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# EVOLVE

## SPEAKING MATTERS



A Teacher's Guide to  
Using EVOLVE eBooks

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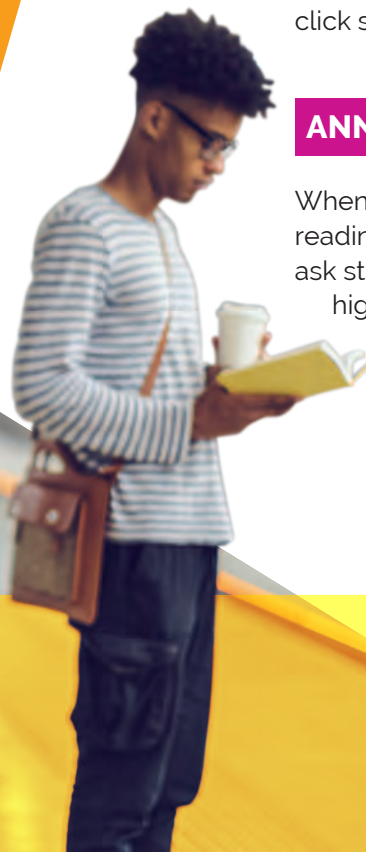
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# WHAT IS AN EBOOK?

It seems like a simple question, but it's worth taking a little time to explore the answer. On the simplest possible level, an eBook is a digital copy of a print book which you can read on a screen. It shares the same features and looks very much like a print book; it has a cover, it's organized in pages, you can flick through the pages one by one in a linear fashion, or you can jump around to find what you're looking for.

## SO, WHAT'S THE DIFFERENCE?

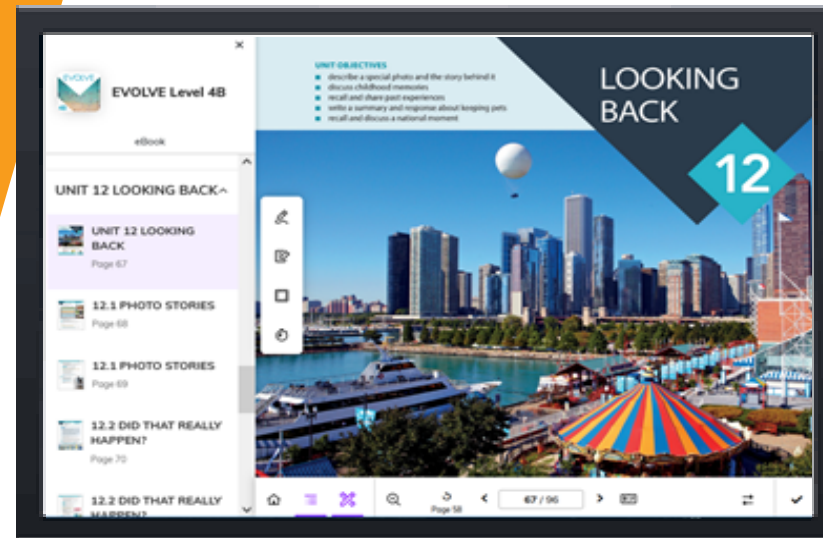
- ▶ You don't have to carry it around with you, but you can access it any time you want.
- ▶ You can open it and read it on various devices; on a tablet, on your computer, on your phone etc.
- ▶ When the eBook is an English language coursebook, there are a lot of added advantages.



# WHAT IS THE EVOLVE EBOOK?

It's a complete digital copy of the EVOLVE Student's Book. It includes not only all the text on all the pages, but it also includes all the audio and the Real Student videos which you access directly on the page. It's easy to navigate, with a very simple interactive contents list. You can easily skip from one section to another, for example from the grammar section in the body of the unit to the grammar practice at the back of the book. Everything is just one click away.

As with a paper book, you can make notes on the pages and highlight interesting passages in a range of colors. Anything you can do with a print book you can do with an eBook, except perhaps holding your door open!



## Special features for the teacher:

### LISTENING TASKS

You can access the audio files on the page by simply clicking on the audio icon. You can play the files to the whole class through your own device or the classroom computer, or you can ask students to listen to the files on their own devices. One click starts the audio, and one click stops it. It couldn't be easier!

### ANNOTATION TOOLS

When you're working with, for example, a reading text or a vocabulary exercise, you can ask students to use their annotation tools to highlight certain language items or areas, or to show their answers on the page. The highlighting can stay on the page or be removed once you've finished the exercise – much easier than on paper!

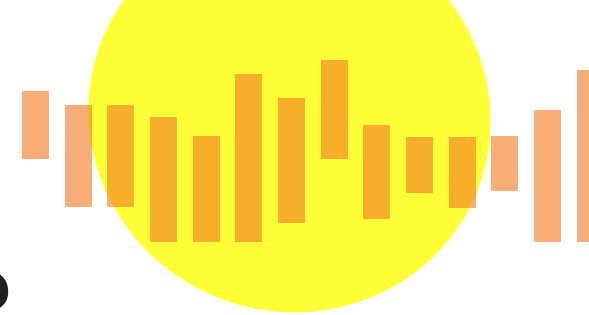
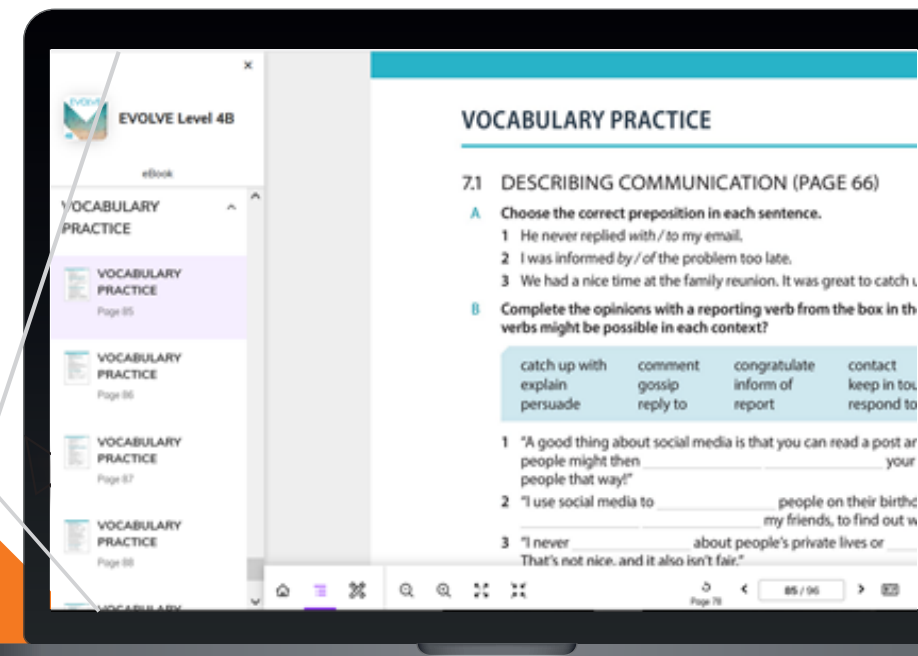
### REAL STUDENT VIDEOS

You can play the Real Student videos by simply clicking on the play icon on the page. You can do this from your device and project it on the board, or if you don't have a projector, each student can access the video from their own device. The video opens on the page and you can click to enlarge it to full-screen size.



### REFERENCE MATERIALS

You don't need to ask students to turn to the back of the book for the reference material. A simple click on the arrow points the way to extra material, and once you've finished, you click on the same arrow to bring you back. It makes it much easier and quicker to integrate all the extra material at the back of the book.



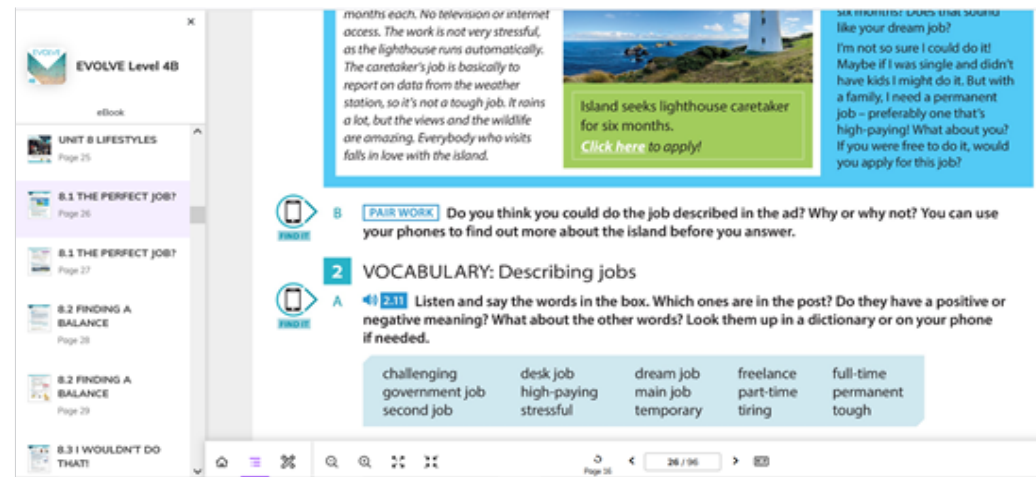


## Special features for the student:

### ANY TIME, ANYWHERE

Your students can take their coursebooks with them wherever they go, and they can access them whenever they want: at home, in class, on the move etc.

- They can use headphones to listen to the audio and video files.
- They can use the annotation tools to complete the exercises.
- They can use the notes feature to add queries and questions to ask you in class.



### ALL IN ONE PLACE

The annotation and bookmarking tools mean that the students can keep a record of their work in their eBooks. They can:

- highlight key language;
- add their own revision notes;
- keep all their notes in one place, anchored to the lessons in their book and always available.



## Some tips for classroom management when using eBooks:

There isn't a huge difference between using a print coursebook and a digital coursebook. The contents are the same and your teaching approach doesn't need to change at all. There are, however, a few extra advantages and a few things to look out for.

### ADDED VALUE

- ▶ Your students will be able to access their coursebooks on any of their digital devices. The eBooks are enabled for computer screens, tablets and smartphones.
- ▶ You can project your copy of the Student Book on your board and guide your students to the sections you want to focus on. You can zoom in on images or details, and your students can do the same.
- ▶ You no longer need to worry about noisy classrooms, acoustics or faulty speakers when doing listening tasks. Students will be able to use headphones to listen to the audio files on their own devices. They will also be able to pause, repeat and rewind at their own pace. This means that each student will be able to work at their own pace, though you can still choose to have everyone working together by managing the audio file from your own device.
- ▶ This also means that you can easily set listening for study at home. This can be particularly useful if you're following a flipped approach and asking students to prepare the input texts for discussion in the class.
- ▶ The same is, of course, true for the Real Student videos, allowing students to work in small groups to view the videos together, or to work independently and then compare their impressions.

## A few extra considerations

You may need to make sure your students have charged their devices before class, or have sockets or power packs available for students to charge their batteries during the class.

If students can't access their eBooks for whatever reason, they can share with a classmate, who can take screenshots of any work that's completed in the book (e.g. notes or highlighting). They can also share them with their partner, who can then add the annotations to their eBook after the lesson.



# EVOLVE EBOOKS IN THE CLASSROOM

In this section, we'll take a closer look at how you might choose to use an EVOLVE eBook in a couple of typical lessons.

## 1 OPENING PAGE

Engaging with the topic, viewing the video, group discussion

### LEAD-IN

You may want to project the opening page on your board, either using an eBook copy of the Student's Book or the Presentation Plus software. Either way you can zoom in on the various sections of the page. Zoom in on the unit objectives without showing the whole page. Draw your students' attention to the unit objectives and give them a brief overview of the upcoming unit.

### OPTIONAL – WORKING WITH THE OPENING IMAGE

Zoom in on a detail in the opening image e.g. a section of the crowd or the runner's foot. Then ask the students to predict the situation and what else they think they'll be able to see in the whole image.

**UNIT OBJECTIVES**

- talk about personal achievements
- talk about qualities that employers look for
- make and respond to introductions
- write a comment on a blog post
- practice a job interview

**AND WE'RE OFF!**

**1**

**START SPEAKING**

**A** Look at the picture. Where is the man? What is he about to do? How do you think he feels? Why?

**B** **[PAIR WORK]** Think of a new activity you are about to start or that you have started recently (a new job, a new sport, a new course, etc.). What is it? How do you feel about it? For ideas, watch Andres's video.

**C** **[GROUP WORK]** Report three things your partner told you to your group.

**REAL STUDENT**

Do you feel the same as Andres?

eBook projected on board – or shown on teacher's computer screen

## A

### INITIAL DISCUSSION

Ask the students to access their eBooks and to look at the questions in section A. Allow them a minute or so to think about the questions before sharing answers in small groups. Encourage them to explore a number of scenarios/answers, then ask representatives to feed back to the class. They can use the annotation tools to make notes on their answers if they like.

Students access eBooks on their own devices  
They can use the annotation tools to make notes of their answers

## B

### 1 - SETTING UP THE SPEAKING TASK

Read through the questions in B with the class. Highlight them on your screen to focus the students' attention. Explain that they are going to talk about the situation with a partner, but that they'll first watch a short video.

Project eBook (or Presentation Plus) and highlight the questions in B

### 2 - WATCHING THE VIDEO

You can choose to project the video from your device or ask the students to watch the video on their own devices. Ask the students to discuss the questions for the video first and then feed back to the whole class. Then ask them to talk about their own experiences. Monitor the pairs as they speak and make a note of any language you'd like to feed back on after the task.

Share the video on classroom projector or ask students to watch the video on their own devices in the eBook

## C

### 1 - REPORTING BACK

Divide your class into groups, making sure you separate the pairs from the previous activity. Ask them to report back on their previous partner's story. Again, monitor closely and make a note of any interesting language to feed back on after the discussion.

### 2 - FEEDING BACK ON THE DISCUSSION

Share your notes from the discussions and encourage students to make a note of any new language in their eBooks.

Students use annotation tools to make a note of any new language in their eBooks

### OPTIONAL

Ask students to write a short text with their answers from the speaking task. They can refer to the notes in their eBook and try and recycle any new language.





# LESSON 1: LANGUAGE IN CONTEXT, VOCABULARY AND GRAMMAR

## LEAD-IN

Project the page on the board and zoom in on the main objective for the lesson – quickly discuss how this links back to the previous lesson and recall any key language from the discussion.

## LANGUAGE IN CONTEXT

### 1 - WORKING WITH THE IMAGES

The students work in pairs. Ask them to zoom in on each of the photos in turn on their devices and discuss what information they can understand about the three people from their photos.

Students access eBooks on their own devices

### 2 - FEEDBACK

Using the projector, zoom in on each photo in turn and field answers from the students.

eBook projected on board

### 3 - READING TASK

Ask the students to read the blog post and decide which of the three people is the author. Ask them to highlight the key language that helps them to decide on the answer. Ask the students to compare their answers in pairs and show each other the passages they highlighted in the text.

Students use annotation tools to highlight key passages in the text

### 4 - FEEDBACK

Nominate students to indicate the key passages that helped them identify the writer. Highlight these on your device to share with the class.

Highlight passages on projected text

**1.1 THIS IS ME!** LESSON OBJECTIVE: talk about personal achievements

**1 LANGUAGE IN CONTEXT**

**A PAIR WORK** Look at the pictures and describe the three people. Then read the blog post, which is a response to a social media challenge, "Five things about me." Which person wrote it? Why do you think that?

**FIVE THINGS ABOUT ME**

Here is my answer to the latest blog challenge! (If I get 1,000 likes, my boss will donate \$1,000 to charity. So please like my list!)

- Every year I set myself a goal of learning a new skill. I've done a lot of different things. Last year I learned to play chess. This year I've been learning computer animation and design.
- People tell me I have a great sense of humor, and I love to tell jokes!
- A few years ago, while I was working at a summer camp, a girl came screaming out of her cabin because she saw a huge spider on her bed. I hate spiders, but I faced my fear, went in there, and caught that spider. I felt so brave!
- I'm saving money to open a small studio where I can teach art classes. I've always wanted to run my own business. I love working with my hands, and I want to do something I can really take pride in.
- This year I'm going to run a marathon. I don't want to win a medal or break a record or anything. I just want to finish! I'm sure I can rise to the challenge!

**2 VOCABULARY: Describing accomplishments**

**A 1.03** Read the post again and find the right verb to complete the expressions. Listen and check.

1 _____ pride in something	5 _____ to a challenge	9 _____ your fear
2 _____ a goal for yourself	6 _____ a marathon	10 _____ a medal
3 _____ a sense of humor	7 _____ a business	11 _____ a record
4 _____ with your hands	8 _____ a lot of likes	12 _____ a joke

**B** Now go to page 141. Do the vocabulary exercises for 1.1.

**C PAIR WORK** Complete the sentences as many times as possible using the expressions in exercise A. Then compare your sentences with a partner. How many things do you have in common?

- I have never ...
- I would/wouldn't like to ...

I have never told a joke in English.

**D PAIR WORK** Imagine you are going to do the blog challenge. What five pieces of information would you choose to share?

## VOCABULARY

### A - IDENTIFYING KEY LANGUAGE

Ask the students to clear the highlighting on the text from the previous exercise. Then ask them to complete A, highlighting each new expression in the text as they find them. When they've finished, ask them to check their answers and highlighted expressions in their eBooks. Confirm the answers with the class and encourage them to make a note of any new language in the eBook.

Students highlight target expressions in their eBook and make note of new/difficult language

### B - PRACTICE 1

Students click on the arrow to go directly to the practice activities at the back of the book. You can choose to ask students to do this in pairs in class or as homework.

Click on link to practice at the back of the book

### C - PRACTICE 2

Allow time for individual students to write their answers. They can do this in their notebooks or in a text on their device. Students then compare in pairs and notice any similarities in their answers (you could set the writing task for homework and ask students to compare their answers in the next class as a review activity instead).

### D - WORKING WITH THE REAL STUDENT VIDEO

Read the instructions with the students, then ask them to watch the Real Student video on their devices. Students work in pairs to compare their answers with the video, then repeat the task with their partner.

Students watch the video on their own devices



# GRAMMAR

## A - IDENTIFYING TARGET LANGUAGE

Zoom in on the examples in the grammar box. Ask the students to say which are simple and which are continuous, then zoom out to reveal the answers. Ask the students to work in pairs, on their own devices, to complete the matching exercise. Then check answers with the whole class.

eBook projected from teacher's device

Students access the eBook on their own devices

## B - GRAMMAR REFERENCE AND PRACTICE

Students click on the arrow to go directly to the reference and controlled practice at the back of the book. You can choose to ask students to do this in pairs in class or as homework.

Click on link to reference section and practice at the back of the book

## C & D - PERSONALIZED PRACTICE

Allow time for individual students to write their answers. They can do this in their notebooks or in a text document on their device. Students then compare in groups and decide if the sentences are true or false (you could set the writing task for homework and ask students to compare their answers in the next class as a review activity).

## A - ZOOM IN ON THE SENTENCES

Explain the task and encourage students to expand on their answers and ask follow-up questions. To do this, complete the task for yourself first as a model by asking the students to first, decide if the sentences are true or false for you and then asking you questions to find out as much as possible. Students complete the task in pairs. Use this as an opportunity to monitor the students' progress and assess their use of the target form.

Project the sentences from your device  
Students work in pairs on their own devices

**3 GRAMMAR: Tense review (simple and continuous)**

**A** Complete the descriptions of different tenses. Use the sentences in the grammar box to help you. Which tense describes ...

1 past experiences with no specific past time given?	present perfect
2 an action in progress in the past?	
3 a completed action in the past?	
4 a habit or repeated action in the present?	
5 an action in progress in the present?	
6 an action that started sometime in the past and is still continuing?	

**Simple and continuous tenses**

simple present	Every year I set myself a goal of learning a new skill.
present continuous	I'm saving money to open a small studio.
simple past	I faced my fear, went in there, and caught that spider.
past continuous	I was working in a summer camp when it happened.
present perfect	I've done a lot of different things.
present perfect continuous	This year I've been learning computer animation.

**B** Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.

**C** Choose five time expressions from the box and write sentences that are true for you.

at the moment	at 8 o'clock this morning	never	every day
last year	for the last three months	now	once a week
since I was a child	when I got home	yesterday	

It was raining when I left the house this morning.

**D** [GROUP WORK] Read your sentences to your group. How many of your sentences are the same or similar?

**4 SPEAKING**

**A** [PAIR WORK] Read the sentences and discuss which ones are true for you. If they are false, explain why.

- I won a medal when I was in high school.
- I've been studying English for more than 10 years.
- I once got more than 100 likes for a post on social media.
- I'm saving money to go on vacation next year.
- I have never been afraid of anything.

**B** [GROUP WORK] Report back to the class on the five things you learned about your partner.

Juan runs marathons, and he's won five medals for running. He's been studying English for three years. He doesn't like social media, so he's never ...

## B - REPORTING BACK

Students report back on their discussions and anything they learned about their partners. Use this as an opportunity to feed back on the target language.

## OPTIONAL

Additional practice material is available in the Workbook/Practice Extra

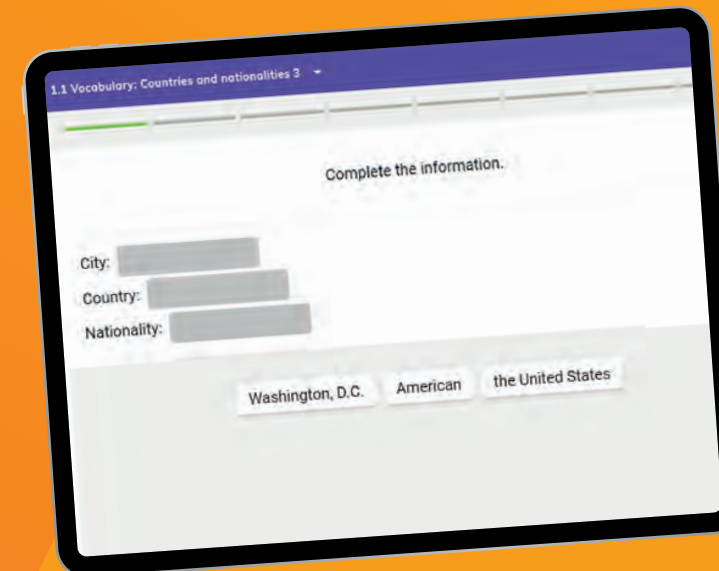
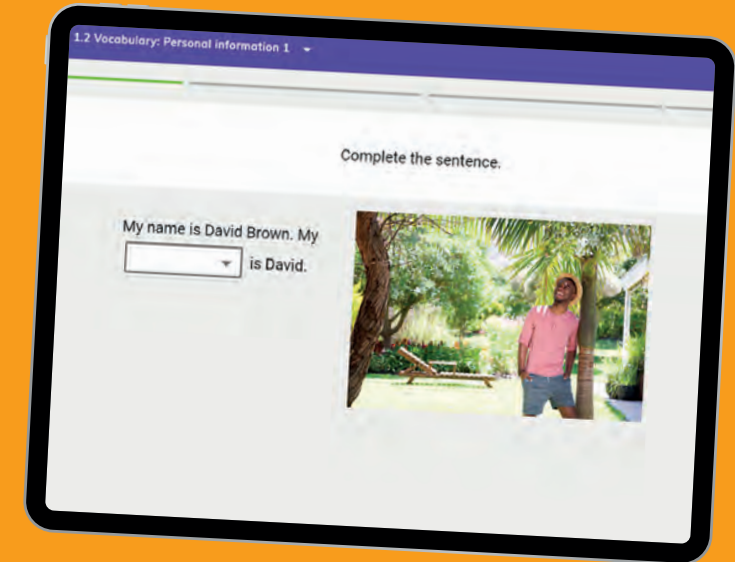
# PRACTICE EXTRA DIGITAL WORKBOOK

As we've seen, eBook versions of a Student Book can be very useful in a lot of ways. It's easy to use, it includes one click access to all the main resources (audio, video, grammar reference and extra practice) and can be very useful in class. However, the same would not be the case with a workbook. A workbook needs to be interactive in a way an eBook can't be and for this reason there is no digital version of the EVOLVE Workbooks. What we have in its place is the Practice Extra Digital Workbook, a digital platform which allows students to access and complete a wealth of extra material on their phone, tablet or computer.

The Practice Extra Digital Workbook includes comprehensive practice of all the language areas covered in each of the lessons in the Student Book: grammar, vocabulary, pronunciation, functional language. It also offers extra practice in reading, listening, speaking and writing.

The student can work independently on the materials, completing the activities at their own pace and checking their answers as they progress. They can also choose to share writing and speaking tasks with their teacher through the platform.

The Practice Extra Digital Workbook is much more than an interactive workbook, it is a Learning Management System. Not only does it allow students to track their own progress, it also allows teachers to track their students through a simple interface.



The Practice Extra Digital Workbook is the perfect companion to the EVOLVE eBook, allowing students to manage all their English studies, in class and outside, on one device, always available, whenever, wherever.





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and resources on blended learning  
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