

EVOLVE

SECOND EDITION

TEACHER'S EDITION

with Digital Pack

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4

with teacher development by
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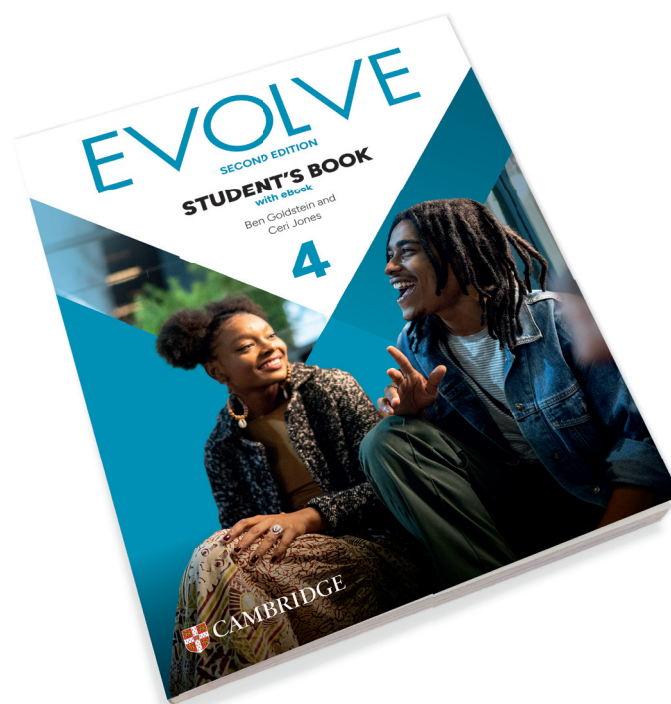
EVOLVE

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

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

Do you feel the same as Atchariyapol?

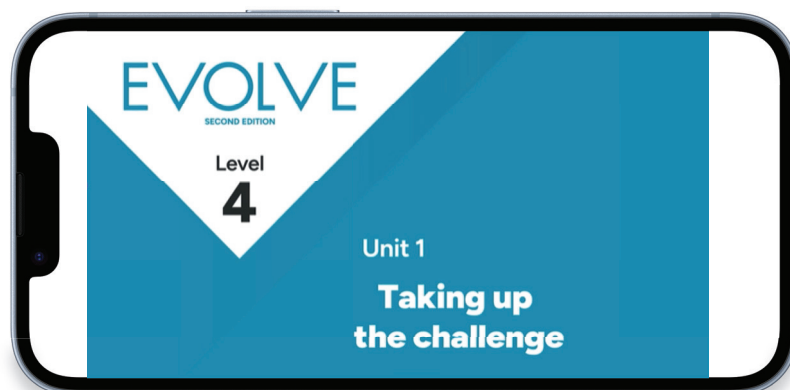
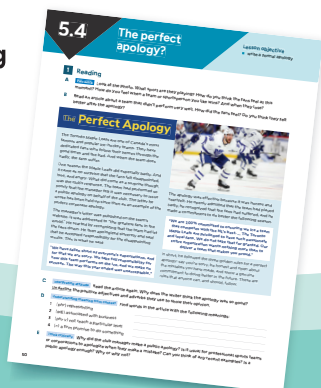


2 Enhanced Grammar Support

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!



**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. 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.



10.5 Time to speak

Turning points

Lesson objective

- share the story of an influential discovery or invention



Time on each stage

■ **Introduce the task** On the board, write, The important events in human history. Elicit responses from Ss. If necessary, model an example to help clarify the question. As a class, vote on which are the five most important.

■ **Direct Ss to the Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A Discuss Aim: Ss think about the idea of a turning point in history.

■ Read the instructions aloud. Give Ss time to look at the photos (fire, writing, agriculture).

■ **Group work** Ss discuss what inventions or discoveries happened first.

■ Ask Ss to discuss how life would be different without them.

B Aim: Ss discuss how six discoveries and inventions changed human history.

■ **Find it** Direct Ss' attention to the photos and ask volunteers to guess what they are (vaccine, GPS navigation, solar field and wind turbines). Check Ss' understanding of each.

■ Give Ss time to think of two more influential discoveries or inventions.

■ **Group work** Ss discuss each discovery/invention and how it changed human history.

C Decide Aim: Ss choose the invention they think has been most important for human history.

■ **Group work** Ss do the task in their group.

■ Encourage Ss to make a T-chart to list the positives and negatives of what life would be like without each invention.

■ **Preparation for speaking*** Give groups time to practice what they are going to say to the class.

D Present Aim: Ss present their most important invention to the class.

■ Tell Ss to take notes during each presentation to help them decide which invention to vote for.

■ **Whole-class** Groups take turns presenting their inventions and discoveries.

■ **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

E Agree Aim: Ss work together to choose the most influential invention.

■ Read the instructions aloud.

■ Write each group's discovery or invention on the board.

■ Have the class decide which invention was most influential.

■ **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the Progress check. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 In Development Activity 1, how easy was it for students to find and understand online information in English?
- 2 How well written were students' paragraphs about a discovery/invention?
- 3 How motivated were students to read each other's paragraphs in the following lesson?
- 4 What kind of help did students need with the first draft of their online post in Development Activity 2? What does this tell you about their writing needs?
- 5 How many students posted to the discussion board? What do you think motivated the ones who did post? Did they receive any replies?
- 6 What are other ways you can get students to connect with real-world English online? In this unit, they focused on reading and writing. Are there ways they can practice listening and speaking as well?

T-106

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: Maintaining learners' motivation – Group formation

At the beginning of a course, it's a good idea to spend some time helping students develop a positive group dynamic. This means students need to get to know each other and feel comfortable in the classroom. If students believe their English language class is an enjoyable place to be, this will motivate them to learn. It's also important to include yourself, the teacher, in this process. Students usually enjoy finding out something about you as a person. To find out more about building group dynamics, read *Group Dynamics in the Language Classroom* by Zoltán Dörnyei and Tim Murphey, pp. 14–17 and 65–69. Please go to the Teacher's Resources on Cambridge One to download this material.

Talking about yourself (Activity 1): You talk about your own experience of starting a new activity.

Guessing students' accomplishments (Activity 2): Students guess what their classmates have accomplished.



Unit opening page

Striking images

- get students talking



Unit objectives

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

Start speaking questions

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

Real student videos

- provide students with achievable speaking models
- motivate students

Lesson 1

Audio scripts

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

Vocabulary

- is presented through pictures or definitions

9.1 Reading the signs

Lesson objective
talk about rules and regulations in your everyday life

1 Language in context

A **100 Fair news** Look at the signs. What do you think they mean? Listen to two people discussing some of the signs. Check (✓) the ones they mention. Were you right about their meanings?

A **101 Audio script**

Bart So many signs everywhere! No parking. No skateboards. No entry...
Luis There's one saying you aren't supposed to bring your pets inside. And there, you are allowed to bring your guide dog inside. And look there! You're required to wear a hard hat on the construction site.
Bart That makes sense, but I've noticed some strange ones recently. Outside the arts center one said you aren't allowed to wear a hoodie inside! I think it's so someone can't hide their face – the security cameras should be able to see you clearly.
Luis Oh, I get it. I saw a cool sign at city hall, just outside the courthouse. It's a pair of hands and a speech bubble. It means that you may request a sign language interpreter if you need one.
Bart Hey, that is cool! Oh! I saw a great one on the sidewalk. It was two people walking and looking down at their phones.
Luis Yes, that's exactly it. Crossing the road with their phones in their hands. I mean, how dangerous can you get!
Bart Tell me about it! They should put that sign up everywhere.

2 Vocabulary: Talking about places

A **102 Fair news** Listen and say the words in the box. Look up the ones you don't know on your phone or in a dictionary. Which sign(s) from exercise 1A would you expect to see in each place?

arts center	boardwalk	city hall	consulate
construction site	courthouse	highway rest stop	laboratory
playground	public space	residential area	toll plaza

B **103 Now go to page 154. Do the vocabulary exercises for 9.1.**

C **104 Fair news** What other signs do you see around you every day? Where do you see them? Do people generally obey these signs? Are there any signs that people sometimes ignore?

There are "phones on silent" signs in the movie theater. I wish more people obeyed them!

Insider English

I get it or I don't get it means that you do or don't understand something. What? I don't get it.

3 Grammar: Prohibition, permission, obligation (present)

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

Grammar: Prohibition, permission, obligation (present)

Prohibition You **may not** skateboard here.
 You **aren't allowed to** wear a hoodie.
 You **aren't supposed to** bring your pets inside.
Permission You **are allowed to** bring in your guide dog.
 You **may request** an interpreter.
Obligation The cameras **should be able to** see you.
 You're **required to** wear a hard hat.
 You're **supposed to** ring the bell for service.

1 Prohibition can also be expressed with **can't / must not / won't**.
 2 Permission can also be expressed with **want to / would like to / can**.
 3 Obligation (or necessity) can also be expressed with **don't need to / (don't) have to / shouldn't**.

B **105 Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.1.**

C **106 Group work** Choose **one** of the places below or another place that everyone knows. Think of **at least five rules** for that place. Use different structures from the Grammar box in your rules.
 airport terminal campground hospital school theater

D Read your rules to the class. Can anyone guess which place it is?

4 Speaking

A **107 Group work** Discuss the questions.
 ■ What rules and regulations do you have to follow at work or school?
 ■ And what about in your house or apartment?
 ■ Which rules would you like to change or get rid of completely? Why?
 ■ What new rules would you like to introduce? Why?

B **108 Group work** Choose two of the rules you'd like to introduce (from the previous exercise) and draw a sign to illustrate them. Show them to the class. Can they guess what your rules are?

My new rule is "no one is allowed to chew gum in the study area."

Grammar reference and practice

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

Pair and group work activities

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

Insider English

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

Lesson 2

Language in context

- contextualizes the language within a reading or listening text

Vocabulary practice

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

Grammar

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

9.2

Rules of the road

Lesson objective

■ discuss rules and regulations in the past

1 Language in context

A Look at the signs. What can you see in each one? What traffic rules are represented? Imagine driving in a city where there were no traffic rules. What would happen?





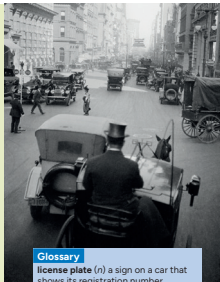
B Read this article about William Eno. What's the connection with the signs above?

Stop and Go

Before cars were invented, horse-drawn carriages were allowed to circulate freely. There were no signs to **control** traffic and no **speed limits**. As cars started to appear on the streets, rules that would **permit** traffic to flow safely were desperately needed.

In 1903, William Eno published "Rules for Driving" – the first official traffic code. Drivers had to drive on the right, they were supposed to show other drivers when they wanted to turn, and they were **prohibited** from parking on the left. His greatest innovations were the traffic circle and one-way streets, which **obliged** all traffic to travel in the same direction. He also helped introduce crosswalks to protect pedestrians. At the same time, new laws **required** vehicles to be **registered** and have license plates and also **banned** drivers under sixteen, though drivers did not have to take a driving test until 1934.

The most curious thing about Eno, the father of road safety, was that he never learned to drive a car!



Glossary
license plate (n) a sign on a car that shows its registration number

C Read the article again. Check (✓) the statements that you can infer from the text. Find information in the article to support your answers and underline it.

- ☐ 1 Before cars, there were very few problems with traffic in big cities like New York.
- ☐ 2 There was no traffic code before cars.
- ☐ 3 Eno's "Rules for Driving" included more than just rules for drivers.
- ☐ 4 Eno was not physically able to drive a car.

2 Vocabulary: Talking about rules

A Complete the chart. What idea do the words express? Write **M** (must), **A** (allowed), **N** (not allowed), or **R** (rules apply). Listen and check.

verb	noun	meaning	verb	noun	meaning
	ban			permission	
control		R		prohibition	
limit			register		requirement
	obligation				

B Now go to page 154. Do the vocabulary exercises for 9.2.

C **Group work** What are three problems caused by traffic where you live? Suggest solutions for each of the problems. For ideas, watch Momo's video.



Real student

Do you agree with Momo?



3 Grammar: Prohibition, permission, obligation (past)

A Look at the sentences in the Grammar box. Then write the verb phrases in bold to complete each rule (1–3).

Grammar Prohibition, permission, obligation (past)

Carriages **were allowed** to circulate freely before 1903.

Eno's rules said that drivers **had to** drive on the right.

They **were not allowed** to stop in the middle of the street.

Pedestrians **were required** to cross at the crosswalk.

- 1 To express prohibition in the past: *couldn't*, _____
- 2 To express permission in the past: *could*, _____
- 3 To express obligation in the past: *had to*, _____

B Now go to page 141. Look at the grammar chart and do the grammar exercises for 9.2.

C **Group work** Write three rules from your childhood. Use three different structures from the grammar box, and check your accuracy. Read your rules to the group. Whose parents were the strictest?

Accuracy check

Prohibition and permission are usually expressed in the passive because the person / authority responsible for the law is known and doesn't need to be named.

Cars are **allowed** to park here. (= city regulations allow cars to park here)

4 Speaking

A **Group work** Read the laws. Three of them were real laws in the past. Which is the fake law? Why do you think people passed the real laws?

- 1 You couldn't drink soda on Sunday.
- 2 All men were required to grow beards.
- 3 Female school teachers were not allowed to get married.
- 4 Only people who weighed more than 100 pounds (45 kilograms) could vote in elections.

B Do you know any old laws from your country? Go online and find out if they are still laws. Find some strange laws from other countries, too.

Glossary

- encourages students to improve dictionary skills

Extended speaking practice

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

Accuracy checks

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

Smartphone activities

- give ideas for how to use phones in the classroom
- are optional

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

9.3

To tip or not to tip?

Lesson objective
■ make generalizations

1 Functional language

A **9.04 Pair work** Look at the photo. Where is the person? How much money do you think they're giving? Listen to Charlie and Júlia talking about tipping in the U.S. Is it similar in your country?



9.04 Audio script

A I'll pick up the check if you leave the tip, Júlia.
B OK, thanks, Charlie. But how much should I leave?
A Well, **generally speaking** we leave 20%.
B Really? That much? In Brazil, people don't **tend** to tip nearly as much as that. Oh! Should I tip in cafés as well, and fast food places?
A If there's no table service, we **generally** tip a little less, maybe 10%. We usually add the tip on the card when we pay.
B I've seen that in Brazil, too. What about taxi drivers? Are you required to tip them?
A Required? No, not really, but, **on average**, people tip 10–20% of the fare.
B Twenty per cent! Wow, all these tips must get expensive!
A Well, you know, **on the whole**, service jobs don't pay well, so people in the service industry really rely on tips to make a living.

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

Making generalizations	
Generally ¹ _____, (we leave 20%).	
People don't ² _____ to tip so much).	
We ³ _____ (tip a little less).	
On ⁴ _____, (people tip 10–20% of the fare).	
On the ⁵ _____, (service jobs don't pay well).	

C Complete the generalizations using a phrase from the chart. Are they true in your country?

- _____ speaking, we don't really give that many tips.
- People _____ to tip more in nicer restaurants.
- _____, service industry workers don't depend on tips.
- People _____ don't tip taxi drivers unless it's a long journey.
- _____, people tip around 10% in restaurants.

2 Real-world strategy

A **9.05** Listen to Júlia and Charlie discussing two other cultural differences. What are they?

Contrasting information

When you want to contrast cultural information, you can use several different expressions.

We don't tip nearly as much as that.
 Really? We don't do that where I come from.
 We don't do it that way in my country.
 We do things differently back home.
 We handle tipping differently where I come from.
 That's not how we do / say it in (Portuguese).

B **9.06** Read the information on contrasting information in the box and listen again. What phrases does Júlia use to contrast their customs?

C **Pair work** Look at these common customs in the U.S. Are they the same in your country?

- The waiter refills your coffee cup at no extra charge.
- The national anthem (national song) is played before every professional sporting event or game.
- On an escalator, people stand on the right side and walk on the left side.

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

A **9.06** Listen and repeat. Focus on the /d/ sounds.

- We generally don't tip.
- We do things differently.

B **9.07** Listen. Who says the /d/ sound? Write A or B.

1 did _____	3 depend _____	5 difficult _____
2 different _____	4 do _____	6 deep _____

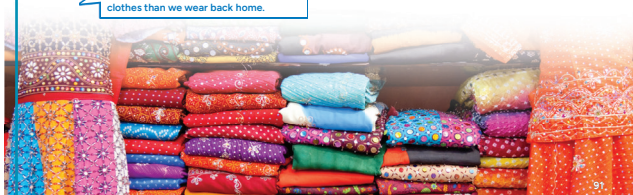
C **Pair work** Say the words in exercise 3B to your partner. Practice saying the /d/ sound clearly.

4 Speaking

A Think about a time when you visited a new town or country. In what ways were things different there?

B **Pair work** Tell your partner about your impressions. React to your partner's impressions with surprise when appropriate.

On the whole, people wear more colorful clothes than we wear back home.



Functional language charts

- highlight and categorize key phrases for students to practice

Notice features

- contain important language information

Productive pronunciation activities

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

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language