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Cambridge University Press
978-1-108-40532-4 — Evolve Level 4 Student's Book with Practice Extra
Ben Goldstein , Ceri Jones
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UNIT OBJECTIVES

- talk about personal achievements
- talk about qualities that employers look for
- make and respond to introductions
- write a comment on a blog post
- practice a job interview

AND WE'RE OFF!

1



START SPEAKING

A **Look at the picture. Where is the man? What is he about to do? How do you think he feels? Why?**

B PAIR WORK **Think of a new activity you are about to start or that you have started recently (a new job, a new sport, a new course, etc.). What is it? How do you feel about it? For ideas, watch Andres's video.**

C GROUP WORK **Report three things your partner told you to your group.**



Do you feel the same as Andres?

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1.1 THIS IS ME!

LESSON OBJECTIVE
- talk about personal achievements

1 LANGUAGE IN CONTEXT

A **PAIR WORK** **Look at the pictures and describe the three people. Then read the blog post, which is a response to a social media challenge, "Five things about me." Which person wrote it? Why do you think that?**


A


B


C

FIVE THINGS ABOUT ME

Here is my answer to the latest blog challenge!
(If I **get 1,000 likes**, my boss will donate $1,000 to charity. So please like my list!)

1. Every year I **set myself a goal** of learning a new skill. I've done a lot of different things. Last year I learned to play chess. This year I've been learning computer animation and design.
2. People tell me I **have a great sense of humor**, and I love to **tell jokes**!
3. A few years ago, while I was working at a summer camp, a girl came screaming out of her cabin because she saw a huge spider on her bed. I hate spiders, but I **faced my fear**, went in there, and caught that spider. I felt so brave!
4. I'm saving money to open a small studio where I can teach art classes. I've always wanted to **run my own business**. I love **working with my hands**, and I want to do something I can really **take pride in**.
5. This year I'm going to **run a marathon**. I don't want to **win a medal** or **break a record** or anything. I just want to finish! I'm sure I can **rise to the challenge**!

2 VOCABULARY: Describing accomplishments

A 1.03 **Read the post again and find the right verb to complete the expressions. Listen and check.**

1 _____ pride in something	5 _____ to a challenge	9 _____ your fear
2 _____ a goal for yourself	6 _____ a marathon	10 _____ a medal
3 _____ a sense of humor	7 _____ a business	11 _____ a record
4 _____ with your hands	8 _____ a lot of likes	12 _____ a joke

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

C **PAIR WORK** **Complete the sentences as many times as possible using the expressions in exercise A. Then compare your sentences with a partner. How many things do you have in common?**

1 I have never …
I have never told a joke in English.

2 I would/wouldn't like to …

D **PAIR WORK** **Imagine you are going to do the blog challenge. What five pieces of information would you choose to share?**

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3 GRAMMAR: Tense review (simple and continuous)

A **Complete the descriptions of different tenses. Use the sentences in the grammar box to help you.**

Which tense describes …

1 past experiences with no specific past time given? present perfect
2 an action in progress in the past?
3 a completed action in the past?
4 a habit or repeated action in the present?
5 an action in progress in the present?
6 an action that started sometime in the past and is still continuing?

Simple and continuous tenses

simple present	Every year I **set** myself a goal of learning a new skill.
present continuous	I'**m saving** money to open a small studio.
simple past	I **faced** my fear, **went** in there, and **caught** that spider.
past continuous	I **was working** in a summer camp when it happened.
present perfect	I'**ve done** a lot of different things.
present perfect continuous	This year I'**ve been learning** computer animation.

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

C **Choose five time expressions from the box and write sentences that are true for you.**

at the moment	at 8 o'clock this morning	never	every day
last year	for the last three months	now	once a week
since I was a child	when I got home	yesterday	

It was raining when I left the house this morning.

D GROUP WORK **Read your sentences to your group. How many of your sentences are the same or similar?**

4 SPEAKING

A PAIR WORK **Read the sentences and discuss which ones are true for you. If they are false, explain why.**

1 I won a medal when I was in high school.
2 I've been studying English for more than 10 years.
3 I once got more than 100 likes for a post on social media.
4 I'm saving money to go on vacation next year.
5 I have never been afraid of anything.

B GROUP WORK **Report back to the class on the five things you learned about your partner.**

Juan runs marathons, and he's won five medals for running. He's been studying English for three years. He doesn't like social media, so he's never …



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1.2 THE RIGHT CANDIDATE

LESSON OBJECTIVE
- talk about qualities that employers look for



1 LANGUAGE IN CONTEXT

A 1.04 **Look at the picture. Where are the people? What do you think their relationship is? What do you think they're talking about? Listen to their conversation to check your answers.**

B 1.04 **Listen again and read the script. Do you think she'll get the job? Why or why not?**

1.04 Audio script

A She was so nice. She'd be good with customers – **polite**, friendly, relaxed. She had a lot of **enthusiasm** too, really positive about working with us.

B And she seemed pretty **ambitious** too, you know? She wants to be **successful** in her job, and she's looking for a challenge.

A Yeah, and I really like it when candidates show **curiosity** about how things work here. It shows she's **confident**. I mean, she's not afraid to ask questions, to be **truthful** about what she *doesn't* know.

B No paid work **experience**, but she has other **qualifications**.

A Yeah, she's working on that community art project at the moment and really loving it. That shows **creativity**, too.

B Remember when she was talking about working with kids? She said, "I'm being really careful with how I use social media with them." That's great – it shows she's a **responsible** person.

A Totally! And she seemed to be pretty **independent**, too. Like, she doesn't need someone to tell her what to do all the time.

B Yeah. Well, I think we've found the right person for the job.

2 VOCABULARY: Describing key qualities

A 1.05 **Complete the chart with the bold words from the conversation. Listen and check.**

adjective	noun	adjective	noun	adjective	noun
ambitious	ambition	enthusiastic		qualified	
	confidence	experienced			responsibility
creative			independence		success
curious			politeness		truthfulness

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

C PAIR WORK **Match four words from the chart with the definitions below. Then write short definitions for four others. Read them to another pair. Can they guess the word?**

1 belief in your own abilities
2 describing someone who doesn't lie
3 describing someone who can do things on their own
4 the education, training, and experience needed (pl)

D **Which qualities in the chart above do you think are most important for a new employee? A boss? A friend? Why?**

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3 GRAMMAR: Dynamic and stative verbs

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

1 Dynamic verbs describe …
a an action in progress. **b** an opinion. **c** a plan.
d a personal quality. **e** a preference.

2 Stative verbs describe …
a an action in progress. **b** an opinion. **c** a plan.
d a personal quality. **e** a preference.

3 … verbs usually are not used in the continuous form.
a Dynamic **b** Stative **c** Both dynamic and stative

4 Some verbs, such as *be* and *think*, …
a are only dynamic. **b** are only stative. **c** can be dynamic and stative.

Dynamic and stative verbs

Dynamic	She's **working** on a community art project.
	She's **thinking** of looking for a new job.
	I'**m being** really careful with how I use social media.
Stative	She **wants** to be successful in her job.
	I **think** she'd be good with customers.
	She'**s** a responsible person.

B **Now go to page 130. Look at the grammar chart and do the grammar exercise for 1.2.**

C PAIR WORK **Look at the verbs in the pairs of sentences. What's the difference in meaning?**

1 **a** I **love** chocolate cake!
b I'**m loving** this chocolate cake.
2 **a** She **studies** really hard for her exams.
b She'**s studying** really hard for her exams.
3 **a** I **think** swimming is a great sport.
b I'**m thinking** of going swimming.

INSIDER ENGLISH

Some stative verbs (*love, like, hate*) can also be dynamic to talk about enjoyment at the moment.

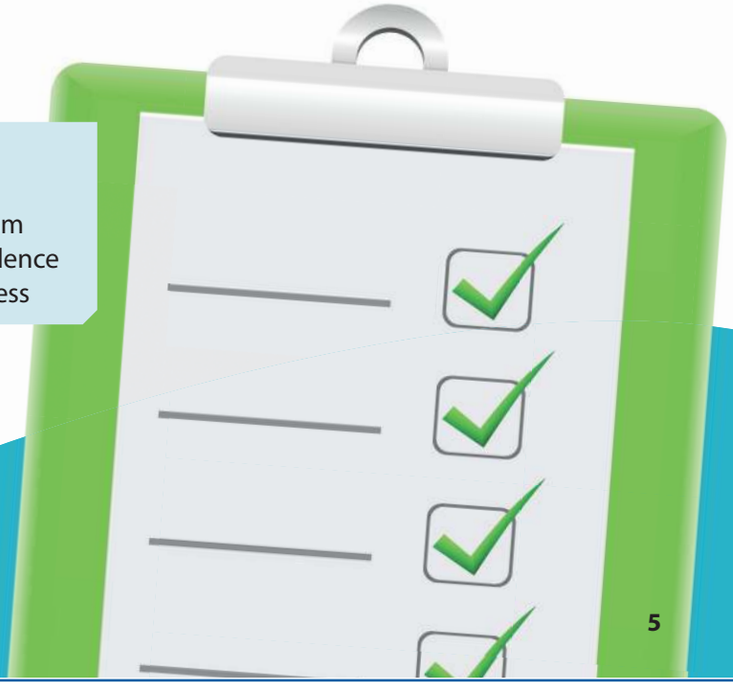
*I'**m loving** it!*

4 SPEAKING

A PAIR WORK **Think of job interview questions you could ask to find out if a job applicant has each of the qualities in the box. Then practice asking and answering the questions. What did you find out about your partner's key qualities?**

ambition
creativity
enthusiasm
independence
truthfulness

Do you prefer to work alone or on a big team?



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1.3 WE GO WAY BACK

LESSON OBJECTIVE
- make and respond to introductions



1 FUNCTIONAL LANGUAGE

A PAIR WORK **Look at the picture. Where are these people? What is the relationship between the people? What are they saying to each other?**

B 1.06 **Read and listen to two conversations at the party. Which people know each other? Which people are meeting for the first time?**

1.06 Audio script

1 **Rosa** Hi, **I don't think we've met before. You're new here, right?** I'm Rosa.
Mike Hi, Rosa. Nice to meet you. I'm Mike. And yes, I just started today.
Rosa So **this is your first day!** Welcome to the company! **Do you know anyone here?**
Mike Well, I've met a couple of people, but there are a lot of people I don't know yet.
Rosa Ok, **let me introduce you** to some people.

2 **Rosa** Hey, Ricardo, do you know Mike?
Ricardo No, I don't. Hi, Mike. Nice to meet you!
Mike Hi, Ricardo. Great to meet you, too.
Ricardo Hey, **have you met Pedro?** He studied in Atlanta and then worked there for about six years. Pedro, come over here!
Pedro What's up? Hi, Mike! How are you settling in?
Mike Hey, Pedro. Great thanks.
Rosa **Do you two know each other?**
Mike Yeah, Pedro was the first person I met this morning.



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

Meeting someone for the first time	Introducing someone to a coworker or friend
I don't think we've [1] _____ before.	Do you [3] _____ anyone here?
You're [2] _____ here, right?	Let me [4] _____ you to some people.
Is this your first day?	Have you [5] _____ Pedro?
	Do you two [6] _____ each other?

D 1.07 PAIR WORK **Complete the conversation with expressions from the chart, and check your accuracy. Listen and check. Then practice it with a partner.**

A Hi, I'm Dana. I don't think [1] _____ _____ .
B No, we haven't. Nice to meet you, Dana, I'm Steve.
A Hi, Steve. You're [2] _____ _____ , right?
B Yes, that's right. It's my [3] _____ _____ .
A Hey, welcome! Let me [4] _____ _____ _____ _____ _____ .

ACCURACY CHECK

Use *meet* for introductions. Use *know* for an ongoing relationship.

Nice to ~~know~~ you. ✗
Nice to meet you. ✓
Do you two know each other? ✓

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2 REAL WORLD STRATEGY

A 1.08 **Listen to two introductions. Do the people already know each other?**

RESPONDING TO AN INTRODUCTION

When someone is introducing you to another person, they usually start by asking, *Have you met / Do you know* [name]*?* You can respond with these expressions.

Yes, we met this morning! Nice to see you again.

Yeah, we go way back. How's it going?

I'm not sure, but hi, I'm …

No, I haven't / don't. Hi, I'm …



B 1.08 **Read the information in the box above. Listen again and complete the conversations.**

1 **A** Do you two know each other?
B Sure do!
C _____
A Really? I had no idea.

2 **A** Have you met Chris?
B _____
C Hi, Toni. Good to meet you.

C GROUP WORK **Work in groups of three. Student A asks Student B if they know Student C. Student B decides which answer to give. Students A and C react appropriately.**

3 PRONUNCIATION FOCUS: Saying the letter *y*

A 1.09 **Listen and repeat. Focus on the letter *y*.**

1 Hi Yolanda.
2 Have you met Ricardo yet?

B 1.10 **Listen. Who says the letter *y*? Write A or B.**

1 Yolanda	___	3 yet	___	5 yeah	___
2 you	___	4 year	___	6 yellow	___

C PAIR WORK **Say the words in exercise 3B to your partner. Does your partner say the letter *y* clearly?**

4 SPEAKING

A PAIR WORK **You are at a party together. Student B is a famous person (decide who together). Student A introduces Student B to the class with only a first name. The class greets Student B and asks questions until they figure out who he or she is.**

Hi, this is Maite.

Hi, Maite, nice to meet you. Your face looks familiar. Are you an actor?



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1.4 FLIPPING YOUR JOB INTERVIEW

LESSON OBJECTIVE
- write a comment on a blog post



1 READING

A **PREDICT** **Look at the picture. What are the people waiting for? How are they feeling?**

B **READ FOR GIST** **Read the article from a job search site. Match each heading to the correct section in the article and write it there.**

Questions = Answers The big day A two-way street

Flipping your job interview

A

Finally! You've landed an interview for a great job. You've done your homework, prepared answers for all the usual questions, done your research on the company, its products, and its customers. There's nothing left to do but cross your fingers and hope. Or is there?

B

A job interview is not a one-way conversation. The company is looking for the right candidate, but you're also looking for something – the right job for you.

Come prepared with a few questions that show you are serious about the job. Think about how you want to develop your skills, your training interests, the types of projects you'd like to work on. You can also ask about the social side, if it's a fun place to work – though maybe not in so many words!

C

Your answers to their questions are important, but the questions you ask will also help you make a good impression. If you ask about training opportunities, they know you want to learn. If you ask about career paths, they know you have long-term goals. If you ask your interviewer about their own career, they know you are a person who respects their coworkers.

Flip the interview! Be confident and ask the questions that will help you decide if this is the job for you.

C **Read the article again. Choose the best summary.**

a The article recommends different ways to impress an interviewer.
b The article suggests a different way to prepare for a job interview.
c The article explains what happens after a job interview.

D **INFER MEANING** **Explain the meaning of the bold phrases.**

1 You've **landed an interview** for a great job.
2 You've **done your homework**, prepared answers for all the usual questions …
3 There's nothing left to do but **cross your fingers** and hope.

E **GROUP WORK** **THINK CRITICALLY** **Do you agree with the ideas in the article? Do you think this is a good approach in all job interview situations? Why or why not?**

I'm not sure this is good advice because … *I disagree. I think this is good advice because …*

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2 WRITING

A **Read the comments on the article. Which one is …**

1 asking for more information? ___
2 disagreeing? ___
3 agreeing? ___

Comments Share Like Comment

A 

I'm sorry, but I think you're being a bit unrealistic. In today's job market, not all jobs are going to be the perfect job. I think it could have a negative effect if you ask too many questions. And what if your questions tell the interviewer that you're NOT right for the job? You could hurt yourself rather than help yourself!

2 13 2

B 

Thank you for the really useful information. Can you help me with one thing? I'm not too clear on how best to phrase the questions you suggest. I don't want look like I'm interviewing them, but I do want to show them that I am a strong, focused, career-minded person. Your help would be great. Thanks!

1 4 5

C 

I'm a career counselor with an employment agency. I interview clients all day long and find possible jobs for them. Then they interview for the job with the company. The advice you give in this article is completely right. Companies love it when candidates have good questions and aren't afraid to ask them. It really shows them that you are serious about your career and the company.

4 20 8

B WRITING SKILL **Read the comments again. Find phrases used for the following purposes.**

1 to agree: _____
2 to disagree: _____
3 to show appreciation: _____

WRITE IT

C **Write your own comment in response to the article. Use appropriate phrases for agreeing, disagreeing, and/or showing appreciation. Write 50–75 words.**

D GROUP WORK **Share your comment with your group. Do you agree with each other's comments? Why or why not?**

REGISTER CHECK

In both formal and informal writing, use phrases like *a bit* and *a little* to soften a negative comment or opinion.



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1.5 TIME TO SPEAK
Job interviews

LESSON OBJECTIVE
- practice a job interview

FIND IT

A **PREPARE** **Read the ad for a tour guide or use your phone to find another ad. What do you think are the main requirements for the job in each of the categories? Make notes.**

education | experience
personal qualities | skills

B **Work in two groups.**

Group A: You work for the employer. Decide on the questions to ask the candidates.

Group B: You have applied for the job. Prepare yourself for the interview (come up with any qualifications and experience you want) and think about questions you can ask about the job and the company.

C **PRESENT** **Each student from Group A interviews a candidate from Group B.**

Student A: Take notes on the answers given by Student B.

Student B: Make a note of any information you get about the job and the company.

D **AGREE** **Work again with your original group from exercise B.**

Group A: Report back on the various candidates and choose the best candidate.

Group B: Report back on the various companies and choose the best employer.

E **Share your decisions with the class and explain your choices.**

To check your progress, go to page 153.

Tour Guide, full-time

We are looking for a local guide to work with international visitors at our hotel. You will be responsible for organizing short walking and bus tours around the main places of interest in the town as well as offering advice on restaurants, shopping, local events, etc.



USEFUL PHRASES

PREPARE
- A college degree probably isn't necessary, but …
- A tour guide needs to be friendly, organized, …
- Previous experience would be …

PRESENT
- Why do you want to be a … ?
- Do you have any previous experience?
- In the past, I have …

AGREE
- I think … is the best candidate. She studied history, …
- … would be a good employer because …
- I wouldn't want to work for … because …

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