

# EVOLVE

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## STUDENT'S BOOK

with Practice Extra

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Ceri Jones, and Philip Kerr

# 2A

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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.



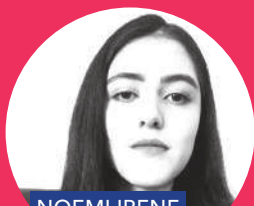
## Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.  
Our student contributors describe themselves in three words.



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## 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.



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

Teacher, Mexico (Global Teacher Survey, 2017)

CLASSROOM LANGUAGE

1.02 Asking for help

How do you say that in English?  
What does \_\_\_\_\_ mean?  
How do you spell \_\_\_\_\_?  
How do you pronounce this word?  
Sorry, can you repeat that, please?  
Sorry, I don't understand.

Working in pairs and groups

Who wants to start?  
Who wants to go first?  
Whose turn is it?  
It's my turn.  
It's your turn.  
OK. What do you have for number 1?  
Let's compare answers.





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?



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.

CONTENT

*Find it* are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

RESULT

Students engage in the lesson because it is meaningful to them.

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# 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?

1.07

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 <sup>1</sup> \_\_\_\_\_? 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 <sup>2</sup> \_\_\_\_\_? 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.


**Situation 2:** You arrive at a coffee shop to meet people you know.

☐ I know! Great to see you again!  
☒ Hi, Akram.  
☐ Yeah, you, too. Hey, this is a nice place.  
☐ Hi, Lola. Long time, no see!  
☐ Yeah, isn't it?

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.

1.1

WE'RE FAMILY

LESSON OBJECTIVE  
■ talk about the people in your life

1 VOCABULARY: Describing people you know

A 1.02 Look at the pictures. Listen and say the words. Who do you see every day?

neighbors

classmates

close friends

couple

girlfriend

boyfriend

boss

grandchildren

grandson

granddaughter

roommates

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.

These are my classmates. That's Kiko and Luis on the left. They're from different countries, but we all study English.

Here are my brother and sister. Their names are Jose Luis and Yvonne. This is an old photo.

This is Marta. We're close friends. She's a student in Puebla.

My name's Cecilia, and I'm from Puebla, in Mexico. I'm an English student now, in Bakersfield, California. These are the people in my life.

I have more than 200 friends on Facebook, but they're not close friends. Many people are coworkers or school friends.

People always ask, "Is he your boyfriend?" No, he's not! He's my neighbor, Marcos, and he's a friend.

B Match the names with their connection to Cecilia.

1 Yvonne

2 Marta

3 Kiko and Luis

4 Jose Luis

5 Marcos

a neighbor

b close friend

c sister

d classmates

e brother

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 close friends.

3 Is he your boyfriend? To answer, you can say: Yes, he is. or No, he

be

I'm from Puebla. I'm not from Bakersfield. Am I late? She's a student in Puebla. He's not my boyfriend. Is he your classmate? We're close friends. They're not close friends. 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 , he , she , it . we , they .

Possessive adjectives

He's my brother. His name's Jose Luis. They are our neighbors. What's your name? Her name's Marta. He is their son. The dog hurt its foot.

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.

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

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

Who is Rogelio? He's a coworker at my office.

Are Bob and Vera your parents? Yes, they are.

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.

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"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.

1

2

3

4

5

6

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.)

1

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.

1

2

3

4

5

6

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 I want ...  
A polite way to say what you want is I would like ...

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.

# 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.

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TIME TO SPEAK

Things you have in common

LESSON OBJECTIVE

■ talk about what you have in common

A

DECIDE

Answer the questions with what you think. (Answers are at the bottom of the page.) Are you surprised?

1 Imagine you have a group of 23 people. What is the probability that two people have the same birthday?  
a 50%    b 23%    c 0.056%

2 Imagine you have a group of 30 people. What is the probability that two people have the same birthday?  
a 25%    b 70%    c 4%

3 Now imagine you have 60 people. What is the probability that two people have the same birthday?  
a 50%    b 10%    c 99%

B

AGREE

Think of your answers to the questions below. Then ask and answer the questions in a small group. When you have something in common with another person, put a check (✓).

When is your birthday?

How many brothers and sisters do you have?

What is your favorite possession?

Are you the first/second/third-born child?

What city are your parents from?

Where are your grandparents from?

What's in your bag?

Who's your favorite famous person?

How many friends do you have on Facebook?

C

Count the checks in your group. Tell the class what you and the others in the group have in common. How many people have the same birthday in your group? In the class?

D

DISCUSS

Work in groups of four. Find more things you have in common and write the information below. Use the questions and phrases at the bottom of the page to help you.

1 Everyone \_\_\_\_\_

2 Three people \_\_\_\_\_

3 Two people \_\_\_\_\_

4 One person \_\_\_\_\_

E

PRESENT

Read your sentences to the class. Don't say the names! Can they guess who the people are?

Answers: 1 a 23% b 70% c 4%

2 a 25% b 70% c 4%

3 a 50% b 10% c 99%

USEFUL PHRASES

✓

DECIDE

I think ...  
Because ...  
Do you agree?

🤝

AGREE

Me, too! / Same here!  
Not me. / I don't.

🗣️

DISCUSS

What's your favorite ... ?  
Do you like ... ?  
What's your ... called?  
How many ... do you have?

👤

Do you have a/an ... ?  
When is ... ?  
Where are you ... from?

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.

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## 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.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Connections	<ul style="list-style-type: none"><li>■ Talk about the people in your life</li><li>■ Talk about possessions</li><li>■ Greet people and start a conversation</li><li>■ Introduce yourself in an email</li><li>■ Talk about what you have in common</li></ul>	<ul style="list-style-type: none"><li>■ <i>be</i> (affirmative, negative, questions); possessive adjectives</li><li>■ <i>Whose...?</i>; possessive pronouns; possessive 's</li></ul>	<ul style="list-style-type: none"><li>■ People you know</li><li>■ Everyday things</li></ul>	<ul style="list-style-type: none"><li>■ /l/ at the end of a word</li></ul>
Unit 2 Work and study	<ul style="list-style-type: none"><li>■ Talk about what you do every day, on the weekend, etc.</li><li>■ Talk about your workspace</li><li>■ Explain communication problems</li><li>■ Write your opinion about a podcast</li><li>■ Give advice about useful apps for work and study</li></ul>	<ul style="list-style-type: none"><li>■ Simple present for habits and routines (affirmative, negative, questions)</li><li>■ <i>This / that one; these / those ones</i></li></ul>	<ul style="list-style-type: none"><li>■ Expressions with <i>do</i>, <i>have</i>, and <i>make</i></li><li>■ Work and study items</li></ul>	<ul style="list-style-type: none"><li>■ /h/ at the beginning of a word</li><li>■ Listening for contractions</li></ul>
Unit 3 Let's move	<ul style="list-style-type: none"><li>■ Talk about what you're doing at the moment</li><li>■ Talk about sports and exercise</li><li>■ Ask for information</li><li>■ Write short messages to a company</li><li>■ Create a fitness program</li></ul>	<ul style="list-style-type: none"><li>■ Present continuous</li><li>■ Simple present and present continuous</li></ul>	<ul style="list-style-type: none"><li>■ Sports</li><li>■ Exercising</li></ul>	<ul style="list-style-type: none"><li>■ /ou/ and /ɔ/ vowel sounds</li><li>■ Listening for linking sounds</li></ul>
Review 1 (Review of Units 1–3)				
Unit 4 Good times	<ul style="list-style-type: none"><li>■ Talk about your plans</li><li>■ Talk about giving and receiving gifts</li><li>■ Make and respond to invitations</li><li>■ Write an online event announcement</li><li>■ Choose gifts for your host</li></ul>	<ul style="list-style-type: none"><li>■ Present continuous for future plans (affirmative, negative, questions)</li><li>■ Object pronouns</li></ul>	<ul style="list-style-type: none"><li>■ Pop culture</li><li>■ Gift items</li></ul>	<ul style="list-style-type: none"><li>■ /v/ in the middle of a word</li><li>■ Listening for single sounds</li></ul>
Unit 5 Firsts and lasts	<ul style="list-style-type: none"><li>■ Talk about past events in your life</li><li>■ Ask questions about the past</li><li>■ Congratulate and sympathize with people</li><li>■ Write a comment agreeing or disagreeing with an online post</li><li>■ Summarize a story</li></ul>	<ul style="list-style-type: none"><li>■ Simple past</li><li>■ Simple past negative and questions</li></ul>	<ul style="list-style-type: none"><li>■ Opinions and feelings</li><li>■ Life events</li></ul>	<ul style="list-style-type: none"><li>■ Word stress</li></ul>
Unit 6 Buy now, pay later	<ul style="list-style-type: none"><li>■ Plan a shopping trip</li><li>■ Talk about shopping habits</li><li>■ Describe what you want in a store</li><li>■ Write a script for a vlog</li><li>■ Present an idea for a new invention</li></ul>	<ul style="list-style-type: none"><li>■ <i>be going to</i></li><li>■ Determiners</li></ul>	<ul style="list-style-type: none"><li>■ Money</li><li>■ Shopping</li></ul>	<ul style="list-style-type: none"><li>■ Stressing important words</li><li>■ Listening for weak words</li></ul>
Review 2 (Review of Units 4–6)				
Grammar charts and practice, pages 129–135    Vocabulary exercises, pages 141–146				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"><li>Greet someone for the first time; greet someone who you know; start conversations</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Show interest and surprise</li></ul>		<b>Email introductions</b> <ul style="list-style-type: none"><li>Read and correct an email</li></ul>	<b>A work email</b> <ul style="list-style-type: none"><li>A formal email to someone you don't know</li><li>Punctuation: capital letters</li></ul>	<ul style="list-style-type: none"><li>Talk about people you know</li><li>Ask and answer questions about people in your life</li><li>Talk about things you have in your bag</li><li>Say <i>hello</i> and start a conversation</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Talk about things in common</li></ul>
<ul style="list-style-type: none"><li>Explain, check, and solve a technology problem</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Ask for repetition</li></ul>	<b>How to be successful</b> <ul style="list-style-type: none"><li>A podcast about what successful people do</li></ul>		<b>A short post on a website</b> <ul style="list-style-type: none"><li>A comment on a website post</li><li>Spelling</li></ul>	<ul style="list-style-type: none"><li>Talk about your busy life</li><li>Talk about what you do every day, etc.</li><li>Talk about work spaces</li><li>Talk on the phone/online</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Talk about apps for work or study</li></ul>
<ul style="list-style-type: none"><li>Ask for information</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Check information</li></ul>	<b>Bike sharing</b> <ul style="list-style-type: none"><li>A report about cycling in Mexico City</li></ul>		<b>A short social media message</b> <ul style="list-style-type: none"><li>A message to a bike sharing program</li><li><i>and, but, and so</i></li></ul>	<ul style="list-style-type: none"><li>Talk about sports that are popular in your country</li><li>Describe who you see</li><li>Describe exercise routines</li><li>Ask for information about a swimming pool</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Talk about fitness programs</li></ul>
<ul style="list-style-type: none"><li>Make and accept invitations; plan where and when to meet</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Give general excuses</li></ul>	<b>Waiting for something special</b> <ul style="list-style-type: none"><li>A news report about an unusual event</li></ul>		<b>An invitation to an event</b> <ul style="list-style-type: none"><li>An event announcement</li><li><i>too, also, and as well</i></li></ul>	<ul style="list-style-type: none"><li>Talk about celebrations in your country</li><li>Arrange to meet after English class</li><li>Choose gifts</li><li>Invite someone to an event</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Talk about gifts for a trip</li></ul>
<ul style="list-style-type: none"><li>React to good and bad news</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Check your understanding</li></ul>		<b>First impressions</b> <ul style="list-style-type: none"><li>Posts about experiences in a new place</li></ul>	<b>Online comments</b> <ul style="list-style-type: none"><li>A comment on a message board</li><li>Agree and disagree</li></ul>	<ul style="list-style-type: none"><li>Talk about a special picture of you as a child</li><li>Talk about a special day in your life</li><li>Ask and answer questions about last weekend</li><li>Respond to good and bad news</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Talk about a famous event in the past</li></ul>
<ul style="list-style-type: none"><li>Explain your language problem; explain the function of the thing you want</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>Ask for words in English</li></ul>	<b>Money lessons</b> <ul style="list-style-type: none"><li>Stories about money problems</li></ul>		<b>Top tips to save money</b> <ul style="list-style-type: none"><li>A vlog script with suggestions for saving money</li><li>Using referencing: <i>one</i> and <i>them</i></li></ul>	<ul style="list-style-type: none"><li>Talk about where you shop</li><li>Plan a shopping trip</li><li>Talk about shopping habits</li><li>Explain what you want</li></ul> <b>Time to speak</b> <ul style="list-style-type: none"><li>Present a new invention</li></ul>



## CLASSROOM LANGUAGE

### 1.02 Asking for help

How do you say that in English?  
What does \_\_\_\_\_ mean?  
How do you spell \_\_\_\_\_?  
How do you pronounce this word?  
Sorry, can you repeat that, please?  
Sorry, I don't understand.

### Working in pairs and groups

Who wants to start?  
Who wants to go first?  
Whose turn is it?  
It's my turn.  
It's your turn.  
OK. What do you have for number 1?  
Let's compare answers.

