

# EVOLVE

SECOND EDITION

## STUDENT'S BOOK

with eBook

Ben Goldstein, Ceri Jones,  
Lindsay Clandfield, and Philip Kerr

# 2



CAMBRIDGE

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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

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 replaced 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!



**Hanna Nicole Pineda Flores**  
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**Alexa Carreón Balderas**  
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**Iroha Nakajima**  
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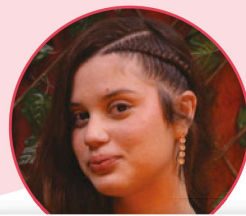
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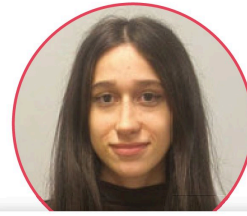
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**Ceres Beatriz de Moura Barros César**  
SENAC - PE,  
Brazil



**Öykü Şahin**  
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

Don't use the simple past after **did** or **didn't** in questions and negatives.

Where did you ~~went~~ last night? ✗  
Where did you go last night? ✓

B Write five sentences about the famous person in exercise 2A.  
He was born in 1940.

C 4) 5.04 Who is the famous person? Listen and check. Were you right?

**3 Grammar: Simple past negative and questions**

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

Grammar Simple past negative and questions

Did he graduate from college? No, he **didn't**.  
Did he come from Argentina? No, he **didn't** come from Argentina.  
When did he retire? How many children **did** he have?

1 The main verb in questions and negatives is / isn't in the simple past.  
2 Use **did / didn't** when you ask a question.  
3 Use **did / didn't** when you make a negative.  
4 In information questions, the question word goes **before / after did**.

B Now go to page 135. Look at the grammar chart and do the grammar exercises for 5.2.

C Pair work Correct these false statements about the famous person. Then check your accuracy.

1 He had six children. **He didn't have six children. He had seven children.**  
2 He graduated from college.  
3 He came from Mexico.  
4 He became a soccer player in 1940.  
5 He died in 1977.

D Work with a partner. Take turns asking and answering questions about the false statements.

**4 Speaking**

Pair work Draw six small pictures about what you did last weekend. Ask your partner questions about their pictures. Ask for extra information. For ideas, watch Hanna's video.

Did you go for coffee last weekend?  
Where did you go?  
Yes, I did.

**Real student**  
Did you do the same things last weekend as Hanna?

### 3 Grammar: Present continuous for future plans

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

Grammar Present continuous for future plans

We're going to Comic Con this weekend. Tommy's showing his pictures. Are you going to Comic Con?

- You can / can't use the present continuous for the future.
- Use the present continuous for plans or arrangements / predictions.

B Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.1.

C 4) 4.02 Complete the sentences with the present continuous of the verb in parentheses ( ). Listen and check. Then read the conversation in pairs.

A What        are        you        doing (do) on Saturday?

B We        (go) to the music festival in the afternoon.

A Yeah? I        (go), too! My brother's band        (play).

B No way! When        he (play)?

A At 8:30, on the new music stage.

B Oh, no! We        (not stay) that long.

D Pair work Look at the activities. Ask and answer questions about this weekend with your partner.

go to a concert go to the movies see friends study visit family work

Are you going to the movies this weekend? Yeah, we're seeing the new Marvel movie.

### 4 Speaking

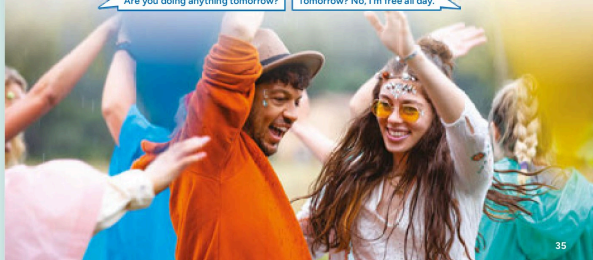
Group work What is your group doing between this class and the next one? Find a time when you can all meet.

What are you doing after class, Ricardo? I'm meeting my sister for dinner.

Are you doing anything tomorrow? Tomorrow? No, I'm free all day.

#### Insider English

Say **No way!** when you're really surprised to hear something.



## 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 **No way!** when you're really surprised to hear something.

## 2 Writing

A Look at these comments on the posts in exercise 1B. Match them to the correct posts. Write R (Rafael), N (Nong), or K (Kamal).

Posts Posts & replies Media

- 1 @tobytwo: I know the feeling. I didn't understand a word of English on my first day, it was just terrible!
- 2 @TheresaB: Interesting, but my first days in Brazil weren't like that. It was so hot there!
- 3 @cigdemylimaz4: No way! I didn't like being an exchange student at all. I missed my home all the time. Didn't you miss it?
- 4 @patricianufez12: Are you kidding? So what if the weather isn't the best? It's a great town! Buy a coat and keep an open mind.
- 5 @davidally: Absolutely! My first day in San Diego was the same – all those people, all those strange sounds and smells – it was amazing, actually!
- 6 @tituss2: You're so right. I hated Canada when I arrived – so cold and different – but I call it home now. Don't trust your first ideas about something!

B Which of the six comments agree with the posts? Which disagree?

C **Writing skills** Look at the expressions in bold in the comments. Are they to agree or disagree?

Agree: I know the feeling, \_\_\_\_\_, \_\_\_\_\_

Disagree: Interesting, but ..., \_\_\_\_\_, \_\_\_\_\_

**Write it**

D Write a comment to Rafael, Nong, or Kamal agreeing or disagreeing with their posts. Use the expressions in exercise 2C. Why do you agree or disagree? What information should you include?

### Register check

You can say **Are you crazy?**, **Seriously?**, **Are you kidding?** when the person is a friend or someone you know well.



## 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

You can say **Are you crazy?**, **Seriously?**, **Are you kidding?** when the person is a friend or someone you know well.

## 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.



35 Time to speak Fitness programs Lesson objective create a fitness program

**A Research** Look at the sports and fitness activities on the phone. Where are the people, and what are they doing? Read the information on the screen. Go online to find out about free activities where you live.

**B Discuss** What are the positive things about free fitness programs? What other free activities are usually available in a town? In a school? Use the phrases at the bottom of the page to help you.

**C Prepare** Design a fitness program for your town, workplace, or school. Use your ideas from A and B. Think about ...

- activities Choose four different activities.
- location(s) You can choose one place or a few different ones.
- timetable When do people do these activities? How often do they do them?
- people Who is it for, and why?

**D Present** Tell the class about your fitness program. Listen to the suggestions from the other groups. Which ideas do you like? Why?

**E Agree** Your town can have two new fitness programs. Discuss which two programs to choose. Make a decision as a class.

**Useful phrases**

**Discuss**

- Free fitness programs are good because ...
- Free fitness programs help people to ...
- What do you think?

**Prepare**

- What about (soccer/ swimming/tennis, etc.)?
- Where can people do them?
- What time is good for people/ parents/students?
- How does it help?

**Present**

- Our program is called ...
- It helps people because ...
- Any questions?

Find out today what FREE fitness programs there are in your city!

## Digital content

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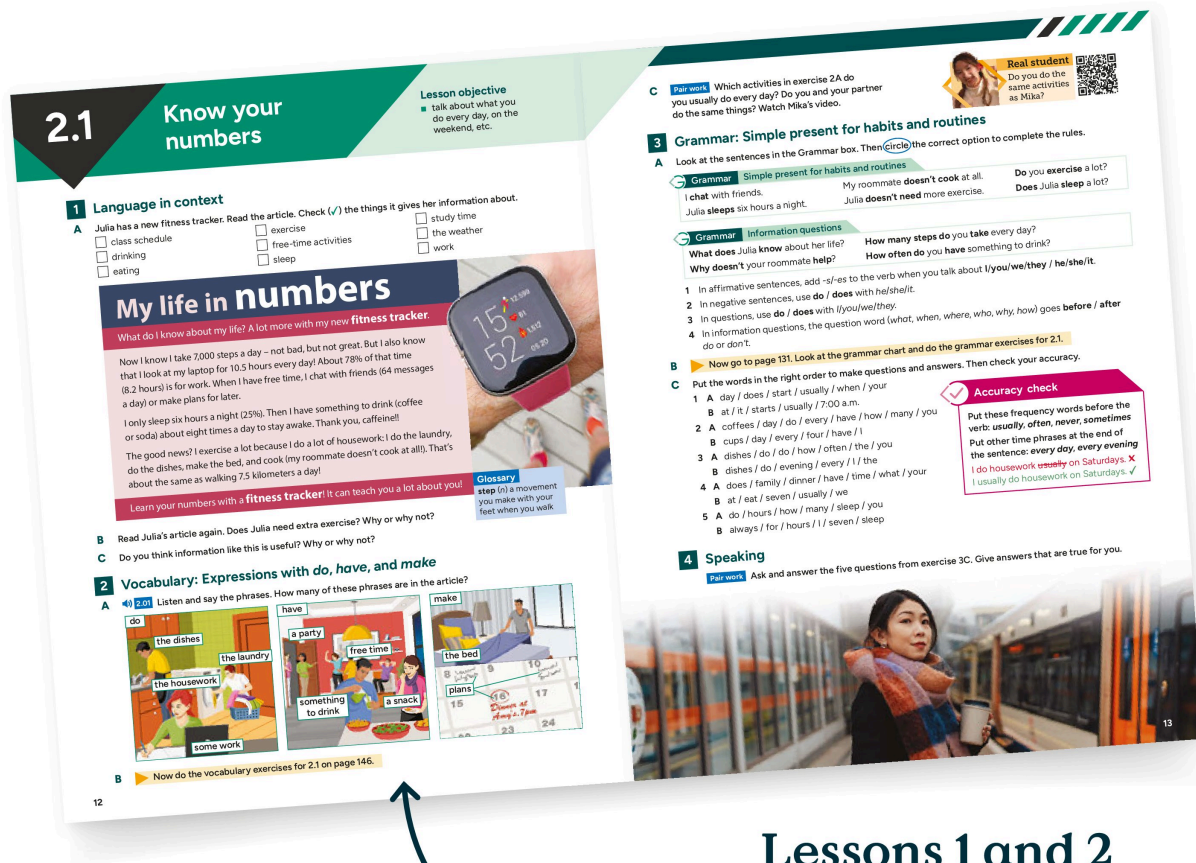
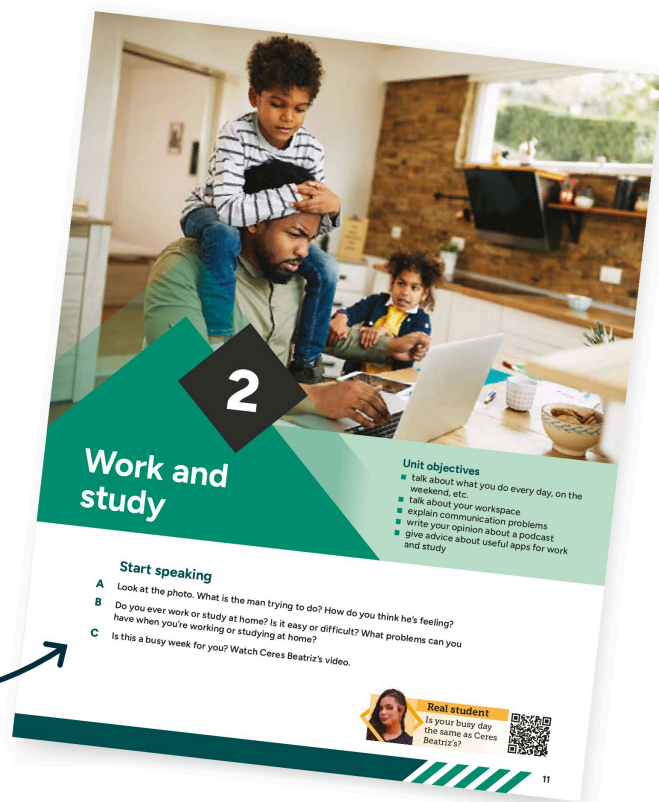
Students using the Digital Pack can learn more about the range of materials available on our website here.



## Unit structure

### Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.



### 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.

# 2.3

## The connection's terrible

Lesson objective  
 ■ explain communication problems

### 1 Functional language

4.030 Look at the communication problems in the box. Can you think of any more? Read and listen to the conversations. What communication problems do they have?

bad connection no battery no picture problems hearing someone speaking too fast

#### 4.031 Audio script

- 1 A Hi, Hannah.  
 B Hi there, Pedro. How are you?  
 A Can you say that again? I can see you, but I can't hear you very well.  
 B Really? That's strange. I can hear you just fine, but I can't see you.  
 A Sorry. I lost you. What was that?  
 B No, the connection's terrible. We can try again later.  
 A Fine. Let's do that. Talk to you later.
- 2 A Hi, Hannah. Can you hear me now?  
 B Sorry, you're breaking up. Pedro, are you still there?  
 A Yes, still here... but there's an echo now.  
 B Uh... OK, wait. Let me turn up the volume. How about now?  
 A No, no better, sorry.  
 B Let me call you OK?  
 A What? I didn't catch that.  
 B Let me call you.  
 A No, still nothing. I know! Let me call you.

#### Insider English

When you can't hear someone because of a bad connection, you **lose them**.  
 Sorry, I lost you. I lost you there for a few seconds.

B Complete the chart with the expressions in bold from the conversations above.

Explaining the problem	Checking the problem	Solving the problem
I can't hear you very well.	Is that any better?	We can try again later.
It's my <b>...</b>	Can you <b>...</b> me now?	Let me turn up the <b>...</b>
The <b>...</b> is terrible.	How <b>...</b> ?	Let me <b>...</b> OK?
You're <b>...</b>	Are you <b>...</b> ?	
There's an <b>...</b> now.		

C **Pair work** Practice the conversations in exercise 1A with your partner.

### 2 Real-world strategy

A Read the expressions in the box. Find one more example on page 16 and add it to the box.

**Asking for repetition**  
 Use these expressions when you can't hear or understand what someone says.  
 Sorry, can you say that again? What? I didn't catch that.  
 Could you repeat that?

B **2.04** Complete the conversations using the expressions in the box. Then listen and check. Practice them with a partner.

- 1 A Sorry, I lost you. Can you **...**?  
 B Yes, it's the hotel's Wi-Fi - it's terrible!  
 A Sorry, I **...**  
 B The hotel Wi-Fi is terrible!
- 2 A Sorry, **...**  
 B The traffic noise is terrible.  
 A I said, "I'm running out of battery!"  
 C Oh, OK. We can try again later.

### 3 Pronunciation: Saying /h/ at the beginning of a word

- A **2.02** Listen. Write the missing words. Which sound do they all have?  
 A **...** there, Pedro. **...** are you?  
 B **...** Can you **...** me now?
- B **2.03** Listen. Circle the words you hear.  
 1 Hi / eye 3 how / Owl 5 his / is 7 Hannah / A  
 2 hear / ear 4 head / Ed 6 hate / eight 8 hat / at
- C **2.05** Listen and repeat. Focus on the /h/ sounds.  
 1 I can't hear you. The hotel's Wi-Fi is terrible. 3 Can you hear me OK? How about now?  
 2 I have headphones at home. 4 I hate housework!

### 4 Speaking

**Pair work** Choose a situation with your partner. Student A: Go to page 157.  
 Student B: Go to page 159. Follow the instructions.

- Situations**  
 ■ worker (A) to boss (B) ■ coworker (A) to coworker (B)  
 ■ student (A) to student (B) ■ student (A) to teacher (B)

# Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real-world strategy to help students handle unexpected conversational turns.

# 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.

# 2.4

## A sustainable workplace

Lesson objective  
 ■ write your opinion about a podcast

### 1 Listening

A Look at the photo. In what ways do you think this office is a sustainable workplace?



- 4.032 **Listen for gist** Listen to a podcast about sustainable workplaces. Which of your ideas in exercise 1A do they talk about?
- Look at the five tips below (1-5). Match them to the pictures (A-E).
- Turn down heating and air-conditioning.
  - Grow plants both inside and outside.
  - Switch off computers and other devices.
  - Use natural light or energy-saving bulbs.
  - Use sustainable transportation.



4.033 **Listen for detail** Listen again. Number the tips in the order they are mentioned.

E **Think critically** Look again at the tips. Which were familiar to you? Were any new? Which do you think are the most effective? Why?

### 2 Pronunciation: Listening for contractions

A **2.01** Listen. Write the missing letters.  
 I'm talking about this question in our office at the moment!  
 It **...** have natural light, then you can use energy-saving lights.  
 It's **...** four tips - what **...** the first?  
 The sentences with the three bold words from exercise 2A. Listen again and check.  
 It **...** has the same vowel sound as coast.  
 It **...** has the same vowel sound in the contracted form as hear.  
 It **...** has the same vowel sound as nut.

### 3 Writing

- A Read the comments about the podcast. Then **check** A, B, or C.  
 1 A B C thinks we should change the way we work and not only our workplace  
 2 A B C doesn't think the podcast is saying anything new  
 3 A B C suggests another tip that involves plants

#### Podcast chat

**A** The podcast is interesting, but all the tips are so simple. I mean, people do all these things already, don't they? And it's easy for big business to tell their workers to save energy - but what about them? They're not saving energy. For example, their executives are travelling in private jets and living in enormous homes. I think they need to change their lifestyles - not us!

**B** I really like the tip about growing plants. It makes the air cleaner and at the same time it makes us feel happier. It's good for the environment, but it's also good for our health, I believe! It's the same with food. We can live a more sustainable life if we eat a plant-based diet. It's good for the planet, and it's good for our health.

**C** Another example of a good tip is to work less! I'm serious! If we all work four days a week and not five, we can save a lot of energy by switching off our computers and getting out into the fresh air! And like a lot of the tips on the podcast, it not only helps the planet, it helps our mental health too!

- B Look at the phrases in bold in the comments above. Match each phrase to a category.
- Giving an opinion
  - Giving an example
  - Comparing

#### Write it

- C Write a comment of 40-60 words about the podcast. Use the comments in exercise 3A and the phrases in exercise 3B to help you. You can:  
 ■ Give your opinion of the podcast.  
 ■ Give an example of a tip for a more sustainable workplace.  
 ■ Compare one of the tips to another tip you know.
- D **Writing skills** There are spelling mistakes in some of the words below. Correct the mistakes. Then check your spelling in exercise 3C.  
 believe \_\_\_\_\_ people  
 business \_\_\_\_\_ environment  
 planet \_\_\_\_\_ serious  
 interesting \_\_\_\_\_ energy
- E Read the comments of other students in your class. Choose one comment that you think is interesting and write a short reply.



# 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.

# 2.5

## Time to speak Apps for life

Lesson objective  
 ■ give advice about useful apps for work and study

A **Find it** Look at the different categories of apps on the right. Which ones do you have on your phone? Which ones do you use every day? Why do you like them? Does your partner use the same apps?

B Read what the students say, and give advice on apps useful for work and study.

**Leon**: I want to practice English vocab when I'm on the bus to school. I need a fun, interesting app.

**Suzana**: I always forget what my homework is and when to do it. I need an app that helps me remember.

**Maria**: When I take notes in class, my writing is terrible, and the next day, I can't read it. Is there an app I can use to take notes quickly?

**David**: I'd like to learn more about American culture. I love TV and movies - is there a good app with lots of American shows?

C **Discuss** Think about what types of apps you would like to help you study English. Discuss in your group. Use the phrases at the bottom of the page to help you.

D **Decide** Your school wants to give a "welcome pack" of four smartphone or tablet apps to new students. Choose four apps from your phones and say why they are useful.

E **Present** Tell the class about your group's suggestions. Listen to the other suggestions. Write down any apps that you think are useful for you.

F Tell your partner which apps from today you'd like to download, and why. How are you going to use the apps?

#### Useful phrases

##### Discuss

- I want to... / I'd like to...
- I find it hard to...
- Is there an app I can use to...?
- How does it work?
- Why do you like it?

##### Decide

- My advice is...
- Let's choose this app because...

##### Present

- We think this is a great/helpful/fun app.
- We like this app because...

# Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Connections	<ul style="list-style-type: none"> <li>• Talk about the people in your life</li> <li>• Talk about possessions</li> <li>• Greet people and start a conversation</li> <li>• Introduce yourself in an email</li> <li>• Talk about what you have in common</li> </ul>	<ul style="list-style-type: none"> <li>• <i>be</i> (affirmative, negative, questions); possessive adjectives</li> <li>• <i>Whose...?</i>; possessive pronouns; possessive 's</li> </ul>	<ul style="list-style-type: none"> <li>• People you know</li> <li>• Everyday things</li> </ul>	<ul style="list-style-type: none"> <li>• /l/ at the end of a word</li> </ul>
Unit 2 Work and study	<ul style="list-style-type: none"> <li>• Talk about what you do every day, on the weekend, etc.</li> <li>• Talk about your workspace</li> <li>• Explain communication problems</li> <li>• Write your opinion about a podcast</li> <li>• Give advice about useful apps for work and study</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present for habits and routines (affirmative, negative, questions)</li> <li>• <i>this / that one; these / those ones</i></li> </ul>	<ul style="list-style-type: none"> <li>• Expressions with <i>do, have, and make</i></li> <li>• Work and study items</li> </ul>	<ul style="list-style-type: none"> <li>• /h/ at the beginning of a word</li> <li>• Listening for contractions</li> </ul>
Unit 3 Let's move	<ul style="list-style-type: none"> <li>• Talk about what you're doing at the moment</li> <li>• Talk about sports and exercise</li> <li>• Ask for information</li> <li>• Write short messages to a company</li> <li>• Create a fitness program</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Simple present and present continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Exercising</li> </ul>	<ul style="list-style-type: none"> <li>• /oʊ/ and /ɔ/ vowel sounds</li> <li>• Listening for linking sounds</li> </ul>
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Unit 4 Good times	<ul style="list-style-type: none"> <li>• Talk about your plans</li> <li>• Talk about giving and receiving gifts</li> <li>• Make and respond to invitations</li> <li>• Write an online event announcement</li> <li>• Choose gifts for your host</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous for future plans (affirmative, negative, questions)</li> <li>• Object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Pop culture</li> <li>• Gift items</li> </ul>	<ul style="list-style-type: none"> <li>• /v/ in the middle of a word</li> <li>• Listening for single sounds</li> </ul>
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Unit 6 Buying or selling?	<ul style="list-style-type: none"> <li>• Plan to sell something</li> <li>• Talk about shopping habits</li> <li>• Describe what you want in a store</li> <li>• Write a script for a vlog</li> <li>• Present an idea for a new invention</li> </ul>	<ul style="list-style-type: none"> <li>• <i>be going to</i></li> <li>• Determiners</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Stressing important words</li> <li>• Listening for weak 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>Greet someone for the first time; greet someone who you know; start conversations</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Show interest and surprise</li> </ul>		<p><b>Email introductions</b></p> <ul style="list-style-type: none"> <li>Read and correct an email</li> </ul>	<p><b>A work email</b></p> <ul style="list-style-type: none"> <li>A formal email to someone you don't know</li> <li>Punctuation: capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Talk about people you know</li> <li>Ask and answer questions about people in your life</li> <li>Talk about things you have in your bag</li> <li>Say <i>hello</i> and start a conversation</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Talk about things in common</li> </ul>
<ul style="list-style-type: none"> <li>Explain, check, and solve a technology problem</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Ask for repetition</li> </ul>	<p><b>A sustainable workplace</b></p> <ul style="list-style-type: none"> <li>A podcast about sustainable workplaces</li> </ul>		<p><b>A short post on a website</b></p> <ul style="list-style-type: none"> <li>A comment on a website post</li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your busy life</li> <li>Talk about what you do every day, etc.</li> <li>Talk about work spaces</li> <li>Talk on the phone/online</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Talk about apps for work or study</li> </ul>
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<ul style="list-style-type: none"> <li>Make and accept invitations; plan where and when to meet</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Give general excuses</li> </ul>	<p><b>Waiting for something special</b></p> <ul style="list-style-type: none"> <li>A news report about an unusual event</li> </ul>		<p><b>An invitation to an event</b></p> <ul style="list-style-type: none"> <li>An event announcement</li> <li><i>too, also, and as well</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about celebrations in your country</li> <li>Arrange to meet after English class</li> <li>Choose gifts</li> <li>Invite someone to an event</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Talk about gifts for a trip</li> </ul>
<ul style="list-style-type: none"> <li>React to good and bad news</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Check your understanding</li> </ul>		<p><b>First impressions</b></p> <ul style="list-style-type: none"> <li>Posts about experiences in a new place</li> </ul>	<p><b>Online comments</b></p> <ul style="list-style-type: none"> <li>A comment on a message board</li> <li>Agree and disagree</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a special picture of you as a child</li> <li>Talk about a special day in your life</li> <li>Ask and answer questions about last weekend</li> <li>Respond to good and bad news</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Talk about a famous event in the past</li> </ul>
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	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Eat, drink, be happy	<ul style="list-style-type: none"> <li>Talk about your favorite comfort food</li> <li>Design a food truck</li> <li>Explain what you want in a restaurant</li> <li>Write a comment about an online article</li> <li>Plan a party</li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers</li> <li>Verb patterns</li> </ul>	<ul style="list-style-type: none"> <li>Naming food</li> <li>Describing food</li> </ul>	<ul style="list-style-type: none"> <li>/dʒ/ and /g/ sounds</li> </ul>
Unit 8 Trips	<ul style="list-style-type: none"> <li>Discuss what to do in your town</li> <li>Talk about a trip you went on</li> <li>Give advice and make suggestions</li> <li>Write advice on living in another country</li> <li>Plan a short trip</li> </ul>	<ul style="list-style-type: none"> <li>Simple present with <i>if</i> and <i>when</i></li> <li>Giving reasons using <i>to</i> and <i>for</i></li> </ul>	<ul style="list-style-type: none"> <li>Traveling</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Long and short vowel sounds</li> <li>Listening for intonation</li> </ul>
Unit 9 Looking good	<ul style="list-style-type: none"> <li>Compare stores and what they sell</li> <li>Talk about people in photos</li> <li>Ask for and give opinions</li> <li>Write a paragraph describing a photo</li> <li>Create and present an ad</li> </ul>	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Accessories</li> <li>Appearance</li> </ul>	<ul style="list-style-type: none"> <li>/ɜ/ vowel sound</li> </ul>
<b>Review 3 (Review of Units 7–9)</b>				
Unit 10 Risky business	<ul style="list-style-type: none"> <li>Talk about how to avoid danger at work</li> <li>Make predictions about your future</li> <li>Describe a medical problem and ask for help</li> <li>Write an email to your future self</li> <li>Plan a reality TV show</li> </ul>	<ul style="list-style-type: none"> <li><i>have to</i></li> <li>Making predictions</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Health problems</li> </ul>	<ul style="list-style-type: none"> <li>Final consonant sounds</li> </ul>
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Unit 12 Outdoors	<ul style="list-style-type: none"> <li>Talk about the weather</li> <li>Describe places, people, and things</li> <li>Ask for and give directions</li> <li>Write simple instructions</li> <li>Create a tourism campaign for your country</li> </ul>	<ul style="list-style-type: none"> <li><i>be like</i></li> <li>Relative pronouns: <i>who, which, that</i></li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Landscapes and cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>/w/ at the beginning of a word</li> <li>Listening for <i>t</i> when it sounds like /d/</li> </ul>
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<b>Grammar reference and practice, pages 129–144    Vocabulary practice, pages 145–156</b>				