

# 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, 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.

Confidence in teaching.

Joy in learning.

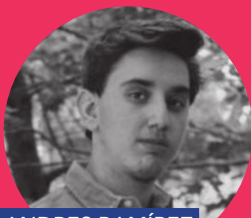
### Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.



## Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.  
 Our student contributors describe themselves in three words.



**ANDRES RAMÍREZ**

*Friendly, happy, funny*  
 Instituto Tecnológico  
 de Morelia, México



**BRENDA TABORA MELGAR**

*Honest, easygoing, funny*  
 Centro Universitario  
 Tecnológico, Honduras



**ANGIE MELISSA GONZÁLEZ  
 CHAVERRA**

*Intelligent, creative, passionate*  
 Centro Colombo Americano,  
 Colombia



**ANDREA VÁSQUEZ MOTA**

*Creative, fun, nice*  
 The Institute, Boca del Rio,  
 México



**CELESTE MARÍA ERAZO FLORES**

*Happy, special, friendly*  
 Unitec (Universidad  
 Tecnológica Centroamericana),  
 Honduras

## Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 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.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

### INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

### CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

### RESULT

Students are motivated to speak and share their ideas.

# "It's important to provide learners with interesting or stimulating topics."


Teacher, Mexico (Global Teacher Survey, 2017)

## 2.2 SO MANY FEATURES

**LESSON OBJECTIVE**  
■ talk about things you own

**1 LANGUAGE IN CONTEXT**

**A** **1.12** Look at the picture. What do you think the people are talking about? Then read and listen to the conversation. Who knows more about her phone, Jen or Maya?



**1.12 Audio script**

<p><b>Jen</b> Do you like my new phone? I bought the same model you have.</p> <p><b>Maya</b> Oh, wow! You're going to love it. It has so many cool features.</p> <p><b>Jen</b> I haven't tried many of them yet. I've already downloaded a lot of apps, though. I have so many now. It's hard to find one when I need it.</p> <p><b>Maya</b> I can help with that. Have you already made folders?</p> <p><b>Jen</b> No, I haven't. How does that work?</p> <p><b>Maya</b> You create folders on the home screen, and then you can put your apps in them. Look, I have a folder for music apps, one for weather apps ...</p>	<p><b>Jen</b> That's pretty cool. Can you help me set them up?</p> <p><b>Maya</b> Sure. But first, I have to ask, have you tried the camera yet? With the "funny faces" feature?</p> <p><b>Jen</b> Yes, I have. I love it! In fact, let me try it on you ...</p> <p><b>Maya</b> Hey!</p> <p><b>Jen</b> Look ... you look great with elephant ears!</p> <p><b>Maya</b> Yeah, right! Now let me show you this feature ... delete!</p>
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**B** **1.12** Read and listen again. Are the statements true (T) or false (F)?

1 <input type="checkbox"/> Jen has a new phone.	3 <input type="checkbox"/> Maya needs help with her phone.
2 <input type="checkbox"/> Jen doesn't have any apps on her phone.	4 <input type="checkbox"/> Maya took a picture of Jen.

**2 VOCABULARY: Tech features**

**A** **1.13** Listen and repeat the words. Which words are nouns and which are verbs? You can use a dictionary or your phone to help you. Then find and underline seven of these words in the conversation in exercise 1A.

delete	device	folder	home screen	model
set up	storage	sync	try	work

**B** Now go to page 142. Do the vocabulary exercises for 2.2.


**C** **PAIR WORK** Do you agree with these statements? Discuss with your partner.

- 1 It's not fair that phones with a lot of storage are more expensive.
- 2 Phone service doesn't work very well in our city.
- 3 No one needs more than one tech device. Just a phone is enough.
- 4 It's important to sync your phone with your computer frequently.

**D** **PAIR WORK** Talk about the features of a phone you have or want. Which features are the best? Why? For ideas, watch Celeste's video.

**REAL STUDENT**

What feature of her phone does Celeste talk about?



**3 GRAMMAR: Present perfect with already and yet**

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

- 1 Use *already / yet* with things that haven't happened. It often means you expected something to happen or expect something to happen soon.
- 2 Use *already / yet* when something happened sooner than expected.

**Present perfect with already and yet**

I've already downloaded a lot of apps.	Have you tried the camera yet?
I haven't tried many of them yet.	Yes, I have.

**B** Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.2.

**C** Write sentences with the verbs so they're true for you. Use the present perfect and *already* or *yet*. Check your accuracy. Then compare with a partner.

- 1 not try to download I haven't tried to download an emoji app yet.
- 2 not use \_\_\_\_\_
- 3 sync \_\_\_\_\_
- 4 try to set up \_\_\_\_\_
- 5 not delete \_\_\_\_\_

**ACCURACY CHECK**

Already usually comes before the past participle. Yet usually comes at the end of a sentence.

+already have downloaded the app. X

I've already downloaded the app. ✓

I haven't synced yet my phone. X

I haven't synced my phone yet. ✓

**4 SPEAKING**


**A** Choose one of the things below or your own idea. Think about how long you've had it. What have you done with it or to it already? What haven't you done yet?

a laptop	a microwave	a power tool	a refrigerator	a tablet	a video game
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**B** **PAIR WORK** Take turns telling your partner about the item you chose in exercise 4A. Don't name it. Can your partner guess what it is?

I've had it for a month. I bought the newest model, and it works really well. I've already used it several times. I used it to set up my new bookcase last weekend. I haven't let anyone borrow it yet.

Hmm. It sounds like a tool. Is it an electric screwdriver?



Find it



FIND IT

### INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

### CONTENT


Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

### RESULT

Students engage in the lesson because it is meaningful to them.

# Designed for success

**2.4 IT'S USELESS, RIGHT?** **LESSON OBJECTIVE**  
 ■ write an ad for something you want



**1 LISTENING**  
**A** Look at the picture. Do you listen to any podcasts? Which ones?  
**B** **1.20** **LISTEN FOR EXAMPLES** Listen to Hana Sanday, a podcaster, interview Felix Moss, a collector. What item does Felix talk about? Where is it now?  
**C** **1.20** **LISTEN FOR REASONS** Listen again. Answer the questions.  
 1 Why has Hana invited a collector to be on her podcast?  
 2 Why does Felix collect things from race cars?  
**D** **PAIR WORK** **THINK CRITICALLY** Does Felix agree with Hana that his item is useless? Explain the reason he gives.

**2 PRONUNCIATION: Listening for /w/ sounds between words**  
**A** **1.21** Listen to the extracts from the podcast below. Listen for the /w/ sound between the underlined words.  
 1 Why do some people collect things? Have you ever wondered?  
 2 Felix, most people want to get rid of old tires! Why do you want to own something like that?  
**B** **1.22** Listen. Underline any words you hear a /w/ sound between.

**INSIDER ENGLISH**  
 Now doesn't always mean at the moment. We can use it to introduce a topic or focus attention on what we're going to say next.

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## Pronunciation

### INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

### CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

### RESULT

Students understand more when listening and can be clearly understood when they speak.

## Insider English

### INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

### CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

### RESULT

Students are confident in the real world.

## 2.2 SO MANY FEATURES

LESSON OBJECTIVE  
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### 1 LANGUAGE IN CONTEXT

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1.12 Audio script

Jen Do you like my new phone? I bought the same model you have.  
 Maya Oh, wow! You're going to love it. It has so many cool features.  
 Jen I haven't tried many of them yet. I've already downloaded a lot of apps, though. I have so many now. It's hard to find one when I need it.  
 Maya I can help with that. Have you already made folders?  
 Jen No, I haven't. How does that work?  
 Maya You create folders on the home screen, and then you can put your apps in them. Look, I have a folder for music apps, one for weather apps ...  
 Jen That's pretty cool. Can you help me set them up?  
 Maya Sure. But first, I have to ask, have you tried the camera yet? With the "funny faces" feature?  
 Jen Yes, I have. I love it! In fact, let me try it on you ...  
 Maya Hey!  
 Jen Look ... you look great with elephant ears!  
 Maya Yeah, right! Now let me show you this feature ... delete!

B 1.12 Read and listen again. Are the statements true (T) or false (F)?  
 1  Jen has a new phone. 3  Maya needs help with her phone.  
 2  Jen doesn't have any apps on her phone. 4  Maya took a picture of Jen.

### 2 VOCABULARY: Tech features

A 1.13 Listen and repeat the words. Which words are nouns and which are verbs? You can use a dictionary or your phone to help you. Then find and underline seven of these words in the conversation in exercise 1A.

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 set up    storage    sync    try    work

B Now go to page 142. Do the vocabulary exercises for 2.2.  
 C **PAIR WORK** Do you agree with these statements? Discuss with your partner.  
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 4 It's important to sync your phone with your computer frequently.

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D **PAIR WORK** Talk about the features of a phone you have or want. Which features are the best? Why? For ideas, watch Celeste's video.



What feature of her phone does Celeste talk about?



### 3 GRAMMAR: Present perfect with *already* and *yet*

A **CIRCLE** the correct answers. Use the sentences in the grammar box to help you.  
 1 Use *already* / *yet* with things that haven't happened. It often means you expected something to happen or expect something to happen soon.  
 2 Use *already* / *yet* when something happened sooner than expected.

#### Present perfect with *already* and *yet*

I've already downloaded a lot of apps.    Have you tried the camera yet?  
 I haven't tried many of them yet.    Yes, I have.

B Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.2.

C Write sentences with the verbs so they're true for you. Use the present perfect and *already* or *yet*. Check your accuracy. Then compare with a partner.

- not try to download I haven't tried to download an emoji app yet.
- not use \_\_\_\_\_
- sync \_\_\_\_\_
- try to set up \_\_\_\_\_
- not delete \_\_\_\_\_

#### ACCURACY CHECK

*Already* usually comes before the past participle. *Yet* usually comes at the end of a sentence.

I ~~already~~ have downloaded the app. X  
 I've already downloaded the app. ✓  
 I haven't synced ~~yet~~ my phone. X  
 I haven't synced my phone yet. ✓

### 4 SPEAKING

A Choose one of the things below or your own idea. Think about how long you've had it. What have you done with it or to it already? What haven't you done yet?

a laptop    a microwave    a power tool    a refrigerator    a tablet    a video game

B **PAIR WORK** Take turns telling your partner about the item you chose in exercise 4A. Don't name it. Can your partner guess what it is?

I've had it for a month. I bought the newest model, and it works really well. I've already used it several times. I used it to set up my new bookcase last weekend. I haven't let anyone borrow it yet.

How, it sounds like a tool. Is it ...



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#### ACCURACY CHECK

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I've already downloaded the app. ✓

I haven't synced ~~yet~~ my phone. X

I haven't synced my phone yet. ✓

## Accuracy check

### INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

### CONTENT

*Accuracy check* highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

### RESULT

Students avoid common errors in their written and spoken English.




“The presentation is very clear and there are plenty of opportunities for student practice and production.”

Jason Williams, Teacher, Notre Dame Seishin University, Japan

### 2.4 IT'S USELESS, RIGHT?

**LESSON OBJECTIVE**  
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**INSIDER ENGLISH**  
 Now doesn't always mean at the moment. We can use it to introduce a topic or focus attention on what we're going to say next.

**2 PRONUNCIATION:** Listening for /w/ sounds between words  
**A** **1.21** Listen to the extracts from the podcast below. Listen for the /w/ sound between the underlined words.  
 1 Why do some people collect things? Have you ever wondered?  
 2 Felix, most people want to get rid of old tires! Why do you want to own something like that?  
**B** **1.22** Listen. Underline any words you hear a /w/ sound between.  
**A** Do you and your brother like to collect things?  
**B** He does. But I do everything I can to avoid collecting useless stuff.  
**A** So do you ever keep things just to keep them?  
**B** I guess I might keep a few if they're things I really like.  
**C** **Circle** the correct words to complete the statement.  
 A /w/ sound is often used to connect two words when the first word starts / ends in an /u:/ sound and the second word starts with a consonant / vowel.

**3 WRITING**  
**A** Read the online ad. What items does Emilia want? Why does she want them? What kind of personality do you think she has?

Account Ads Messages Post an ad

I'm looking for ... Search

### WANTED: TRAFFIC LIGHT, 2 STOP SIGNS



I'm interested in buying a Canadian traffic light (see picture for an example). Do you have one like this? Or do you know where I can get one? Yes, I know they're on every street corner – but please don't steal one! 😡 But seriously, I want one that's legal and that works. I've checked online every day for weeks, but I haven't seen any for sale yet.

I'm also looking for two red stop signs (see picture). They can be old, but they have to be in good condition. I've seen some for sale online, but they were fake, not real ones. I want "the real thing."

You're probably wondering why I want these things. They're for a party, and after that, I'll give them to my niece. She loves stuff like this.

I'll pay a reasonable price for items in good condition. Send an email with photos, and hopefully I can give you a "green light" for a sale. 😊  
 Contact Emilia at:

show contact info

**GLOSSARY**  
 legal (adj) allowed by the law

**B** **WRITING SKILLS** Read the explanation about using one and ones. Then find and underline more examples in the ad. What do they refer to?  
 We use one (singular) and ones (plural) to avoid repeating a subject we've already mentioned. We use one and ones when it's clear what they refer to. In the question below, one = a Canadian traffic light.

REGISTER CHECK

In an ad title, you can leave out unimportant words.

*WANTED: TRAFFIC LIGHT,  
2 STOP SIGNS =  
I want a traffic light and two stop signs.*

REGISTER CHECK

In an ad title, you can leave out unimportant words.

*WANTED: TRAFFIC LIGHT,  
2 STOP SIGNS =  
I want a traffic light and two stop signs.*

## Register check

**INSIGHT**  
 Teachers report that their students often struggle to master the differences between written and spoken English.

**CONTENT**  
 Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

**RESULT**  
 Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

# You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

## Time to speak

### INSIGHT


Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

### CONTENT

*Time to Speak* is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

### RESULT

*Time to speak* lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.



## TIME TO SPEAK

### Things to bring

**LESSON OBJECTIVE**

- discuss items to take when you move



**A DISCUSS** Look at the picture. What items are in the suitcase? What type of trip do you think the person traveling is planning? Which things do you think are essential items for a trip? Which things do you think are extra or non-essential items? Why do you think the person is bringing extra items?

**B RESEARCH**  In groups, think of a country you would like to live in for one year. You can go online to learn more about countries you would like to live in. What would you need to take with you to live in this country?



**C DECIDE** What essential items are you going to take to your country? Make a list of 10 items that you agree you will all take with you. Then, for each person, add one extra item to bring that is special to you.

**D PRESENT** Tell the class your list of essential items. Were any items on your lists similar? Did any of you choose similar "special" items to bring?

**E AGREE** As a class, make a list of five items that you think are essential to live in any country the class discussed. What were the reasons for choosing these items?

>> To check your progress, go to page 153. >>

**USEFUL PHRASES**

<p> <b>DISCUSS</b></p> <p>I think ... is/are essential because ...</p> <p>I think ... isn't essential because ...</p> <p>I think they are bringing this because ...</p>	<p> <b>DECIDE</b></p> <p>I think we should bring ... because ...</p> <p>How long have you had your special item?</p> <p>I've had it for/since ...</p>	<p> <b>PRESENT</b></p> <p>We chose ... because ...</p> <p>We also chose ...</p>
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Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

## EVOLVE unit structure

### Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

### Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

### Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real world strategy to help students handle unexpected conversational turns.

### Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

### Lesson 5

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



	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	<ul style="list-style-type: none"> <li>Discuss your changing tastes in music</li> <li>Talk about TV shows and movies</li> <li>Refuse invitations and respond to refusals</li> <li>Write a movie review</li> <li>Talk about changing tastes</li> </ul>	<ul style="list-style-type: none"> <li><i>used to</i></li> <li>Comparisons with <i>(not) as ... as</i></li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>TV shows and movies</li> </ul>	<ul style="list-style-type: none"> <li>Saying /m/ in /'m/</li> </ul>
Unit 8 Getting there	<ul style="list-style-type: none"> <li>Talk about what you've been doing</li> <li>Talk about progress</li> <li>Catch up with people's news</li> <li>Write a post about managing your time</li> <li>Decide on better ways to use your time</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect continuous</li> <li>Present perfect vs. present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>Describing experiences</li> <li>Describing progress</li> </ul>	<ul style="list-style-type: none"> <li>Saying /ɑ/ and /æ/ vowel sounds</li> <li>Listening for weak forms of <i>didn't</i></li> </ul>
Unit 9 Make it work	<ul style="list-style-type: none"> <li>Talk about college subjects</li> <li>Discuss rules for working and studying at home</li> <li>Express confidence and lack of confidence</li> <li>Write the main part of a résumé</li> <li>Decide how to use your skills</li> </ul>	<ul style="list-style-type: none"> <li>Modals of necessity</li> <li>Modals of prohibition and permission</li> </ul>	<ul style="list-style-type: none"> <li>College subjects</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Grouping words</li> </ul>
<b>Review 3 (Review of Units 7–9)</b>				
Unit 10 Why we buy	<ul style="list-style-type: none"> <li>Say what things are made of</li> <li>Talk about where things come from</li> <li>Question or approve of someone's choices</li> <li>Write feedback about company products</li> <li>Design a commercial</li> </ul>	<ul style="list-style-type: none"> <li>Simple present passive</li> <li>Simple past passive</li> </ul>	<ul style="list-style-type: none"> <li>Describing materials</li> <li>Production and distribution</li> </ul>	<ul style="list-style-type: none"> <li>Saying /u/, /aʊ/, and /ʊ/ vowel sounds</li> <li>Listening for contrastive stress</li> </ul>
Unit 11 Pushing yourself	<ul style="list-style-type: none"> <li>Talk about how to succeed</li> <li>Talk about imaginary situations</li> <li>Give opinions and ask for agreement</li> <li>Write a personal story</li> <li>Talk about a person you admire</li> </ul>	<ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Present and future unreal conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Succeeding</li> <li>Opportunities and risks</li> </ul>	<ul style="list-style-type: none"> <li>Saying /f/ and /dʒ/ sounds</li> </ul>
Unit 12 Life's little lessons	<ul style="list-style-type: none"> <li>Talk about accidents</li> <li>Talk about extreme experiences</li> <li>Describe and ask about feelings</li> <li>Write an anecdote about a life lesson</li> <li>Plan a fun learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite pronouns</li> <li>Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Describing accidents</li> <li>Describing extremes</li> </ul>	<ul style="list-style-type: none"> <li>Saying <i>-ed</i> at the end of a word</li> <li>Listening for //</li> </ul>
<b>Review 4 (Review of Units 10–12)</b>				
<b>Grammar charts and practice, pages 135–140 Vocabulary exercises, pages 147–152</b>				



Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> <li>Refuse invitations; respond to a refusal</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Soften comments</li> </ul>		<p><b>Animation for all ages</b></p> <ul style="list-style-type: none"> <li>An online article about animated movies and TV shows</li> </ul>	<p><b>A review of an animated movie</b></p> <ul style="list-style-type: none"> <li>A movie review</li> <li>Organizing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how musical tastes have changed</li> <li>Compare favorite movies/ TV shows</li> <li>Invite someone to an event and refuse an invitation</li> <li>Talk about humor in animated movies</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Discuss changing tastes in entertainment</li> </ul>
<ul style="list-style-type: none"> <li>Say how long it's been; ask about someone's news; answer</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Use <i>that would be</i> to comment on something</li> </ul>	<p><b>A time-saving tip</b></p> <ul style="list-style-type: none"> <li>A podcast interview about time management</li> </ul>		<p><b>A post about a podcast</b></p> <ul style="list-style-type: none"> <li>A post about time management</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what you've been doing recently</li> <li>Explain what you've been spending time on</li> <li>Talk to a friend you haven't seen for a while</li> <li>Talk about someone's new habits</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Prioritize tasks to improve balance</li> </ul>
<ul style="list-style-type: none"> <li>Express confidence; express lack of confidence</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Focus on reasons</li> </ul>		<p><b>A job search</b></p> <ul style="list-style-type: none"> <li>An online job ad and a résumé for the job</li> </ul>	<p><b>A résumé</b></p> <ul style="list-style-type: none"> <li>Experiences and activities for a résumé</li> <li>How to write a résumé</li> </ul>	<ul style="list-style-type: none"> <li>Talk about subjects in school that prepare you for the future</li> <li>Present rules for working or studying at home</li> <li>Discuss plans for doing challenging activities</li> <li>Identify what job an ad is for</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Describe skills for an ideal job</li> </ul>
<ul style="list-style-type: none"> <li>Question someone's choices; approve someone's choices</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Change your mind</li> </ul>	<p><b>Not just customers – fans</b></p> <ul style="list-style-type: none"> <li>A podcast about customers as fans</li> </ul>		<p><b>Online customer feedback about products</b></p> <ul style="list-style-type: none"> <li>Feedback about products</li> <li><i>However</i> and <i>although</i> to contrast ideas</li> </ul>	<ul style="list-style-type: none"> <li>Describe how materials affect the environment</li> <li>Share where things you own were produced</li> <li>Talk about things you want to buy</li> <li>Talk about companies you like</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Discuss reasons why people buy things</li> </ul>
<ul style="list-style-type: none"> <li>Ask for agreement; agree</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>Soften an opinion</li> </ul>		<p><b>Outside the comfort zone</b></p> <ul style="list-style-type: none"> <li>An online article about benefits of leaving your comfort zone</li> </ul>	<p><b>A story about a challenging new activity</b></p> <ul style="list-style-type: none"> <li>A story about pushing yourself</li> <li>Comparing facts</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a failure and its effects</li> <li>Discuss what you might risk for money</li> <li>Express opinions about topics with two sides</li> <li>Talk about pushing yourself</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Discuss what makes people successful</li> </ul>
<ul style="list-style-type: none"> <li>Describe your feelings; ask about or guess others' feelings</li> </ul> <p><b>Real-world strategy</b></p> <ul style="list-style-type: none"> <li>End a story</li> </ul>	<p><b>Lessons learned?</b></p> <ul style="list-style-type: none"> <li>An expert presentation about life lessons</li> </ul>		<p><b>A story about learning a lesson</b></p> <ul style="list-style-type: none"> <li>An anecdote about a life lesson</li> <li>Using different expressions with similar meanings</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a small, amusing accident</li> <li>Describe an extreme experience</li> <li>Talk about emotions associated with an experience</li> <li>Talk about learning from mistakes</li> </ul> <p><b>Time to speak</b></p> <ul style="list-style-type: none"> <li>Talk about activities to learn new skills</li> </ul>