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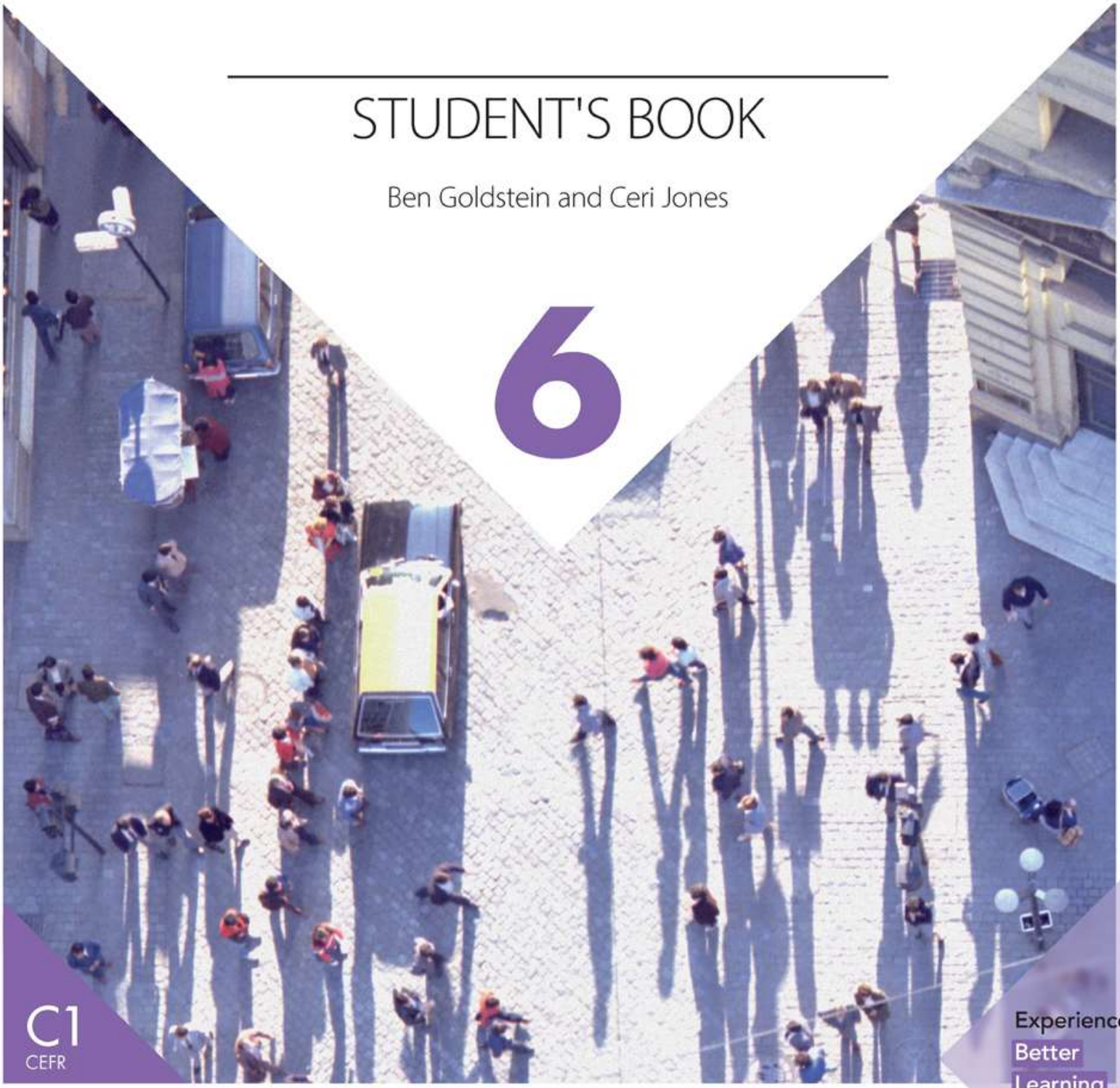

STUDENT'S BOOK

Ben Goldstein and Ceri Jones

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Learning

EVOLVE

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CAMBRIDGE UNIVERSITY PRESS

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Key: REV = Review, U = Unit.

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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, 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.

Confidence in teaching.

Joy in learning.

Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.

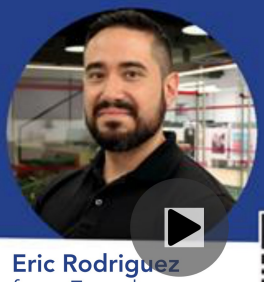
Meet our expert speakers

Our expert speakers are highly proficient non-native speakers of English living and working in the New York City area.

Videos and ideas from our expert speakers feature throughout the Student's Book for you to respond and react to.

Scan the QR codes below to listen to their stories.

Andrea Mendoza
from Colombia
Financial analyst



Eric Rodriguez
from Ecuador
Graphic designer

Ryoko Mathes
from Japan
Academic advisor

Audrey Decker
from France
Co-founder of a non-profit organization

João Glauber Barbosa
from Brazil
Works in finance for an insurance company.

Susanne Gutermuth
from Germany
Real estate agent

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature expert speakers talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

Student-generated content

EVOLVE is the first course of its kind to feature real 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. Their ideas are included throughout the Student's Book.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Robot revolution	■ Discuss the potential uses of robots in everyday life ■ Talk about developments in artificial intelligence ■ Acknowledge arguments and propose counterarguments ■ Write an essay about AI in our homes ■ Present a proposal for a robot helper	■ Commenting adverbs with future forms ■ Future perfect and future continuous	■ Using adverbs to add detail ■ Talking about developments in technology	■ Listening for contrastive stress ■ Saying expressions to show a counterargument
Unit 2 The labels we live by	■ Discuss assumptions about behavior ■ Talk about assumptions related to age ■ Compare and discuss similar experiences ■ Write a report based on graphs ■ Conduct a survey about consumerism and labels	■ Uses of *will* ■ Uses of *would*	■ Describing personality ■ Using three-word phrasal verbs	■ Listening for the intonation on interactional phrases ■ Saying stressed syllables beginning with /p/, /k/, /t/
Unit 3 In hindsight	■ Discuss past actions and their present results ■ React to past situations ■ Describe a negative experience; offer sympathy and reassurance ■ Write a short story based on a set of facts ■ Discuss and present an alternate history	■ Variations on past unreal conditionals ■ Commenting on the past	■ Thought processes ■ Describing emotional reactions	■ Listening for weak forms in complex verb phrases ■ Using intonation to show emphasis
Review 1 (Review of Units 1–3)				
Unit 4 Close up	■ Discuss the value of changing perspective ■ Talk about how eyes function in humans and animals ■ Discuss problems caused by staring at screens ■ Write a personal profile statement for a résumé ■ Create and present an action plan for a project	■ Quantifiers and prepositions in relative clauses ■ Noun clauses with question words	■ Describing things ■ Eye idioms and metaphors	■ Listening for /t/ between vowels ■ Saying the stressed syllable in related words
Unit 5 Remote	■ Discuss traveling to remote places ■ Comment on loneliness and working in remote places ■ Discuss cause and effect ■ Write a company profile ■ Prepare and present a case for working remotely	■ Participle phrases in initial position ■ Reduced relative clauses	■ Describing remote places ■ Talking about influences	■ Listening for linking between words ■ Saying tense and lax vowels
Unit 6 Surprise, surprise	■ Discuss shocks and surprises ■ Talk about great upsets in sports and other contexts ■ Discuss the differences between local and global brands ■ Write a paragraph drawing from multiple sources ■ Prepare a surprise for somebody	■ Clefts ■ Question words with *-ever*	■ Using adverbs to add attitude ■ Using the prefixes *under-* and *over-*	■ Listening for the pronunciation of foreign words and phrases ■ Saying clefts
Review 2 (Review of Units 4–6)				

Listening	Speaking skills	Reading	Writing	Speaking
I get what you're saying … ■ A conversation about the innovations found in a new app	■ Acknowledge arguments and propose counterarguments	**Robotics to the rescue** ■ An article about robots and humans working together	**An essay** ■ Introduce examples ■ Organize ideas	■ Talk about the tasks best suited to robots ■ Discuss what things you would like AI to do in the future ■ Offer and support your opinion ■ Discuss interesting examples of AI **Time to speak** ■ Present a proposal for a robot helper to address the needs of a particular job
Same here! ■ A conversation about how speaking another language changes the way you interact with the world	■ Discuss similar experiences	**Read the label** ■ An article about product labeling on healthy food products	**A report based on statistics and graphs** ■ Refer to data in graphs ■ Use language for presenting statistical information	■ Talk about common types of social media users ■ Talk about the right age to do different activities ■ Discuss your experience with language learning ■ Draw conclusions about consumer trends based on statistics **Time to speak** ■ Do a survey about the importance of labels on shopping behavior; present your results
A complete disaster! ■ Two conversations about the same story	■ Describe bad experiences ■ Offer sympathy and reassurance	**Too good to be true** ■ News stories about unlikely events	**An anecdote about a strange coincidence** ■ Create cohesion with *both, each, neither,* etc.	■ Talk about different possibilities for events in the past ■ Discuss how you might handle different problems ■ Create and share the backstory leading up to a bad experience ■ Discuss and question whether a story is believable **Time to speak** ■ Talk about how changing one past event could affect the world today
Look away! ■ A presentation about the effects of screen time on our eyes	■ Clarify a problem	**Attention to detail** ■ A quiz that reveals if you're a big-picture thinker or tend to focus on details	**A personal profile** ■ Use initial descriptive prepositional phrases for concise writing	■ Talk about the esthetics of close-up imagery ■ React to images of animals' eyes ■ Discuss what problems can occur because of excessive screen time ■ Discuss a personal profile statement; offer suggestions for others **Time to speak** ■ Create and present an action plan that involves both big-picture and detail-oriented tasks
Working from home ■ A presentation about current trends in working from home	■ Signal causes and effects	**Remote success story** ■ A news feature story about a business whose employees work virtually	**A profile** ■ Use participle phrases to connect ideas	■ Discuss where and how you seek solitude ■ Discuss the degree of solitude of different jobs ■ Present and discuss ideas about the pros and cons of current topics ■ Discuss the chances of success for different companies to operate virtually **Time to speak** ■ Make a case for working remotely
A surprising comeback ■ A news feature and interview about business revivals	■ Add emphasis	**Jump scare** ■ Different perspectives on being scared	**Summary of a text** ■ Paraphrase without repetition	■ Talk about reactions to surprises ■ Describe famous upsets ■ Compare local and global industries where you live ■ Write short summaries on articles about fear **Time to speak** ■ Plan a surprise for people based on interviews about their interests

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Roots	■ Discuss the growing interest in DNA testing and genealogy ■ Talk about celebrations in your family and community ■ Share a story about visiting a place with special significance ■ Summarize information about a topic ■ Present a plan to promote a cultural celebration	■ Negative and limiting adverbials ■ Fronting adverbials	■ Talking about ancestry ■ Talking about customs and traditions	■ Listening for missing /t/ and /d/ sounds ■ Saying diphthongs
Unit 8 Short	■ Discuss distractions and attention spans ■ Talk about instincts and gut reactions ■ Describe the best features and selling points of apps ■ Write presentation slides ■ Pitch a company, an idea, or a product to investors	■ Phrases with *get* ■ Phrases with *as*	■ Talking about attention and distraction ■ Expressions with *get*	■ Listening for long word groups ■ Saying primary and secondary word stress
Unit 9 Health vs. modern life	■ Discuss the effects of a sedentary lifestyle ■ Suggest ways to establish good sleep habits ■ Ask and deflect probing questions ■ Write about a clean- water initiative and how it works ■ Present and explain choices that you have made for other people	■ Referencing ■ Continuous infinitives	■ Discussing health issues ■ Discussing (lack of) sleep	■ Listening for stressed and unstressed grammar words ■ Saying consonant clusters
Review 3 (Review of Units 7–9)				
Unit 10 Reinvention	■ Talk about future food options and how likely they are ■ Discuss new ways to use natural energy sources ■ Discuss the advantages of rethinking daily habits ■ Write a summary of a discussion about the new economy ■ Present and evaluate an idea for reinventing pet ownership	■ Simple past for unreal situations ■ *It* constructions	■ Discussing global food issues ■ Discussing global energy issues	■ Listening for sound changes in connected speech ■ Saying the /ŋ/ sound
Unit 11 True colors	■ Discuss the importance of color for businesses ■ Talk about color expressions and their meaning ■ Respond to questions in different ways ■ Write a short opinion essay ■ Create a flag for a specific group	■ Subject–verb agreement ■ Articles	■ Describing color associations ■ Color expressions	■ Listening for uncertainty ■ Saying vowels before consonants
Unit 12 Things change	■ Answer job interview questions about change ■ Talk about places that have changed drastically ■ Tell a story that you heard from someone else ■ Write a review of a movie or book ■ Create a structured story from pictures	■ The present subjunctive ■ Perfect infinitive	■ Talking about change ■ Describing change	■ Listening for sound changes in colloquial speech ■ Reading aloud
Review 4 (Review of Units 10–12)				
Grammar charts and practice pages 129–140 Vocabulary exercises pages 141–152				

Listening	Speaking skills	Reading	Writing	Speaking
The story of a returnee ■ An interview with someone who has just returned from her ancestral home	■ Comment on your own story ■ Express an opinion ■ Respond to someone else's story	**When a language dies** ■ A graph and text about languages in danger of extinction	**Summary of a story** ■ Parallel structures	■ Discuss the pros and cons of DNA tests ■ Talk about the occasions that bring your family together ■ Tell stories about visiting new places ■ Synthesize the main points in a story **Time to speak** ■ Discuss a local festivity and decide the best way to promote it
It's the app you need ■ A conversation between an app designer and a friend	■ Speak persuasively about a product	**The perfect pitch** ■ An article about developing a pitch for investors	**Presentation slides** ■ Presentation formats	■ Talk about the distractions in your life ■ Talk about how important instinct is in daily life ■ Discuss the apps that make your life easier ■ Compare presentation slides **Time to speak** ■ Present a pitch to investors for an idea or product
Clearing the air ■ An interview with a politician about clean air issues	■ Ask probing questions ■ Buy time to think / deflect questions	**A thirsty world** ■ Three short articles about water crises around the world and water charities that address them	**A short article** ■ Phrases to highlight viewpoint	■ Talk about ways to discourage a sedentary lifestyle ■ Discuss a sleep plan for different people ■ Discuss important local issues in a role-play activity ■ Consider strengths and weaknesses of an initiative **Time to speak** ■ Present choices for other people based on their priorities
A life without plastic ■ A conversation about the challenges and value of going plastic-free	■ Defend an opinion ■ Conclude a turn	**What's yours is mine** ■ Short texts from a forum about new economic models	**A summary of a discussion** ■ Avoiding opinion in a summary ■ Marking opinion in a summary	■ Discuss alternative food options ■ Discuss renewable energy ■ Debate alternative lifestyle choices that benefit the environment ■ Consider the conclusions from a discussion **Time to speak** ■ Debate the pros and cons of a local initiative
It tastes like green! ■ A Q&A session with two experts on the psychology of color	■ Respond to questions for different purposes	**A sense of identity** ■ An article on the significance of colors in sports marketing	**An opinion essay** ■ Express and support opinions with examples	■ Discuss the best color scheme for different products and companies ■ Discuss color expressions ■ Consider what effect color has on taste expectations ■ Discuss the arguments presented by others and offer feedback for improvement **Time to speak** ■ Discuss and present the characteristics that define a group's identity
"And that's when it all changed!" ■ A story about a celebrity impersonator	■ Retell a story ■ Refer to the original story ■ Skip details	**"The next thing you know, …"** ■ An article about the structure of a successful movie script	**Movie review** ■ Write concise descriptions (multi-clause sentences)	■ Practice giving job interview answers ■ Talk about how things have changed dramatically ■ Retell a story ■ Describe plots and turning points **Time to speak** ■ Develop a creative story based on pictures

UNIT OBJECTIVES

- discuss the potential uses of robots in everyday life
- talk about developments in artificial intelligence
- acknowledge arguments and propose counterarguments
- write an essay about AI in our homes
- present a proposal for a robot helper

ROBOT REVOLUTION

1

START SPEAKING

A **Look at the picture. What does it suggest about the future? Do you think it's a realistic vision of the future? Why or why not?**

B **In what ways do you think technology will change our lives in the future? What kinds of things (wearable technology, personal robots, AI, etc.) do you imagine we'll have in the next 20 years? The next 40 years? In 100 years?**

C **What kinds of robots do we already use? Do you think robots are a positive invention in general? Why or why not? For ideas, watch Eric's video.**

EXPERT SPEAKER

What examples can you think of to support Eric's argum and to counter it?

1.1 THE ROBOT TOUCH

LESSON OBJECTIVE
- discuss the potential uses of robots in everyday life

1 LANGUAGE IN CONTEXT

A 1.02 PAIR WORK THINK CRITICALLY **What does the robot in the ad look like? What, and who, do you think it's for? What can it do? What can it probably not do? Listen and check your answers.**

1.02 Audio script

The MiRo robot may look like a toy, but it is far from it. MiRo is a sophisticated piece of robotic engineering, and it is about to **radically** change the field of home health care.

Though still under development, MiRo will **ultimately** be part of a complex system of sensors and communication networks that will **demonstrably** improve the quality of life for elderly people. MiRo robots will live with their owners 24/7, learn their routines, and monitor their movements, which should **drastically** reduce accidents in the home. They will be able to talk to their owners, as well – reminding them to take their medicine and helping them manage appointments and remember visitors' names. And if there's a medical emergency, MiRo will be able to call for help immediately.

Home health care alternatives are **inevitably** going to become a necessity for countries like Japan and the United States, which are facing the challenge of caring for a **progressively** aging population. Social services will certainly not be able to offer human care and companionship for everyone. Although robot companions are bound to be met with resistance initially, robots like MiRo will **undoubtedly** ease the burden on overstretched social services. The greater benefit, however, will be to the elderly people they serve, who often suffer from loneliness and isolation.

MiRo could **feasibly** revolutionize elder care, making the lives of our senior citizens easier, safer, and far more enjoyable.

2 VOCABULARY: Using adverbs to add detail

A 1.03 **Look at the bold adverbs in the script. Which refer to the way something is done (manner)? Which ones are a comment on the action by the speaker (commenting)? Make a chart like the one below and put them in the correct category. Add the other adverbs from the box below. Then listen and check.**

comprehensively	dramatically	gradually	increasingly
markedly	potentially	unquestionably	

Adverbs of manner	Commenting adverbs
radically	ultimately

B **Now go to page 141. Do the vocabulary exercises for 1.1.**

C PAIR WORK THINK CRITICALLY **Apart from the elderly, who might benefit from having a robot companion? Why? What problems could it solve? What problems might it create?**

3 GRAMMAR: Commenting adverbs with future forms

A **Read the sentences in the grammar box. Circle the correct options to complete the rules.**

Commenting adverbs with future forms

MiRo **will undoubtedly ease** the burden on overstretched social services.
Home health care alternatives **are inevitably going to** become a necessity.
Social services **will certainly not be able to** offer human companionship for everyone.

1 Adverbs of manner can be placed in different positions depending on what they modify. Commenting adverbs, when used with future forms, are usually placed …

- [1]**before** / **after** the modal verb *will*.
- [2]**before** / **after** negative words such as *not* and *never*, or negative contractions such as *won't* and *aren't*.
- [3]**before** / **after** the verb *be* in the phrases *be going to, be about to,* and *be bound to.*

B **Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.**

FIND IT

C PAIR WORK **Look at the commenting adverbs in the box below. Use a dictionary or your phone to look up ones you don't know. Then add commenting adverbs to the sentences so that they reflect your opinion. Compare with your partner.**

certainly	clearly	eventually	evidently
inevitably	surely	undoubtedly	unfortunately

1 This century will become the age of the robot.
2 Robots are going to change the way we live over the next few decades.
3 Robots will never be able to replace the human touch.
4 Robots are bound to take over for humans in a lot of different areas.
5 The robotics industry is about to make life a lot easier for all of us.

4 SPEAKING

A GROUP WORK THINK CRITICALLY **Imagine a robot assistant for the following jobs. What tasks do you think it could feasibly take on? Would it do those tasks better, worse, or as well as a human? What tasks would the human still have to do? Use commenting adverbs to make your attitudes clearer.**

- a clerk in a hotel
- a nurse in a hospital
- a teacher in a kindergarten

As a hotel clerk, a robot will undoubtedly be more accurate than a human. It might even be friendlier!

B **As a class, share the most interesting uses for a robot assistant that your group came up with. Then discuss whether robot assistants are inevitable. Give reasons to support your opinion.**

1.2 THE WONDERFUL WORLD OF AI

LESSON OBJECTIVE
- talk about developments in artificial intelligence

1 LANGUAGE IN CONTEXT

A **How would you define *artificial intelligence*? Does the idea scare you, worry you, or excite you? Why or why not?**

B 1.04 **Listen to part of a podcast interview in which a tech industry reporter talks about developments in AI. How will AI be used in the near future? How does the host feel about these uses?**

1.04 Audio script

Reporter Industry experts predict that, by the end of the next decade, **chatbots** will have replaced humans in all customer service call centers, but you won't even know you're talking to one. **Computer-generated speech** will have improved so much that chatbots will sound just like humans.

Host We'll be having conversations with computers and not even know it? Impressive.

Reporter Plus, researchers are developing an app to help blind people "see." It will use the camera on their smartphone to capture the area around them. Then, using a combination of **image-recognition** software and **speech to text,** the app will convert the images into speech. Developers are integrating **facial recognition,** too, so the app can announce when a friend is approaching. They have a **working prototype** now, and they're pretty confident they will have developed a **beta version** for testing by the end of next year!

Host What a great use of technology! What other developments can we expect to see soon?

Reporter Facial-recognition glasses – they'll be linked to police databases to help pick out suspects in a crowd.

Host Really? I'm not sure how I feel about that one.

C PAIR WORK THINK CRITICALLY **Why does the host feel nervous about the police using facial-recognition glasses? What are some other possible uses for that technology? What pros and cons can you think of?**

2 VOCABULARY: Talking about developments in technology

FIND IT

A 1.05 PAIR WORK **Look at the technology terms in the box. Write them in the chart for all the things they are associated with. Use a dictionary or your phone to help you. Listen and check.**

artificial intelligence (AI)	beta version	chatbot	facial recognition
computer-generated speech	computer translation	image recognition	operating system (OS)
virtual assistant	voice activation	voice recognition	working prototype
text to speech / speech to text			

Home computers	Smartphones	Airport security	App development	Social media
OS	chatbot	facial recognition		

B PAIR WORK **Which item from the box above is not yet commonly used? How long do you think it will be until it is part of daily life?**

C **Now go to page 141. Do the vocabulary exercises for 1.2.**

3 GRAMMAR: Future perfect and future continuous

A **Read the sentences in the grammar box. Circle the correct options to complete the rules.**

Future perfect and future continuous

By the end of the next decade, chatbots **will have replaced** humans in call centers.
We'**ll be having** conversations with computers and not even know it?

1 Use the future perfect and the future continuous to …
   a describe situations in the future.
   b make suggestions for things to do in the future.
2 Use *will* + *have* + past participle (future perfect) to talk about …
   a actions that will be in progress at a given time in the future.
   b actions that will be completed before a given time in the future.
3 Use *will* + *be* + verb + *-ing* (future continuous) to talk about …
   a actions that will be in progress at a given time in the future.
   b actions that will be completed before a given time in the future.

B **Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2.**

C PAIR WORK **You are going away this weekend to an unfamiliar location. A friend asks you a lot of questions about your trip. Use the prompts to write the questions in either the future perfect or the future continuous, and check your accuracy. Compare with a partner.**

1 **a** How / travel / there ?
   How will you be traveling there?
   b Who / meet / there ?
   c What activities / do ?
2 **a** By the time the weekend is over, who / speak to ?
   b What / see ?
   c What / do ?

ACCURACY CHECK

Remember not to change the form of *be* in future continuous.

It'll ~~is~~ raining by the time we get there. ✗
It'll be raining by the time we get there. ✓

D PAIR WORK **Answer the questions in exercise 3C and create a story about your weekend trip to tell your partner. Share your stories with another pair of students.**

4 SPEAKING

A GROUP WORK **Make a list of ten machines and gadgets you have in your home right now. How does each one help you or make life easier? Which of them do you think you'll still be using ten years from now? Will you be operating them, or will they depend on AI? For ideas, watch Eric's video.**

EXPERT SPEAKER

How similar are your predictions to Eric's?

B **What ordinary tasks or common devices today will have been replaced by AI by the year 2050?**

I think facial-recognition technology will have replaced house and car keys long before 2050!

1.3 I GET WHAT YOU'RE SAYING …

LESSON OBJECTIVE
- acknowledge arguments and propose counterarguments

1 LISTENING

A **Read the text message exchange. What is the relationship between the two texters? Why do you think that?**

B 1.06 LISTEN FOR ATTITUDE **Listen to a conversation between two friends, Jeff and Dani. What does Jeff think of Dani's new app?**

C 1.06 LISTEN FOR MAIN POINTS **Listen again and take notes on the positive and negative points they make about chatbots. Compare answers with a partner.**

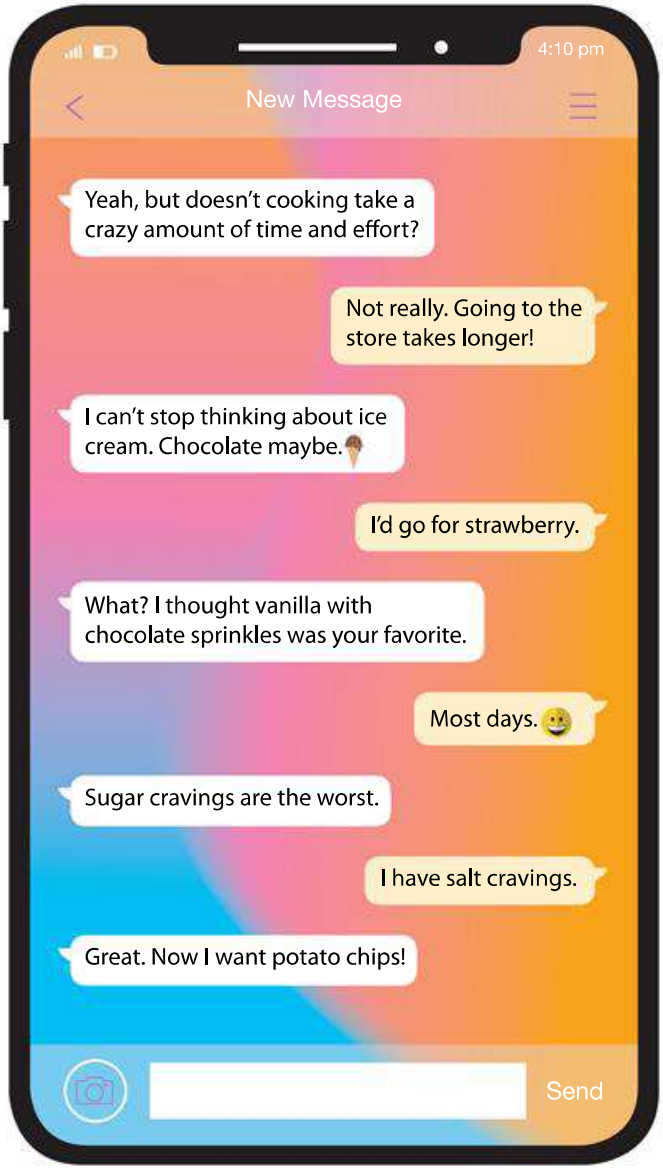
Positive: _____

_____

Negative: _____

_____

D PAIR WORK THINK CRITICALLY **Look back at exercise 1A. Are you surprised that this is actually a chatbot conversation? Do you think computers will ever be able to understand and develop emotions? Why or why not?**



2 PRONUNCIATION: Listening for contrastive stress

A 1.07 PAIR WORK **Listen. Pay attention to the underlined words. Why are they stressed?**

Jeff But it looks like a conversation with a friend.
Dani Well, yeah, that's the point. It's a virtual friend.
Jeff You mean a virtual assistant?

B 1.08 **Underline the words that have contrastive stress. Listen and check. Practice saying the sentences with your partner. Focus on word stress.**

1 You have your own, personal talking machine – a learning machine!
2 I mean, why did they design it? Who did they design it for?
3 You can't always be there for me, but my bot can.
4 You're starting to talk about this bot as if it were a real person.

C **Circle the correct words to complete the sentence.**

When we want to clarify or correct what has been said, we often emphasize the word with the [1]*new / old* information and use a [2]*lower / higher* pitch.

3 SPEAKING SKILLS

A 1.06 **Listen to Jeff and Dani's conversation again. Check (✓) the expressions in the chart that they use.**

Acknowledging arguments and proposing counterarguments
☐ 1 **I can see how** that might be interesting, but …
☐ 2 **I understand what you're saying,** but I still don't get it.
☐ 3 **It's a valid point,** … but consider the other side.
☐ 4 **You have a good point** there.
☐ 5 **I get where you're coming from,** but …
☐ 6 **I hadn't really thought of it like that.** I guess you're right.
☐ 7 **I guess so,** but I'm still not convinced.
☐ 8 **You could look at it that way,** but that doesn't mean …

B **Look at the expressions in the chart. Why does the speaker say the bold words? What purpose do they serve? What word is used to introduce a counterargument?**

C GROUP WORK **One student reads the statement. The person to their left acknowledges it and offers a counterargument. The next person to the left responds, etc. Change roles and start again. Use different phrases.**

Statement: I don't think machines will ever be more intelligent than human beings.

I hear what you're saying, but I think they can be better than us in some specific tasks.

I get where you're coming from, but …

4 PRONUNCIATION: Saying expressions to show a counterargument

A 1.09 **Listen to the expressions and pay attention to the intonation. Then circle the correct words to complete the sentence below.**

I understand what you're saying, but I still don't get it. I know, I know, and it's a valid point.

Use a [1]*fall-rise / falling* intonation to show you question the other speaker's argument and a [2]*fall-rise / falling* intonation to say what you think is true.

B 1.10 **Listen to the expressions. Check (✓) the ones where intonation suggests that the speaker is going to introduce a counterargument.**

☐ 1 I guess so
☐ 2 I get where you're coming from
☐ 3 You could look at it that way
☐ 4 That may be true
☐ 5 I can see how that might work

C GROUP WORK **Does technology always make life easier? Why or why not? Use the phrases in exercise 4B to introduce counterarguments with appropriate intonation in your discussion.**

5 SPEAKING

A PAIR WORK THINK CRITICALLY **Choose one of the statements and argue both sides of it. Acknowledge your partner's arguments and propose counterarguments.**

- A good friend is always there for you.
- We spend far too much time in front of screens.
- Travel broadens the mind.

B **Report back on your discussion. Summarize the arguments you were able to put forward in the time you had.**

1.4 ROBOTICS TO THE RESCUE

LESSON OBJECTIVE

- write an essay about AI in our homes

1 READING

A **PREDICT CONTENT FROM PICTURES** **Look at the pictures. Discuss how robots or robotics are being used in each situation to help humans. Read the article. Match the pictures to the correct sections.**

ROBOTS AND HUMANS WORKING TOGETHER

When we think of robots, we often think of movies where humans have lost control and robots have taken over. But in reality, it isn't "us against them." Robots are helpmates in the workplace – more R2D2 than replicant!

Long-distance operations

For centuries, the mining industry has been dangerous work. More lives are lost and more workers are injured than in any other private industry. That's why engineers are working with robots to make mining safer. They're bringing the miners up to the surface and sending machines underground. The hope is that the death toll will have been reduced to zero in 20 years.

A great example of this effort is in the searing heat and dust of the red desert of western Australia. Here, robotics, AI, and satellite technology combine to allow engineers to control mining operations from the comfort of an office in Perth – 750 miles away. Driverless trucks, automated drilling machines, and complex logistical programs can all be run from a distance with minimal human intervention on the ground and no risk of injury or death.

They've got our backs

In the United States, tens of thousands of manufacturing workers are injured every year. They often perform the same physical tasks over and over, which causes strain to back, neck, and knee muscles and can lead to permanent disabilities. Millions of days of work are lost every year because of injuries. But robots – or more precisely, robotics – are helping reduce these figures.

Exosuits, or robotic vests, are being adopted for jobs that include heavy, repetitive work. In car manufacturing plants, for example, exosuits gently support the necks, backs, and shoulders of workers as they reach up into the engines of cars on the production line overhead. Watching the suit in action is truly amazing. It moves with the wearer and takes all the weight and strain of the manual work. Exosuits allow people to work more comfortably, which means they take fewer breaks and make fewer mistakes. One company estimates that the suits have increased productivity by 85%.

A helping hand

The service industry is introducing robots to provide, ironically, more personalized service. In some hotels in Japan, a robot helps out at reception. It greets guests and can translate requests in a number of different languages. It guides guests to their room and delivers messages, leaving human clerks free to deal with more complex transactions.

In the next 10 to 20 years, automation in dangerous jobs will have become the norm. Exosuits will have become common on the factory floor, no one will be left waiting at a hotel reception desk, and manufacturing workers will never again complain of a bad back!

B **READ FOR DETAIL** **Read the article again. What are the three main ways that robots are used? What kind of technology does each one require?**

C **READ FOR ATTITUDE** **The editor of this article wants a new title that introduces the main topic, draws in readers, and also indicates the writer's attitude (skeptical, optimistic, neutral). Share your ideas with the class. Choose the best title.**

INSIDER ENGLISH

I've got your back. = I'm ready and willing to help or defend you.

D **GROUP WORK** **THINK CRITICALLY** **Can you think what the disadvantages might be for each use? How do you think the article might present the topic differently if it were written by a member of a labor union?**

2 WRITING

A **Read the essay. Which statement is it responding to? How do you know?**

Robots are stealing our jobs. Robots will make workplaces safer. Robots will eventually do creative work.

Automation is inevitably going to be a feature of most workplaces. Machines are increasingly taking over dangerous jobs in industries **such as** mining and logging. They're already making jobs easier in industries that require a lot of manual labor, **namely** manufacturing and farming. They are also starting to appear in the service industry, helping employees deal with customers in, **for instance**, hotels and airports.

Right now, automation feels good, helpful. But machines are moving from assisting humans to replacing them. **Take**, **for example**, jobs that consist of repetitive, heavy tasks – loading trucks, stocking shelves in stores, waiting tables in restaurants, **just to name a few**. What will human workers do when machines take over all those jobs?

Optimists say that new jobs will replace these old jobs, that machines will never be as creative and innovative as people, and that the human touch cannot be replaced. I'm not convinced. I see the growth of automation as a direct threat to employment. We should prepare ourselves to face a world without work.

B EXEMPLIFY ARGUMENTS **Look at how the bold expressions in the essay are used to refer to examples. Then write sentences using the prompts below. Use a different expression each time.**

1 robots / dangerous tasks / working underground

Robots will be able to take over dangerous tasks such as working underground.

2 exosuits / different settings / car manufacturing and hardware stores

3 robots / tasks / offering simultaneous translation and greeting guests

4 job loss / in key industries / construction and transportation

REGISTER CHECK

In informal writing and speaking, *like* can also introduce examples.

*I use my virtual assistant for stuff **like** reminders, shopping lists, looking something up online, playing music.*

WRITE IT

C PLAN **Read the statement below. Do you agree or disagree with it? What examples can you think of to support your opinion? What counterarguments can you imagine? Take notes.**

Artificial intelligence is going to take over our homes.

D PAIR WORK **Look again at the essay in exercise 2A and match each paragraph with its function.**

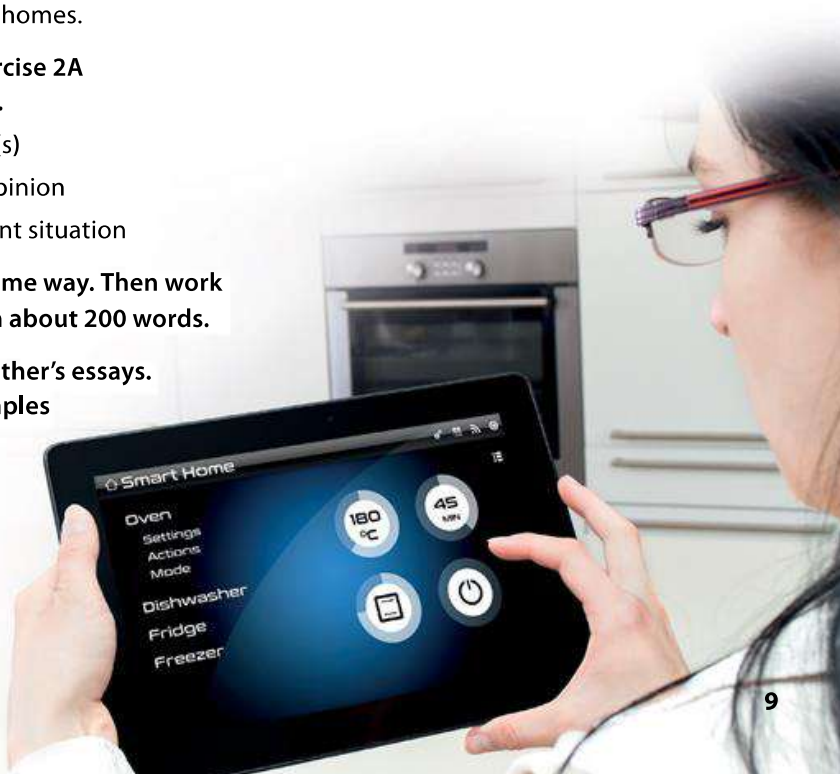
Paragraph 1: ___ **a** Present argument(s)

Paragraph 2: ___ **b** State a personal opinion

Paragraph 3: ___ **c** Describe the current situation

Organize the ideas from your notes in the same way. Then work together to write a three-paragraph essay in about 200 words.

E GROUP WORK **In small groups, read each other's essays. What are some of the most interesting examples people used? Which examples do you think are the most effective in supporting their argument? Why?**



1.5 TIME TO SPEAK
Professor Robot?

LESSON OBJECTIVE
- present a proposal for a robot helper

A **DISCUSS** **With one or two partners, look at the pictures. What is happening in each one? How might a robot helper improve the situation? Could a robot replace the human in any of them?**

B **PREPARE** **Choose one of the scenarios in the pictures (or a similar si tuation that you know about). Work together to create a proposal for a robot helper. Follow the steps below.**

Step 1 Identify the main problem(s). Outline the tasks your robot will perform to address them and the technology required.

Step 2 Consider the social and psychological effects of a robot helper. What external appearance should the robot have to blend in with the environment?

Step 3 Prepare your proposal. Decide which features to emphasize, the order in which to present them, and who talks about what.

C **PRESENT** **Share your proposal with the class. As you listen to the others, take notes and write at least one question to ask about each proposal.**

D **AGREE** **Discuss the proposals you have heard with students from other groups. Answer the questions.**

- Which robot design do you think is the most practical?
- Which one(s) might be possible to make today?
- Which idea would you be most likely to invest your own money in? Why?

E **Share your ideas as a class. Do you all agree? If you had to choose one of the robot helpers to invest in as a class, which one would it be?**

To check your progress, go to page 153.

USEFUL PHRASES

DISCUSS

A robot could certainly … as well as a person, but maybe not …

Once … , people won't … anymore.

PREPARE

It's going to need to be able to …

In order to … , it'll need …

PRESENT

We believe people will gradually …

With better AI, our robot could feasibly …