

OXFORD

SECOND EDITION

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5

Link It!

Student Book & Workbook

with Online Practice



with video



SECOND EDITION

5

Link It!

Student Book



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Welcome!



Goals and dreams

- 1** **001** Read and listen. Who is most similar to you, Filip, Noya, Tom, or Maria? Why is Maria tired?
- Filip** Hi, ¹*has anyone seen Maria?* She's usually here by now.
- Noya and Tom** No.
- Filip** That's strange. Anyway, have you had a good summer so far?
- Tom** Yes! ²*I've learned how to play the bass guitar!* How about you two?
- Noya** That's cool! Yeah, I've been busy with my theater club. ³*We've been working on a musical.*
- Tom** Great! ⁴*I was in a musical last year.* I loved it!
- Noya** We're going to perform it at the Little Theater.
- Filip** You're braver than me! I haven't acted since I was about seven and I'm not planning on doing it again!
- Noya** Really? I love it! ⁵*I've dreamed of being on stage for as long as I can remember.* And I dream of being a famous actor! We've been rehearsing almost every day since June. The first show's next week. Come and see it!
- Tom** I'd love to!
- Filip** Is it free?
- Noya** No. Tickets are \$6.00 each. We've sold about 50 so far.
- Filip** \$6.00!
- Noya** That's cheaper than a movie ticket!
- Filip** Well, I haven't been spending any money lately! I've been saving up for a new phone. I lost my old one at the end of last semester.
- Noya** How much have you saved?
- Filip** About \$130.
- Tom** Well, that's good.
- Filip** Yeah, I've been walking my neighbor's dog. Anyway, where's Maria? She's going to be late.
- Tom** She'll be here soon, I'm sure. She's been training for a 5k race, so ...
- Filip** Really? How long has she been doing that?
- Tom** For about six weeks, I think. Oh, look, here she is!
- Maria** Hi, everyone! Phew! Sorry I'm late!

Look

Dream of is a stative verb (like *want*, *need*, *like*, etc.). We don't usually use stative verbs in the progressive form.

- 2** **001** Listen again. Who is it? Write *Filip*, *Noya*, *Tom*, or *Maria*.

- 1 _____ wants to buy something expensive.
- 2 _____ is preparing for a sports event.
- 3 _____ is getting ready for a performance.
- 4 _____ can do something new.
- 5 _____ has earned some money over the summer vacation.

- 3** Complete the phrases with the words in the box.

learn train for dream of work on rehearse
save up for

- 1 _____ a new bicycle
- 2 _____ how to do something
- 3 _____ a race
- 4 _____ a play
- 5 _____ a project
- 6 _____ appearing on TV

- 4** **Pairwork** Ask and answer about your goals and dreams right now.

Are you saving up for anything right now?

Yes, I'm trying to save enough money for a bike. / No, not really.

★ Check it out

Find these words and phrases and check their meanings.

*bass guitar dreamed of rehearsing
saving up for training for Phew!*



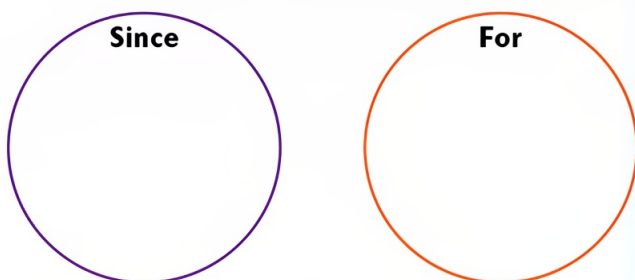
Simple past / present perfect / present perfect progressive

- 5 Match the **highlighted** sentences (1–5) in the text with the rules (a–e) below.

Simple past	
a	Use the simple past to talk about finished actions in finished time periods. ____
Present perfect	
Use the present perfect:	
b	to give news about recent events. ____
c	to talk about finished actions in unfinished time periods. ____
d	with <i>since</i> , <i>for</i> , and <i>How long ...?</i> to talk about the duration of a situation which began in the past and continues in the present. ____
Present perfect progressive	
e	Use the present perfect progressive to talk about an action or activity which began in the past and continues in the present. ____

- 6 Look back at the text. Circle the verbs in the present perfect. Then underline the verbs in the present perfect progressive.
- 7 Choose the correct alternatives. Then find examples of *for* and *since* in the text.
- We use *for* / *since* + a period of time.
We use *for* / *since* + a point in time.
- 8 Complete the diagram with the phrases in the box.

two months March 2004 three days
I was very young half an hour the end of December
six o'clock a long time Tuesday half my life



- 9 Choose the correct alternatives.
- We practiced / have practiced the dance yesterday, but we didn't practice / haven't practiced it today. Shall we do it now? Let's do it now.
 - a Guess what? I've finally learned / 've finally been learning how to walk on my hands!
b Awesome! I've learned / 've been learning how to do a handstand, but I still can't do it.
 - Martin's trained / 's been training for the tennis championship for ages now. He's trained / 's been training for events before, but he's never worked as hard as this.

- 10 Complete the dialogue with the simple past, present perfect, or present perfect progressive form of the verbs in parentheses.

Sam Hi, we ¹_____ (not / meet) before.
I'm Sam.

Meg Hi, I'm Meg.

Sam Are you new here?

Meg No. I ²_____ (move) here with my family about a year ago.

Sam Oh, OK. So, how do you spend your free time, Meg?

Meg I'm in a rock band with some friends.

Sam Awesome! What do you do?

Meg I play the guitar. But I ³_____ (start) writing songs, too. I ⁴_____ (almost / finish) a new one.
It ⁵_____ (take) me ages.

Sam How long ⁶_____ (you / work on) it?

Meg About three months!

Sam Oh, really? I ⁷_____ (never / learn) how to play a musical instrument. In fact, I prefer sports. I ⁸_____ (do) tae kwon do since I was about 5.

- 11 **Groupwork** In large groups, ask questions and write names. Ask follow-up questions to find out more information. Use present perfect questions to ask about experiences and duration. Use the simple past when asking about the details of past events.

Find someone who ...

has been saving up for something for a long time. ____

has had some good news. ____

has dreamed of being famous. ____

has never learned how to play a musical instrument. ____

has been rehearsing or practicing something. ____

has been training for something. ____



Challenge

Write some sentences about one of the people you spoke to in exercise 11.



Obligation and advice

1 002 Read and listen. Which is the biggest problem?

- 1
- Jade** I'm fed up with my bedroom. It's so messy!
- Kendis** You ought to clean it.
- Jade** Yeah, I guess so. But I hate the color of the walls, too. They're so boring!
- Kendis** You should decorate it. I'll help you. I love painting!
- Jade** Really? OK. I'll ask Mom and Dad. I'm sure they'll say yes.

- 2
- Omar** Oh, no! I've torn my homework page! I'll have to ask Mr. Walker for another one.
- Elsa** If I were you, I'd tape it together again. It'll be fine. Anyway, what is your homework?
- Omar** I need to write an article about life in the 1960s. And we aren't allowed to use the Internet!
- Elsa** Why not?
- Omar** We have to interview people we know.
- Elsa** You should talk to my grandma. She has a lot of stories about when she was younger.

- 3
- Max** Oh! This button just came off my shirt.
- Luke** Well, you'd better sew it on again!
- Max** Um ... OK. How do I do that?
- Luke** You don't know how to sew a button on?
- Max** Um, no.
- Luke** Well, you should learn! I'll show you!

- 4
- Fabio** Oh, my gosh! Look at all that smoke coming out of that house.
- Anita** That looks bad. I'll call 911.
- Fabio** I think I should go into the house. There might be someone in there!
- Anita** No! You mustn't go in there. We have to stay calm and wait for the firefighters.

- 5
- Neelam** Oh, no! My bike has a flat tire!
- Shira** I'll help you. I'm good at fixing flat tires. Where's your repair kit?
- Neelam** It's OK. We don't have to fix it right now. I can take the bus to school.

2 002 Listen again. Decide if the sentences are true (T) or false (F).

- Jade thinks she is allowed to paint her room. ____
- Elsa thinks Omar needs to get a new homework page. ____
- Omar can't use the Internet to research life in the 1960s. ____
- Luke is going to repair Max's shirt. ____
- Anita doesn't want Fabio to go into the house. ____
- Neelam needs to ride her bike to school today. ____

Problems and solutions

3 Complete the sentences with the correct form of the words in the box.

call decorate fed up with fix messy sew tape
clean tear

- I _____ my bedroom this morning. Look how neat it is!
- I've just _____ 911. They'll be here soon!
- I've never _____ a button on.
- Have you ever broken something and _____ it together again?
- My bedroom is very _____, but I'm too tired to clean it now.
- I've been helping my cousins _____ their new house.
- I know how to _____ a flat tire.
- I've never _____ an expensive piece of clothing.
- I'm _____ this rainy weather.

4 Pairwork Talk about whether the sentences in exercise 3 are true for you.

Number 1 isn't true for me. I didn't clean my bedroom this morning.

Me neither. / Oh, I did!

★ Check it out

Find these words and phrases and check their meanings.

torn tape it together fed up with
sew it on flat tire repair kit



5 Complete the sentences with words from the text.

Giving advice

You ¹ _____ to my grandma.
 You ² _____ it.
 If I ³ _____ you, I ⁴ _____ it together again.
 Well, you ⁵ _____ it on again!

6 Match the sentence halves to complete the rules.

- 1 We use *should* and *ought to* _____
- 2 We use *If I were you, I'd ...* and *You'd better ...* _____
- a to give advice based on our opinion and also to give general advice.
- b to give advice based on our personal opinion about a particular situation.

7 Choose the correct alternatives. There may be more than one.

- 1 a I feel sick. I think I'll watch TV.
 b You **ought to** / **If I were you, I'd** go to bed.
- 2 People **shouldn't** / **'d better not** put their own lives in danger to help other people.
- 3 a I don't understand this homework.
 b You **should** / **'d better** ask Mrs. da Silva to explain it to you before you go home.
- 4 Do you think parents **ought to** / **'d better** teach their children to cook?

8 **Pairwork** Take turns to choose a problem from the list and give advice.

I'm fed up with my hair.

You should cut it short.

I broke my favorite cup.
 A button has come off my coat.
 My handwriting is very messy.
 I've just seen a car accident.

9 Complete the sentences from the dialogues.

Prohibition

We ¹ _____ the Internet.
 You ² _____ in there.

Obligation

We ³ _____ people we know.

Obligation and strong advice

You ⁴ _____ learn!
 We ⁵ _____ calm and wait for the firefighters.

Lack of obligation

We ⁶ _____ it right now.

Study strategy

Make grammar personal

When you learn a new grammar structure, use it to write sentences that are true for you. It's easier to remember things that are connected to your life.

10 Read the *Study strategy*. Then write five sentences about your school and home life using the grammar in exercise 9.

11 Complete the second sentence so that it means the same as the first. Use the words in parentheses.

- 1 It isn't necessary to call 911. (have)
 You _____ call 911.
- 2 I think you should fix it. ('d)
 If I were you, I _____ it.
- 3 You can ask for help. (allowed)
 You _____ for help.
- 4 You should clean up the kitchen. (better)
 You _____ the kitchen.
- 5 We aren't allowed to paint the walls. (can't)
 We _____ the walls.

12 Complete the dialogues with the correct form of the words in the box.

allow / use be / you, / I / ask ought / ask
 have / leave must / wear not have / buy

- 1
Lily Filip, are you ¹ _____ your phone at night?
Filip Yes. Why? Aren't you?
Lily No, I ² _____ it on the bookshelf after eight thirty.
Filip You ³ _____ your parents if they could change the rule a little.
- 2
Blake I'm fed up with all my clothes, but I can't afford to buy anything new.
Pippa You ⁴ _____ new clothes. Secondhand clothes are cool!
- 3
Myra Oh, no! The sign says, "All swimmers with long hair ⁵ _____ swim caps," but I don't have one.
Ryan Your hair isn't very long. If I ⁶ _____ the receptionist if you can swim without one.

Challenge

Imagine you are on vacation. Write a message to a friend using the simple past and present perfect.

1 003 Read the article and and complete it with the names of the objects. Listen and check.

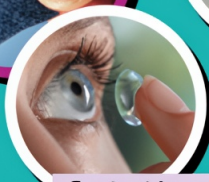
A BRIEF HISTORY OF EVERYDAY OBJECTS



Flip-flops



Velcro



Contact lenses



Air freshener



Jeans



Gummy candy

Pencils



1 _____ were first worn by the ancient Egyptians around 6,000 years ago. A similar kind of footwear, called zōri, was worn in Japan about 500 years ago. After World War II, cheap rubber flip-flops were made in Japan and sold in the U.S., where they became popular.

2 _____ were invented in 1873. Denim, the strong cotton fabric they're made from, came from a French city called Nîmes (*de Nîmes* = from Nîmes), and the pants were worn by sailors from Genoa (Gênes in French). How many pairs are sold today? About three every second!

3 _____ is used to fasten clothes and shoes. Its design was inspired by the way the seeds of some plants stick to animals' fur. Inventor George de Mestral noticed this when he was walking in the country with his dog in the 1940s.

4 _____ is made from sugar, starch, food coloring, flavoring, and gelatin. Most gelatin is made from animal skin and bones.

5 _____ were first used centuries ago, but they were first mass-produced in Germany in the 17th century. Originally, the wooden part wasn't painted. In the 19th century, however, Chinese graphite became known as the best in the world, so most of these simple writing devices were painted yellow—a color associated with royalty in China.

6 _____ as we know them today were developed in the 20th century. Incredibly, however, the first pair were made and worn in 1888. They were wide and heavy and covered the whole eyeball, so people could only wear them for a few hours!

7 _____ is used to hide a whole range of bad smells! In ancient times, herbs, flowers, and fruits were used, but these days most products are chemical. The famous Little Tree brand was designed by a Canadian chemist named Julius Sämann in 1952. It's popular among car owners around the world and has been featured in several movies.

2 Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 Zōri come from Egypt. _____

2 Every minute, about one pair of jeans is sold. _____

3 George de Mestral copied an idea from nature. _____

4 Most gummy candy isn't appropriate for vegetarians. _____

5 Yellow has been a popular color for painting graphite pencils for several centuries. _____

6 The first contact lenses weren't very comfortable. _____

7 Julius Sämann created a product which is well known as an air freshener for the home. _____

Ideas and objects

3 Choose the correct alternatives.

- 1 I'm **named** / **designed** after someone in my family.
- 2 If I get an idea for a short story, I usually find it easy to **develop** / **inspire**.
- 3 I'd like to **invent** / **design** clothes when I'm older.
- 4 There are one or two famous people who really **invent** / **inspire** me.
- 5 I only enjoy books and movies which are **based** / **copied** on true stories.
- 6 I don't like eating food which is **produced** / **mass-produced**.
- 7 I think it would be easy for me to **invent** / **base** a new video game.

4 **Pairwork** Tell your partner if the sentences in exercise 3 are true or false for you.

Sentence 1 is true. I'm named after my grandmother—her name is Rosa like mine.

I'm not named after anyone. I don't know why my parents chose the name Hector!



5 Match the sentence halves to complete the rules.

- 1 To form the simple present passive, _____
- 2 To form the simple past passive, _____
- 3 To form the interrogative, _____
- 4 To say who does / did the action (the agent), _____

- a we use *am / is / are / was / were* + subject + past participle.
- b we use *by*.
- c we use subject + *am / is / are* + past participle.
- d we use subject + *was / were* + past participle.

6 Complete the text with the words in the box.

are sold was sold made invented is is loved is produced weren't added
was was made was called was developed was put were used is still made

TOMATO KETCHUP

Tomato ketchup ¹ _____ by people around the world. More than 650 million bottles of Heinz Tomato Ketchup ² _____ every year. So when and where ³ _____ this popular sauce ⁴ _____ and how ⁵ _____ it ⁶ _____?

In the 17th century, British sailors in China tasted a dark brown sauce which they liked. It ⁷ _____ of fish and it ⁸ _____ *ke-tsiap*. Back in the U.K., they used mushrooms, nuts, beans, and fish to make a sauce which they called "ketchup." The sauce ⁹ _____ into soups and other dishes. Fresh tomatoes ¹⁰ _____ to ketchup until the 1700s.

People made their own ketchup at home, until the first mass-produced ketchup ¹¹ _____ by the H.J. Heinz Company in 1876. At first, the product ¹² _____ in glass bottles, but in the 1980s, plastic bottles ¹³ _____ for the first time.

The ketchup we eat today ¹⁴ _____ in factories, but it ¹⁵ _____ from fresh tomatoes, along with onions, vinegar, salt, and spices.



7 Look back at the article in exercise 1. Find more examples of simple present passive verbs. Then underline more examples of the simple past passive.

8 Complete the second sentence in the passive. Only use *by* + agent if necessary.

Dov Moran invented the USB flash drive in 1999.

The USB flash drive was invented by Dov Moran in 1999.

- 1 People eat different kinds of noodles in different parts of China.

Different kinds of noodles _____.

- 2 Antoni Gaudí designed the Sagrada Família church in Barcelona.

The Sagrada Família church in Barcelona _____.

- 3 Companies sell millions of cell phones every day.

Millions of cell phones _____.

- 4 Did someone make this hat in a factory?

_____ in a factory?

9 Write questions with the correct form of the words.

Who / flip-flops / first wear?

Who were flip-flops first worn by?

- 1 When / jeans / invent?
- 2 Which city / jeans / name after?
- 3 What / gelatin / make / from?
- 4 Where / graphite pencils / first / mass-produce?
- 5 When / first pair of contact lenses / make?
- 6 Who / the Little Tree air freshener / design?

10 Pairwork Ask and answer the questions in exercise 9.

Challenge

Find out information about a different everyday object or type of food (e.g., scissors, paper clips, sticky notes, sleeping bags, potato chips, ice cream) and write a short paragraph about it without mentioning the name.

Exchange your paragraph with another student. Can they guess the object?

1

Skillful living

In this unit, we will ...

- ▶ talk about life skills
- ▶ ask for repetition and clarification
- ▶ generate ideas for writing
- ▶ understand the value of empathy

15 life skills everyone needs to learn

How to ...



Skills and abilities

1 **004** Match the words in the box with the pictures. Then listen, check, and repeat.

make cook read do
recognize ask remember
take follow express spell
fix speak tell apologize

2 Which of the things in the pictures have you done in the last six months?

3 **Pairwork** Do you agree with the list? Which are the most important / least important skills in your opinion? Are there any other skills you would add? Share your ideas with a partner.

I think first aid is the most important skill.

Why is that?

Because we all need to know how to save someone's life.

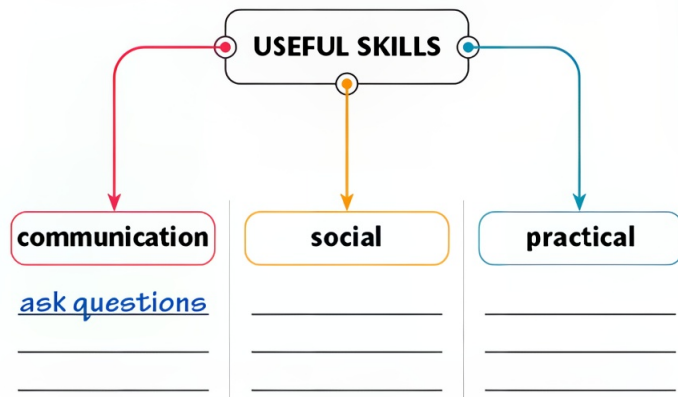
Look

sympathetic = kind to other people when they feel bad



Degrees of ability

- 4 Complete the chart with the skills and abilities from exercise 1. Some of them can fit in more than one category. Can you add any others?



Vocabulary strategy

Charts are useful to help categorize words into groups.

- 5 **005** Listen and put the phrases in order from the best to the worst (1 = best and 7 = worst). Then listen, check, and repeat.
How well can you ...? How good at ... are you?
 I'm pretty good at making speeches. ____
 I'm excellent / great at fixing computers. ____
 I'm very good at remembering names. ____
 I'm hopeless / useless / terrible at cooking. ____
 I'm not very good at telling jokes. ____
 I'm OK at spelling. ____
 I'm good at taking care of other people. ____
 I'm bad at apologizing. ____
- 6 **006** Listen to Yosef talking about what he and his sister can do. Check (✓) the things they do well. Put an X for the things they do badly.

	Yosef	Eleni
1 remembering names		
2 spelling correctly		
3 being sympathetic		
4 taking care of other people		
5 doing first aid		
6 fixing things		

- 7 **Pairwork** Ask and answer about how good you are at doing the things in exercise 1. Give reasons or examples for your answers.

How good are you at telling jokes?

I'm terrible! I can never remember them properly!

Sophie and Mike's vlog



STEP 1

- 1 Look at the picture. Sophie is holding a broken cup. What life skill might she need to use?

STEP 2

- 2 **007** Watch or listen. Check (✓) the word or phrase in each pair that the friends mention.
- five-day challenge ☐ ten-day challenge ☐
 - apologize ☐ fix something ☐
 - take photos ☐ take care of other people ☐
- 3 **007** Watch or listen again. Use 1, 2 or 3 words from the dialogue to complete each sentence.
- People who are doing the same online challenge as Sophie and Mike have learned to cook, to make speeches and to _____, for example.
 - To learn her new skill, Sophie decided to _____.
 - To learn his new skill, Mike decided to do a _____ online.
 - Mike's skills have definitely _____.
 - Sophie found the challenge _____, but Mike thinks the cup looks _____.

STEP 3

- 4 **Pairwork** Ask and answer the questions.
- Would you like to do the challenge from the vlog? Why? / Why not?
 - If you did the challenge, what new skill would you like to learn? Why?
 - What skills have you learned online?
 - Is it easier to learn new skills online or with a teacher? Why?

Real English

Check the meaning of these words and phrases.
lots of stuff How did it go? Great job!

HUMANS VS. ANIMALS – ARE WE REALLY SMARTER?

For centuries, people ¹have asked what makes us different from animals. We share almost 99 percent of our DNA with our closest relatives, chimpanzees, but ²have you ever wondered why they have never evolved as far as we have? According to some theories, the answer is our complex brains. The earliest human brains from around 2 million years ago ³were only big enough to process simple signals, like sight and smell. As we ⁴developed into Homo sapiens 1.5 million years later, our brains grew three times bigger. This was to make space for new skills, like speech and problem-solving. However, recent research into animal intelligence ⁵has made some interesting discoveries, and scientists are starting to question the “facts” about our superior intelligence.

1 Animals don't use language

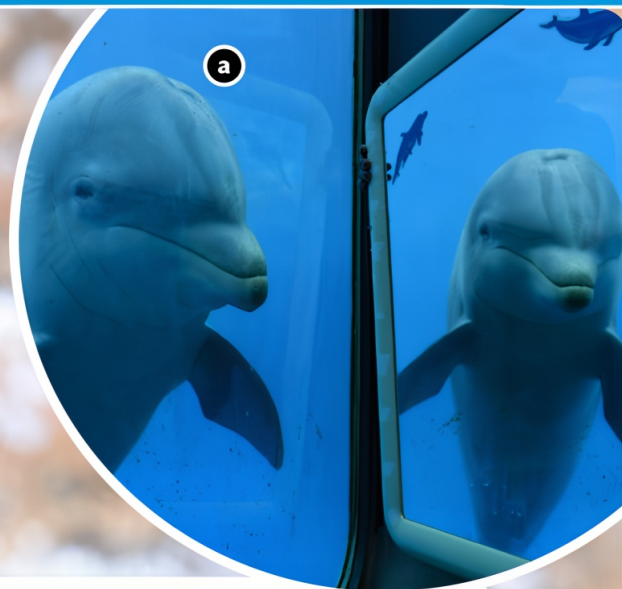
... except that several chimpanzees ⁶have already learned to use sign language, and some other species have learned to communicate in significant ways. In the 1990s, Dr. Irene Pepperberg ⁷published her studies of working with Alex, a parrot that could remember and name over 50 different objects!

2 Animals can't solve problems

... except that some octopuses can learn how to open containers with great coordination and get food out of them. People who work in aquariums have known this for years. And a study in 2014 ⁸made some important discoveries about some crows. It ⁹found that they could solve complex puzzles and use tools to get food.

3 Animals aren't aware of themselves

... except that some chimpanzees, and a few dolphins and elephants, ¹⁰have all passed the “Mirror Test.” In this test, a scientist puts paint on an animal, and then puts the animal in front of a mirror and watches its behavior. When they see themselves in the mirror, these animals then check their own body for the paint.



★ Check it out

Find these words and check their meanings.
parrot containers aware

1 Make a list of all the animals that you can name in English.

2 Look at the pictures. Which one shows:

- 1 an animal that lives in water but isn't a fish? ☐
- 2 a clever animal sometimes called a “feathered ape”? ☐
- 3 an animal which is a close relative of humans? ☐

3 008 Read and listen. What is the main idea of the article?

- a Humans are more intelligent than animals.
- b Animals are probably more intelligent than we think.
- c Animals will evolve further than humans will.

Fun fact

The largest animal brains are those of sperm whales, which can weigh 8 kg.



Present perfect and simple past

4 Look at the **highlighted** words in the article. Which are present perfect, and which are simple past? Match the present perfect examples with the uses below.

We use the simple past to talk about completed actions in the past when we say, ask, or know when they happened (e.g., *last year, a week ago, yesterday*).

We use the present perfect to talk about:

- A life experiences with *ever* and *never*. ____
- B recent actions with *already* and *yet*. ____
- C the duration of an ongoing activity that started in the past, often with *for* and *since*, or questions with *How long* ... ____
- D past actions where we don't know when they happened, especially when they have an effect on the present. ____

Think

Grace joined the swim team.
Grace has joined the swim team.

Both sentences are correct. Complete the rules with simple past or present perfect.

The use of the _____ focuses more on the action itself.

The use of the _____ here has more to do with our present perspective on the event.

- It implies the action was recently completed.
- It also implies it is somehow related to the present, e.g., *She has joined the swim team and is ready to compete.*

Reference pp.w2-3

5 Complete the dialogue with the present perfect or simple past form of the verbs in parentheses.

Kyle Oh! I ¹ _____ (already / read) that article online.

Elif What ² _____ (it / be) about?

Kyle Well, it said that some geniuses, like Galileo or Leonardo da Vinci, ³ _____ (have) dyslexia.

Elif Really? Why do they think that?

Kyle Well, ⁴ _____ (you / ever / hear) that Leonardo ⁵ _____ (use) a special kind of code for recording his ideas?

Elif Yes, I ⁶ _____. He ⁷ _____ (write) from right to left. He ⁸ _____ (do) that so that people ⁹ _____ (cannot) read his work.

Kyle Well, now some scientists ¹⁰ _____ (decide) that perhaps he ¹¹ _____ (do) that because he ¹² _____ (be) dyslexic and he ¹³ _____ (have) trouble with writing.

Elif That's interesting. I ¹⁴ _____ (never / hear) that theory before.

Think

Choose the correct alternatives.

We use the **simple past** / **present perfect** to talk about finished time periods in the past.

We use the **simple past** / **present perfect** to talk about periods of time from the past until now.

Javier was a biologist for ten years.
 (= He isn't a biologist now.)

Javier has been a biologist for ten years.
 (= He's still a biologist.)

Reference pp.w2-3

6 Complete the chart with the phrases in the box.

last year today this year so far three days ago
yesterday afternoon in 2010 since 1995

Finished period	Unfinished period
<i>last year,</i>	<i>today,</i>

7 Complete the sentences with the present perfect or simple past form of the verbs in parentheses.

- We _____ (live) in South Korea for five years, but then we moved to San Francisco.
- They _____ (live) in town since 1985.
- He _____ (do) karate for years.
- "_____ (see) Mateo yet today?"
 "No, not yet, but I _____ (see) him yesterday."
- I _____ (not watch) much TV this week.

8 **Pairwork** Ask and answer the questions. Use the present perfect and the simple past.

- Where / When / you born?
- What / like / as a child?
- What activities / do / like?
- How long / do / them?
- What / the hardest / learn?
- What / the best book / read?

Where and when were you born?



I was born in São Paulo on May 21st, 2008.

Challenge

Use the ideas below to write a sentence about yourself. Your partner asks questions to find out if it's true or false.

most exciting thing funniest person best vacation
 most difficult thing strangest food cutest animal

The strangest food I've eaten is octopus.
Where did you eat it?

- When did you last talk to someone who spoke a different language? Did you understand each other?
-   009 Watch, listen, or read the dialogue. Who is having trouble hearing? Who is having trouble understanding?

Erwin Hi, Maki. It's Erwin. How's Philadelphia? I'm calling to let you know what time I'm arriving.

Maki Hello, Erwin? You're breaking up. What did you say?

Erwin I'm sorry, I'm on the train, and we might get cut off. Can you hear me now?

Maki Not really. Could you speak up?

Erwin My train gets in at eleven. Shall we meet at 11:30?

Maki What? Sorry, I didn't catch that.

Erwin I'll meet you at 11:30 at the hotel. What's the address?

Maki It's on—

Erwin Wait, it's pretty noisy in here. What was that?

Maki The hotel's on Ludlow Street. It isn't far from 30th Street.

Erwin I'm sorry, I'm not following you. What do you mean by "30th Street"?

Maki 30th Street Station—it's the name of the central station in Philadelphia.

Erwin Oh, OK. Could you repeat the name of the street, please?

Maki Sure—it's Ludlow Street. L-U-D-L-O-W.

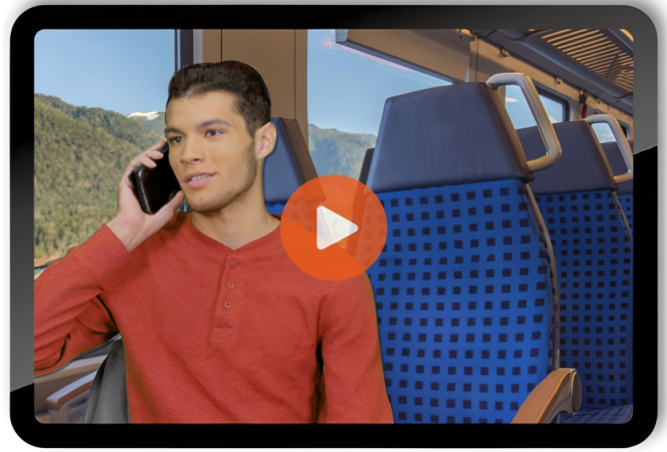
Erwin Great, see you at 11:30.


Skill focus

Ask for repetition and clarification

When you don't understand or can't hear what someone is saying, there are useful expressions you can use to ask them to repeat a word or a phrase. You can also get someone to clarify what they mean by asking them to explain something further or say it with different words.

- Pairwork** Read the *Skill focus*. Practice the dialogue in exercise 2.



-  010 Complete the phrases from the dialogue. Then listen, check, and repeat.

Asking for repetition

What did you ¹ _____?

What? Sorry, I didn't ² _____ that.

What ³ _____ that?

⁴ _____ you repeat the name of the street, please?

Asking for clarification

I'm sorry, I'm not ⁵ _____ you.

What do you ⁶ _____ by 30th Street?

Asking someone to speak louder

Could you speak ⁷ _____?

Explaining the problem

You're breaking ⁸ _____. What did you say?

I'm sorry, I'm (on the train).

Wait, it's pretty ⁹ _____ in here.





5 Look at the situations in pictures 1–3. Where are the people? Are they having communication problems? What kind?

6 011 Listen and complete the mini-dialogues.

A _____
What did you say?

B I said I'll be there around six.

A _____

B Sure. Powell Street. It's off Lincoln Avenue.

A _____

B It was awesome, cool, something different!

Mediation

Your friend is traveling to the U.S. next month. Their English is pretty good but they're not confident about their listening skills when people speak to them quickly. Write a text message giving them some tips to help them.

Beat the clock

Imagine you're in an English-speaking country. In pairs, you have two minutes to write down as many situations as you can think of where you might not be able to hear or understand someone speaking English to you.

Situations

7 **Pairwork** Role-play dialogues for the situations below. Take turns to be the person who is having trouble understanding.

1 One of you is on a really noisy train. You need to explain that your train is late and arrange where and when to meet when you arrive.

2 You're in a very noisy restaurant. You're talking about your last vacation, but it's impossible to hear each other.

3 You're talking about how you feel. One of you uses the idiom "to be under the weather." The other doesn't understand.

4 You ask a passer-by in the street to tell you the time. They have a very quiet voice and you can't understand what they are saying.

Link to life

Why is it important to use polite phrases when asking for repetition or clarification? What happens to the communication if you don't?



Future forms

- 1 Imagine the world of work in the future. How do you think it will be different?
- 2 012 Read and listen. Choose the best title.
 - A Us vs. Them: Why humans will always be better than machines
 - B The Future of Work: the tech skills you need to succeed
 - C Four life skills you didn't know you needed

As AI (artificial intelligence) and robots take on more of the repetitive jobs in the workplace, **our human skills will be more important than ever.** Here are some worth developing.

Emotional intelligence (EI)

This involves recognizing and expressing our emotions appropriately, listening to others carefully, and responding with empathy. It also means saying "no" when we need to. So, if you have plans and someone asks you to help them, instead of feeling you have to say "yes," you say, "Sorry, I can't. **I'm meeting a friend** this afternoon." (or whatever your plans are) without feeling bad.

Adaptability

We also need to be adaptable, which means changing our plans when problems happen. How adaptable are you? Imagine you've said to yourself, **"I'm going to make a cake,"** but then you realize there aren't any eggs. Do you a) decide not to do any cooking, b) go to the store to buy eggs, or c) think, "I'll make cookies instead"? Having a positive attitude, staying calm when things go wrong, and being able to think quickly are all important qualities that will help you when things don't go according to plan.

Decision-making

We all make small decisions every day, like **"I'll wait for my friend,"** or "I'll have pizza for lunch," but in the world of work you'll need to be able to make bigger decisions with confidence. Practice decision-making by taking time to think about the pros and cons of choices you make and about the consequences they will have.

Creativity

Creativity isn't just about making things. It's also a way of thinking. Look at this picture and answer this question: **What's going to happen next?** Don't just think of one idea. Push your brain to think of five, ten, or even more.* Activities like this develop your creativity by making you look at things in new ways and think of new ideas. And the world will always need creative people – in science, technology, engineering, and business, as well as in the arts.

Which of these skills do you already have? Which do you need to develop?



- 3 **Pairwork** Discuss the two questions at the end of the article.
- 4 Match the **highlighted** sentences in the article with the rules.
 - a an intention _____
 - b a future fact or prediction _____
 - c an offer, promise, or spontaneous decision _____
 - d a prediction based on evidence _____
 - e an arrangement _____

5 Choose the correct alternatives.

- 1 We 're having / 'll have a party on the 24th.
- 2 I think it will be / is being faster if we take the bus.
- 3 Look! He 'll fall / 's going to fall off his bike!
- 4 "Hi, Greg. Are you doing / Will you do anything this weekend?"
"Yes, I 'll see / 'm seeing Jackie."
- 5 "I'm hopeless at math. I 'm not going to pass / not passing this test!"
"I 'm helping / 'll help you study."

6 Complete the sentences with the correct future form of the verbs in parentheses.

- 1 "Someone's at the door."
"I _____ (go)!"
- 2 We _____ (meet) at 2:30 p.m. tomorrow.
- 3 "What _____ (you / do) when you graduate from school?"
- 4 Experts say that humans _____ (live) longer in the future.
- 5 _____ (she / take) her driving test soon?
- 6 Look at those clouds. It _____ (rain).
- 7 I promise I _____ (not tell) anyone what you said.

7 **Pairwork** Ask and answer the questions. Give as much information as possible.

Are you ...

- doing anything with your friends tonight?
- doing anything special this weekend?

Are you going to ...

- travel when you graduate from school?
- go to college?
- get up early tomorrow?

Are you doing anything with your friends tonight?

Yes, I'm meeting my friend Paola at seven.

Challenge

Write about your ideal future. What will it be like? How will it be similar or different than the present? What kind of job will you have?



STEP 1

- 1 How much do you know about native languages in the U.S.? Can you name any Native American people?

Skill focus

Recognize large numbers and dates

Before you listen for numerical information in a text, read it and decide what type of information is missing. Think about what large numbers and dates might sound like. Try to guess the answers.

- 2 **013** Read the *Skill focus*. Then read the article and complete it with the dates and numbers in the box. Think about what the dates and numbers sound like. Then listen and check your answers.

1492 30,000 1,000 17,000 300 10 million 5,000

Keeping our languages alive

English is the first language for the majority of people in the U.S., but that hasn't always been the case. Before the arrival of Europeans 500 years ago, North America was a place of extraordinary cultural diversity with more than ¹ _____ different languages spoken.

As the Europeans colonized the continent, they suppressed the culture and languages of the native people. It has been estimated that between ² _____ and 1900, the population fell from around ³ _____ to fewer than 300,000 people.

Today, about half of the original Native American languages have disappeared. Of those still in use, more than half are spoken by fewer than ⁴ _____ people. There are a few exceptions. The Navajo language, for example, is still the first language for almost ⁵ _____ people. About ⁶ _____ people in the U.S. speak Sioux, and around ⁷ _____ people speak Hopi.

Today, there are numerous programs for the preservation of Native American languages.



- 3 Answer the questions.

- What happened between 1492 and 1900?
- Why did over half of the native languages disappear?
- Which Native American languages are still common?

STEP 2

- 4 **014** Listen to an interview with Tyra Nampeyo, a linguist, about endangered languages. Decide if the sentences are true (T) or false (F). Correct the false sentences in your notebook.

- Tyra's first language is Navajo. _____
- Mandarin Chinese has the most first language speakers in the world. _____
- The Internet and the world economy have made English the number one global language. _____
- The main cause of the disappearance of languages today is colonization. _____
- Tara believes it's important to save endangered languages because they are a means of communicating. _____
- Tyra is working on a project to help keep some languages alive. _____

- 5 **014** Read the sentences and decide what type of information is missing. Then remember or guess the answers. Listen again and check.

- There are about _____ different languages in the world today.
- _____ languages are spoken by _____ of the people in the world.
- _____ is the second most common first language in the world.
- Only _____ of all today's languages will still exist in _____.
- There are 190 endangered languages in _____, according to UNESCO.

STEP 3

- 6 **Pairwork** Read the question below. Then put the arguments into two groups: *Yes* or *No*. Can you add more?

Are dying languages worth saving?

- A language is only useful if it is a means of communication. _____
- People lose their cultural identity without their language. _____
- We lose a part of human history with the loss of a language. _____
- Saving languages is expensive, and we should use the money for more useful projects. _____

Digital citizenship

Create a map of languages from your country, with each language area accompanied by 1) a word in the language, 2) its translation in your language, and 3) its English translation.

- 1 **Pairwork** Look at the pictures. What can you see? What do you know about when, where, and how these forms of communication are used?

◎ Skill focus

Recognize the use of comment adverbs

Writers often use comment adverbs near the beginning of a sentence or clause to indicate how they feel about the information or opinion they are about to give.

- *Fortunately*, = they feel pleased or happy about the information.
- *Unfortunately*, / *Sadly*, = they feel sad about it.
- *Surprisingly*, / *Amazingly*, / *Interestingly*, / *Remarkably*, = they think the information is interesting.
- *Personally* / *I think*, = they are emphasizing that an opinion is their own.
- *Naturally*, / *Unsurprisingly*, = they are aware that the reader may already know what they are going to say.

Recognizing comment adverbs helps you understand the writer's attitude toward what they are writing about.

- 2 **015** Read the *Skill focus*. Then read and listen to the blog post. Use the comment adverbs to help you understand Leon's attitude and opinions about the information he shares. Choose the correct alternatives.

- 1 Leon thinks readers **will** / **won't** be surprised by the topic of his blog post.
- 2 He is **surprised** / **pleased** that some people still read and write Latin.
- 3 He is / **isn't** surprised that some people think coding is the most useful language for the future.
- 4 **Most** people believe / **He** believes that it's a bad idea to let high school students study coding instead of a foreign language.
- 5 He **wouldn't** be surprised if semaphore was / **would** like semaphore to be used more today.

- 3 Read the blog post again and answer the questions.

- 1 Why is Latin "dead" but not "extinct"?
- 2 In which careers might a knowledge of Latin be useful?
- 3 In Leon's view, why should high school students learn a foreign language?
- 4 What do semaphore flag positions indicate?
- 5 Where are two forms of semaphore (no flags) regularly used today?

- 4 **Groupwork** Which of the nine (three non-spoken and six spoken) languages in the blog post do you know / would you like to learn? Why?

Leon the Linguist



Hi, I'm Leon – and I'm fascinated by language!

10th July, My latest interest – non-spoken languages

We often talk about "speaking other languages." But what about languages that are never spoken? Naturally, this is of great interest to me, so I've been doing some research ...

Latin

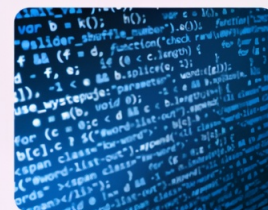
Used by the Romans about 2,000 years ago, Latin is sometimes called a dead language because it's no longer the first language of any community. Fortunately, however, it isn't extinct. Some people still read and write it, and many Latin words and phrases are used in science, music, law, and medicine. Also, Latin evolved into Romanian, French, Italian, Spanish, and Portuguese – the five "Romance" languages, and English contains many words with Latin roots.



Can you figure it out?
Cave = Beware
canem = of the
_____!

Coding

This is a pretty universal unspoken language, and one which, amazingly, some people seem to think is the most useful language for the future. I enjoyed coding at school, but I never thought of it as a language like French or English. Recently, though, I heard that in Florida they were considering letting high school students study coding instead of a foreign language. Personally, I think this is a bad idea. Coding is about telling computers what to do. It doesn't help you exchange ideas, thoughts, and feelings with people.



Semaphore

What do you do when you need to communicate with someone in the far distance (at sea, for example) and you have no phone signal? Well, if you have the right set of flags, you can spell out a message by semaphore – assuming you know how to show each letter and number, that is! In fact, semaphore refers to any communication system that relies on simple visual signals, including sticks, fire, and light (traffic lights, for example). Semaphore has been used for thousands of years, but sadly it isn't used much today. Look out for it at the airport, though, as traffic controllers use a version of it on the runway before take-off and after landing.



❖ Culture focus

The most studied foreign language in U.S. schools is Spanish, followed by French, and then German. Latin is also studied in many schools.

🌐 Link to life

How does learning / knowing more than one language help people to be better global citizens?



STEP 1

- 1 Maria Gonsalves wrote an article in response to this advertisement in an international English-language magazine. Read Maria's article and put paragraphs A–D in the correct order, 1–4.

Articles wanted!

Learning languages

What languages do you know?

How long have you used them?

What have you found hard when learning a new language? Give examples.

What has been the best thing for you about learning a new language?

Do you think everyone will speak more than one language in the future? Why?

Tell us what you think!

My Language Learning Experience

by Maria Gonsalves

A _____ The best part about learning English and Spanish for me is that now I can understand many of the American television programs and movies that we see in Brazil, and I don't need subtitles anymore!

B _____ I am Brazilian. I started to become interested in learning another language when I was in elementary school. I noticed that many television programs and movies were in other languages and not Portuguese. I asked my parents if I could study English at a language school.

C _____ I think more people will speak a second, third, or even fourth language in the future as technology will make language learning easier.

D _____ Now I speak three languages: Portuguese, English, and Spanish. I learned Portuguese from my parents and family, so I've used that language since I was small. I started studying English five years ago. I've studied Spanish for two years. English was hard for me at first. I couldn't understand the spelling system at all! Spanish was much easier for me to learn because it is very similar to Portuguese.

- 2 Read Maria's article again. Check (✓) the ideas which Maria includes in her text.

- 1 ☐ I had to study English at school.
- 2 ☐ I used to find English spelling confusing.
- 3 ☐ I know a bit of Italian, but I can't speak it.
- 4 ☐ Spanish is similar to Portuguese.
- 5 ☐ It's good to be able to speak with people from different cultures.
- 6 ☐ I can watch American programs without needing subtitles.
- 7 ☐ Technology will change the way we learn languages in the future.
- 8 ☐ There will be fewer languages in the future.

STEP 2

Skill focus

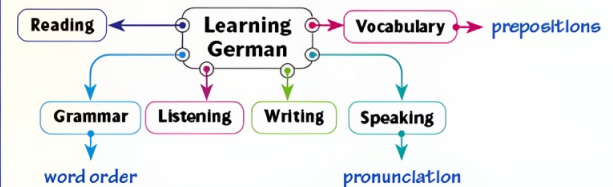
Generate ideas: make a list

Before writing an article, you need to think about the ideas you want to include in it. One way to generate ideas is to make a list

Languages I speak:

Spanish (first language), English, German (a little)

Another way is to make a chart:



- 3 Read the *Skill focus*. Then think about your language learning experience and generate ideas for your own article in response to the advertisement in exercise 1.

Languages I know

How long I've used or studied them

Prediction(s) for the future of language learning

STEP 3

- 4 Write your own article in response to the advertisement in exercise 1. Use Maria's article as a model, and use your notes to write your own article. Write about 150–175 words.

Challenge

Exchange articles with another student. Which ideas are similar or different from yours?

► Emotional self-regulation and well-being

- 1 **Pairwork** How can we take care of our physical health? How can we take care of our mental health? How can we take care of our social health?
- 2 **016** Read and listen to an article about empathy. Then match subheadings (A–D) with paragraphs 1–4.
 A Empathy in different social situations
 B What is empathy?
 C Empathy and social health
 D Learning empathy
- 3 Read the article again. What's the significance of these words and phrases in the text?

shelter the University of Zurich eye contact work

4 **Pairwork** Discuss the questions.

- 1 On a scale of 1 to 5, how easy is it for you to consider other people's points of view? (1 = not at all, 5 = extremely) Think about the people and groups below:
 - Your friends ____ Why?
 - Your family ____ Why?
 - Teams, clubs, or other groups and communities you belong to ____ Why?
 - People you don't know ____ Why?
- 2 Which of the techniques in paragraph 3 do you practice most / least?
- 3 Do you agree that empathy is your superpower? Why? / Why not?
- 4 Have you ever thought about your social health before? How good do you think your social health is? (1 = not so good, 5 = extremely good) ____ Why? What could you do to improve it?

EMPATHY

— your superpower!

- 1 ____ Social health is at the heart of our emotional well-being. Once our basic physical needs of food, water, warmth, and shelter are met, we all need to feel that we belong to someone or a group (family and friends), and that we are loved – or at least liked! And in order to build and maintain strong relationships, we need empathy.



- 2 ____ Empathy means understanding other people's feelings, respecting their needs, and being able to see things from their point of view. When we put ourselves in other people's shoes, we improve our connections and communication. In fact, empathy is one of the most fundamental human qualities, and an essential life skill.

- 3 ____ The good news is that, according to a study from the University of Zurich, empathy can be improved with practice. Here are some techniques you can develop:

- **Active listening:** Listening carefully when people speak, and paying attention not just to their words but to what they're really trying to express.
- **Positive body language:** Smiling, nodding, and making the right amount of eye contact.



- **Validating feelings:** Telling and showing people that you understand how they feel.
- **Accepting feedback:** Being open to hearing from others about the impact of our actions and behaviors.

- 4 ____ Empathy improves the quality of our one-to-one friendships and relationships. It also helps us when we are part of a team, both in sports and at work, and in our communities. It's your superpower – so use it well!

★ Check it out

*shelter maintain nodding
put yourself in someone else's shoes*

Go to the project



Language practice

1 Complete the sentences with the correct form of the words in the box.

do express fix read **remember** take

I'm OK at **remembering** names.

- Who's going to _____ care of the cat while we're on vacation?
- I'm pretty good at _____ a map.
- He finds it hard to _____ his opinions clearly.
- I'm good at _____ things that are broken.
- We need someone who can _____ first aid.

5

2 Complete the sentences.

I'm sorry, I'm afraid I didn't **catch** that. Can you say it again?

- Sorry, what did you _____? I didn't hear you.
- What do you _____ "on the green"? I don't understand.
- Hello? Hello? You're _____ up! Can you hear me?
- What _____ that? I didn't hear you.
- Could you _____ up? I can't hear you very well.

5

Grammar practice

3 Complete the sentences with the present perfect or simple past form of the verbs in parentheses.

Yesterday, Dan **told** (tell) me about his new cat.

- I _____ (see) a fascinating documentary about chimpanzees last night.
- I _____ (never / want) to fly.
- _____ (you / read) that article about dolphins yet?
- My father _____ (ride) horses when he was a child.
- Sandra _____ (work) at the aquarium for about three years.
- We _____ (buy) Christmas presents for our family in October last year.

6

4 Complete each mini dialogue with the verbs in the box and the correct future form (*will*, *going to*, or present continuous).

like visit watch

- A I ¹ _____ Ali tonight. Should we go together?
 B Oh, I can't. I ² _____ *The Horror* with Joe at six.
 A Really? You ³ _____ it! You hate scary movies.

feel get be

- A I don't feel well. I think I ⁴ _____ sick.
 B Oh, no. I ⁵ _____ you some water. Just relax. I'm sure you ⁶ _____ better soon.

6

Reflect

- ▶ What information did you find the most interesting in Unit 1? Why?
- ▶ Which lesson did you find the most challenging? Why?
- ▶ Which lesson in this unit did you enjoy the most? Why?



talk about skills and abilities. (p.10–11)

use the present perfect and simple past to talk about the past. (p.13)

ask for repetition and clarification. (p.14–15)

use future forms (p.16)

understand an interview about endangered languages. (p.17)

understand a blog post about non-spoken languages. (p.18)

write an article about learning languages. (p.19)

I can do
this well

this is OK

I need
practice

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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SECOND EDITION

5

LinkIt!

Workbook



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Vocabulary

Skills and abilities ⏪ p.10

1 Match the sentence halves.

It's important to apologize e

- 1 When you broke up with Ana, was _____
 - 2 I don't always remember _____
 - 3 Our math teacher often tells _____
 - 4 How important is it to spell _____
 - 5 My best friend can always fix _____
 - 6 I'd like to get a job where I can take _____
 - 7 Our English teacher likes us to express _____
- a care of other people.
b jokes in class.
c your best friend sympathetic?
d our ideas and opinions.
e when you're wrong.
f names, but I try to.
g words correctly?
h things that are broken. She's amazing!

2 Read the sentences and say what the person is doing. Use the expressions in the box.

reading a schedule following instructions
making a speech apologizing
speaking a foreign language being sympathetic
asking questions expressing an opinion

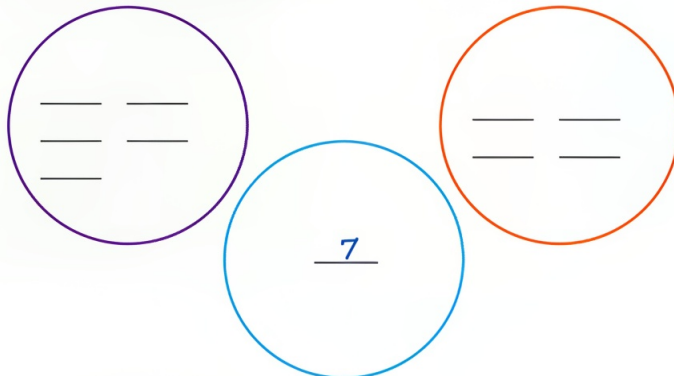
"I'm sorry, I won't do it again."

This person is apologizing.

- 1 "Je suis Anglaise." "Ich habe kein Deutsch."
These people are _____.
- 2 "I think it's important to recycle plastic."
This person is _____.
- 3 "Who was Buzz Aldrin? Was he from the U.S.?"
This person is _____.
- 4 "It says we need to put pieces B and C into piece D."
These people are _____.
- 5 "The next train leaves at six thirty."
This person is _____.
- 6 "You look sad. Do you want to talk about it?"
This person is _____.
- 7 "Thank you for coming. If you have any questions, can you ask them at the end?"
This person is _____.

Degrees of ability ⏪ p.11

3 Put the expressions in the correct groups.



- | | |
|-------------------------|---------------------|
| 1 excellent at | 6 great at |
| 2 bad at | 7 <u>OK at</u> |
| 3 pretty / very good at | 8 hopeless at |
| 4 terrible at | 9 good at |
| 5 hopeless / useless at | 10 not very good at |

4 Complete the sentences with the correct form of the verbs in the box.

tell give recognize ~~take care of~~ apologize do

I'm OK at taking care of young children, but sometimes the videos they watch are a bit boring.

- 1 If you aren't good at _____ emotions, you won't know when someone is upset!
- 2 Maria never says she's sorry. She's hopeless at _____ for being wrong.
- 3 Pedro's very funny—he's great at _____ jokes.
- 4 I'm useless at _____ first aid. Blood scares me!
- 5 My sister isn't shy at all, so she's excellent at _____ presentations.

5 Write six true sentences about the skills and abilities of your family and friends. Use expressions from exercise 3.

My brother is excellent at fixing things.

I _____
My best friend is _____
My mom _____
My dad _____
Both my parents are _____
Nobody in my family is _____



Present perfect / simple past

← p.13

- 6 Read the sentences. Then choose the correct alternatives for the rules.

I've never given a speech to a big audience.

Peter worked in Toronto last July.

She hasn't met his sister.

I didn't meet anyone new at the party last week.

Have you ever sung in public?

Did people fly much in the 1950s?

The **present perfect** / **simple past** is used to talk about past actions that happened in an unspecified period of time.

- 1 The **present perfect** / **simple past** is used to talk about actions that took place at a specific time in the past.
- 2 The present perfect is formed with *have* or *has* + the **past participle** / **infinitive form** of the verb.

- 7 Read the sentences. Then complete the rules.

I've been a bus driver for ten years.

My sister has worked for Microsoft since May.

We've learned how to do first aid.

Flora worked in a café for two months last summer.

We use the present perfect with *for* and *since* for situations that started in the past and continue in the **present**.

- 1 We use the _____ with a finished period of time in the past.
- 2 We use the _____ when we don't know when something happened.

- 8 Complete the sentences with the present perfect or the simple past form of the verbs in parentheses.

We **read** (read) an article about Artificial Intelligence in class yesterday.

- 1 My brothers _____ (never / ride) a motorcycle.
- 2 _____ (ever / eat) Chinese food?
- 3 She _____ (swim) in the lake twice since we arrived.
- 4 I'm not thirsty, thanks. I _____ (already / have) a glass of water.
- 5 Lara and I _____ (not / go) to the show last night. We couldn't get tickets.
- 6 He _____ (not / text) me since Tuesday!
- 7 The Statue of Liberty _____ (be) in New York Harbor for more than one hundred years.

- 9 Complete the article with the present perfect or simple past form of the verbs in parentheses.

I've just heard about Gitanjali Rao, an amazing young American scientist and inventor. Rao's goal is to use technology to find solutions to global problems – and she **'s already found** (already / find) quite a few!



When she was 11, Rao ¹ _____ (invent) Tethys, a device which shows when there are high levels of lead (a dangerous chemical) in drinking water. She ² _____ (also / invent) two solutions that use AI (Artificial Intelligence) – a medical device and an anti-cyberbullying app. In 2020, at age 15, she ³ _____ (win) *TIME* magazine's Kid of the Year award.

Rao was born in the U.S. in 2005. She ⁴ _____ (first / become) interested in science at the age of 4 when her uncle ⁵ _____ (give) her a science kit. Then, from age 5 to 18, she ⁶ _____ (go) to a school that specializes in science, technology, engineering, and mathematics. Today, Rao wants to inspire other young people to get involved in science and develop their own ideas. She ⁷ _____ (write) a book about her approach to problem-solving, and she runs training workshops. She ⁸ _____ (teach) more than 75,000 students!

We can't all be like Rao, but I think it's great that people like her are out there.

6 23 12

- 10 Complete the second sentence so it has the same meaning as the first sentence. Use the correct form of the words in parentheses.

How long has Peter known Mary? (meet)

When **did Peter meet** Mary?

- 1 I'm giving my first speech tomorrow. (never)
I _____ a speech before.
- 2 We last saw Ana in April. (since)
We _____ April.
- 3 I finished my homework earlier. (already)
I _____ my homework.
- 4 Mateo went to live in the U.S. two months ago. (live)
Mateo _____ two months now.

- 11** Finished or unfinished period of time? Write *F* or *UF* next to each time expression.

F three days ago / UF today

1 this year / last month

2 so far / last night

3 in 2017 / this week

- 12** Choose the correct alternatives.

I haven't been / didn't go skiing so far this winter.

1 Natalia hasn't gotten / didn't get her school report yesterday.

2 We were / 've been students here for two years now.

3 When have you got / did you get that great haircut?

4 I 've lived / lived here since I was born.

- 13** Complete the blog with the present perfect or simple past form of the verbs in the box.

ask ever / cook make say invite
nearly / end get get learn not / answer

December 29th How well have I done? ...

On January 1st, I made a list of things I wanted to do this year. Now, the year ¹ . How well have I done? The first three things on my list were: "Learn to do first aid, read a map, and speak Spanish." Well, I still can't do first aid or read a map, but I ² a language-learning app when we went to Spain last summer, and since then I ³ quite a lot of Spanish. The fourth item on the list was, "Cook a meal for friends." I ⁴ ten friends to my house for my birthday in October, and I made pizza, salad, and chocolate cake. ⁵ you ⁶ a meal for ten people? It's quite hard! The last thing on my list was, "Ask more questions." I'm pleased to say that I ⁷ much better at this. In October, I ⁸ my science teacher, "Why is the sun the only star we can see in the daytime?" She ⁹ it was a good question, but she ¹⁰ me yet! Do you know the answer?

2 7 1

Future forms p.16

- 14** Read the sentences. Then choose the correct alternatives for the rules.

Peter will probably be late as always!

We definitely won't catch the bus now.

Maybe we'll get there on time if we run.

In affirmative sentences, the adverbs *definitely* and *probably* go before *will* / between will and the main verb.

- 1 In negative sentences, they go before / after *won't*.
2 The adverb *maybe* always goes at the beginning / in the middle of the sentence.

- 15** Match the sentences with the types of sentences.

Oh, dear! Is it going to rain? d

1 You look thirsty. I'll get you some water.

2 Dad's going to cook dinner tonight.

3 I'm taking my driving test on Saturday.

4 It's a great movie. I'm sure you'll love it.

- a a prediction or future fact
b an offer, promise, or spontaneous decision
c an intention
d a prediction based on evidence
e an arrangement

- 16** Complete the sentences with the verbs in parentheses. Use *(not) be going to*, *will*, or *won't*.

Don't worry. I promise I won't be (not be) late.

1 (you / cook) dinner today, or is it Chloe's turn?

2 Where do you think you (live) when you finish college?

3 Stop doing that with my phone— you (break) it!

4 I (make) a speech if you want me to.

5 (Debbie / take) a photography course next year?

6 Mom (not drive) to work today because she feels like walking.

7 Take a warm jacket. It (probably be) cold tonight.

- 17** Correct the future form mistakes in the sentences. Be careful! One sentence is correct.

I promise I'm not doing that again.

I promise I won't do that again.

1 Kim and Joe will have a party on Friday at 7 p.m.

2 Will you go to the dentist at 9 a.m. tomorrow?

3 It's already 8:10—we're being late!

4 What are you going to study when you leave high school?

5 That looks heavy. I'm helping you.



Listening

- 1 You will hear an interview with Faith Kimani, a linguist, talking about an African language. First, decide what type of information is missing. Then listen and write a word or number.

UBANG

There are around 3,000 spoken languages in Africa.

Faith Kimani has worked in Ubang for the past ¹ _____ years.

Here, men and ² _____ speak a different language.

For example, there are ³ _____ different words for water.

Boys usually start speaking the male language when they're about ⁴ _____ years old.

These days, many young people have moved to the ⁵ _____, so fewer people are speaking Ubang.

- 2 **Exam** Listen again and choose the correct answer, a, b, or c.

What does Faith say about African languages?

- a There are many more than on other continents but they're all quite similar.
- b There aren't many of them but they're all very different.
- ☒ c There are many more than in other parts of the world, and there are many differences between them.

1 Ubang is the only

- a language in West Africa that is used differently by the sexes.
- b language in West Africa.
- c West African language Faith knows.

2 The difference between the two forms of Ubang is

- a mainly in the vocabulary.
- b similar to the difference between British and American English.
- c not very great.

3 What does Faith say about Ubang and its two forms?

- a It doesn't cause communication problems.
- b The grammar is the same, but all the vocabulary is different.
- c Mothers teach both forms to their sons and daughters.

4 What does Faith say about the people of Ubang?

- a Most of them want to move to the city.
- b They've stopped teaching their mother tongue to their children.
- c They don't want to lose their language.

5 Faith is

- a glad she isn't the only person who thinks Ubang is unique.
- b sure that Ubang will never disappear completely.
- c happy that there are other language traditions like Ubang.

Speaking

- 3 Choose the correct alternatives.



Man Hello, I ordered a book from you last week. Has it arrived yet? My name is Kevin Foley.

Assistant I'm sorry, I'm afraid I didn't catch / mean that. Could you ¹repeat / tell your last name, please?

Man Foley. That's F-O-L-E-Y.

Assistant Yes, it's arrived, Sir. You can pick it up any time.

Man I'll be there after I finish here at Blue Trees.

Assistant Wait, I'm not ²hearing / following you! What do you ³say / mean by "blue trees"?

Man ⁴Thanks / Sorry, I'm in a café. Its name is Blue Trees!

Mom Can you check whether we have any milk in the refrigerator?

Son What was ⁵that / there? I'm sorry, Mom, you're breaking ⁶down / up.

Mom Milk. Do we have any milk? Sorry, it's pretty ⁷noisy / quiet in here.

Son I can hear you now. Yes, there are two liters in the refrigerator.

Mom Wait, what did you ⁸speak / say? Could you speak ⁹down / up? Why is supermarket music always so loud?

Son No, we don't need any milk!

Mom Great! Thanks.

1 Exam Read and complete the article. Write one word in each space.

People often get nervous when they have to make a speech. You shouldn't worry, though, because you don't have to be excellent ¹ _____ public speaking. Just follow a few simple rules and you ² _____ be able to make a great speech.

First, you should keep your speech short and simple. Secondly, I'm sure you ³ _____ heard speeches where people simply read every single word from a piece of paper. Boring! You can use notes, of course, but you need to practice your speech so that you know exactly what you're going ⁴ _____ say. That way, you can say it naturally and with expression, as if you're speaking to friends. You can also make it more interesting if you ⁵ _____ a few jokes. Finally, no one ⁶ _____ enjoy your speech if they can't hear you, so remember to speak ⁷ _____!

5 8 2

2 Exam Read the email below and choose the correct answer, a, b, c, or d for each space.

To: Joe

Hi, Joe

Here's a picture of me with my friends Amy and Lucas. I'm seeing them b. I hope you'll meet them when you're here next month. They're so lovely.



Amy's really smart. She's taken three math tests ¹ _____ far this term, and she's got 95% or more every time! She speaks Italian and Arabic as well as English, and she can ² _____ sign language, too. She's practical too – she's the best person I know at ³ _____ things that are broken! Lucas is really kind. He talks a lot and he's good at ⁴ _____ his ideas. He ⁵ _____ a presentation at school last week, and it was brilliant!

I'm ⁶ _____ at speaking in public because I get really nervous and forget what I want to say. I'm quite a quiet person, really. When I'm older, I'd like to ⁷ _____ care of animals. I especially love dogs. Do you know what you want to do when you leave school?

Bye for now,

Hannah

- | | | | |
|---------------|-------------|--------------|---------------|
| 1 a sometimes | b tonight | c recently | d yesterday |
| 2 a this | b most | c on | d so |
| 3 a use | b do | c speak | d show |
| 4 a making | b fixing | c following | d remembering |
| 5 a saying | b doing | c expressing | d recognizing |
| 6 a offered | b expressed | c gave | d said |
| 7 a excellent | b OK | c useful | d hopeless |
| 8 a take | b provide | c do | d give |

3 105 For each question, choose the correct answer, a, b, or c.

You will hear two friends talking about cooking a meal.

The girl

a has already bought the food.

b bought the food yesterday.

c wants to go to the store.

1 You will hear two friends talking about French.

What does the boy say about himself?

a He's OK at French.

b He'll definitely use it when he's older.

c He can tell jokes in it.

2 You will hear two friends talking about a concert by a band they both like.

The girl

a went to a concert by the band last year.

b has never been to a concert.

c might go.

3 You will hear a boy talking about his friend Keisha.

The boy

a didn't like the joke Keisha told.

b hasn't apologized to Keisha yet.

c was a child when he first met Keisha.

4 You will hear a man talking to a woman who is at his house.

The woman

a thinks she might need first aid.

b offers to fix a broken chair.

c isn't going to come back at the weekend.

4 Read the email from your English-speaking friend Marcia and the notes you have made. Write your email to Marcia using all the notes. Write about 100 words.

From: Marcia

Subject: Our hike in the country next weekend

Hi,

I'm really excited about our hike next weekend!

Me too!

I've bought a map and compass, but I'm not very good at reading a map. How about you?

I've never slept in the open before. It's going to be really fun. Tell Marcia about my experience.

Maybe we should meet to discuss our plan.

Are you free tomorrow?

Tell Marcia about my plans.

Speak soon,

Marcia

Grammar reference



Present perfect / simple past

⌂ p.13

1 We use the simple past as follows:

- ▶ to talk about completed actions that took place at a specific time in the past.
He **gave** a presentation to the class on Monday.
I **saw** you with Diego yesterday.
- ▶ for questions with **When ...?** and **What time ...?** because they ask about a specific time in the past.
Really? When did you ride a motorcycle?
I **rode** one last month.
What time did you get home?
I **got** home at 9 p.m.

2 We use the present perfect to talk about:

- ▶ past actions when we don't say when they happened, especially when they have an effect on the present.
I've visited eight different countries. (= We don't know when the action happened.)
He's bought a new car. (Look, here it is!)
Oh, no! I think I've lost my key! (I can't find it.)
- ▶ life experiences with **ever** and **never** when the exact time is not important. We use **ever** in questions.
Have you **ever** visited Singapore? (in all your life)
He's **never** had a job.
- ▶ recent actions with **already**.
They've **already** seen that movie. (= We don't know when the action happened.)
- ▶ recent actions with **yet**. We use **yet** in questions and negative sentences.
Has Jorge fixed the TV **yet**? (= We expect Jorge to fix it.)
I haven't finished my homework **yet**. (= but I'm going to finish it soon.)
- ▶ an action that started in the past and which continues in the present, often with **for** and **since**.
He's been there **for** two hours. (= He's still there.)
We've known each other **since** we were 7!

3 Sometimes both the present perfect and the simple past can be used, but the focus is slightly different.

- ▶ The use of the present perfect implies that the action was recently completed. It also implies that the action is somehow related to the present.
Felipe **has joined** the soccer team. (= The focus is on the fact that Felipe is now part of the soccer team.)
- ▶ The use of the simple past focuses more on the action itself.
Felipe **joined** the soccer team. (= The focus is on the action of joining the soccer team.)

Look

In the present perfect, we often use the past participles **been** and **gone** to talk about visiting places. These have different meanings.

*Natalia has **gone** to Europe.* (= She's still in Europe now.)

*Natalia has **been** to Europe.* (= She went to Europe and she's back home now.)

4 We use the simple past to talk about a finished period of time in the past, and the present perfect to talk about an unfinished period of time (which started in the past and continues into the present).

They **lived** in Córdoba for three years. (= They don't live there any longer.)

I've **lived** in Córdoba for 12 months. (= I still live there.)

He **had** a motorcycle for two years. (= He doesn't have one now.)

He's **had** a motorcycle for two years. (= He still has a motorcycle)

5 When we talk about experiences in general, we use the present perfect, but to talk about things in more detail, we use the simple past.

Have you **spoken** to the new boy in the class (yet)?

Yes, I have.

When **did** you **speak** to him?

I spoke to him this morning.

Future forms p.16

In English, there are various ways to express the future:

1 We use **will** for:

▶ future facts.

The movie **will** be released in the fall.

He **won't** make a speech at the conference.

▶ predictions, often after expressions like **I think**. We can express degrees of certainty or doubt by adding **maybe**, **perhaps**, **probably**, **definitely**, etc.

Maybe people **will** visit Mars one day.

I think we **'ll probably** have to walk home.

My boss **definitely won't** be back this afternoon.

Look

When we make negative predictions with **think**, etc., we use the affirmative **will**, and express the negative aspect of the prediction with the first verb.

She doesn't think she'll get the job.

NOT ~~*She thinks she won't...*~~

I don't think Real Madrid will win.

▶ offers, promises, spontaneous decisions, and requests.

(offer) I **'ll** lend you my bike.

(promise) I **won't** tell anyone!

(spontaneous decision) Great! I **'ll** meet you there in ten minutes.

(request) **Will** you help me cook dinner tonight?

Look

In everyday English, we use **will** with all persons. We use **shall** in the interrogative form of the first person when we offer to do something.

Shall I call him for you?

▶ future possibilities when there are specific conditions. The condition is expressed in a clause beginning with **if**, and **will** is used in the result clause.

If he finishes work in time, he **will** join us in the restaurant.

They **'ll** come **if** there is a bus.

2 We use **be going to** for:

▶ future plans and intentions that we have already decided to do.

My parents **are going to** buy a new car next year.

▶ predictions based on present evidence.

He hates making speeches, and there are over 500 people here—he **'s going to** be very nervous!

3 We use the present progressive for future arrangements. It is usually used for personal events.

Today, I **'m meeting** Sal at four o'clock.

4 We use the simple present for scheduled times and events. It is used for official schedules, e.g., public transportation schedules, opening and closing times, and school schedules.

What time **does** the store **open**?

The flight to Rio **leaves** at six o'clock.

Word list

Review the vocabulary. Write your own study notes or translation for each word.

Skills and abilities

apologize (v) _____

ask questions (v phr) _____

cook a meal (v phr) _____

do first aid (v phr) _____

express your ideas and opinions (v phr) _____

fix things that are broken (v phr) _____

follow instructions (v phr) _____

make a speech or give a presentation (v phr) _____

read a map and schedule (v phr) _____

recognize emotions and be sympathetic (v phr) _____

remember names (v phr) _____

speak a foreign language, or use sign language (v phr) _____

spell correctly (v phr) _____

take care of other people (v phr) _____

tell a joke (v phr) _____

Degrees of ability

(very) bad at (adj) _____

excellent / great at (adj) _____

good at (adj) _____

hopeless / useless / terrible at (adj) _____

not very good at (adj) _____

OK at (adj) _____

pretty / very good at (adj) _____

Check it out

aware (adj) _____

containers (n) _____

maintain (v) _____

nod (v) _____

parrot (n) _____

put yourself in someone else's shoes (phr v) _____

shelter (n) _____

Speaking

Asking for repetition

What did you say? _____

What? I'm sorry, I didn't catch that. _____

What was that? _____

Could you repeat (the name of the street), please? _____

Asking for clarification

I'm sorry, I'm not following you. _____

What do you mean by (30th Street)? _____

Asking someone to speak louder

Could you speak up? _____

Explaining the problem

You're breaking up. What did you say? _____

I'm sorry, I'm (on the train). _____

Wait, it's pretty noisy in here. _____