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A black link icon with a white outline, positioned above the letter 'i' in the title.

# Links

**A Communication Course with Extensive Reading**

**Justin Harris • Paul Leeming**



# Links

A Communication Course with Extensive Reading



Justin Harris • Paul Leeming

## **XLearning Systems**

Osaka and New York

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### **Links: A Communication Course with Extensive Reading**

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## To the Student

**Links 1** is a textbook that focuses on the four skills of listening, reading, writing, and speaking. It links with the Xreading online digital library, allowing you to read graded readers, and then to complete tasks and activities relating to those books in class. **Links 1** should help you to:

- Improve your reading skills, including reading speed
- Build your confidence in speaking and communication
- Learn how to talk about books and stories that you have read
- Use the language that you know to complete engaging tasks
- Get to know your classmates more

Graded readers are books written especially for language learners. The stories are interesting, but are written in simple English, so you can easily understand and enjoy them. Reading a lot of graded readers is known as extensive reading, and it is one of the best and most enjoyable ways to improve your language ability. It helps not only your reading ability, but all of your language skills. Each unit of **Links 1** features several graded readers that you can access online through Xreading. You will also get to talk about the books you read with your classmates.

### Interesting topics

Each unit of **Links 1** has a main theme or topic. These are topics that many students find interesting and can relate to, such as shopping, travel, and studying abroad. The graded readers and discussion activities are all connected to the topic.

### Expand your knowledge

Each unit begins with a reading activity that provides you with factual information related to the topic of the unit. The reading activity also helps to get you ready for the book that you are about to read. Some of the vocabulary from these readings will appear in the main graded reader for the unit.

### Engaging tasks

**Links 1** has many interesting tasks that give you a chance to speak English. You will be able to practice giving your opinion, telling stories, and getting to know more about your classmates.

### Listen to people from around the world

In each unit there is a dialogue, with two students of English talking about the book that you have just read. The students are learners of English, so you will get to hear different accents to help your listening comprehension for international English.

**Links 1** has been written to make extensive reading not just something that you do for homework, but a central part of your English classes. Through reading and talking about the books, your English will really grow!



# Table of contents

Title		Main graded reader			
<div>Preview</div> <div>Introducing extensive reading</div>		<div>Fantastic Mr. Tanaka</div> <div></div> <div>Ren is a Japanese high school student. He loves playing football, but he does not like English. One day a new English teacher comes to his school. He makes the students speak English and read English books. Ren starts to change his opinion about English.</div>			
Title		Main graded reader	Follow-up graded readers		
UNIT 1	<div>First Meetings</div> <div>Reading</div> <div>How do we choose friends</div> <div>Main Speaking Task</div> <div>Remembering information about classmates</div> <div>Presentation</div> <div>Introducing yourself</div>	<div>Anne of Green Gables</div> <div>Anne Shirley is an orphan. She is sent by mistake to live with Matthew and Marilla Cuthbert on their farm. She has a big imagination and often gets into trouble. As she makes friends and faces problems, her life begins to change.</div> <div></div>	<div>William Adams and Ieyasu Tokugawa</div> <div>Helen Keller and Mark Twain</div> <div>Queen Victoria and Abdul Karim</div> <div></div>		
	UNIT 2	<div>Shopping</div> <div>Reading</div> <div>Buying things we don't really need</div> <div>Main Speaking Task</div> <div>Asking questions to guess mystery objects</div> <div>Presentation</div> <div>Show and tell</div>	<div>Shopping for Trouble</div> <div>Collette is a French girl studying English in London. She decides to go to an art gallery with her friend, Annika. They have fun there, and after that, they decide to go shopping. They visit a department store, and that is when Annika does something that gets them into serious trouble.</div> <div></div>	<div>Night Markets: After Dark Adventures</div> <div>Flea Markets: Collectors Heaven</div> <div>Farmers' Markets: Nature's Party</div> <div></div>	
		UNIT 3	<div>Famous People</div> <div>Reading</div> <div>How fame has changed</div> <div>Main Speaking Task</div> <div>Guess the famous person</div> <div>Presentation</div> <div>Introducing a minor celebrity</div>	<div>Rock Candy</div> <div>You are the star of this book. Your boss asks you to take care of a famous K-pop artist, Emi Song. You have to drive her across America, and keep her safe. Emi is a rock star, and she likes to have fun. That is when things start to happen.</div> <div></div>	<div>Chiune Sugihara: The Man Who Broke the Rules</div> <div>John Muir: The Joy of the Wilderness</div> <div>Maria Montessori: Finding the Child</div> <div></div>
			UNIT 4	<div>Hobbies</div> <div>Reading</div> <div>How science has changed sport</div> <div>Main Speaking Task</div> <div>Guess which hobby your partner hasn't done</div> <div>Presentation</div> <div>A hobby</div>	<div>Do It!</div> <div>Ryan loves basketball and hates studying. Kenji is the opposite. This causes problems when their school science teacher asks them to work together and make a presentation. They really don't get on well with each other. Can they overcome their differences and do a good presentation?</div> <div></div>

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	Title	Main graded reader	Follow-up graded readers
UNIT <b>5</b>	<b>Travel</b>		
	<b>Reading</b> The benefits and problems of travel <b>Main Speaking Task</b> Guessing about your partner's trip <b>Presentation</b> Travelling to another city	<b>Around the World in Eighty Days</b> Phileas Fogg bets he can travel around the world in 80 days. With his servant Passepartout, he faces unexpected obstacles, daring rescues, and a detective who suspects him of robbery. Racing against time, they journey by train, boat, and even elephant— but will they succeed? 	<b>A Disappearing World</b> <b>Alaskan Ice Climbing</b> <b>Volcano Trek</b>   
UNIT <b>6</b>	<b>Technology</b>		
	<b>Reading</b> Using smartphones <b>Main Speaking Task</b> Ranking electronic appliances <b>Presentation</b> A new invention	<b>Breaking Free: A University Diary, Book 1</b> Ria is a first-year university student, but things are not going well. She is struggling with her classes, arguing with her family, and not enjoying her life. Then she drops her smartphone, she meets a new student, and her life changes for the better. 	<b>Nils Bohlin: The Seatbelt Man</b> <b>Jonas Salk: Ending Polio</b> <b>Margaret Knight: Flat-Bottomed Bags</b>   
UNIT <b>7</b>	<b>Study Abroad</b>		
	<b>Reading</b> Popular study abroad destinations and airports <b>Main Speaking Task</b> Choosing the perfect homestay family <b>Presentation</b> A study abroad destination	<b>A Homestay in Auckland</b> Erina is a student from Japan who travels to New Zealand to study English. She has many enjoyable experiences with her host family and makes a lot of new friends. However, she and her friends have some problems, but learn a lot from them. 	<b>Homestay in the USA</b> <b>Homestay in the UK</b> <b>Homestay in Australia</b>   
UNIT <b>8</b>	<b>The Future</b>		
	<b>Reading</b> Predicting the future: Humans and AI <b>Main Speaking Task</b> Imagining the life of students in the future <b>Presentation</b> The past, present, and future of various things	<b>The Collector</b> In 2561, Clinton travels to 2014 to find a rare cereal packet worth a lot of money in the future. After finding it, he loses his time machine's remote control, leaving him stranded in 2014 — where his valuable cereal is just an ordinary breakfast. 	<b>Transport: Fast Forward</b> <b>Education: The Next Chapter in Learning</b> <b>Housing: Living in Tomorrowland</b>   

## Review

Talk about your experiences with extensive reading



# Extensive Reading

In this preview, you will read the book 'Fantastic Mr. Tanaka' and learn about extensive reading.



## Pre-reading activities

### Speaking

Work with a partner. Discuss the following questions.

- Do you like studying English?
- Are you good at English?
- What is your favourite English word?
- What other languages do you want to learn?



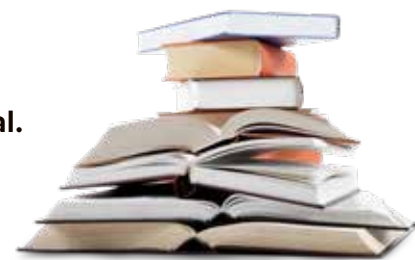
### Pre-reading questions

You are going to read about practice. First, guess the answers to the following questions. Then, compare your answers with a partner.

- 1 Jimi Hendrix, a famous guitarist, loved playing the guitar so much that he used to have his guitar with him when he went \_\_\_\_\_.  
a) to restaurants      b) to bed      c) for a walk outside
- 2 Michael Phelps, a famous swimmer, won a total of \_\_\_\_\_ Olympic gold medals in his career.
- 3 What are three ways that you can practice English in your own country?

\_\_\_\_\_

## Reading



- 1** Read the article “The power of practice”. It has 300 words in total. How long will it take you to read? Time yourself. After you finish reading, write your time in the space below. Then, check your answers from the pre-reading questions on page 6.

### The power of practice

In English we say “practice makes perfect”. This means that if you do something a lot, you will get better at it. An example of this from music is Jimi Hendrix. He is one of the best guitarists ever. However, he didn’t start playing the guitar until he was 15 years old. After he started, he practiced everywhere and never put his guitar down. Sometimes he would practice in bed and even sleep with his guitar. Jimi Hendrix practiced very hard and became the best. An example from sports

is Michael Phelps, the most successful swimmer of all time. He won 28 Olympic medals, including 23 gold medals. His training schedule was amazing. To prepare for the Olympics, he trained every day for five years. He never had a day off. That practice helped to make him the best. Practice is really the key to success at most things in life.

Language learning is also all about practice. Anyone can learn a language. You just need a lot of practice. So how can you practice using English? For speaking and writing, you need someone to practice with, but finding people to speak with can be difficult. Listening and reading are much easier. You can do these activities by yourself. There are many videos on YouTube that you can use to practice listening. If you watch them again and again, your English will improve. Reading is also helpful. You just need to read lots of books. They should be easy so you can understand them. This is called extensive reading. Research shows that reading a lot helps your reading speed. It also helps you to learn new words, and even improve your grammar. In addition, books are also a great way to get new information. Have you ever tried extensive reading?



My reading time was  seconds.

- 2** Listen to a student summarise the article. There are two mistakes about the information from the reading. What are they?

1. \_\_\_\_\_
2. \_\_\_\_\_

Track 1



- 3** Work with a partner. Compare your answers. Then, check as a class.
- 4** With your partner, answer the following questions. Have you ever practiced anything for a long time? Do you like reading? Have you ever read any books in English? What did you read?



## Speaking

- 1 To get better at speaking, you need to practice. Try the two-minute challenge. You are going to talk for two minutes without stopping. Start with the question below. Ask follow-up questions.  
What do you usually do on the weekend?
- 2 Now, work with your partner. In the space below, write down some of the follow-up questions that you used. Share your ideas with the class. How many follow-up questions were there?

What is your favorite season?

→ F.U.Q. \_\_\_\_\_

What kind of food do you like?

→ F.U.Q. \_\_\_\_\_

How many people are there in your family?

→ F.U.Q. \_\_\_\_\_

What country do you want to visit in the future?

→ F.U.Q. \_\_\_\_\_

- 4 With a new partner, compare the follow-up questions that you wrote down. Did you have any that were the same?

## Pre-reading questions

You are going to read the book 'Fantastic Mr. Tanaka' on Xreading. Before you read it, discuss the following questions with a partner.

- What was your English class like in your last school?
- Did you like your English teacher?
- Were your classmates interested in English?



Read the book before the next class.

# Post-reading activities

## Comprehension check

**1** Work with a partner. Answer the following questions about 'Fantastic Mr. Tanaka'.

- What word does Ren say instead of 'rice'?
- What did Mr Tanaka say to the class on the first day?
- For how long do students have to talk in English with their partner?
- What book about soccer did Ren choose first?
- What is Ren's dream for the future?



**2** Write about what happens to Ren in the future. Does his dream come true? What about Aki? Does she become a pilot?

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**3** Make a group, and share your ideas about Ren and Aki. Talk and decide which ideas were the best. Get ready to tell your idea to the class.

## Speaking

**1** Make a group. Together, discuss the answers to the following questions.

What do you want to do at school this year?  
 What are your goals for studying English?  
 What kind of job do you want in the future?

**2** Choose a speaker for your group. Get ready to tell the class some of the things you talked about.

**3** The article about practice on page 7 contains 300 words. Extensive reading will help you to improve your reading speed. Use your reading time from page 7 to calculate your reading speed in words per minute. You should try to read at least 100 words per minute. This will help you understand what you read.

(Total number of words) **300 ÷**  (reading time in seconds) **× 60 =**  words per minute

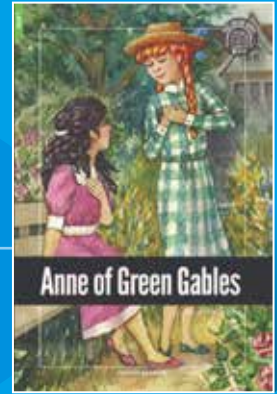
**4** Work with a partner. Compare your reading speeds. Who is faster at reading in English?

# 1

Getting to know you

# First Meetings

In this unit, you will read the book 'Anne of Green Gables' and other books about special friendships.



## Pre-reading activities

### Speaking

**1** Work with a partner. Discuss the following questions.

- Do you like meeting new people?
- Where are some good places to meet people?
- Where did you meet your best friend?
- Is it easy for you to make new friends?



**2** Remember to **give more information** when you answer and to **ask questions** to your partner.



Maria: Do you like meeting new people?

Leonardo: Yeah, I do. **I really like making new friends.**

Maria: Oh, **do you have many friends at this school?**

Leonardo: I have a few. **But I'm going to join a club to try and meet more people. Are you in a club?**

Maria: Not yet. **But I really want to join the soccer club.**

## Split reading

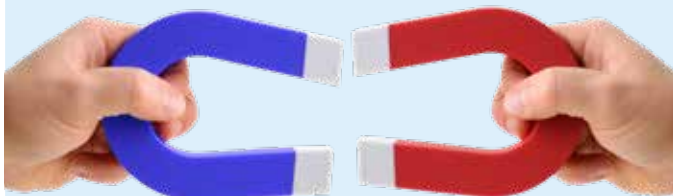
- 1 The articles below are about meeting people. First, read the introduction.

## The same or different?

How do you choose your friends? Some people believe that we like people who are very different from us. Some people believe we like people who are the same as us. So, which do you think is true?

- 2 Student A, read the article “Opposites attract”. Student B, read the article “Birds of a feather”. Then, close your book, and summarize the article to your partner. Finally, read the other article. Did your partner include all the main points? Give them a rating and tell them if they missed anything.

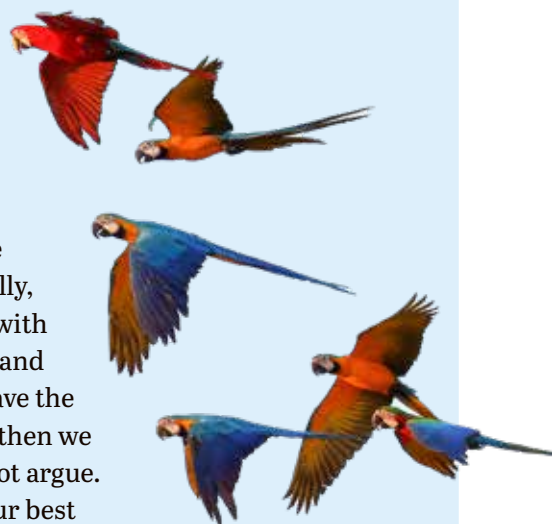
## A Opposites attract



In English there is a famous saying, “opposites attract.” This means that people like other people who are different from them. So, for example, quiet people like those who are **outgoing**. People who plan things often like those who do not plan at all. Scientists have **discovered** some reasons why this may be true. One reason is excitement. People who are different from us enjoy other things. Maybe they like different music. They might eat **unfamiliar** food. This makes talking to them very fun and interesting. We learn a lot of new things. Another reason we **get on with** people who are different from us is balance. Some people don’t like to try new things so they never do anything exciting. If they have a friend who likes adventures, they are more likely to go out to new places. The two people balance each other. Finally, having friends with different opinions can help us to think and learn. Sometimes we may **argue**. But we talk and can learn to see things in a different way. This can also help us to grow. Are you different from your best friend?

## B Birds of a feather

In English there is a famous saying, “birds of a feather flock together.” This means that we often make friends with people who are **similar** to us. A study in America **looked into** this. They asked students in a large lecture class to talk to someone that they did not know. Then, they checked how many people talked to the same person again at a later date. They found that when people are similar, they **tend to** talk again. This shows that we are attracted to people who are like us. We want to talk to them more. In fact, we quickly notice similar things. For example, we might know immediately where people are from by their **accent**. We like people who are from the same place as us. It is often easier to understand them. We also like people who have the same hobbies and interests. Talking about our hobbies together can be really fun. Finally, we like people with the same ideas and **values**. If we have the same opinions then we will probably not argue. Are you like your best friend?



Points for  
my partner

My reason(s):

/5

More vocabulary pg.78 / 79



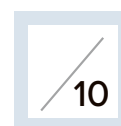
## Mini task

- 1** Think about yourself. Complete the table below about “me”.

	Me	My partner
Place you live		
Your age		
Your family		
Your favorite subject		
Your favorite food		
Music that you like		
Your personality type		
Books and films you like		
The type of clothing you like		
Your dream job		

- 2** Now, ask your partner questions to complete the table above. For example, “Where do you live?” Remember to ask follow-up questions. Write down some similarities and differences between you and your partner below. How similar are you on a score of 0 to 10?

Similarities	Differences



- 3** Finally, make a pair with a new partner. Tell them about your partner from Part 2. How much could you remember? How similar were you and your first partner?

Find out more pg.100

## Pre-reading questions

You are going to read the book ‘Anne of Green Gables’ on Xreading. Before you read, discuss the following questions with a partner.

- Have you ever moved to a new place?
- How did you feel when you started a new school?
- Where do you want to live in the future?



Read the book before the next class.

# Post-reading activities

## Comprehension check

**1** Work with a partner. Answer the following questions about 'Anne of Green Gables'.

- Why do Marilla and Matthew want a boy?
- Who is Anne's best friend?
- What does Anne do to Gilbert at school?
- What happens to Anne's hair color?
- What job does Anne want to do?



**2** Write a short continuation of the book 'Anne of Green Gables'. What happens to Anne and some of the other characters after the book finishes?

**3** Swap textbooks with a partner. Read their story. Is it similar to yours? What was the most interesting idea that they had?

## Speaking

**1** Make a group. Discuss the following questions related to 'Anne of Green Gables'.

Anne really likes her teacher, Miss Shirley. Who was your favourite teacher in your last school?

Anne becomes a teacher at the end of the book. What job do you want to do in the future?

Was the book easy to understand?

Would you recommend this book to other students?

**2** Now, tell your answers to the class.



## Listening

- 1** You are going to listen to two students talking about 'Anne of Green Gables'. One student asks the following question: "*Who was your best friend in elementary school?*" Before listening, answer the question with your partner.

- 2** Now listen to the conversation and answer the following questions.

What did the man do when he was reading?

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When did the woman meet her friend, Sofia?

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- 3** Listen to the conversation again. Complete the following sentences.

Woman: "Yeah, I enjoyed it. Anne seems like a \_\_\_\_\_."

Man: "Really? I liked the stories about her adventures \_\_\_\_\_."

Woman: "We are actually. I saw \_\_\_\_\_."

Man: "I think so. Their relationship was my favorite \_\_\_\_\_."

- 4** Listen to the conversation again while looking at the audio script on page 101. Were your answers in Part 3 correct?

- 5** Work with a new partner. Use the question from Part 1 to have a conversation.

## Communication task

- 1** Anne is very good at talking to people that she meets. You are going to talk to some of your classmates. First, think of a simple sentence to introduce yourself. Use the first letter of your name to give some information about yourself.

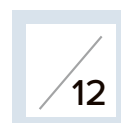
*For example: My name is Marie and I like milkshakes. My name is Luca and my hobby is lacrosse.  
My name is Mario and I used to live in Mexico.*

My name is \_\_\_\_\_ and \_\_\_\_\_

- 2** Now, close your book and talk to six of your classmates. Introduce yourself, and ask each person two follow-up questions. Try to remember their name, and the information about them. Do not write anything down!
- 3** Try to remember the six people you talked to. What were their names? What was the special information about them? Complete the table below:

Name	Information

- 4** Now each person in your class will introduce themselves. Listen to the introductions and check the six people that you wrote about in Part 3. Did you get the correct name and information? Give yourself one point for each correct answer.



- 5** Finally, choose one person you spoke to and write about them below. Try to add the extra information from the follow-up questions you asked. Report back to the class. Did you get the extra information right?

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## Extended reading activities

### Pre-reading questions

You read a book about Anne and the people she met. Now, you are going to choose a book about two people who were very different, but formed a strong friendship.



**1** With a partner, discuss the following questions.

1. Do you know about any famous friendships?
2. Look at the book covers. Have you heard of any of the people in these books?

**2** Choose one of these books to read on Xreading.

William Adams and  
Ieyasu Tokugawa

Helen Keller and  
Mark Twain

Queen Victoria and  
Abdul Karim

Read the book before the next class.

### Writing

**1** In the space below, write a short summary of the book that you read.



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**2** Work with a partner. Read what they wrote. Who did they write about?

## Discussion

**1 Make a group. Together, answer the following questions about the books you read.**

- Where and when were each of the people born?
- What was their childhood like?
- What jobs did they do?
- How did they meet?
- What was special or unusual about their relationship?
- Would you recommend this book to your friends or classmates?

**2 Choose one member of the group to summarize to the class what you talked about.**

## Presentation

You are going to give a presentation introducing yourself to the class. Include some of the ideas below (you can add your own ideas too). Then, prepare a short presentation.

nickname

hobbies

best vacation

first memory

subjects

school clubs

favorite season

family

future dreams

favorite celebrity

dislikes

school

future travel

## Review



**1 The topic of this unit is 'First Meetings'. Answer the following questions.**

**1. What are two things you learned in this unit?**


**2. What are three vocabulary words you remember from the readings?**

**2 Work with your partner. Compare your ideas from 'Part 1'.**

- 1 Complete the boxes below to make a conversation. Remember to add extra information and include follow-up questions. Then, get ready to read your conversation to the class.









*What are some good places to meet people?*



- 2 Now, with a new partner, use the questions from Part 1 on page 10 to have a conversation.

## Vocabulary

- 1 Look at the words in bold in the articles on page 11. What do they mean? Use a dictionary for words that you don't know. Write them in the Vocabulary Notebook below.

UNIT 1 Vocabulary Notebook	
	
	
	
	
	
	

- 2 Work with your partner. Take turns to say one of the words in bold on page 11. Your partner should make a sentence with that word. Finally, choose two of the words and write example sentences with them. Get ready to tell the class.

1. \_\_\_\_\_
2. \_\_\_\_\_



**3** Cover the previous page. Complete the following sentences with words from the articles on page 11. After you finish, compare your answers with a partner.

1. Kindness and honesty are very important v\_\_\_\_\_ in most cultures. *(beliefs about what is important in life)*
2. People who are o\_\_\_\_\_ usually love to go to parties and meet people. *(friendly; enjoying talking to people)*
3. People t\_\_\_\_\_ t\_\_\_\_\_ think they can finish a job more quickly than is possible. *(to usually do something)*
4. Partners who are the same usually g\_\_\_\_\_ o\_\_\_\_\_ w\_\_\_\_\_ each other well. *(to have a good relationship)*
5. The DNA of humans and chimpanzees is very s\_\_\_\_\_. *(almost the same)*
6. People often a\_\_\_\_\_ about the best solution to climate change. *(to fight using words)*
7. The teacher l\_\_\_\_\_ i\_\_\_\_\_ the problem to try to find an answer. *(to investigate something)*
8. In 2022, scientists d\_\_\_\_\_ a new part of the human ear. *(to find something new)*
9. If you read difficult books there will be a lot of words that are u\_\_\_\_\_. *(not known; never seen before)*
10. Babies start to pick up an a\_\_\_\_\_ from their mother's voice before they are born. *(the way a person speaks that shows where they are from)*

### Book review

Rating ☆☆☆☆☆ Difficulty ☆☆☆☆☆

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**4** Make a group. Read your reviews to each other. Did you agree about the book?



# Links<sup>1</sup>

A Communication Course with Extensive Reading

## The only four skills communication textbook with an extensive reading component

- A winning combination of interesting topics, engaging language learning activities, and comprehensible input.
- Uses a task-based approach for developing greater student motivation.
- Thematic units with a variety of pre- and post-task activities built around a graded reader.
- Extended reading: additional graded readers and follow-up activities for each unit.
- Realistic dialogues of learners discussing various aspects of the books.
- Clear, easy-to-teach units that provide flexibility for various contexts.
- Can be purchased with or without a subscription to the full Xreading library with thousands of graded readers that can be read anywhere, anytime.
- This coursebook is for students with mid-elementary to lower-intermediate language ability. For higher level students, there is *Links - Book 2*



For more information  
contact us at [info@xreading.com](mailto:info@xreading.com)