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Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
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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.



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| | Learning objectives | Grammar | Vocabulary | Pronunciation |
|---|---|---|---|---|
| Unit 7 Entertain us | ■ Discuss your changing tastes in music<br>■ Talk about TV shows and movies<br>■ Refuse invitations and respond to refusals<br>■ Write a movie review<br>■ Talk about changing tastes | ■ *used to*<br>■ Comparisons with *(not) as … as* | ■ Music<br>■ TV shows and movies | ■ Saying /m/ in *I'm* |
| Unit 8 Getting there | ■ Talk about what you've been doing<br>■ Talk about progress<br>■ Catch up with people's news<br>■ Write a post about managing your time<br>■ Decide on better ways to use your time | ■ Present perfect continuous<br>■ Present perfect vs. present perfect continuous | ■ Describing experiences<br>■ Describing progress | ■ Saying /ɑ/ and /æ/ vowel sounds<br>■ Listening for weak forms of *didn't* |
| Unit 9 Make it work | ■ Talk about college subjects<br>■ Discuss rules for working and studying at home<br>■ Express confidence and lack of confidence<br>■ Write the main part of a résumé<br>■ Decide how to use your skills | ■ Modals of necessity<br>■ Modals of prohibition and permission | ■ College subjects<br>■ Employment | ■ Grouping words |
| **Review 3 (Review of Units 7–9)** | | | | |
| Unit 10 Why we buy | ■ Say what things are made of<br>■ Talk about where things come from<br>■ Question or approve of someone's choices<br>■ Write feedback about company products<br>■ Design a commercial | ■ Simple present passive<br>■ Simple past passive | ■ Describing materials<br>■ Production and distribution | ■ Saying /u/, /aʊ/, and /ʊ/ vowel sounds<br>■ Listening for contrastive stress |
| Unit 11 Pushing yourself | ■ Talk about how to succeed<br>■ Talk about imaginary situations<br>■ Give opinions and ask for agreement<br>■ Write a personal story<br>■ Talk about a person you admire | ■ Phrasal verbs<br>■ Present and future unreal conditionals | ■ Succeeding<br>■ Opportunities and risks | ■ Saying /ʃ/ and /ʤ/ sounds |
| Unit 12 Life's little lessons | ■ Talk about accidents<br>■ Talk about extreme experiences<br>■ Describe and ask about feelings<br>■ Write an anecdote about a life lesson<br>■ Plan a fun learning experience | ■ Indefinite pronouns<br>■ Reported speech | ■ Describing accidents<br>■ Describing extremes | ■ Saying *-ed* at the end of a word<br>■ Listening for *'ll* |
| **Review 4 (Review of Units 10–12)** | | | | |
| **Grammar charts and practice, pages 135–140** | **Vocabulary exercises, pages 147–152** | | | |




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| Functional language | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|
| ■ Refuse invitations; respond to a refusal<br>**Real-world strategy**<br>■ Soften comments | | **Animation for all ages**<br>■ An online article about animated movies and TV shows | **A review of an animated movie**<br>■ A movie review<br>■ Organizing ideas | ■ Talk about how musical tastes have changed<br>■ Compare favorite movies/ TV shows<br>■ Invite someone to an event and refuse an invitation<br>■ Talk about humor in animated movies<br>**Time to speak**<br>■ Discuss changing tastes in entertainment |
| ■ Say how long it's been; ask about someone's news; answer<br>**Real-world strategy**<br>■ Use *that would be* to comment on something | **A time-saving tip**<br>■ A podcast interview about time management | | **A post about a podcast**<br>■ A post about time management<br>■ Time expressions | ■ Talk about what you've been doing recently<br>■ Explain what you've been spending time on<br>■ Talk to a friend you haven't seen for a while<br>■ Talk about someone's new habits<br>**Time to speak**<br>■ Prioritize tasks to improve balance |
| ■ Express confidence; express lack of confidence<br>**Real-world strategy**<br>■ Focus on reasons | | **A job search**<br>■ An online job ad and a résumé for the job | **A résumé**<br>■ Experiences and activities for a résumé<br>■ How to write a résumé | ■ Talk about subjects in school that prepare you for the future<br>■ Present rules for working or studying at home<br>■ Discuss plans for doing challenging activities<br>■ Identify what job an ad is for<br>**Time to speak**<br>■ Describe skills for an ideal job |
| ■ Question someone's choices; approve someone's choices<br>**Real-world strategy**<br>■ Change your mind | **Not just customers – fans**<br>■ A podcast about customers as fans | | **Online customer feedback about products**<br>■ Feedback about products<br>■ *However* and *although* to contrast ideas | ■ Describe how materials affect the environment<br>■ Share where things you own were produced<br>■ Talk about things you want to buy<br>■ Talk about companies you like<br>**Time to speak**<br>■ Discuss reasons why people buy things |
| ■ Ask for agreement; agree<br>**Real-world strategy**<br>■ Soften an opinion | | **Outside the comfort zone**<br>■ An online article about benefits of leaving your comfort zone | **A story about a challenging new activity**<br>■ A story about pushing yourself<br>■ Comparing facts | ■ Talk about a failure and its effects<br>■ Discuss what you might risk for money<br>■ Express opinions about topics with two sides<br>■ Talk about pushing yourself<br>**Time to speak**<br>■ Discuss what makes people successful |
| ■ Describe your feelings; ask about or guess others' feelings<br>**Real-world strategy**<br>■ End a story | **Lessons learned?**<br>■ An expert presentation about life lessons | | **A story about learning a lesson**<br>■ An anecdote about a life lesson<br>■ Using different expressions with similar meanings | ■ Talk about a small, amusing accident<br>■ Describe an extreme experience<br>■ Talk about emotions associated with an experience<br>■ Talk about learning from mistakes<br>**Time to speak**<br>■ Talk about activities to learn new skills |



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