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Link it! 2

Teacher's Pack



Classroom
Presentation Tool



Teacher's Guide



Teacher's Resource
Center



Practice Kit

Philippa Bowen &
Denis Delaney
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Welcome to Link It! 2

Grammar

this, that, these, those

be: Simple present

there is / there are

can for ability

Simple present

Adverbs of frequency

Imperatives

Present progressive

Vocabulary

Countries and nationalities

Possessions

House and rooms

Sports activities

Daily routines

Clothes

Family

Food

Aim

To practice vocabulary for countries and nationalities, possessions, house, and rooms

To practice *this, that, these, those*, the simple present of *be*, *there is / there are*

Countries and nationalities

page 4

Warm-up

- Write some of the vocabulary headings from this unit on the board (*Countries and nationalities, House and rooms, Sports activities, etc.*).
- Divide the class into groups. Ask groups to choose a topic and write down all the words they know in two minutes.

Exercise 1

- Point to the flags and teach *flag*.
- Read out the words in the box and elicit which are countries and which are nationalities.
- Read out the example answer then ask students to complete the remaining facts.
- Check answers with the class and model pronunciation of the words.

this, that, these, those

page 4

Exercise 2

- Do this exercise with the whole class, using gestures as well as the pictures to demonstrate the meaning of the words and elicit the answers.

Welcome to Link It! 2

Countries and nationalities

1 Look at the flags. Complete the facts with the correct countries and nationalities in the box.

China	Spain	U.S.	Portugal	Brazil	Mexico
Chinese	Spanish	American	Portuguese	Brazilian	Mexican

1 Neymar is a famous Brazilian soccer player. He plays for Brazil in international games.

2 Portugal is by the Atlantic Ocean. Fish is very common in Portuguese food.

3 Penélope Cruz is a famous actress from Spain. She is in many Spanish movies.

4 Tacos come from Mexico. They are a very popular Mexican food.

5 Beijing is a very big city in China. It's the Chinese capital, too.

6 New York City is a famous city in the U.S., but it isn't the American capital. Washington, D.C. is the capital.

this, that, these, those

2 Match the pictures with the sentences. Then complete the sentences with *this, that, these, or those*. Sometimes there is more than one correct answer.

This is Claudia. She's 13 years old. b

1 This / That is her house. It isn't very big. c

2 This / That is her school. It's called Hilldown School. d

3 These / Those are her best friends, Max and Emma. a

4 This / That is her bike. It's red—her favorite color. e

be: Simple present

3 Use the prompts to write questions.

what / her / name / ?
What is her name?

1 how old / she / ?
How old is she?

2 her house / big / ?
Is her house big?

3 who / best friends / ?
Who are her best friends?

4 red / her favorite color / ?
Is red her favorite color?

4 Read the information from exercise 2 again. Then answer the questions from exercise 3.

5 **Real English** Listen to the dialogue. Then practice the dialogue in a group of three.

Rocio Hi, I'm Rocio. What's your name?
Matias I'm Matias.
Rocio How old are you?
Matias I'm 13. And you?
Rocio I'm 12.
Matias This is my friend, Lucas.
Rocio Hi, Lucas. Nice to meet you.
Lucas Nice to meet you, too.
Rocio Where are you from, Lucas?
Lucas I'm from Salvador. And you?

6 **Groupwork** In groups of three, write a similar dialogue to the one in exercise 5. Write three more questions.

be: Simple present

page 4

Exercise 3

- Students write the questions.
- Check answers with the class.

Exercise 4

- Point out that the questions in exercise 3 refer to Claudia in exercise 2.
- Students read the information again and answer the questions in exercise 3.
- Check answers with the class.

ANSWERS

- She's 13 years old.
- No, it isn't.
- They are Max and Emma.
- Yes, it is.

Exercise 5 Real English 002

- Play the audio once for students to listen.
- Play the audio again, pausing after each question and answer for students to repeat.
- Put students into groups of three to practice the dialogue.

Audioscript Student Book page 4

Exercise 6 Groupwork

- Students work in their groups to write a dialogue like the one in exercise 5.
- Monitor and help while students work.
- Students then practice their dialogues in their groups. Ask some groups to perform their dialogue for the class.

Possessions

- 7 Complete the possession words. Then put the letters in **green** in the correct order to find Blanca's favorite possession.

1	P	L	A	N	N	E	R												
2	G	A	M	E	S	C	O	N	S	O	L	E							
3	S	K	A	T	E	B	O	A	R	D									
4	C	E	L	L	P	H	O	N	E										
5	T	A	B	L	E	T													
6	S	U	N	G	L	A	S	S	E	S									

Blanca's favorite possession is her camera.

- 8 **Pairwork** Write two true sentences and one false sentence about what is in your school bag. Use *there is / there are*. Then tell your partner. Which sentence is false?

In my bag, there's an apple. There isn't a notebook. There are three pens.

Is there an apple in your bag?

Yes there is.

Are there three pens in your bag?

No, there aren't. There are five pens.

House and rooms

there is / there are

- 9 Match the definitions (1–6) with the words (a–f).

- | | |
|--|---------------|
| 1 It's the first room in the house. You put your coats here. | a living room |
| 2 You sleep here. | b bedroom |
| 3 You take a shower here. | c hallway |
| 4 You sit on the couch and watch TV here. | d dining room |
| 5 You cook food here. | e bathroom |
| 6 You eat in this room. | f kitchen |

- 10 Look at the pictures. Complete the sentences with the correct form of *there is / there are*.

There isn't a skateboard in the backyard.
There is a soccer ball in the backyard.

- 1 There are tomatoes in the kitchen.
There aren't potatoes in the kitchen.
- 2 Are there sunglasses on the table?
Yes, there are.
- 3 Is there an armchair in the living room?
Yes, there is.
- 4 Are there two guitars in the picture?
No, there aren't. There is one guitar in the picture.
- 5 There isn't a mirror or a bike in the hallway.



- 12 **Pairwork** Write a similar dialogue to the one in exercise 11. Use the prepositions in the box to help you.

in on under in front of next to
behind across from near between

five

5

House and rooms page 5

there is / there are

Exercise 9

- Read out the heading and check that students understand *house* and *rooms*.
- Students work individually or in pairs to match the definitions with the words.
- Check answers with the class, and check that students understand all the words. Model pronunciation of the words. Ask individual students questions about their house and rooms, e.g., *What rooms are there in your house / apartment? What's your favorite room? Why?*

Exercise 10

- Ask students to look at the pictures and complete the sentences.
- Check answers with the class.

Exercise 11 Real English 003

- Play the audio once for students to listen.
- Play the audio again, pausing after each question and answer for students to repeat.
- Put students into pairs to practice the dialogue.

Audioscript Student Book page 5

Exercise 12 Pairwork

- Read through the prepositions in the box with the class. Check that students understand them all.
- Students then work in their pairs to write a dialogue like the one in exercise 11.
- Monitor and help while students are working.
- Students then practice their dialogues in their pairs. Ask some pairs to perform their dialogue for the class.

Possessions page 5

Exercise 7

- Read out the heading and check that students understand *possessions*.
- Students work individually or in pairs to complete the puzzle and find Blanca's favorite possession.
- Check answers with the class and check that students understand all the words.
- Ask individual students questions about their possessions, e.g., *Do you have a skateboard / tablet? What's your favorite possession? Why?*

Exercise 8 Pairwork

- Read out the example questions and sentences. Briefly revise the use of *there is / there are*.
- Allow students time to write their sentences individually.
- Students then work in pairs to tell their partner about their possessions and ask and answer questions to find the false sentence.
- Ask who guessed the false sentence easily.

Aim

To practice vocabulary for sports activities and daily routines

To practice *can* for ability and the simple present

Sports activities page 6

Exercise 13

- Read through the sports activities in the box with the class and make sure students understand them.
- Read out the example answer, then elicit examples of how we use *do*, *go*, and *play* with sports activities, e.g., *play soccer*, *do track and field*, *go skiing*.
- Students can work individually or in pairs to complete the dialogue with the correct verbs and activities.
- Check answers with the class.
- Ask individual students questions about sports activities, e.g., *Do you sometimes play soccer? Do you ever do track and field?*

can for ability page 6

Exercise 14

- Say a few simple sentences using *can* and *can't*, e.g., *I can swim. I can't ride a horse*. Check that students understand the meaning.
- Students decide which sentences are correct and incorrect, and write the incorrect sentences correctly.
- Check answers with the class and revise the rules on the form of *can* / *can't*.

Exercise 15

- Ask students to look at the chart. Read out the example sentence and elicit another example answer from the class.
- Students complete the sentences.
- Check answers with the class.
- Ask individual students to tell the class something they can and can't do.

Exercise 16 Real English 004

- Play the audio once for students to listen.
- Play the audio again, pausing after each question and answer for students to repeat.
- Put students into pairs to practice the dialogue.

Audioscript Student Book page 6

Sports activities

- 13** Complete the dialogue with *play*, *do*, or *go* and the sports in the box. There are two extra sports.

soccer bike riding skiing track and field volleyball
gymnastics karate swimming

Luis

Do you go skiing every year? 3:08 p.m.

Yes, we do. We always go to Keystone. Do you like winter sports? 3:08 p.m.

No, not really. I prefer sports you can do all year. I love to be outside, so I like to go bike riding. I go everywhere on my bike! 3:08 p.m.

Yes, but sometimes it's too hot to go out on your bike. In the summer, I prefer to go swimming in my uncle's pool. 3:10 p.m.

I don't like water, but I can jump pretty high and I'm good at running, so I do track and field. I'm on the school team. 3:11 p.m.

Really? I like ball sports. Sometimes I play soccer with my cousin. 3:11 p.m.

I like it too, but I prefer to play volleyball. You only use your hands! 3:13 p.m.

Oh, I'm awful at that! 3:15 p.m.

can for ability

- 14** Check (✓) the correct sentences and put an X next to the incorrect sentences. Then correct the mistakes.

- | | |
|-------------------------------|---|
| 1 I don't can swim. | X |
| 2 They can play basketball. | ✓ |
| 3 He cans dance. | X |
| 4 You not can play guitar. | X |
| 5 We can't play field hockey. | ✓ |
| 6 Can she speak English? | ✓ |

- 15** Look at the chart and complete the sentences with the missing words.



	Rosa	Sebastian
cook	✓	✓
run fast	✓	X
play volleyball	✓	X
speak French	X	✓
ski	X	✓
draw well	X	X

Rosa and Sebastian can cook.

- Rosa can't ski.
- Rosa can't speak French, but Sebastian can speak French.
- Can Sebastian play volleyball?
No, he can't.
- Can Rosa run fast?
Yes, she can.
- Can Rosa and Sebastian draw well?
No, they can't.

- 16** 004 **Real English** Listen to the dialogue. Then, in pairs, practice the dialogue.

Marta I'm doing a survey for school. Can I ask you some questions?

Iago Yes, of course!

Marta OK, first question ... Can you cook?

Iago Yes, I can. I like making cookies.

Marta Yum! OK, sports ... What sports can you play?

Iago I can play volleyball and soccer. And you?

Marta I can play tennis pretty well. Can you ski?

Iago Yes, I can.

Marta Can you speak French?

Iago Yes, I can. I can also speak Spanish.

- 17** **Pairwork** Write a similar dialogue to the one in exercise 16.

OK, first question ... Can you play the guitar?

No, I can't.

Exercise 17 Pairwork

- Students work in their pairs to write a dialogue like the one in exercise 16.
- Monitor and help while students are working.
- Students then practice their dialogues in their pairs. Ask some pairs to perform their dialogue for the class.

Daily routines

- 18 Read the class survey. Choose the correct alternatives.

Class survey

What time do you take the breakfast / have breakfast on school days? Is it different on the weekend?

- Do you dinner / have dinner with your family?
- Do you watch / look TV when you are eating meals?
- What is your favorite thing to do when you get home / to the house after school?
- Do you prefer to go to bed / to the bed early and wake up early? Or do you prefer to go to bed / to the bed late and get up / out late?
- Do you do / make homework that is fun, or is it all boring? What is your favorite subject?

- 19 In pairs, take turns to ask and answer questions from exercise 18.

Simple present

- 20 Look at the pictures and complete the sentences with the correct form of the words in parentheses and short answers.



I only eat (eat) pizza on the weekend. I don't eat (eat) pizza on weekdays.



- 1 She speaks (speak) Portuguese. She doesn't speak Chinese.



- 2 Do they like (they / like) studying?
No, they don't.



- 3 Does she walk (she / walk) to school?
No, she doesn't.



- 4 We don't enjoy (not / enjoy) baseball. We prefer soccer!

- 21 Read the article. Complete the sentences with the correct form of the verbs in parentheses.

Daily routine of a professional skier

Adrian gets up (get up) at 5:30 in the morning. He ¹ meets (meet) the other skiers and they ² do (do) 20 minutes of exercise in the gym. At six o'clock, he ³ has (have) breakfast. He normally ⁴ eats (eat) eggs, ham, and bread. He ⁵ doesn't eat (not eat) fruit for breakfast, but he ⁶ takes (take) an apple or an orange with him as a snack. They ⁷ go (go) skiing from 8:15 through eleven o'clock. They ⁸ are (be) usually very tired, so they ⁹ stop (stop) for lunch at eleven o'clock.

"After lunch, I ¹⁰ spend (spend) some time with my team. We ¹¹ play (play) video games. At three o'clock, the other skiers ¹² go (go) to the gym, but during the week I ¹³ don't go (not go) with them—I ¹⁴ take (take) the bus home at three o'clock."

Adrian is still at school and his teacher ¹⁵ comes (come) to his house. He ¹⁶ studies (study) with his teacher from 4 p.m. through 8 p.m. Then, at nine o'clock, he has dinner. Sometimes, he ¹⁷ watches (watch) a movie and then it ¹⁸ is (be) time for bed!

Exercise 21

- Students read the article and complete it with the correct verb forms.
- Students can compare their answers in pairs.
- Check answers with the class.

Daily routines page 7

Exercise 18

- Students read the survey and choose the correct answers.
- Check answers with the class and check that students understand all the daily routines vocabulary.

Exercise 19

- Students work in pairs to ask and answer the questions in exercise 18.
- Ask some students to tell the class something they learned about their partner.

Simple present page 7

Exercise 20

- Read out the example sentences and point out the affirmative and negative forms of the verbs.
- Elicit another example sentence from the class and point out the different forms used for *she* and *he* (*she speaks / she doesn't speak*).
- Students work individually or in pairs to complete the sentences.
- Check answers with the class.
- Review the forms of the simple present if necessary.

Aim

To practice vocabulary for clothes, family, and food

To practice adverbs of frequency, imperatives, and the present progressive

Clothes

page 8

Exercise 22

- Students can work individually or in pairs to look at the pictures and choose the correct words.
- Check answers with the class and check that students understand all the clothes words, including the incorrect answers. Model pronunciation of the words.
- Ask questions about their clothes, e.g., *Who has black shoes on today? Who has a blue shirt?*

Adverbs of frequency

page 8

Exercise 23

- Read out the example sentence and point out the position of the adverb of frequency (before the verb).
- Students rewrite the sentences.
- Allow students to compare their answers in pairs.
- Check answers with the class.

ANSWERS

- We never wear hoodies to school. We always wear a shirt and tie.
- I always have my cell phone with me.
- She rarely wears dresses or skirts in the winter.
- He often buys shoes when he goes to the mall.
- She sometimes forgets her homework on Monday.

Exercise 24

- Focus on the chart and read out the example answer.
- Students write sentences about the information.
- Check answers with the class.
- Ask questions to individual students about how often they wear the things in the chart, e.g., *How often do you wear jeans? Do you always wear shorts in summer?* Elicit a range of answers.

ANSWERS

Jose and Javier always wear jeans.
Jose rarely wears a hoodie, but Javier sometimes wears a hoodie.
Jose rarely wears a shirt, but Javier often wears a shirt.
Jose often wears shorts, but Javier never wears shorts.

Clothes

22 Look at the pictures. Choose the correct alternatives.



shoes / boots



1 shirt / skirt



2 shorts / pants



3 baseball hat / scarf



4 baseball hat / hoodie



5 hoodie / sweater



6 jacket / sweater



7 dress / skirt

Adverbs of frequency

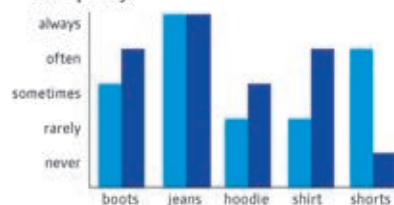
23 Rewrite the sentences with the adverbs of frequency.

He wears a coat in the spring. (rarely)

He rarely wears a coat in the spring.

- We wear hoodies to school. We wear a shirt and tie. (never / always)
- I have my cell phone with me. (always)
- She wears dresses or skirts in the winter. (rarely)
- He buys shoes when he goes to the mall. (often)
- She forgets her homework on Monday. (sometimes)

24 Look at the chart. Write sentences about the information on the chart using adverbs of frequency.



Jose sometimes wears boots, but Javier often wears boots.

Jose sometimes wears boots, but Javier often wears boots.

Family

25 Complete Joe's family tree with the words in the box.



Imperatives

26 Complete the sentences with the words in the box.

watch help don't shout talk to listen call

Come and watch the movie with us!

1 Here's your phone. Call your grandma. It's her birthday.

2 Listen to your dad. He's talking to you.

3 Don't talk to your brother like that.

4 Help your Uncle Pete with the cooking.

5 Don't shout! Your sister is sleeping.

Family

page 8

Exercise 25

- Read through the words in the box with the class and check that students understand them all.
- Ask students to write the correct words in the family tree.
- Students can compare their answers in pairs.
- Check answers with the class.

Imperatives

page 8

Exercise 26

- Elicit or explain that we use the imperative form of a verb to tell someone what to do. Elicit or remind students of the negative form of the imperative with *Don't* ...
- Students complete the sentences with the correct words.
- Check answers with the class.

Food

27 Find twelve more food words.



Present progressive

28 Look at the pictures. Write questions and sentences with the correct form of the present progressive. Then write short answers.



she / play / soccer

Is she playing soccer?

Yes, she is.

1 he / eat / pear

Is he eating a pear?

No, he isn't.

2 they / play / basketball / they / ski

They aren't playing basketball.

They're skiing.

3 she / wear / dress

Is she wearing a dress?

No, she isn't.

29 Read the dialogue and complete the sentences with the correct form of the verbs in parentheses.

Ash! Where are you? We 're organizing (organize) the spring dance!

I 'm getting (get) dressed.
What time do you want to meet?

Haha! OK, well, we 're decorating (decorate) the hall right now.

'Are you putting (you / put) the balloons up?

No, I'm not. Jasper 's doing (do) that.

Awesome. I hate that. 'Is Maia baking (Maia / bake) the cake?

Yes, she is. Cora 's making (make) the playlist.
Mike and Aurora 'are cleaning (clean). Henry 's practicing (practice) his speech for tonight.

... And what 'are you doing (you / do)?

Haha! Well, I 'm helping (help)—not like you! Come on—I need your help with the tables.

Don't worry. I 'm sitting (sit) on the bus now. See you in 10 minutes. 😊

30 **Real English** Listen to the dialogue. Then, practice the dialogue in pairs.

Lotte Hey, Johan! What are you doing?
Johan I'm cooking for my friends.
Lotte Why are you cooking for your friends?
Johan Because it's my birthday tomorrow!
Lotte What are you making?
Johan I'm making pizzas with sweetcorn and chicken.

31 **Pairwork** Write a similar dialogue to the one in exercise 30.

Exercise 30 Real English 005

- Play the audio once for students to listen.
- Play the audio again, pausing after each question and answer for students to repeat.
- Put students into pairs to practice the dialogue.

Audioscript Student Book page 9

Exercise 31 Pairwork

- Students work in their pairs to write a dialogue like the one in exercise 30.
- Monitor and help while students are working.
- Students then practice their dialogues in their pairs. Ask some pairs to perform their dialogue for the class.

Food

page 9

Exercise 27

- Students find the food words in the wordsearch. Students could work in pairs for this, and you could do it as a race.
- Check answers with the class and check that students understand all the food vocabulary. Model pronunciation of the words.
- Ask: *Which foods do you like? Which don't you like?* Elicit a range of answers.

Present progressive

page 9

Exercise 28

- Read out the example question and answer. Elicit or remind students that

we use the present progressive for things that are happening now.

- Ask students to write the questions, sentences, and answers.
- Check answers with the class.
- Revise the form of the present progressive if necessary.

Exercise 29

- Students work individually or in pairs to read the dialogue and complete it with the correct verb forms.
- Check answers with the class.

1 Look who's coming ...

Grammar

Simple present / Present progressive
Present progressive for future

Vocabulary

The weather

Communication

Inviting and making arrangements

Skills

Listening: A conversation about plans for the weekend

Speaking: Talking about your plans for the weekend

Reading: A blog post about a Mud Run

Writing: A blog about the Sydney Color Run

Values and cross-curricular topics

Friends and friendship

Health and nutrition: exercise

The environment: the weather

Presentation pages 10–11

Aim

To present new language in a familiar context

Story

Ava, Lauren, and Nick are in a café, talking about a future trip to Paris. Lauren invites Ava to go shopping tomorrow, to buy some new clothes for the trip, but Ava says she is busy. Rachel and Tyler then come into the café, and Lauren reacts by saying she doesn't like Rachel. Ava defends Rachel, but Nick agrees with Lauren that she is trouble.

Warm-up

- Ask students to look at the picture.
Ask: *Where are the people? What are they doing?* Elicit that they are in a café.
Ask: *Do you think they are all friends? Why? / Why not? Where do you usually meet your friends?*

Exercise 1 Read and listen 006

- Read the question to the class.
- Check that students understand *trip*.
- Play the audio. Students listen and read, and answer the question.



1 Look who's coming ...

In this unit we will ...

- talk about the weather
- invite and make arrangements
- talk about plans for the weekend
- add details when writing a text

1 Read and listen Who is coming into the café with Tyler? **Rachel**

Ava, Lauren, and Nick are talking about a future trip to Paris, when ...

Ava Oh no, it's raining again!

Nick It always rains on the weekend. It's never sunny.

Lauren Look! It's warm and sunny in Paris!

Ava Can you believe it? We're leaving in six weeks.

Nick I know. The school trip to Paris! I can't wait!

Lauren Hey, what are you doing tomorrow, Ava? Let's go shopping. I need some new clothes for the trip.

Ava Sorry, I can't. I'm going to the music festival in the park. The Moments are playing.

Lauren Do you like them?

Ava Yes, I do! I love them! I think they're awesome!

Lauren OK ... If you say so.

Check it out! Find these phrases and check their meaning.

I can't wait!	whatshisname
If you say so.	she's trouble

Link to life Why do we sometimes dislike people who are different from us?

- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases. Point out that we can use *whatshername* for a girl or woman whose name we don't know.

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Exercise 2 Comprehension

- Read through the questions with the class and point out that questions 2, 3, and 4 ask about opinions.
- Students read the dialogue again and answer the questions.
- They can compare answers in pairs.
- Check answers with the class, asking students to read out their answers. Correct any mistakes.

ANSWERS

- She wants to buy some new clothes for the trip to Paris.
- Ava thinks that they are awesome.
- Lauren thinks that Rachel is horrible.
- Ava thinks she is different and cool.

Link to life

- Read out the question and discuss it as a class. Encourage students to think about how they can overcome their dislike of people who are different, and how they can avoid judging people too quickly.