

# EVOLVE

SECOND EDITION

## STUDENT'S BOOK

with eBook

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

# 1



CAMBRIDGE

# EVOLVE

SECOND EDITION

## STUDENT'S BOOK

with eBook

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

# 1



**CAMBRIDGE**  
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](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781009550208](http://www.cambridge.org/9781009550208)

© Cambridge University Press & Assessment 2026

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

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 1

Printed in Dubai by Oriental Press

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

ISBN 978-1-009-55020-8 Student's Book with eBook

ISBN 978-1-009-55116-8 Student's Book with Digital Pack

ISBN 978-1-009-80663-3 Student's Book with Digital Pack A

ISBN 978-1-009-80602-2 Student's Book with Digital Pack B

ISBN 978-1-009-82290-9 Workbook with Audio

ISBN 978-1-009-82294-7 Workbook with Audio A

ISBN 978-1-009-82298-5 Workbook with Audio B

ISBN 978-1-009-80593-3 Teacher's Edition with Digital Pack

ISBN 978-1-009-80607-7 Teacher's Digital Pack

ISBN 978-1-009-80712-8 Student's Digital Pack

ISBN 978-1-009-82284-8 Student's Digital Pack A

ISBN 978-1-009-82287-9 Student's Digital Pack B

ISBN 978-1-009-80706-7 Full Contact with Digital Pack

Additional resources for this publication at [www.cambridge.org/evolve](http://www.cambridge.org/evolve)

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press & Assessment does not guarantee the accuracy of such information thereafter.

For EU product safety concerns, contact us at Calle de José Abascal, 56, 1º, 28003 Madrid, Spain, or email [eugpsr@cambridge.org](mailto:eugpsr@cambridge.org).

# Thanks and Acknowledgments

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

Haruno Shikata, Tamagawa University, Japan; Jirapat Piluke, King Mongkut's University of Technology Thonburi, Thailand; Bianca Eliza Valenzuela Matheus, CCBEU Sorocaba, Brazil; Mariana López Rodríguez, University ITSON, Mexico; Yuri Takamatsu, Baiko Gakuin University, Japan; Joao Victor Santana Pinheiro Gonçalves, CCBEU Sorocaba, Brazil; Kerem Varışlı, Nişantaşı University, Türkiye; Luiz Renato Fernandes Martins, CCBEU Sorocaba, Brazil.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgments on reprinting and in the next update to the digital edition, as applicable.

Key: U = Unit.

## Photography

All the photographs are sourced from Getty Images.

**U0:** Klaus Vedfelt/Digitalvision; Marc Romanelli/Blend Images; Tara Moore/Digitalvision; Tara Moore/The Image Bank; Westend61; Kohei Hara/Digitalvision; Felbert+Eickenberg/Stock4B; Cover Design By Chefier; Xavier Lorenzoli/iStock/Getty Images Plus; **U1:** Luis Alvarez/Digitalvision; Oscarhdez/iStock/Getty Images Plus; Hero Images; Dmephotography/iStock/Getty Images Plus; Johnnygreigl/E+; Mstudioimages/E+; Hispanolistic/E+; Atgimages/iStock Editorial/Getty Images Plus; Sutthichai Supapornpasupadl/Moment; Carl Olsson/Folio Images; Phil Boorman/Cultura; Caiaimage/Sam Edwards; Mark Edward Atkinson/Blend Images; Thomas Northcut/Digitalvision; FG Trade/E+; Glow Images, Inc/Glow; Tony Anderson/Digitalvision; Momo Productions/Digitalvision; Petekaric/I+; Ian Macnicol/Getty Images Sport; Monica Schipper/Filmagic; Global Images Ukraine/Getty Images News; Debra L Rothenberg/Wireimage; Gareth Cattermole/Getty Images Entertainment; NDZ/Star Max/GC Images; Lionel Hahn/Getty Images Entertainment; Luc Castel/Getty Images Entertainment; Steve Granitz/Wireimage; Tim Clayton – Corbis/Corbis Sport; Xavier Lorenzoli/iStock/Getty Images Plus; **U2:** Maskotlsami Serti/E+; Ronnie Kaufman/Digitalvision; Maical/E+; Jose Calsinal/iStock/Getty Images Plus; Flashpop/Stone; Adamkazl/E+; Alyson Aliano/Image Source; Filadendron/E+; Powerofforever/E+; Steve Prezant/Image Source; Ronnie Kaufman/Larry Hirshowitz/Blend Images; Xavier Lorenzoli/iStock/Getty Images Plus; **U3:** Eoneren/E+; Svetikd/E+; Vlajsi/E+; Bulgaci/E+; Diane Auckland/Arcaidimages; Daniel Grill; Steve Gorton/Dorling Kindersley; Pbombaert/Moment; Photoalto/Antoine Arraoul/Photoalto Agency RF Collections; Fotosearch; Rollingearth/E+; Karen Moskowitz/The Image Bank; Tetra Images; Mark Griffin/Eyeem; Art-Y/E+; Westend61; Archivizl/iStock/Getty Images Plus; Евгения Матвеев/Moment; Vetlanakoryakova/iStock/Getty Images Plus; Yelenayemchuk/iStock/Getty Images Plus; Maximilian Stock Ltd./Photographer's Choice; ATU Images/The Image Bank; Freshsplash/E+; Hinterhaus Productions/Digitalvision; Lilly Bloom/Cultura; Peopleimages/Digitalvision; Jakkapan21/iStock/Getty Images Plus; Nicholas Eveleigh/Photodisc; Artem Perevozchikov/iStock/Getty Images Plus; Tifonimages/iStock/Getty Images Plus; Skrow/iStock/Getty Images Plus; Andreas Von Einsiedel/The Image Bank Unreleased; Customdesigner/iStock/Getty Images Plus; Aire Images/Moment; Fusaromikel/iStock/Getty Images Plus; S-Cphoto/E+; Matthias Clamer/Stone; Gilles Coronal/iStock/Getty Images Plus; Chaloner Woods/Hulton Archive; Xxmxmx/E+; Dorling Kindersley; Imagenavi; Glasshouse Images/Corbis; Xavier Lorenzoli/iStock/Getty Images Plus; **U4:** Bloomberg; Rasslaval/iStock/Getty Images Plus; Issarawat Tatongl/Moment; Bruno Nunes/iStock/Getty Images Plus; Prasert Krainukul/Moment; Scanraill/iStock/Getty Images Plus; Milanvirijevic/E+; Calvindexterl/Digitalvision Vectors; Bortonial/Digitalvision Vectors; Robinolimbl/Digitalvision Vectors; Designer29l/Digitalvision Vectors; Turkan Rahimil/iStock/Getty Images Plus; Graphics Studio MH. We Offer You The Best Things/iStock/Getty Images Plus; Robert Christopherl/Connect Images; Puhimecl/iStock/Getty Images Plus; Gorica Poturakl/E+; Visualspacel/E+; Freshsplashl/E+; Vml/E+; Bongkarnthanayakijl/iStock/Getty Images Plus; Prykhodovl/iStock/Getty Images Plus; Oscar Wongl/Moment; Tang Ming Tungl/Digitalvision; Ferrantraite/E+; Patrick Chul/E+; Natalya Vilmanl/iStock/Getty Images Plus; Liudmila Chernetskall/iStock/Getty Images Plus; Peathegee Incl/Tetra Images; Gorodenkoffl/iStock/Getty Images Plus; Xavier Lorenzoli/iStock/Getty Images Plus; **U5:** INDRANIL Mukherjeel/AFP; Inti St Clair/Blend Images; JGI/Tom Grill/Blend Images; Squaredpixels/E+; Geber86/E+; Thomas Barwick/Taxi; David Stuart/Stockbyte; Jupiterimagesl/Stockbyte; Urbazonl/E+; Igor Alecsanderl/E+; The Good Brigadel/Digitalvision; Xavier Lorenzoli/iStock/Getty Images Plus; **U6:** Dragos Cosmin Photosl/Moment Open; Eva-Katalinl/E+; Steven Frame/Hemera/Getty Images Plus; Laura Kalcheffl/Moment; EMS-FORSTER-Productionsl/Digitalvision; David Nevala/Aurora; Drs Producoesl/E+; John Warburton-Lee/AWL Images; Eric VANDEVILLE/Gamma-Rapho; Ariel Skelleyl/Digitalvision; Dorling Kindersley; John Hart/Eyeem; Caiaimage/Sam Edwards; Henglein And Steets/Photolibary; Eric You/Eyeem; M-Imagephotography/iStock/Getty Images Plus; Alexander Spataril/Moment; Aimin Tang/Photographer's Choice; Barry Kusuma/Stockbyte; Alan\_Lagadu/iStock/Getty Images Plus; Swedewah/E+; Xuanyu Hanl/Moment; Yinwei Liul/Moment; Nick Brundle Photographyl/Moment; F.J. Jimenezl/Moment; Jon Chica Paradal/iStock/Getty Images Plus; Vitor Marigol/Cavan; Macduff Everton/Iconica; Cokadal/E+; Kryssia Campos/Moment; Kimie Shimabukuro/Moment Open; Sambaphoto/Cristiano Burmester/Sambaphoto; Cesar Okadal/E+; Bernard Jaubert/Canopy; SDI Productionsl/E+; Planet Observer/UIG/Universal Images Group; Xavier Lorenzoli/iStock/Getty Images Plus; **U7:** SDI Productionsl/E+; Phil Boorman/The Image Bank; Dorling Kindersley; Vincent Besnault/The Image Bank; Allen Chenl/Moment; Westend61; Zoranml/E+; Alvarez/E+; LM Productions/Photodisc; Yakobchukolenal/iStock/Getty Images Plus; Jordan Siemens/Taxi; Ezra Bailey/Taxi;

Dragana991l/iStock/Getty Images Plus; Mikroman6l/Moment; Buena Vista Imagesl/Stone; Mckyartstudiol/iStock/Getty Images Plus; Robert Kneschke/Eyeem; Sbenitezl/Moment; Chabybuckol/E+; Fotostorml/E+; Xavier Lorenzoli/iStock/Getty Images Plus; **U8:** Mike Harringtonl/Stone; Catalinere/iStock/Getty Images Plus; Ruth Jenkinson/Dorling Kindersley; Philip Gatward/Dorling Kindersley; Glowimages; Justin Case/Taxi; Kyle Monk/Blend Images; Yanik88/iStock/Getty Images Plus; Maximilian Grob/Eyeem; Resolution Productions/Blend Images; Christian Kober/AWL Images; Pixdeluxe/E+; Jose Luis Pelaez Inc/Digitalvision; Eternity In An Instantl/Stone; Anon-Tael/iStock/Getty Images Plus; Westend61; Solstockl/E+; BJl / Blue Jean; Imagesl/Blue Jean Images; Alvarezl/E+; Phuchitl/iStock/Getty Images Plus; Ridofranzl/iStock/Getty Images Plus; Ariel Skelleyl/Digitalvision; Wang Yukunl/Moment; Pecker/Vedfeltl/Digitalvision; Sportstockl/E+; Patrik Giardinol/Stone; Hinterhaus Productions/Digitalvision; Xavier Lorenzoli/iStock/Getty Images Plus; **U9:** Patrick J. Endresl/Corbis Documentary; Westend61; Mckensal/iStock/Getty Images Plus; Caroline Schiff/Taxi; Urbanowl/E+; Busakorn Pongparnit/Moment; iStock/Getty Images Plus; Dancestrokesl/iStock/Getty Images Plus; Waring Abbott/Michael Ochs Archives; F11photo/iStock/Getty Images Plus; Satoshi-Kl/E+; SHOSEL/Afio/Afio Images; Professionalstudioimagesl/E+; Joakimbkkl/iStock/Getty Images Plus; Anna Nesteral/Moment; HOLA Images; Vvoevalel/iStock/Getty Images Plus; D3\_Plus D.Naruse @ Japanl/Moment; Nudibluel/Moment; Gschutterl/E+; John Lund/Marc Romanelli/Blend Images; Cavan Image Sl; LL28l/E+; Xavier Lorenzoli/iStock/Getty Images Plus; **U10:** Anchiyl/E+; Jacob Boomsmal/iStock/Getty Images Plus; Randy Faris/Corbis/VCG; Alistair Berg/Digitalvision; Mtstock Studio/E+; Maskot; Cultura RM Exclusive/Frank And Helena; Igor Alecsanderl/E+; Mint Images; Lelia Valduga; AL Hedderly/Moment; Shobeir Ansari/Moment; Borchee/E+; Skodonnell/E+; Brianajackson/iStock/Getty Images Plus; Robert Koehlerl/Moment; South\_Agencyl/E+; Kelly Cheng Travel Photography/Moment; Elojotorpel/Moment; Elojotorpel/Moment Open; Bluecinemal/E+; Ricardoiimagenl/E+; AJ\_Wattl/E+; Luke Stettner/Phonica; Solstockl/E+; Tony Hopewell/Digitalvision; Xavier Lorenzoli/iStock/Getty Images Plus; **U11:** Simonkrl/E+; Simon Willnall/Taxi; Images Of Our Lives/Archive Photos; Dendongl/iStock/Getty Images Plus; Kevin Kozicki/Image Source; Khaichuin Siml/Moment; Emma Kim/Cultura; Martin Barraud/Caiaimage; Peopleimages/Digitalvision; Pixdeluxe/E+; PM Images/Stone; Ruslandashinskyl/E+; Michael Mrozek/Eyeem; Satoshi Yamada/Eyeem; Nextserl/iStock/Getty Images Plus; Svetikd/E+; Axelle/Bauer-Griffin/Filmagic; Skyneshl/E+; South\_Agencyl/E+; Viktor Cvetkovici/E+; Smerindo\_Schultzpaxl/Moment; Stephanie Fodenl/Moment; Hannah Yelvertonl/Moment; George Steinmetz/Corbis Documentary; Kali9l/E+; Xavier Lorenzoli/iStock/Getty Images Plus; **U12:** Golerol/E+; T\_Kimura/E+; Frank Bean/Uppercut Images; Svetlanakl/iStock/Getty Images Plus; Floortje/E+; Bernard Prost/Stockfood Creative; Julichka/E+; Jerryhat/E+; David Marsden/Photolibary; Andy Crawford/Dorling Kindersley; Dorling Kindersley; Steven Mark Needham/Corbis Documentary; Redhelga/E+; Pmpphoto/iStock/Getty Images Plus; Moodboard Stock Photography Ltd./Canopy; Lauripattersonl/E+; Dave King/Dorling Kindersley; Alvarezl/E+; Calvin Chan Wai Mengl/Moment; Lauripattersonl/E+; Georgia Glynn Smith/Photolibary; Joy Skipper/Photolibary; Nomadsoul1/iStock/Getty Images Plus; Westend61; Angela Bragato/Eyeem; Digipubl/Moment; Satoshi-Kl/E+; Justin Case/The Image Bank; BURCU ATALAY Tankutl/Moment; Filipbaccil/E+; Alle12l/E+; Grandriverl/E+; Xavier Lorenzoli/iStock/Getty Images Plus.

Front cover photography by Hispanolistic/E+.

The following image is sourced from other libraries:

**U8:** Otnaydur/Shutterstock.

## Illustrations

Ana Djordevic (Astound US); Alejandro Mila (Sylvie Poggio Artists Agency); Joanna Kerr (New Division); Dusan Lakicevic (Beehive Illustration). Andrew Pagram (Beehive Illustration).

## Audio

Audio produced by CityVox, New York.

## Typeset

Typesetting by EMC.

# 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!



**Bianca Eliza  
Valenzuela Matheus**  
CCBEU Sorocaba,  
Brazil



**Joao Victor Santana  
Pinheiro Gonçalves**  
CCBEU Sorocaba,  
Brazil



**Luiz Renato  
Fernandes Martins**  
CCBEU Sorocaba,  
Brazil



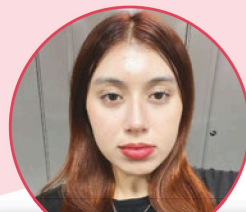
**Haruno Shikata**  
Tamagawa University,  
Japan



**Yuri Takamatsu**  
Baiko Gakuin University,  
Japan



**Jirapat Piluke**  
King Mongkut's  
University of Technology  
Thonburi, Thailand



**Mariana López  
Rodriguez**  
University ITSON,  
Mexico



**Kerem Varışlı**  
Nişantaşı University,  
Türkiye

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

Do not use **to** between **can/can't** and a verb.

Can you ~~to~~ fix bikes? ✗

Can you fix bikes? ✓

**3 Grammar: can and can't for ability; well**

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

**Grammar: can and can't (= can not) for ability; well**

I can swim.	I can't play the guitar.	Can you fix things?
She can draw.	He can't sing well.	Can he surf well?
We can surf well.	They can't read music.	Can they speak two languages?

**Well is the adverb of good.**  
She can sing well. (= She's good.)  
I can't dance well. (= I'm not good.)

- Use **can / can't** to talk about things you don't do well or don't know how to do.
- Use **can / can't** to talk about things you do well or know how to do.
- With **he, she, and it, do / do not** add -s to the verb after **can** or **can't**.

**B** **Circle** the correct answers to complete the sentences.

- I swim every day. I **can / can't** swim well.
- Sorry. My dad **can / can't** fix your car. He's not a mechanic.
- You can draw really well, Tomas. What other things **can / can't** you do?
- She **can / can't** drive, and she doesn't have a car.
- You **can / can't** skateboard really well! Can you teach me?

**A** Can you play the guitar, Robbie?  
**B** No, I **can / can't**.

**C** Now go to page 138. Look at the grammar chart and do the grammar exercises for 8.1.

**D** Write five questions to ask people in your class about their skills. Use vocabulary from exercise 1A on page 76. Then check your accuracy.

- Can you \_\_\_\_\_ ?
- Can you \_\_\_\_\_ ?
- Can you \_\_\_\_\_ ?
- Can you \_\_\_\_\_ ?
- Can you \_\_\_\_\_ ?


**Accuracy check**  
Do not use **to** between **can/can't** and a verb.  
Can you ~~to~~ fix bikes? ✗  
Can you fix bikes? ✓

**4 Speaking**

**A Group work** Ask and answer your questions from exercise 3D. Say how well you do the skills.

Can you play the guitar?  
No, I can't. What about you?  
Yes, I can. I can play it really well.

**B Group work** What skill can everyone in your group do? Who can do it really well?



## 1.2 What's your last name?

**Lesson objective**  
ask for and give personal information

### 1 Language in context

**A** Listen. Rudy and Juana are at a conference. Listen to the conversation. Check (✓) the information they say.

- |  |  |
|--|--|
| <input type="checkbox"/> college name  | <input type="checkbox"/> first name      |
| <input type="checkbox"/> company name  | <input type="checkbox"/> last name       |
| <input type="checkbox"/> email address | <input type="checkbox"/> (= family name) |

#### Insider English

Say **Uh-huh** to show you are listening.  
My last name is Garcia. G-A-R-C-I-A.  
**Uh-huh**. What's your email address?

**B** Listen. Read and listen again. What information do they spell?

#### 1.02 Audio script

- |       |  |       |                                   |
|-------|--|-------|-----------------------------------|
| Rudy  | So, your first name is Juana. H-U-...                      | Rudy  | Great! OK, my last name is Jones. |
| Juana | No. J-U-A-N-A. My last name is Garcia. G-A-R-C-I-A.        | Juana | OK. What's your email address?    |
| Rudy  | Uh-huh. What's your email address?                         | Rudy  | It's rudythejones@gmail.com.      |
| Juana | It's juanagarcia@bestmail.com.                             | Juana | Rudythejones! The? T-H-E?         |
| Rudy  | And what's the name of your college?                       | Rudy  | Yes. R-U-D-Y-T-H-E-J-O-N-E-S.     |
| Juana | It's Garcia College. I'm Juana Garcia from Garcia College! | Juana | From Jones College?               |
|       |  | Rudy  | No! From Miami Dade College.      |



## Insider English

Even in a short exchange or conversation, idiomatic language can inhibit a student's understanding. That's why we have **Insider English**. This feature focuses on the informal language and colloquial expressions frequently found in everyday situations, helping students become more confident about communicating in the real world.

### Insider English

Say **Uh-huh** to show you are listening.  
My last name is Garcia. G-A-R-C-I-A.  
**Uh-huh**. What's your email address?

### 3 Writing

A Read the online invitation. What does Ramon say his friends can wear? Which night is a surprise?

**You're invited!**

**Event** Montevideo Nights  
**Host** Ramon  
**When** Friday and Saturday, December 19-20  
**Where** Montevideo, Uruguay  
**Meet** Hotel Central, Friday, December 19 at 9:30 p.m.

This is a city that never sleeps. You're not going to sleep, either! ☀️ Meet me at the front door of the hotel. Don't be late! And don't eat dinner first because we're going to eat at a nice restaurant in the Pocitos neighbourhood. Then we're going to go dancing – all night! Early in the morning, about 5:00 a.m., we're going to watch the sunrise at the beach and then go for a morning walk by the ocean. It's a great place for a picnic – a breakfast picnic. ☀️ And then why don't we play soccer on the beach? A lot of people play soccer on the beach in the summer. You can wear shorts and a T-shirt, but a sweater is good for the early morning. On Saturday night, we're going to ... well, it's a surprise! ☀️ See you Friday night!

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

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

**B Writing skills** Look at the contractions in two of Ramon's sentences below. Then underline all ten contractions in his message. Work with a partner and say the full forms.  
You're not going to sleep, either! (You're = You are)  
Don't be late! (Don't = Do not)

**Write it**

**C Find it** Plan an exciting day or night out for your friends. You can look online for ideas. Then write an online invitation. Use Ramon's invitation as an example. Describe where you are going to go and what you are going to do. Use contractions.

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

105

## Register check

Teachers often report that their students struggle to master the differences between written and spoken English. The **Register check** feature in EVOLVE draws on research into the Cambridge English Corpus and highlights potential problem areas. Students learn to recognize different levels of formality and understand when to use them appropriately.

### Register check

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

## Find it

Research with hundreds of teachers and students across the globe has revealed a desire to bring the real world into the classroom. With the **Find it** activities, EVOLVE is helping to make that happen. These mobile-friendly tasks allow students to bring live content into the class and personalize their learning experience with research and group activities. These activities are always optional, meaning the teacher can choose whether to include them as part of the lesson.



**12.5 Time to speak**  
Recipe for a great restaurant

**Lesson objective**  
create a menu for a restaurant

**A Discuss** Talk about a great place you ate at, and say why you liked it. Then talk about a bad place, and say why you didn't like the food or service.

**B Prepare** Talk about what makes a great place to eat. Think about the things you discussed in exercise A and the things below. Then compare your ideas with other people.

**Food**  
pizza  
cookies  
juice

**Great places for food!**  
Location  
Prices  
Servers  
Wait time

**C Decide** Work with a partner. Imagine you're opening a new food truck. Choose a name for your food truck and talk about the food and drink it has. Then create a great menu. You can go online to find ideas.

**D Role play** Work with another pair. Welcome them to your food truck. They choose a meal from your menu. Then change roles. Continue with other pairs.

**E Present** Tell the class about some of the menus in exercise D. Were they good? What did you choose? What's your favorite menu?

**Useful phrases**

**Decide**  
■ OK. First, what's the name of our food truck?  
■ What kind of food do we have?  
■ Let's plan a great menu. We can have ...

**Role play**  
■ Welcome to ...  
■ What would you like to eat/drink?  
■ Do you have ... ?  
■ So, you would like ...

**Present**  
■ We got great food from a food truck. Its name was ...  
■ We liked / didn't like ...  
■ Our favorite menu is ... because ...

126

# 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.

**9**

## Places to go

**Unit objectives**

- talk about travel and vacations
- make travel plans
- ask for information in a store
- write a review of a place
- plan a vacation for someone

**Start speaking**

**A** Look at the photo. Where is this place? Is it difficult to get there? Why or why not?  
**B** What do you do in your free time? Do you go to new places?  
**C** Think of a place you like. Talk about it. Say why it's good. For ideas, watch Jirapat's video.

**Real student**

What's Jirapat's place? Do you agree it's a good place to go?

85

## 9.1 I love it here!

**Lesson objective**

- talk about travel and vacations

**1 Language in context**

**A** Kaitlin and her friends are on vacation. Read Kaitlin's posts. Where do they go?

**B** Read again. Check (✓) the sentences that are true. Correct the false ones.

1 Kaitlin takes a bus to San Diego.  4 They go to a zoo on Saturday.  
 2 They go to their hotel on Thursday.  5 Kaitlin and her friends have a bad vacation.  
 3 They are in San Diego on Friday.

**From my small town to a big city**

**Thursday morning**  
 Goodbye to my small town. San Diego, here I come! I have my ticket and my seat on the plane. I'm next to the window!

**Thursday afternoon**  
 Now I'm in San Diego, and this is our hotel. These are my friends in front of the hotel.

**Friday**  
 Today we're in the country, not in the city! We're at this cool ranch near San Diego. It's a really big farm.

**Saturday**  
 We're at the San Diego Zoo. These birds are funny. They're talking. They say "Hello. How are you? Hello. How are you?"

**Sunday**  
 Now I'm on a tour of San Diego Bay. I'm on a boat with my friends. They're not listening to the tour guide because they're talking. A fun vacation! I think so. I love it here!

**Glossary**  
 tear guide (n) this person takes you to a place and tells you about it

**2 Vocabulary: Travel**

**A** **9.1** Listen and repeat the words. Which words are places?

boat country farm plane ranch ticket tour town vacation

**B** Now do the vocabulary exercises for 9.1 on page 152.

**C** **Pair work** Which places do you like from Kaitlin's vacation? Which places don't? You like? Why?

86

**3 Grammar: this and these**

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

**Grammar** **this and these**

This ticket is expensive. These birds are funny.  
 We're at this cool ranch. I don't like these photos.

**1** Use this and these to talk about a thing or things around you / you can't see.  
**2** This and these go before / after a noun.  
**3** This / These goes before a singular noun. This / These goes before a plural noun.  
**4** You can / can't use this and these at the beginning of a sentence.

**B** Kaitlin writes a postcard about a museum. Write this or these to complete Kaitlin's postcard.

Dear Grandma,  
 I'm in San Diego! It's great. I \_\_\_\_\_ postcard shows Balboa Park in the city. The park is very big, and it has 18 museums! \_\_\_\_\_ museums are for art, technology, transportation, and history. We're at the Mingqi International Museum right now. You can see its \_\_\_\_\_ photo on the right-side of the \_\_\_\_\_ museum is interesting postcard. \_\_\_\_\_ museum is interesting because it has local art - the artists are from \_\_\_\_\_ city. I'm looking at some cool pictures now. \_\_\_\_\_ pictures show places in \_\_\_\_\_ city. \_\_\_\_\_ art is really good. San Diego. \_\_\_\_\_ art is really good. \_\_\_\_\_ is my favorite room in the museum.  
 Love, Kaitlin

**San Diego**

**C** Now go to page 139. Look at the grammar chart and do the grammar exercises for 9.1.

**D** **Group work** Describe three things that are close to you right now. Take turns.

**4 Speaking**

**A** Choose five photos on your phone or draw some simple pictures of places you know. Think about the people and places in the pictures.

**B** **Pair work** Tell your partner about your pictures.

This is a photo of my mom and my aunt. They're walking in the country. This hill is very big. What else? This is my favorite aunt. She's...

87

### 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.

# 9.3 They're two for \$35

Lesson objective  
ask for information in a store

## 1 Functional language

**A** **10.04** Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?

**10.04 Audio script**

Andy Excuse me. Where are the travel guides, please? I need a travel guide for Colombia.

Clerk Sorry, can you say that again?

Andy Travel guides – where are the travel guides?

Clerk Oh, OK. They're here. Which country do you want?

Andy Colombia, please.

Clerk Colombia... Ah, here it is.

Andy Thanks. How much is that?

Clerk It's \$19.99.

Andy Oh, OK, and I need to buy a travel guide for Ecuador, too. Is it the same price, \$19.99?

Clerk Yes, it is. But good news! They're two for \$35.

Andy Great! I want both, please. They, what time does the café open? I really need some coffee.

Clerk It opens in about ten minutes.

Andy OK. And where is the men's restroom?

Clerk It's over there, next to the café. But first you need to buy your books!



**Insider English**

People often say **restroom** in public places and **bathroom** in people's homes. **Restroom** is more polite.

At an airport:  
Where is the men's restroom?  
At a friend's house:  
Sorry, where's your bathroom?

### Glossary

travel guide (s) a book with information about where to go and what to see in a city or country

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

Asking for information	Giving information
1. _____ the travel guides, please?	1. _____ \$19.99.
2. _____ that?	2. _____ \$35.
3. _____, \$19.99?	3. _____ about _____
4. _____ the café open?	4. _____ ten minutes.
5. _____ the men's restroom?	

**C** **10.05** Complete the conversations with words from the chart above. Listen and check.

- 1 A Excuse me, \_\_\_\_\_ flight 248 is this small watch?  
B It arrives \_\_\_\_\_ 30 minutes.
- 2 A \_\_\_\_\_ \$250.  
B OK, thanks. Oh, and the women's \_\_\_\_\_ ?
- A What about this big smartwatch? Is it the \_\_\_\_\_ ?  
B No, it isn't. \_\_\_\_\_ \$325.
- A \_\_\_\_\_ ?  
B It's over there.

## 2 Real-world strategy

### Asking someone to repeat something

To hear information again, ask, Sorry, can you say that again? or Can you repeat that, please?

Andy Where are the travel guides?  
Clerk Sorry, can you say that again?

**A** Read about asking someone to repeat something in the box above. What question does the clerk ask? Why?

**B** **10.06** Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

### 3 Pronunciation: Saying prices

**A** **10.07** Listen and repeat the prices. Where does the speaker put stress in each price?  
1 \$6.19 / \$6.90 3 \$17.30 / \$70.13 5 \$2.16 / \$2.60  
2 \$15 / \$50 4 \$19 / \$90 6 \$14 / \$40

**B** **10.08** Listen and write the prices. Then practice the conversation with a partner.

A I love that picture! How much is it?  
B It's \$ \_\_\_\_\_.

A \$ \_\_\_\_\_! That's cheap!  
B No, it's \$ \_\_\_\_\_.

A Oh, \_\_\_\_\_.

### 4 Speaking

**10.09** Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.



\$29.99, or two for \$50  
\$12, or two for \$20  
\$22, or two for \$40  
\$45, or two for \$80

Excuse me. How much is this mug?  
It's \$12, or two for \$20.  
Sorry, can you repeat that, please?

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.

# 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.

# 9.4 A great destination

Lesson objective  
write a review of a place

## 1 Reading

**A** **10.10** Recognize text type. Read the text. What is it from?  
 a travel guide  an email  a review  a student's homework

### Places to go from Tokyo

**Izu Islands**  
The Izu Islands are small islands in the Pacific Ocean.

**Getting there**  
You have to leave from Tokyo. You can fly or take a high-speed boat. The boat is a good choice. Try "Island hopping" and visit more than one of the Izu Islands. Oshima Island is 1 hour and 45 minutes by boat. Toshima Island and Niijima Island are about 2 hours and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

**Things to see & do**

**Oshima**  
Take a tour of Mount Mihara. This mountain is also a volcano. You have to visit Uta-Sabaku. This desert has black sand.

**Toshima**  
Relax on this island. Only 350 people live here. It's quiet and peaceful.

**Niijima**  
Do you surf? You need to go to Habushira Beach. This is a local beach with perfect waves.

**Visit the Glass Art Center.** Local artists make glass and you can see it in the museum.



**Glossary**  
high-speed (adj) very fast  
local (adj) from the nearby area or neighborhood

**B** **10.11** Which island has dolphin tours? Which island is good for surfing? Which island has a desert?

**C** **10.12** Read for details. Read the text again. Circle the correct answers.  
1 The Izu Islands are / aren't near Tokyo.  
2 I can't get a plane to the islands.  
3 I can't get a plane to the islands.  
4 I can't get a plane to the islands.  
5 I can't get a plane to the islands.

**10.13** In six volcanoes / dolphins near Toshima Island, there's a beach / bad waves for surfing.  
155 Art Center is on Niijima / Oshima Island.

**10.14** Think critically. Why do people like to visit the Izu Islands? What do you think is the best? Why?

## 2 Writing

**A** Read Haruto's review of Toshima Island. What is the island famous for?

**DestinationsNow**  
New Tokyo, Japan

**Toshima Island**  
New Tokyo, Japan

**REVIEWS** Write a review

144 Very good  
70 Good  
2 OK  
0 Bad  
0 Very bad

**You have to see Toshima Island!**  
3 weeks ago

Haruto Aoki, Tokyo

This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Myjataka – and hike to the top of the mountain. You can see other dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone! You can take a lot of photos of this wonderful place!

**B** **10.15** Writing skills. Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A. An imperative verb is a verb with no subject (e.g. he, she).  
+ Visit Mount Myjataka – and hike to the top of the mountain.  
– Don't forget to charge your phone!

**10.16** Write it

**C** Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.

**D** **10.17** **10.18** Read your partner's review. Do you want to visit your partner's place? Why or why not?

**Register check**

People often use imperative verbs in informal writing to give advice. In a website review, hike to the top of the mountain.

People usually use verb forms with subjects in formal writing. You can hike to the top of the mountain.

# 9.5 Time to speak

Lesson objective  
plan a vacation for someone

**A** **10.19** Discuss. Look at the photos. What do you think these people like to do on vacation? For each person, say five things. Compare your ideas with a partner. Find a new idea for each person.



**B** **10.20** Decide. Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

**C** **10.21** Prepare. Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

**D** **10.22** Agree. Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

### Useful phrases

- Discuss**
- I think Jim/Citra/Diego likes to ... on vacation.
  - What do you think Jim/Citra/Diego likes to do?
  - My three ideas for Jim are ...
  - I agree. / I disagree.
  - Let's think of one new idea for Citra.
- Decide**
- A good thing to do / place to go is ...
  - On the first day, they can ...
- Agree**
- We're planning a vacation for ...
  - This is our plan.
  - Our favorite plan is ... because it's interesting/fun/cheap.

# 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 I am ...	<ul style="list-style-type: none"> <li>Say where you're from</li> <li>Ask for and give personal information</li> <li>Check in to a hotel</li> <li>Write a profile</li> <li>Meet new people</li> </ul>	<ul style="list-style-type: none"> <li><i>I am, you are</i></li> <li><i>What's ... ?, It's ...</i></li> </ul>	<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>The alphabet</li> <li>Personal information</li> <li>Numbers (0–10)</li> <li>Jobs</li> </ul>	<ul style="list-style-type: none"> <li>Saying /ɪ/ and /i/ vowel sounds</li> </ul>
Unit 2 Great people	<ul style="list-style-type: none"> <li>Talk about your family</li> <li>Describe friends and family</li> <li>Talk about ages and birthdays</li> <li>Write a post about friends in a photo</li> <li>Compare information about friends and family</li> </ul>	<ul style="list-style-type: none"> <li><i>is/are</i> in statements and <i>yes/no</i> questions</li> <li><i>is not / are not</i></li> <li>Prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Numbers (11–100)</li> <li>Adjectives to describe people</li> <li><i>really/very</i></li> <li>Dates</li> </ul>	<ul style="list-style-type: none"> <li>Saying numbers</li> <li>Listening for short forms</li> </ul>
Unit 3 Come in	<ul style="list-style-type: none"> <li>Talk about your home</li> <li>Talk about furniture</li> <li>Offer and accept a drink and snack</li> <li>Write an email about a home-share</li> <li>Choose things for a home</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives; possessive 's and s'</li> <li><i>It is</i> (statements and questions with short answers)</li> <li>Information questions with <i>be</i></li> </ul>	<ul style="list-style-type: none"> <li>Rooms in a home</li> <li>Furniture</li> <li>Drinks and snacks</li> </ul>	<ul style="list-style-type: none"> <li>Saying /k/ at the start of a word</li> </ul>
<b>Review 1 (Review of Units 1–3)</b>				
Unit 4 I love it	<ul style="list-style-type: none"> <li>Talk about your favorite things</li> <li>Say how you use technology</li> <li>Talk about how you communicate</li> <li>Write product reviews</li> <li>Talk about your favorite music</li> </ul>	<ul style="list-style-type: none"> <li>Simple present statements with <i>I, you, we</i></li> <li>Simple present <i>yes/no</i> questions with <i>I, you, we</i></li> <li><i>a/an</i>; adjectives before nouns</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> <li>Words for using technology</li> </ul>	<ul style="list-style-type: none"> <li>Saying stressed words</li> <li>Listening for the end of a sentence</li> </ul>
Unit 5 Mondays and fun days	<ul style="list-style-type: none"> <li>Talk about weekday and weekend activities</li> <li>Tell the time and talk about your routines</li> <li>Show you agree and have things in common</li> <li>Write a report about your activities</li> <li>Compare different work weeks</li> </ul>	<ul style="list-style-type: none"> <li>Simple present statements with <i>he, she, they</i></li> <li>Questions in the simple present</li> </ul>	<ul style="list-style-type: none"> <li>Days and times of day</li> <li>Everyday activities (1)</li> <li>Telling the time</li> <li>Everyday activities (2)</li> </ul>	<ul style="list-style-type: none"> <li>Saying syllables in words</li> </ul>
Unit 6 Zoom in, zoom out	<ul style="list-style-type: none"> <li>Talk about places in the city</li> <li>Talk about nature in your area</li> <li>Ask for and give directions</li> <li>Write a fact sheet about a place in nature</li> <li>Plan a new neighborhood for a city</li> </ul>	<ul style="list-style-type: none"> <li><i>There's, There are; a/an, a lot of, some, no</i></li> <li>Count and non-count nouns</li> </ul>	<ul style="list-style-type: none"> <li>Places in cities</li> <li>Nature</li> </ul>	<ul style="list-style-type: none"> <li>Saying /ɪr/ and /er/ sounds</li> <li>Listening for important words</li> </ul>
<b>Review 2 (Review of Units 4–6)</b>				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> <li>Check in to a hotel</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Check spelling</li> </ul>		<b>Meet the artists</b> <ul style="list-style-type: none"> <li>Profiles of two artists</li> </ul>	<b>A profile</b> <ul style="list-style-type: none"> <li>A personal or work profile</li> <li>Capital letters and periods</li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Say where you're from</li> <li>Say and spell personal information</li> <li>Arrive at a hotel and check in</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk to people at a party</li> </ul>
<ul style="list-style-type: none"> <li>Ask about and say people's ages and birthdays; give birthday wishes</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Correct yourself</li> </ul>	<b>Here's my band</b> <ul style="list-style-type: none"> <li>A conversation between friends</li> </ul>		<b>A post</b> <ul style="list-style-type: none"> <li>A post about friends in a photo</li> <li><i>and</i> to join words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Describe the people in a picture</li> <li>Talk about your family</li> <li>Describe your friends and family</li> <li>Talk about ages and birthdays</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about things in common</li> </ul>
<ul style="list-style-type: none"> <li>Make and reply to offers</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Ask about words you don't understand</li> </ul>		<b>A home-share in Burnaby</b> <ul style="list-style-type: none"> <li>Emails about a home-share</li> </ul>	<b>An email</b> <ul style="list-style-type: none"> <li>An email about a home-share</li> <li>Question marks</li> </ul>	<ul style="list-style-type: none"> <li>Describe a house in a picture</li> <li>Talk about rooms in your home</li> <li>Talk about unusual furniture</li> <li>Offer a drink or snack</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about what furniture to buy for a new home</li> </ul>
<ul style="list-style-type: none"> <li>Ask about a new topic; ask for a response</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Show you are listening</li> </ul>	<b>Product reviews</b> <ul style="list-style-type: none"> <li>A program with product reviews</li> </ul>		<b>A review</b> <ul style="list-style-type: none"> <li>A product review</li> <li><i>but</i> and <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that you love or like</li> <li>Talk about your favorite technology</li> <li>Talk about how you use your phone</li> <li>Talk about how you communicate with people</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about your favorite music</li> </ul>
<ul style="list-style-type: none"> <li>Show you agree or have things in common</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Short answers with adverbs of frequency</li> </ul>		<b>Work, rest, and play</b> <ul style="list-style-type: none"> <li>An article about work-life balance</li> </ul>	<b>A report</b> <ul style="list-style-type: none"> <li>A report about your activities</li> <li>Headings and numbered lists</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your fun days</li> <li>Say when and how often you do things</li> <li>Talk about your daily routine</li> <li>Compare information about your activities</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about the best week for your body clock</li> </ul>
<ul style="list-style-type: none"> <li>Ask for and give directions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Check information</li> </ul>	<b>Walk with Yasmin</b> <ul style="list-style-type: none"> <li>A podcast about a place in nature</li> </ul>		<b>A fact sheet</b> <ul style="list-style-type: none"> <li>A fact sheet</li> <li>Order size and opinion adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Describe a picture of a city</li> <li>Talk about good places in your neighborhood</li> <li>Talk about nature in your area</li> <li>Give directions to a visitor</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Talk about a good place to live</li> </ul>

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	<ul style="list-style-type: none"> <li>Talk about activities around the house</li> <li>Ask and answer questions about travel</li> <li>Share news on the phone</li> <li>Write a post about things happening now</li> <li>Ask what people are doing these days</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous statements</li> <li>Present continuous questions</li> </ul>	<ul style="list-style-type: none"> <li>Activities around the house</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Saying <i>-ing</i> at the end of the word</li> </ul>
Unit 8 You're good!	<ul style="list-style-type: none"> <li>Talk about your skills and abilities</li> <li>Say what you can and can't do at work or school</li> <li>Say why you're the right person for a job</li> <li>Write an online comment with your opinion</li> <li>Talk about what people in your country are good at</li> </ul>	<ul style="list-style-type: none"> <li><i>can</i> and <i>can't</i> for ability; <i>well</i></li> <li><i>can</i> and <i>can't</i> for possibility</li> </ul>	<ul style="list-style-type: none"> <li>Verbs to describe skills</li> <li>Work</li> </ul>	<ul style="list-style-type: none"> <li>Saying groups of words</li> <li>Listening for <i>can</i> and <i>can't</i></li> </ul>
Unit 9 Places to go	<ul style="list-style-type: none"> <li>Talk about travel and vacations</li> <li>Make travel plans</li> <li>Ask for information in a store</li> <li>Write a description of a place</li> <li>Plan a vacation for someone</li> </ul>	<ul style="list-style-type: none"> <li><i>this</i> and <i>these</i></li> <li><i>like to</i>, <i>want to</i>, <i>need to</i>, <i>have to</i></li> </ul>	<ul style="list-style-type: none"> <li>Travel</li> <li>Travel arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Saying prices</li> </ul>
<b>Review 3 (Review of Units 7–9)</b>				
Unit 10 Get ready	<ul style="list-style-type: none"> <li>Make outdoor plans for the weekend</li> <li>Talk about what clothes to wear for different trips</li> <li>Suggest plans for evening activities</li> <li>Write an online invitation</li> <li>Plan and present a fun weekend in your city</li> </ul>	<ul style="list-style-type: none"> <li>Statements with <i>be going to</i></li> <li>Questions with <i>be going to</i></li> </ul>	<ul style="list-style-type: none"> <li>Going out</li> <li>Clothes</li> <li>Seasons</li> </ul>	<ul style="list-style-type: none"> <li>Saying the letter <i>s</i></li> <li>Listening for <i>going to</i></li> </ul>
Unit 11 Colorful memories	<ul style="list-style-type: none"> <li>Describe people, places, and things in the past</li> <li>Talk about colors and memories</li> <li>Talk about movies and actors</li> <li>Write an email about things you keep from your past</li> <li>Talk about TV shows from your childhood</li> </ul>	<ul style="list-style-type: none"> <li>Statements with <i>was</i> and <i>were</i></li> <li>Questions with <i>was</i> and <i>were</i></li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe people, places, and things</li> <li>Colors</li> </ul>	<ul style="list-style-type: none"> <li>Saying /oo/ and /a:/ vowel sounds</li> </ul>
Unit 12 Stop, eat, go	<ul style="list-style-type: none"> <li>Talk about snacks and small meals</li> <li>Talk about meals in restaurants</li> <li>Offer and accept food and drink</li> <li>Write a restaurant review</li> <li>Create a menu for a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>Simple past affirmative</li> <li>Simple past negative and questions</li> </ul>	<ul style="list-style-type: none"> <li>Food and drink (1)</li> <li>Food and drink (2)</li> </ul>	<ul style="list-style-type: none"> <li>Saying /h/ and /r/ sounds</li> <li>Listening for <i>Do you want to ... ?</i></li> </ul>
<b>Review 4 (Review of Units 10–12)</b>				
<b>Grammar reference and practice, pages 129–144    Vocabulary practice, pages 145–155</b>				