

Your link to language success!

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Link Up is a new edition of a successful five-level course in British English that introduces teenagers to appropriate themes through the study of English. Age-appropriate materials offer learners a balanced approach to reading, writing, listening, speaking, vocabulary and grammar—and motivate them to use English.

Learner and teacher needs are addressed by a comprehensive package which includes Course Book with Audio CDs, Workbook, Teacher's Book, Test Book, Class Audio CDs, and an Assessment CD-ROM with ExamView®.

NEW! to this edition

- Completely new Beginner level makes this a **complete five-level course**, from true beginner to upper-intermediate.
- *Vocabulary Links* systematically **present key vocabulary in context** helping learners understand its meaning and use.
- Assessment CD-ROM with ExamView® allows teachers to **create tests and quizzes quickly and conveniently**.

REVISED! from last edition

- Reading passages have been fully revised to be both **topical and up to date**.
- **FCE-type tasks and activities** reflect fully the 2008 revisions to the Cambridge FCE exam.
- The **revised grammar syllabus** for the series helps the learner use grammar effectively and with confidence.



PERFECT PARTNERS FOR *Link Up*

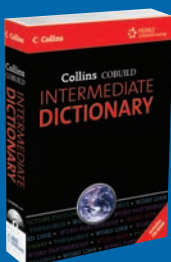


NEW!

Footprint Reading Library

Using content from National Geographic Digital Media, this fantastic new series of graded readers introduces the sights and sounds of the world to English language learners. It is also designed to help learners become better readers of non-fiction content, and is a perfect partner to *Link Up*.

- The only series of readers with a Lesson Planner, Audio Program, and DVD for each level
- Five main themes cover animals, people, places, activities, and science
- Highlights common features of non-fiction texts, including footnotes, maps, timelines, charts, graphs and other graphic organizers



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The new full-colour *Collins COBUILD Intermediate Dictionary* makes words easy to find, easy to understand, and easy to use. Packed with everyday examples from spoken and written English, there is no better resource for learners of English.

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Now a five-level course!

Unit 14 Food

Learning Link

In this unit you will learn

- words and phrases to help you talk about food.
- to compare photographs and to express preference.
- to write an article describing a meal.
- to use the Future Continuous.

A Look at the photographs of different places to eat and drink. Have you ever been in any of these situations? Did you enjoy yourself? Is there anywhere that you would not like to go?

B Where do you think the following people would most like to go? Discuss this question with a partner and give reasons for your answers. More than one answer may be possible.

- 1 a young couple celebrating their first wedding anniversary
- 2 a group of friends spending the weekend together
- 3 a family with children going on holiday
- 4 a manager on a business lunch with colleagues

Learning Link outlines that unit's **learning objectives** and introduces its theme.

Pre-reading activities **build interest** in the unit's theme and **introduce vocabulary in context**.

Up-to-date reading passages present **key language and concepts** for each unit, and help learners to develop comprehension skills.

Interactive *Grammar Link* explains and practises the target structures introduced in the readings.

Grammar Link

Future Continuous

Look at this example from the article.
... it's possible that *this time tomorrow you'll be sitting in the countryside having a picnic.*

Which tense in this sentence is used to talk about an action that will be in progress at a specific time in the future?

Complete the rule.

The _____ tense is used to talk about an action which will be in progress at a specific _____ in the future.

Study the Grammar Reference for Unit 14 on page 148 before you do to the tasks.

G Complete the sentences with the verbs in the box. Use the Future Continuous.

discuss drink fly study wait work

- 1 This time next month, he _____ to his sister's wedding in Australia.
- 2 Between six and seven o'clock, I _____ the menu with the chef then.
- 3 I _____ in the office all day tomorrow.
- 4 This time next week, we _____ our home-made lemonade.
- 5 Don't be late because I _____ for you outside the restaurant at 8 o'clock.
- 6 I _____ for my exams next week.

H Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous.

- 1 This time tomorrow evening, I _____ (not have) dinner in a restaurant.
- 2 They _____ (not eat) breakfast at 6 am next week when they'll be on holiday.
- 3 _____ (she / fly) to Japan next week?
- 4 I _____ (not do) any work while I'm on holiday next week!
- 5 _____ (you / shop) for food for your dinner party later today?
- 6 _____ (your husband / cook) for your son when you go into hospital next week?

Reading Link

C Read the article quickly and find three things which could spoil a picnic.

PICNIC FUN

Penny Sweet shares her experience of eating

Summer is just around the corner and it's possible that this time tomorrow you'll be sitting in the countryside having a picnic. Lucky you! But before you dig out your old picnic hamper or, even worse, buy a new one, here's a word of warning. Things are never quite as idyllic as they seem.

The whole idea of going on a picnic is that you have a great time eating outdoors. This takes rather a lot of things for granted. First of all, there's the food itself. If you have romantic ideas of candies and fine food, then think again! Unless you take all the contents of your kitchen with you (glasses, salt and pepper, etc) or spend an absolute fortune on a picnic hamper, the chances are that you are not really going to enjoy your meal.

Secondly, choose your spot carefully. The only thing worse than spending hours looking for the best location is unpacking the car, arguing about where to put the travel blanket (Don't even think about beautifully clean white tablecloths - you will be trying to get rid of the grass stains for ages) or realising that there is a bull in the same field as you! The next thing you remember is never to take fizzy drinks on a picnic. If you have never run like the wind to escape a swarm of angry, sugar-starved wasps, you probably don't understand the logic behind this but take it from someone who knows it may sound funny to you, but it is anything but amusing at the time!

Wasps can, however, be kept away at least far enough away so that you can eat your picnic in peace! Take an empty but unwashed jam jar and add a little water. Leave this some distance from the spot you have chosen for

Things are never quite as idyllic as they seem.

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Listening Link

I You will hear part of a seminar on vegetarian cooking. For questions 1-8, write the correct letter (A, B, C or D) in the spaces provided.

Points to remember when cooking vegetables

- 1 Vegetables should be cooked quickly because it helps to _____.
- 2 _____ and _____ making a Chinese stir-fry.
- 3 Salads shouldn't be prepared _____.
- 4 Most people prefer food that _____.
- 5 Children can take _____ to _____.
- 6 At least _____ % of your diet should contain raw food every day.
- 7 Many teenagers are overweight because they eat _____.
- 8 Vegetarian food is healthy and _____.

Speaking Link

J Work with a partner. One of you should look at photograph A and the other should look at photograph B. Discuss the questions below.

Which kind of food shown in the photographs is more popular in your country? Why do you think this is?



D Read the article again and choose the best answer a, b, c or d for the questions.

- According to the writer, what is necessary for a good picnic?
 - nice food and a clean tablecloth
 - spending lots of money on food
 - taking everything you need with you
 - taking orange juice with you
- Which of the following is the worst thing that could happen on a picnic?
 - taking ages to unpack the car
 - quarrelling about where to sit
 - finding a good place to have a picnic
 - realising there is a bull in the field
- What is the best thing to do if you don't want wasps to spoil your picnic?
 - Place a jam jar next to your picnic spot.
 - Make sure that the jam jar is far away from you.
 - Put a jam jar in some water.
 - Put a jam jar somewhere so that the wasps will leave your lunch alone.
- Why is a windbreak useful on a picnic?
 - It can protect you from the wind.
 - You can sunbathe.
 - It doesn't need much space.
 - You can sit close together.
- What is the writer's opinion of picnics?
 - They should be avoided at all costs.
 - They can be enjoyable, but they need a lot of preparation.
 - They aren't a complete waste of time.
 - They are definitely worth the effort.



Vocabulary Link

E Find words in the article which have the following meanings.

- a basket you use to put picnic things in (para 1)
- peaceful and beautiful (para 1)
- a lot of money (para 2)
- a place where something happens (para 3)
- dirty marks which don't go away when you wash them (para 3)
- a large group of insects (para 3)
- animals in nature (para 5)
- correct, without any mistakes (para 5)
- long thin pieces of wood or metal (para 6)
- something you have doubts about because you don't think it's correct (para 6)

F Complete the second sentence so that it has a similar meaning to the first sentence. Use the given word and write between two and five words.

- The Mexican restaurant we went to last week was definitely not cheap. **but**
The Mexican restaurant we went to last week was _____ cheap.
- Teenagers believe that their mothers will always cook for them and never question it. **granted**
Teenagers _____ that their mothers will always cook for them.
- I did everything for them, but I shouldn't have tried so hard. **effort**
I did everything for them, but it wasn't _____.
- I've tried that restaurant and it's rubbish. **someone**
Take it _____! That restaurant is rubbish.
- You must clean and tidy all this mess in the kitchen before your mother comes home. **tid**
You must _____ all this mess in the kitchen before your mother comes home.
- We want to go on a picnic on Saturday but it's likely that it'll be raining. **chances**
We want to go on a picnic on Saturday but _____ that it'll be raining.

UNIT 14 Food 91

Vocabulary Link uses a variety of task types to **reinforce and expand vocabulary** presented through the reading.

Review closes each unit, highlighting **key vocabulary and grammar**, and acting as a progress check.

Review 4 **Vocab**

For questions 1-18, choose the correct answer, a, b, or c.

- There were some great offers at the supermarket and lots of things with _____ prices.
 - questionable
 - tempted
 - reduced
- She's going to _____ advantage of the good weather and go away for the weekend.
 - take
 - give
 - make
- You mustn't _____ anything until you've checked that it's really true.
 - assume
 - carry out
 - give out
- The place we went to for the weekend was really _____ very peaceful and beautiful.
 - average
 - inhuman
 - idyllic
- I didn't like the flat much, but it's in a great _____, right next to the park.
 - effort
 - location
 - hamper
- Look at that enormous _____ of mosquitoes!
 - swarm
 - material
 - balance
- The information about the new robot is all true and _____.
 - personal
 - accurate
 - affordable
- Look at the _____ from the grass on my trousers.
 - chains
 - poles
 - stains
- Where's the _____ control for the television?
 - remote
 - fast
 - far

your picnic. Make sure that it is far enough away so that any wasps that are attracted to it do not bother you, but not so far away that they are more interested in your lunch than the jam jar!

Apart from the local wildlife, the weather can also help you to decide whether or not your picnic will be a success. You would not be the first person whose picnic was ruined by heavy rain or blustery winds. So remember to check out your local weather report - and hope that it's accurate!

So don't forget that great invention, the windbreak. Rather like a sheet on poles, it is designed to protect picnickers and sunbathers from the wind, although the enjoyment factor is questionable. It's not much fun when there are four of you sitting almost on top of each other in a very small space just to avoid ending up with sandy sandwiches.

Is it really worth all the effort, you may ask? Well, I don't know about you, but I'll be having my meals in the comfort of my dining room this summer!

Questions 1-5, complete the sentences.

Vegetarian food

_____ are cooked first when _____

_____ school. _____ every day.

the other at B. Compare and contrast under the pictures to help you. Then



with teenagers in your country?

Task-based *Listening Link* and *Speaking Link* prepare learners for **standardized exams**, and provide **personalized speaking practice**.

Writing Link provides **clear models and controlled writing practice** for a variety of real-life writing tasks.

Writing Link

In this unit, you are going to learn to write an article.

K Read the question and put the article in the correct order.

The editor of your school newspaper has asked you to write an article about the worst meal you have ever had. Write your article describing where you had the meal, and the meal itself.

The Worst Meal I've Ever Had

A
You'll never guess what **happened next!** The waiters brought us the wrong food, saying that the chefs had got the orders mixed up! **But the worst was yet to come!** The food was awful, but when we complained, the waiter told us no one else had complained, so it was too bad!

B
We were so angry that we paid the bill and left, without leaving a tip, of course! I won't count on anyone's reputation again, and I advise you to do the same!

C
Have you heard the expression 'Too many cooks spoil the broth'? Well, I discovered how true it is at the most popular restaurant in town.

D
I have never seen anything so chaotic in my life! There were more staff than customers, and waiters were running about all over the place. **To make matters even worse**, it took ages to get our food because the chefs were never in the kitchen; they were telling jokes and talking to the customers.



- Paragraph 1 Paragraph 2 Paragraph 3 Paragraph 4

L Why has the writer used the phrases and sentences in bold?

M Now write an article. Use some of the phrases from the article, the outline and the hints below to help you. (120-160 words)

Article Outline

- Paragraph 1** Introduce the article in an interesting way, perhaps with a question or a joke.
- Paragraphs 2 and 3** Give details of the meal, using logical paragraphs. Do your best to keep the reader interested.
- Paragraph 4** Say how the meal ended and what you have learnt from it. You could also give some advice on how to avoid such a situation.

HINTS

When you write an article, think about your reader. Here, you are writing for people who are the same age as you and who probably have the same interests as you. Write as if you are speaking directly to them, not down to them. You must also try to keep them interested. In this particular question, it would be good if you could make it funny - and don't forget to use your imagination!

Further information for each grammar target can be found at *Grammar Reference*.

Review 4 Grammar

For questions 1-18, choose the correct answer, a, b, or c.

- 10 Paul has been making great _____ with English and he can speak really well now.
 - a progress
 - b leisure
 - c impression
- 11 We won't do _____ projects. We'll do a big project as a whole class.
 - a creative
 - b individual
 - c interesting
- 12 When Dad cooks dinner, he always wants the whole family to get _____ and do something.
 - a positive
 - b competitive
 - c involved
- 13 He _____ that he hadn't been telling the truth and he apologised.
 - a admitted
 - b allowed
 - c suggested
- 14 Frank was faced _____ a terrible problem and couldn't decide what to do.
 - a up
 - b on
 - c with
- 15 Have you made an _____ to meet the chef?
 - a appointment
 - b catalogue
 - c introduction
- 16 The watch is still under _____, so the company will repair it for free.
 - a discount
 - b battery
 - c guarantee
- 17 What special _____ has this machine got?
 - a feathers
 - b features
 - c experts
- 18 I really _____ the things I said. I'm very sorry.
 - a avoided
 - b regret
 - c agree

- 1 The hamper _____ we use for our picnics is broken.
 - a who
 - b where
 - c which
- 2 My new watch, _____ has some fantastic features, was really cheap.
 - a whose
 - b which
 - c when
- 3 I went shopping yesterday afternoon, _____ the shops were almost empty.
 - a when
 - b which
 - c who
- 4 The place _____ I went to school is very near here.
 - a where
 - b when
 - c whose
- 5 By this time tomorrow, he will _____ the installation of the new software on his computer.
 - a finishing
 - b be finishing
 - c have finished
- 6 This time next year, I will _____ in Germany for ten years.
 - a be living
 - b have been living
 - c live
- 7 Kevin will _____ his English homework all afternoon tomorrow.
 - a be doing
 - b have been doing
 - c have done
- 8 Will the professor _____ a lecture as usual on Monday morning?
 - a given
 - b have been giving
 - c be giving
- 9 Will everyone _____ to use computers by 2020?
 - a have learnt
 - b have been learning
 - c learning

- 10 By two o'clock, we will _____ for an hour and we still won't have finished!
 - a have been cleaning
 - b have cleaned
 - c be cleaning
- 11 Will the plane _____ already or will it still be at the airport?
 - a leave
 - b have been leaving
 - c have left
- 12 This time tomorrow, I _____ to New York for a business meeting.
 - a will be flying
 - b will have been flying
 - c flying
- 13 She couldn't afford _____ expensive things at the supermarket.
 - a buying
 - b to buy
 - c buy
- 14 Bob managed to _____ a really nice present for his sister.
 - a buying
 - b buy
 - c bought
- 15 It's no use _____ all day if you don't take breaks.
 - a study
 - b to study
 - c studying
- 16 Can you imagine _____ in a world where we do all our shopping on the Internet?
 - a to live
 - b living
 - c live
- 17 There's no point _____ a fortune on a picnic if the location isn't nice.
 - a spending
 - b to spend
 - c having spent
- 18 He refused _____ his homework.
 - a been doing
 - b doing
 - c to do

Project Work

Grammar Reference

1.1 Present Simple

We use this tense for

- things which are true in general.
- the laws of science and nature.
- how often something happens.

This tense is used with the **stative verbs** opposite which appear only in simple forms.

Do and does are used to form question and negative forms of this tense.

Many people live in the heart of the city. In winter, some trees lose all their leaves. Linda cleans her house twice a week.

believe, belong, hate, hear, know, like, mean, need, prefer, remember, seem, suppose, understand

Does she share a bedroom with her sister? I don't like living near this busy road. It's very noisy.

1.2 Present Continuous

We use this tense for

- actions that are in progress at the time of speaking.
- actions that are in progress around the time of speaking.

Michael is painting the kitchen at the moment. They are saving up to buy a new carpet.

Remember: We don't use this tense with stative verbs (see 1.1).

1.3 Adverbs of frequency

Adverbs of frequency are used to say how often something happens. They come before the main verb, but after the verb be.

Here are some common adverbs of frequency.

We always leave the light on at night. I am never late for school.

always, never, often, rarely, seldom, sometimes, usually

2.1 Past Simple

We use this tense for

- a state or completed action in the past when the time is important.
- a series of completed actions in the past.

Did is used to form question and negative forms of this tense.

She passed her driving test last month. We sold the house two years ago. He sat down, took out a pen and started writing.

Spelling rules

1 Most regular verbs in the Past Simple are formed by adding **-ed**. Verbs ending in **-e** add **-d**.

look looked saved saved

2a Regular verbs ending in **consonant-vowel-consonant**, double the consonant before the ending **-ed** when the stress is on the final syllable.

stop stopped prefer preferred

2b When the stress is **not** on the last syllable, the final consonant is not doubled.

visit visited

3 Regular verbs ending in **-l** double the **-l**.

travel travelled

4a Verbs ending in a consonant and **-y** change carry carried

carry carried

4b When the verb ends in a vowel and **-y**, the **-y** doesn't change.

play played

Note that these verbs do not follow the spelling rules. For a list of irregular verbs, see page 151.

lay laid pay paid say said

Unit 3 Music

Music Survey

Bring in a song of your choice, and let the rest of the class hear it. Before the lesson, make arrangements with your teacher to get copies of the lyrics to distribute to the class. Make sure the lyrics are in English. Be prepared to say a few things about the song: who it is sung/written by, when it was released, etc. Remember, if you should also be able to tell the class why you like the words or music of the song you have chosen.

Unit 4 Fashion

Fashion Show

Working in pairs, make a note of what your partner is wearing. You should write a commentary of the clothes and accessories he/she is wearing, describing them fully. Ask your teacher for any vocabulary you may need. Your teacher will give you an example of the style of language that you can use.

Unit 5 Places

Travel Guide

As a class, decide what you would like to see in a travel guide for your city/town/village. There are some suggestions below. Work with a partner or in groups. Each pair/group should gather information on one or two topics. Decide how many pages will be needed for each topic. Remember to give the first part of your work to your teacher before adding any pictures, postcards or other visuals. There's no point in doing a lot of work only to find that you need to make changes.

Topics for a Travel Guide

Where to stay	Nightlife
Where to eat	Places of historical interest
Shopping	Places of general interest
Entertainment	Don't miss ...!

When your teacher has seen your work, and has given advice or suggestions, you can finally prepare your page(s) for the travel guide. When all the pages have been prepared, put them together in a logical order. You could also make a contents page, and number the pages, so that it is easier for other people to read. Display your travel guide in the class/school.

Themes and topics covered in the five levels of Link Up include:

Family and friends

Popular culture

Fashion and clothing

Food and eating out

Technology

Sports and hobbies

Holidays and leisure time

School and education

Travel and the world

Nature and the environment

Health and fitness

Art and entertainment

Relationships, and...

Many more

Fun Project Work task for each unit provides an opportunity to recycle key language.

Link Up is supported by...

Link Up helps teachers present language, provide practice, and conduct assessment effectively and conveniently by providing a comprehensive set of materials for use in and out of the classroom.

Teacher's Edition

A Teacher's Edition for each level provides teachers with all the information and support they need to use the series effectively, and includes:

- ▶ Notes, suggestions, answer keys, and teaching information
- ▶ Teaching Links, with tips for teachers
- ▶ Extra Links with additional activities for each unit
- ▶ Audio Scripts



ExamView® Assessment CD-ROM

Convenient and easy to use, the ExamView® Assessment CD-ROM is a test-generating software for teachers with a databank of ready-made questions designed to reinforce and consolidate language covered in each unit of Link Up.

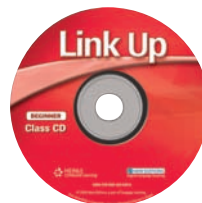


Test Book

A printed Test Book provides a convenient and time-saving way for teachers to check whether learners can use the vocabulary and grammar covered in each unit. Both unit Quizzes and Section Tests are available.

Class Audio CD

The Class Audio CDs contain the Listening Link recordings for each unit, and are a model of pronunciation, intonation, and stress.



Link Up COMPONENTS

Beginner (Pre-A1-A1)

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