

OXFORD

SECOND EDITION

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4

Link It!

Student Book & Workbook

with Online Practice

 with video



SECOND EDITION

4

Link It!

Student Book



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Welcome!

Welcome to my blog!

My name is Maddie. I'm 17 and ^aI live in Seattle in the U.S.

^bI'm writing this post because I want to tell you more about me and this blog.

What do I do on this blog? Well, I show you the latest video games and give you tips on how to play better! My favorite games are usually fantasy games, but this week ^cI'm testing some new action games, too – just for you!

I always reply to your questions and comments, but that sometimes takes a few days. I go to school every day and I do homework every night – just like you! ^dI usually write this blog three times a week, but I'm studying hard right now because I'm taking some exams next month. Don't worry if my blog goes quiet for a while!

What do I do when I'm not playing video games? I love reading fantasy books; and yes, I sometimes go outdoors, too! I really enjoy playing soccer. I'm the goalkeeper* on our school team. I also love listening to music, and I take guitar lessons twice a week.

*goalkeeper: a player who stops the ball from going into their own team's goal



Free-time activities

1 001 Read and listen. What is Maddie's blog about?

2 Find and correct the mistakes.

- | | |
|--|--|
| 1 Maddie is 16. | 4 She's taking exams next week. |
| 2 Her favorite games are action games. | 5 She scores goals for her soccer team. |
| 3 She goes to work every day. | 6 She doesn't play a musical instrument. |

3 Complete the phrases with the verbs in the box.

playing going listening playing cooking
watching going playing drawing reading

- | | |
|----------------------|----------------------|
| 1 _____ soccer | 6 _____ to music |
| 2 _____ books | 7 _____ to the gym |
| 3 _____ pictures | 8 _____ movies |
| 4 _____ the guitar | 9 _____ to the mall |
| 5 _____ Mexican food | 10 _____ video games |

4 **Pairwork** Ask and answer about which activities you like doing.

Do you like playing soccer?

No, I can't stand playing soccer. /
Yes, I love playing soccer.



Present forms

- 5 Match the **highlighted** sentences (a–d) in the text with rules (1–4).

Simple present

Use the simple present

- 1 for habits or routines, often with *always, usually, every day, twice a week*, etc. _____
- 2 for permanent situations and facts. _____

Present progressive

Use the present progressive

- 3 for actions happening at the moment of speaking. _____
- 4 for actions happening around this time, but not necessarily at the moment of speaking. _____

- 6 Complete the mind map with the time expressions in the box.

once a month right now never every Friday
these days very often today when I'm tired now

**Simple
present**

**Present
progressive**

- 7 Write sentences using the simple present or present progressive and the words in parentheses.

you / use / the computer? (now)

Are you using the computer now?

- 1 we / not study / French (this year)
- 2 she / have / art class? (on Fridays)
- 3 we / go / to the gym (twice a week)
- 4 I / practice / the piano (every night)
- 5 they / play / soccer (right now)
- 6 my mom / not work (today)

Dynamic vs. stative verbs

- Dynamic verbs describe actions (*go, cook, play*). They can be used in the simple or progressive form.
- Stative verbs describe states (*believe, have* (possession), *know, like, understand, want*). They are not usually used in the progressive form.

- 8 Choose the correct alternatives.

- 1 What **do you do** / **are you doing** right now?
- 2 I **have** / **'m having** a dance class every Saturday.
- 3 I **don't understand** / **'m not understanding** the rules.
- 4 Who **sings** / **'s singing**? He has a beautiful voice!
- 5 Where **do you usually buy** / **are you usually buying** your clothes?

- 9 Complete the dialogue with the correct simple present or present progressive form of the verbs in parentheses.

Andre Hi, Beth. Where ¹ _____ (you / go)?

Beth I ² _____ (go) to the sports center. They _____ (give) free judo lessons there today.

Andre ⁴ _____ (you / like) martial arts?

Beth I ⁵ _____ (not know)! But I ⁶ _____ (want) to learn something new.

Andre That ⁷ _____ (be) nice.

I ⁸ _____ (learn) karate right now.

Beth ⁹ _____ (you / enjoy) it?

Andre Yes, I ¹⁰ _____ (be).

I ¹¹ _____ (not make) much progress, but I ¹² _____ (love) it.

Skill focus

Describe pictures

Look at the picture and say what you can see, for example, what the people look like and what you think is happening.
In the picture, there's / there are ... I can see ...
The boy / girl / person on the right / left / in the middle ...
He / She / They has / have (long hair / blue eyes).
They look / He looks (happy).
They look like (they're friends).
The people are ... / The boy is (... -ing).

- 10 **Pairwork** Read the *Skill focus*. Then describe the pictures with the simple present or progressive form of the verbs in the box.

be have look (like) play sing eat drink wear



Challenge

Imagine you have a blog about your favorite hobby. Write an "About me" page for the blog.



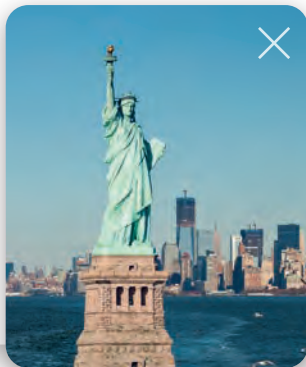
To: grandma@speedmail.net

Dear Grandma,

Here we are in New York! We arrived here on Monday morning, and we went straight to the most famous monument in the city – the Statue of Liberty! They didn't have an elevator all the way to the top—it only goes to her feet—so we had to walk. It was hard work, but the views were amazing. You won't believe what happened! ^aWhile we were taking pictures, someone called my name. I turned around and saw one of the teachers from my school. ^bHe was visiting the city with his family. We're really tired today because yesterday Mom took us to just about every museum and art gallery in the city!

How are you? Did you go to the beach last weekend?

Love,
Amy



To: annie@homenet.com

Hello!

Have you received my postcard yet? In case you don't know, we're in Sucre, a small city in Bolivia. Have you ever been to Bolivia? We drove here all the way from home last Saturday. It took ten hours! We're sitting in a café right now because we've just been exploring the dinosaur park in Cal Orcko. It's amazing! It has more dinosaur footprints than anywhere in the world! We've already spent two days walking around the park and looking at the exhibits. The area is beautiful around here. We've seen amazing valleys and waterfalls.

I've never seen anything like it. We haven't been to any museums or cathedrals yet. The weather's too good!

See you soon,
Diego



Vacations

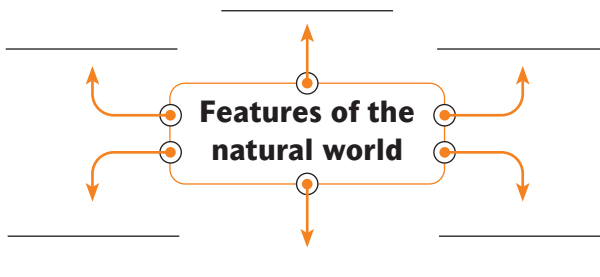
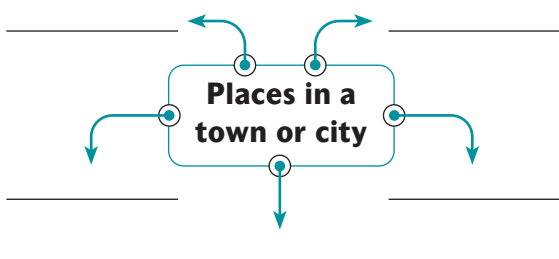
1 002 Read and listen. Which of the vacations would you prefer?

2 Complete the sentences with *Amy* or *Diego*.

- | | |
|--|--|
| 1 _____ has been up a tall structure. | 4 _____ is visiting lots of natural locations. |
| 2 _____ has visited some historic buildings. | 5 _____ met someone they knew at a famous place. |
| 3 _____ has seen something prehistoric. | 6 _____ arrived at their destination on the weekend. |

3 Complete the mind map with the words in the box.

beach tower coast waterfall art gallery café island valley mountain monument museum



4 **Pairwork** Ask and answer about where you like going to on vacation.

Do you like going to the beach on vacation?

Yes, I love going to the beach.



Past forms

- 5 Complete the sentences from Amy's email. Then underline other verbs in the simple past in the text.

Simple past

Use the simple past to talk about completed past actions (e.g., *last summer, a week ago, yesterday*).

We arriv¹ _____ here on Monday morning.

They² _____ have an elevator to the top.

³ _____ you go to the beach last weekend?

- 6 Complete the sentences with the simple past form of the verbs in parentheses.

- We _____ (see) the Grand Canyon when we _____ (go) to the U.S.
- Jasiel _____ (not go) to school yesterday.
- He _____ (take) a lot of pictures in Rio.
- What time _____ (you / arrive) at the train station?
- Sarah _____ (study) physics when she _____ (be) in college.

- 7 Match the **highlighted** sentences (a–b) in Amy's email with rules (1–2).

Past progressive

- Use the past progressive for actions that were in progress at a specific moment in the past. _____
At one o'clock, they were eating lunch in a café.
- We often use the simple past and past progressive together. Use the past progressive for the action that was interrupted, and the simple past for the interruption. _____
While I was walking to the beach, I saw a snake!

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

- We _____ (relax) on the beach when it _____ (start) to rain.
- I _____ (buy) an ice cream at the café when Pedro _____ (call).
- What _____ (you / do) at eight o'clock last night?
- Luisa _____ (fall) over while she _____ (take) a picture of the waterfall.
- They _____ (drive) around the island when they _____ (see) the monkeys.

- 9 **Pairwork** Ask and answer the questions.

- What did you do yesterday? List as many activities as possible.
- What were you doing at nine o'clock last night?

What did you do yesterday?

I woke up at six o'clock ...

- 10 Complete the rules below with *just*, *not yet*, *yet*, *for*, and *since*.

Present perfect

Use the present perfect to talk about past actions when you don't say exactly when they happened.

Use the present perfect with

- ¹ _____ / *since* to talk about a present situation that began at a specific point in the past and is still going on in the present.
How long have you worked here ² _____?
I've worked here ³ _____ *last September*.
- just* and *yet*.
Have you received my postcard ⁴ _____?
We're sitting in a café right now because we've ⁵ _____ *been exploring the dinosaur park in Cal Orcko*.
We haven't been to any museums ⁶ _____.

Remember to use the simple past when you say exactly when something happened.

I saw her yesterday. NOT *I've seen her yesterday.*

- 11 Write a question using *yet* for each activity in the "to-do" list. Then write an answer using *just* or *not yet*.

Has Amy seen Times Square yet?

No, she hasn't. She hasn't seen Times Square yet.

AMY'S NEW YORK TO-DO LIST

| DONE | Just | Not yet |
|---|------|---------|
| see Times Square | | ✓ |
| take a picture from the Empire State Building | | ✓ |
| have New York cheesecake | ✓ | |
| visit the High Line | | ✓ |
| take a boat ride | ✓ | |

- 12 Complete the sentences with *for* and *since*.

- I haven't been to the beach _____ last month.
- Jack's been a police officer _____ two years.
- We haven't seen a movie _____ two weeks.
- You've known Marisa _____ 2015.
- Toni has been here _____ twelve o'clock.
- Has he lived in Venezuela _____ a long time?

- 13 Ask and answer questions using *for* and *since*.


Have you lived in your house/apartment for a long time?

Yes, we've lived here for years—since 2010.

School

- 1 Which prepositions do you usually use before these words: *in*, *at*, or *on*?

_____ Saturday _____ the afternoon
 _____ the weekend _____ September
 _____ 8 a.m.

- 2  003 Read and listen. What are Alex and Sade going to do over spring break?

Sade How are you feeling about the exams next semester, Alex?

Alex Not very confident. I don't think **I'll pass**.

Sade Why's that?

Alex I've had a lot to study recently – and I haven't had enough time to finish. I have a chemistry project and biology homework, too.

Sade I'm sure you'll be OK. What are you going to do over spring break? Are you going to study then?

Alex **I'm going to try!** But we're visiting my grandparents for three days. There won't be time to study then.

Sade It's really hard, isn't it? I'm going to study some of the time – but not every day! It's important to have fun, too.

Alex That sounds like a good idea. I'll be happy when these exams are finished.

Sade Me too. Are you going to the prom next month?

Alex Yes, I am. I think it'll be fun.

Sade What are you doing next year?

Alex **I'm starting** extra science classes in September. I want to study medicine at college.

Sade Great! When you're a doctor, maybe we'll work together – I want to be a doctor, too!

- 3 Decide if the sentences are true (T) or false (F). Correct the false ones.

1 Alex and Sade have exams now. _____

2 Alex is nervous about the exams. _____

3 He's going away for a week over spring break. _____

4 Sade intends to study every day over spring break. _____

5 Alex will definitely be at the prom. _____

6 Alex is studying at college in the fall. _____

- 4 Find words in the text to match the definitions. Can you think of any other words related to school?

1 an important test of your knowledge _____

2 a period of time that the school year is divided into _____

3 a letter or number that shows the quality of work _____

4 to try to learn about a subject _____

5 a large piece of work for a student to complete _____

6 work a teacher gives students to do outside class _____

7 a book containing information about one subject _____

8 something you write down to remind you of something you are learning _____





Future forms (Present progressive, will, be going to)

- 5 Look at the **highlighted** words in the text and complete the rules with *will*, *be going to*, or the present progressive.

Future forms

Use ¹ _____ to talk about future arrangements.

Use ² _____ to talk about future facts and to make predictions, especially with *I'm sure*, *I (don't) think*.

Use ³ _____ to talk about intentions for the future.

Think

Complete the rule.

We also use 'll / won't + base form

- to make offers. *I¹ _____ help you with your homework.*
- to make promises. *I'm sorry. I² _____ do it again.*
- for spontaneous decisions made at the moment of speaking. "There aren't any pens." "I³ _____ buy some."

- 6 Write sentences about Sade's arrangements. Use the present progressive.

On Monday, Sade is seeing the new Bond movie with Sally.

| | |
|-----------|--------------------------------------|
| Monday | see a movie with Sally |
| Tuesday | meet Mrs. Evans 12:30 p.m. |
| Wednesday | 4 p.m. play hockey |
| Thursday | study at Alisha's house after school |
| Friday | take history test! |
| Saturday | go to Uncle Obi's wedding |
| Sunday | visit Juan in Miami |

- 7 Write sentences using *be going to*.

Frida / write / a fashion blog.

Frida is going to write a fashion blog.

- Dan / study more / this semester.
- we / visit relatives / next summer.
- I / not watch / so much TV.
- Mom and Dad / exercise more.
- you / play soccer / next season?
- Etta / not work / on her science project tonight.

- 8 Write predictions for what schools will be like in 2030 using *will* / *won't* and the points below.
Students won't use textbooks in 2030.

- students / use textbooks
- students / choose their own schedule
- students / play video games in class
- students / receive homework
- robots / replace human teachers
- most people / study from home

- 9 **Pairwork** Share your predictions. Do you agree?

Will students use textbooks in 2030?

Yes, I think students will use textbooks in 2030.

Pronunciation

going to

- 10 **004** In informal speech, *going to* is often pronounced *gonna*. Listen and repeat.

- What are you **going to** do?
- I'm not **going to** call him.
- We're **going to** do it later.
- They're **going to** finish the project.

- 11 **Pairwork** Write two sentences for each heading. Then share them with a partner.

My plans for the weekend

My arrangements for next week

My predictions for my life in 2050

What are you going to do on the weekend?

I'm going to do my homework and I'm going to go shopping. What about you?

- 12 Write a follow-up sentence for each situation using *will* / *won't* and the verbs in the box.

buy carry open help not be

- "I'm sorry that I broke your calculator."
"I _____ you a new one."
- "I can't do this math problem."
"I _____ you."
- "This box of textbooks is really heavy!"
"I _____ it."
- "The test starts at 8 a.m."
"I _____ late."
- "It's really hot in this classroom."
"I _____ the window."

1

Growing and changing

In this unit, we will ...

- ▶ talk about life choices and events
- ▶ talk about degrees of certainty
- ▶ write a letter to an older person
- ▶ learn how to contribute to your community



Life events (1)

- How do you expect to change as a person in the next five years?
- Put the ages and life stages in the box in order from the youngest to the oldest.

in your twenties child in your early forties
teenager in your late thirties

child,

- 005 Match the expressions with the pictures. Then listen, check, and repeat.

_____ share a house / an apartment _____ leave school
_____ pass your driving test _____ get a job
_____ do an internship / an apprenticeship
_____ get engaged 1 go traveling
_____ take final exams _____ leave home
_____ ask someone out _____ go to university / college

Look

go to university NOT ~~go to the university~~

- Pairwork** Put the expressions in exercise 3 in what you think is the most logical order. Then compare with a partner. Do you agree? When is a good age to do each of these things?

What do you have for number 1?

I have "pass your driving test" because you can do this when you are 18.

Fun fact

In the U.S., you can get married in places that aren't churches or government buildings. There are museums, theaters, stores, treehouses, waterfalls, and lots of other unusual places with marriage licenses. So, you never know where you might see a wedding!



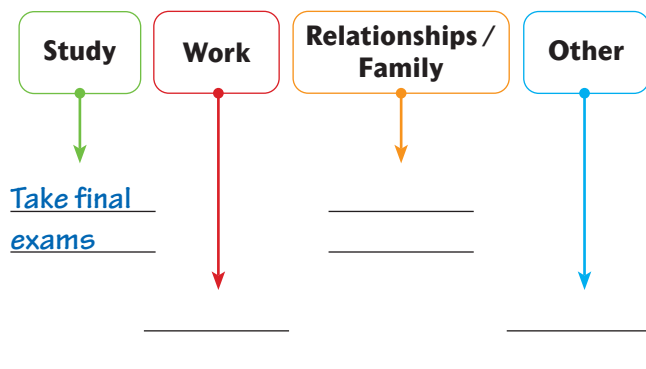
Life events (2)

- 5 006 Complete the phrases with the verbs in the box. Then listen, check, and repeat.

do earn do move get start **have** get apply

- 1 **have** children
- 2 _____ a business
- 3 _____ a course (in ...)
- 4 _____ a degree / qualification (in ...)
- 5 _____ married / divorced
- 6 _____ volunteer work
- 7 _____ for college / a job
- 8 _____ house / to a different country
- 9 _____ lots of money

- 6 Complete the mind map with the expressions from exercises 3 and 5. Some expressions can go under more than one heading. Can you add any other life choices or events to the mind map?



- 7 **Pairwork** Ask and answer questions about your future using *will*. Do you have anything in common?

Do you think you will have children?

Yes, I think I'll have two or three children.
No, I don't think I'll have children.

Challenge

Use *will* to write five questions about your future.
Will I be famous?

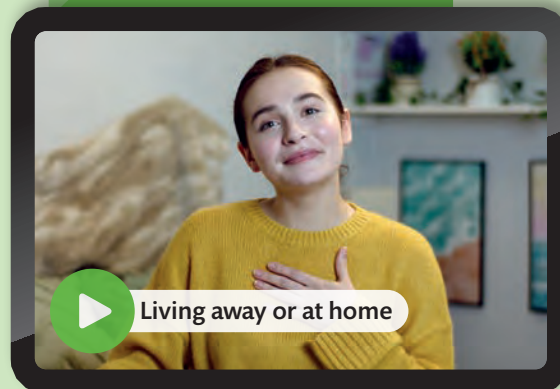
Study strategy

Language immersion without traveling

Doing a language course abroad is a great way to improve your English, but it can be expensive. Here are some ways to get some similar benefits without leaving home:

- Change the language setting on your phone.
- Watch / listen / read online videos, podcasts, blogs.
- Use language-learning apps and games.
- Find a conversation partner or group.

Sara and Luke's vlog



STEP 1

- 1 **Pairwork** Is it better to live at home while you're in college or to live independently? Why? Discuss with a partner.

STEP 2

- 2 007 Watch or listen to the vlog. Circle the names of the students who live at home with their families.

Luke Sara Felipe Beatriz

- 3 007 Watch or listen again. Which student from exercise 2 ... ?

- 1 decided to change their living arrangements for their second year at college _____
- 2 would like to have more privacy _____
- 3 would like to have more contact with other people _____
- 4 is happy living at home with their family _____
- 5 did some research into other people's living arrangements _____
- 6 mentions the subject they are studying at college _____

STEP 3

- 4 **Pairwork** Discuss the questions.

- 1 Have you changed your mind about the question in exercise 1?
- 2 At what stage of life do you think you will move out of your family home?

Real English

Check the meanings of these phrases from the vlog.

It's up to me *Good for you*
I (really) need my own space

1 Make some predictions using *will*.

- 1 Who will win the next World Cup?
- 2 What will be the most popular movie or song this year?
- 3 Will you live to be 100 years old?
- 4 How will humans be different 1,000 years from now?

2 008 Match the headings a–c with paragraphs 1–4 in the text. Then listen and check.

- a Height
- b Life expectancy
- c Strength

3 Are the predictions true (T) or false (F) according to the article? Underline the parts of the article where you found the answers.

- 1 Life expectancy today is more than twice what it was 200 years ago. _____
- 2 People may live for an average of 100 years or more. _____
- 3 We will become stronger. _____
- 4 The muscles in our bodies will be smaller. _____
- 5 We will be taller. _____

4 **Pairwork** How will the world change if people live for much longer than they do now?

People will probably retire from work later.

How will humans develop?

The human body goes through incredible changes over the 8–10 years it takes to develop from a child into an adult. But did you know that other, slower changes are also taking place as the human race evolves? Today, we ask the question: if human beings continue to survive for thousands of years on Earth, how will our bodies develop?

¹ _____ Good news! Human beings are living for longer than ever before. In the 19th century, the average life was just 30 years long. Now, it's 70–80 years. Possible reasons for this include better food, medicine, and hygiene. Living longer means people who want to start a family can do this later in life. This means that any genetic changes that make it easier to have children when we are older **will probably** be passed down to the next generations. If this happens, in the future we **might** evolve to live for an average of 100 years or more.

² _____ A general rule is that animals become larger and stronger as they evolve. However, human muscles are actually smaller than they were thousands of years ago, especially in our upper bodies. This is because modern life requires less physical strength than it used to. As our tools and technology develop in the future, we **will** continue to need our muscles less, and they **may** evolve to become even smaller.

³ _____ Our muscles aren't growing, but humans are getting taller. The tallest people in the world now live in Europe. The reasons for this extra height include improvements in health and diet. This trend will probably continue into the future.





may, might, will: degrees of certainty

- 5 Complete the chart with the **highlighted** words in the text.

may, might, will: degrees of certainty

| | |
|--------|----------------------------|
| (0%) | won't |
| (25%) | probably won't |
| (50%) | 1 _____ / may not |
| | 2 _____ / might not |
| (75%) | 3 _____ |
| (100%) | 4 _____ |

Think

Choose the correct alternatives.

- We use *might (not)* and *may (not)* + base form to talk about future situations ¹ **that are possible but not certain / that are not possible and not certain**.
- We use *will / won't* + base form to talk about future situations that we think are ² **certain / uncertain**.
- We don't usually use *may / might* to ask about possibility.

Do you think life will be easier in the future?

NOT ~~Might life be easier in the future?~~

➔ Reference p.W6

- 6 Complete the sentences using the verbs in the box and the words in parentheses.

not go move do say share

- That college course seems really interesting. I _____ it next year. (may)
- Lucas is going to ask Ana to marry him. But she _____ no! (might)
- Mathew lives in L.A. I _____ a house with him if I go to college there. (may)
- Ben has a lot of homework, so he _____ to Madison's party. (might)
- My dad has a new job. We _____ to Mexico! (might)

- 7 Choose the correct alternatives.

- I haven't seen the movie, but you **might / will** enjoy it.
- Does he speak English? He **won't / may not** understand us.
- We **'ll / may** probably be late!
- You **'ll / might** definitely pass your test!
- The store **will / may** be open now – I'm not sure.

- 8 **Pairwork** Discuss what you might do next summer.

What do you think you'll do next summer?

We might go to the beach.

Uses of get

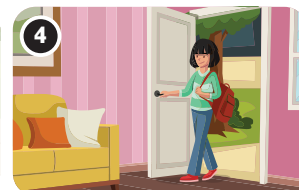
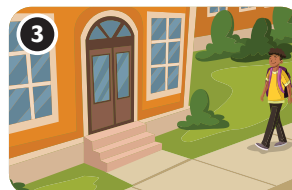
- 9 **009** Match the words with the pictures. Then listen, check, and repeat.

_____ a present _____ lost _____ home
 _____ better _____ a coffee _____ to school
 _____ an email _____ a driver's license

a *get = buy / obtain*



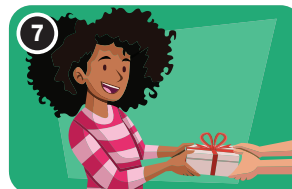
b *get = arrive*



c *get = become (+ adjective / comparative)*



d *get = receive*



➔ Reference p.W6

- 10 Match the words in the box with the different meanings of *get* (a–d) in exercise 8.

a qualification divorced a sandwich
 a bus ticket a phone call to the party
 angry to the airport some good news

- 11 **Pairwork** Ask and answer questions using *get* and *may / might / will*. Use the prompts.

- you / a new cell phone
- you / married
- you / a driver's license
- you / a job

Do you think you will get a new cell phone?

Yes, I'll definitely get a new one.

Challenge

What else do you think will happen in the next century? Think about food, free time, fashion, etc.


- 1 Make a list of all the school subjects you can remember. Which ones will you have an exam for at the end of this year?

◎ Skill focus

Be aware of functional language

Before you communicate in English, think about the function of what you want to say, e.g., agree and disagree, give opinions, make recommendations, etc.

- 2 Read the *Skill focus*. Make a list of language you know for agreeing and disagreeing with people in English.

- 3  010 Watch, listen, or read. Zac and Isela are starting 11th grade. What topic are they talking about?

Zac I'm really not enjoying this year. Study, study, study ... and then exams!

Isela You're right. But it might not be like that all year. I think we'll still have time to have fun.

Zac I'm not sure that's true. I really need to get good grades.

Isela Me too. It'll probably get a bit stressful this summer ...

Zac I agree. It's really unfair that a few exams can decide our whole future!

Isela I'm afraid I don't agree with you. I think exams are a good system.



Zac Because you always do really well in them! Why can't the teachers give us marks based on our work through the year?

Isela Well, I suppose some people might copy their work from the Internet – or they might get a lot of help from their parents.


Zac That's a good point, but it doesn't help me much!

Isela You just need to get organized. I'll help you. You'll be fine.

Zac Thanks. You might be right. We'll know by the end of the year.

Isela That's true. Come on – time for geography!

Zac My favorite ...

- 4  011 Complete the phrases from the dialogue. Then listen, check, and repeat.



Agreeing

You're _____.

I _____.
It's (really unfair).

_____ true.

Neutral

That's a good _____, but ...

You _____
be right.



Disagreeing

I'm not _____ that's true.

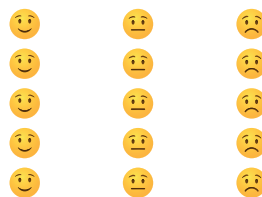
I'm afraid I _____ agree with you.





5 Choose an agreeing 😊, neutral 😐, or disagreeing ☹️ reaction to the statements. Compare with a partner. Then say which language from exercise 4 best describes your reactions.

- 1 "Copying work from the Internet is wrong."
- 2 "If you want to make progress, you need to study every night."
- 3 "Science is an interesting subject."
- 4 "Teenagers get too much homework."
- 5 "Sports classes are an important part of school."



🌐 Link to life

In what situations is copying fine? When would you consider it stealing?

🧩 Mediation

Look online for a range of opinions about one of the statements in exercise 5. Make a summary of what you found and tell the class.

6 **Pairwork** Practice a similar dialogue with a partner. Discuss these statements and see if you agree. Give reasons for your opinions.

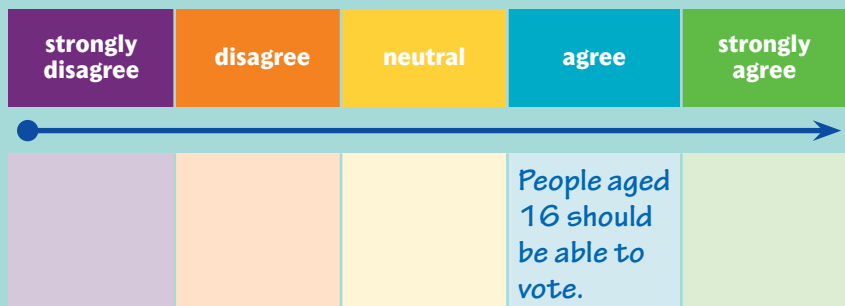
- 1 Physical schools won't exist in the future.
- 2 Exams are a good way of testing a student's ability.
- 3 Subjects such as art are a waste of time.
- 4 Schools need to spend more time on subjects such as coding.
- 5 Being happy is more important than earning money.

I agree with number 1. I think that in the future everyone will have classes online.

You might be right, but I think people will still want to learn together in groups.

🕒 Beat the clock

In pairs, in three minutes think of five to ten other topics like those in exercise 6. Add them to the barometer.



⚡ Challenge


Pairwork Write three or four statements for the topics in the *Beat the clock* activity. Your partner must respond by disagreeing or agreeing. Remember to use phrases from exercise 4. Take turns to read your statements.

Social media is a common way of communicating and people of any age should be able to use it.

People aged 16 should have the vote because government decisions have a major effect on them.



- 1 Do you ever use words or expressions that your parents or teachers do not understand? Write three or four expressions you use.

- 2  012 Read and listen. Choose the best alternative title for the text.

- a Teenagers and adults: speaking a different language?
- b Why parents hate teenage slang
- c An older person's guide to the Internet

Teen slang decoded

Slang is a type of very informal language used by people who know each other well and have the same interests. Young people have always been the source of new slang, and adults have always found it difficult to understand us! Now that we do so much communicating using the Internet, a lot of new slang first appears online. For many parents, the Internet is a place **where** teenagers seem to speak an entirely different language. Here are some of the latest slang words that could confuse our parents and our teachers:

squad These are the people **that** you hang out with. *I'm going to see my squad tonight.*

fam Your fam are the friends **who** are closest to you – or just one of those friends. *Thanks for the help, fam!*

on fleek This describes something that is perfect. *Your makeup's looking on fleek today!*

ghost is a term **which** means ignore (especially by someone you were hoping to start or continue a romantic relationship with). Did you write someone a message but get no reply? *They ghosted you.*

flex on is when someone shows off what they have or what they can do. In some cultures, this kind of behavior is considered negative. *She flexed on her classmates by showing her math test result.*



Defining relative clauses

- 3 Complete the chart with the **highlighted** words in the text.

Defining relative clauses

Defining relative clauses come after a noun or some pronouns. They identify which person, place, or thing we are talking about. Use ...

- 1 _____ / that for people.
- 2 _____ / _____ for things.
- 3 _____ for places.

whose to indicate possession.

You can omit the relative pronoun when it refers to the object of the relative clause.

Teen slang is transforming the language (which / that) people use every day.

 Reference p.w7

- 4 Complete the sentences with **where**, **which**, **who**, or **whose**. Use “–” if no pronoun is necessary.

- 1 He's the guy _____ friend is a singer.
- 2 That's the hospital _____ Jim was born.
- 3 This is the book _____ I told you about.
- 4 He's the teacher _____ gave me a bad grade.
- 5 Is this the place _____ you took your driving test?
- 6 This is the same car _____ my dad bought.
- 7 That's the family _____ dog bit me.
- 8 The business _____ she started is successful.

- 5 Rewrite these sentences as a single sentence. Use the correct relative pronoun.

That's the college. I study there.

That's the college where I study.

- 1 I watched the movie. Jack recommended it.
- 2 I met a girl. Her brother is in your class.
- 3 Those are the children. They live next door.
- 4 That's the church. Sue got married there.
- 5 That's the teacher. She's from Spain.
- 6 I got some new shoes. My dad bought them for me.

- 6 **Pairwork** Complete the chart with examples of things that are important to you. Then ask and answer about them.

| People | Objects/Animals | Places |
|---------------|-----------------|--------|
| Mrs. Belmonte | | |

Who is Mrs. Belmonte?

She's a teacher who was kind to me and helped me to understand math.



STEP 1

1 What are the different options for people after high school in your country?



apprenticeships



community college



volunteering

🎯 Skill focus

Listen for gist

Listen to get a general idea of what a text is about without worrying about words and phrases you don't understand. For example, you may be able to tell if a speaker is talking about advantages or disadvantages without understanding all the details.

2 🎧 013 Read the *Skill focus*. Then listen to a careers advisor. Are they talking about the advantages or disadvantages of the options shown in the pictures? _____

3 🎧 013 Listen again and match the topics to what the careers advisor says about them.

- 1 community college _____
 - 2 apprenticeships _____
 - 3 volunteering _____
- a there's a high chance of a well-paid job afterwards
 - b you'll support communities and the environment
 - c it's cheaper and you can choose what to learn

STEP 2

4 🎧 014 Listen to four teenagers and match them with their choices a–d.

- | | |
|---------------|--|
| 1 Alex _____ | a wants to volunteer in another country. |
| 2 Luz _____ | b wants to get an apprenticeship and work with computers. |
| 3 Ollie _____ | c wants to go to community college and work with food. |
| 4 Emily _____ | d wants to focus on her grades to get into a good college. |

5 🎧 014 Listen again and choose the correct alternatives.

- 1 Alex **knows** / **doesn't know** what he wants to be.
- 2 Luz **wants** / **doesn't want** to go to college.
- 3 Students **can** / **can't** study French at Luz's high school.
- 4 Ollie wants to **study music at college** / **go to theater school**.
- 5 Emily is interested in **doing an internship** / **earning money**.

STEP 3

6 **Pairwork** Ask and answer the questions.

- 1 At what age can you leave school and get a job in your country?
- 2 What different options are there after high school?
- 3 What grades do you need to get into college?
- 4 Do all your friends know what they are going to do next year?
- 5 Do young people in your country do internships before they graduate from school?

7 **Presentation** Make a video or a presentation about the different choices that young people in your country can make after they finish high school.

- Design a diagram showing the different choices and routes. Use this as your opening.
- Explain each different choice in more detail.
- Use text and pictures, or interview relevant people about their choices.

1 **Pairwork** Discuss the questions.

- Who are the oldest people in your life and how well do you know them?
- How might young people and older people benefit from spending time together?

2 **015** Read and listen to the article. Does it mention any of your ideas from exercise 1?

Just friends hanging out

College student Antonio is hanging out with his friend Henrique, drinking tea and talking about yesterday's big football game. Nothing unusual about that, except that Antonio is 16 years old and Henrique is 81. They became friends through a program where teenage students visit, talk to, or video chat with older people in their homes.

Put it in writing

Other programs put young people and older people in touch without the need for a call or visit. For instance, "Letters Against Isolation" is a program that encourages people to write to older people who may be feeling lonely. These letters are a simple yet effective way to brighten someone's day and make them feel connected to the outside world.

Connecting across generations

Friendships such as the one between Antonio and Henrique are helping both teenagers and older people discover the benefits of forming social connections with each other. The idea is simple yet powerful—if people of different ages are brought together, they might learn from each other and form long-lasting friendships.

Everyone benefits

Whether such friendships begin through a program or by family members or neighbors of different generations spending time together, these relationships can be helpful in many ways. Teenagers learn from the older generation's experience, while older people can get a fresh perspective on life from the younger generation.

Positive impacts

One example of such a program in the U.K. is "Adopt a Grandparent", which pairs young people with older people who want to connect. Volunteers visit or video call with their older partners, and they spend time together, playing games or sharing stories. These visits have a positive impact on both young and old. While older people may feel less lonely and more connected, young people get a chance to learn from the older generation and their experiences of life, love, and work.



◎ Skill focus

Recognize phrases to introduce examples

Learn to recognize these phrases in texts:

such as One/Another example of ... is ... For instance/example,

★ Check it out

Find these words and phrases and check their meanings.

a program adopt isolation

3 Read the Skill focus. Then find examples of the phrases in the article.

4 **015** Read and listen again. Answer the questions.

- What is different about Antonio and Henrique's relationship?

- How did they get to know each other?

- According to the article, how do teenagers benefit from the "Adopt a Grandparent" program?

- How is "Letters against Isolation" different from "Adopt a Grandparent"?

- According to the article, how do older people benefit from written contact with teenagers?

5 **Pairwork** Make a list of questions you would like to ask an older person about their teenage years.

What did young people wear when you were a teenager?



STEP 1

1 Read the email and answer the questions.

- 1 Why is Nina writing to Marj?

- 2 What does Nina want Marj to give her advice about?

STEP 2

Skill focus

Plan an email or message

Before you write an email, think about what you want to say and what order to say it in. A good way to do this is to make notes under headings. Use your notes to organize your message.

2 Read the *Skill focus*. Put the parts of the email in the order they appear.

- Suggest what you might talk about _____
- Say that you are coming to visit _____
- Use a friendly greeting _____
- Say what you are looking forward to _____
- Use a friendly sign-off _____
- Ask how the person is _____
- Say what you will bring _____

3 Match the phrases below to the parts of the email from exercise 2.

- 1 Hi Marj 1
- 2 I'm coming to see you again next week if that's OK.

- 3 I'd love to chat some more about what life was like when you were my age. _____
- 4 It'll be wonderful to spend some more time with you.

- 5 Bye for now. _____
- 6 How's life? _____
- 7 I'm going to bring my science project to show you.

STEP 3

4 Use the plan from exercise 2 to write your own 150-word email to an older person you know.

Link to life

Is it normal for people from different generations to mix together socially in your country? Why / Why not?

Dear Marj,

Hello from your favorite teenager! How are you doing? I hope you're well and that you're keeping busy with fun activities such as baking more cookies for our next visit 😊.

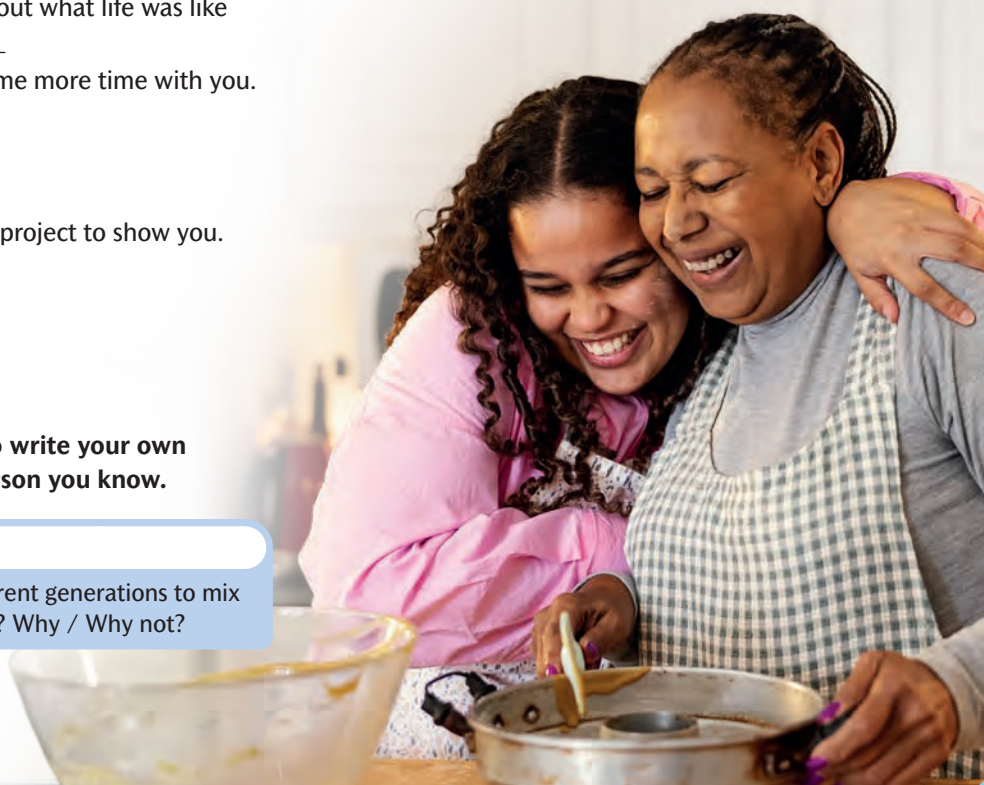
Guess what? That will be very soon. My classmates and I are planning to visit our older friends again next week, and I'm already excited about it! I can't wait to see your smiling face and catch up on all the jokes and gossip. I'm hoping we'll play some more cards, and you can tell me more about your time working as an actor in the U.S.

Don't worry, you don't really have to bake cookies for us 😊. I'll bring some of your favorite snacks for us to share, and we'll drink tea and chat. I'll tell you all about what's happening at school, and you can give me some more wise advice about how to become an actor.

Take care and see you soon.

Your teenage friend,

Nina



- ▶ Communication and collaboration
- ▶ Emotional self-regulation and well-being

1 **Pairwork** Discuss the questions below.

- Why do you think people do volunteer work?
- What are the most important benefits? Number them 1–4 (1 = least important, 4 = most important). Why?
 - learning new skills for a future career ____
 - making links with the local community ____
 - new friendships ____
 - improving life for others ____

2 **016** Read the article. Add phrases A–D to blanks 1–4. Then listen and check.

- A you could share skills you have
- B see what you can do that others are not doing already
- C you could plant trees as part of a local project
- D and connect with our communities

★ Check it out

Find these words and phrases and check their meanings.

purpose belonging loneliness self-confidence fundraising

3 **Pairwork** Complete the sentences using highlighted words from the text. There may be more than one answer. Then discuss the questions.

- Do you _____ in any activities just to contribute to your community?
- How could you use your _____ to help your local community?
- Which types of activities or work can build your _____ and sense of _____?
- What things do you do now to reduce _____ and connect with other people?

4 **Pairwork** Check (✓) the types of volunteer work you are most interested in from the list below. Then discuss the questions.

- | | |
|-------------------------|--------------------------|
| community clean ups | <input type="checkbox"/> |
| taking care of animals | <input type="checkbox"/> |
| helping the environment | <input type="checkbox"/> |
| teaching | <input type="checkbox"/> |

- Individually, think about your skills and interests. What type of volunteer roles would be best for you? Make a list.
- Share your ideas with your partner.
- Research online volunteer organizations for young people your age. What do they do? How do they increase social connectedness and well-being for the community and for the volunteers?

5 **Presentation** Tell the class about the organization.

The benefits of volunteering

There are many benefits to volunteering and there are lots of ways to **get involved**.

You could start by contacting a few local volunteer groups. For example:

- follow a group you are interested in on social media and understand the work they are doing; ¹_____.
- help to plan or **participate** in a fundraising event in your local community, such as a 5k run or a bake sale.
- ²_____, such as teaching something you are good at—computer lessons, or how to play soccer!
- if you are passionate about protecting the planet, ³_____.

Studies show that when we come together with others ⁴_____, we feel a stronger sense of **purpose** and **belonging**. For example:

- face-to-face activities such as working in a thrift store or soup kitchen reduce **loneliness**.
- when we help others, our sense of **purpose** increases.
- when we work together towards a common goal, this improves our **self-confidence**.

If you have a skill or **knowledge** you can share, volunteering could be perfect for you!



Go to the project



Language practice

1 Complete the sentences with the words in the box.

getting share do go graduate take

My brother is getting married this year.

- Juan wants to _____ an apartment with his friends.
- I want to _____ an internship this summer.
- When I _____, I'll probably go to college.
- My brother wants to _____ traveling when he finishes his exams.
- I have to _____ my final exams in the summer.

5

2 Match the sentences with the functions.

1 agreeing 2 disagreeing 3 neutral

- You're right.
_____ I agree. It's (really unfair).
_____ You might be right.
_____ I'm not sure that's true.
_____ I'm afraid I don't agree with you.
_____ That's a good point, but ...

5

Grammar practice

3 Complete the sentences with the structures in the box.

'll 'll may ~~might not~~ might not won't

I feel tired so I might not go to the gym later (possible)

- We _____ arrive until 7 p.m. because the traffic is very bad. (certain)
- I _____ go traveling after I finish my exams. (certain)
- It _____ be hard to find a job if you don't have any certifications. (possible)
- She _____ go to college in Buenos Aires. (certain)
- I _____ get rich, but I'll do a job I love. (possible)

5

4 Complete the sentences with *where*, *which*, *who*, or *whose*.

This is the girl whose mother is a nurse.

- I don't know anyone _____ doesn't like chocolate.
- We prefer the skate park _____ is near the station.
- This is the field _____ she plays field hockey.
- That is the man _____ bag they stole.
- I couldn't decide _____ T-shirt to buy.

5

Reflect

- What interesting new information did you learn in Unit 1? Say 1 or 2 things.
- What new words or phrases did you learn? Say 2 or 3 words or phrases.
- Which lesson in this unit did you enjoy the most? Why?



I can do this well

this is OK

I need practice

talk about life choices and events. (pp.10–11)

use *may*, *might*, *will* for degrees of certainty. (pp.12–13)

agree and disagree. (pp.14–15)

use defining relative clauses. (p.16)

understand someone talking about career choices. (p.17)

understand a text about intergenerational friendships. (p.18)

write a letter to an older person. (p.19)



SECOND EDITION

4

LinkIt!

Workbook



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Vocabulary

Life events (1) ⏪ p.10

1 Choose the correct alternatives.

When are you going to apply **at** / **for** college?

- Did you **get** / **go** a job in the same restaurant?
- I'm not **going** / **taking** my final exams until the summer.
- Izzy and Pablo both **left** / **went** to college in New York.
- I'd like to **share** / **go** a house with friends next year.
- My sister's amazing – she **passed** / **did** her driving test first time!
- Robbie really likes Tanya. He wants to **ask** / **get** her out.
- Ibrahim is **sharing** / **doing** an internship with a big company this summer.

Life events (2) ⏪ p.10

2 Complete the phrases with the words in the box.

a business volunteer work for a job a lot of money
a qualification in chemistry children house married
~~a course in computing~~ divorced



do a course in computing

- have _____
- do _____
- start _____
- earn _____
- get _____
- get _____
- get _____
- apply _____
- move _____

Grammar

may, might, will: degrees of certainty

⏪ p.13

3 Choose the correct alternatives.

- You **add** / **don't add** an -s to the third person singular of *may* and *might*.
- You use *may* and *might* to talk about **possibility** / **certainty** in the future.
- The short form *mayn't* is **often used** / **isn't used**.

4 Complete the sentences with 'll, will, or might.

I'm tired. I might stay at home tonight. I don't know.

- She _____ go to the movies tomorrow. I'm not sure.
- I promise I _____ never do it again!
- Kathy _____ come to our house, but it isn't definite.
- I think they _____ probably buy a new laptop.
- Don't wait for me! If you do, you _____ definitely be late.
- I'm sure Farrell _____ do my homework for me.
- A** What are they doing this Easter?
B I don't know. They _____ go on vacation.



- 5 Look at the pictures of the finalists in a cake-making competition. Choose the correct alternative and complete the sentences with the verbs in the box.

taste come win come like taste like come

Ernesto and Martha **might not** / won't come last.

- Mary's cake **will** / **probably won't** _____ worse than Mohammed's.
- Sophie **will** / **might** _____ third.
- Diego doesn't like losing so he **will probably** / **probably won't** _____ coming fifth!
- Miko **might not** / **will** _____ sixth.
- People **may** / **probably won't** _____ Martha's cake more than Ernesto's.
- Jamie's cake **will probably** / **probably won't** _____ better than Mary's.
- Ernesto **won't** / **may not** _____.



or



or



or



Uses of get p.13

- 6 Choose the phrase that does not belong. Give reasons for your choice.

- | | | |
|------------------------------|--------------------------------------|--------------------|
| <u>get some water</u> | get home | get to school |
| 1 get engaged | get a job | get cold |
| 2 get a present for someone | get some jeans | get home |
| 3 get to school | get fit | get home |
| 4 get a coffee | get angry | get tired |
| 5 get a present from someone | get to the gym | get a text message |
| 6 get upset | get excited | |
| | get a postcard from your best friend | |

Defining relative clauses p.16

- 7 Complete the dictionary definitions with a relative pronoun in the box. Which of the relative pronouns could be replaced with *that*?

which who which whose which where

dri-ving test /'draɪ.vɪŋ ,test/ *noun* a test which proves you can drive.

1 **qual-i-fi-ca-tion** /'kwɒləfə'keɪʃn/ *noun* something _____ you get when you pass an exam or complete a training course

2 **mov-ie di-rec-tor** /'mu:vi də'rektər/ *noun* a person _____ job involves supervising people when making movies

3 **col-lege** /'kɒlɪdʒ/ *noun* a place _____ you can study for a degree

4 **ap-pren-tice-ship** /ə'prentəʃ,ʃɪp/; /ə'prentə,ʃɪp/ *noun* a period of time _____ you spend working in order to learn how to do a job

5 **pres-i-dent** /prezədənt/ *noun* the person _____ is leader of the government (in some countries)

- 8 Check (✓) the sentences in which you can omit the relative pronoun.

- ☐ I love the laptops that they sell in that store.
- ☐ She's wearing the dress that she bought on Saturday.
- ☐ He was the man that invented the Internet.
- ☐ That's the woman who I met yesterday.
- ☐ She's the girl who always runs to school.

Listening

Look

The first time you listen, try to get a general idea of what the text is about. This is called listening for gist.

1 Listen to five conversations and match each one to a topic.

This person ...

- has just had a vacation. 4
- 1 has started a new school. _____
- 2 has just played a game. _____
- 3 went to a college open day. _____
- 4 has just watched a movie. _____

2 Choose the correct answers. Then listen and check.

- What does the boy like about the new school?
 - a the science labs
 - b** the fact that he can play a different sport
 - c the size of his class
- 1 Why doesn't the girl want to go to Florida International University?
 - a They don't offer the languages she wants to study.
 - b** She doesn't like the university.
 - c They don't offer a year abroad in the right country.
- 2 Why didn't the girl like the movie they have just seen?
 - a It was too long.
 - b** It was boring.
 - c The actors were terrible.
- 3 What did the boy enjoy most about his Christmas vacation?
 - a the weather
 - b** visiting his grandparents in Chicago
 - c going skiing
- 4 How did the boy feel about his performance in the soccer game?
 - a disappointed
 - b** very happy
 - c satisfied



Speaking

3 Complete the dialogues with the words in the boxes.

1

agree point ~~true~~ might

- Yuki** This article says that people will live longer in the future. What do you think?
- Sky** I think that's true. Technology is developing so fast.
- Yuki** That's a good ¹ _____, but it seems weird to think about replaceable body parts. I think things will go wrong!
- Sky** You ² _____ be right, but I still think medical science is incredible.
- Yuki** Yes, I ³ _____ with you. It's concerning, but it might help us in the future!

2

sure afraid right agree

- Alfie** I think some of these news stories on social media are really funny.
- Ramona** If you mean the fake news stories, I'm ⁴ _____ I don't ⁵ _____ with you. I think they're terrible because some people believe them!
- Alfie** No, Ramona! There are a few fake news stories, yes, but most stories are real!
- Ramona** I'm not ⁶ _____ that's true. You can't believe a lot of things you read on the Internet, you know.
- Alfie** Oh, OK! You're ⁷ _____, but some are very funny!
- Ramona** Oh, Alfie!

4 Put the completed phrases from exercise 3 under the correct heading.

Agree

I think that's true.

Neutral

Disagree



- 1 Exam** Use the words in parentheses to complete the second sentence so that it means the same as the first.

I buy my sneakers at that store. (where)

That's the store where I buy my sneakers.

- 1 I will probably do work as a volunteer in the summer. (volunteer)

I will probably _____ work in the summer.

- 2 There probably won't be time to go shopping later. (may)

There _____ to go shopping later.

- 3 Tom sent me a text message late last night. (got)

I _____ from Tom late last night.

- 4 That store assistant's son is engaged to my sister! (whose)

That's the store assistant _____ to my sister!

- 2 Exam** Choose the correct answers.

I can't wait to leave school and _____ a job.

a be b take **c get** d make

- 1 I definitely _____ get married next year.

a won't b don't c do d would

- 2 Students _____ are in the second year can go on the trip to Mexico.

a what b they c which d who

- 3 I'm not sure, but I _____ go to Peru next year.

a do b might c will d don't

- 4 _____ you agree with me?

a Are b Do c Does d Is

- 5 Atlanta is the place _____ I studied English!

a who b that c where d when

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

'll won't doing where whose might

My sister is doing an internship at an I.T. company.

- 1 I think I _____ apply to study physics in college.

- 2 I'm not yet sure, but I _____ do a course in teaching English before I go traveling.

- 3 If I don't get a job this summer, I _____ earn any money.

- 4 She's not sure _____ she wants to go to college.

- 5 This is the chef _____ restaurant I'm doing an internship at.

- 4 121 Exam** Listen to a welcome talk at college. Complete each sentence with the missing information.

Students need 120 (college) credits to complete their degree.

- 1 For each credit, students must complete two hours of _____ each week.

- 2 Half the degree is from low-level _____ from a range of subjects.

- 3 For a quarter of your degree you can choose _____ you like.

- 4 They have _____ in eight different languages.

- 5 A lot of courses offer the chance to _____ or work in a company.

- 6 Later, students will go on a tour of the _____.

- 7 In the afternoon, they can meet current _____.

- 5 Write a text about your future using the expressions below. Write about 80 words.**

I'd like to ...

I'll definitely ...

I might ...

I probably won't ...

I'll probably ...

I definitely won't ...



Grammar reference

may, might, will: degrees of certainty p.13

| Affirmative | | |
|---|--|-------|
| I / You / He / She / It / We / You / They | may, might, will (may / might / 'll) | stay. |
| Negative | | |
| I / You / He / She / It / We / You / They | may not, might not will not (may not / might not / won't) | stay. |
| Interrogative | | |
| Will / May / Might | I / you / he / she / it / we / you / they | stay? |

| Short answers | | |
|---------------|---|--------|
| Affirmative | | |
| Yes, | I / you / he / she / it / we / you / they | will. |
| Negative | | |
| No, | I / you / he / she / it / we / you / they | won't. |

- May, might, and will** are modal verbs and follow all the rules of modal verbs. The negative form **will not** is usually shortened to **won't**.
- We use **may** and **might** to talk about future possibility. **will + maybe / possibly** corresponds to:
subject + **may (not) / might (not)** + base form of the verb
We **may** share an apartment next year.
(= We'll possibly share an apartment next year.)
I **might not** get married!
(= Maybe I won't get married.)
- The short form **mightn't** isn't commonly used; **may not** doesn't have a short form.
- To make predictions about the future based on what we think, hope, or expect will happen, often preceded by the opinion verbs (**think, believe, hope**, etc.).
I think we **will** win.
In the negative form we use **don't think / believe**, etc. + **will**.
I **don't think** he **will** come.
(NOT ~~I think he won't come.~~)

We use **will** for:

Making requests, offers, and promises, and making decisions:

Will you help me to organize his party?

I'll help you!

We'll always take care of them.

We **won't** go now because it's dark outside.

Talking about definite future facts:

Next year the twins **will** be 18!

Uses of get p.13

The verb **get** is often used in phrasal verbs and verb expressions, particularly in spoken English. It often takes on the following meanings in common verb expressions:

get + noun means

- ▶ **obtain**
Meg **got** the highest mark in the exam.
- ▶ **buy**
They **got** the tickets yesterday.
- ▶ **receive**
She **got** an amazing present from Tammy.
- ▶ **arrive**
We'll **get** home really late because of you!

get + adjective means **become + the adjective**

We all **get** old!

The kids **got** really tired.

English is **getting** easier.

Defining relative clauses *where, which, who, whose, that* p.16

- 1** Defining relative clauses identify and define the person or the thing that is being spoken about in the main clause. We use a relative pronoun to link the two clauses.

They're the girls **who** take karate class.

That's the store **that** sells cool posters.

- 2** The relative pronouns we use are:

who / that for people.

She's the woman **who / that** teaches Dad German.

which / that for things and animals for which you don't know the gender.

Here's the university **which / that** has a great language course.

whose to indicate possession.

She's the friend **whose** parents make delicious pizza.

where for places.

This is the movie theater **where** we saw that awful movie.

- 3** In English you can omit the relative pronoun when it refers to the object of the relative phrase.

The bread (**that**) we usually buy is sold out.

The two boys (**that**) you spoke about are both in my class.

In this case, we is the subject of the relative clause and the relative pronoun that is the object; therefore it can be omitted.

The bread **that** is made with wholewheat flour is healthier.

The car **that** was outside was not our car.

In this case, the relative pronoun that is the subject of the relative clause and cannot be omitted.

Word list

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

Life events (1)

ask someone out (v) _____

do an internship / apprenticeship (v) _____

get a job (v) _____

get engaged (v) _____

go to university / college (v) _____

go traveling (v) _____

leave home (v) _____

leave school (v) _____

pass your driving test (v) _____

share a house / an apartment (v) _____

take final exams (v) _____

Life events (2)

apply for college / a job (v) _____

do a course (in) (v) _____

do volunteer work (v) _____

earn lots of money (v) _____

get a degree / qualification (in) (v) _____

get married (v) _____

have children (v) _____

move house / to a different country (v) _____

start a business (v) _____

Check it out

a programme (n) _____

adopt (v) _____

elderly (adj) _____

isolation (n) _____

Speaking

I agree. It's (really unfair). _____

That's true. _____

You're right. _____

That's a good point, but ... _____

You might be right. _____

I'm afraid I don't agree with you. _____

I'm not sure that's true. _____