasting idea. Then listen again. What is Marina's contrasting idea? What did she say before that?

Using *though* to give a contrasting idea

We can use *though* when we say something that contrasts an idea that was already said. It goes at the end of a sentence, after a comma.

Was everyone OK?

Yes. No one was hurt. It was a dangerous situation, **though**.

C 6.07 **Pair work** Listen to another conversation and complete the contrasting idea. Then practice with a partner.

A Did you go to the street festival last night? I heard there were some problems.

B Yeah. It was really crowded, and some people fell down. Two people were hurt and had to go to the hospital. I was ¹ _____, ² _____.

A I'm so relieved! I was really worried.

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

1 Functional language

A 6.04 Look at the photo. What can cause a traffic jam? Then read and listen. Who helped the people on the bus?

6.04 Audio script

A I'm really happy you made it home. **Are you all right?**

B Yeah, I'm fine.

A I'm **so relieved**.

B I can't believe my bus broke down in the middle of the longest tunnel in the city!

A I know. I saw it on the local news before you texted me. At first, they said the bus was on fire. I **was really worried!** Then they said there was no fire, just a lot of smoke.

B It's true there was a lot of smoke.

A **Was everyone OK?**

B Yes. No one was hurt.

A I'm **glad to hear that**.

B Yeah, and the bus driver was great. She helped everyone stay calm until the police came. Then we all walked out of the tunnel, and they put us on another bus.

A **What a relief!** I'm glad it's over. And I'm glad I wasn't in the traffic jam behind your bus!

3 Pronunciation: Saying unstressed vowels at the end of a word

A 6.08 Listen. Focus on the sound of the letter *y* at the end of the words in bold.

1 **really** I **was really** worried. 2 **worry** I **was starting to** worry.

B 6.09 Listen. Focus on the words in bold. Does the speaker say the final vowel sound clearly? Write Y (Yes) or N (No).

1 _____ Please walk **calmly** to the front of the train. 3 _____ Did you enter the password **correctly**?

2 _____ Please fill out the form **clearly**. 4 _____ Did everyone arrive **safely**?

C **Pair work** Practice the conversation with a partner. Does your partner say the final vowel sounds clearly?

A Where have you been? I **was starting to** worry.

B There was a huge accident. The road **was completely** blocked.

A Well, I'm just glad you got home **safely**.

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

Expressing concern	Expressing relief
Are you ¹ _____?	I'm so ⁴ _____.
I was ² _____!	I'm glad ³ _____.
Is/Was ³ _____?	What ⁴ _____!
Is anything wrong?	That's such a relief.

C 6.05 Put the conversation in the correct order (1–4). Then listen and check.

_____ Where are you? You're late. Is anything wrong?

_____ That's such a relief. I was really starting to worry.

_____ No. Everything's fine. I just had to buy a few things at the market.

_____ Hi, Mom. It's Kerry.

Functional language charts

- highlight and categorize key phrases for students to practice

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

- focus on areas that commonly prevent effective communication
- help scaffold the final speaking activity