Cambridge University Press 978-1-108-40512-6 — Evolve Level 1 Teacher's Edition with Test Generator Chris Sneek, Warne Dimmon, Aide Schutzelu, Katu Simpson, Beguel Bibe

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More Information



TEACHER DEVELOPMENT

Strategy 1: Classroom Management – Collaboration

In this unit, we're going to focus on **collaboration** – that is, helping students work together and feel comfortable with classmates. By encouraging collaboration, teachers can create positive learning environments for students. This is just as important for students who only attend part-time, or for a few weeks, as it is for students attending longer, full-time courses. **Learning names** is an important first step – both for teachers and for classmates. **Creating synergy**, or providing activities which show students how they can achieve more by working together, is another thing teachers can do right from the beginning of a course.

Learning names (Activity 1): Ss mingle and learn each other's names. Try this after Start Speaking.

Creating synergy (Activity 2): Ss work together to recreate a simple text. Try this in lesson 1.3.

To find out more, read pages 76–87 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

- Write *Where are you from*? and *I'm from [your country]*. on the board. Model the question and answer.
- Crush up a piece of paper to use as a ball, gently throw the paper to a S, and ask: *Where are you from*? Elicit: *I'm from*_____.
- Have the S toss the ball back to you and repeat your question. Repeat. Have Ss pass the ball of paper between each other, asking and answering.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

START SPEAKING

OPTIONAL ACTIVITY Ss watch the video to find out where Josue is from.

REAL STUDENT

Hello, my name is Josue Lozano. I am from Tegucigalpa in Honduras.

ACTIVITY 1

Learning Names

Teachers can create good rapport between students by ensuring they know each other's names. This helps them ask each other for help with tasks, refer to others during feedback, and interact more naturally.

- Ss complete the **START SPEAKING** task.
- Ask Ss to call out their names, one by one. Write them on the board.
- Draw a 3x3 grid on the board. Ask Ss to copy it.



- Ss choose nine names from the board and write one name in each square. The teacher does the same with the grid on the board.
- Demonstrate the next stage with two students.
 - T Hello. I'm (your name).
 - S I'm Simone.
 - T Nice to meet you. (T crosses out "Simone" from grid.)
 - T Hi. I'm (your name).
 - S Hi. I'm Roberto.
 - T Nice to meet you.
- Ss move around the classroom, using model dialogue, trying to find people on their grid.

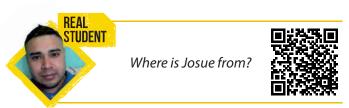
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START SPEAKING

CLASS WORK Say your name. Watch Josue for an example.

I am Marco.



1.1

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LESSON OBJECTIVEsay where you're from

VOCABULARY: Countries and nationalities

A **1.03** Complete the chart. Then listen and check.

Capital city	Country	Nationality
Brasília	Brazil	1
Santiago	Chile	Chilean
Beijing	China	Chinese
Bogotá	2	Colombian
Quito	Ecuador	Ecuadorian
Paris	France	French
Tegucigalpa	Honduras	Honduran
Tokyo	Japan	Japanese
Mexico City	3	Mexican
Lima	Peru	Peruvian
Moscow	Russia	4
Seoul	South Korea	South Korean
Madrid	Spain	Spanish
Washington, D.C.	the United States	American

B Now do the vocabulary exercises for 1.1 on page 141.

C PAIR WORK Talk to a partner. Say your name, nationality, and city.

Hi! I'm Yessica. I'm Peruvian, and I'm from Callao. 🌒 Hello! I'm Daniel. I'm from Madrid, in Spain.

LANGUAGE IN CONTEXT

A Read the messages from students and teachers. What cities are they from? Who is a teacher?

← International school project	← International school project
Hi!	My name is Antonio. I'm from Mexico City – in Mexico!
Hi, I'm Gabi. I'm Brazilian . I'm from São Paulo.	Hi, I'm Max. I'm Russian . I'm from Moscow .
You're from Brazil ! Wow! My name is Karina, and I'm from Colombia .	Hi, Max. Are you a teacher?
Are you from Bogotá ?	Yes, I am. And you?
No, I'm not. I'm from Medellín .	No, I'm not a teacher! I'm a student.
Write a message	Write a message

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I'M BRAZILIAN. AND YOU?

- Introduce the task Display a map of the world from the internet or write a list of countries on the board.
- Point to different countries and ask Ss to identify them in English. Ask: What's this country? What is the capital city?
- Say or write on the board true and false sentences, e.g., The capital city of Brazil is São Paulo. *Quito is the capital city of Ecuador.*

New York City is the capital city of the United States.

Use countries from the chart in the lesson. Ask Ss if the sentences are true or false, and to correct the false statements.

VOCABULARY SUPPORT Remind Ss that countries are nouns and nationalities are adjectives. Help Ss understand what nouns and adjectives are.

1 VOCABULARY: Countries and nationalities

- A (1) 1.03 Before Ss fill in the chart, remind them of the map you displayed to start the lesson.
 - Ss complete the chart individually as best they can.
 - When Ss have finished, play the audio and ask them to check their chart.
 - Play the audio while Ss read and pause after each line. Ss repeat. Listen for any pronunciation errors.

Answers

1 Brazilian 2 Colombia 3 Mexico 4 Russian

VOCABULARY SUPPORT Make it clear to Ss that / am is the same as I'm. The form with the apostrophe is the contracted, or shortened, form.

Iam = I'm

you are = you're

Using the contracted form makes the language less formal and is common in spoken English.

EXTRA ACTIVITY

Give Ss up to ten nationalities to learn for the next class. In the next session, dictate the ten nationalities for Ss to spell on pieces of paper with their books closed. Ask Ss to exchange papers and correct their partner's work before you elicit answers and write them on the board.

say where you're from

LESSON OBJECTIVE

- B Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C PAIR WORK Review If possible, put Ss in different pairs to give them a chance to listen to different people talk. Circulate and monitor.

2 LANGUAGE IN CONTEXT

A Ask Ss to do this individually and then share with a partner. Elicit answers. Then ask Ss to read again aloud in pairs with each S taking a role.

Answers

Gabi: São Paulo Max: Moscow Karina: Medellín Max is a teacher. Antonio: Mexico City

Ø EXTRA ACTIVITY

Ask Ss to choose a capital city and a country from the chart in exercise 1, then ask them to stand up and walk around the classroom. They should ask: Where are you from? and respond: I'm from [a country]. using the city and country they have chosen. They should talk with as many members of the class as possible. Monitor and correct pronunciation.

3 GRAMMAR: I am, you are

- A **Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.
 - Use concept questions to check that Ss understand. Ask: Are you from Bogotá? to elicit Yes, I am / No, I'm not.
 - To practice negatives, tell Ss you will give them a positive sentence and they must make it negative. Say: *I'm from Madrid* to elicit *I'm not from Madrid*. Repeat with other questions.
 - Answer any questions Ss may have about the grammar.

Answers

1 Are you ...? 2 Yes, I am. 3 No, I'm not.

GRAMMAR SUPPORT It can be impolite to answer a question with simply *Yes* or *No*. Remind Ss that they should use short answers: *Yes, I am.* or *No, I'm not*. to avoid sounding rude.

B Ss complete the sentences individually before sharing their answers with their partner.

Answers

1 I 2 You 3 Are 4 am

🖉 EXTRA ACTIVITY

Ask Ss questions individually. Ask Are you from Quito? and Ss respond Yes, I am or No, I'm not. Ask other questions: Are you in room 3A? / Are you Mexican? / Are you a teacher?

- C Direct Ss to page 129 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.
 - Remind Ss that in English we need pronouns to accompany verbs, in either long or short forms.
 - Am Spanish should be I am Spanish or I'm Spanish as in the sentences in the Accuracy check. Is English should be He is English or He's English.
 - Write the following sentences on the board and ask Ss to write the correct versions before they check with a partner.
 - 1 Am from Honduras.
 - 2 Yes, am Peruvian.
 - 3 No, am not American.

Answers

- 1 I am / I'm from Honduras.
- 2 Yes, I am / I'm Peruvian.
- 3 No, I am / I'm not American.

D After Ss have written their sentences, they share them with their partner. Elicit answers from confident speakers in the class. If you have a small class, mark Ss' sentences individually.

Answers

- 1 I'm Alex.
- 2 I'm from Orlando.
- 3 l'm American.
- 4 I'm from the United States.
- E **PAIR WORK Do the task** Model a sample dialogue with a volunteer. As Ss do the role play, circulate to listen for errors and good use of language.

4 SPEAKING

- A **GROUP WORK** Ask Ss to imagine a new identity. Completing this task will help Ss in the next section. If Ss can't think of a place, they can use a town and city from the list on page 2 to help them.
 - OPTIONAL ACTIVITY Before you play the video, make sure Ss know that they should listen for Anderson's city, nationality, and country. Ask Ss to watch the video then share their answers with a partner. Play multiple times if necessary.

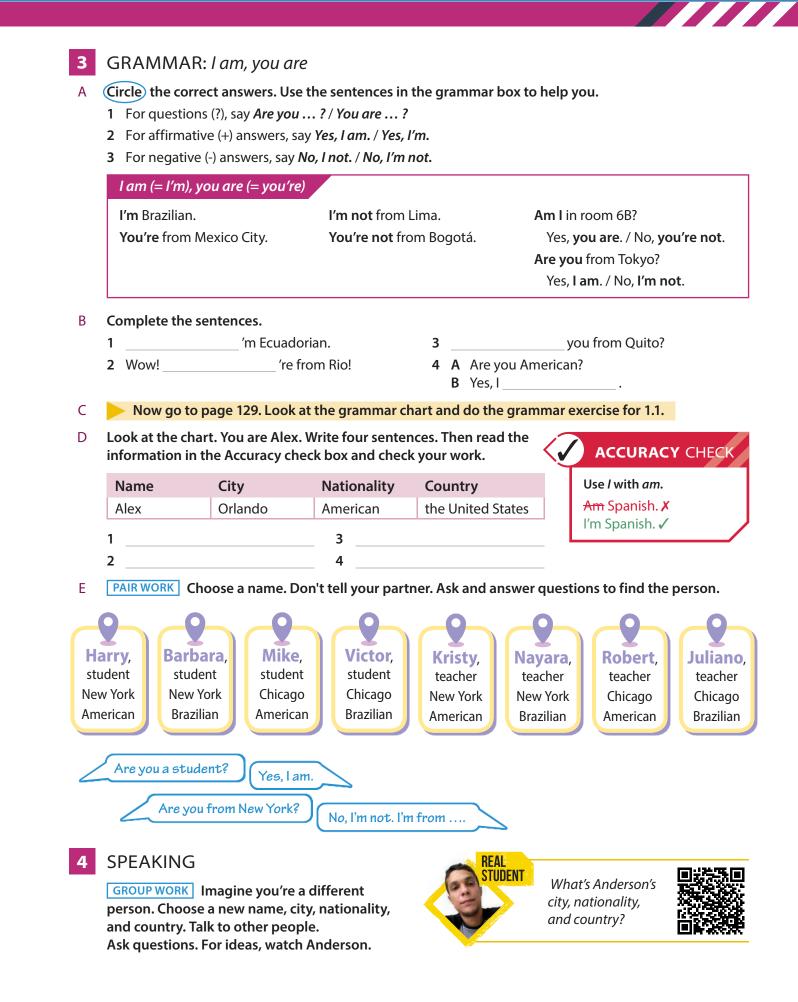
REAL STUDENT

Hello. My name is Anderson. I am from São Paulo in Brazil. I am Brazilian.

VOCABULARY SUPPORT Don't worry about repeating audio or reading text again. Repetition is a good way for Ss to learn.

• **Review** Encourage Ss to circulate around the classroom, sharing their information with other members of the class. Get involved yourself and interact with the Ss. Monitor for examples of language usage, such as pronunciation and grammar, and provide feedback at the end.

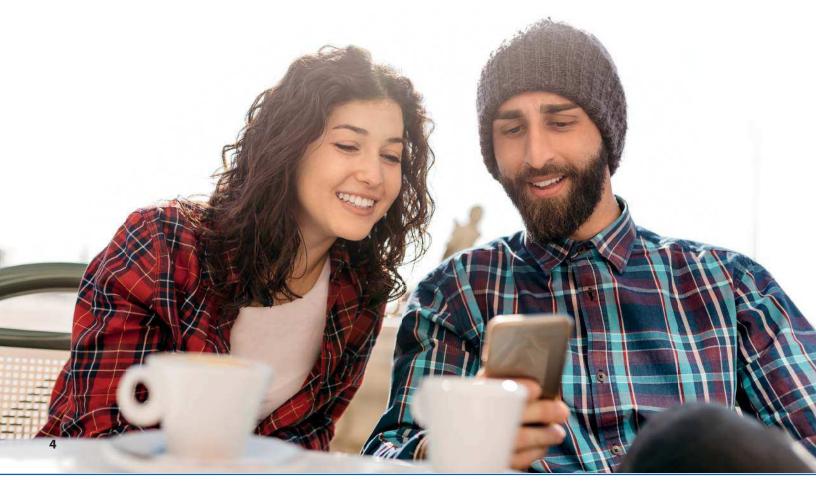
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WHAT'S YOUR LAST **LESSON OBJECTIVE** 1.2 ask for and give personal NAME? information 1 LANGUAGE IN CONTEXT Α 1.04 Rudy and Juana are at a conference. Listen to the conversation. Check (🗸) the information they say. **INSIDER** ENGLISH college name first name last name company name Say Uh-huh to show you are listening. email address (= family name) My last name is Garcia. G-A-R-C-I-A. Uh-huh. What's your email address? 1.04 Read and listen again. What information В do they spell? 1.04 Audio script So, your first name is Juana. H-U- ... Rudy Juana No. J-U-A-N-A. My last name is Garcia. G-A-R-C-I-A.

- RudyUh-huh. What's your email address?JuanaIt's juanagarcia@bestmail.com.RudyAnd what's the name of your college?
 - Juana It's Garcia College. I'm Juana Garcia from Garcia College!

Rudy	Great! OK, my last name is Jones.
Juana	OK. What's your email address?
Rudy	lt's rudythejones@kmail.com.
Juana	Rudy <i>the</i> jones! The? T-H-E?
Rudy	Yes. R-U-D-Y-T-H-E-J-O-N-E-S.
Juana	From Jones College?
Rudy	No! From Miami Dade College.



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More Information

1.2

WHAT'S YOUR LAST NAME?

LESSON OBJECTIVE

 ask for and give personal information

- Introduce the task Write name what's your? on the board and ask Ss to unscramble the sentence.
- Scramble only one or two of the following sentences on the board for Ss to write and unscramble: Where are you from? / What's your email address? /
 - What's the name of your college? / What's your address? / Are you Brazilian?
- · Ss now ask each other the questions in pairs. Check their ideas by asking individual Ss.

1 LANGUAGE IN CONTEXT

Warmer Ask Ss to close their books. Explain conference and the context of the audio. Ask them to listen and write any people's names they hear.

- Play the audio and elicit answers.
- A **10 1.04** Open books and read the instructions together.
 - · Play the audio and ask Ss to complete the activity as they listen.

Answers

college name, email address, first name, last name

B (1) 1.04 Before Ss read and listen, point out the capital letters separated by hyphens. Direct them to listen for the letters in the audio.

Answers

email address, first name, last name

R **EXTRA** ACTIVITY

Ask Ss to read the dialogue again in pairs as a role play. Monitor and listen for any errors in pronunciation. Refer Ss to the Notice box on page 5 to help them say the characters in the email addresses.

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2 VOCABULARY: The alphabet; personal information

- A (1) 1.05 Present the vocabulary Say the letters individually and ask Ss to repeat aloud.
 - Play the audio while Ss follow along.
 - Play audio again, pausing after each letter for Ss to repeat.

VOCABULARY SUPPORT The English vowels *a*, *e*, and *i* are often an area of confusion, especially in spelling. Write the vowel sounds on the board and have Ss repeat after you.

EXTRA ACTIVITY

Spell your own name as a model. Then tell Ss to spell their first and middle names to each other in pairs. Monitor and check vowel sounds. Ask volunteers to spell their names to the class.

B **1.06 Review** Play the audio as many times as necessary for most Ss to arrive at the answers.

Answers

1 c 2 a 3 b 4 c 5 b

1.06 Audio script

- 1 My first name is Raymond: R-A-Y-M-O-N-D
- 2 My last name is Cummings: C-U-M-M-I-N-G-S
- 3 My email address is cg_smith@kmail.com C-G-underscore-S-M-I-T-H
- 4 The name of my college is Wallace College: W-A-L-L-A-C-E
- 5 My company is Jefferson Sales: J-E-F-F-E-R-S-O-N
- C Direct Ss to page 141 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.
- D PAIR WORK Review Direct Ss to read the Notice box again. Model the activity by spelling some of your own personal information. As Ss work, circulate and listen for any errors to provide feedback at the end.
- ³ GRAMMAR: *What's* ... ? *It's* ...
- A Introduce the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers	5	
1 What's	2 lt's	

- **Present the grammar** Read the grammar chart aloud and make sure Ss are aware that the apostrophe s is a contracted or short form of *is*. Read the **Accuracy check** box to reinforce understanding.
- Ask individual Ss the questions and have them respond with their own information.

Ø EXTRA ACTIVITY

Dictate these sentences and ask Ss to put the apostrophe in the correct place:

What's your name? / It's Monday. / What's the name of your college? / It's Main Street. / I'm from the United States.

Write answers on the board and ask individual Ss to spell some of the words.

B **Do the task** Ss complete the sentences individually before checking their answers with the class.

Answers

- 1 What's the name of your company? c It's Warton Homes.
- 2 What's your last name? b It's Mendes.
- 3 What's your email address? a It's luzmendes@xyz.com.
- C Direct Ss to page 129 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

4 SPEAKING

- A **Review** Ask individual Ss to read the words in the word box aloud.
 - Ask Ss to write down their own information on a piece of paper to carry around the class in the next task.
- B **CLASS WORK** Monitor as Ss circulate and share their information with other Ss. Monitor, listening for errors in grammar and pronunciation.

② **EXTRA** ACTIVITY

Draw a chart on the board and ask Ss to copy it.

First name	
Last name	
Nationality	
Email address	
College name	
	 - · _·

- Ss write fake information in the first column. They should NOT use their own information.
- Ss share the new information with a partner, asking questions from this unit and recording their partner's answers in the second column.

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	-6 — Evolve Level 1 Teacher's Edition with Test Generator ne Rimmer , Aida Sahutoglu , Katy Simpson , Raquel Ribeiro dos Santos
2 A	VOCABULARY: The alphabet; personal information 105 Read and listen. Then listen again and repeat. A Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
В	I.06Listen and circle the spelling you hear.1first name:aRaymundbRaimundcRaymond2last name:aCummingsbCumminscComyns3email address:acb_smith@kmail.combcg_smith@kmail.comccd_smith@kmail.com4college:aWallicebWalliscWallace5company:aJefersonbJeffersoncJefferson
C D	 Now do the vocabulary exercises for 1.2 on page 141. PAIR WORK Talk to a partner. Say your first name, last name, email address, and college or company name. In email addresses: "." is "dot" "@" is "at" "." is "underscore"
3 A	 GRAMMAR: What's ?, It's Circle the correct answers. Use the sentences in the grammar box to help you. 1 For questions, say What's ? / It's 2 For answers, say What's ? / It's
	What's? (= What is), It's (= It is) What's your first name? It's Juana. What's the name of your college? It's Garcia College.
В	Write What's or It's in the spaces. Match the questions Use the apostrophe ('). (1-3) with the answers (a-c). Then check your accuracy. What's your first name? X 1
С	a luzmendes@xyz.com. b Mendes. c Warton Homes. Now go to page 129. Look at the grammar
	chart and do the grammar exercise for 1.2.
4	SPEAKING
A	Look at the information in the box. Circle three things to talk about. college name company name email address first name last name
В	CLASS WORK Talk to other people. Ask questions about the information in the box.

CLASS WORK Talk to other people. Ask questions about the information in the box.

What's the name of your college?

It's Wallace College.

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B Complete the chart with expressions in **bold** from the conversation above.

Checking in (clerk)		Checking in (Paulo)	
What's your ¹ number? Please ² here.	Here's a ³ This is the ⁴ It's room 6B. ⁵ room 6B.	⁶ I'm here for three ⁷	_(593) 555-2192.

C (1) 1.09 Complete the conversations. Then listen and check. Practice with a partner.

- **1 A** What's your *email / cell phone number*?
- **2** A Please *sign / write* here.
- **3 A** Hello. Welcome to the Garden Hotel.
- **4 A** *This is / It's* the key. You're in room 4D.
- **5 A** Here's a / You're pen.

- **B** *l'm / It's* (593) 555-3194.
- B OK.
- B Thanks. I'm here for two mornings / nights.
- B OK. Thanks.
- B Thank you.



THIS IS THE KEY

LESSON OBJECTIVE check into a hotel

🛛 🕅 EXTRA ACTIVITY

Dictate an individual six-digit phone number to each student. Keep a record of each S's number. Draw a telephone keypad on the board. Pretend to push each button and say the number to "dial" one of the phone numbers.

• Repeat. Ss listen to the numbers carefully to determine if it is their number. Ss can also come to the front of class and "dial" other Ss.

2 FUNCTIONAL LANGUAGE

- A (1) 1.08 Before you play the audio, read the list of items with Ss to make sure they are familiar with the terms.
 - Ask questions to check understanding: What's your name? What city are you from? What's your cell phone number? What is the room number? (perhaps the number of your classroom) What is your email address?
 - Play the audio once or twice and let Ss check the answers.
 - Play the audio a third time and pause after each item is mentioned.

Answers

The hotel clerk asks for Paulo's name, cell phone number, and email address.

- B Ss work individually before sharing their answers with a partner. Elicit answers by asking individual Ss to read the phrases.
 - For more practice, ask Ss to read and role play the dialogue in pairs before switching roles. Monitor and listen for pronunciation errors.

Answers

1 cell phone 2 sign 3 pen 4 key 5 You're in 6 It's 7 nights

C (10) 1.09 Review Ss complete the activity individually. Then play the audio as Ss check their answers.

Ask Ss to practice with a partner.

Answers

1 cell phone number, It's 2 sign 3 nights 4 This is 5 Here's a

Creating Synergy

Teachers can encourage students to work together by demonstrating how a teamwork approach can lead to better results.

TEACHER DEVELOPMENT

- Ss look at photo of Paulo. Tell Ss he is talking to a clerk. Ask Ss to suggest what they are talking about.
- Ss close their books.
- Write the first part of the audioscript on the board
 Clerk Welcome _____
 Paulo

Clerk	
Paulo	
Clerk	address

- Tell Ss they will hear this part *only once*, and after they must write the missing text. Tell them not to worry!
- Ss listen.* As soon as the teacher stops the audio, each S writes as much as possible from memory – even if it's just a couple of words.
- Ss pair up, compare, and add.
- Ss work in groups, and continue comparing and adding.
- Complete the text on the board by asking Ss to suggest the missing text.

*If you prefer, read the audioscript aloud, but do this at normal speed.

Introduce the lesson Write each number 0–10 on individual sheets of paper so they are easily visible. Hold up a number and ask Ss to say the correct word. Continue until Ss recognize all the numbers.

 Ask Ss to write 0–10 on small pieces of paper. In pairs, one S shows a number while the other names it.

1 VOCABULARY: Numbers

- A (1) 1.07 Play the audio and have Ss repeat. Read the Insider English box with the class.
- B **PAIR WORK** Read the instructions aloud. Model the activity by saying a number and getting Ss to point to the number. Monitor.

VOCABULARY SUPPORT Telephone numbers are said as separate numbers in English and often separated by dashes, e.g., 345-6318. Hotel rooms can be said as separate numbers as well as large numbers, e.g.,

212 – two twelve 915 – nine fifteen

3 REAL-WORLD STRATEGY

A (1) 1.10 Introduce the task Before you play the audio, make sure Ss read and understand the sentences. Play the audio. Repeat if necessary. Elicit answers.

Answers

1 a hotel 2 cell phone number

(1.10 Audio script

- A Hello. Welcome to the Westside Hotel. What's your name?
- **B** My name is Lisa Carlton. I'm here for two nights.
- A How do you spell your last name?
- B C-A-R-L-T-O-N.
- A Ah, yes. Here you are. What's your cell phone number?
- B lt's (555) 889-3245.
- A OK. Thank you. And what's your email address?
- B It's lcarlton01@bestmail.com.

B (1) 1.10 After reading the **Checking Spelling** box, play the audio as many times as Ss need.

Answer

her last name

Ø EXTRA ACTIVITY

Write My name is Sam Moore. I come from Canada. Invite Ss to make questions with How do you spell ...? to elicit How do you spell your first name / your last name / Canada? Ask Ss to write a similar sentence. In pairs, they ask the same questions.

C **111** Play the audio as Ss just listen.

- · Repeat and Ss answer.
- Ss share their answers in pairs. Monitor.
- Ss circulate around the class, sharing their answers with many different partners.

4 PRONUNCIATION: Saying /I/ and /i/ vowel sounds

- A (1) 1.12 Play the audio. Ask Ss to repeat, paying attention to the short and long vowel sounds.
- B (1) 1.13 As an example, elicit the answer for *email*.
 - Ss guess the answers. Play the audio and tell Ss to check their ideas. Check answers as a whole class.
 - Answers 1 B 2 A 3 A 4 B 5 B 6 B
- C (1) 1.14 PAIR WORK Ask students to read the conversations and identify the /I/ and /i/ sounds.
 - Play the audio. Tell Ss to check their ideas. Then play the audio again for the class to repeat.
 - Ss practice the conversations in pairs. Monitor and provide feedback as necessary.

5 SPEAKING

- A **PAIR WORK** Ss work in pairs to order the conversation. Allow them some time to do this.
 - Circulate and offer to help when needed.
 - When finished, elicit the answers from volunteers.

Answers

- (left column) 7, 5, 2, 8, 6 (right column) 3, 4, 9, 1
- In pairs, ask Ss to role play the conversation. Monitor and listen for any errors.
- B **PAIR WORK Do the task** Elicit the names of hotels in the city where Ss live. Write the names on the board. Choose one you like.
 - Model the role play with a volunteer.
 - Monitor pronunciation as Ss complete the role play. Listen for language usage, such as pronunciation and grammar, and give feedback at the end.
- C PAIR WORK Review Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 158.
 - Read through the instructions aloud for Ss and make sure they understand all the information on their cards. Elicit and write sample questions that Ss will use to get the information from their partner, e.g., *What's your first name? What is your email address?*
 - · Model a sample dialogue with a volunteer.
 - Ss do the task. As Ss complete the task, circulate and monitor. Ss check their answers with each other when they finish.
 - Ask for volunteers to demonstrate their dialogues to the rest of the class.

Ø EXTRA ACTIVITY

Play tic-tac-toe with the words from this lesson. Use words like *his, he's, it's, am, are*. Also, use question words like *how, what,* and *where*. Draw a tic-tac-toe grid with 3x3 squares on the board. Write one word in each square. Put Ss into two teams (X and O). Ask Ss from the X team to choose a square and make a sentence or a question with the word, e.g., *His name is Paulo.* or *What's your name*? If the sentence is correct, write X in the square. Repeat with the O team. Ss continue to take turns. The first team which connects three Xs or Os in a row (vertically, horizontally, or diagonally) wins. For full details on how to play tic-tac-toe, see page T-251.

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Excerpt	
<u>Aore Information</u>	

A B	 1.10 Listen to a conversation. Circle the correct answ 1 The woman is at <i>a hotel / home</i>. 2 She says her <i>i</i> 1.10 Read about checking spelling in the box below. What does the man ask the woman to spell? 	room number / cell phone	
To M H	CHECKING SPELLING o check spelling, ask How do you spell your first name / your lo Ay name is Paulo Vasques. How do you spell your last name? Y-A-S-Q-U-E-S.	ast name / it?	
С	 1.11 Listen to the questions. Answer the questions at 1 How do you spell your last name? 		
4	PRONUNCIATION: Saying /I/ and /i/ vowel	sounds	
A	 ▲) 1.12 Listen and repeat the two different vowel sound /I/ six You're in room 6A. /i/ three You're in room 3A. 	ds.	Welcome to the Tree House Hote!
В	 1.13 Look at the <u>underlined</u> letters below. Then lister vowel sounds do you hear? Write A for words with /I/, for Write B for words with /i/, for example <i>three</i>. 1 <u>e</u>mail 2 <u>is</u> 4 <u>please</u> 	-	
С		the key for room three. .smith@wallis.com.	
5	SPEAKING		
А	 PAIR WORK Put the conversation in the correct order. T A Thanks. One moment. Please sign here. A Great. Thank you. And what's your email address? B I'm Marie Bernard. I'm here for two nights. B OK. B It's mbernard87@mymail.org. 	 A Ah, yes, two nights phone number? B It's (298) 555-1257. 	s. What's your cell the key. It's for room 7C. e Tree House Hotel!
В	PAIR WORK Choose a hotel in your city. One person is a Then change roles.	hotel clerk, and the oth	ner person is a visitor.
	Hi. Welcome to the International	\neg	

7

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1.4

MY PROFILE

Introduce the vocabulary Write the word *Jobs* on the board. Underneath this, write *server*. Then, without speaking, act the role of a server, pretending to take an order, carry a tray, put plates in front of Ss, etc. Then point to the board and elicit *server*. Repeat with several other jobs taught in 1A.

• If appropriate for your class, write on the board *What's your job? I'm a teacher*. Ask individual Ss the same question.

1 VOCABULARY: Jobs

- A (1) 1.15 Do the task In pairs, Ss look at the pictures and take turns saying the jobs.
 - Play the audio, pausing after each word for Ss to repeat as a group.
 - Play the audio again. Pause after each word and ask a volunteer to respond. Check for pronunciation of *chef:* /ʃef/.

TRA ACTIVITY

Scramble the letters of the names for jobs on page 8 and write them on the board. Give Ss time to unscramble the words before checking with their partner and the rest of the class.

e.g., recateh – teacher

2 READING

- A **Review** Allow Ss time to read the text individually before you check the answers.
 - Direct Ss to read the two Notice boxes, then ask Ss to read the profiles again. They can ask their partner or check a dictionary to find any other unfamiliar vocabulary.

Answers

- artist, student, teacher
- B Ss complete the chart individually before sharing their answers with a partner. To review the answers, draw or display the box on the board and write in each answer as you elicit it from Ss.

LESSON OBJECTIVE

write a profile

Answers

Ι.			
	First name	Akemi	Frank
	Last name	Tanaka	Silva
	City	San Diego	Austin, Texas
	Nationality	Japanese	American and Brazilian
	Company	Tanaka Paints	Designs by Frank
	School	The Art Institute	

HOMEWORK IDEAS

Ask Ss to record themselves on their smartphones reading one of the profiles. Encourage Ss to play back the recording and check their own pronunciation.

C PAIR WORK Pre-teach the word *different* before you begin this activity.

- As Ss work in pairs, circulate and listen for errors to offer feedback later.
- Ss write down their differences for you to check.

Suggested answers

Akemi	l'm a student / not a teacher.
Frank	l'm not a student / a teacher.
Akemi	l'm not American.
Frank	l'm American.
Akemi	l'm Japanese.
Frank	I'm American and Brazilian.
Akemi	l'm from San Diego.
Frank	I'm from Austin.
Akemi	My company is Tanaka Paints.
Frank	The name of my company is Designs by Frank.
Akemi	My phone number is (324) 555-6053.
Frank	My phone number is (780) 555-5230.
Akemi	My email is akemit2000@tanakapaints.com.

Frank My email is designsbyfrank@blinknet.com.

Ø EXTRA ACTIVITY

Ask Ss to work in pairs to think about ways they are different from each other. Ask: *How are you different?* Ss discuss and write down three differences. Monitor Ss while they complete the activity. When Ss finish, ask them to share their differences with the class.

3 WRITING

A Introduce the task Read the instructions aloud with Ss. Allow them time to read the profiles individually. Elicit answers to the questions.

Answers

Juan Carlos Fernandez is from Peru. Katya Ivanova is from Russia. Katya is a student.

B **PAIR WORK** While Ss discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.

Suggested answers

The profile of Juan Carlos is a work profile. The profile of Katya is a personal profile.

- Read the rules for using capital letters aloud with Ss.
 Give examples for each one, e.g., for names of people Juan Carlos Fernandez.
 - Encourage Ss to work together to find two additional rules.
 - Read through the **Register check** as a class. Ss look for examples of *Hello*, *Hi*, and *Hey* in the profiles. Ask: *Which profile is informal?*

Answers

For I: I am Peruvian, I am from Trujillo, I am a salesperson, I'm Katya Ivanova, I'm Russian, I'm an English student For names of people: Juan Carlos Fernandez, Katya Ivanova For names of places, companies, schools: Trujillo, Lima, Omega Sales, St. Petersburg, Popov College of English

For nationalities and languages: *Peruvian, Russian* At the beginning of sentences: *Hello, My, I, The, Hil, I'm, It's*

VOCABULARY SUPPORT A work profile contains job details, work email, and place of work.

A **personal profile** contains where you come from, your address, and email.

- D Ask Ss to spend a few minutes choosing a profile and thinking of the information they will include in it. This is a good opportunity to recycle some of the questions from earlier in this unit.
 - Ask Ss questions individually: *Where are you from? / How old are you?* This will give Ss more to write about in the next part of the lesson.
 - **Do the task** As Ss write, circulate and monitor. Ss can use the profiles in 3A to help them. Look at Ss' work and offer feedback. Assist Ss with spelling by writing challenging words on the board. This will allow all Ss to see the word and use it if they wish. If you can, correct Ss' work as you go. Allow them as much time as they need.

🛠 FAST FINISHERS

Ss can write another work or personal profile based on one of the job pictures in 1A. They can make up information for the profile, including name, email address, and cell number.

- E **GROUP WORK Review** Ss will review and practice the questions they have learned in this unit.
 - Ss read each other's profiles and decide if they are personal or work profiles.

O EXTRA ACTIVITY

Encourage Ss to use questions from activities 3A and 3B on page 5 to ask a partner about their written profile. Model a few sample questions, e.g., *What's your last name? What's your email address?* Monitor as Ss discuss, listening for pronunciation and grammar. Praise students for good usage of language when the activity is finished.

3 WRITING

A Read the profiles of two people. Where are they from? Who is a student?





Class Connect -

Hi! I'm Katya Ivanova. I'm from Russia. My home is in St. Petersburg. It's a great city. I'm an English student. The name of my school is Popov College of English.

@ email: kativanova@popovnet.ru
 Twitter: katya_ivanova98

- B PAIR WORK THINK CRITICALLY The two profiles are different. Why? Discuss with a partner.
- C WRITING SKILLS Read the rules. Then find <u>two</u> or more examples for the rules in the profiles.



Use capital letters (A, B, C ...):

- for *I* (*I'm*)
- for names of people
- for names of places, companies, schools
- for nationalities and languages
- at the beginning of sentences

Use a period (.) at the end of statements.

REGISTER CHECK

Hello, Hi, and Hey

Use *hello* in formal writing or speaking, for example at work.

Hello. My name is Juan Carlos Fernandez.

Use *hi* in informal writing or speaking, with friends and family. Use *hey* when you speak to friends and family.

Hi! I'm Katya Ivanova.

WRITE IT

- Choose a work profile or a personal profile. Then write your profile.
 Use the profiles in exercise 3A for an example.
- E **GROUP WORK** Work in groups. Read other profiles. Are they work profiles or personal profiles? Say why.

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More Information TIME TO SPEAK People from history

Who are the people in the pictures? Tell your partner.



Read the conversations (1–3). Then match them to a–c. Which conversation is with three people?

a an introduction

B

D

E

F

G

- **b** a greeting
- **1 A** Good evening.
 - **B** Hello. How are you?
 - A I'm fine, thanks. And you?
 - B l'm fine.

- **2 A** Gabi, this is Caio.
 - **B** Hi, Gabi. Nice to meet you.
 - C Nice to meet you, Caio.
- **c** a goodbye
- **3 A** See you later.
 - **B** Bye.

PREPARE Practice the conversations from exercise B. Then change roles.

RESEARCH Imagine you're at a party for people from history. Choose a person. You can go online and find the nationality and home city for your person. Create and write down a cell phone number.

ROLE PLAY Imagine you're the person from exercise D. Meet other people at the party. Write notes.

AGREE Say the nationality, city or phone number of a person from the party. Other students say the person.

DISCUSS Who is your favorite person from the party?

To check your progress, go to page 152.

USEFUL PHRASES

RC Ar

ROLE PLAY

Are you (American)? Yes, I am. / No, I'm not. I'm ... I'm from (city). How do you spell it? **A** What's your cell phone number?



B lt's ...

AGREE The person is from (city). / The phone number is ... It's (name of person).



DISCUSS My favorite person is ... Me, too.

LESSON OBJECTIVEmeet new people

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More Information



TIME TO SPEAK **People from history**

Introduce the task Aim: Introduce the concept of famous people. Write famous on the board. Say: Tell me the name of a famous person.

 CLASS WORK Make a list on the board of Ss' top ten suggestions. Search for famous people in the world online and check if Ss' ideas are correct.

A Aim: Identify famous people.

GROUP WORK Ss discuss the photos before you elicit answers.

Answers

A Nelson Mandela B Michelle Obama C Leonardo da Vinci D Rain E Frida Kahlo F Steve Jobs G Malala Yousafzai H J. K. Rowling I Marilyn Monroe J Pelé

B (1) 1.16 Aim: Introduce the language.

- INDIVIDUALLY Ss read, listen, and match.
- PAIR WORK Elicit answers. Encourage Ss to role play the conversations together.

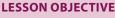
Answers

- a 2 b 1 c 3
- C PREPARE Do the task Aim: Practice using the language.
 - GROUP WORK Model the conversations with one or more confident Ss to demonstrate pronunciation and intonation.
 - PAIR WORK Monitor for pronunciation as Ss read the conversations.
 - CLASS WORK Ask volunteers to perform the conversations for the class.



RESEARCH Aim: Prepare to talk about

- a famous person.
- GROUP WORK Encourage Ss to choose an interesting person. Refer them to the list of famous people from the start of the lesson. Ss can use their phones to find information they need. Encourage Ss to rehearse what they are going to say in their heads.
- E **ROLE PLAY** Aim: Ss share their information. Ask individual Ss to read the expressions in the Useful phrases box aloud. Spend time drilling these and making sure Ss understand them.
 - **GROUP WORK** Ss make a list of the name, city, and fake cell phone number of the other Ss in class.
 - Ss circulate carrying their numbered lists. They role play their famous person and collect the names and cell phone numbers of the other "famous" people.
 - Monitor and listen for errors that you can correct later.



meet new people



F AGREE Aim: Consolidate language.

- · Ask Ss to return to their seats.
- **GROUP WORK** Elicit a cell phone number from a S. The rest of the class refers to their notes and guesses whose number it is. Continue with other nationalities, numbers, or cities.

G DISCUSS Aim: Ss share their opinions.

GROUP WORK Elicit which "famous person" Ss liked the most and why.

Review Feedback for speaking activities* Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 152 to check their progress. Go to page T-152 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- What strategies have you used for learning 1 students' names?
- 2 In some teaching situations, it may not be appropriate for students to use each other's first names. What is your experience?
- 3 How can you make sure that new students who join an existing class feel comfortable with their classmates?
- 4 Teacher Development Activity 2 is known as a dictogloss. How well did Ss do this activity? Would you use a dictogloss again, and if so, would you do anything differently?
- 5 Jim Scrivener says, "The term *synergy* refers to the energy and achievement that comes when people combine their abilities and efforts to work together, seemingly achieving more than the sum of what all the individuals could achieve on their own." What kind of activities could you do to create synergy in a class of students with very different levels of ability?