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EVOLVE

SPEAKING MATTERS

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 progress in English.

cambridge.org/evolve



Experience
Better
Learning

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.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking:
Lesson 5, *Time to speak*.

Time to speak

INSIGHT

Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.

The cover page features a green header with the title "TIME TO SPEAK" and the subtitle "Fitness programs". It includes a photo of three students, a "LESSON OBJECTIVE" section with the goal "create a fitness program", and a large image of a hand holding a smartphone displaying a fitness app.

3.5 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 information about free sports and fitness activities where you live, if you can.

B **DISCUSS** What are the positive things about free fitness programs? What other types of 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.
- **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.

To check your progress, go to page 153.

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?
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Speaking matters. Find out more about creating safe speaking environments in the classroom.

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 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.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

INSIGHT

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

CONTENT

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

RESULT

Students are motivated to speak and share their ideas.

Meet our student contributors

Videos and ideas from real students feature throughout the Student's Books.

Our student contributors from level 2 describe themselves in three words.



ALESSANDRA AVELAR

Creative, positive, funny
Faculdade ICESP, Águas Claras, Brazil



NOEMI IRENE
CONTRERAS YAÑEZ

Funny, intelligent, optimistic
Universidad del Valle de México, Mexico



CELESTE MARÍA
ERAZO FLORES

Happy, special, friendly
Unitec (Universidad Tecnologica Centroamericana), Honduras



CAIO HENRIQUE
GOGENHAN

Funny, lovely, smart
Universidade Anhembi Morumbi, Brazil



ALLISON RAQUEL

Friendly, cheerful, intelligent
Universidad Privada del Norte, Peru



SEUNG GEYOUNG YANG

Happy, creative
Myongji University, South Korea



LORENA MARTOS AHIJADO

Cheerful, positive, kind
Universidad Europea de Madrid, Spain

"It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)

UNIT OBJECTIVES

- talk about the people in your life
- talk about possessions
- greet people and start a conversation
- introduce yourself in an email
- talk about what you have in common



CONNECTIONS

1

START SPEAKING

A Look at the picture. What is the connection between the people? What are some different ways people are connected? Read the list and add two more.
family friends work/school

B Think about a famous actor in your country: how many connections do you have between you and him/her? You can use your phone to help you.

C Are you a very social person in general? Do you have connections with a lot of different people? For ideas, watch Alessandra's video.

REAL STUDENT

Are you the same as Alessandra?

Scan the QR code to hear from one of our student contributors

Are you the same as Alessandra?

1



Designed for success

2 REAL-WORLD STRATEGY

SHOWING INTEREST AND SURPRISE
You can use some common expressions to show interest and surprise.
*Wow! Seriously?
Is it really? / Are you really?*

A  **0.07** Read about showing interest and surprise in the box above. Use the expressions there to complete the conversation below. Listen to the full conversation and check.

A Do you know anybody here?
B No, I don't. I'm pretty new to this city, too.
A  A new city and a new job – that's a lot! Well, that's Mr. Patel. He's the boss. His office is across from your desk.
B  That's good to know.

B **PAIR WORK** Practice the conversation from exercise 2A, above.

3 PRONUNCIATION: Saying /l/ at the end of a word

A  **1.08** Listen. Focus on the /l/ sounds. Practice saying the words.
1 You look wonderful. 2 Beautiful weather, isn't it? 3 How do you know Rachel?

B  **1.09** Listen. Who pronounces the /l/ sound at the end of the words clearly? Write A or B.
1 beautiful **B** 3 full _____ 5 people _____
2 bottle _____ 4 girl _____ 6 couple _____

C **PAIR WORK** Say the words in exercise B to your partner. Does your partner say the /l/ sound?

4 SPEAKING

A **PAIR WORK** Read the situations. Then put the conversations in order. Read them with a partner.

Situation 1: You're at a conference. Greet people you don't know.
 Good to meet you, too. Do you know anybody here?
 I'm Diana Reyes. Great to meet you.
 No, it's my first time at this conference.
 Hello. I'm Daniel Santiago.

B Choose one of the conversations and add more to it. Use the language from this lesson. Then act out your conversation for the class.

INSIDER ENGLISH

*pretty = beautiful
That's a pretty little house.
pretty + adjective = very
That's pretty good. (That's very good.)*



Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

Find it

INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.



FIND IT

1.1

WE'RE FAMILY

LESSON OBJECTIVE

- talk about the people in your life

1 VOCABULARY: Describing people you know

A 1.03 Look at the pictures. Listen and say the words. Who do you see every day?



B Now do the vocabulary exercises for 1.1 on page 141.

C PAIR WORK Make five true sentences with five words from exercise 1A. Tell your partner.

2 LANGUAGE IN CONTEXT

A Look at the picture of Cecilia. Who are the people in her life? Who's in her family? Check (✓) the boxes.

B Match the names with their connection to Cecilia.

1 Yvonne	a neighbor
2 Marta	b close friend
3 Kiko and Luis	c sister
4 Jose Luis	d classmates
5 Marcos	e brother

2

3 GRAMMAR: be; possessive adjectives

A Complete the rules below. Use the sentences in the grammar box to help you.

- 1 I'm from Puebla. I'm = I am
2 They're not close friends.
You can also say: They are close friends.

- 3 Is he your boyfriend?
To answer, you can say:
Yes, he is. or No, he isn't.

be

I'm from Puebla. I'm not from Bakersfield.
She's a student in Puebla. She's not my boyfriend.
We're close friends. They're not close friends.

Am I late?
Is he your classmate?
Are you my new neighbor?

B Complete the spaces with the correct possessive adjective. Use the sentences in the grammar box to help you.

I my, you your, he his, she her,
it its, we our, they their.

Possessive adjectives

He's my brother.
His name's Jose Luis.
What's your name?
His name's Marta.
The dog hurt its foot.

They are our neighbors.
He is their son.

C Now go to page 129. Look at the grammar chart and do the grammar exercise for 2.1.

- D GROUP WORK Use the words to write questions. Then read the Accuracy check box and check your work. Use the questions to find out more about your classmates.
- | | |
|---|------------------|
| 1 his / what's / name / ? | What's his name? |
| 2 from / is / where / she / ? | |
| 3 Is / name / her / Maria / ? | |
| 4 they / from / are / Argentina / ? | |
| 5 our / is / teacher / American / ? | |
| 6 are / from / where / parents / your / ? | |

ACCURACY CHECK

Possessive adjectives agree with the possessor.
This is a photo of my wife with their parents. X
This is a photo of my wife with her parents. ✓

4 SPEAKING

- A Look at the picture of Cecilia and her connections on page 2. Make a similar picture for your life. Write the names of your connections. Watch Seung Geyoung's video.

- B PAIR WORK Ask and answer questions about your pictures. You can show photos of the people on your phone.



REAL STUDENT
What family members does she say? Are they the same as your family?



ACCURACY CHECK

Possessive adjectives agree with the possessor.
This is a photo of my wife with their parents. X
This is a photo of my wife with her parents. ✓

Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT

Students avoid common errors in their written and spoken English.

"The presentation is very clear and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan

1.4 EMAIL INTRODUCTIONS

LESSON OBJECTIVE
■ introduce yourself in an email

1 READING

A **PAIR WORK** How many emails do you write in a month? Why do you write them? Do you write emails in English? Tell your partner.

B **READ FOR MAIN IDEAS** Read the email and choose the main idea.

He wants a job.
 He wants information about food.
 He wants cooking lessons.



C **READ FOR DETAIL** There are problems with Chris's email. Read the comments (A–F) and match them with the correct part of the email.

A What is your email about? You need a subject!
B Begin a formal sentence with Dear Ms. / Mrs. / Mr. (last name) or just Dear Hiring Manager or Dear (job title). It's not a good idea to begin with Hello, Hi, or Dear Friend. You're not a friend!
C End the email with Best wishes or All the best and write your full name.
D A funny email address is OK for friends but not for people you don't know.
E Check your writing before you send your email.
F Don't use emojis in a formal email.

D Read the Register check box and correct the problem in Chris's email.

E **1.10 PAIR WORK THINK CRITICALLY** Listen to Dave's response to Chris's email. Does Dave offer Chris a job? Why not? What research do you need to do before you ask someone for a job? Discuss with your partner.

2 WRITING

A Read the email. Does the writer follow the advice from the comments on page 8?

B **WRITING SKILLS** Look at the email again and **circle** the capital letters. Write the words with capital letters.

a pronoun (I, you, he, she, etc.)
b the beginning of a sentence
c names (people and organizations)
d titles (Mr., Dr., Prof.)
e places (countries, nationalities, towns)
f days of the week, months



C Rewrite the email below with capital letters in the correct places.

dear ms. ali,
my name is amanda barron. i work with your sister at first city bank in salvador. now i would like a new job.
can we meet on tuesday and talk about your company?
sincerely,
amanda barron

GLOSSARY
internship is a period of time that a young person works in a company to get experience in a job

WRITE IT

D Think of a situation and write a formal email to someone you don't know. Include a connection to someone you both know and the reason for writing. Look at the examples in this lesson for help.

E **PAIR WORK** Exchange emails with another student. Write a reply.



REGISTER CHECK

In formal writing, don't write **I want ...**
A polite way to say what you want is **I would like ...**

Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

EVOLVE 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.

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.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.

Practice Extra

Mobile friendly as well as accessible on a desktop or tablet, these homework activities also allow teachers to easily track students' performance.

