

EVOLVE

SECOND EDITION

TEACHER'S EDITION

with Digital Pack

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1

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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

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www.cambridge.org

Information on this title: www.cambridge.org/9781009805933

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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 1

Printed in the United Kingdom by A Printer Ltd, Cambridge

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

ISBN	978-1-009-80593-3	Teacher's Edition with Digital Pack
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	978-1-009-80607-7	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

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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 Nishikata, 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, Turkey; Luiz Renato Fernandes Martins, CCBEU Sorocaba, Brazil.

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Key: U = Unit; Intro = Introduction.

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Front cover photography by Hispanolistic/E+.

The following image is sourced from other libraries:

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Illustrations

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

Audio

Audio produced by CityVox, New York.

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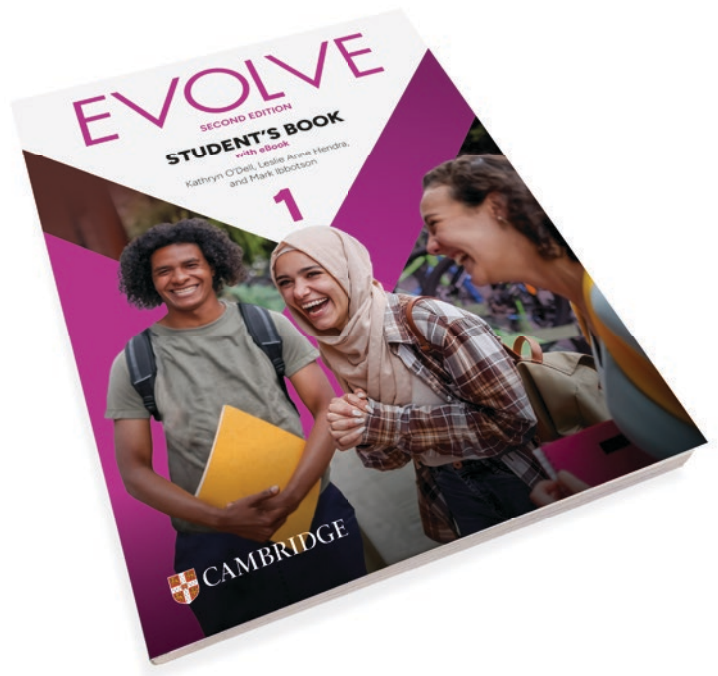
EVOLVE

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

Where is Haruno from?

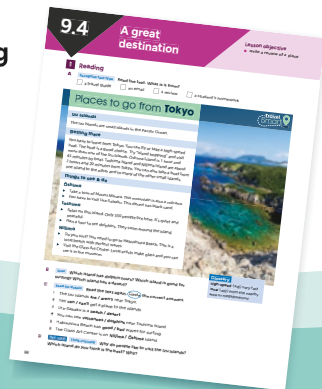


2 Enhanced Grammar Support

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

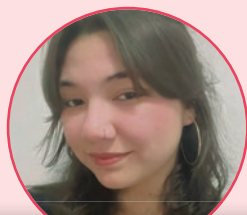
“Personalized Learning” on Cambridge One helps teachers provide additional reading and listening practice. These easy-to-assign, short activities adapt to each student’s ability by adjusting the level of challenge as they go. Learners are provided with an indication of ability in reading and listening 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

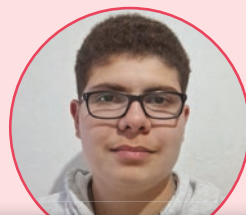
In EVOLVE Second Edition, we welcome a whole new cast of **Real Students** who feature in bite-sized videos throughout each book, ensuring that the material is interesting, relatable, and reflects the realities of our students' lives. The Real Students come from a wide range of countries, making EVOLVE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



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



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



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



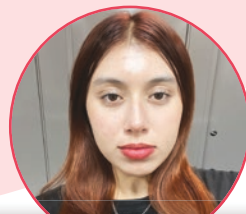
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University of Technology
Thonburi, Thailand



**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. 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
48 hours in your city

Lesson objective
■ plan and present a fun weekend in your city

Time on each stage

Introduce the task Tell Ss about a city you know well, like the city that you come from. Explain what you can do there on the weekend using the expressions from the **Useful phrases** box. Show photos of the city from your phone or the internet. Encourage Ss to ask questions.
■ Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare **Aim:** Ss look at and talk about the photos.
■ **Individually** Allow Ss time to look at and think about the photos. Give Ss time to think silently about what they are going to say.*
■ **Pair work** Monitor as Ss share their ideas.
■ **Class work** Elicit ideas from Ss. Write any new vocabulary on the board for Ss to refer to later in the lesson.

B Research **Do the task Aim:** Ss make a list of seasonal activities.
■ **Class work** Model the task by talking about a season or a month in your country. Explain what people do during that time. Demonstrate with photos, if available.
■ **Pair work** Ss work together to generate ideas. Explain that they do not have to use their current city if they feel they know more about another city.

C Agree **Aim:** Ss make plans about fun things to do.
■ **Pair work** Circulate and monitor Ss as they make their plans. Offer suggestions if Ss need help, but otherwise let them work.* Monitor and make note of the strong points in each group, for example, 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.

D Discuss **Aim:** Pairs compare their lists.
■ **Pair work** As Ss work in groups, circulate and monitor. Listen for language usage and provide feedback to Ss when the task is over.*
■ **Class work** Elicit ideas from Ss and find out the favorite plan from each group.

E Present **Review Aim:** Ss present their ideas to the class.
■ **Individually** Give Ss time to prepare their presentations.
■ **Class work** Give pairs a time limit, say two minutes, to present their plan to the class. This will help Ss not go on too long or finish too quickly. When each pair finishes, ask some questions, e.g. **Which activities are cheap? Why is that place good?** Encourage Ss to ask questions.
■ **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.
*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xiii.

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

Answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 How much vocabulary in Activity 1 did students know already? Which students knew the most? What did you find surprising, and what was predictable?
- 2 Did you adapt your plan for 10.2 because of what you found out? Why or why not?
- 3 Teachers often use eliciting questions to find out what students already know, e.g. **What do I wear on my feet? (Boots), or We can talk about our future plans in different ways.** For example, (writing on board) **Next week, I'm . . . book my ticket.** (Going to) What advice would you give colleagues about planning and asking eliciting questions?
- 4 After teachers elicit language, they should ask questions to check for understanding. Why is **Do you understand?** an ineffective question? What questions might you ask to check the meaning of **boots and going to?**
- 5 In Activity 2, how did students respond to your feedback? For written work, what other things can you sometimes comment on?

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: Classroom Management – Collaboration

In this unit, we're going to focus on **collaboration** – that is, helping students work together and feel comfortable with classmates. By encouraging collaboration, teachers can create positive learning environments for students. This is just as important for students who only attend part-time, or for a few weeks, as it is for students attending longer, full-time courses. **Learning names** is an important first step – both for teachers and for classmates. **Creating synergy**, or providing activities which show students how they can achieve more by working together, is another thing teachers can do right from the beginning of a course.

Learning names (Activity 1): Ss mingle and learn each other's names. Try this after **Start Speaking**.

Creating synergy (Activity 2): Ss work together to recreate a simple text. Try this in lesson 1.3.

To find out more, read pages 76–87 from *Classroom Management Techniques* by Jim Scrivener. Please go to the Teacher's Resources on Cambridge One to download this material.



Unit opening page

Striking images

- get students talking

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?

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Start speaking questions

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

Unit objectives

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

Real Student videos

- provide students with achievable speaking models
- motivate students

Lesson 1

Language in context

- contextualizes the language within a reading or listening text

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

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
tour guide (n) this person takes you to a place and tells you about it.

2 Vocabulary: Travel

A 4) 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?

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. _____ postcard shows Balboa Park in the city. The park is very big, and it has 50 museums! _____ museums are for art, technology, transportation, and history. We're at the Mingel International Museum right now. You can see it in a _____ photo on the right side of the postcard. _____ museum is interesting because it has local art - the artists are from _____ city. (Looking at some cool pictures now.) _____ pictures show places in San Diego. _____ artists are really good. _____ is my favorite room in the museum.
Love, Kaitlin

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 ...

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Vocabulary

- is presented through pictures or definitions

Pair and group work activities

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

Grammar reference and practice

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

Extended speaking practice

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

Lesson 2

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

San Francisco, here we come

Lesson objective
• make travel plans

1 Language in context

A **9.02** Kaitlin is making a vacation video. Read and listen. Where is she now? Where is she going? How is she going there?

B **9.02** Read and listen again. Check (✓) the sentences that are true. Correct the false ones.

1 The plane is expensive, and the bus is cheap.
 2 You can take a bus to San Francisco at night.
 3 It's Friday night. Kaitlin is sleeping in a hotel.










2 Vocabulary: Travel arrangements

A **9.03** Listen and repeat the sentences. Then match the sentences (a–h) to the pictures (1–8).

a Stay in a hotel. ____
 b Arrive at the airport. ____
 c Check in at the airport. ____
 d Fly to another airport. You can sleep on the flight. ____
 e Leave your house. Ready to travel? ____
 f Have a great trip! ____
 g Arrive at your destination. ____
 h Buy tickets online. ____

Hello again from San Diego! Today is Tuesday, and we want to leave on Friday. Our destination is San Francisco. But how do we travel? Do we fly or take the bus? Well, the flight is two hours. But you have to arrive at the airport a long time before the flight. You need to check in two hours before. So in total, by plane, the trip is about five hours. That's not bad. But ... the ticket is expensive. The bus isn't expensive, but it is a long trip. It's 12 hours! But we can take a night bus. And it arrives in San Francisco the next morning. That's good because we don't need to stay in a hotel on Friday night. And it's better for the planet!

I like to do the right thing, so we're taking the bus. We just need to buy our tickets online. And then, San Francisco, here we come ... on the bus.

3 Grammar: like to, want to, need to, have to

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

Grammar like to, want to, need to, have to

I like to do the right thing. She wants to take a bus.
 You need to check in before the flight. He has to buy tickets.
 We want to leave on Friday. My mom likes to sleep on a flight.

1 Use want to + verb and like to + verb to talk about necessary things / things you choose to do.
 2 Use need to + verb and have to + verb to talk about necessary things / things you choose to do.
 3 After like to, want to, need to, and have to, use verb + -ing / verb.

B Circle the correct answer to complete the sentences.

1 I always sit by the window because I need to / like to look outside. It's interesting!
 2 My phone isn't old, but I need to / want to buy a new one.
 3 My wife isn't happy because she has to / wants to work this weekend.
 4 On Fridays, we like to / need to watch TV after dinner.
 5 He starts work at 6:30, so he needs to / wants to get up really early.

C Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.2.

D Pair work Write four sentences that are true for you. Use like to, want to, need to, and have to. Then compare your sentences with a partner and check your accuracy.

Accuracy check

Use to with want, like, need, and have when they are before another verb.
 He has buy tickets. X
 He has to buy tickets. ✓

4 Speaking

A Work alone. Imagine you have to take a trip for one of these reasons: vacation, work, or to visit family. Where do you want to go? How do you want to travel: on a bus, a train, or a plane? For ideas, watch Luiz's video.

B Pair work Tell your partner about your trip. Talk about the things you need to do for your trip.

I have to take a trip for work.


Where do you have to go?

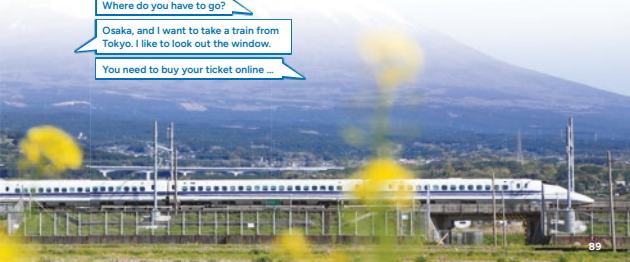
Osaka, and I want to take a train from Tokyo. I like to look out the window.

You need to buy your ticket online ...

Real student

Do you want to travel the same way as Luiz?





B Now do the vocabulary exercises for 9.2 on page 153.

C Pair work Imagine you're going from San Diego to San Francisco. What's a good way to go? Why?

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

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

Insider English

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

Real world strategy

- provides students with strategies to manage communication successfully

9.3

They're two for \$35

Lesson objective
■ ask for information in a store

1 Functional language

A **9.04** 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?

9.04 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 OK. Oh, 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. **Hey, 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?

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 **9.06** 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 **9.07** 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 **9.08** 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 ...

C **Pair work** Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking

Pair work 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
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Excuse me. How much is this mug?
It's \$12, or two for \$20.

Sorry, can you repeat that, please?

Functional language charts

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

Asking for information	Giving information
1 _____ the travel guides, please?	6 _____ \$19.99.
2 _____ that?	7 _____ \$35.
3 _____, \$19.99?	8 _____ about
4 _____ the café open?	9 _____ ten minutes.
5 _____ the men's restroom?	

C **9.05** Complete the conversations with words from the chart above. Listen and check.

1 **A** Excuse me, _____ is this smartwatch?
B _____ \$250.
A What about this big smartwatch? Is it the _____?
B No, it isn't. _____ \$325.

2 **A** _____ flight 248 arrive?
B It arrives _____ 30 minutes.
A OK, thanks. Oh, and the women's _____?
B It's over there.

Functional language charts

- highlight and categorize key phrases for students to practice

Audio scripts

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

Smartphone activities

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

Pair work practice

- gives students extra productive practice of new language

Speaking

- provides controlled and freer practice of functional language

Productive pronunciation activities

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