

Pre-Evolve

STUDENT'S BOOK



A1
CEFR

Experience
Better
Learning

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108405218

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First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-40521-8 Student's Book

ISBN 978-1-108-40503-4 Student's Book A

ISBN 978-1-108-40914-8 Student's Book B

ISBN 978-1-108-40522-5 Student's Book with Practice Extra

ISBN 978-1-108-40504-1 Student's Book with Practice Extra A

ISBN 978-1-108-40915-5 Student's Book with Practice Extra B

ISBN 978-1-108-40894-3 Workbook with Audio

ISBN 978-1-108-40859-2 Workbook with Audio A

ISBN 978-1-108-41191-2 Workbook with Audio B

ISBN 978-1-108-40512-6 Teacher's Edition with Test Generator

ISBN 978-1-108-41062-5 Presentation Plus

ISBN 978-1-108-41201-8 Class Audio CDs

ISBN 978-1-108-40791-5 Video Resource Book with DVD

ISBN 978-1-108-41200-1 Full Contact with DVD

ISBN 978-1-108-41152-3 Full Contact with DVD A

ISBN 978-1-108-41410-4 Full Contact with DVD B

Additional resources for this publication at www.cambridge.org/evolve

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EVOLVE

SPEAKING MATTERS

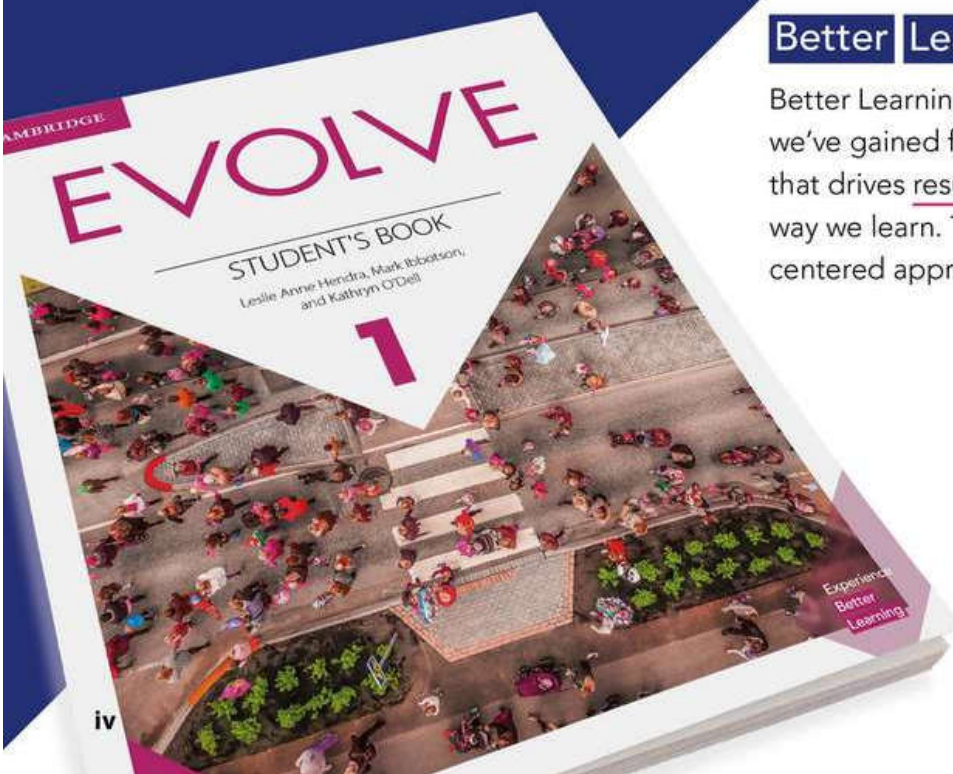
EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

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.



LARISSA CASTRO

Friendly, honest, happy
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Reliable, intrepid, sensitive
Universidad del Valle de
México, Mexico



JEE-HYO MOON (JUNE)

Organized, passionate, diligent
Mission College, USA

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)

6.3

IS IT NEAR HERE?

LESSON OBJECTIVE
• ask for and give directions



1 FUNCTIONAL LANGUAGE

A Look at the pictures. The woman is in Quito, Ecuador. What places do you see on the map on her phone?

B **41 3.20** Read and listen. The woman asks two people for directions. What places does she ask about?

41 1.60 Audio script

1 A Excuse me. Do you speak English?
B Yes, I do.
A Oh, good! Where's Garcia Moreno Street? Is it near here?
B Yes, it is. Uh ... turn left here. Go one block, and then turn right. That's Garcia Moreno Street.
A OK, great! Thanks.

2 A Excuse me. Is this Garcia Moreno Street?
B Yes, it is.
A Where's the City Museum?
B It's that way. Go straight. It's on the left. Or come with me! It's on my way to the supermarket.

41 1.60 Audio script

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

| Asking for directions | Giving directions |
|---|--|
| Where am I / Where are we? I don't understand the map. | Turn left. / * * _____ way. |
| Is it _____ Garcia Moreno Street? | Go one* _____ / Go ? |
| Is it _____ ? | It's on the right. / * |
| Excuse me. Is _____ Garcia Moreno Street? | It's over there. / It's here! |
| | * _____ Garcia Moreno Street. |
| | Look on your phone. Zoom in / zoom out. It's here. |

D **41 1.61** [PAIR WORK] Complete the conversations. Then listen and check. Practice with a partner.

1 A Excuse me. It's / Where's Central Station?
B Go one way / block. It's on the left.

2 A Is this / Is it San Gabriel Street?
B No. Turn / It's right. That's San Gabriel Street.

3 A Is the language center go straight / near here?
B Yes. It's over there / on one block.

2 REAL-WORLD STRATEGY

A **41 1.62** Listen to a conversation. Where does the man want to go?
B **41 1.62** Listen again. The man wants to check the information. What does he do?
1 He asks the woman to repeat her words. 2 He repeats the woman's words.

CHECKING INFORMATION
To check you understand, say So, ... and repeat the information. What does he do?
It's that way. Turn left here. Go one block, and then turn right.
So, turn left here. Go one block, and then turn right.

C **41 1.63** Read about checking information in the box above. Then listen to the directions. Check the information.
1 Turn right here. Then turn right again. *So, turn right here. Then turn right again.*

D **41 1.64** [PAIR WORK] Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

3 PRONUNCIATION: Saying /ɪr/ and /er/ sounds

A **41 1.65** Listen and repeat. Focus on the sound of the letters in **bold**.
/ɪr/ Is it near here? */er/* Where is their house?

B **41 1.65** Listen. Write A for words with */ɪr/*. Write B for words with */er/*.
1 clear _____ 3 chair _____ 5 there _____ 7 year _____
2 they're _____ 4 earphones _____ 6 parent _____ 8 square _____

C **41 1.66** [PAIR WORK] Listen to the conversations. Then practice with a partner.
1 A Where's Blair Street?
B It's near here. Go to the town square and then turn right.
2 A Where are your parents?
B They're over there, on the chairs.

4 SPEAKING

A **41 1.67** [PAIR WORK] Put the conversation in order. Then practice it with a partner.
So, go straight. Then turn left. It's on the left.
Yes.
Excuse me. Where's the Park Hotel?
It's that way. Go straight. Then turn left. It's on the left.

B Work alone. Choose **one** of the situations below.
1 Imagine you are at the City Museum in Quito, Ecuador. Look at the map on the cell phone on page 58. Choose a place to go.
2 Imagine you are in another city. You can go online and find a map of the city. Choose where you are and a place to go.

C **41 1.68** [PAIR WORK] Ask a partner for directions. You can use your phone to help you. Then change roles.

Find it

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.


Designed for success

3 WRITING
A Read the fact sheet. What is in Tijuca Forest?

FACT SHEET: Tijuca Forest

Manaus

Tijuca Forest is in Rio de Janeiro, Brazil. It is a nice, big forest. It is 39 square kilometers. There are a lot of plants and trees in the forest. It has nice rivers and waterfalls. It has a lot of interesting animals and birds. There are some mountains in the forest. One famous mountain is Corcovado Mountain. There is a tall statue on Corcovado Mountain. It is the Christ statue. Brazilians love the forest, and people from many countries visit it. Tijuca Forest is very important to Rio de Janeiro.



B PAIR WORDS THINK CRITICALLY There are no contractions in the fact sheet (for example, *It's*, *There's*). Why not?

C Read the sentences from the fact sheet. Underline two opinion adjectives and one size adjective. It has a lot of interesting animals and birds. It is a nice, big forest.

D WRITING SKILLS Read the rules below. Circle before or after. Use the sentences in exercise 3C to help you.
1 Some, a lot of, and no go before / after opinion adjectives (for example, good, nice, interesting).

REGISTER CHECK
Really and very make adjectives stronger. Use very in writing. Really is common in speaking.
Tijuca Forest is very important to Rio de Janeiro.

big, small, tall, but where it is, how big actions. Remember to the fact sheet in exercise

61

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.

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.

6.1

GOOD PLACES

LESSON OBJECTIVE
talk about places in the city

1 LANGUAGE IN CONTEXT

- A **1.57** Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?
- B **1.57** Read and listen again. Are the sentences true or false?
- 1 Lucas has a lot of time in New York City.
 - 2 There is no restaurant in the hotel.

1.57 Audio script

| | |
|---|---|
| <p>Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.</p> <p>Robert So you don't have a lot of time to see my great city.</p> <p>Lucas No, I don't. There's no free time this week – it's work, work, work! But I have some time on Saturday.</p> <p>Robert OK. There are a lot of places to see and things to do on the weekend. Where is your hotel?</p> <p>Lucas It's near Central Park.</p> <p>Robert No way! Central Park is great. There are some interesting museums near the park. Oh, and there's a zoo in the park!</p> | <p>Lucas Cool! What about places to eat? There's no restaurant in my hotel.</p> <p>Robert Hmm ... for breakfast, there's a nice café near here. And there are a lot of great restaurants in this neighborhood, too.</p> <p>Lucas Great. Do you know some good stores? I don't have a lot of free time, but ...</p> <p>Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo – just shopping?</p> <p>Lucas Yes!</p> |
|---|---|

GLOSSARY
neighborhood (n) an area of a city

INSIDER ENGLISH

Use *No way!* to show surprise.
No way! Central Park is great.

2 VOCABULARY: Places in cities

- A **1.58** Listen and repeat the words.



- B Now do the vocabulary exercises for 6.1 on page 145.

- C **PAIR WORK** Which three places in cities do you both like? Which three don't you like?

3 GRAMMAR: *There's, There are; a lot of, some, no*

- A **Circle** the correct answers. Use the sentences in the grammar box to help you.
- 1 Use *There's* with singular / plural nouns.
 - 2 Use *There are* with singular / plural nouns.
 - 3 Use *an / no* in negative sentences.
 - 4 Use *some* for exact numbers / when you don't know how many things there are.

There's (= There is), There are; a lot of, some, no

| | | |
|---------------------------------|---|---------------------------|
| There's no free time this week. | There are some interesting museums near the park. | no = zero |
| There's a zoo in the park. | There are a lot of good places to see on the weekend. | a/an = one |
| There's a nice café near here. | | some = a small number |
| | | a lot of = a large number |

- B **Circle** the correct words to complete the sentences.
- 1 *There's / There are* a lot of stores in the mall.
 - 2 *There's / There are* a supermarket near the college.
 - 3 There are *a / some* good cafés on Boston Road.
 - 4 There's *a / a lot of* big hospital in the city.
 - 5 There are *a lot of / no* stores, so it's great for shopping.
 - 6 In my city, there are *a / no* zoos.

- C Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.

- D Write sentences about your city. Use *there is/there are, a/an, some, a lot of, and no*. Then check your accuracy.

There's _____
There's _____
There are _____
There are _____
There are no _____

- E **PAIR WORK** Compare your sentences with a partner.

4 SPEAKING

PAIR WORK Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.

Same! And there's a movie theater near my home.

ACCURACY CHECK

Use *there are*, not *there is*, before *a lot of* and *some* + plural noun.
There is some museums in this city. X
There are some museums in this city. ✓

ACCURACY CHECK

Use *there are*, not *there is*, before *a lot of* and *some* + plural noun.

There is some museums in this city. X

There are some museums in this city. ✓

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

6.1 GOOD PLACES

LESSON OBJECTIVE
talk about places in the city

1 LANGUAGE IN CONTEXT

A **1.32** Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?

B **1.33** Read and listen again. Are the sentences true or false?

1 Lucas has a lot of time in New York City. 2 There is no restaurant in the hotel.

1.37 Audio-script

Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.
Robert So you don't have a lot of time to see my great city.
Lucas No, I don't. There's no free time this week - it's work, work, work! But I have some time on Saturday.
Robert OK. There are a lot of places to see and things to do on the weekend. Where is your hotel?
Lucas It's near Central Park.
Robert No way! Central Park is great. There are some interesting museums near the park. Oh, and there's a zoo in the park!

Lucas Cool! What about places to eat? There's no restaurant in my hotel.
Robert Hmm ... for breakfast, there's a nice café near here. And there are a lot of great restaurants in this neighborhood, too.
Lucas Great. Do you know some good stores? I don't have a lot of free time, but ...
Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo - just shopping!
Lucas Yes!

GLOSSARY
neighborhood (is an area of a city)

INSIDER ENGLISH
No way! to show surprise.
No way! Central Park is great.

2 VOCABULARY: Places in cities

A **1.34** Listen and repeat the words.

B Now do the vocabulary exercises for 6.1 on page 145.

C **PAIR WORK** Which three places in cities do you both like? Which three don't you like?

3 GRAMMAR: There's, There are; a lot of, some, no

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- Use *There's* with singular / plural nouns.
- Use *There are* with singular / plural nouns.
- Use *an / no* in negative sentences.
- Use *some* for exact numbers / when you don't know how many things there are.

There's = There is, There are; a lot of, some, no

| | | |
|---------------------------------|---|---------------------------|
| There's no free time this week. | There are some interesting museums near the park. | no = zero |
| There's a zoo in the park. | There are a lot of good places to see on the weekend. | a/an = one |
| There's a nice café near here. | | some = a small number |
| | | a lot of = a large number |

B **Circle** the correct words to complete the sentences.

- There's / There are* a lot of stores in the mall.
- There's / There are* a supermarket near the college.
- There are *a / some* good cafés on Boston Road.
- There's *a / a lot of* big hospital in the city.
- There are *a lot of / no* stores, so it's great for shopping.
- In my city, there are *a / no* zoos.

C Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.

D Write sentences about your city. Use *there is/there are, a/an, some, a lot of, and no*. Then check your accuracy.

There's _____
There are _____
There are _____
There is/are no _____

E **PAIR WORK** Compare your sentences with a partner.

4 SPEAKING

PAIR WORK Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.
Great! And there's a movie theater near my home.

ACCURACY CHECK

Use *there are, not there is, before a lot of and some + plural noun.*
There is some museums in this city. *X*
There are some museums in this city. *✓*

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.

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.



TIME TO SPEAK

A good place to live

LESSON OBJECTIVE
 ■ plan a new neighborhood for a city

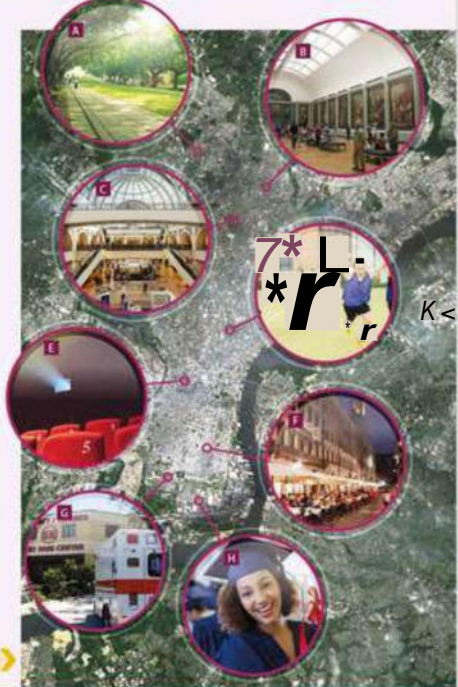
Q PREPARE Talk to a partner. What do you see in the pictures?

B DISCUSS Which places in the pictures are important to have near your home? Write numbers 1-8 next to the pictures.
 1 = very important → 8 = not very important

Q DISCUSS Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose one person from the list below. What does your person want in the new neighborhood? Write notes.

- You have young children.
- m You are over 60 and you don't work.
- You are a young person in your first apartment.
- You are a college student in a home-share.

D PRESENT Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?



➤ To check your progress, go to page 153. ➤

USEFUL PHRASES

DISCUSS

I have children. A school is really important. What about ...? / Me, too. / I agree. / I disagree. / I think ... is good for the neighborhood. / I want ... for the neighborhood.

like / don't like ... / I think ... is important / very important.

PRESENT

We want ...

62



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.

UNIT OBJECTIVES

- Say your name
- Spell your name
- A-Z
- Write a name
- Read a name

I AM ...

1



1.1

I am Arash.

LESSON OBJECTIVE

- say your name

1 LANGUAGE IN CONTEXT

A  1.01 Listen and repeat.



I am Taraneh.



I am Navid.



I am Shahab.



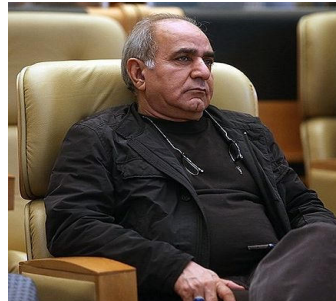
I am Ali.



I'm Xaniar.



I'm Babak.



I'm Parviz.



I'm Nazanin.

B  Now match the sentences with the pictures.

1. I'm Javad.

3. I'm Tannaz.

3. I'm Tarlan.


4. I'm Leyla.



C **PAIR WORK** Talk to a partner. Say your name.

Hi! I'm Mahyar.

Hello! I'm Mohsen.

1 The alphabetA  1.02 Listen and repeat.B  1.03 Listen again and circle the alphabet.

1.3

How do you spell it?

LESSON OBJECTIVE

■ The Alphabet

1 LANGUAGE IN CONTEXT

A  1.04 Listen and Repeat.



1.04 Audio script

Ghazal Hi, I am Ghazal.
Ehsan Hello, Ghazal.
Ehsan Can you spell your name?
Ghazal Yes, it's G-h-a-z-a-l.
Ehsan Thank you.

B  Fill in the gaps with your name.



Practice

1 Hi, I am
2 Hello,
3 Can you spell your name?
4 Yes, it's
5 Thank you.

C **PAIR WORK** Role play part B with a partner.



1.4

What is your name?

LESSON OBJECTIVE

- What is your name?

1 LANGUAGE IN CONTEXT

A  1.05 Match 1-4 with the pictures A-D. Then listen and Check.



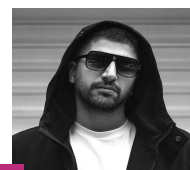
A



B



C



D

A: **What is your name?**
 B: I am Babak.
 A: Can you spell your name?
 B: Yes, It's B-A-B-A-K.

1

A: **What is your name?**
 B: I am Xaniar.
 A: Can you spell your name?
 B: Yes, It's X-A-N-I-A-R.

2

A: **What is your name?**
 B: I am Taraneh.
 A: Can you spell your name?
 B: Yes, It's T-A-R-A-N-E-H.

3

A: **What is your name?**
 B: I am Navid.
 A: Can you spell your name?
 B: Yes, It's N-A-V-I-D.


4

 B **PAIR WORK** Practice with a partner.

2 Small letters

A Scan the QR code. Practice small letters.



 B **PAIR WORK** A: Read a letter aloud
 B: Find the letter.

a b c d e
 f g h i j k
 l m n o p
 q r s t u v
 w x y z

 C **PAIR WORK** Practice with a partner.

A: What is your name?
 B: I am
 A: Can you spell your name?
 B: It's

 D Spell your partner's name. Use small letters.

UNIT OBJECTIVES

- talk about your family
- 1-10
- read phone numbers

Family

2



START SPEAKING

Look at the picture. Say words about the people.

Mobile

Family

Laugh

2.1

This is my family.

LESSON OBJECTIVE

- talk about family

1 LANGUAGE IN CONTEXT

A  1.05 Listen and Check (✓) the correct picture .



A



B



C

B  1.06 Fill in the gaps. Then listen and check your answers.



Hello! I am Amir
This is my **wife** ,Rima
I am very happy.
My life is very good.



Hi! I'm Tanabandeh.
This is my **son**.
I am very happy.
My life is perfect.



Hi everyone!
I'm Ehsan Khaje Amiri.
This is my **father**,Hossein
Khaje Amiri.



Hi! I am Atila
This is my
I **a son** and **a daughter**.
This is my birthday.

C Pair work talk about your family.

