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978-1-108-40927-8 — Evolve Level 5B Student's Book with Practice Extra
Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
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UNIT OBJECTIVES

- discuss worthwhile experiences
- talk about purchases
- bargain for a purchase
- write a for-and-against essay
- negotiate a boat trip

PRIORITIES

7



START SPEAKING

A **Where do you think these children are going? What are the risks? Is it worth it?**

B **In your opinion, what kind of things are worth taking risks for? Why?**

C **How do you define "worth"? Who, or what, do you value most in the world? Why? For ideas, watch Odil's video.**



EXPERT SPEAKER

Are the types of things that Odil values, and his reasons for valuing them, similar to your ideas?

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7.1 WORTHY HELPERS

LESSON OBJECTIVE
- discuss worthwhile experiences

1 LANGUAGE IN CONTEXT

A GROUP WORK THINK CRITICALLY **What do you understand by the term "emergency services"? What type of jobs do they include? What qualities do people need to do these jobs? Why do you think they choose to do them?**

B 2.02 **Read and listen to Sofian and Nathalie talking about their jobs. What do they do? When did they choose their future careers? Does their work make them happy?**

2.02 Audio script



Sofian It's common to dream about driving a fire truck when you're a kid. But I didn't think about being a firefighter until I was 14. I was in a traffic accident, and my foot was broken. It was a horrible situation to be in. But then the firefighters arrived, and suddenly I had people to help me and calm voices to **reassure me**. It was incredible having such an amazing team around me. At that moment, I decided I wanted to **devote my life to** that profession. And today, it's my job. Actually, it's more than just a job. I believe I'm doing something that **is worthwhile** – I'**m a good influence on** others, like those firefighters were on me. It'**s an honor** to be **making a contribution** like that. Plus, driving a fire truck is a seriously cool thing to do!



Nathalie For me, it's important to have contact with people and especially to be helpful. I don't just mean helping medically. I **take pleasure in** that side of the job, but I think I **get more satisfaction out of** the interpersonal side. It can be scary being in the hospital, and some patients have trouble coping. It'**s** really **beneficial** if they have someone to talk to. So for me, it's rewarding to spend time **reassuring patients**. When I decided as a teenager to become a nurse, I guess it was the medical side that interested me. But now I find it's the human side that I **value** the most. That's where I feel I can really **be of use** and **make a difference**.

C 2.02 **Read and listen again. What aspects of their work do Sofian and Nathalie enjoy? What would and wouldn't you like about doing the two jobs?**

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2 VOCABULARY: Positive experiences

FIND IT

A 2.03 **Look at the expressions in the box. Can you guess their meaning from the way they are used in the texts in exercise 1B on page 66? Describe each one using other words. Use a dictionary or your phone to help you. Then listen and check your work.**

be a good influence on	be an honor	be beneficial	be of use
be worthwhile	devote my life to	get satisfaction out of	make a contribution
make a difference	reassure sb	take pleasure in	value sth

B **Now go to page 147. Do the vocabulary exercises for 7.1.**

C PAIR WORK **Have you ever been in a situation where you were helped by someone in a caring profession? Describe the situation. How did you feel? For ideas, watch Odil's video.**



Was your experience similar to Odil's?

3 GRAMMAR: Gerunds and infinitives after adjectives, nouns, and pronouns

A **Read the sentences in the grammar box. Complete the rules with words in the box.**

Gerunds and infinitives after adjectives, nouns, and pronouns

It's **common to dream** about driving a fire truck.
I had **people to help** me.
They have **someone to talk to**.
It can be **scary being** in the hospital.
It's rewarding to **spend time reassuring** patients.

gerunds	infinitives	gerunds or infinitives

1 You can use _____ after adjectives.
2 After nouns or pronouns, use _____ to show purpose.
3 It's common to use _____ after expressions like *spend / waste time* and *have (no) fun*.

B **Now go to page 135. Look at the grammar chart and do the grammar exercise for 7.1.**

C **Circle the correct options and complete the sentences with your own ideas. Then compare your sentences with a group. Whose ideas were the most unusual?**

1 It's unusual *to see / seeing* …
2 I often waste time *to do / doing* …
3 … is an interesting subject *to study / studying*.
4 I need someone *to give / giving* me advice about …
5 I usually feel nervous *to wait / waiting* to …

4 SPEAKING

A PAIR WORK **Talk about your job or a job you'd like to have. Explain what satisfaction you (would) get out of it. Compare your thoughts with your partner's.**

As a hairdresser, I get a chance to meet a lot of people. I feel that I can make a difference for my customers. It's not always easy to get things just right, but when you succeed, it's really rewarding.



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7.2 BUYER'S REGRET

LESSON OBJECTIVE
- talk about purchases

1 LANGUAGE IN CONTEXT

A PAIR WORK THINK CRITICALLY **Do you read product reviews when you're deciding to buy an item online? Do they influence your purchase? What other factors influence your purchase?**

B **Read the reviews. What did each person buy, and why? Why were the people dissatisfied? What do you think Dan did next?**

HOME • ABOUT • NEWS • BLOG • CONTACT SIGN IN

Grrrrreviews | The funniest bad reviews on the internet!

Brandon S

★★★★★ **An accident**

My friend **encouraged me** to buy this expensive treadmill. He **convinced me** that it **made financial sense** because it was cheaper than paying gym fees for years. So I decided to get it. After about a month, something went wrong with the speed settings. It suddenly started going too fast, and I flew off the back of it and broke my ankle. You can imagine how much I **regret the purchase**.

Like Comment

Julie R

★★★★★ **What a waste!**

I **purchased** this bed for my cat because it's so cute. My husband said it **was not worth the money** and **urged me** not to buy it. He thought I was **being foolish** because we have a closet full of things for the cat that she doesn't use. I really thought it **had potential**, but the cat sleeps everywhere *near* the bed – even in the box it came in – but never *in* the bed! Does anyone want to buy it? The bed is great – it's my cat that's the problem.

Like Comment

Dan G

★★★★★ **A professional look?**



I bought this small electric shaver and planned to use it for business trips. It seemed like it would **be** very **practical**. I first used it at a hotel a few minutes before an important meeting. I decided to shave off my mustache and beard to look more professional. I got about half way done, and the shaver completely stopped working. I **looked ridiculous**!

Like Comment

C PAIR WORK THINK CRITICALLY **Read again. Which of these reviews would you have found most helpful? Why? In general, which are more helpful: good or bad product reviews? What kind of information do you find most useful?**

2 VOCABULARY: Making purchases

FIND IT

A 2.04 **Look at the expressions in the box. What items are they associated with in the product reviews? Which one is not in the text? What do the expressions mean? Use a dictionary or your phone to help you. Then listen and check the definitions.**

be foolish	be practical	convince sb (to do sth)	encourage sb (to do sth)
have appeal	have potential	look ridiculous	make financial sense
not be worth the money	purchase sth	regret a/the purchase	urge sb (to do sth)

B **Now go to page 147. Do the vocabulary exercises for 7.2.**

C GROUP WORK **Talk about a bad purchase you've made. What was it? Why do you regret buying it?**

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3 GRAMMAR: Infinitives after verbs with and without objects

A **Read the sentences in the grammar box. Circle the correct option to answer the question.**

Infinitives after verbs with and without objects

My friend **encouraged me to buy** this expensive treadmill.
My husband … **urged me not to buy** it.
Does anyone **want to buy** it?
I … **planned to use** it for business trips.

When is the subject of the main verb and the subject of the infinitive different?

a With verbs followed directly by an infinitive, without an object
b When there's an object between the main verb and the infinitive

B **Now go to page 135. Look at the grammar chart and do the grammar exercise for 7.2.**

C **Change the sentences below so that they are true for you. Add one more sentence to each statement using the words in parentheses or your own ideas. Use infinitives in each sentence. Check your accuracy. Then share your sentences with a partner. Did you have similar ideas?**

1 My friends often offer to lend me some money. (like)
My parents often offer to lend me some money, but I don't like to borrow from them.
2 I'd like my brother to help me choose a new phone. (advise)
3 My mother expects me to help her with her shopping. (persuade)
4 My manager agreed not to give me so much work. (promise)
5 I hate ads that encourage you to lose weight. (tell)

ACCURACY CHECK

Remember to use an object or object pronoun after verbs like *encourage*, *persuade*, and *urge*.
The ad ~~encouraged to buy~~ new sunglasses. ✗
The ad encouraged me to buy new sunglasses. ✓

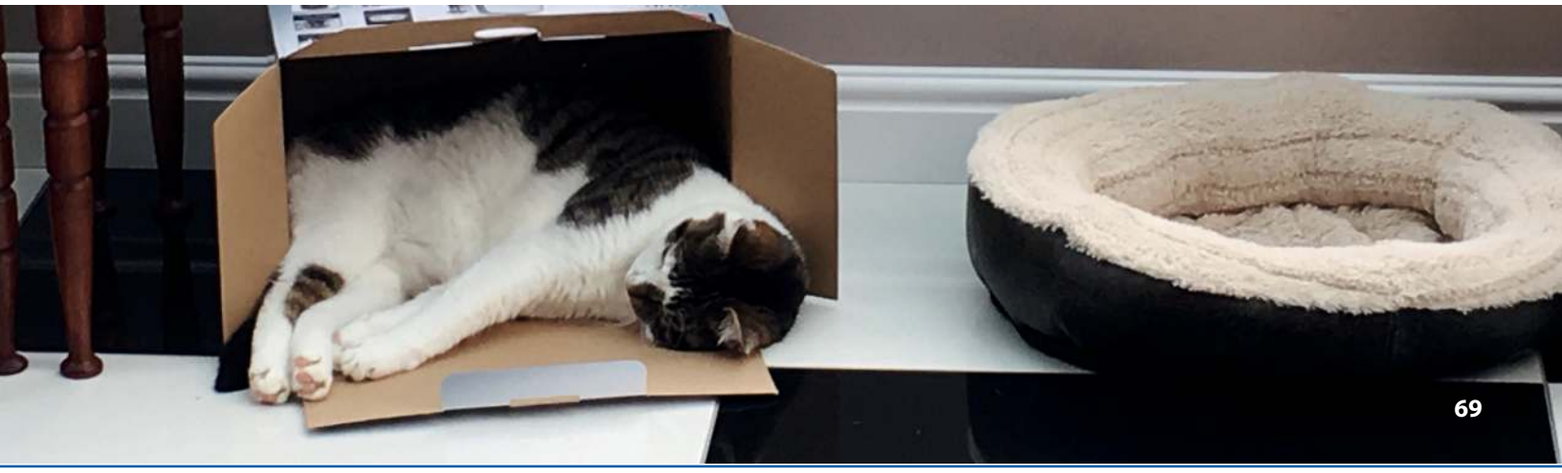
4 SPEAKING

A PAIR WORK **Tell your partner about things you've bought for each of these categories. Why did you buy them? Were they worthwhile purchases? Use verbs + infinitives.**

clothing furniture sports gear technology transportation

My friend persuaded me to buy a scooter because it made financial sense at the time.

B PAIR WORK **Choose an item you talked about in exercise 4A and write a short review. Exchange your reviews with a partner. Do you want to buy the product? Why or why not?**



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7.3 A GOOD BARGAIN

LESSON OBJECTIVE
- bargain for a purchase



1 LISTENING

A **Is bargaining (= trying to get a lower price) common in your culture? What kinds of things do people bargain for?**

B 2.05 **Listen. Sergio is studying abroad for a year and wants to buy a desk at a street market for his room. What price does the seller want at first? What is their final agreement?**

C 2.05 UNDERSTAND PERSUASIVE TECHNIQUES **Listen again. Check (✓) the techniques Sergio and Megan use to get the best deal.**

1 Sergio:
- ☐ points out some problems with the desk
- ☐ is prepared to walk away
- ☐ refuses to buy the desk without the chair
- ☐ pretends he doesn't have a way to get it home

2 Megan:
- ☐ says the desk was never used
- ☐ says she'll give Sergio the chair for free
- ☐ says the desk is not too old
- ☐ says she'll deliver the desk for free

INSIDER ENGLISH

you bet **= certainly, I'd be happy to**

D GROUP WORK THINK CRITICALLY **Can you add any more techniques to the list above? In your country, what do buyers and sellers do to get the best price when bargaining? Discuss and then describe a bargaining experience you or someone you know had. How successful was it?**

2 PRONUNCIATION: Listening for vowel linking between words

A 2.06 **Listen to how the underlined words link.**

It's only a few years old. Can you go any lower?

B 2.07 **Underline the linked words in the sentences below and write whether there is a sound like /j/ or /w/ between them.**

How much are you asking? Would you be willing to accept $125?

How about $120? I'll walk around and see if …

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

When a word ends with a /uː/ or /iː/ and the next word begins with a *consonant* / *vowel*, there is usually linking. If the first word ends in /iː/, /eɪ/, /aɪ/, or /ɔɪ/, there is a linking sound like /j/. If the first word ends in /uː/, /oʊ/, or /aʊ/, there is a linking sound like /w/.



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3 SPEAKING SKILLS

A 2.05 PAIR WORK **Look at these expressions from the conversation in exercise 1B on page 70. Which ones are used for (a) accepting an offer, (b) bargaining, or (c) rejecting an offer? Write *a*, *b*, or *c* next to each one. Then say which expressions can be used by the buyer, the seller, or both. Where do you think vowel linking occurs in these expressions? Listen to the conversation again to check.**

Negotiate a price

1 So, how much are you asking for … ? ___
2 That's a little on the high side. Can you go any lower? ___
3 I'm sorry, but I can't accept that. ___
4 Would you be willing to accept … ? ___
5 Sorry, but no deal. ___
6 $… is the best I can do. ___
7 Sorry, but I don't think it's worth that much. ___
8 I'll throw … in for free. ___
9 That's my final offer. ___
10 That sounds fair enough. ___
11 I think I can accept that. ___
12 You've got a deal. ___

B PAIR WORK **Choose the role of a buyer or a seller. Role play a conversation using the prompts below and expressions from exercise 3A.**

Buyer You are interested in a product. Ask the price.
Seller Suggest a price and praise the product.
Buyer Say the price is too high and point out a fault.
Seller Reject the offer.
Buyer Offer an alternative price.
Seller Accept the offer.

4 PRONUNCIATION: Saying /ŋ/

A 2.08 **Listen and underline the /ŋ/ sounds.**

1 Is this the computer you're selling?
2 Would you be willing to accept less?
3 My uncle was angry because I went shopping.
4 There's always a danger of paying too much for something.

B 2.09 **Write the word with /ŋ/ next to the definition. Then listen to check your work and repeat the words with /ŋ/.**

1 _____ – the muscle in your mouth
2 _____ – fast walking
3 _____ – it connects your foot and leg
4 _____ – the opposite of "answering"
5 _____ – your mother's brother
6 _____ – the sound babies make when they are uncomfortable or unhappy

C GROUP WORK **Make your own quiz as in exercise 4B, where all the answers are words with /ŋ/. Then groups exchange quizzes and say the words, focusing on the pronunciation of /ŋ/.**

5 SPEAKING

A PAIR WORK **Student A: Go to page 158. Student B: Go to page 159. Follow the instructions.**



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7.4 MONEY'S WORTH

LESSON OBJECTIVE
- write a for-and-against essay

1 READING

A PAIR WORK **What kind of things do you enjoy spending money on? Why?**

B IDENTIFY MAIN POINTS **Read the article. What are the main ideas of the sections "The Problem with Possessions" and "The Power of Experiences"?**



Why you should spend your money on experiences, not things

When you work hard every single day and there's only so much money left after your regular expenses, you have to make sure you spend it well. So spend it on what science says will make you happy.

The problem with possessions

A 20-year study by Dr. Thomas Gilovich, a psychology professor at Cornell University, reached a powerful conclusion: Don't spend your money on things. The trouble with things is that the happiness they provide goes away quickly. There are three important reasons for this:

- What seemed unusual and exciting at first quickly becomes normal.
- As soon as we get used to a new possession, we look for an even better one.
- We buy something and are thrilled with it until a friend buys a better one – and there's always someone with a better one.

The power of experiences

Gilovich and other researchers have found that experiences – as short as they may be – bring happiness that lasts longer than things. Here's why:

1 **Experiences become a part of our identity.** We are not our possessions, but we *are* the combination of everything we've seen, the things we've done, and the places we've been. Buying the newest phone isn't going to change who you are, but hiking across a mountain range from start to finish definitely will.

2 **Anticipation is important.** Gilovich also studied anticipation and found that anticipation of an experience causes excitement and enjoyment, while anticipation of getting a possession causes impatience. Experiences are enjoyable from the very first moments of planning all the way through to the memories you appreciate forever.

3 **Experiences don't last (which is a good thing).** Have you ever bought something that wasn't as beneficial as you thought it would be? Once you buy it, it's right there in your face, reminding you of your disappointment. And even if an item does meet your expectations, it's common to regret the purchase: "Sure, it's cool, but it probably wasn't worth the money." We don't do that with experiences. The fact that they last for only a short time is part of what makes them worthwhile, and that value tends to increase as time passes.

Adapted from an article by Travis Bradberry, PhD, on the Talentsmart website.

GLOSSARY
anticipation (*n*) a feeling of excitement about something that is going to happen

C IDENTIFY SUPPORTING DETAILS **Write the number of the section from the article (1–3) for each supporting detail. If the supporting detail is not in the article, write ✗.**

Experiences …

a help us gain confidence and overcome problems. ___
b aren't compared as often as things. ___
c define and change who we are. ___
d cause more excitement than possessions. ___
e can be more expensive than possessions. ___
f add value to our lives that can last a lifetime. ___

D GROUP WORK THINK CRITICALLY **Think of more ideas in favor of buying experiences instead of things. Then think of ideas against buying experiences. Which do you agree with more?**

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2 WRITING

A **Read part of an essay on the value of possessions. What two arguments are given? What's the author's opinion?**

How Valuable Are Our Possessions?

Recently, there have been a number of articles about the value of experiences in comparison with possessions. The writers have described various ways in which experiences are more beneficial and … . Others, however, disagree and … .

Let us consider some arguments in favor of possessions. To begin with, we can keep our possessions, unlike experiences, which only last a short time. We can share … . Valuable possessions can give us a sense of … For example, … . Another advantage is that possessions can have a sentimental value. For instance, … .

On the other hand, there are a number of arguments that challenge the value of possessions. First, although some possessions contribute to our comfort, many are unnecessary and take up a lot of space. Yet we often find it hard to part with them. A lot of people … . Another disadvantage is possessions make us competitive. For example, … . In addition, … .

Overall, I believe that possessions make a great contribution to our lives. Even though there are problems associated with them, they make our day-to-day life more enjoyable and represent a part of who we are.

B ORGANIZE AN ESSAY **Read about how to write a for-and-against essay. Match the paragraph types in the box with their descriptions.**

Against Conclusion For Introduction

A for-and-against essay is a formal piece of writing in which you write about a topic from opposite points of view. It often has four paragraphs:

1 _____ : Present the topic but don't give your opinion about it.
2 _____ : Give two or three arguments in favor of the topic with examples or reasons.
3 _____ : Give two or three arguments against the topic with examples or reasons.
4 _____ : Give your opinion. Say why you find one side more convincing than the other.

REGISTER CHECK

Let us **is often used in formal writing.** ***Let's*** **is used in less formal writing or when speaking.**

C PAIR WORK **Which useful expressions below does the author use in the essay in exercise 2A? With a partner think of ideas that could complete the essay.**

Useful expressions

Listing: First, To begin with, Second, Finally, One/Another advantage/disadvantage is
Adding: In addition, Furthermore, as well as
Contrasting: On the other hand, However, Nevertheless, Nonetheless, Even though
Giving examples: For example, For instance, such as
Concluding: In conclusion, To sum up, Overall (*followed by* it is my opinion that), I think/believe that

WRITE IT

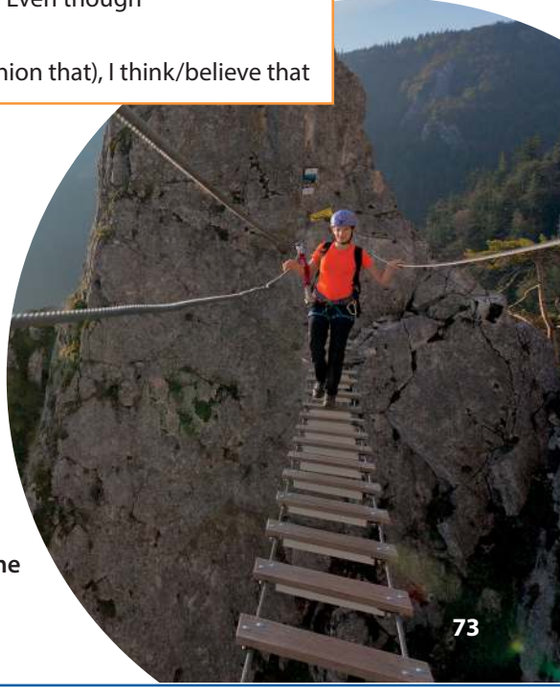
D PLAN **You're going to write a for-and-against essay. Choose one of the following subjects:**

a How Valuable Are Experiences?
b How Valuable Are Our Possessions?

With a partner, brainstorm some ideas for the essay. Then decide what you'll include in each paragraph from exercise 2B.

E **Write your essay. Make sure you use some of the useful expressions from exercise 2C.**

F PAIR WORK **Exchange essays with a partner. Did you choose the same subject? Are your conclusions the same?**



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7.5

TIME TO SPEAK
Bargain boat trip

LESSON OBJECTIVE
- negotiate a boat trip

A Look at the pictures. Which boat trip would you prefer to go on? Who would you go with? Discuss your reasons with a partner.

B **DISCUSS** You and a group of friends won a boat trip and beach party. The trip and activities are free, but you have to pay for extras. In pairs, look at the information from the boat company. Discuss which activities and which extras you want in order to make the day worthwhile. How much will the extras cost?

C **DECIDE** Your group's budget is $500. Compare it with the cost of the extras from part B. Decide what you need to do to stay within your budget. You can remove or add extras. Also, plan how to bargain with the boat company. Which prices do you think are too expensive or unfair and can be negotiated?

D **PREPARE** Talk with your partner about how you could negotiate a better deal. Explain why you believe your strategy could be successful.

E **AGREE** Work with another pair. One pair is the friends and the other is the boat company. Negotiate a deal. Then change roles and repeat.

F **PRESENT** Tell the class which activities you're going to do and which extras you agreed on. The class chooses the best trip.







PRICE LIST

Cost for a 2-hour boat tour for 25 people + 3-hour beach stop

Beach activities (choose two):
- beach volleyball
- parasailing
- dance party with a DJ
- live concert
- surfing lessons
- snorkeling

Extras (cost for entire group)

+ sodas on the boat	$50
+ cold food on the boat	$100
+ sodas on the beach	$100
+ cold food on the beach	$200
or barbecued food on the beach	$300
+ beach chairs	$100
+ beach umbrellas	$100
+ cancellation insurance (for bad weather)	$50

To check your progress, go to page 155.

USEFUL PHRASES

DISCUSS

It looks like … is a really good value …
If I have to choose between … and … ,
I'd rather … than …
Having … would make a real difference.

PREPARE

We could ask them to combine … and …
We should pay for … and see if they'll throw in … for free.
Let's see if they'd be willing to accept $… for …
That might work because …
They can't say no to …

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