

EVOLVE

SECOND EDITION

STUDENT'S BOOK

with eBook

Ben Goldstein and
Ceri Jones

4



CAMBRIDGE

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UNIVERSITY PRESS & ASSESSMENT



Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009550291

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First published 2019

Second edition 2026

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2

Printed in Great Britain by Ashford Colour Limited

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-55029-1 Student's Book with eBook

ISBN 978-1-009-55119-9 Student's Book with Digital Pack

ISBN 978-1-009-80703-6 Student's Book with Digital Pack A

ISBN 978-1-009-80605-3 Student's Book with Digital Pack B

ISBN 978-1-009-82316-6 Workbook with Audio

ISBN 978-1-009-82319-7 Workbook with Audio A

ISBN 978-1-009-82322-7 Workbook with Audio B

ISBN 978-1-009-80596-4 Teacher's Edition with Digital Pack

ISBN 978-1-009-80610-7 Teacher's Digital Pack

ISBN 978-1-009-80715-9 Student's Digital Pack

ISBN 978-1-009-82310-4 Student's Digital Pack A

ISBN 978-1-009-82313-5 Student's Digital Pack B

ISBN 978-1-009-80709-8 Full Contact with Digital Pack

Additional resources for this publication at www.cambridge.org/evolve

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Thanks and Acknowledgments

The *Evo* publishers would like to thank the following individuals and institutions who have contributed their time and insights into the development of the course:

Rita de Cássia Santos Silva, Casa Thomas Jefferson, Brazil; Susumu Okita, Hokusei Gakuen University, Japan; Momo Ogura, Hokusei Gakuen University, Japan, Atchariyapoi Chanhorm, King Mongkut's University of Technology, Thailand; Kotchaporn Kamonkasemsunti, Assumption University, Thailand; Andrea Aragón Gassos, ITSON University, Mexico.

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Key: U = Unit.

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Front cover photography by FG Trade/E+.

Illustrations

Ana Djordjevic (Astound US); Sean (KJA Artists); Lyn Dylan (Sylvie Poggio); David Eaton (ODI); Mark Duffin (ODI); Andrew Pagram (Beehive Illustration).

Audio

Audio produced by CityVox, New York.

Typeset

Typesetting by EMC Design Ltd.

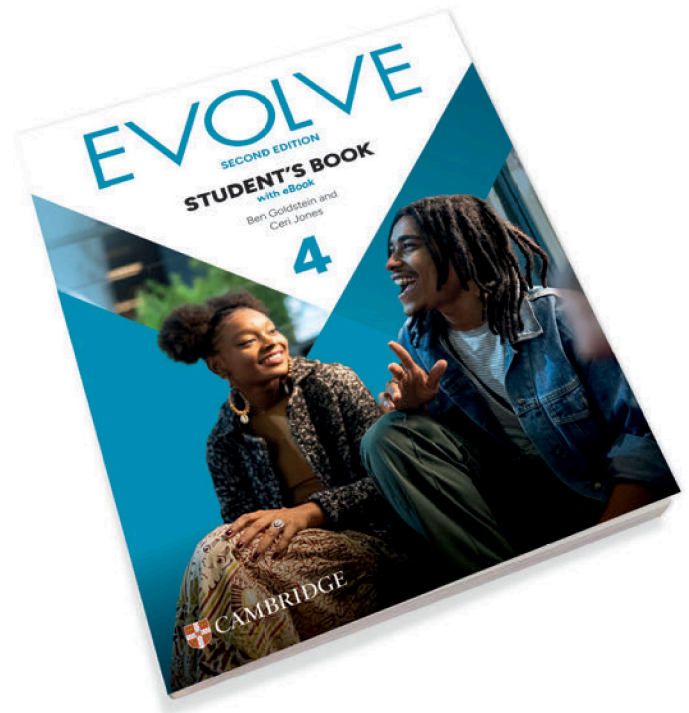
EVOLVE

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.

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!



**Rita de Cássia
Santos Silva**

Casa Thomas
Jefferson, Brazil



Susumu Okita

Hokusei Gakuen
University, Japan



Momo Ogura

Hokusei Gakuen
University, Japan



Atchariyapol Chanhorm

King Mongkut's University
of Technology, Thailand



**Kotchaporn
Kamonkasemsunti**

Assumption University,
Thailand



**Andrea Aragón
Gassos**

ITSON University,
Mexico

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

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

That's ~~enough~~ good for me. ✗

That's good enough for me. ✓

That's ~~pizza~~ enough for me! ✗

That's enough pizza for me! ✓

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. ✗

That's good enough for me. ✓

That's ~~pizza~~ enough for me! ✗

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.



2.1 Menu with a mission

Lesson objective
■ talk about trends

1 Language in context

A Read the online review about a sustainable restaurant. Which statement best summarizes the restaurant's ideas?
a Waste food can taste great. b Vegetarian food is becoming more trendy.

From Trash to Trending

In the restaurant industry, waste is bad for business and bad for the environment. Every year, an astonishing amount of food ends up in dumpsters, rather than on people's plates. And it's usually once fresh items like salad, potatoes, and apples that end up in the trash.

Now a restaurant here in Portland, Maine is doing something about it. Sustainable Bites is turning unwanted vegetables into **fashionable** cuisine! Now I'll admit, I had my doubts, but I've always believed that if it tastes good, eat it! And their food really does taste good!

This innovative eatery also transforms other commonly discarded items like bread, onion leaves, and carrot peel into delicious meals. Its creative dishes prove that using only luxury ingredients could be **a thing of the past**. This season, its "throwaway tapas" are **all the rage**. Inventive food like this is perfect for a more sustainable snack!

Similar businesses are **gaining popularity** in other U.S. cities, suggesting zero waste is not just a **fad** but a real foodie movement. So, why not give it a try? If you go, you won't regret it!

Glossary
dumpster (n) large metal container into which people put waste
peel (n) the skin of fruit and vegetables, especially after it has been removed

2 Vocabulary: Describing trends

A Pair work Look at the expressions in the box. Listen and say the words. Are they talking about an upward trend, a downward trend, or a description of something's popularity? Think of examples to support your answers.

be a fad
be old-fashioned
be trendy
go out of style

be a thing of the past
be on the way out
come back in style
lose interest

be all the rage
be the latest thing
gain interest
lose popularity

be fashionable
be the next big thing
gain popularity

A fad is something that is popular for a short time, so that's a description of popularity.

Yeah, do you remember when fidget spinners were a big fad?

B Now go to page 147. Do the vocabulary exercises for 2.1.

C Give your opinion about other trends. Use the prompts below and explain your reasons.

1 For men, beards are definitely ...

2 A trend I really like is ...

3 ... is definitely going out of style.

4 Some old-fashioned things are nice. I hope ... come(s) back in style.

Insider English

Use **be trending** to talk about a topic or issue that is very popular at the moment.

What's **trending** on Google now?

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

Use **be trending** to talk about a topic or issue that is very popular at the moment.

What's **trending** on Google now?

2 Writing

A Read the comments on the article. Which one is ...

- 1 asking for more information? _____
- 2 disagreeing? _____
- 3 agreeing? _____

Comments

- A  I'm sorry, but I think you're being a bit unrealistic. In today's job market, not all jobs are going to be the perfect job. I think it could have a negative effect if you ask too many questions. And what if your questions tell the interviewer that you're NOT right for the job? You could hurt yourself rather than help yourself!
- B  Thank you for the really useful information. Can you help me with one thing? I'm not too clear on how best to phrase the questions you suggest. I don't want to look like I'm interviewing them, but I do want to show them that I am a strong, focused, career-minded person. Your help would be great. Thanks!
- C  I'm a career counselor with an employment agency. I interview clients all day long and find possible jobs for them. Then they interview for the job with the company. The advice you give in this article is completely right. Compare how it when candidates have good questions and aren't afraid to ask them. It really shows them that you are serious about your career and the company.

B  **Writing skill** Read the comments again. Find phrases used for the following purposes.

- 1 to agree: _____
- 2 to disagree: _____
- 3 to show appreciation: _____

Write it

C Write your own comment in response to the article. Use appropriate phrases for agreeing, disagreeing, and/or showing appreciation. Write 50–75 words.

D  **Class work** Share your comment with your group. Do you agree with each other's comments? Why or why not?

Register check

In informal writing, use **a bit** or **a little** to soften a negative comment or opinion.

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

In informal writing, use **a bit** or **a little** to soften a negative comment or opinion.

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.



10.5

Time to speak

Turning points

Lesson objective
■ share the story of an influential discovery or invention

A Discuss ▶ In a group, look at the photos. What early inventions or discoveries do they show? Which was invented or discovered first? Which was last? Put them in order.





B Find it ▶ In the same group, think about the modern discoveries and inventions below. How did each change human society? Think of two more discoveries or inventions. You can use your phone to help you.





C Decide ▶ Still in the same group, choose the invention or discovery that you agree has had the greatest impact on human society. Is it still important today? What would life be like without it (or if it had never been discovered or invented)? Think of at least five differences, both positive and negative.

D Present ▶ Share your ideas with the class. One of you summarizes your discovery or invention, and the others each describe one way it changed human history.

E Agree ▶ As a class, discuss the ideas presented. Which invention or discovery do you all think has had the greatest effect on human history? Is that effect mostly positive or mostly negative? Why do you think so?

Useful phrases

Discuss ▶

- The invention of ... was a turning point because ...
- ... changed history by ...

Decide ▶

- I think the most important invention was ...
- If ... hadn't been discovered, we wouldn't ...

Agree ▶

- I think group A's invention was the most important because ...
- ... was a more important discovery than ... because

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.



8

Lifestyles

Unit objectives

- discuss different work lifestyles
- talk about wishes and regrets
- think through options to reach a decision
- write a comment about a podcast
- plan and discuss a digital detox weekend for your class

Start speaking

A Look at the people in the photo. Why are they working during the night? Would you do a job that involved working late at night? Why or why not?

B Think about your work life (current or future). Will your job determine what kind of lifestyle you have, or will you choose a job that matches the lifestyle you want? For ideas, watch Rita de Cássia's video.

Real student

Are your answers the same as Rita de Cássia's?



75

8.1

The perfect job?

Lesson objective

- discuss different work lifestyles

1 Language in context

A Look at the photo and its caption in the social media post below. What job is the ad for? Read the full post. Is the writer interested in applying for the job? Why or why not?



Island seeks lighthouse caretakers for six months.

The island of Macquarie in Tasmania is looking for two temporary caretakers to live in the lighthouse for six months each. No television or internet access – just lots and lots of wildlife! The work is not very stressful, but the weather station and taking care of the lighthouse runs automatically. The job as the lighthouse caretaker involves reporting on data from the weather station and taking care of the lighthouse and its few buildings. OK, it's not a lot, but the views are amazing! Everybody who but the views are amazing! Do you love peace and quiet? Do you care deeply about nature? Then this might be the job for you.

[Click here to apply!](#)

Just saw this job ad online! Not sure if it's my dream job or my worst nightmare! 😊

My first reaction was just, "How cool!" Can you imagine living on an island and being cut off from the rest of the world for six months? That would be living the dream, right?

But then I started thinking about it some more and I'm not so sure I could do it! If I was single and didn't have three kids, I might think about it. But I do have a family, so I need a permanent job – preferably a high-paying one! (Hey! I've got balls to pay!)

What about you? If you were free to do it, would you apply? Remember though, if you got the job, there would be no internet or TV for six months. Think you could stand it?

2 Vocabulary: Describing jobs

A Listen and say the words in the box. Which ones are in the past? Do they have a positive or negative meaning? What about the other words? Look them up in a dictionary or on your phone if needed.

challenging	desk job	dream job	freelance	full-time
government job	high-paying	main job	part-time	permanent
second job	stressful	temporary	tiring	tough

B Which words in the box are useful to give a factual description of a job? Underline them. Which words express an opinion? Circle them.

C Now go to page 153. Do the vocabulary exercises for 8.1.

D Describe the jobs in the box using the descriptions in exercise A.

babysitter	doctor	firefighter
lifeguard	fashion designer	sales assistant

Well, being a babysitter is probably a part-time job. It isn't very high-paying and it can be challenging.

3 Grammar: Present unreal conditionals

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

Grammar: Present unreal conditionals

If you **were** free to do it, **would** you apply?
If I **was** single and **didn't have** three kids, I **might** think about it.
If you **got** the job, there **would be** no internet or TV for six months.

1. The sentences refer to **real / imagined** situations.
2. Look at the **bold** verbs. The verb form that follows **if** is **simple present / simple past**. It **refers / doesn't refer** to a past situation.

B Now go to page 139. Look at the grammar chart and do the grammar exercises for 8.1.

C Complete the questions with the correct form of the verb in parentheses (1). Ask and answer the questions with your partner.

1. If you _____ (can) any job in the world, what job _____ (choose)? Why?
2. If you _____ (consider) doing a job you loved if you _____ (not be) paid well? Why or why not?
3. What _____ (do) with your free time if you _____ (not have to) work?

4 Speaking

A Read about two more jobs. How are they similar to the lighthouse caretaker job?

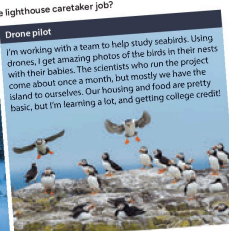
Resort caretaker

In the summer we work with the tourists, but in the winter, it's just my wife and me. It snows a lot and the mountains are beautiful. There's a lot of work to do maintaining all the buildings, but there's plenty of free time, too. And the wildlife is fantastic! Last winter we had bears come to visit us. That was awesome!



Drone pilot

I'm working with a team to help study seabirds. Using drones, I get amazing photos of the birds in their nests with their babies. The scientists who run the project come about once a month, but mostly we have the island to ourselves. Our housing and food are pretty basic, but I'm learning a lot, and getting college credit!



B If you had to choose one of the three jobs in this lesson, which one would you choose? Why?

What do you think daily life would be like?

If I was the resort caretaker, I'd have a lot of free time to do all kinds of snow sports.

If a drone pilot was a high-paying job, I'd pick that one.

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

I wouldn't do that!

Lesson objective
talk through options to reach a decision

1 Functional language

A 40 **8.04** Laura has a remote meeting on Saturday but she doesn't want to attend it. Listen to Laura and her friend discussing her options. What do you think Laura decides to do?



40 8.04 Audio script

- A Great! My boss just scheduled a Zoom meeting for Saturday. He's always doing this – scheduling meetings on the weekend!
- B Too bad, Laura. Is there any way you can get out of it?
- A Well, I guess I could suggest another day. That Saturday is really difficult for me, I have a family commitment... And, you know, it's not the first time this has happened!
- B Have you tried talking to your boss? If I were in your shoes, I'd explain the situation and offer an alternative. I mean, it can't hurt, right?
- A I guess I could, but what's the alternative? I think I'm just going to say no! No more remote meetings on weekends or in the evening – it's too much!
- B Good idea to stand up to him. But you might also want to suggest meeting up on Monday morning to catch up, or maybe you could offer to attend face-to-face instead. I'd try that if I were you.
- A Yeah, I guess. I could ask him if we can meet in the office on Monday to show I'm willing, you know...
- B It wouldn't hurt to say that. I mean, you've got nothing to lose!



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

Talking through options	Encouraging actions
Is there any 1 you can (get out of it)?	It can't 2 .
Have you 3 (talking to him)?	I'd (try that) if I 4 you.
If I were in your 5 , I'd (explain the situation).	It wouldn't 6 (to say that).
You might 7 to suggest meeting on Monday).	You've got nothing to 8 .
Maybe you 9 (offer to attend face to face).	

Insider English

You can use I guess to consider suggestions. I guess I could. I guess it wouldn't hurt.

- C 40 **8.05** **Pair work** Complete the conversation with phrases from the chart. Listen and check your answers. Then practice the conversation.
- A I really don't want to go to dinner tonight. I'm so tired, but I promised Ellen.
- B .
- A Yes, but she's leaving for school tomorrow. I'd really like to see her before she goes.
- B .
- A Yeah, that's a great idea. I'll text her now. Thanks!

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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.

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8.4

Digital detox

Lesson objective
write a comment about a podcast

1 Listening

A **8.06** **Pair work** Look at the photos. How are the two situations different? Which one do you think shows a more positive use of mobile technology? Why?



- 40 **8.07** **Listen to a podcast** Listen to an extract from a podcast about mobile technology. What is a "digital detox"? How do Tim and Kayla feel about the idea? Would you ever consider a digital detox?
- 40 **8.08** **Pair work** Read the extracts. Who do you think said each one? Write T (Tim) or K (Kayla). How do you know? Listen again to check your answers.
- I love my phone too much!
 - I would never do that, not for a million dollars!
 - You don't always have to share everything.
 - What's wrong with sharing?
 - It's so important that we know what's going on in the world.
 - I could be doing something better.
 - I am very happy with my 24/7, always connected life.

Insider English

The phrase **not for a million dollars** is often used to show strong dislike for an idea. I'd never give up my phone – not for a million dollars!

2 Pronunciation: Listening for emphasis

A 40 **8.09** Listen to the extracts from the podcast. Focus on how the speaker says the bold words.

1 A digital detox, **well**? Are you kidding? No way. I love my phone **way** too much!

2 I'm **fed** up with you, Tim, because I would **never** do that! I'd be in this cabin out in the forest, and it was **really** quiet and relaxing.

Correct words to complete the sentence. Speaker wants to add emphasis to an idea, they often say the word **higher** / **stronger** and **onger**.

3 Writing

A Read the two comments that were left on the podcast. Which one was written by the podcast host and which one by a listener? How do you know?

Comments Sign out Account

1 I really enjoyed listening to this week's podcast. Good for you, Tim, trying a digital detox! It's something I've often thought about doing because I do spend way too much time just looking at a screen. If I had the time, I'm sure it would do me good. There was one thing in particular that interested me in your conversation. When you were talking about sharing photos, it made me think of how I use social media to keep in touch with friends and family that I don't get to see that often. I don't think I'd be as good at keeping in touch if I didn't have social media. Do you think social media might actually help us have better social relationships? And as Kayla said, it is important to keep up with what's going on in the world. Looking forward to hearing your opinion!

2 Hi there. Thanks for leaving your comment. That's a really interesting question. You point out that social media makes it easier to keep in contact with friends and family, but it can also be distracting and, well, superficial. Personally, I think face-to-face contact with people is always better, and nothing beats spending time with someone. But if they live in another city or country, then I guess maybe phones and social media do help a lot. I wonder what other people have to say about that!

B **8.10** **Writing task** Look at the two comments again. Underline the phrases that reference another person's statement or opinion.

C **8.11** **Pair work** Read the comments again. Do you think phones help us to have better social relationships? Why or why not?

Write it

D Write a response to the two comments. Remember to 1) refer back to both the question and the answer, 2) make a positive reference to the podcast, and 3) invite other opinions on the topic.



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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.

8.5

Time to speak
Planning a digital detoxLesson objective
plan and discuss a digital detox weekend for your class

- A **8.12** **Discuss** As a class, discuss this question: If you had to live without your phone for a week, how would that affect your day-to-day life? Think of all the things you usually do with your phone. What would you miss the most?
- B You and a partner are going to arrange a digital detox weekend for your class. Think of the answers your classmates gave. Who do you think would struggle the most with the detox? Why?
- C A TV company is going to sponsor your weekend and make a documentary about the experience. Think about these things:
- Where could you hold the detox? Think of places in or near your city.
 - What facilities would you need? Think of alternatives to digital devices, for example, a gym or a library.
 - What activities would you like to offer? How could you help people when they're missing their digital devices? Think of a variety of different activities for both daytime and evening hours.
 - There are some big houses by the beach. We'd need lots of bedrooms but just one kitchen. A gym would be great, and if we had a library, people could still read, just not on their tablets.
- D **8.13** **Decide** Create a plan for the weekend. Include this information:
- the different places where the activities will take place
 - what to bring and who to invite
 - morning, afternoon, and evening activity choices for the full three days
- E **8.14** **Present** Present your program to the class. Answer any questions from the audience.
- F **8.15** **Agree** Which pair of students has planned the best program? Why do you think so?



Useful phrases

- Discuss**
- If I had to ... I think I'd ...
 - I'd really miss ...
 - If we held the detox [place], then people might ...
- Decide**
- I think we should / could ...
 - Why don't we ...?
 - What about ...?
- Present**
- We decided / thought that ...
 - We chose to ...
 - We want to / We'd like to ...

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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 And we're off!	• Talk about personal achievements • Discuss good employee qualities • Make and respond to introductions • Write a comment in response to an article • Practice a job interview	• Tense review (simple and continuous) • Dynamic and stative verbs in the present	• Qualities and skills • Describing key qualities	• Saying the letter y
Unit 2 The future of food	• Talk about trends • Talk about preparing food • Make offers in social situations • Write the results of a survey • Create a plan to improve a restaurant	• Real conditionals • Clauses with <i>after</i>, <i>until</i>, <i>when</i>	• Describing trends • Preparing food	• Saying the vowel sounds /aɪ/, /i/, and /eɪ/ • Listening for deleted /t/ sounds
Unit 3 What's it worth?	• Discuss work-life balance • Discuss the value of things • Apologize for damage or loss • Write a product review • Respond to a negative review	• <i>too</i> and <i>enough</i> • Modifying comparisons	• Talking about work-life balance • Talking about prices and value	• Saying /s/ at the beginning of a word
Review 1 (Review of Units 1–3)				
Unit 4 Going global	• Speculate about a photo • Talk about viral stories • Exchange and discuss opinions • Write a response to a post • Design an ad for a product	• Modals of speculation • Subject and object relative clauses	• Talking about advertising • Talking about people in the media	• Saying the vowel sounds /ɔ/ and /ɑ/ • Listening for topic organization
Unit 5 True stories	• Discuss different types of stories • Talk about changes to plans • React to bad news • Write a formal apology • Tell a story about a chance meeting	• Past perfect • <i>was/were going to</i>; <i>was/were supposed to</i>	• Describing stories • Making and breaking plans	• Saying consonants at the end of a word
Unit 6 Community action	• Discuss charity and volunteer work • Discuss acts of kindness • Offer help with something • Write a report about a community project • Design a community project	• Present and past passive • Passive with modals	• Discussing good works • Describing good deeds	• Saying /b/ or /v/ in the middle of a word • Listening for /j/ between words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
- Meet someone you don't know; introduce someone to others Real-world strategy - Respond to an introduction		Flip the interview An article on interview skills	A comment - A comment on an article - Agreeing and disagreeing	- Talk about a new activity - Talk about personal achievements - Describe your personal qualities - Play an introduction game Time to speak - Ask and answer interview questions
- Make, accept, and refuse offers in social situations Real-world strategy - Acknowledge an acceptance	Cool food A conversation between friends		A report - The results of a survey about eating habits - Reporting research results	- Talk about fusion foods - Discuss ideas to avoid food waste - Explain a favorite recipe - Offer food and drink to others Time to speak - Present a restaurant rescue plan
- Make an apology and explain what happened Real-world strategy - Respond to an apology		Buyer beware! Short stories about good and bad online shopping experiences	A product review - Product reviews - Expressing opinions about product features	- Discuss things money can't buy - Talk about quality of life - Talk about relative value - Talk about a past apology Time to speak - Repair a customer relationship
- Exchange and discuss opinions about possible actions Real-world strategy - Make opinions more emphatic	Building a brand A news report about a local company that went global		A response - A social media post - Writing about reasons and consequences	- Talk about all the signs we see - Speculate about a photo - Talk about viral stories - Give and support opinions Time to speak - Design and present an ad
- React to problems and try to find a solution Real-world strategy - Accepting bad news		The perfect apology? An article about corporate apologies	An apology - A letter of apology from a company - Using referents to avoid repetition	- Discuss good storytellers - Tell someone's life story - Tell the story of a change of plans - Act out situations with bad news Time to speak - Connect events to tell the story
- Make, refuse, and accept offers of help Real-world strategy - Imposing on somebody	Painting safer streets A podcast about a community art project		A report - A report on a community project - Using quotes as support	- Talk about acts of kindness - Discuss charity organizations - Discuss helping others - Make offers of help to strangers Time to speak - Discuss helping your community

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 It's good to talk	- 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	- Reported statements - Reported questions	- Communication verbs - Communicating online	Saying /s/ or /z/ at the end of a word
Unit 8 Lifestyles	- 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	- Present unreal conditionals <i>I wish</i>	- Describing jobs - Talking about time management	- Saying the vowel sounds /ɜ/ and /ʊ/ - Listening for emphasis
Unit 9 Yes, you can!	- Talk about rules and regulations - Discuss rules and regulations in the past - Make generalizations - Write a letter of complaint - Discuss improvements to your town	- Prohibition, permission, obligation (present) - Prohibition, permission, obligation (past)	- Talking about places - Talking about rules	Saying /d/ at the beginning of a word
Review 3 (Review of Units 7–9)				
Unit 10 What if ...?	- 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	- Past unreal conditionals - Modals of past probability	- Talking about discoveries - Discussing right and wrong	- Saying long and short vowel sounds - Listening for weak words
Unit 11 Contrasts	- Talk about college life - Discuss scientific facts - Discuss alternatives and give recommendations - Write a comment presenting an argument - Present a proposal to solve a problem	- Gerund and infinitive after <i>forget</i>, <i>remember</i>, <i>stop</i> - Causative verbs <i>help</i>, <i>let</i>, <i>make</i>	- Talking about college education - Talking about science	Stressing long words
Unit 12 Looking back	- 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	- Adding emphasis - Substitution and referencing	- Talking about the senses - Describing memories	- Saying consonant clusters - Listening for transitions
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–145 Vocabulary practice, pages 146–157				