CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information



Hailey Dawson, seven,
throwing out the ceremonial first pitch wearing a 3D-printed robotic hand at Minute Maid Park for the 2017 World Series Game 4 between the Houston Astros and Los Angeles Dodgers.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

UNIT OBJECTIVES

- talk about how we deal with change
- talk about past difficulties
- discuss issues and agree strongly
- write an opinion essay
- talk about daily life in the past

STEP FORWARD 1



START SPEAKING

A **Describe what you see in this picture. What do you think is special about the girl's right hand? Read the caption and check.**

B **In what ways can 3D-printed objects improve our lives? How might a 3D-printed object cause us problems?**

C **Talk about something you often use or do that has improved your life. This could be an app, a gadget, or something else.**

D **With a partner, list some other helpful inventions. How can they help us? For ideas, watch Jacqueline's video.**



What do you think of Jacqueline's example?

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

1.1 LIFE CHANGES

LESSON OBJECTIVE
- talk about how we deal with change

1 LANGUAGE IN CONTEXT

A **What are some of the biggest changes that people experience in life? Are they positive or negative?**

B 1.02 **Read and listen to an episode from Christa Garcia's podcast "No Fear." What life changes does she mention?**



1.02 Audio script

Ten months ago, as regular listeners will know, I made two big life changes: I moved to a new city, and I changed jobs. My work situation wasn't great: I'd just lost a job, and I couldn't find a single engineering position anywhere in Florida. Then this job in Chicago came up. It was perfect and too good to refuse. But … but … but … .

I'd lived in Florida all my life. My family was here, and my friends. And I **was frightened of tackling** a new job. Plus, it's really cold in Chicago, and this girl is 100% Florida. You know what I mean?

I said to my brother, "I **can't take** all this change!" He just said, "**Get a grip**, Christa. You**'re** perfectly **capable of** handling all this."

After I stopped being mad at him for not being more understanding, I realized that I'm always looking for an excuse to avoid change, and I'll do anything to keep my life simple. And I'm not alone. We often talk negatively about the future, don't we? We tend to fear change. And when we're feeling scared, we **underestimate** our ability to **cope with** things. But actually, we **adapt** to new situations extremely well. Think about huge changes like starting college, getting your first job, having a baby – people **get through** challenges like this all the time. We should **accept** that we're terrific at **surviving**, and instead of **resisting** change, we should **welcome** it. That's what I did, and now life is good, and that**'s a** real **step forward**!

C 1.02 **Read and listen again. What did Christa realize about people's ability to change? How did her own attitude change?**

2 VOCABULARY: Facing challenges

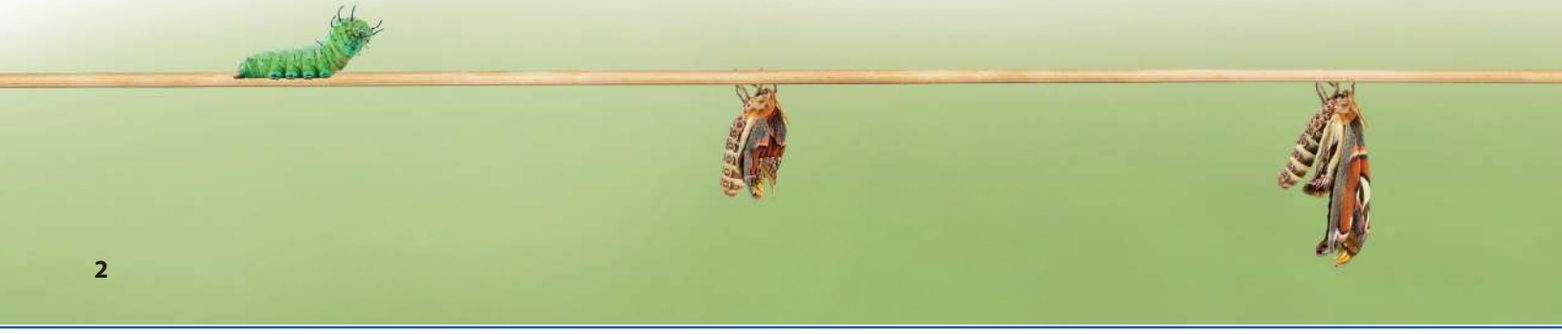
FIND IT

A 1.03 PAIR WORK **Look at the expressions in the box. Look at how they're used in the podcast and describe each one using other words. Use a dictionary or your phone to help you. Then listen and check.**

accept	adapt	be a step forward	be capable of	be frightened of
can't take	cope with	get a grip	get through	resist
survive	tackle	underestimate	welcome	

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

C PAIR WORK **Do you agree with Christa's thoughts about our ability to change? Tell your partner, and use examples if you can. Use the words in exercise 2A.**



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

3 GRAMMAR: Present habits

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

Present habits

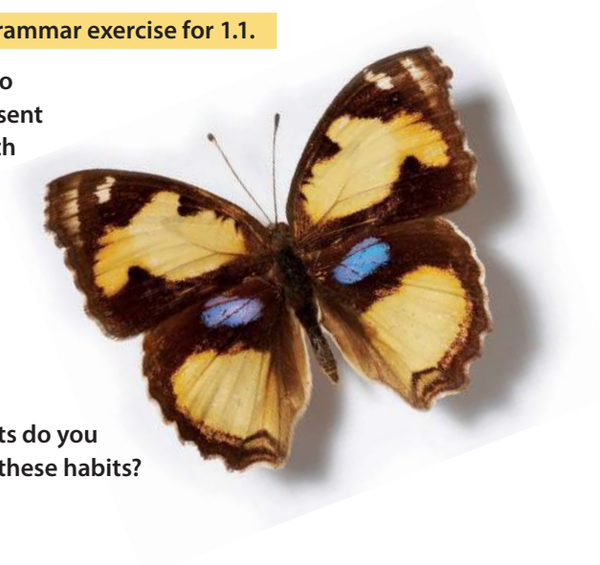
I**'m always looking for** an excuse to avoid change, and I'**ll do** anything to keep my life simple.
We **often talk** negatively about the future, don't we?
We **tend to fear** change.
When we'**re feeling** scared, we underestimate our ability to cope with things.

1 For a habit that is more noticeable or frequent than usual, you can use *always* or *constantly* with the **simple present** / **present continuous**.
2 You can use the modal *will* for **present** / **past** habits.
3 You can use the verb **tend to** / **keep** + a verb to talk about present habits.
4 You can use the **simple present** / **present continuous** for a continuing activity that happens at the same time as another habit.

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

C PAIR WORK **Think of something you do regularly, such as going to the gym, meeting friends, studying, or working. Describe your present habits using the prompts below. Then compare your sentences with a partner. How different or similar are your regular habits?**

1 I tend to …
2 My friends and I often …
3 When I'm feeling …
4 I'm always …
5 When I'm tired, I'll …



D **Think of one thing you'd like to change about your life. What habits do you have that prevent you from moving forward? How can you tackle these habits?**

4 SPEAKING

A GROUP WORK THINK CRITICALLY **Do you welcome change, or do you prefer to stick to your habits? Explain your answers. Is it easier to adapt to changes that you decide to make or ones that are outside your control? Think of some examples.**

I tend to worry about big changes. I'll follow the same routine every day and be perfectly happy about it. I think things outside our control, like losing your job or your best friend moving away, are harder to cope with because you can't plan and prepare for them.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

1.2 MEMORY LANE

LESSON OBJECTIVE
- talk about past difficulties

1 LANGUAGE IN CONTEXT

A PAIR WORK **Look at the pictures. When were the items popular? When did people stop using these items? Why?**

B **Read Amy's blog post. What time period does she describe? How old do you think she was then? How old is she now?**



banana seat bike

The TIME MACHINE in my living room



wall phone with a cord

Do you ever binge-watch TV shows and feel like you've taken a time machine to a different place and time? I just watched *Stranger Things*, which takes place in the 1980s. It was like going back in time to my childhood.

Remember those bikes with banana-shaped seats? One of the boys in the series rides one, just like the one I used to ride to school every day. I wouldn't even lock it – I'd just leave it outside all day. In many ways, life was simple then. But some things were **frustrating** …

When you're on the phone, do you move around a lot, like me? Well, in the 1980s, we could only walk as far as the cord reached. And with only one phone in the house, we didn't use to have any privacy. I'd **drive** my brother **crazy** because I talked to my friends for hours. Making calls away from home was **tricky**, too. Have you ever used a pay phone? I never used to have enough coins with me – it was **infuriating**! And how about sharing music? You probably use a music app, right? My older sister used to make me mixtapes with different songs she liked. I realize now how **complex** and **time-consuming** it was. Even watching TV was more difficult then. It **got on my nerves** to have to get up and change the channel all the time because there was no such thing as a remote control. Now I just push the "off" button from the couch to travel back to the present and take a break from binge-watching!



TV with no remote control



cassette tape

GLOSSARY
binge-watch (*v*) to watch many or all episodes of a TV show in one session

2 VOCABULARY: Describing annoying things

A **Cover the blog post. Can you remember which seven words and phrases from the box below Amy uses? What does she describe with the words?**

awkward	be a waste of time	be hard to operate	clumsy
complex	drive sb crazy	frustrating	get on sb's nerves
infuriating	lose patience	time-consuming	tricky

! *sb* = somebody

FIND IT

B 1.04 **Look at the words in the box again. Which ones are adjectives, and which ones are verb phrases? Use a dictionary or your phone to help you. Then listen and check. Which words mean *annoying*? Which mean *difficult, uncomfortable, takes a lot of or too much time*?**

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

D PAIR WORK THINK CRITICALLY **Describe some present-day everyday objects using words from exercise 2A. Which of them do you think will still be used in ten years' time? How might they change?**

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

3 GRAMMAR: Past habits

A **Read the sentences in the grammar box. Circle the correct options to complete the rules. Can you find more examples in the text in exercise 1B on page 4?**

Past habits

We **didn't use to have** any privacy. **I never used to have** enough coins.
I'**d drive** my brother crazy.
It **got** on my nerves to have to get up and change the channel all the time.

! **Use the simple past for single completed past actions:**
I just ***watched*** *the last episode of* Stranger Things.

1 *Used to*, *didn't use to*, and *never used to* can show past habits, **single** / **repeated** past actions, and past states.
2 *Would* (*not*) can mean the same thing as (***not***) ***used to*** / ***could*** (***not***) for past habits and repeated actions. Do not use *would* (*not*) for past states.
3 You **can** / **can't** use the simple past for past habits, repeated past actions, and past states.

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

C **Change the sentences so they're true for you. Use (*not*/*never*) *used to* or *would* (*not*). Then check your accuracy. Compare your statements with a partner.**

1 When I was a child, I rode my bike without a helmet.
2 My parents cooked with a microwave.
3 I didn't stream music in the 1990s.
4 When I was a kid, I texted my friends every day.
5 Before cell phones, I had to memorize my friends' phone numbers.

ACCURACY CHECK

Do <u>not</u> use *be* before *used to* when talking about past habits.
I ~~am~~ used to cycle to school. ✗
I used to cycle to school. ✓

4 SPEAKING

A PAIR WORK **Think of objects from when you were younger that aren't around anymore. Why aren't they around anymore? Do you miss those objects? Why or why not? For ideas, watch Jacqueline's video.**

I **used to have** this game console that fit in my pocket. It only had one game, but I'**d carry** it around everywhere and play the game all the time. It was really **frustrating** if I forgot to bring it with me. Now I simply play games on my phone …



How similar are Jacqueline's memories to yours?



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

1.3 UPGRADE

LESSON OBJECTIVE
- discuss issues and agree strongly

1 LISTENING



A PAIR WORK **In what situations do you send or receive emails? Do you think it's an effective way to communicate? Why or why not?**

B 1.05 **Listen to coworkers Shawn and Lorena talk about problems with email. What other ways of communication do they mention?**

C 1.05 LISTEN FOR OPINIONS **Listen again. What does Lorena think the problems with email are? Do you agree with her? What does Shawn think about the alternative that Lorena mentions? Do you agree with him?**

D PAIR WORK THINK CRITICALLY **Compare different ways of communication, such as face-to-face conversations, texts, IMs, video calls, etc. What are their advantages and disadvantages? Which ways of communication do you find most effective in which situations?**

2 PRONUNCIATION: Listening for main stress

A 1.06 **Listen. What do you notice about the underlined words?**

1 … I can get some <u>real</u> work done.
2 … people usually choose the <u>easy</u> option.
3 All this technology was supposed to help us be more <u>efficient</u> …

B 1.07 **<u>Underline</u> the word in each item that you think has the main stress. Listen and check.**

1 When it comes to technology, …
2 … waiting to use the single fax machine we had in our office.
3 And don't forget about all that paper!

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

One word / *Several words* in each word group will have the main stress. Words with the main stress are usually near the *beginning* / *end* of the word group, and they give information that is *new* (*and important*) / *old* (*and not so important*) to listeners.

INSIDER ENGLISH

When something used to connect to the internet isn't working, it's "down."

It looks like the server is ***down****.*

My Wi-Fi is ***down*** *again!*



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

3 SPEAKING SKILLS

A 1.05 **Look at the sentences from the conversation in exercise 1B on page 6. Are the speakers discussing issues (D) or agreeing strongly (A)? Write *D* or *A*. Where, do you think, is the main stress in each sentence? Listen to the conversation again to check.**

Discuss issues and agree strongly

1 **When it comes to** technology, you can rely on the server to be unreliable. ___
2 **That's so true!** ___
3 **You can say that again.** ___
4 **I couldn't agree more.** ___
5 **Looking at the big picture**, I think email isn't that bad. ___
6 **Overall**, if I had to choose … ___
7 **Have it your way!** ___

B PAIR WORK **With your partner, take turns making and responding to statements using the prompts below and bold expressions from exercise 3A.**

1 writing / easier / laptop / tablet
2 texting / the best way to communicate with …
3 video calls / for work / personal communication
4 face-to-face / most important for …

C PAIR WORK **Student A: Go to page 157. Student B: Go to page 158. Follow the instructions.**

4 PRONUNCIATION: Saying /ʧ/

A 1.08 **Listen to the /ʧ/ sound in these words and then repeat the words.**

picture cheap suggestion achieve touch question

B **Underline the /ʧ/ sound in each pair of words.**

status statue stomach watch actual action nature major

1.09 **Listen and check. Then repeat the words with the /ʧ/ sound.**

C **Underline the /ʧ/ sounds in the conversation below. Then take turns practicing the conversation with a partner.**

A Looking at the bigger picture, we've got more of a chance now.
B Actually, I don't think we're going to achieve very much. We need to make some big changes.

5 SPEAKING

A GROUP WORK **Compare something from your past with something in your present life. Look at the ideas below. Discuss your views on the issues.**

last job / current job
last home / current home
high school / college
old device / current device

Generally speaking, I think the atmosphere in college is more relaxed than in high school.

I couldn't agree more.

So, overall, do you think college is easier?



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

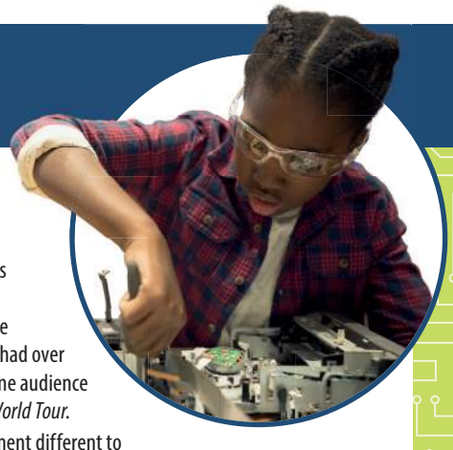
1.4 BACK TO BASICS

LESSON OBJECTIVE
- write an opinion essay

1 READING

A **IDENTIFY MAIN IDEAS** **What skills or knowledge have your grandparents and parents passed on to you? Can you tell your partner something that you do or make that they taught you? Read the article and say what Barbara's grandparents passed on to her. What is the Maker Movement?**

COMING AROUND AGAIN



When I was a kid, I used to spend weekdays with my grandpa and grandma while my mom was at work. I'd sometimes help my grandma make her special oatmeal cookies. To be honest, I used to be better at eating them than I was at baking them. They were so good! But in those days, more often than not, I'd watch my grandfather in his workshop – actually their garage – where he spent most mornings. He was an amateur inventor, and he would take old pieces of metal or wood and make something new and practical that he or my grandmother could use around the house. He once gave me a wallet to hold dollar bills that he had made out of flat cardboard, leather, and elastic. It was a magic wallet – you opened the wallet, placed the bill on top of the elastic inside, closed the wallet, opened it again from the other side and – lo and behold – the bills were behind the elastic and held securely. He had put a ten dollar bill in there, "just in case you need it." Every time I use it I think of my grandfather, and I know it's the only wallet in the world like it.

Fast forward to earlier this year. I went to a Maker Faire with my friend. "What's a Maker Faire?" I hear you ask. Well, first I need to tell you about the Maker Movement. This was founded way back in 2005 as a way to encourage DIY through art, electronics, and craft projects. Since then, it's gone from strength to strength around the world. There are about 135 million makers in the U.S. alone – that's over half the population. Maker Faires are basically festivals which celebrate and promote these skills. The 2015 Maker Faire had over 1.1 million visitors – the same audience size as Taylor Swift's *1989 World Tour*.

So, how is the Maker Movement different to what my grandpa was doing in his workshop all those years ago? It's hard to define, but a lot of it is about individuals using new technologies – technologies that are accessible to you and me, like 3D printers – so that they can create unique items and projects that have a use beyond their original intention. A maker is anyone who is creating, and if you're building or adapting something or trying to make something new, that means you.

The future could be pretty exciting for all makers out there. Dale Dougherty, founder of Maker Media which published *Maker: Magazine* back in 2005, and that kicked off the movement, believes the future of makers depends on education. He says young people need help to develop their creative and technical abilities. "When kids play *Minecraft* they expect not just to play, but also to evolve," Dougherty said. It's fun, and everyone tackles projects and learns skills together.

My grandparents are gone now, but I'd love to think that if they were around today they would be makers, too. I've inherited my grandfather's love of finding out how things work, and I've just sold my first handmade lamp that I made from recycled glass and other materials. By using the creative skills they passed down to me, in my own way I've joined the maker movement.

By Barbara Cohen



GLOSSARY
amateur (*adj*) doing something as a hobby
craft (*n*) an activity in which you make something using a lot of skill, especially with your hands
DIY (do-it-yourself) (*n*) repairing and making things yourself instead of paying someone to do it

B **IDENTIFY SPECIFIC INFORMATION** **Read the article. What's the significance of these numbers?**

a 2005 **b** 135,000,000 **c** 2015 **d** 1,100,000

C **THINK CRITICALLY** **Why do you think the Maker Movement has become so popular around the world? What do you think of this movement? Would you be interested in becoming a maker?**

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information

2 WRITING

A **Read Carmen's essay about forgotten skills. Which ones does she mention? What was good about them?**

Reviving forgotten skills

Recently, there has been some discussion about reviving skills from the past, such as repairing mechanical items like watches and raising animals. These skills are good for the environment, save money, and can be extremely enjoyable. I think this is an excellent trend and would like to share two almost-forgotten skills that my grandmother used to have.

The first is sewing. Most of us buy our clothes at the store, and we throw them away when they're worn. My grandmother, however, used to make clothes for my father, and later in life for my sisters and me. She would fix holes and small tears in our clothes, too, so they would last until we grew out of them.

The second skill is preserving food. My grandmother used to preserve all kinds of fruit and vegetables in the fall and store them in jars. Then, in the middle of the winter, she'd bring out a jar of raspberries or cucumbers, and it would immediately bring back a wonderful feeling of summer. It also cost less than buying them in the store.

I think bringing back skills like these is a fantastic idea. In fact, I'm planning to research how to raise chickens so I can have fresh eggs.

GLOSSARY
revive (*v*) to make something from the past exist again
preserve (*v*) to treat food in a particular way so it can be kept for a long time

B **ORGANIZE INFORMATION** **Read about organizing an opinion essay. Then check if Carmen's essay has all these features.**

1st paragraph: Introduce the topic and state your opinion.
2nd paragraph: Use a topic sentence to introduce your example and give the main idea of the paragraph; describe the example.
3rd paragraph: (same as second paragraph)
4th paragraph: Restate your opinion but with different words than before.

WRITE IT

FIND IT

C **PLAN** **You're going to write a formal opinion essay about skills from the past. With your partner, discuss two or three forgotten skills and what you would like to say about them. Choose from the skills in the pictures below or use your phone to find other ideas. Then think how you will organize your essay, using the structure described in exercise 2B. What points are you going to include in each paragraph?**

D **Write your opinion essay. You can write a similar introduction and conclusion to Carmen's.**


knitting


baking


beekeeping


making pottery

E **PAIR WORK** **Read your partner's essay. What do you think of the skills he or she describes?**

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-40513-3 — Evolve Level 5A Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
Excerpt
More Information



1.5 TIME TO SPEAK
Blast from the past

LESSON OBJECTIVE
- talk about daily life in the past



1910 | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | 1980 | 1990

A **PREPARE** Look at the pictures. In pairs, discuss which decade you think each picture is from. Then work with another pair and discuss your ideas. How else was life different in each time period?

B **DECIDE** Imagine you are on a reality TV show where you have to live for a week the way people did in the past. In groups, say which decade you want to live in, from 1910 to 1990, and why. Then decide on one decade together.

FIND IT

C **RESEARCH** In your group, answer the questions about what life was like in the decade you chose. You can go online to research ideas.

1 How did people use to do everyday chores?
2 What transportation did they use?
3 What styles of clothes did they wear?
4 What tech items did they have?
5 How did they entertain themselves?

D Imagine you just finished your week on the TV show. In your group, talk about your imagined experiences. How does living in that decade compare to life today? What was better? Worse? What did you enjoy about the experience? What difficulties did you have?

E **DISCUSS** You are going to debate whether it's better to live now or in the decade you discussed. Make two teams within your group. Team A: Think of reasons why life was better then. Team B: Brainstorm the reasons why it's better to live in the present day. Each team has two minutes to present their points to the other team.

F Report the results of your debate to the class. Would most people prefer to live in the past or now?

To check your progress, go to page 153.

USEFUL PHRASES

PREPARE
It was very awkward.
It was hard to operate.
It used to drive … crazy
It was really tricky.

DISCUSS
It was a step forward from …
We shouldn't underestimate …
It helped to cope with …
It was a waste of time.
It used to be so time-consuming.
Generally speaking, …
Looking at the big picture …
Overall …
When it came to …

© in this web service Cambridge University Press www.cambridge.org