

OXFORD

SECOND EDITION

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5

# Link It!

Student Book & Workbook

with Online Practice



with video





SECOND EDITION

5

# Link It!

Student Book



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# Welcome!



## Goals and dreams

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

### Look

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

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

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

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

learn train for dream of work on rehearse  
save up for

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

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

Are you saving up for anything right now?

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

### ★ Check it out

Find these words and phrases and check their meanings.

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





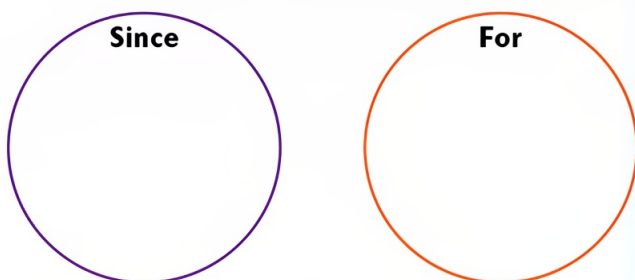
## Simple past / present perfect / present perfect progressive

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

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

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

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



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

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

Sam Hi, we <sup>1</sup>\_\_\_\_\_ (not / meet) before.  
I'm Sam.

Meg Hi, I'm Meg.

Sam Are you new here?

Meg No. I <sup>2</sup>\_\_\_\_\_ (move) here with my family about a year ago.

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

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

Sam Awesome! What do you do?

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

Sam How long <sup>6</sup>\_\_\_\_\_ (you / work on) it?

Meg About three months!

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

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

### Find someone who ...

has been saving up for something for a long time. \_\_\_\_

has had some good news. \_\_\_\_

has dreamed of being famous. \_\_\_\_

has never learned how to play a musical instrument. \_\_\_\_

has been rehearsing or practicing something. \_\_\_\_

has been training for something. \_\_\_\_



### Challenge

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





## Obligation and advice

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

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

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

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

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

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

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

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

## Problems and solutions

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

call decorate fed up with fix messy sew tape clean tear

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

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

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

Me neither. / Oh, I did!

### ★ Check it out

Find these words and phrases and check their meanings.

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





- 5 Complete the sentences with words from the text.

#### Giving advice

You <sup>1</sup> \_\_\_\_\_ to my grandma.  
 You <sup>2</sup> \_\_\_\_\_ it.  
 If I <sup>3</sup> \_\_\_\_\_ you, I <sup>4</sup> \_\_\_\_\_ it together again.  
 Well, you <sup>5</sup> \_\_\_\_\_ it on again!

- 6 Match the sentence halves to complete the rules.

- 1 We use *should* and *ought to* \_\_\_\_\_.  
 2 We use *If I were you, I'd ...* and *You'd better ...* \_\_\_\_\_

- a to give advice based on our opinion and also to give general advice.  
 b to give advice based on our personal opinion about a particular situation.

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

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

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

I'm fed up with my hair.

You should cut it short.

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

- 9 Complete the sentences from the dialogues.

#### Prohibition

We <sup>1</sup> \_\_\_\_\_ the Internet.  
 You <sup>2</sup> \_\_\_\_\_ in there.

#### Obligation

We <sup>3</sup> \_\_\_\_\_ people we know.

#### Obligation and strong advice

You <sup>4</sup> \_\_\_\_\_ learn!  
 We <sup>5</sup> \_\_\_\_\_ calm and wait for the firefighters.

#### Lack of obligation

We <sup>6</sup> \_\_\_\_\_ it right now.

### Study strategy

#### Make grammar personal

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

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

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

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

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

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

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

### Challenge

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



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

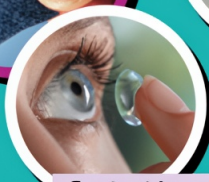
## A BRIEF HISTORY OF EVERYDAY OBJECTS



Flip-flops



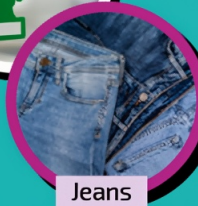
Velcro



Contact lenses



Air freshener



Jeans



Gummy candy

Pencils



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

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

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

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

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

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

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

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

1 Zōri come from Egypt. \_\_\_\_\_

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

3 George de Mestral copied an idea from nature. \_\_\_\_\_

4 Most gummy candy isn't appropriate for vegetarians. \_\_\_\_\_

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

6 The first contact lenses weren't very comfortable. \_\_\_\_\_

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

## Ideas and objects

3 Choose the correct alternatives.

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

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

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

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





## 5 Match the sentence halves to complete the rules.

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

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

## 6 Complete the text with the words in the box.

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

# TOMATO KETCHUP

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

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

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

The ketchup we eat today <sup>14</sup> \_\_\_\_\_ in factories, but it <sup>15</sup> \_\_\_\_\_ from fresh tomatoes, along with onions, vinegar, salt, and spices.



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

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

Dov Moran invented the USB flash drive in 1999.

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

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

Different kinds of noodles \_\_\_\_\_.

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

The Sagrada Família church in Barcelona \_\_\_\_\_.

- 3 Companies sell millions of cell phones every day.

Millions of cell phones \_\_\_\_\_.

- 4 Did someone make this hat in a factory?

\_\_\_\_\_ in a factory?

## 9 Write questions with the correct form of the words.

Who / flip-flops / first wear?

Who were flip-flops first worn by?

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

## 10 Pairwork Ask and answer the questions in exercise 9.

## Challenge

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

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



# 1

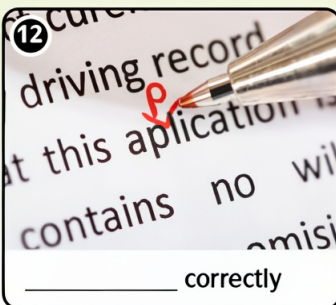
# Skillful living

In this unit, we will ...

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

## 15 life skills everyone needs to learn

### How to ...



### Skills and abilities

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

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

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

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

I think first aid is the most important skill.

Why is that?

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

### Look

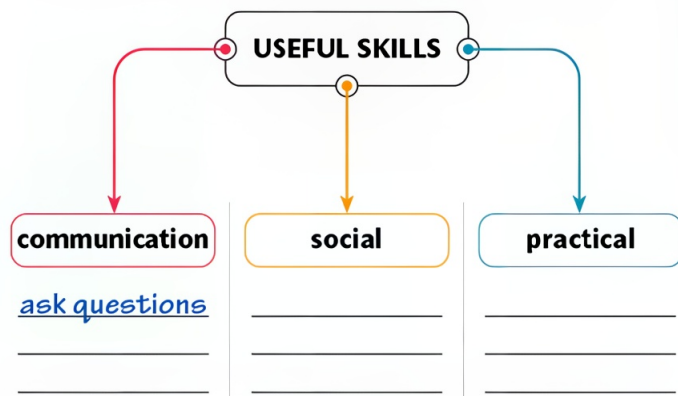
sympathetic = kind to other people when they feel bad





## Degrees of ability

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



### Vocabulary strategy

Charts are useful to help categorize words into groups.

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

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

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

How good are you at telling jokes?

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

## Sophie and Mike's vlog



### STEP 1

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

### STEP 2

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

### STEP 3

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

### Real English

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



## HUMANS VS. ANIMALS – ARE WE REALLY SMARTER?

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

### 1 Animals don't use language

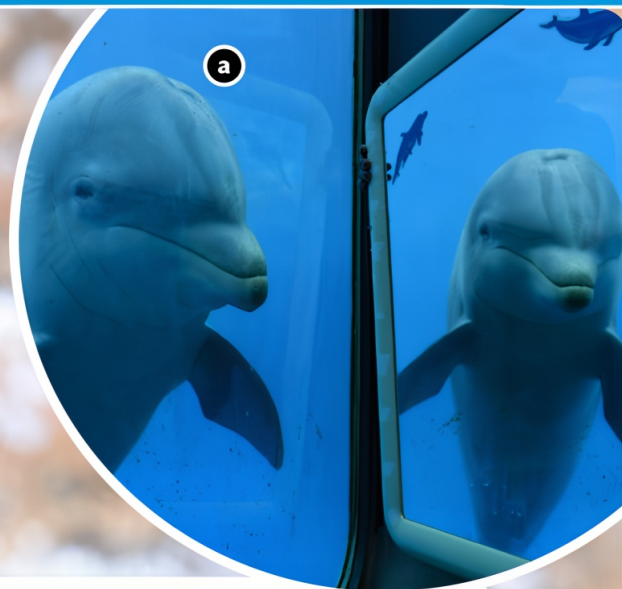
... except that several chimpanzees <sup>6</sup>have already learned to use sign language, and some other species have learned to communicate in significant ways. In the 1990s, Dr. Irene Pepperberg <sup>7</sup>published her studies of working with Alex, a parrot that could remember and name over 50 different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

### 2 Animals can't solve problems

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

### 3 Animals aren't aware of themselves

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



### ★ Check it out

Find these words and check their meanings.  
parrot containers aware

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

2 Look at the pictures. Which one shows:

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

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

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

### Fun fact

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





## Present perfect and simple past

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

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

We use the present perfect to talk about:

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

### Think

*Grace joined the swim team.*

*Grace has joined the swim team.*

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

The use of the \_\_\_\_\_ focuses more on the action itself.

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

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

### Reference pp.W2-3

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

**Kyle** Oh! I <sup>1</sup> \_\_\_\_\_ (already / read) that article online.

**Elif** What <sup>2</sup> \_\_\_\_\_ (it / be) about?

**Kyle** Well, it said that some geniuses, like Galileo or Leonardo da Vinci, <sup>3</sup> \_\_\_\_\_ (have) dyslexia.

**Elif** Really? Why do they think that?

**Kyle** Well, <sup>4</sup> \_\_\_\_\_ (you / ever / hear) that Leonardo <sup>5</sup> \_\_\_\_\_ (use) a special kind of code for recording his ideas?

**Elif** Yes, I <sup>6</sup> \_\_\_\_\_. He <sup>7</sup> \_\_\_\_\_ (write) from right to left. He <sup>8</sup> \_\_\_\_\_ (do) that so that people <sup>9</sup> \_\_\_\_\_ (cannot) read his work.

**Kyle** Well, now some scientists <sup>10</sup> \_\_\_\_\_ (decide) that perhaps he <sup>11</sup> \_\_\_\_\_ (do) that because he <sup>12</sup> \_\_\_\_\_ (be) dyslexic and he <sup>13</sup> \_\_\_\_\_ (have) trouble with writing.

**Elif** That's interesting. I <sup>14</sup> \_\_\_\_\_ (never / hear) that theory before.

### Think

Choose the correct alternatives.

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

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

*Javier was a biologist for ten years.*

(= He isn't a biologist now.)

*Javier has been a biologist for ten years.*

(= He's still a biologist.)

### Reference pp.W2-3

- 6 Complete the chart with the phrases in the box.

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

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

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

1 We \_\_\_\_\_ (live) in South Korea for five years, but then we moved to San Francisco.

2 They \_\_\_\_\_ (live) in town since 1985.

3 He \_\_\_\_\_ (do) karate for years.

4 "\_\_\_\_\_ (see) Mateo yet today?"  
"No, not yet, but I \_\_\_\_\_ (see) him yesterday."

5 I \_\_\_\_\_ (not watch) much TV this week.

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

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

Where and when were you born?

I was born in São Paulo on May 21<sup>st</sup>, 2008.

### Challenge

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

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

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