

EVOLVE

STUDENT'S BOOK

Ben Goldstein and Ceri Jones

6

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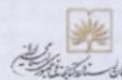
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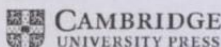
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EVOLVE

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.

LANGUAGE IN CONTEXT

A small, brown and tan grasshopper is perched on a thin, yellow, curved plant stem. The grasshopper is facing left, with its long hind legs visible. The background is a plain, light-colored surface.

Page 2 of 10

His idea is a well-timed, commercially shrewd, safe bet. John and Greg stand to lose \$300 the first year in 2015, but are confident that, in many parts of the world that live in the U.S. and Canada, the U.S. economy, and the U.S. dollar, will be the best place to conduct most business in 2015. They only have to compete with the U.S. and Canada, which is a very small market. They also have many local customers, including their private group of 100,000 members.

Think About It **Compare/Contrast** What are the environmental advantages of using plants as a source of food? What protein alternatives to food and other livestock products can you find? What environmental advantages might they have?

VOCABULARY Discussing global food issues

8. Look at the **bold** words in the article. Write them in the correct category below. Then listen and check.

- 1 related to food quantity
 2 non-wood foods and which birds use grass
 3 describing the healthiness of food
 4 collective words for animals we eat
 5 other subjects categorize things we eat
 6 related to eating

Now go to page 158 for the concluding examination. 501

NOTE 2001 There is a superficial difference from negative numbers, but the great phone is help you. What others automatically are shown from above, usually number is added.

*What do you think of
Hypert's alternative to
eating superfoods?*



GRAMMAR Simple past for unreal situations

2. Look at the sentences in the grammar box. In each sentence, what is the use of the underlined simple past verb? Write the sentence in the correct column.

Example given for interval situations

- Imagine if we could reduce our appetite for food!
- Some people would rather not give up meat altogether.
- It's thought there are at least six million vegetarians.
- What if we created a cool new food product?

Give the single best fit word or situation.

- 1. to acquire practical skills and experiences
- 2. to speculate about or discuss an imaginary situation
- 3. to express feelings or attitudes

3. Return to page 10 and look at the grammar chart and do the grammar exercise for 10 f.

How would you like to see the world change? Write sentences using the expressions in the box for several situations. Use the categories in the box to help you. Share your ideas with a partner. How likely are all your desired changes? Why?

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SPEAKING

2. Look at the pictures of protein sources from around the world. Which ones are you familiar with? Do you like them? Would you like to try the others? Does their nutritional value influence your decision?



Find it

Designed for success

10.3

A LIFE WITHOUT PLASTIC

LESSON OBJECTIVES
B Discuss the advantages of
reducing daily habits

1 LISTENING

1 Look at the pictures. What are these things? What are they made of? What are they usually made of?

2 Look at the points in the chart. Which do you think are main ideas, and which are details? Listen to Grace and take a conversation about adopting a plastic-free lifestyle and check your answers. Circle the ones you predicted correctly.



Main idea Detail

- 1 the majority of your daily routine
- 2 buy a reusable coffee cup
- 3 avoid plastic vessels
- 4 how to live plastic-free
- 5 recycle
- 6 avoid over-packaging
- 7 demand alternative containers

INSIDER ENGLISH

It's doable = It will take some effort, but it's possible.

3 **Task 1** **Sound changes** Can you think of other everyday things that could be made of something besides plastic? Would they work as well? Why or why not?

2 PRONUNCIATION: Listening for sound changes in connected speech

1 Listen to the sentences and match the underlined letters to the sound changes you hear.

- 1 But that talk really made me want to try it. *It's doable.*
- 2 How did you start? *It's doable.*
- 3 There are lots of products out there that come in plastic containers. *It's doable.*

2 Listen to the word that would cause a sound change when connected to the word in the box. Listen and check.

- 1 Please don't use that plastic / reusable cup.
- 2 A recycling project needs very good leadership / management.
- 3 Was the presentation planned / organized in advance?
- 4 Could we / you try a little harder?

3 Circle the correct words to complete the sentences.

In connected speech, words that end in /t/ or /d/ often start with /p/, /b/ or /m/. Additionally, all /t/ words end with /t/.

INSIDER ENGLISH

It's doable = It will take some effort, but it's possible.

Pronunciation

INSIGHT

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

CONTENT

INSIDER ENGLISH 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.

10.4 WHAT'S YOURS IS MINE

LESSON OBJECTIVE
Write a summary of the discussion about the new economy.

1 READING

Look at the picture of people using a ride-sharing service. Is this an example of the gig economy or the sharing economy? What's the difference? You can use your phone to help you. What's your opinion of these new economic models? Why?

Answer the questions. Look at the key words related to the discussion thread below. Which do you think will be used to defend new economic models and which to criticize them? Read the thread and check your answers.

ride competition human scale convenience economic wage



THE NEW ECONOMY: HAVE YOUR SAY!

What are the real winners and losers in the gig economy? Is a sharing economy model any better? What do you think?

- 1** When you read about the gig economy, it seems great to everybody, but let me tell you there are losers in this story. Like taxi drivers. In some countries, it's very expensive to own a car. It's an investment. And once you get into that, you put a lot of money into it. Then other companies come along and because of the increased competition, they take away the taxi drivers' business. It's unfair competition because it doesn't cost the other drivers much at all.
- 2** It's true that an economy based on everyone taking regular, long-term jobs was challenged. The gig economy is all about on-demand services. Conditions might be more generous for the worker - job security, insurance, benefits, etc. - but we have to get used to that. It's the way the world is going.
- 3** What I like about the sharing economy is that it's a human scale version of commerce, where you often meet the person who you're doing business with. Take Airbnb. That's a whole lot better than staying in an anonymous hotel somewhere. It's much more personal, and you get better service because of it.
- 4** The sharing economy is nothing new. Just look at farmers' markets. We've just extended that model into the high-tech world. It's a natural, the economic evolution. There's nothing we can do to stop it, so we might as well get with it.
- 5** The "gig economy" business model revolves around tech companies that use legal regulations as an excuse or incentive. They don't want to follow the rules, so they come up with a way to get around them. They will make money for the people actually doing the work and NOT further off in fact, the workers are all independent contractors, not full-time employees, so they don't get vacations or a minimum wage or sick pay or help paying for retirement. And what's worse, they can be fired without warning or explanation, so they can't even complain.
- 6** As first glance, I really liked the idea of opening up the economy. It's great for us customers, but I think a lot of people actually lose out. Instead, look at Uber and Lyft. They're not having to do much more, but they make money. In the meantime, some of the middlemen take their cut. And the food delivery apps? They take such a large cut that many restaurants can't afford to use them, so they lose customers they used to have. People need to understand that these companies might be creating small-scale jobs for themselves.
- 7** Not as far as many places the gig economy has really benefited people, the people who have no time, for example. Some people can use a ride service. What if a taxi driver? People can make extra money and learn new skills. I read that they offer English courses to their drivers because they know that it'll help them in their work.

- 1** **FOR/AGAINST** **CONTRAST** Put a check (✓) for the contributors in favor of the new economy and an X (X) for those against them. Highlight the main idea in each comment.
- 2** **FOR/AGAINST** **CONTRAST** Which of the opinions in the discussion thread do you agree with? What could be the long-term effects of these new economic models?

2 WRITING

Read the summary of the discussion thread. Does it focus on arguments for or against new economic models?

The gig economy and sharing economy have many different issues and opinions. The topic is not at all a simple one, but two clear arguments in favor of new economic models emerge from the discussion thread.

Gig and sharing economy practices liberate people from the rigidity of a traditional working model, so it is beneficial to society. In terms of customers, they can have whatever they want when they want it - music, a place to stay, food delivery, a ride to the airport. And for workers, they use their own business, they set their own hours and determine their income by working as much as they want. In a nutshell, the freedom and flexibility offered by these new ways of working make it beneficial to everyone.

Though probably true that the gig/sharing economy is here to stay, even if we don't like it, the freedom and flexibility it offers has won it many champions.

1 **FOR/AGAINST** **CONTRAST** Look at the bold expressions in the summary and their synonyms in the box below. Which set is more formal? Which expressions from the box could substitute for each expression in the summary?

by no means it would seem with respect to in fact regarding in this respect regardless of whether

REGISTER CHECK

When writing a summary, establish up front that the opinions you're writing about are not your own and then write from that perspective. This avoids the constant repetition of phrases like *According to ...* and *As stated by ...*

3 WRITE IT

- 1** **FOR/AGAINST** **CONTRAST** You're going to write a formal summary of the negative viewpoints expressed in the discussion thread. With a partner, look at the main ideas you identified in exercise 1C. What themes could you focus on in your summary?
- 2** **FOR/AGAINST** **CONTRAST** Examine the structure of the summary of positive viewpoints in exercise 1A and discuss the questions.
- 3** What is the role of each paragraph?
- 4** How many points are presented in the body (middle) paragraph?
- 5** **FOR/AGAINST** **CONTRAST** Work together to write your summary in 150-200 words. Use formal expressions like those in exercise 1B.
- 6** **FOR/AGAINST** **CONTRAST** Share your summary with another pair of students and offer feedback. Is the register definitely more formal than the comments in the thread? Did they present all the main points? Did you organize your comments around the same or different themes?



REGISTER CHECK

When writing a summary, establish up front that the opinions you're writing about are not your own and then write from that perspective. This avoids the constant repetition of phrases like *According to ...* and *As stated by ...*

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.

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

Jason Williams, Teacher, Notre Dame Seishin University, Japan

10.2 ACCIDENTAL STARTUPS

LESSON OBJECTIVES

- Discuss new ways to use natural energy sources.

1 LANGUAGE IN CONTEXT

1. PRE-READING Look at the article title and headings and the pictures. What will the article be about? What other ideas might be presented in the article? Read and check your answers.

A LIGHTER CARBON FOOTPRINT

The need to find carbon-neutral sources of energy is a fact of life these days. The solution to these efforts, namely, clean, sustainable energy, is based on fossil fuels. It is a fact of business, however, to try to find the way to "carbon neutrality." It would appear that these companies are looking for ways to use natural energy sources, but the reality is that they are looking for ways to use fossil fuels in a more efficient way. This is not a new idea. It is a fact of business, however, to try to find the way to "carbon neutrality." It would appear that these companies are looking for ways to use natural energy sources, but the reality is that they are looking for ways to use fossil fuels in a more efficient way.

2 VOCABULARY: Discussing global energy issues

1. PRE-READING Look at the words and phrases related to energy from the article. Write a word or phrase next to how they are used in the article. Listen and check. Which is a negative connotation?

1. fossil fuel	5. fossil fuel	9. sustainable
2. carbon footprint	6. low carbon	10. self-sustainable
3. carbon-neutral	7. low emission	11. off-grid
4. energy	8. off-grid	12. solar panels

2. NOW GO TO PAGE 100. DO THE VOCABULARY EXERCISES FOR 10.2.

1. PRE-READING Which forms of energy are the most common where you live? Why do you think that is? Use your phone to find out more if you can.

We live in a very busy place, but there aren't any solar panels anywhere! It's still depend on fossil fuels.

3 GRAMMAR: It constructions

1. PRE-READING Look at the sentences in the grammar box. Then complete the sentences below with the words in the box. Which sentences in the grammar box apply to each rule?

2. COMPLETION

A. It would appear that these initiatives are leading the way.
B. It is believed that this technology could be adaptable for use almost anywhere.
C. It would seem that this company has found an effective energy source.
D. It is expected that this line these require 90 percent less construction material.

3. SPEAKING

1. PRE-READING Which of the initiatives described in the text is most likely?

2. NOW GO TO PAGE 100. DO THE GRAMMAR EXERCISES FOR 10.2.

ACCURACY CHECK

Use linking verbs such as *seem* and *appear* after *It + would*. Don't use reporting verbs (*believe*, *claim*, *report*, *say*, *tell*, *think*, etc.).

It would think that solar power is a good option there. X
It would seem that solar power is a good option there. ✓

ACCURACY CHECK

Use linking verbs such as *seem* and *appear* after *It + would*. Don't use reporting verbs (*believe*, *claim*, *report*, *say*, *tell*, *think*, etc.).

It would think that solar power is a good option there. X
It would seem that solar power is a good option there. ✓

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.

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 that 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 that 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.



10.5 TIME TO SPEAK

Rent-a-Pet

LESSON OBJECTIVE
A. present and evaluate an idea for running a pet-care shop



A **DISCUSS** In pairs, look at the pictures of people and their pets. How do people usually get their pets?
1. What are the ways?
2. Form groups of three or four students. Half the groups are Group A, and the others are Group B.
Read the instructions.

Group A: You want to start a business called Rent-a-Pet, a service that allows busy people to have a pet part-time. You must get town council approval. Come up with points in favor of the idea and take notes.
1. Our business provides animals for rescue dogs and cats.
2. Busy people want pets but not all the responsibility of one.
3. ...

Group B: You are the town council. You approve or reject new business ideas like Rent-a-Pet, a service that allows busy people to have a pet part-time. Come up with points to explore and challenge this idea and take notes.
1. Some pet owners might abuse or neglect the animal.
2. What if an animal bit or scratched the resident? Who would be responsible?
3. ...

C PREPARE Meet with one person from the other group to test your main points. Return to your group and share what you learned. Then prepare your presentation (Group A) or prepare a formal list of issues that must be addressed in order for Rent-a-Pet to get approval (Group B).

D PRESENT Carry out town council meetings with one Group A and one Group B. Each town council makes its own decision for or against Rent-a-Pet.

E DECIDE As a class, share the decisions of all the town councils. Did they all come to the same conclusion? What were some of the strongest arguments for Rent-a-Pet? What were the best arguments against it? In what way does this business idea fit the sharing economy model?

➔ Check your progress, go to page 156.

USEFUL PHRASES

PREPARE It's a kind and clever way to... It's not as straightforward as that. The supply of animals in shelters... but the supply of pet owners... ... That's all for saying.	PRESENT We want to rethink the assumptions about pet ownership. First, Most people would rather... than... But just think: What if we could...? From our perspective, it all comes down to...
--	--



Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

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

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 an off-the-page dialogue that practices listening skills. It also models and contextualizes useful speaking skills. The final speaking task draws on the language and strategies from the lesson.

Lesson 4

This is a skills lesson based around an engaging reading. 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.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Robot Revolution	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Commenting adverbs with future forms ■ Future perfect and future continuous 	<ul style="list-style-type: none"> ■ Using adverbs to add detail ■ Talking about developments in technology 	<ul style="list-style-type: none"> ■ Listening for contrastive stress ■ Saying expressions to show a counterargument
Unit 2 The Labels We Live By	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Uses of <i>will</i> ■ Uses of <i>would</i> 	<ul style="list-style-type: none"> ■ Describing personality ■ Using three-word phrasal verbs 	<ul style="list-style-type: none"> ■ Listening for the intonation on interactional phrases ■ Saying stressed syllables beginning with /p/, /k/, /t/
Unit 3 In Hindsight	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Variations on past unreal conditionals ■ Commenting on the past 	<ul style="list-style-type: none"> ■ Thought processes ■ Describing emotional reactions 	<ul style="list-style-type: none"> ■ Listening for weak forms in complex verb phrases ■ Using intonation to show emphasis
Review 1 (Review of Units 1–3)				
Unit 4 Close Up	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Quantifiers and prepositions in relative clauses ■ Noun clauses with question words 	<ul style="list-style-type: none"> ■ Describing things ■ Eye idioms and metaphors 	<ul style="list-style-type: none"> ■ Listening for /t/ between vowels ■ Saying the stressed syllable in related words
Unit 5 Remote	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Participle phrases in initial position ■ Reduced relative clauses 	<ul style="list-style-type: none"> ■ Describing remote places ■ Talking about influences 	<ul style="list-style-type: none"> ■ Listening for linking between words ■ Saying tense and lax vowels
Unit 6 Surprise, Surprise	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Clefts ■ Question words with <i>-ever</i> 	<ul style="list-style-type: none"> ■ Using adverbs to add attitude ■ Using the prefixes <i>under-</i> and <i>over-</i> 	<ul style="list-style-type: none"> ■ 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 ... <ul style="list-style-type: none"> A conversation about the innovations found in a new app 	<ul style="list-style-type: none"> Acknowledge arguments and propose counterarguments 	Robotics to the rescue <ul style="list-style-type: none"> An article about robots and humans working together 	An essay <ul style="list-style-type: none"> Introduce examples Organize ideas 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Present a proposal for a robot helper to address the needs of a particular job
Same here! <ul style="list-style-type: none"> A conversation about how speaking another language changes the way you interact with the world 	<ul style="list-style-type: none"> Discuss similar experiences 	Read the label <ul style="list-style-type: none"> An article about product labeling on healthy food products 	A report based on statistics and graphs <ul style="list-style-type: none"> Refer to data in graphs Use language for presenting statistical information 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Do a survey about the importance of labels on shopping behavior; present your results
A complete disaster! <ul style="list-style-type: none"> Two conversations about the same story 	<ul style="list-style-type: none"> Describe bad experiences Offer sympathy and reassurance 	Too good to be true <ul style="list-style-type: none"> News stories about unlikely events 	An anecdote about a strange coincidence <ul style="list-style-type: none"> Create cohesion with <i>both, each, neither, etc.</i> 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Talk about how changing one past event could affect the world today
Look away! <ul style="list-style-type: none"> A presentation about the effects of screen time on our eyes 	<ul style="list-style-type: none"> Clarify a problem 	Attention to detail <ul style="list-style-type: none"> A quote that reveals if you're a big-picture thinker or tend to focus on details 	A personal profile <ul style="list-style-type: none"> Use initial descriptive prepositional phrases for concise writing 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Create and present an action plan that involves both big-picture and detail-oriented tasks
Working from home <ul style="list-style-type: none"> A presentation about current trends in working from home 	<ul style="list-style-type: none"> Signal causes and effects 	Remote success story <ul style="list-style-type: none"> A news feature story about a business whose employees work virtually 	A profile <ul style="list-style-type: none"> Use participle phrases to connect ideas 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Make a case for working remotely
A surprising comeback <ul style="list-style-type: none"> A news feature and interview about business revivals 	<ul style="list-style-type: none"> Add emphasis 	Jump scare <ul style="list-style-type: none"> Different perspectives on being scared 	Summary of a text <ul style="list-style-type: none"> Paraphrase without repetition 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Plan a surprise for people based on interviews about their interests

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Roots	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Negative and limiting adverbials ■ Fronting adverbials 	<ul style="list-style-type: none"> ■ Talking about ancestry ■ Talking about customs and traditions 	<ul style="list-style-type: none"> ■ Listening for missing /t/ and /d/ sounds ■ Saying diphthongs
Unit 8 Short	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Phrases with <i>get</i> ■ Phrases with <i>as</i> 	<ul style="list-style-type: none"> ■ Talking about attention and distraction ■ Expressions with <i>get</i> 	<ul style="list-style-type: none"> ■ Listening for long word groups ■ Saying primary and secondary word stress
Unit 9 Health vs. Modern Life	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Referencing ■ Continuous infinitives 	<ul style="list-style-type: none"> ■ Discussing health issues ■ Discussing (lack of) sleep 	<ul style="list-style-type: none"> ■ Listening for stressed and unstressed grammar words ■ Saying consonant clusters
Review 3 (Review of Units 7–9)				
Unit 10 Reinvention	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Simple past for unreal situations ■ Conditional constructions 	<ul style="list-style-type: none"> ■ Discussing global food issues ■ Discussing global energy issues 	<ul style="list-style-type: none"> ■ Listening for sound changes in connected speech ■ Saying the /ŋ/ sound
Unit 11 True Colors	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Subject-verb agreement ■ Articles 	<ul style="list-style-type: none"> ■ Describing color associations ■ Color expressions 	<ul style="list-style-type: none"> ■ Listening for uncertainty ■ Saying vowels before consonants
Unit 12 Things Change	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ The present subjunctive ■ Perfect infinitive 	<ul style="list-style-type: none"> ■ Talking about change ■ Describing change 	<ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> An interview with someone who has just returned from her ancestral home 	<ul style="list-style-type: none"> Comment on your own story Express an opinion Respond to someone else's story 	When a language dies <ul style="list-style-type: none"> A graph and text about languages in danger of extinction 	Summary of a story <ul style="list-style-type: none"> Parallel structures 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Discuss a local festivity and decide the best way to promote it
It's the app you need <ul style="list-style-type: none"> A conversation between an app designer and a friend 	<ul style="list-style-type: none"> Speak persuasively about a product 	The perfect pitch <ul style="list-style-type: none"> An article about developing a pitch for investors 	Presentation slides <ul style="list-style-type: none"> Presentation formats 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Present a pitch to investors for an idea or product
Clearing the air <ul style="list-style-type: none"> An interview with a politician about clean air issues 	<ul style="list-style-type: none"> Ask probing questions Buy time to think / deflect questions 	A thirsty world <ul style="list-style-type: none"> Three short articles about water crises around the world and water charities that address them 	A short article <ul style="list-style-type: none"> Phrases to highlight viewpoint 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Present choices for other people based on their priorities
A life without plastic <ul style="list-style-type: none"> A conversation about the challenges and value of going plastic-free 	<ul style="list-style-type: none"> Defend an opinion Conclude a turn 	What's yours is mine <ul style="list-style-type: none"> Short texts from a forum about new economic models 	A summary of a discussion <ul style="list-style-type: none"> Building opinion in a summary Marking opinion in a summary 	<ul style="list-style-type: none"> Discuss alternative food options Discuss renewable energy Debate alternative lifestyle choices that benefit the environment Consider the conclusions from a discussion Time to speak <ul style="list-style-type: none"> Debate the pros and cons of a local initiative
It tastes like green! <ul style="list-style-type: none"> A Q&A session with two experts on the psychology of color 	<ul style="list-style-type: none"> Respond to questions for different purposes 	A sense of identity <ul style="list-style-type: none"> An article on the significance of colors in sports marketing 	An opinion essay <ul style="list-style-type: none"> Express and support opinions with examples 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Discuss and present the characteristics that define a group's identity
"And that's when it all changed!" <ul style="list-style-type: none"> A story about a celebrity impersonator 	<ul style="list-style-type: none"> Retell a story Refer to the original story Skip details 	"The next thing you know, ..." <ul style="list-style-type: none"> An article about the structure of a successful movie script 	Movie review <ul style="list-style-type: none"> Write concise descriptions (multi-clause sentences) 	<ul style="list-style-type: none"> Practice giving job interview answers Talk about how things have changed dramatically Retell a story Describe plots and turning points Time to speak <ul style="list-style-type: none"> Develop a creative story based on pictures