

OXFORD

# Link it!

## 6

Teacher's Pack



Classroom  
Presentation Tool



Teacher's Guide



Teacher's Resource  
Center



Practice Kit

Claire Thacker  
Alice Palmer



# Link

# 6

## Teacher's Pack

**Claire Thacker**  
**Alice Palmer**



**OXFORD**  
UNIVERSITY PRESS



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# Welcome to Link It! 6

## Vocabulary

Relationships  
Technology  
College life

## Grammar

Verbs followed by *-ing* or the infinitive  
Reported speech: Statements, questions, and commands  
Tag questions  
The passive

## Aim

To present and practice vocabulary for relationships

To review use of verb *-ing* or the infinitive

## Warm-up

- Ask students to think of a friend that they have known for a long time.
- Write on the board: *How did you meet your friend? What do you like about him / her?*
- Have students ask and answer the questions in pairs.
- Circulate and notice what topic words students are already using.
- Ask volunteers to talk about their partner's friend.

## Talk about relationships

pages 4–5

### Exercise 1 Read and listen 002

- Read out the names and relationships, then play the audio.
- Students read and listen.
- Students answer the questions in pairs.

**Audiocscript** Student Book page 4

### Exercise 2

- Students read the text again, then do the exercise.
- Check the answers as a class.

## Relationships

### Exercise 3

- Ask students to find the phrases in the text and complete the quiz with the words in the box.
- Check the answers as a class.
- Have students read the phrases in the text and discuss the meanings in pairs.
- Ask questions to check understanding: *Which phrase means: you have no more contact with the person? you sometimes*

**Welcome to Link It! 6**

**Getting to know you!**

**David, 18**  
My sister introduced me to Lucia at an 18<sup>th</sup> birthday party. I wasn't **sure** about talking to her at first, but we **started talking** and we couldn't stop! After the party, we **arranged to meet** again. We get along really well and we have a lot in common. I'm not sure what's going to happen in the future, but right now we're just having fun together and enjoying each other's company! I still see my other friends, though, because when you start a new relationship, it's important to not forget about your old ones!

**Nadia, 19**  
Carla and I have known each other for a long time—we went through kindergarten, elementary school, and middle school together. Then just before high school, her dad got a new job and she moved to Houston. It all happened really quickly. I was really upset when I found out she was leaving. We emailed each other for a while, but then she just **stopped emailing**. She didn't reply to my messages, either. I don't know why. It's **hard to lose touch** with someone, especially today with social media, but we did! Did we drift apart? I'm not sure. I really **should look** her up!

**Ollie, 18**  
One of my favorite people is Silvia. She's my mom's mom. **Seeing** her every week makes me happy. **I go to her apartment to chat** with her about the latest news, social media trends, things like that. She's really **interested in learning** new things and I've taught her how to use a laptop, set up a Twitter account (and she tweets!), and do her grocery shopping online. She has very strong opinions and sometimes we don't see eye to eye on everything, but we usually **agree to disagree** and we've never ever had a falling-out with each other. I think we can learn a lot from each other, and that can't be a bad thing in any relationship.

**Talk about relationships**

**1** **Read and listen** Match the people with their relationships.

1 David and Lucia	<b>b</b>	a grandson and grandma
2 Nadia and Carla	<b>c</b>	b boyfriend and girlfriend
3 Ollie and Silvia	<b>a</b>	c childhood friends

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

- 1 David met Lucia through his sister. **T**
- 2 Nadia and Carla still contact each other occasionally. **F**
- 3 Ollie always agrees with Silvia. **F**

**Vocabulary Relationships**

**3** Complete the quiz with the words in the box.  
touch out know common see get

**4** **Pairwork** In pairs, ask and answer about relationships. Try to find out as much information as you can.

Who have you lost touch with?  
I've lost touch with my friend, Julio. He moved away.

**QUIZ: think of someone you ...**

- have **lost touch** with.
- don't always **see** eye to eye with.
- have **a lot in common** with.
- have **gotten to know** recently.
- have **had a falling-out** with.
- get** along well with.

*disagree? you like each other's company? you argued with each other? they are a new friend? you have similar interests or personalities?*

- If students enjoy the activity, have them circulate and ask and answer one question with each student they meet.

### Exercise 4 Pairwork

- Ask two students to read out the speech bubbles.
- Have students practice asking the questions, e.g. *Who don't you always see eye to eye with? or Is there anyone you don't see eye to eye with? Who do you have a lot in common with? or Is there anyone you have a lot in common with?*
- Drill the questions for each phrase if students need extra support.
- Students ask and answer the questions in pairs. Encourage them to answer in as much detail as possible.



Verbs followed by *-ing* or the infinitive

5 Match the highlighted phrases in the text with the rules a–g below.

We use the *-ing* form:

- a after certain verbs. 3 5  
 b when a verb is used as a noun (e.g., as the subject or object). 1 8  
 c after some adjectives + prepositions. 2 10

We use the infinitive with *to*:

- d after certain verbs. 4 11  
 e to say why we do something. 9  
 f after some adjectives. 6

We use the infinitive without *to*:

- g after modals and some expressions. 7

6 Complete the chart with the headings in the box. Then add more verbs from the highlighted phrases in the text to each column.

+ *-ing* form   + infinitive with *to*   + infinitive without *to*

1 + infinitive with <i>to</i>	2 + infinitive without <i>to</i>	3 + <i>-ing</i> form
arrange	'd better (not)	enjoy
'd like	let's	can't stand
promise	must	interested in
* agree	* should	* stop / start

7 Choose the correct answers.

- 1 b a lot in common is an important part of any relationship.  
 a Have   b Having   c To have  
 2 Have you decided c Toni again?  
 a meeting   b meet   c to meet  
 3 Libby enjoys c to know people.  
 a to get   b get   c getting  
 4 Let's b if they enjoy each other's company.  
 a seeing   b see   c to see  
 5 It's difficult a losing contact with a good friend.  
a to imagine   b imagine   c imagining

8 Complete the second sentence so that it has a similar meaning to the first sentence.

- 1 I didn't write to my pen pal after I was 14.  
 When I was 14, I stopped writing to my pen pal.  
 2 When I have a falling-out with people, it makes me sad.  
Having a falling-out with people makes me sad.  
 3 It's advisable for you to get out a little more.  
 You should get out a little more.  
 4 I don't find it difficult to keep in touch with my parents.  
 I'm good at keeping in touch with my parents.  
 5 It's necessary to get along with teammates if you want to win.  
 You must get along with teammates if you want to win.

9 Complete the dialogue with the correct form of the verbs in parentheses.

- A Why did you want <sup>1</sup> to reach out (reach out) to me after such a long time?  
 B Well, we were such good friends and we got along so well.  
 A I still can't believe we lost touch.  
 B I know. <sup>2</sup> Finding (find) you online was harder than I thought.  
 A Well, that's because I stopped <sup>3</sup> using (use) social media a while ago.  
 B And you decided <sup>4</sup> to change (change) your email address and phone number!  
 A I know. Was it difficult <sup>5</sup> to find (find) me?  
 B Yes, it was! We must <sup>6</sup> stay (stay) in contact now!

10 Complete the sentences so they are true for you.

- 1 I'm good at \_\_\_\_\_.  
 2 I'm not interested in \_\_\_\_\_.  
 3 When I leave school, I want \_\_\_\_\_.  
 4 I really enjoy \_\_\_\_\_ on the weekend.  
 5 I've decided \_\_\_\_\_ this year.

11 **Pairwork** Take turns to ask and answer questions about your sentences in exercise 10.

What are you good at?

I'm good at baking cakes.

Really? I'm not. I'm good at playing video games.

## Challenge

Write three sentences, using the grammar and vocabulary on these pages, about a special relationship you have with someone. Don't write the person's name or relationship to you. Swap with a partner. Can they guess who it is?

- If students find this exercise difficult, have them match each correct answer with a rule in the grammar chart in exercise 5 (1b, 2d, 3a, 4g, 5f).

## Exercise 8

- Students do the exercise in pairs.
- Circulate and assist as needed.
- Check the answers as a class.

## Exercise 9

- Students do the exercise individually.
- Check the answers as a class.
- Have students read the dialogue in pairs. Encourage them to use lots of expression!

## Exercise 10

- Give students time to do the exercise individually.
- Circulate and assist as needed.
- Ask one or two volunteers to read out their sentences. Check that they are using the correct verb forms.

## Exercise 11 Pairwork

- Read out the instructions and ask two students to read out the speech bubbles to demonstrate the activity.
- Give students plenty of time to do the exercise.
- Circulate and listen to the verb forms students use in their answers.
- Write some examples of incorrect usage on the board while students are speaking. Change key words to make them anonymous if possible.
- Ask: *Did you find out anything surprising or interesting about anyone in your group?*
- Have students read the sentences in pairs and suggest corrections.
- Check the answers as a class.

## Challenge

- The writing task can be set for homework or classwork.
- Students exchange sentences and make guesses.
- Tell them that they can ask questions to find out further information.

Verbs followed by *-ing* or the infinitive

page 5

## Warm-up

- Write on the board:
  - I love \_\_\_\_\_ in my spare time.
  - I'd like \_\_\_\_\_ when I'm older.
  - I think all young people should \_\_\_\_\_
- Have students write down the sentences and fill in the gaps with their own ideas.
- Ask one or two volunteers to read out their sentences. Check that they are using the correct verb forms.
- Have students compare their sentences in pairs. Encourage them to find out more information.
- Circulate and monitor.

- Ask a few students for feedback: *What did you find out about your partner?*

## Exercise 5

- Read out the grammar chart headings.
- Students do the exercise individually, then compare answers in pairs.
- Check the answers as a class.
- Ask students to match the rules with the sentences in the warm-up (1a, 2d, 3g).

## Exercise 6

- Students do the exercise individually, then compare answers in pairs.
- Check the answers as a class.

## Exercise 7

- Students do the exercise.
- Check the answers as a class.

## Talk about technology

page 6

### Warm-up

- Focus students' attention on the pictures and ask: *What technological products do you use? Have you tried out any new technology recently? What was it?*
- Have students ask and answer the questions in pairs, then ask for class feedback.

### Exercise 1 Read and listen 003

- Tell students that they are going to hear some people reviewing technological products.
- Students read and listen, then answer the question in pairs.

**Audioscript** Student Book page 6

### Exercise 2

- Students listen again and do the exercise. Stronger classes can keep the text covered while they listen.
- Check the answers as a class.
- Elicit the meaning of *in real time* (with almost no delay), *early adopter* (one of the first people to start using a new technology), *cutting edge* (at the newest, most advanced stage in the development of something).

## Technology

### Exercise 3

- Read out the highlighted words in the text and have students repeat chorally.
- Students do the exercise individually, then compare answers in pairs.
- Check the answers as a class.

### Exercise 4 Pairwork

- Students discuss the questions in pairs and give reasons for their answers.
- To extend the discussion, write on the board: *Which other devices would you like to try? Are there any devices that you think should be invented?*
- Ask students to share their ideas with the class.

## Talk about technology

# TECHNOLOGY FAIR

At last week's Technology Fair, we asked people if they could test and review some products. Jacobo, Martha, Stef, and Rita tested three **devices**. We asked them what they thought and we told them to be honest!

### 1 Instant-translation earbuds

Connect them to your phone, put them in your ears, and get a translation of up to 40 languages in real time.



**Jacobo's view**

He said that they were fun and interesting, but that there were still a few issues to be resolved by the **start-up** company. Some of the translations were incorrect, and it often took a few minutes to translate things.

**Jacobo's verdict** ★★☆☆

He told us that he had enjoyed trying them out, but that the price was too high right now to justify the purchase. He said that he wouldn't be an early adopter!

### 2 Voice-controlled speaker

Use it anywhere in your apartment as a **hands-free** alternative with the capability to answer questions, play your favorite playlist, or give you the latest weather reports.



**Martha's view**

Martha used the speaker over a weekend. She had thought that it wouldn't be particularly useful. She told us that she was wrong and that she had used it much more than she thought for things like cooking, listening to music, or finding out the answers to a quiz.

**Martha's verdict** ★★★★★

She loved it and she said she was definitely going to buy one, or at least ask her parents to buy her one for her next birthday!

### 3 Augmented reality glasses

A pair of glasses that gives you access to a virtual world in the comfort of your own home.



**Stef and Rita's views**

They used the glasses to play a game on a \$5 app you can **download**. They told us the graphics were amazing and that they had really felt like they were swimming under the sea with fish and sharks. Rita told us that she could almost feel the water—it was so lifelike.

**Stef and Rita's verdict** ★★★★★

Both reviewers said that, although the glasses were cutting edge in terms of the technology, they weren't particularly comfortable to wear, and they didn't look good! They also said that, because technology was improving all the time, the glasses would probably be replaced by better ones soon.

**1** ▶ 003 Read and listen Have you ever used any of the products in the text?

**2** Match the statements with the products (1–3).

- a It felt very lifelike thanks to the design and the graphics. 3
- b There were a few problems with this product and some errors occurred. 1
- c This product can do a lot of different things to help the user. 2
- d There will probably be a newer and better version soon. 3
- e The reviewer didn't think this was going to be a useful product at first. 2
- f This product is too expensive right now for the reviewer. 1

### Vocabulary

### Technology

**3** Complete the definitions with the **highlighted** words in the text.

- 1 **start-up** : a small, new business that has just started
- 2 **devices** : pieces of electronic equipment designed for a specific purpose
- 3 **augmented reality** : technology that lets you use computer-generated images in the real world
- 4 **download** : copy data from one computer to another from the Internet
- 5 **hands-free** : operated without using your hands

**4** **Pairwork** Discuss which electronic devices in the text you would like to have. Why? Give reasons for your answer.



## Reported speech: Statements, questions, and commands

### 5 Complete the sentences with words from the text.

- ... we asked people if they could test and review some products.
- ... we told them to be honest!
- He said that he wouldn't be an early adopter!
- She told us that she was wrong and that she had used it much more than she thought ...
- They told us the graphics were amazing ...

### 6 Underline more examples of reported statements, questions, and commands in the text.

### 7 Choose the correct alternatives.

- We use a person's name or an object pronoun after the verb say / tell.
- In reported speech, we always / never change tenses, time and place expressions, pronouns, and possessive adjectives.
- To report questions, we use say / ask and to report commands, we use say / tell.
- We use if or whether / that to report Yes / No questions.
- In reported questions, the subject comes before / after the verb.
- In reported Wh- questions, the question word comes before / after the verb.

### 8 Complete the mind map with one word from each pair of words in the box. How many other tenses and time expressions can you add?

can / could    the following week / next week  
past progressive / present progressive  
simple present / simple past    that / this    now / then

**Direct speech**  
can  
next week  
present progressive  
simple present  
this  
now

**Reported speech**  
could  
the following week  
past progressive  
simple past  
that  
then

### 9 Rewrite the sentences in reported speech. Use tell where possible.

- "We can't do any revision tomorrow," Sergio and Ana said.  
Sergio and Ana said (that) they couldn't do any revision the following day.
- "I love this gadget," Silvia said to me.  
Silvia told me (that) she loved that gadget.
- "We've finished our reviews," the students said.  
The students said (that) they had finished their reviews.
- "I'll talk to my parents about the party," Juan said to his friends.  
Juan told his friends (that) he would talk to his parents about the party.

### 10 Report the questions or commands. Use the words in parentheses.

- "What are you cooking this week?" (they / ask / me)  
They asked me what I was cooking that week.
- "Upload your answers!" (Charlie / tell / us)  
Charlie told us to upload our answers.
- "Have you finished your review?" (the manager / ask / them)  
The manager asked them if / whether they had finished their review.
- "Don't use the Internet to find the answers." (she / tell / us)  
She told us not to use the Internet to find the answers.

### 11 Complete the email with the correct form of the verbs in parentheses.

Hi, Emma  
Hope your trip is going well. Just a quick update about the broken speaker. I went into TechShop this morning and I told them that we <sup>1</sup> had only used (use) it once and that it <sup>2</sup> had stopped (stop) working after that. They asked me a lot of boring questions! I can't remember them all, but I know they asked me if we <sup>3</sup> had followed (follow) the instructions correctly to set it up. Honestly! They said that they <sup>4</sup> were going to (going to) send it back to the manufacturer. I asked how long that <sup>5</sup> would take (take), but they said they <sup>6</sup> couldn't (cannot) give me an exact time. Apparently, the manufacturer is really busy right now. In the end, I asked her if we <sup>7</sup> could (can) have our money back. She wasn't happy, but eventually she gave me a refund. Phew! When you're back, we can go and choose a new speaker for the apartment. See you next week! 😊  
Jen

### Challenge

Think about a recent conversation you had and report it. Use the prompts below or your own ideas.

- Who did you talk to?
- What did you talk about?
- Where were you?
- What did you learn about the other person?

### Exercise 7

- Students do the exercise individually, then compare their answers in pairs.
- Check the answers as a class.

### Exercise 8

- Students do the exercise in pairs, then check the answers as a class.
- Ask students for their own ideas and write them on the board.
- Test students by saying time expressions and pronouns for direct speech and have them convert these for indirect speech, e.g. *here, next year, yesterday, these, last night*, etc.

### Exercise 9

- Students do the exercise individually, then compare their answers in pairs.
- Check the answers as a class.

### Exercise 10

- Students do the exercise individually, then compare their answers in pairs.
- Check the answers as a class.
- For extra practice, have students test each other. Student A reads out the answers. Student B tells them the direct speech, with the exercise covered.

### Exercise 11

- Students do the exercise individually, then compare answers in pairs.
- Check the answers as a class.

### Challenge

- This can be set as homework or classwork.
- Have students make notes using the prompts before they write the conversation.
- Ask them to use exercise 11 as a model.
- You could collect students' work and give individual written feedback.

## Reported speech: Statements, questions, and commands

page 7

### Warm-up

- Draw a large speech bubble on the board and write the following inside the bubble: *I'm going to Alyssa's party tonight. Are you coming? Ring me if you're going to be late!*
- Under the speech bubble, write: *Jake said that ...*
- Ask students to finish the sentence to report what Jake said in pairs.
- Have them write down their sentence, then check the answer as a class.

### SUGGESTED ANSWER

Jake said (that) he was going to Alyssa's party that night. He asked if I was going

and told me to ring him if I was going to be late.

### Exercise 5

- Tell students that they are going to review reported speech.
- Students do the exercise individually.
- Check the answers as a class.

### Exercise 6

- Students do the exercise individually, then compare their answers in pairs.
- Check the answers as a class.



## Talk about college life page 8

### Warm-up

- Ask: *What do you think the differences are between living with your family and living on your own?*
- Have students discuss the question in pairs, then ask them to share their ideas with the class.

### Exercise 1 Read and listen 004

- Tell students they are going to hear an interview about college life, then play the audio.
- Students read and listen.
- Students answer the question in pairs.

### ALTERNATIVE ANSWER during the second semester

Audioscript Student Book page 8

### Exercise 2

- Students read the text again, then do the exercise.
- Check the answers as a class.
- Ask students to correct the false sentences.

## College life

### Exercise 3

- Read out the words in the box and have the students repeat chorally.
- Students do the exercise in pairs. Have them find the words in the text and use the context to guess the meaning if necessary.
- Check the answers as a class.

### Exercise 4 Pairwork

- Ask two students to read out the speech bubbles.
- Students ask and answer the questions in pairs. Encourage them to ask follow-up questions and answer in as much detail as possible.
- If students enjoy the activity, have them circulate and ask and answer one question with each student they meet.

## Talk about college life

# The Education Interview

This week, we've been given a tour of Kalamazoo College, Michigan, by freshman Lena Jeffs. She was interviewed by Smilla Andersson.

**SA** So, Lena, you've been studying here since September, haven't you?

**LJ** Yes, that's right. I'm in my second semester of my first year.

**SA** So, what's it been like so far?

**LJ** Pretty good. At first, it was hard to cope with things like feeling homesick and I felt a little lonely at times, but it's better now.

**SA** What's been the hardest thing to adjust to?

**LJ** Being away from friends and family and doing everything myself! Cooking my own meals hasn't always been easy, either! I think the microwave was invented for people like me!

**SA** You're living in a college apartment, but you aren't near the main campus, are you?

**LJ** Actually, I'm right by it. It's great for getting to lectures and seminars quickly. I can get there in under ten minutes.

**SA** That's quick! There are some great facilities here on campus, aren't there?

**LJ** Yes, there are. The sports facilities are great, the cafés serve amazing coffee, tons of music is performed here each week, and some of the gigs are out of this world! There's always lots going on. Tonight, for example, all the freshmen have been invited to an open-mike night. It's been organized by the seniors. I can't wait.

**SA** It's now the spring semester. How have things changed since your first semester?

**LJ** Well, I'm doing fewer activities than in the fall! In my first week here, I was persuaded to join lots of clubs at the Student Organization Fair. Bad idea! I ran out of time for work! I'm only doing photography club now. I was asked to write for the college magazine, but I'm going to wait until next year to do that.

**SA** So, you can't complain about a lack of things to do, can you?

**LJ** I don't think I can.

**SA** Our time's up, but you'll come back and talk to us again next year, won't you?

**LJ** Of course!

## Vocabulary College life

**3 Complete the questions with the words in the box.**

cope lonely adjust cook homesick campus

- Will you live on campus or stay at home?
- Have you ever felt homesick for your family and friends?
- How often do you cook a meal for your family?
- When was the last time you felt lonely?
- How do you think you will adjust to college life?
- What do you find difficult to cope with?

**4 Pairwork** Ask and answer the questions in exercise 3. Ask follow-up questions and find out as much information as you can.

Will you live on campus or stay at home?

I think I'll stay at home. It's cheaper.