

# EVOLVE

SECOND EDITION

## TEACHER'S EDITION

with Digital Pack

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# 2

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**Key:** U = Unit; Intro = Introduction; EM = End matter.

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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

Whose routine is more difficult?  
Yours or Neo’s?



### 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!



**Hanna Nicole Pineda Flores**  
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Mexico



**Alexa Carreón Balderas**  
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Mexico



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Japan



**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. 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.

**3.5 Time to speak Fitness programs**

**Lesson objective**  
■ create a fitness program

**Time on each stage**

**■ Introduce the task** **Aim:** Introduce the topic of fitness programs.  
**■ Read the title and ask** Is it easy to join a fitness program in your area? **Are they free? What are the advantages of exercising in a program?** Ask Ss to share anything that they know about fitness programs in your area.  
**■ Direct** Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

**A Research** **Do the task** **Aim:** Give Ss more information about local fitness programs.  
**■ Pair work** Ss discuss the questions with a partner and then share answers with the class.  
**■ If possible**, Ss individually research the availability of free sports activities where they live and then share their findings with their partner.  
**■ Preparation for speaking\*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.

**B Discuss** **Aim:** Ss prepare to talk about fitness programs.  
**■ Read** the questions and instruction aloud.  
**■ Group work** Give groups time to answer the questions about fitness programs.  
**■ Have a brief class discussion** about free fitness programs. Ask **Why are some programs free? What is positive about free programs? What other free programs can you think of?** Make a list of programs on the board. Ask **Do any of these sound interesting to you?**

**Homework ideas**  
■ Ss research specific free programs in your area and bring the information to class to share. They should include the specific activity, days, times, length of program, how to join, and any age restrictions.

**C Prepare** **Aim:** Ss create their fitness program.  
**■ Group work** Set a time limit of 15 minutes. Ss work in small groups to design a fitness program.

**D Present** **Aim:** Ss present their programs to the class.  
**■ Group work** Groups take turns presenting their fitness programs. Encourage Ss to take brief notes while each group member is talking and save their comments and suggestions for after each presentation.

**■ Feedback for speaking activities\*** Monitor and make a note of the strong points of 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.

**E Agree** **Aim:** Ss work together to choose two fitness programs.  
**■ Read** the instructions aloud.  
**■ Vote** Invite Ss to make pro/con T-charts on the board for each program to help the class make their decisions.  
**■ Have** the class decide which two programs to choose.  
**■ Feedback for speaking activities\*** Give the class positive feedback based on the notes you made earlier in the activity.  
\*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

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

**Teacher development Reflection**  
Either answer these questions yourself in a reflection journal or discuss them with your peers.  
1 How much do you think rehearsing a speaking activity helped students?  
2 How do you think it helped students? For example, were they more accurate? Did they use a wider range of language? Were they more fluent? Was their interaction better?  
3 How comfortable were students either practicing language quietly alone or thinking about language? How comfortable did you feel during this point in the activity?  
4 What changes, if any, would you make to these ideas?  
5 What other kinds of speaking activities do you think rehearsing is suitable for?

T-30

# 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: Developing learner responsibility – Learning about your students

In this unit, we're going to focus on finding out about the **needs** and **motivations** of individual students. By getting students to consider their general needs, you can help them think more clearly about their specific aims for the course. Then, in each lesson, you can explain how tasks are helping students achieve those aims. Finding out about students' motivations will help you plan tasks and activities that suit individual learning styles. Students are more likely to be motivated if they can learn in a way that suits them.

**Needs (Activity 1):** Ss identify their abilities in English and their goals for the course. You'll have an opportunity to do this in lesson 1.4.

**Motivations (Activity 2):** Ss discuss how they like to learn in the English-language classroom. You can try this in lesson 1.5.

Finding out about students' needs and motivations will help you plan ways in which you can encourage them to be more responsible for their own learning and progress. To find out more, read the extract *Finding out about your students* from *Learner Autonomy* pp. 16–21. Please go to the Teacher's Resources on Cambridge One to download this material.



# Unit opening page

## Striking images

- get students talking



## Eat, drink, be happy

- Unit objectives**
- talk about your favorite comfort food
  - design a food truck
  - explain what you want in a restaurant
  - write a comment about an online article
  - plan a party

### Start speaking

- A** Look at the photo. Who do you think the people are? Why are they all eating together?  
**B** Do you have big meals like this sometimes? If so, why and when? Who do you usually eat with at different meals? What do you talk about when you're eating?  
**C** What makes a meal special: Is it the food, the people, or something else? Explain your answer. For ideas, watch Alexa's video.



**Real student**  
Do you agree with Alexa?

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## 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

## Start speaking questions

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

## Grammar reference and practice

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

# Lesson 1

## Vocabulary

- is presented through pictures or definitions

## Language in context

- contextualizes the language within a reading or listening text

## Pair and group work activities

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

### 7.1 Comfort food

**Lesson objective**  
■ talk about your favorite comfort food

**1 Vocabulary: Naming food**  
A **1** Look at the food items. Which do you like? With a partner, match them to the words in the box. Listen and check, and then say the words.

avocado	onion
burger	pasta
cereal	peanut butter
chili / chili pepper	pepper
corn	salmon
jam	salt
lettuce	strawberry
noodles	yogurt

**B** Which food items are sweet, and which are usually not sweet? Make two lists.  
**C** ▶ Now do the vocabulary exercises for 7.1 on page 151.

**2 Language in context**  
A What is "comfort food"? Read the blog post and find out. How many different types of chicken soup does the writer describe?

#### A Taste of Home

Everyone has their own idea of comfort food – that special dish you eat anytime you feel sad or worried. For me, there's only one comfort food: my mom's chicken soup. Did you know that chicken soup is probably the world's favorite comfort food? It makes you feel happy, and it's quick to make – perfect when there's not much time to cook.

The classic recipe includes chicken and a little onion, but there are many other ways to cook it. Colombian ajíaco has a lot of corn and potatoes, in India it comes with an egg, and the Chinese serve it with noodles and sometimes a few chilies. In Korea they usually eat sangyeotang in the summer, served with some rice. Comfort food is very personal. It can be a full meal, a dessert, or just a snack. Tell us about your favorite comfort food!

**B Pair work** Find these words in the blog: dessert, dish, meal, snack. Think of an example of each one.  
**C Pair work** What's a famous soup in your country? Where and when do people usually eat it? You can go online to find a recipe. For ideas, watch Ryoko's video.

**Real student**  
Would you like to try Ryoko's dish?

**3 Grammar: Quantifiers**  
A Look at the Grammar box. Which words can you use to talk about a large amount, a small amount, and an amount that is not large or small?

Count nouns	Non-count nouns
How many chilies?	How much rice?
a chili	a lot of rice
a lot of chilies	some rice
a few / not many chilies	a little / not much rice
too many chilies	too much rice

**!** Some nouns can be count and non-count. You can count chili peppers (too many chilies) but not the chili sauce or chili powder we add to food (too much chili).

**B** ▶ Now go to page 137. Look at the grammar chart and do the grammar exercises for 7.1.

**C** Complete the questions with much or many. Then check your accuracy. Ask and answer the questions with your partner.

- How many cups of coffee do you drink every day?
- How many cookies do you eat in a week?
- How much yogurt do you eat at breakfast?
- How much meat or fish do you eat each week?

**4 Speaking**  
A **Pair work** Tell your partner about your favorite comfort food.  
My favorite comfort food is ... it's my favorite food because ... like to eat it with some / a lot of / a little ...  
B **Group work** Ask other students about their favorite comfort food. Tell the class.  
A lot of people like snacks and sweet food. Manuel's favorite comfort food is rice with milk and sugar.

**Accuracy check**  
Use many with plural count nouns.  
There aren't much chilies in this dish. ✗  
There aren't many chilies in this dish. ✓

## Accuracy checks

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

## Smartphone activities

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

# Lesson 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

7.2 Eat in the street
Lesson objective  
■ design a food truck

**1 Vocabulary: Describing food**

**A** **7.02** Listen and say the words. Now match the words to the photos.

bitter   boiled   delicious   fresh   fried   grilled   raw   roasted   sour   spicy

  
boiled



















**B** Put the words in exercise 1A into two groups: (a) how to serve food and (b) how food tastes. Which word can go in both groups?

**C** Now do the vocabulary exercises for 7.2 on page 151.

**2 Language in context**

**A** Look at the photo of a food truck on page 69. What kinds of food can you get from food trucks?

**B** **7.03** Listen to a live radio show from the Food Truck Awards. What food is Clara cooking today? Why does the customer like food trucks?

**7.03 Audio script**

**Host** Hi! I'm at the Food Truck Awards with one of this year's winners, Clara Montero. What are you making today, Clara?

**Clara** Fish tacos! They're usually **fried**, but today the fish is **raw**. Try one! It has this great **spicy** sauce.

**Host** Mm! Wow, hot! But really good. Thanks, Clara. Now, I'm sure this next truck is good because there's a long line. Hi! What are you waiting here for?

**Customer** Their amazing **grilled** burgers! I usually can't stand waiting in line, but I don't mind waiting here.

**Host** Yeah? Better than a restaurant?

**Customer** Definitely! I prefer to eat at food trucks. They're really cool – they're cheap, you can eat outside, and the food is always **delicious**. I always want to try new food. You need to try their fries. They're amazing!

**Host** Great idea, thanks. Enjoy!

**Insider English**

hot = spicy

**C** Are there many food trucks in your town? What's your favorite one? Why? What food can you get from it?

## 3 Grammar: Verb patterns

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

**Grammar** Verb patterns

I usually **can't stand** waiting in line. I always **want** to try new food.  
I **don't mind** waiting here. You **need** to try their fries.

1 After verbs like **can't stand** and **don't mind**, use **verb + -ing / to + verb**.  
2 After verbs like **want** and **need**, use **verb + -ing / to + verb**.

**B** Now go to page 138. Look at the grammar chart and do the grammar exercises for 7.2.

**C** Choose verbs from each box to make true sentences about yourself. Tell your partner.

can't stand	don't mind	enjoy	hate	hope
like	love	prefer	want	would like

buy	cook	eat	go out	make	shop	take
-----	------	-----	--------	------	------	------

I can't stand cooking breakfast food. It's so boring!

## 4 Speaking

**A** You are going to design your own food truck. Think about:

- the name and look of your food truck
- who your customers are (for example, vegetarians, students)
- what's on the menu and how it's cooked
- the prices of your food and any special deals

Our food truck is called Crepe Crazy. We're going to sell all types of delicious crepes like peanut butter, cheese and onion, and strawberry. Everyone enjoys eating crepes but hates to make them at home. Our prices ...

**B** Tell the class about your food truck. Which group's food truck is the best?



## Audio scripts

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

## Extended speaking practice

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

## Insider English

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

# Lesson 3

## Functional language conversations

- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

## Real world strategy

- provides students with strategies to manage communication successfully

### 7.3

## I'll have the chicken

Lesson objective  
■ explain what you want in a restaurant

#### 1 Functional language

A **7.04** Read and listen to the conversations. What does the woman order in conversation 1? Why? In conversation 2, what's the problem with her order? In conversation 3, what does she ask for?

7.04 Audio script

1 A Hi, are you ready to order?  
B **What do you recommend?**  
A The seafood's great here.  
B But I'm allergic to seafood.  
A Well, the grilled salmon is fantastic.  
B I mean, I'm allergic to all seafood.  
A Oh, OK. Well, the chicken is very good.  
B **What does it come with?**  
A It comes with French fries and a salad.  
B **What kind of dressing** does it come with?  
A Oil and vinegar.  
B Perfect. I'll have the chicken, please.

2 B Excuse me – you gave me the salmon, but I ordered grilled chicken.  
A I'm so sorry. I'll bring you the correct dish right away.  
B Thank you.  
3 A **Was everything OK for you today?**  
B It was all really good, thank you.  
A **Can I get you a dessert?**  
B Not today, thanks. **Can I have the check?**  
A Sure. Coming right up.

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

Ordering food	Taking an order
I'll <b>                    </b> the (chicken), please.	Are you ready <b>                    </b> ?
	Can I <b>                    </b> (a dessert)?
Asking questions about food	Checking with the customer
What do you <b>                    </b> ?	How was the fish? ? <b>                    </b> OK for you today?
What does it <b>                    </b> ?	<b>Asking for the check</b>
What <b>                    </b> ?	Can I <b>                    </b> the check?
What <b>                    </b> (dressing) does it come with?	

C **7.05** **Pair work** Circle the correct word to complete the expressions. Listen and check. Then practice the conversations with a partner. Change the food each time.

1 A What does the steak **go / come** with?  
B Salad or fries.

2 A **How / What** was the chicken?  
B Great, thanks. Can I **have / make** the check, please?

#### 2 Real-world strategy

A **7.06** Listen to another conversation in the restaurant. What does the customer ask about the pasta?  
B **7.06** Listen again. Why does the customer say, *I mean ...* ?  
C **Pair work** Read the information about *I mean* in the box. Practice the example conversation with a partner.

*I mean*

When you need to be clear about an order or instruction, or if you think someone doesn't really understand what you want, use *I mean* to give more detail.

Is there any meat in the pasta? I'm a vegetarian.  
There's a little meat in the sauce, but not much.  
I mean, I don't eat **any** meat.

D **Pair work** Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

#### 3 Pronunciation: Saying /dʒ/ and /g/ sounds

A **7.07** Listen to the words. Focus on the sound of the letters in **bold**. Practice saying them.  
*/dʒ/ jet /g/ get*

B **7.08** Look at the conversation. Do the **bold** words have the /dʒ/ sound or the /g/ sound? Listen and check. Then practice the conversation with a partner.

A Can I get you some juice? We have great apple juice.  
B No, thanks. I'm allergic to apple juice.  
A Got it. Just some water, then?

#### 4 Speaking

A **Pair work** Put the conversation in order. Then practice with a partner.

5 Sounds good. I'll have the pasta.  
 It's a cream and mushroom sauce.  
 What do you recommend? The pasta or the beef?  
 What kind of sauce does it have?  
 The pasta is delicious today.

B **Pair work** Choose one of the situations and have a conversation with your partner.

- The server brings the wrong dish to a customer.
- The server doesn't understand the customer's question.
- The customer is allergic to peanuts.

## Functional language charts

- highlight and categorize key phrases for students to practice

## Speaking

- provides controlled and freer practice of functional language

## Pair work practice

- gives students extra productive practice of new language

## Productive pronunciation activities

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