

EVOLVE

SECOND EDITION

STUDENT'S BOOK

with Digital Pack

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and Mark Ibbotson

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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 as well as being research informed, 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.



**“EVOLVE is teacher friendly.
We know that whatever we do,
our students are going to achieve their
goal – they’re going to speak.”**

Debora Teixeira Menezes Guimaraes, Brazil

EVOLVE is a globally popular course that has been shaped by unique **insights** gained from our extensive **research**. EVOLVE Second Edition builds on the success of the First Edition by preserving everything you love and value while updating and improving the course to make it even more motivating, supportive, and relevant.

What's new in EVOLVE Second Edition?

1 Enhanced grammar support

Additional grammar support, particularly in the early levels, makes learning more intuitive, with extra practice to enable students to gain a deeper understanding of the language.

- Students now encounter examples of the language being used before analyzing the grammar rules.
- More context is provided within the grammar tables, with extra support for more complex points.
- Further practice, with two additional grammar activities in every unit to help build knowledge and confidence for the communicative activities at the end of every unit.

2 Refreshed design

A contemporary design gives EVOLVE Second Edition an eye-catching, fresh look. All-new unit-opener photos help students engage with a range of themes.

3 New Reading and Listening

A selection of the reading and listening texts have been updated with contemporary, high-interest topics from around the world, helping to keep students motivated.

4 New videos

- **All new Real Student videos.** These videos feature students from a wide range of countries and cultures discussing new, up-to-date topics.
- **Selected new documentary videos.** Several of the documentaries have been replaced at every level to ensure content is current and of high interest. They can be found on the Cambridge One platform.

5 Sustainability

Sustainability is at the heart of everything we do at Cambridge University Press & Assessment, and this is reflected in EVOLVE Second Edition. Sustainability themes and content are embedded throughout the course.

6 Enhanced accessibility

Several key design changes have been made to the Student's Books to make the content more accessible for SEN (special educational needs) learners. These changes include more straight rather than tilted type, extraneous colors and icons removed, and simplified typography. Where possible, text is now in one column to simplify reading order.

Student-generated content

Student-generated content is one of the key features of EVOLVE. We spoke to more than 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.

Real Student videos

In EVOLVE Second Edition, we welcome a whole new cast of **Real Students** who feature in bite-sized videos throughout each book, ensuring that the material is interesting, relatable, and reflects the realities of our students' lives. The Real Students come from a wide range of countries, making EVOLVE Second Edition a truly international coursebook. Let's meet them!



**Zatiamari Alves
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**Ricardo Alejandro
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Türkiye



Puntita Lesaen
King Mongkut's
University of
Technology, Thailand

The Real Student videos have a number of benefits. They:

- **Serve as an ideas prompt.** Students are prompted to think of their own answers to discussion questions in the book.
- **Provoke a response.** Students may find they agree or disagree with the featured speaker and want to react to what they say.
- **Demonstrate attainable speaking models.** The speakers are of a similar level to the students using the book. This gives them the confidence to try for themselves!

The videos are accessed using QR codes seen at different points throughout the book.

Time to speak

Students' progress in English is usually measured by how confident they feel speaking when they are faced with a real situation. To make the most of speaking opportunities in the classroom, students need a "safe speaking environment" where they feel confident, supported, and able to experiment with their English. That's why EVOLVE has dedicated the final lesson in each unit to speaking: **Time to speak**.

These lessons focus on a task with a cognitive challenge beyond language learning, which requires students to collaborate. These immersive activities include decision-making, negotiating, and problem-solving.

“EVOLVE also builds students' confidence by preparing them for everyday conversations.”

Elena Farkas (U.S.A.)



Key features

Accuracy check

The **Accuracy check** feature shows students the most common errors that occur in written and spoken English and explains how to avoid them. These common learner errors are determined by using our unique research tool, the Cambridge Learner Corpus, and can be used for self-editing.

Accuracy check

Be sure to use **will** instead of the simple present in predictions with **I think**.

I think ~~you~~ love the zoo. ✗

I think ~~you~~'ll love the zoo. ✓

3 Grammar: be going to and will for predictions

A Look at the sentences in the Grammar box and Notice box. Then complete the rules.

Grammar *be going to and will for predictions*

This costume is awful! It's **going to** scare her.
She's **not going to** like it.
I **don't think** she's **going to** like it.
She'll be shocked.
She **won't** like it.
I **think** she'll laugh.

Don't use will when you see something right now that makes you think something will happen. Use be going to instead.
The sky is getting dark. It's **going to** rain. NOT ~~it~~ will rain.

1 Use _____ when you see something that makes you think something will happen.
2 You can use _____ and don't _____ before a prediction to express an opinion.

B **Exercise 1** Read the sentences and complete the predictions. Use the correct forms of the words in parentheses (). Check your accuracy. Then compare with a partner.

1 I'm planning a party for Saturday. I'm **going to have** _____ (be going to / have) a lot of fun.
2 The forecast calls for bad weather tomorrow. It _____ (be going to / rain) all day.
3 I studied hard for my test. I _____ (not think / I / will / be) disappointed with my grade.
4 My roommate has concert tickets, so I _____ (think / he / will / come) home late tonight.
5 I just got a new client at my job. Tomorrow, there _____ (be going to / be) a lot of work to do!
6 I have unusual music tastes. I _____ (not think / you / will / like) my playlist.

C **Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.1.**

D Make four predictions about tomorrow. Think about the weather, your activities, and other events.

4 Speaking

A Think about things you usually do during the week and on the weekend. Use the topics below or think of your own. Take notes.

_____ classes _____ events _____ family time _____ going out with friends _____ hobbies _____ parties _____ work

B **Pair work** Talk about your plans for this week and weekend. How do you think you will feel during those plans? Which of your plans might amuse, disappoint, embarrass, or fascinate your friend and family?

Molly invited me to a party on Saturday, but I can't go. I'm really disappointed, and I think Molly will be disappointed, too.

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6.2 Intelligent solutions

Lesson objective
■ talk about problems and solutions

1 Language in context

A Look at the photo. Do you think the paintings make the area look better or worse? Why?

B **6.02** Read and listen to the radio show. What three problems do the people talk about?

C **6.03** Read and listen again. What are the solutions to the problems?

6.02 Audio script

Host Today we're talking trash, along with other community problems. These problems can take a lot of time and money to fix, but sometimes solutions are easier than you think. We asked community members for their ideas.

Margot Garbage is a big problem. And if there is a lot of garbage in the street, people often leave more trash there. They see garbage and think it's OK to add a little more. But if you keep the area clean, people will think twice before throwing trash on the street.

Josh Graffiti makes local business owners angry. But if you make a special area for graffiti, people won't paint on other buildings. Many graffiti artists paint beautifully and can really improve an area.

Frida Noise at night is a common problem. When you speak angrily to noisy neighbors, they just keep making noise. But if you talk to them calmly and politely, they'll probably listen. And if you explain your feelings clearly, they will understand.

Host So, some interesting ideas. They may not work in every community, but some of them just might in yours!

D **Group work** Do you think the community members' solutions from the radio show in exercise 1C will work? Why or why not?

Insider English

We use *think twice* to mean think about something again, more carefully.

2 Vocabulary: Adverbs of manner

A **6.04** Listen and repeat the words. Which words are positive? negative? neutral? Then find and underline five of the words in the conversation in exercise 1B.

angrily	beautifully	calmly	clearly	completely	correctly
dangerously	loudly	politely	quietly	safely	

B **Pair work** Ask and answer the questions.

1 Do you play music loudly or quietly? 3 Who do you know that drives safely? Dangerously?

2 How should people behave in nature to respect plant and animal life? 4 Why is it important to recycle materials correctly?

C **Now go to page 150. Do the vocabulary exercises for 6.2.**

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Insider English

Even in a short exchange or conversation, idiomatic language can inhibit a student's understanding. That's why we have **Insider English**. This feature focuses on the informal language and colloquial expressions frequently found in everyday situations, helping students become more confident about communicating in the real world.

Insider English

We use **think twice** to mean think about something again, more carefully.

Teachers often report that their students struggle to master the differences between written and spoken English. The **Register check** feature in EVOLVE draws on research into the Cambridge English Corpus and highlights potential problem areas. Students learn to recognize different levels of formality and understand when to use them appropriately.

We sometimes put information in parentheses () when we write. In emails, this information is usually extra – not essential or necessary.

Research with hundreds of teachers and students across the globe has revealed a desire to bring the real world into the classroom. With the **Find it** activities, EVOLVE is helping to make that happen. These mobile-friendly tasks allow students to bring live content into the class and personalize their learning experience with research and group activities. These activities are always optional, meaning the teacher can choose whether to include them as part of the lesson.

EVOLVE's digital content is available on the **Cambridge One** platform. Here, students can access the eBook and students with a Digital Pack will also find further practice and resources to support their learning. Instructions on how to access the digital content on Cambridge One can be found on the inside front cover of this book.

Students using the Digital Pack can learn more about the range of materials available on our website here.

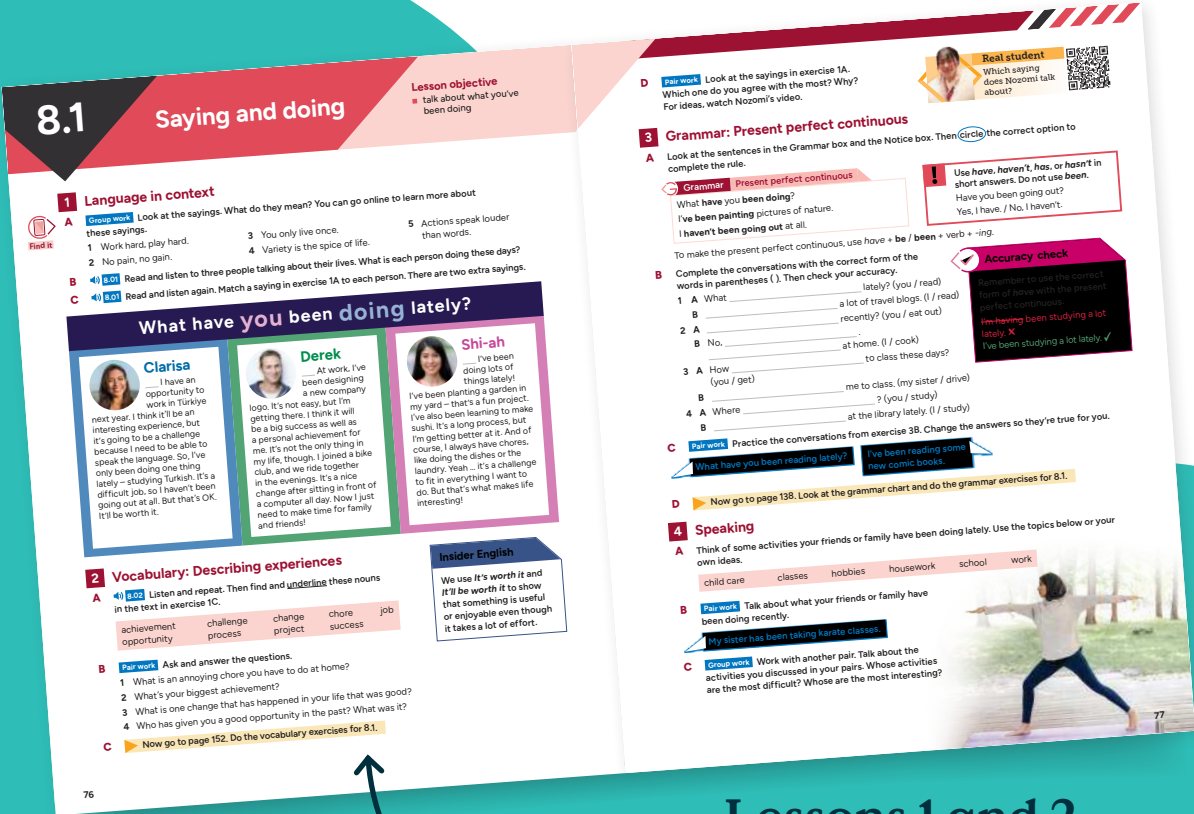


EVOLVE

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.

8.3

How have you been?

Lesson objective
catch up with people's news

1 Functional language
A 41 **8.04** Listen to the audio. The women haven't seen each other for a long time. What do you think they're talking about? Then read and listen to their conversation. What topics do they mention?

41 **8.04 Audio script:**
A It's great to see you again, Juliet. It's been a long time.
B I know. I haven't seen you since last spring. That was the last time I was here in Mexico for work.
A I'm so happy you could meet me today. So, what have you been up to?
B Oh, the same as usual. Working, going to the gym, seeing friends. What have you been doing?
A I've been really busy. I got a new job in January, so...
B Hey, congratulations!
A Thank you. It's great, but there's one problem. We start work at 8:00, so I've been getting up at 6:00 every morning. Can you believe it?

B Not! I remember you hated getting up early in college. By the way, how's your brother, Antonio? What's going on with him?
A Not much. He's on vacation right now. But listen, why don't we go and have lunch together, and you can tell me all your news? I know a great Chinese restaurant.
B Really? I love Chinese food, but... we're in Mexico!
A Didn't you know that Mexico is famous for its Chinese restaurants?

2 Real-world strategy
A 41 **8.05** Listen to more of Ross and Juliet's conversation. What does Ross suggest? What does Juliet ask?
B 41 **8.06** Read the information in the box about using *That* would be to comment on a suggestion or possibility. Why don't we go and have lunch together? I know a great Chinese restaurant. Really? *That would be great!* I love Chinese food.

Using *that would be* to comment on something
You can use *That would be* (or *That'd be*) and an adjective to comment on a suggestion or possibility.
Really? *That would be great!* I love Chinese food.

C 41 **8.07** **Pair work** Listen and complete the conversation with an adjective. Then practice with a partner.
A Lenny got another speeding ticket. His parents are thinking about taking away his car.
B That would be... I've loved his car.
D **Pair work** Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying /u/ and /æ/ vowel sounds
A 41 **8.08** Listen and repeat the two different vowel sounds.
/u/ got Lenny got another speeding ticket.
/æ/ haven't I haven't seen you since last spring.
B 41 **8.09** Listen. Write A for words with /u/. Write B for words with /æ/.
1 can 4 problem
2 haven't 5 job
3 concentrate 6 chance
C **Pair work** Practice the words from exercise 3B with a partner. Does your partner say the /u/ and /æ/ sounds?

4 Speaking
A **Pair work** Imagine you are friends who haven't seen each other in a long time. Ask and answer the questions below. You can answer with your own information or make something up.
a How've you been?
b What have you been up to?
c What's going on with...?
B **Pair work** Continue the conversation. Suggest something you can do together, and agree on one of the ideas.
Why don't we go get coffee? I would love to catch up. There's a nice espresso place on the corner.
Really? That would be great! I could get a coffee.

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.

8.4

A time-saving tip

Lesson objective
write a post about managing your time

1 Listening
Look at the photos. Which activity takes the most time? Which one takes the least amount of time?
41 **8.10** **Listen for keywords** Listen to the podcast. What two small activities does Naomi talk about?
41 **8.11** **Quickly matching items** Listen again. What do these words mean?
1 wisely a in a boring way b in a smart way
2 technique a a place to go b a difficult process c a way of doing something
3 responded a answered someone b asked something c didn't understand someone
4 tasks a times you have to do something b things you have to do c places you go to work
5 as well as a and b but c so

2 Pronunciation: Listening for weak forms of *didn't*
A 41 **8.12** Listen to the extracts from the podcast. Focus on how the speaker says the words in bold.
1 It **didn't** take very long.
2 Then I **didn't** need to put those tasks on my to-do list.
41 **8.13** Listen. Which speaker (A or B) says *didn't* like the speakers in A? Write A or B.
1 I **didn't** know how much time I was wasting.
2 I **didn't** have answered the emails right away, but I didn't.
3 I **didn't** realize paying my bills online was so easy.
4 I **didn't** take as much time as I thought.
C **Check (✓) the statement that is true.**
a If speaking quickly, English speakers often drop the /d/ at the beginning of *didn't*.
b If speaking quickly, English speakers often drop the /nd/ at the end of *didn't*.

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.

8.5

Time to speak

Building a better life

Lesson objective
decide on better ways to use your time

A Prepare Look at the words below. Which things make you happy, and which ones don't? Write them in the pyramid above, with the things you like best at the top and things you like least at the bottom.
chores commuting exercise family free-time activities
friends learning rest travel work

B Decide Share your pyramid with your partner. Discuss how you've been spending your time lately and compare it with the information in your pyramid. Then each decide on two things you'd like to spend more time on and two things you'd like to spend less time on.

C Discuss In groups, share the things you want to spend more time on and less time on. Give each other advice on how to make these changes in your lives. Your ideas can be big, small, serious, or funny. Be creative!

D Present Tell the class about the best advice you got from your group in part C.

E Agree As a class, choose the three most creative ideas you heard in part D.

Useful phrases
Prepare
... makes me happy.
... I enjoy...
... I don't really like...
... I'm not interested in...
Decide
I've been spending a lot of time...
I haven't had (much) time to...
Discuss
I want to spend more/less time...
You could... Or you could...
What about...?

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks that involve information-sharing and decision-making.

Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Who we are	• Talk about people's personalities • Ask and answer questions about people • Make introductions and get to know people • Write an email to get to know someone • Ask questions to test a leader's personality	• Information questions • Indirect questions	• Describing personality • Giving personal information	• Stressing new information
Unit 2 So much stuff	• Talk about things you've had for a while • Talk about things you own • Switch from one topic to another • Write an ad for something you want • Discuss items to take when you move	• Present perfect with <i>ever</i>, <i>never</i>, <i>for</i>, and <i>since</i> • Present perfect with <i>already</i> and <i>yet</i>	• Describing possessions • Tech features	• Saying /t/ at the start of words • Listening for /w/ sounds
Unit 3 Smart moves	• Ask and answer questions about your city • Talk about how to get from one place to another • Ask for and give directions in a building • Write a personal statement for a job application • Give a presentation about a secret spot in your city	• Articles • Modals for advice	• City features • Transportation	• Saying consonant clusters at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 Think first	• Describe opinions and reactions • Make plans for a trip • Offer and respond to reassurance • Write an email describing plans for an event • Choose activities for different groups of people	• <i>be going to</i> and <i>will</i> for predictions • <i>will</i> for sudden decisions; present continuous for future plans	• Describing opinions and reactions • Making decisions and plans	• Saying /p/ at the start of a word • Listening for linked sounds – final /n/
Unit 5 And then ...	• Talk about lost and found things • Talk about needing and giving help • Talk about surprising situations • Write a short story • Tell and compare stories	• Simple past • Past continuous and simple past	• Losing and finding things • Needing and giving help	• Showing surprise
Unit 6 Impact	• Talk about urban problems • Talk about problems and solutions • Express concern and relief in different situations • Write a post giving your point of view • Design a 15-minute city	• Quantifiers • Present and future real conditionals	• Urban problems • Adverbs of manner	• Unstressed vowels at the end of a word • Listening for weak words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
• Make introductions; say how you know someone; end a conversation Real-world strategy • Meet someone you've heard about		We're family! • An email to a cousin in a different country	A message introducing yourself • An email to a relative in another country • Paragraphs	• Talk about questions you ask new people • Ask and answer questions about famous people • Introduce yourself and ask questions • Describe someone's personality Time to speak • Decide what makes a good leader
• Introduce new topics; change the subject; stay on track Real-world strategy • Use short questions to show interest	It's useless, right? • A podcast interview with a collector		An online advertisement • An ad requesting something you want • <i>one</i> and <i>ones</i>	• Talk about the "history" of personal objects • Talk about how long you've had items • Talk about personal interests • Talk about someone's reasons for collecting Time to speak • Discuss things to take in a move
• Ask for directions; give directions Real-world strategy • Repeat details to show you understand		Maybe you can help • An ad for volunteer jobs	A volunteer application • A personal statement for an application • Checking punctuation, spelling, and grammar	• Ask and answer city questions • Talk about routes to places in your city • Give directions to places at school or work • Talk about a volunteer job Time to speak • Discuss "secret spots" in your city
• Offer reassurance; respond to reassurance Real-world strategy • Use <i>at least</i> to point out the good side of a situation	Business and pleasure • Colleagues discussing plans for a fun event for students		An email with an event schedule • An email describing plans for an event • Linking words to show order	• Talk about your plans for the week and weekend • Make plans for a weekend trip • Talk about difficult situations • Choose the best group activity Time to speak • Plan a "microadventure"
• Give surprising news; react with surprise Real-world strategy • Repeat words to express surprise		Storytelling • An article about how to tell a good story	A good story • A story • Expressions for storytelling	• Talk about things you have lost or found • Describe a time you helped someone • Talk about surprising personal news • Say what makes a story good Time to speak • Share "amazing but true" stories
• Express concern; express relief Real-world strategy • Use <i>though</i> to give a contrasting idea	Everything's close • A podcast about the 15-minute city		Online comment reacting to a podcast • Comment about a podcast • Using questions to make points	• Discuss the impact of urban problems • Talk about city problems and solutions • Talk about worrisome situations • Evaluate someone's ideas Time to speak • Discuss a plan for a 15-minute city

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	• Discuss your changing tastes in music • Talk about TV shows and movies • Refuse invitations and respond to refusals • Write a movie review • Talk about changing tastes	• <i>used to</i> • Comparisons with <i>(not) as ... as</i>	• Music • TV shows and movies	• Saying /m/ in <i>I'm</i>
Unit 8 Getting there	• Talk about what you've been doing • Talk about progress • Catch up with people's news • Write a post about managing your time • Decide on better ways to use your time	• Present perfect continuous • Present perfect vs. present perfect continuous	• Describing experiences • Describing progress	• Saying /ɑ/ and /æ/ vowel sounds • Listening for weak forms of <i>didn't</i>
Unit 9 Make it work	• Talk about fields of study • Discuss rules for working and studying at home • Express confidence and lack of confidence • Write the main part of a résumé • Decide how to use your skills	• Modals of necessity • Modals of prohibition and permission	• Fields of study • Employment	• Grouping words
Review 3 (Review of Units 7–9)				
Unit 10 Why we buy	• Say what things are made of • Talk about where things come from • Question or approve of someone's choices • Write feedback about company products • Design a commercial	• Simple present passive • Simple past passive	• Describing materials • Production and distribution	• Saying /u/, /ʊ/, and /aʊ/ vowel sounds • Listening for contrastive stress
Unit 11 Pushing yourself	• Talk about how to succeed • Talk about imaginary situations • Give opinions and ask for agreement • Write a personal story • Talk about a person you admire	• Phrasal verbs • Present and future unreal conditionals	• Succeeding • Opportunities and risks	• Saying /j/ and /dʒ/ sounds
Unit 12 Life's little lessons	• Talk about accidents and mistakes • Talk about extreme experiences • Describe and ask about feelings • Write an anecdote about a life lesson • Plan a fun learning experience	• Indefinite pronouns • Reported speech	• Describing accidents and mistakes • Describing extremes	• Saying -ed at the end of a word • Listening for 'll
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144 Vocabulary practice, pages 145–156				

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

Pair work practice, pages 157–160

Classroom language

0.01 Pair work and group work

Choosing roles

Do you want to go first?

I'll be Student A, and you be Student B.

Let's switch roles and do it again.

Eliciting opinions

What do you think, _____?

How about you, _____?

Asking for clarification or more information

I'm not sure I understand. Can you say that again?

Does anyone have anything to add?

Completing a task

We're done.

We're finished. What should we do now / next?



Checking your work

Comparing answers

Let's compare answers.

What do you have for number ...?

I have ...

I have the same thing.

I have something different.

I have a different answer.

Offering feedback

Let's switch papers.

I'm not quite sure what you mean here.

I really like that you ...

It looks like you ...

I wondered about ...

Can you say this another way?

I wanted to ask you about ...

Let's check this one again.

