

2



Links

A Communication Course with Extensive Reading

Justin Harris • Paul Leeming



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Links: A Communication Course with Extensive Reading

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To the Student

Links 2 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 2** 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 2** 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 2** has a main theme or topic. These are topics that many students find interesting and can relate to, such as friendship, stories, and journeys. 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 2 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 from all over the world, so you will get to hear many different accents to help your listening comprehension for international English.

Links 2 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	
Preview Introducing extensive reading		Masa's Mission 	Masa really wants to study in New Zealand next year, but he can't speak English well enough to pass the required interview. He realizes he needs to learn English in a new way. Now Masa is on a mission to find out how to improve his English.
Title		Main graded reader	Follow-up graded readers
UNIT 1	Friendship Reading How do we make friends? Main Speaking Task Describing different types of friends Presentation A famous friendship	Egghead Egghead is a story based on the author's own childhood. Michael is bullied in school but has an imaginary friend who helps him. Although life is hard at first, he makes friends with another boy and an old man. Finally, he starts to like going to school. 	10 Ways To Make Friends 10 Ways To Do Small Talk 10 Ways To Communicate   
	Jobs Reading The past, present, and future of work Main Speaking Task Find the best person for the job Presentation Introducing a good job for other students	Dressed for Success This is a story about Carrie, a farm girl from the country who moves to a big city for a new job. She discovers that her boss may be involved in fraud. As she looks for the truth, Carrie and her new friend Alice find themselves in danger. 	Agricultural Engineers Intellectual Property Lawyers Water Harvesters   
UNIT 2	Cities Reading What are cities and megacities? Main Speaking Task Making a quiz about a city Presentation A little known city	Sunnyvista City In the story Sunnyvista, everyone lives in a perfect city. They do the same thing at the same time every day. Dan starts to feel that something is not right. He decides to find out more and learns the truth about Sunnyvista. Finally, he has a very difficult decision to make. 	My Quito: A City in the Clouds My Nairobi: Kenya's Wild Heart My Phnom Penh: From a TukTuk   
	Stories Reading Folk tales from around the world Main Speaking Task Creating your own fairytale Presentation A real-life story	World Folktales World Folktales is a collection of short stories from many countries around the world. The stories feature many interesting characters and help you to understand how different cultures thought about the world. There are also important moral lessons to be learned. 	The Elephant's Child The Nutcracker Thumbelina   
UNIT 3		UNIT 4	

	Title	Main graded reader	Follow-up graded readers
UNIT 5	Science and Progress	Ice Station at the End of the World Nanase is a researcher at Hokkaido University, and she is invited to go to Antarctica to help her professor with his research. At first the work is going well, but then her plane crashes and she finds out that her professor has a dark secret. Can she stop him?	Nanotechnology Research Scientists Computer Intelligence Engineers App Developers
	Reading Research in Antarctica Main Speaking Task Choosing the most important invention Presentation A famous scientist		  
UNIT 6	Money	The Adventures of Robin Hood Set in England almost 1,000 years ago, this is the story of Robin Hood and his friends from Nottingham Forest. They steal from the rich and give to the poor and this annoys the local sheriff who has plans to stop Robin.	The Future of a Village Top of the World Peruvian Weavers
	Reading The gap between the rich and the poor Main Speaking Task Deciding how the government should spend money Presentation Money and finance		  
UNIT 7	History	The Time Shrine While Michael is studying Japanese at a language school in Kyoto, he has the chance to visit the city of Nara for the day. One of his friends tells him about a small shrine which has a big secret. He visits this shrine and an adventure in time begins.	The Neo-Assyrian Empire The Neo-Babylonian Empire The Ottomans and their Empire
	Reading The history of two empires Main Speaking Task Visiting a time in history Presentation An event in history		  
UNIT 8	The Journey	Road to Lucca This is a story about Lizzy, a British woman who must cycle from France to Italy so that she can inherit her aunt's farm. Along the way, she faces challenges, meets new people, and questions her old life, discovering what she truly wants.	Searching for El Dorado The Vikings and Erik the Red One Boy's Journey
	Reading Two great adventurers Main Speaking Task Guessing the story of a journey from pictures Presentation Introducing a famous journey from around the world		  

Review

Talk about your experiences with extensive reading



Preview

Extensive Reading

In this preview, you will read the book 'Masa's Mission' and learn about extensive reading.



Pre-reading activities

Speaking

Work with a partner. Answer the questions below.

- What kind of stories do you like?
- Do you have a favorite author?
- What is the last book that you read?
- Where is your favorite place to read?
- How many books do you think you've read this year?
- Have you ever read a book more than once?

Pre-reading questions

You are going to read about 'extensive reading'. First, guess the answers to the following questions. Then, compare your answers with your partner.

1 When did humans develop writing for the first time?

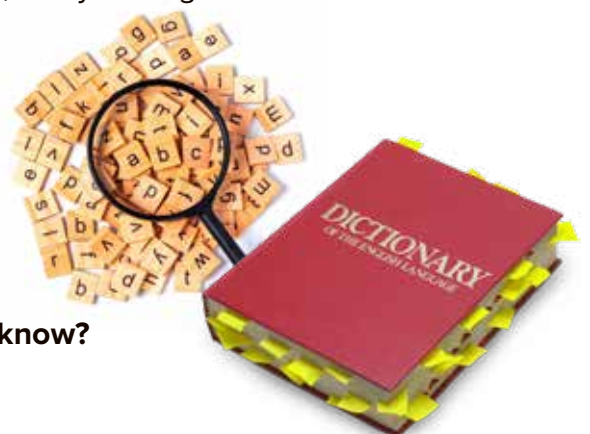
- a) 15,000 years ago b) 5,000 years ago c) 1,000 years ago

2 What do you think 'extensive reading' means?

- a) reading a lot of easy books
b) reading a lot of difficult books
c) reading a few books very carefully

3 According to researchers, for 'extensive reading', how many words in a book should a reader already know?

- a) 77% b) 85% c) 98%



Reading



- 1** The article below is about extensive reading. When you have finished reading, check your answers from the pre-reading quiz on page 6.

Extensive reading

Humans have been writing since about 3400BC, which means they have been reading for more than 5,000 years. However, reading is a skill that has to be learned. To get good at it, you have to spend a long time doing it. Reading is also a great way to improve your English. However, it's best to read a lot of books that are close to your English level. This is called extensive reading, and it is a popular way to learn languages.

What research shows

There is a lot of research about how extensive reading helps language learning. One of the most famous studies happened in Fiji. Many books were given to schools. Some students were given the books and asked to read for thirty minutes every day. This was instead of their regular English lesson. Other students had their regular English classes, where they studied vocabulary and grammar, and the teacher taught them about the English language. After some time, both groups of students took tests to see which group had the best English. So, can you guess which group it was? Was it the group who had been taught all about grammar and vocabulary? Or was it the group who spent all their time in class reading? In fact, the group that had the best English was the group who had spent time reading. They actually improved twice as much as the students who had studied it with their teacher. This study shows that extensive reading is very powerful. Of course, you can learn things from your teacher, but reading is also a great way to learn.

How to do it effectively

If you are going to do extensive reading, is any kind of reading material okay? How often should you read and how much should you read? The experts have some good advice on these things. First, the best kind of books to read are called 'graded readers'. These are written especially for your language level. You should know most of the words on a page. Most experts say there should be no more than about two percent of words on a page that you don't know. That helps you to read smoothly without stopping. Before you start reading, you should take a test to find out what kind of books are best for your English level. Next, you should read as often as possible. Researchers say you should read at least one graded reader a week, or about 5,000 words. If you can keep doing that for a year, you will really notice an improvement in your English. You should try not to use a dictionary as you read. If there are words you don't know, guess what they mean. If you can't guess, then just ignore them. Using dictionaries slows you down, and it can stop you from understanding the story. It also stops you from enjoying the book. So, if you want to improve your English, why don't you try extensive reading this year? You just might be surprised by the results.

- 2** Listen to a student summarize 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 read a book in English? Have you ever tried extensive reading in English? Do you think that reading helped you to learn your first language?

Speaking

- 1** You are going to ask people about their reading habits. Look at the survey questions below. Add your own question.

	Name	Name	Name
Q1 What are your favorite kinds of books?			
Q2 What is one of your favorite books?			
Q3 Do you prefer to buy books or borrow them?			
Q4			

- 2** Work with a partner. Ask each other your questions, and remember to ask follow-up questions too. When you are finished, make a note of their answers in the table. Then repeat with two other partners.

- 3** What do you think is the best way to improve your English?

Pre-reading questions

You are going to read the book 'Masa's Mission' on Xreading. Before you read it, discuss the following questions with a partner.

- How did you feel on your first day at a new school?
- What kind of English classes did you have at your last school?
- What do you think is the best way to improve your English?



Read the book before the next class.

Post-reading activities

Comprehension check

1 Work with a partner. Answer the following questions about 'Masa's Mission'.

- How did Masa feel about his English on his first day of university?
- Why was he studying so hard?
- What did Masa learn about this study method?
- How did Emi help him?
- What helped him achieve his goal?



2 Masa's Mission takes place during the first semester of Masa's first year at university. Imagine what happens during the second semester and write a summary.

3 Make a group and share your ideas about Masa's second semester at university. Talk and decide which ideas were the best. Be ready to read your idea to the class.

Speaking

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

What are you looking forward to at school this year?

What do you want to achieve this year?

What are some challenges that you might have this year?

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

3 The article on Pg.7 contains 500 words. According to researchers, for extensive reading, you should know about 98% of all words on a page so that you can read smoothly. Mark the words that you don't know in the reading, then divide it into the total number of words (500). What percentage of words did you not know? Is the article the right level for you?

Number of words I don't know ÷ Total number of words (500) \times 100 = %

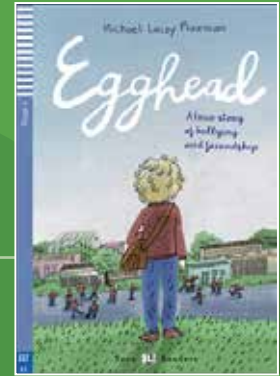
4 Work with a partner. Compare the words that you did not know in the article on page 7.

1

Everybody needs somebody

Friendship

In this unit, you will read 'Egghead' and books about skills to help make and keep friends.



Pre-reading activities

Speaking

1 Work with a partner. Answer the following questions.

- Who is your closest friend?
- How long have you known your best friend?
- How are you and your best friend similar?
- How are you and your best friend different?

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



Mila: Who's your closest friend?

Erik: That's a hard question. **I have a few close friends.**

Mila: Really? **Where did you meet them?**

Erik: **Most of my closest friends are from my junior high school club. Did you make a lot of friends in your club?**

Mila: Yeah, I did. **Although my best friend is actually from university.**

Split reading

- 1 The articles below are about how people make friends. First, read the introduction.

Friendship

Friendships are one of the most important things in peoples' lives. We need friends. In fact, young children will often make an invisible friend who they can talk to and play with. This need for friendship continues throughout our lives. Studies have shown that people with friends live healthier lives. So, making friends is important, but how do we become friends with people?

- 2 Student A, read the article about the *proximity principle*. Student B, read the article about *social optionality*. 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 The proximity principle

One theory of friendship is that we become friends with people who we are physically close to for long periods of time. Scientists have studied relationships to find out why people become friends. They discovered that there is one really simple but important factor that decides who our friends will be – **distance**. They call this the *proximity principle*. Put simply, we make friends with people who are near us. So, at school, this means you are most likely to become friends with the person sitting next to you in class or morning **assembly**. At work, it means you will probably become friends with the person who works closest to you in the office. Unless that person is mean to you or **bullies** you, there is a good chance you will end up being friends. When choosing friends, distance is the most important thing. We become friends because the more we talk to people, the more we **come across** things that we share or have in common. Slowly, over time, we start to like the other person, and eventually we become friends. Take a minute, and think about your own friendships. Are your friends people who lived close to your house when you were younger? Are you friends with people who sat near you at school or university? Friendship may not just be about sharing interests. It may be more about **geography** than you think.



B Social optionality

Scientists who study friendship think that *social optionality* is important. It can decide who we become friends with. This basically means how easy it is to move around and talk to a lot of different people. If you can easily find a new person to talk to, then you have high social optionality. An example of this is a party, or the school **playground**. There are a lot of different people, and it is easy to move around. You don't have to talk to the same person for long. If you don't enjoy the conversation, you can find someone else to talk to. You may think that these situations are good for making friends because it's easy to meet a lot of people. However, that might not be true. The best situations for making friends may be when you have low social optionality. This is when there is no-one else to talk to, and **nowhere** else to go. A good example is when you have to sit next to someone in class, or work with them on an **essay**. You can't talk to anyone else, but you can't just sit there **silently**, so you keep talking to each other. As you talk about yourselves, you connect with the other person and finally you become friends. This can lead to friendships that last **forever**. So, how about you? Do you prefer short conversations with many different people? Or do you like talking to the same person for a long time?



Points for my partner

My reason(s):

/5

Mini task

- 1 Think about different things that you can do to make new friends. Write them in the box below.

Ways to make new friends
<i>join a club</i>

- 2 Work with your partner. Compare your ideas. Add any new ideas to the box above. Then, decide what are the three best ways to make friends. Write them below.

1. _____
2. _____
3. _____

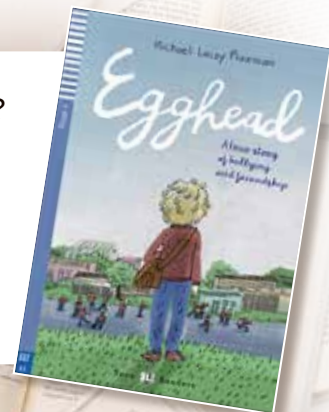
- 3 Report to the class. What were the most popular ideas in your class for the best ways to make friends?

Find out more Pg.101

Pre-reading questions

You are going to read the book 'Egghead' on Xreading. Before you read it, discuss the following questions with your partner.

- Did you like going to school when you were young?
- Can you remember the name of your first friend at elementary school?
- Have you ever had an imaginary friend?
- What do you think 'Egghead' means?



Read the book before the next class.

Post-reading activities

Comprehension check

1 Work with a partner. Answer the following questions about 'Egghead'.

- How did Andrew help Michael?
- What was the poem about that was read in assembly?
- What did Michael do every Sunday evening?
- How did Michael become friends with David?
- What did Michael and David do in London?
- What was Tom's story?



2 'Egghead' is based on a true story about the author's childhood. Imagine Michael's life when he is 50 years old. What does he do? Does he have a family? Write about him below.

3 Make a group, and share your ideas about Michael. Decide which ideas were the most interesting. Tell the class.

Speaking

1 Make a group. Answer the following questions related to 'Egghead'.

Michael and David had a fun day out in London. Where do you like to go with your friends?

Michael watched the same TV show every week. Are there any TV shows that you always watch?

Were there any teachers that you really liked at your last school?

Was the book easy to understand?

Would you recommend this book to other students?

2 Now, share your answers with the rest of the class.



Listening

- 1** You are going to listen to two students talking about 'Egghead'. One student asks the following question: *"Was there anything you didn't like about your 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 think of the book at first?

What did the woman like about the book?



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

Man: "So, what did _____?"

Woman: "Yeah, I was really surprised at first, but when Michael stopped fighting, I thought it was a really nice _____."

Woman: "Well, that's what I liked about Egghead. It's based on the author's own experiences _____, right?"

Man: "Ah, and when you are little, teachers can seem _____?"

- 4** Listen to the conversation again while looking at the audio script on page 102. 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** Work with a partner. Read the passage at the back of the book. Then explain the information to your partner. Finally, work together and complete the sentences below.

Student A → pg.94

Student B → pg.96

A funny friend is someone who

A motivating friend is someone who

An unreliable friend is someone who

A cool friend is someone who

- 2** Now, think about your own friends. Fill in the table below. Why did you choose them? Is there a good story that shows the kind of person they are?

Friend type	Name	Reason / Example story
<i>Funny</i>		
<i>Motivating</i>		
<i>Unreliable</i>		
<i>Cool</i>		

- 3 Make a group. Describe your friends to the group. Then, decide who had the best example for each type of friend. Get ready to tell the class.**

- 4** Write about one of the friends you chose in Part 2. Where did you first meet them? How long have you been friends? What are they like?

Extended reading activities

Pre-reading questions

You read the book 'Egghead' about a boy struggling to make friends. Next, you are going to choose a book about how to communicate and make friends.



1 Work with a partner. Discuss the following questions.

1. Where are some good places you can go to make friends?
2. Are you good at making conversation?

2 Choose one of these books to read on Xreading.

10 Ways To Make Friends

10 Ways To Do Small Talk

10 Ways To Communicate

Read the book before the next class.

Writing

1 In the space below, write down the three most useful pieces of advice that were in the book you read.



- A. _____

- B. _____

- C. _____

2 Work with a partner. Explain the ideas you chose in Part 1. Why were they important? What advice did your partner choose?

Discussion

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

- What was the best advice in the book?
- Was there any advice that you did not agree with?
- Was there any advice that you were surprised by?
- What advice would you add to the ten ideas in the book?
- Will the advice help your relationships with other people?
- Would you recommend the book to your friends or classmates?

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

Presentation

You are going to give a short presentation about a famous friendship. First, think about the following questions.

- What are the names of the two people?
- What are they famous for?
- Where did they meet?
- What is special about their friendship?
- Why did you choose them?



Review



1 The topic of this unit is 'Friendship'. 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'.

UNIT 1 Extra information / Follow-up questions

- 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.




How long have you known your best friend?

- 2 Now, with a new partner, use the other 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. 'Why I Write' is a famous e_____ by the author, George Orwell. *(a short piece of writing about a subject)*
2. If someone b_____ you, talk to your parents or a teacher about it. *(to frighten or hurt someone weaker than you)*
3. The school p_____ was full of children running around and playing games. *(a place to play for children)*
4. The d_____ from the earth to the sun is increasing very slowly. *(the length between two points)*
5. In London England, builders sometimes still c_____ a_____ old buried Roman ruins when they knock down old houses. *(to find something by chance)*
6. Every morning we have a school a_____ where the teachers talk to us. *(a regular meeting of students and teachers in a school)*
7. In g_____ class, we learn the names of countries and capital cities from around the world. *(the study of the countries in the world)*
8. The students sat s_____ and listened to the teacher. *(to do something without making any noise)*
9. There is n_____ near my house that you can go shopping. *(not anywhere; no place)*
10. I thought we would be friends f_____, but eventually we lost touch. *(for all the time in the future)*

Book review

Rating ☆☆☆☆☆ Difficulty ☆☆☆☆☆

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

Links²

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 intermediate to upper-intermediate language ability. For lower level students, there is *Links - Book 1*



For more information
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