

2

WHAT MAKES US UNIQUE? WHAT IS  
IMPORTANT IN YOUR LIFE? HOW DO  
LIKE TO SPEND YOUR TIME? WHO DO  
YOU MAKE DECISIONS? WHERE  
ALIKE AND DIFFERENT? HOW  
US?

WHAT CAN WE LEARN THROUGH TRAVELING?  
HOW CAN WE HELP EACH OTHER? WHY  
MAKES YOU HAPPY?  
**STUDENT BOOK**  
HEALTHY LIFE? WHAT DOES IT MEAN TO  
RESPONSIBLE? WHERE WOULD YOU



**ELLevate**  
ENGLISH

## Student Book

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### Module 2

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#### 4 | Time



#### 5 | Now and Then



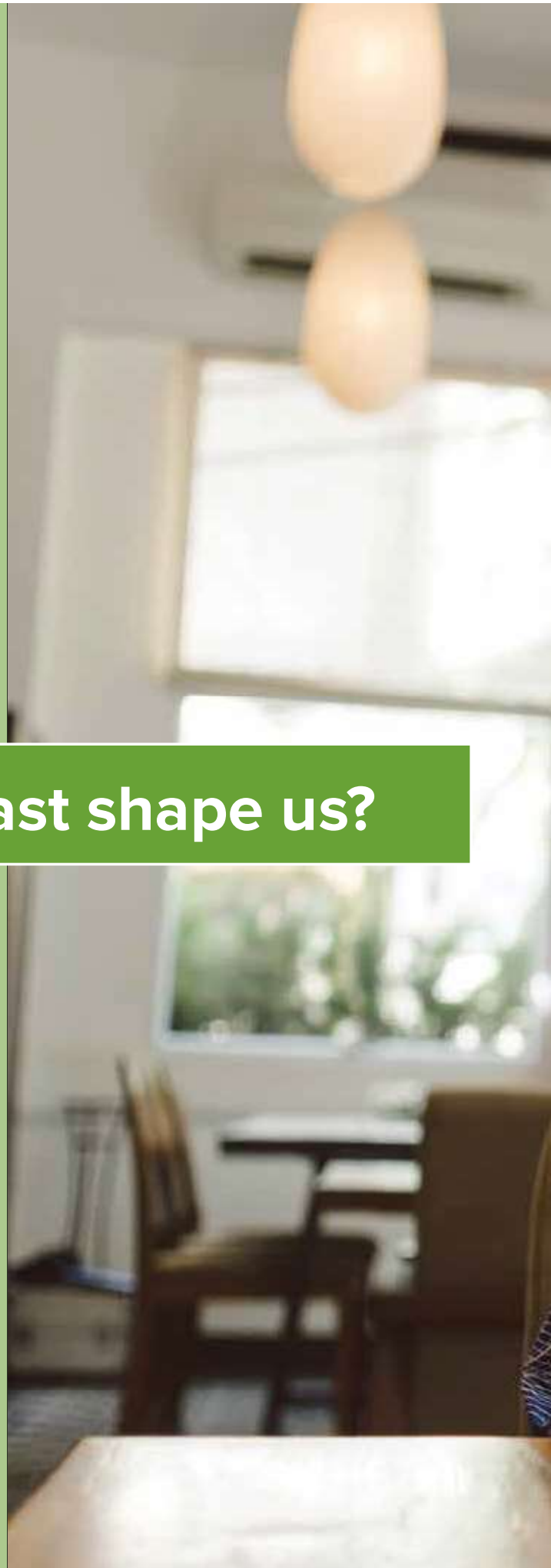
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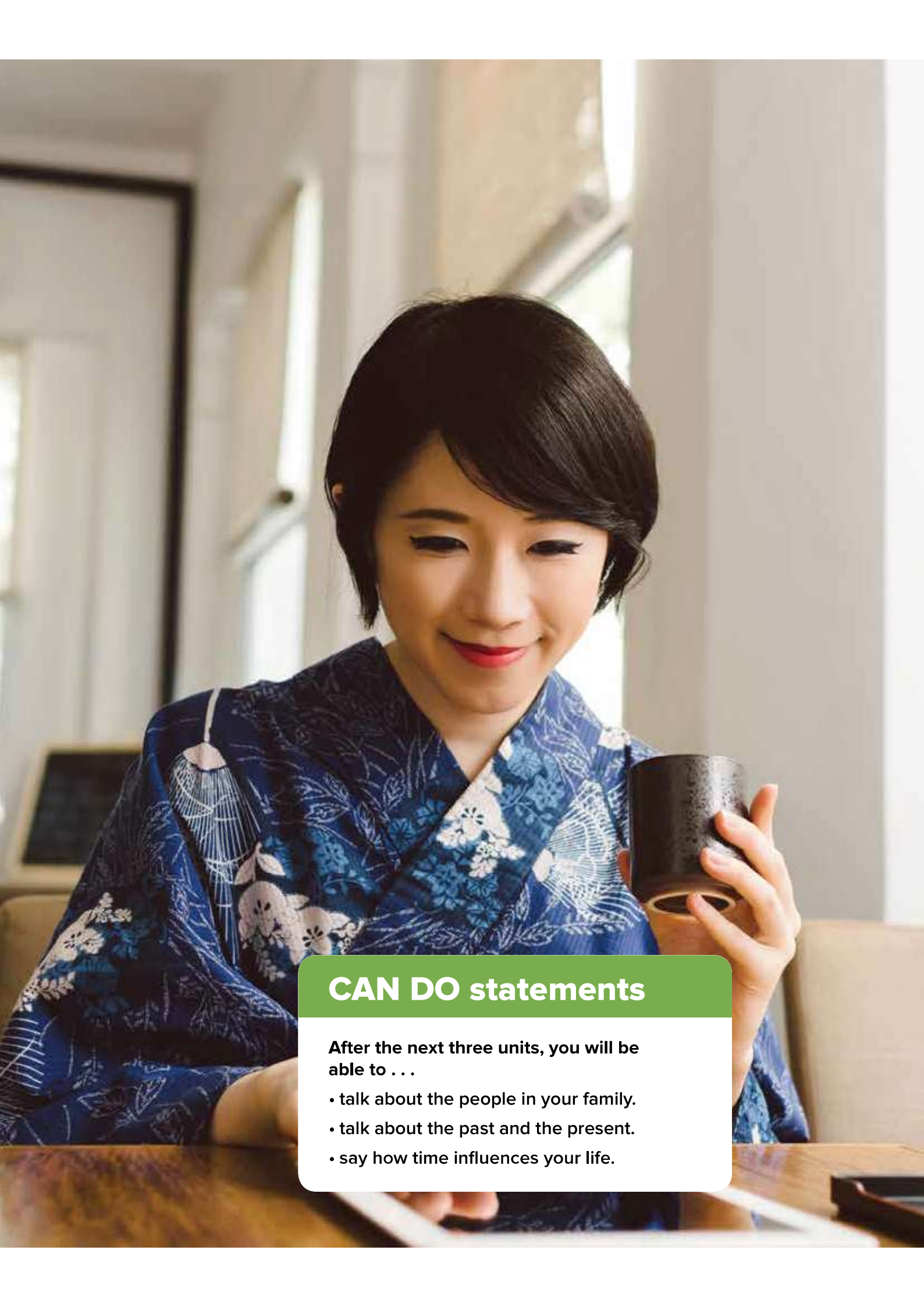
## How does the past shape us?



Look at the picture. Read the unit topics and answer the questions.

- What in the picture is new? What is old?
- What do you see in your life that is old? What is new?
- How is your life similar to your parents' lives when they were your age?





## CAN DO statements

**After the next three units, you will be able to . . .**

- talk about the people in your family.
- talk about the past and the present.
- say how time influences your life.



# UNIT 4

# Time

In this unit, I will learn to . . .

- say how time influences my life.
- use the simple past.
- identify cause and effect and give reasons.

1 |

## Get Ready



### How important is time to you?



A. Look at the pictures and read the captions. What kinds of changes do you think these people made? Listen to the audio to find out.



Mr. Benson never had any money when he was young. Now he's learned his lesson.



Mr. Jones ate a lot of junk food when he was younger. Now he has a healthy lifestyle.



Mrs. Park used to work a lot. Her family is more important to her now.

B. In pairs, talk about an adult in your family. What is he or she like? How did he or she change over time?

C. Read and circle T for True or F for False. Correct the false statements.

My grandmother lives with us in our **apartment**. When she was young, she owned a restaurant, so she knows a lot about cooking. She doesn't work anymore, so she has lots of time to cook at home. Sometimes she asks me to help, and I **do my best**. I know it **makes her happy**. She teaches me a lot of her "secrets" and other **stuff**. Maybe one day I'll be a chef, too.

1. Her grandmother works in a restaurant.    T    F

\_\_\_\_\_

2. Her grandmother doesn't like cooking, but she does it anyway.    T    F

\_\_\_\_\_

3. Her grandmother doesn't share her cooking secrets.    T    F

\_\_\_\_\_

## Pair and Share



Ask and answer about different times in your life.

What did you like to do when you were younger? How are you different today?

When I was a kid, I liked to play with my toys at home. Now I like to play outside.

Ask and answer questions about grown-ups in your family.

Do you have a favorite aunt, uncle, or grandparent? What are they like?

My grandmother is lots of fun. She . . .

**A. Listen to the audio and read along. Guess the meaning of the words in bold.**

Hi, I'm Ben Carlson, and I have a son and a **daughter**, Derek and Michelle. They are **teenagers**. We live in an **apartment**. Michelle finished high school three months **ago**. **Last** month, Michelle got a **job** at a store. It was her first job, and she was nervous. She said, "I can't wear **sneakers** to work, and I have to wear my uniform. I can't arrive to work **late**. I need to **do my best**." **Yesterday**, Michelle's friends went to visit her at the store. They said nice **stuff** about her, like, "You look very good in your uniform." That **made her happy**.

**Word Box**

ago  
apartment  
daughter  
do your best  
job  
last  
late  
make someone  
happy  
sneakers  
stuff  
teenager  
yesterday



**B. Look at the pictures. Number them in order.**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**C. Choose the correct word from the box to complete the sentences. Then listen to check your answers.**

- Mr. Carlson has a son and a \_\_\_\_\_.
- She isn't a little girl; she's a \_\_\_\_\_.
- They live in an \_\_\_\_\_.
- Michelle finished high school three months \_\_\_\_\_.
- Last month, Michelle got a \_\_\_\_\_ at a store.
- Michelle said, "I can't wear \_\_\_\_\_ to work."
- "I can't arrive to work \_\_\_\_\_."
- "I need to \_\_\_\_\_ my best."
- Yesterday, Michelle's friends told her, "You look very good in your uniform." That made her \_\_\_\_\_.



## Regular and Irregular Verbs in the Simple Past

Verbs in the **simple past** can be **regular** (ending in *-ed*) or **irregular** (for example, *write* → *wrote*). Memorize the irregular forms.

### Questions with Regular and Irregular Verbs in the Simple Past

Simple past, <i>to be</i>	Examples
Yes / No question	Grandpa, <b>was</b> money important to you?
Answer	No. When I <b>was</b> a young man, money <b>wasn't</b> important to me.

Simple past, action verbs	Examples
<i>Wh-</i> question	What <b>did</b> you <b>learn</b> ?
Answer	I <b>learned</b> that I <b>didn't need</b> any gadgets.

For grammar reference, go to Grammar Appendix.

### A. Match the verbs to their past tense forms. Then circle **R** for *Regular* or for *Irregular*.

1. read

•

• studied (R / I)

2. study

•

• was, were (R / I)

3. drink

•

• read (R / I)

4. be

•

• danced (R / I)

5. dance

•

• drank (R / I)

### B. Look at the pictures and read the text below. Underline examples of irregular verbs in the text.



#### The History of Credit Cards

At the beginning of the 20th century, a few large stores gave credit cards to their clients. The cards were only good at those stores. Then, in 1946, Brooklyn banker John Biggins introduced a card called *Charg-It*. The card was only for customers with an account at the Biggins Bank, but they could use it at different stores.

### C. Choose the correct answers.

- About 100 years ago, some people \_\_\_\_\_ a credit card at a large store.
  - can get
  - could get
  - didn't get
- John Biggins \_\_\_\_\_ a credit card that people could use at different stores.
  - invents
  - invented
  - inventing
- Customers \_\_\_\_\_ their Charg-It card just like cash.
  - used
  - didn't use
  - will use
- Charg-It cards \_\_\_\_\_ only for customers with accounts at the Biggins Bank.
  - were
  - is
  - was

### D. Complete the sentences with the correct form of the verb.

- McNamara \_\_\_\_\_ (invent) the credit card at a restaurant.
- McNamara had the idea when he \_\_\_\_\_ (forget) his money one day.
- Credit cards \_\_\_\_\_ (be) not always plastic.
- By 1965, there \_\_\_\_\_ (be) 1,000,000 credit cards.

#### Intensifiers

**Intensifiers** give emphasis to verbs, adjectives, and adverbs. For example, in *I am very tired*, the intensifier *very* tells us how tired the person is. Other examples of intensifiers are:

He studies *quite* hard.

He *really* wants to succeed.

He gets *extremely* high marks.



### E. Circle the intensifiers in the text.

I really like listening to music, but I don't know how to play a musical instrument. I really want to learn how to play the guitar. My cousin can play the guitar incredibly fast, and he sings quite nicely too. I can't sing very well. I don't know if I can learn; I'm extremely impatient!

#### Pair and Share



**Talk to a partner about credit cards.**

Do you think credit cards are good or bad?

They're good to have, but you should be very careful with them.

Do you think teenagers should have credit cards? Why or why not?

I think . . .

**Listening Strategy:**  
Predict from pictures

Predicting from pictures helps you prepare for a listening.

**Before Listening**

**A. Look at the pictures below. How do these people use their time?**



**B. Listen to the TV show. Then write the letters of the expressions next to the pictures.**

- She can save his life, but she's **pressed for time**.
- Why doesn't she talk to me? She's **wasting her time** with the phone.
- We'll do our homework later, Mom. **All in good time**.
- At this point in time** my mom's company is doing very well.

**After Listening**

**C. In pairs, discuss this question. How do you spend your time on the weekend?**

**Informal speaking: Don't and Didn't**

Sometimes when you speak, you say the words quickly so that the end of one word blends with the beginning of the next word. This is a form of informal speaking. When you say the words *don't* and *didn't*, the final *-t* is often silent.

**A. Listen and read the following sentences. Draw a line to show the words that are blended together.**

- We don't have time.
- We don't need all that stuff.
- He didn't wear sneakers to school.
- We didn't go.
- She didn't pay in cash.
- I don't like the apartment.

**B. Listen and repeat.**



## 6 | Conversation



**A. Listen to the conversation and complete the sentences. Then listen again and check your answers.**



### Speaking Strategy: Indicate time

When you speak, use time words to let your listeners know when events happen.

**Diane:** How was your weekend?

**Ron:** Great! I went to the North Mall (1) \_\_\_\_\_ Saturday afternoon.

**Diane:** Really? We went (2) \_\_\_\_\_ Friday. (3) \_\_\_\_\_ my sister wanted to buy a new pair of sneakers, but (4) \_\_\_\_\_ we had to hurry. We were pressed for time because the movie started (5) \_\_\_\_\_ 5 p.m.

**Ron:** My friends and I went to the movies, too. Did you see *Cash or Credit*? It was so funny!

**Diane:** No, we saw *10,000 Years Ago*. It was such a boring movie! I think I'll see *Cash or Credit* (6) \_\_\_\_\_ time.

**Ron:** You'd better go (7) \_\_\_\_\_. We had to see the (8) \_\_\_\_\_ show because it was sold out.

### B. Your Turn

**Roleplay the conversation with a partner. How would Diane respond? Write your answer in the blank space.**

Your idea: \_\_\_\_\_

\_\_\_\_\_



**C. Listen to the audio and take notes. Prepare to ask and answer questions about last weekend.**

### Pair and Share



**With a partner, ask and answer questions about last weekend.**

Hey, Robin! How was your weekend?

It was . . .

**Before Reading**

**A. Look at the pictures. What do you think the main idea of the text will be?**

**Reading Strategy:****Read for causes and effects**

Some texts explain the cause of, or reason for, an action. Read to find the reason for an action.

- First, read the article for the main idea.
- Then read again, looking for causes and effects. Ask, *Why did this happen?*
- Give reasons using sentences that start with *Because . . .*

**B. Read the text and underline causes and effects.**



**The Mothers' Blog**    Mail    People

Topic >> Arriving Home Late    Reply ▾

How late can your teenagers come home? (34 posts)

Messages    Events    Places    Images    Videos    Audio    Links    People

expand all    oldest first ▾

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**Julie585 – Iowa, U.S.**  
 I had a problem with my son Larry (15) yesterday. He arrived home at 10 o'clock last night. His normal time is 8:30 at the latest. I grounded him for a week: he can't go out with friends after school. Larry says I'm too strict, and that his friends can stay out until 11 o'clock. I don't believe that.

---

**LenoreS – Hamburg, Germany**  
 Julie, I agree with you. My son Duane (14) arrives home at 9 o'clock. Teens are growing, they play a lot of sports, and they need to study hard at school. So they need to sleep for eight hours or more.

---

**Laura88 – Buenos Aires, Argentina**  
 My **daughter** Mayra (15) can arrive home at 9:30. But she needs to check in with me at 8:30. Her friends were here **yesterday** and they went home after 10. (I drove them home.) So, no problem! Staying up late is important to teens; it's part of growing up.

---

**Julie585 – Iowa, U.S.**  
 I can't believe that, Laura. Is that normal in your country???

## After Reading

### C. Answer the questions.

1. Why did Larry's mom ground him for a week?

---

2. Why does Duane's mom agree with Larry's mother?

---

3. Does Mayra's mother agree with the other mothers? Why or why not?

---

### D. Complete the chart to show different causes and effects.

Cause	Effect
You stayed out too late with friends.	
	You got a bad grade on the test.
	Your mom took away your phone.

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## Writing



### A. In pairs, circle all the time expressions in the text.

#### Don't Have Money? Barter!

Last March, we visited the Annual Caleno Bartering Convention and interviewed Mrs. Lewis, a visitor, on March 27.

Mrs. Lewis: "I have a large house, and I'm making a new garden. The tools and plants can be expensive, so I placed an advertisement on the Internet last week. I received three good offers for plants and one for tools. At this moment I'm looking for a wooden fence."

*Caleno Times*: "What products or services did you offer in exchange?"

Mrs. Lewis: "I am a school teacher. I helped two teenagers prepare for exams last month. Helping students is an excellent barter."

### B. Rewrite the sentences and add time expressions.

1. She eats a sandwich.
2. I was sad, but my brother cheered me up.
3. Where did you go?
4. She bought new sneakers.
5. We have a test.
6. We have PE class.
7. My mom got a new job.

### C. Write a paragraph about what you did last weekend using time expressions.

#### Writing Strategy:

#### Use time expressions

- You can use time expressions such as *yesterday*, *last week*, *two days ago*, at the beginning or at the end of a sentence.
- If a phrase is at the beginning of a sentence, use a comma. Don't use a comma if it's at the end of the sentence.



In this unit, I will learn to . . .

- talk about the past and the present.
- use indefinite pronouns: *someone, nothing, . . .*
- listen and put events in order.

## 1 | Get Ready



**Do you think change is good? Why or why not?**

**A. Look at the pictures and discuss. Do you wish that you grew up in the 1990s? How do you feel technology has changed us? Listen to the audio.**



Nobody had a cell phone in 1990. If you got lost, you had to go to a pay phone. More often than not, plans were made in advance. If you wanted to **meet** your friends at the **mall**, it was **impossible** to change the **meeting point** at the last minute.



Social media didn't **exist**. There was only one phone at home, and someone was always using it. On the other hand, teens met in person all the time. They had many parties and **get-togethers**.



It was harder to find information. Today, you can **quickly** look up information for your homework on the Internet. In 1990, teenagers spent a lot more time doing **research** at the library. They relied on books and articles. It took a lot longer than it does today. Aren't you glad you live in the present?

### B. Match the words to their meaning.

1. mall	• •	come together to talk
2. meet	• •	in a short time
3. (didn't) exist	• •	a place with many stores
4. impossible	• •	not possible
5. get-together	• •	there weren't any
6. quickly	• •	investigation
7. research	• •	an informal social meeting
8. meeting point	• •	a specific place where you meet others

### Pair and Share



**With a partner, ask and answer questions about the past and present.**

What's another thing that's changing?

People don't buy CDs and DVDs anymore. Everything is online.

**Ask and answer questions about these changes.**

Do you think these changes are good or bad?

In some ways, it's good . . .



**A. Listen to the audio and read along. Guess the meaning of the words in bold.**

**WOMAN:** You go to the local **market** a lot. Why?

**MAN:** I like the markets. The people are nice and the food is **cheap**. You can **quickly** buy what you need. A market is a good **meeting point** for **get-togethers**. What do you think?

**WOMAN:** Hmm, I actually like the **mall**. You can find so many stores there. It's **impossible** to find good clothes in a market. And it's easier for me to **meet** my friends there!

**MAN:** That's true. Markets have **existed** for a long time, and they are good for some things. But times are **changing**: there are more malls and fewer markets. It's not a **problem**, really. You just need to go to the market for some things and the mall for other things.

**WOMAN:** Hmm, maybe you're right! I guess I should **research** where I can get what I want.

**Word Box**

change  
cheap  
exist  
get-together  
impossible  
mall  
market  
meet  
meeting point  
problem  
quickly  
research



a



b



c



d



e



f

**B. Match the phrases to the pictures.**

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1. ____ walking in the mall    | 4. ____ doing research in the library |
| 2. ____ a meeting point        | 5. ____ cheap food                    |
| 3. ____ vegetables in a market | 6. ____ passing the ball quickly      |

**C. Complete the sentences using the correct words from the box. Then listen and check your answers.**

The man says a market is a good (1) \_\_\_\_\_ for get-togethers and the food is (2) \_\_\_\_\_. The woman thinks it is (3) \_\_\_\_\_ to buy good clothes at the market and she prefers to go to the (4) \_\_\_\_\_. The man says that the times are (5) \_\_\_\_\_ and that markets are disappearing.





### There was / There were

Use **there was** and **there were** to describe existence in the past.

**A. In pairs, look at the pictures and discuss the differences between them. Use *there was / there were* and *there is / there are* when possible.**



**B. Complete the conversations with the correct forms from the box.**

there was  
there wasn't

there were  
there weren't

was there  
were there

1.

**Ryan:** How was the party last Saturday?

**Seth:** It was really good.

**Ryan:** \_\_\_\_\_ a lot of people?

**Seth:** Yes, \_\_\_\_\_.

3.

**Ryan:** \_\_\_\_\_ a DJ?

**Seth:** No, \_\_\_\_\_ .  
But \_\_\_\_\_ good music.  
Everybody danced. I'm sorry you  
couldn't go to the party.

**Ryan:** Yeah, me too. Maybe next time.

2.

**Ryan:** \_\_\_\_\_ good food?

**Seth:** Yes! \_\_\_\_\_ hamburgers and  
salads. \_\_\_\_\_ any sodas,  
but \_\_\_\_\_ fresh fruit drinks.

**C. Choose the correct answers.**

1. Before the year 1900, \_\_\_\_\_ only one style for young boys and girls: long white dresses.

a. there are      b. there was      c. is there

2. Before 1900, \_\_\_\_\_ any children's clothes in the U.S. Kids wore small adults' clothes.

a. wasn't there      b. there aren't      c. there weren't

3. In the 19th century, \_\_\_\_\_ any difference in colors for boys' and girls' clothes.  
 a. there wasn't                      b. was there                      c. there weren't
4. A: \_\_\_\_\_ do boys wear blue and girls pink?  
 B: Because after 1900, boys and girls were dressed differently.  
 a. Why                                      b. How                                      c. What time
5. A: Why did children have two sets of clothes?  
 B: \_\_\_\_\_ they had one set for weekdays and another for Sundays and holidays.  
 a. After                                      b. Before                                      c. Because

### Indefinite Pronouns

**Indefinite pronouns** do not refer to any specific person or thing. Indefinite pronouns include *anybody*, *anyone*, *anything*, *each*, *everybody*, *nobody*, *nothing*, *no one*, *somebody*, and *someone*. These indefinite pronouns are singular and go with verbs in the singular form. Indefinite pronouns like *some* and *few* go with verbs in the plural form.

Pronoun	Explanation
<b>Someone</b> took my history book.	I don't know who took it.
I didn't like <b>anything</b> at that restaurant.	Use <i>anything</i> in a negative sentence: I tried different things at the restaurant and didn't like them.
We all had a piece of cake, and then there was <b>nothing</b> left.	We ate all the cake. No piece was left.
We loved the concert. <b>No one</b> left early.	Not one person left early.

For grammar reference, go to the Grammar Appendix.

### D. Complete the conversation with words from the box.

someone	nothing	ago
anything	no one	

- ALISON:** Dad! I can't find my blue earrings. I took them from their box an hour ago. Are they on the table?
- FATHER:** No, there's (1) \_\_\_\_\_ here.
- ALISON:** Maybe (2) \_\_\_\_\_ took them.
- FATHER:** I don't think so. Didn't you leave them in your room?
- ALISON:** I can't remember (3) \_\_\_\_\_!
- FATHER:** Sweetie? (4) \_\_\_\_\_ took them. You're wearing them!
- ALISON:** You're right. I put them in an hour (5) \_\_\_\_\_. I can't believe it!

**Pair and Share**

**With a partner, ask and answer questions using indefinite pronouns.**

Is anybody absent today?

No, . . .


**Listening Strategy:**  
**Put events in order**

Putting events in order helps you organize the ideas of a listening.

**Before Listening**

**A. Look at the pictures. What do you think the conversations will be about?**



**B. Listen to the first conversation. Then number the events in the correct order.**

- She washes clothes.
- She works at the hospital.
- She takes the bus home.

**C. Listen to the second conversation. Then number the events in the correct order.**

- Aunt Nannan and Uncle Ju-Long moved into their own apartment.
- Aunt Nannan lived at home with her parents.
- Aunt Nannan married Uncle Ju-Long.

**After Listening**

**D. Think about an interesting event that took place recently in your school. Share with a partner.**


**Informal speaking: Final *t* in *wasn't* and *weren't***

Sometimes when you speak, you say the words quickly and the sounds blend together. This is a form of informal speaking. When you say the words *wasn't*, *weren't*, *isn't* and *aren't*, you often blend the final *-t* sound with the sound at the beginning of the next word.

**A. Listen to these sentences. Draw lines where the end of words with a final *-t* blend into the beginning of the next word.**

1. There aren't many little children in my family.
2. There weren't a lot of people at the party.
3. Bill and Luke weren't tired after the game.
4. They aren't English; they're Scottish.

**B. Listen to the audio and repeat.**


**Speaking Strategy:  
Give reasons**

Giving reasons for your ideas and opinions will help other people understand and believe in what you are saying. Use *that's why*, *because*, and *why*.


**A. Listen to the conversation and complete the sentences. Then listen again and check your answers.**

**Dave:** How has London changed since you were young, Grandpa?

**Grandpa:** Oh, it's much better now.

**Dave:** Better? (1) \_\_\_\_\_?

**Grandpa:** (2) \_\_\_\_\_ there is more work now, and less pollution. The economy was very bad when I was young. (3) \_\_\_\_\_ a lot of workers lost their jobs.

**Dave:** (4) \_\_\_\_\_ didn't you lose your job?

**Grandpa:** (5) \_\_\_\_\_ I worked with computer technology. It was a new field then. But they weren't like the ones we have today.

**Dave:** (6) \_\_\_\_\_ not? (7) \_\_\_\_\_ they were slow?

**Grandpa:** Yes, and they were a lot bigger, too. Computers today are small and light. (8) \_\_\_\_\_ they are so easy to carry.

**B. Your Turn**

Roleplay the conversation with a partner. How would Dave respond? Write your answer in the blank space.

Your idea: \_\_\_\_\_

\_\_\_\_\_



**C. Listen to the audio and take notes. Prepare to ask and answer questions about important events in your life.**

**Pair and Share**


**With a partner, ask and answer questions about important events in your life.**

Where did you go to elementary school?

I went to New World Elementary School in Taipei.



## Reading Strategy:

## Make predictions from pictures

- Before reading a text, look at the pictures.
- Ask yourself questions about the pictures such as *Where was it taken?*, *When was it taken?*, *What is happening?*, or *Why did it happen?* to understand events and details better.

## Before Reading

**A. Look at the pictures. Ask questions about the pictures starting with *where*, *when*, *what*, and *why*.**



A



B



C



D

**B. Read the text and underline details that describe how cities in Southeast Asia have changed.**



## Changes in Southeast Asia

Life in Southeast Asia has **changed** a lot over the last 40 years.

1. Traffic is a big **problem** today. Cities are getting bigger, and there are more and more cars. Roads are crowded, and the cars and motorbikes create pollution. People need other ways to get around. In Manila, Philippines, there is a system of elevated trains that travel **quickly** in the city. It is **cheap**, so millions of people use it. In Bangkok, Thailand, the Skytrain is a popular means of transportation. These elevated trains didn't **exist** 40 years ago.
2. **Malls** are very popular in many Asian cities. People **meet** friends there, go shopping, eat at restaurants, watch movies, or go ice skating. Many malls were built after 1990, and new ones go up every year. Some malls have parking space for thousands of cars.
3. More people live in cities, so daily life has changed. In Ho Chi Minh City, Vietnam, for example, there were quiet vegetable **markets** and parks. Today, people move fast and are always busy. Markets and parks are crowded and noisy.

How will life be different 40 years from now? City planners all over Asia are already thinking about the future.



## After Reading

### C. Answer the questions.

1. How did Manila solve the traffic problem?
2. Why are malls a good use of space?
3. How has Ho Chi Minh changed?
4. What kinds of changes do you see in the future?

### D. Match the paragraph numbers to the pictures. Complete the chart by writing questions about each picture starting with *where*, *when*, *what*, or *why*.

Picture	Paragraph	Question
A		
B		
C		
D		

8 |

## Writing



**A. Read and underline the sentence in each paragraph that best summarizes the entire paragraph. Where in the paragraph is it located?**

### Changes in Chicago in the Last 20 Years

Chicago is a fun and exciting city. It has so many things to see and do! There are many parks, restaurants, museums, and shows. The Art Institute, for example, is one of the best museums in the country. If you're a sports fan, you can check out a baseball game at Wrigley Field. There's always something interesting to do.



Many tourists come to the beautiful new convention center, or to the Lollapalooza music festival in Grant Park. Modern buildings attract visitors, too. These and many other attractions make Chicago a popular place to visit.

The city used to be very polluted. There was trash in the river and lake. There were too many cars, trucks, and factories. Now, the city is becoming very "green." Thousands of people ride their bikes. It's easy to recycle, too. There are special baskets where you can put glass, plastic, and paper. Chicago is more eco-friendly than it used to be.

**B. Read again and write the topic sentences on the lines provided.**

**C. Write a topic sentence about your city. Then write a paragraph with details to support the topic sentence.**

### Writing Strategy: Write topic sentences

Writing topic sentences helps you introduce the main idea of a paragraph.

# UNIT 6

## Giving Advice

In this unit, I will learn to . . .

- give and get advice.
- use different expressions to give advice.
- see the connection between main ideas and good titles.

### 1 | Get Ready



#### Who do you usually go to for advice? Why?

 **A. Look at the pictures and read the text. What kinds of advice do parents and friends give to teenagers? Do they always listen? Why or why not?**



When I was 14, I always wanted to grow up fast. I wanted to go dancing, have a boyfriend, and things like that. My mom said to me, “Don’t hurry so much. Enjoy middle school first.” That was the best advice she gave me! I was much happier taking it easy.



I was a quiet boy, but I wanted to be popular and good at sports. My best friend said, “You’re a **nice** guy; you don’t have to be popular. Be yourself.” But I didn’t listen! A few years later I learned to **accept** myself, and I felt much better.



I was a happy kid in middle school, but I used to spend a lot of time with my tablet. My parents didn’t like that. They told me to play more sports and to socialize. I followed their **advice**, and I became a good volleyball player.

**B. Complete the sentences using words or phrases from the box.**

accept	take it easy	advice
grow up	middle school	yourself

1. Where did you \_\_\_\_\_?
2. In the U.S., \_\_\_\_\_ is for Grades 6, 7, and 8.
3. I only give \_\_\_\_\_ when somebody asks for it.
4. Don’t work too hard and \_\_\_\_\_.
5. It’s fun to be \_\_\_\_\_ and show your true feelings.
6. You won’t be very happy if you don’t \_\_\_\_\_ yourself.

### Pair and Share



**Talk to a partner about giving and asking for advice.**

Who do you ask for advice? Why?

I ask my mom for advice. She always knows what to do.

**Ask and answer questions about good advice.**

What’s the best advice you ever got?

My dad told me that saving money is important. I think it’s true.

**A. In pairs, listen to the audio and talk about the best way to make friends.**

**Word Box**

accept  
advice  
behave  
embarrassed  
give up  
hygiene  
judge  
nice  
no big deal  
shy  
sociable  
take a shower



**B. Match the words to their meaning.**

1. shy	•	•	act the right way
2. give up	•	•	think of someone as good or bad without really knowing the person
3. embarrassed	•	•	cleanliness
4. behave	•	•	not important
5. hygiene	•	•	feeling that other people are laughing at you or thinking bad things about you
6. judge	•	•	enjoying the company of other people
7. no big deal	•	•	stop trying
8. sociable	•	•	feeling nervous and uncomfortable about meeting other people

**C. Choose the correct word from the box to complete the sentences. Then listen and check your answers.**

- When you're \_\_\_\_\_, it can be difficult to talk to people you don't know.
- Many teens are \_\_\_\_\_ and like doing things in large groups.
- It's important to know how to \_\_\_\_\_ in different situations.
- Personal \_\_\_\_\_ is important because cleanliness and good health go together.
- When you are kind to people, you help others and are \_\_\_\_\_ to them.
- Many people feel \_\_\_\_\_ when they make mistakes in public.
- You should accept people as they are; don't \_\_\_\_\_ them.



### Used to

The expression **used to** indicates an action in the past that a person doesn't do anymore in the present.

Subject	Used to	Verb	Complement
I	<b>used to</b>	<b>spend</b>	a lot of time on my laptop.
She	<b>didn't use to</b>	<b>play</b>	many sports.

For grammar reference, go to Grammar Appendix.

### A. Look at the pictures and circle T for *True* or F for *False*. Correct the false statements.



1. Frank used to play soccer when he was young. T    F
- 

2. Susan used to dance ballet when she was young. T    F
- 

### Should / Shouldn't

We use **should** or **shouldn't** to express recommendations or give advice.

Question Word	Should	Subject	Verb	Complement
What	<b>should</b>	I	do	about my bad grades?
	<b>Should</b>	we	take	extra classes?

Subject	Should	Verb	Complement
You	<b>should</b>	do	your homework.
You	<b>shouldn't</b>	forget	to review your lessons.



## B. Read the text and underline the expressions to give advice.

### Understanding others

Humans are social by nature. It is important for us to understand the feelings of others. That does not mean being friends with everybody. It simply means putting yourself in another person's shoes.

### Why should we do that?

When you understand others, you can make them feel better. When others understand you, you can share your ideas and feelings. People should be understanding and shouldn't criticize others.

### How can we become more understanding?

Here are two tips:

1. *Really listen when someone talks to you.* You shouldn't interrupt, and don't judge the person or his or her opinion. Just listen first. How is the person feeling? What does he or she need or want?
2. *Talk to a person you don't know well.* You don't need to make a new friend, but you should try to understand him or her. You should be open to meet new people.



## C. Choose the correct answers.

1. What is the main idea of the article?
  - a. You should listen to others.
  - b. You can learn to be understanding.
  - c. You should talk more to your friends.
2. What idea is NOT in the article?
  - a. You should look into a person's eyes.
  - b. You shouldn't interrupt a person.
  - c. You don't need to make new friends to be understanding.
3. What is NOT an example of being understanding?
  - a. Listening carefully.
  - b. Judging people.
  - c. Talking to a person you don't know well.
4. What do you need to listen for?
  - a. If the person likes you.
  - b. If you understand the person's vocabulary.
  - c. What the person feels and needs.

## D. Complete the sentences with *should*, *shouldn't*, *used to*, or *didn't use to*.

- a. When I was in primary school, I (1) \_\_\_\_\_ spend a lot of time on the computer.
- b. My classmates (2) \_\_\_\_\_ play with the ball inside the classroom. They (3) \_\_\_\_\_ pay attention to the teacher.
- c. Teenagers (4) \_\_\_\_\_ learn how to understand their emotions.
- d. I (5) \_\_\_\_\_ take the bus to school but now I cycle.

## Pair and Share



**Work with a partner. Ask and answer questions with *used to*.**

What did you use to do a long time ago?

I used to play with dolls. I don't do that so much anymore.

**Ask for and give advice.**

I get tired a lot in the afternoon. What do you think I should do?

Drink some water. That always wakes me up.





## Listening Strategy:

## Connect main ideas and good titles

Good titles always connect to the main idea of a story or article. Before reading or listening, look at the title. Guess what the story is about. After reading or listening, look at the title again. See if your guess about the main idea was correct.

**Before Listening**

**A. Look at the pictures. They show two friends, Ben and Amber. What do you think the story will be about? Then choose the best title for the group of pictures.**



A. Changing Habits



B. Fitness is Fun



C. Good Advice



**B. Listen to the conversation and circle T for *True* or F for *False*.**

- |   |   |   |
|---|---|---|
| 1. Ben used to be late.                               | T | F |
| 2. Ben didn't like to play sports.                    | T | F |
| 3. Amber always exercised but never arrived on time.  | T | F |
| 4. Amber used to tell stories whenever she was angry. | T | F |
| 5. They stopped running together.                     | T | F |

**After Listening**

**C. Write about an important lesson that you learned. Give your article a title.**

**The voiced and unvoiced *th*- sound**

The *th*- sound can be pronounced in two ways: voiced (as in *the* and *that*) and unvoiced (as in *think* and *Thursday*).



**A. Listen. Underline the words with voiced *th*- and circle the words with unvoiced *th*-.**

- |   |                                     |
|---|-------------------------------------|
| 1. Are these your things?               | 4. Do you think I should call them? |
| 2. This morning the weather is nice.    | 5. Don't throw that away.           |
| 3. There are thirty socks on the floor. | 6. You should thank your brother.   |



**B. Listen to the audio and repeat.**

## 6 | Conversation



### Speaking Strategy: Give suggestions

- Listen to a person's problem.
- Think about possible solutions.
- Give suggestions using the expressions you learned in this unit.

Use these expressions:

- ◆ *You should . . .*
- ◆ *You shouldn't . . .*
- ◆ *It is a good idea to . . .*
- ◆ *Why don't you . . .*

### A. Listen to the conversation and complete the sentences. Then listen again and check your answers.

**Mia:** Natalie, I need your advice.

**Natalie:** OK. What's up?

**Mia:** I get seven dollars allowance a week, and I don't think it's enough.

**Natalie:** Seven dollars? I don't get any allowance.

**Mia:** Really? How do you buy your snacks then?

**Natalie:** I work. I do chores at home. Cleaning the refrigerator: one dollar. Washing the dishes: 50 cents. My parents won't just give me money. I have to do something. (1) \_\_\_\_\_ try doing some chores for money?

**Mia:** But . . . Don't you think I could ask my parents for a higher allowance?

**Natalie:** Well, you can try. But maybe (2) \_\_\_\_\_ do chores, too.

**Mia:** That's not the advice I expected.

**Natalie:** I know. But (3) \_\_\_\_\_ expect your parents will give you money without a reason. (4) \_\_\_\_\_ to talk to them. Tell them why you want more money.

**Mia:** That might help.

### B. Your Turn

Roleplay the conversation with a partner.  
How would Natalie respond? Write your answer in the blank space.

Your idea: \_\_\_\_\_  
\_\_\_\_\_

### C. Listen to the audio and take notes. Prepare to give some advice.

### Pair and Share



Choose a topic and ask your partner to give you some advice.

I would like to do better in math. What should I do?

I think you should . . .



### Before Reading

**A. In pairs, discuss these questions. Do you think people you don't know can give you good advice? Why or why not?**



### Reading Strategy:

#### Write titles and headings

Titles and headings tell readers about the main idea of a text.

- To write a good title, first find the main idea.
- Then, state the main idea in a few words to write a title.



**B. Read the text and underline key details in each letter to Dr. Lee.**



### Dr. Lee's Advice Column

Teens often don't know *whom* to ask for **advice**. Here are three examples.

Dear Dr. Lee,

I'm in high school in Japan and I sleep all the time! I sleep in class and during self-study at night. The teachers are angry with me. I go to bed at 11 and wake up at 6:30. My friends say I should sleep more at night, but I have many activities. What do you recommend? —Brenda (17)

Dr. Lee: Brenda, you should see a doctor. Sleepiness can have a physical or emotional cause. You may be sick or stressed. You should make sure to sleep eight or nine hours every night.

Dear Dr. Lee,

I am Chinese, but I live in the U.S. Every summer, I go back to China to see my family. Last year, I met a Chinese-American girl, "Jane," in China. When I got back to the U.S., I couldn't contact her because I only knew her Chinese name. Later, a classmate (Jane's friend) told me Jane's English name. Now I want to add Jane to a social network. Will she **accept** my request? —Tommy (14)

Dr. Lee: Tommy, you should ask Jane's friend for advice. She knows Jane best. If she agrees, ask her to get in touch with Jane and see what happens.

Dear Dr. Lee,

My friends have helped their parents cook and clean since they were 12, but I don't do anything in the house. My parents always do everything for me. I'm so **embarrassed!** I want to go to college and live independently, but I don't know how to do anything! Help me! —Cora (17)

Dr. Lee: Cora, I think your friends and your parents can help you. Ask them to teach you, and ask them for advice. Don't **give up!** They will be happy to help you.

**After Reading**

**C. Complete the chart. What advice does Dr. Lee give?**

Name	Problem	Advice
Brenda	Sleeping during school	
Tommy	Adding someone to his social media network	
Cora	Not knowing how to do housework	

**D. Work with a partner to write a title for each letter to Dr. Lee.**

**8 | Writing** 

**A. In pairs, discuss these questions. What is bullying? Can you give some examples of bullying?**

**B. Read the paragraph and underline details about the problem.**

**Writing Strategy:**  
**Write an email to give advice to a friend**

- Write down your ideas in any order.
- Write a first draft of your email.
- Check logic, grammar, and spelling.
- Write a final draft.

Can you help me? I have a problem at school with a boy who doesn't like me. He makes fun of me and calls me names. I try to ignore him, but it's difficult. My classmates like me, but they are afraid of the boy. It started in private, but now he says these things in public, too. I feel terrible! What should I do? —Taylor



**C. Write a letter giving advice.**

Dear Taylor,

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Vocabulary

A. Choose the correct word from the box to complete the sentences.

daughters	impossible	sneakers
happy	middle	problem

- Lu is going running. She's putting on her \_\_\_\_\_.
- We are students in \_\_\_\_\_ school.
- If you have a \_\_\_\_\_, you can ask for advice.
- Tess is a kind person; she's always making someone \_\_\_\_\_.
- It can be difficult to change your routines, but it's not \_\_\_\_\_.
- Our neighbors have a son and two \_\_\_\_\_.

B. Circle the correct words.

- I used to live in a house with my parents but now that I have my own job, I live in a small (market / apartment / restaurant).
- I'm moving house next month and am packing up all my things. I didn't realize I had so much (advice / job / stuff)—I need more than ten boxes!
- Bob and Cherie decided to go to the mall (yesterday / morning / meet) to shop and watch a movie.
- Don't worry, it's (impossible / embarrassing / no big deal). You can always try again!
- It's important to have good (shower / judge / hygiene) so that you won't get sick so often.

C. Find words that go together to form expressions. Then write three sentences.

be	give	take
best	happy	up
do	it	your
easy	make	yourself

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





## Grammar

### A. Complete the sentences with the correct past form of the verb in parentheses.

**Tom:** Hi, Carl. Guess what? My parents (1) \_\_\_\_\_ (buy) a new apartment!

**Carl:** Really? Do you like it?

**Tom:** Yes, it's nice. The old apartment (2) \_\_\_\_\_ (be) small, and this one is bigger. I (3) \_\_\_\_\_ (not / have) my own room, but now I do.

**Carl:** Cool! When (4) \_\_\_\_\_ you (5) \_\_\_\_\_ (move)?

**Tom:** I (6) \_\_\_\_\_ (paint) my room last Friday, and we (7) \_\_\_\_\_ (move) in on Saturday. I'm organizing a get-together at our new home next month. You're invited!



### B. Complete the letter using words from the box.

someone

nothing

someone

no one

something

anything

Dear Marjorie,

You asked me, "What was life like before the Internet existed?" Well, here's my answer!

**No online TV:** You could only choose between the programs that were on at that moment. If you weren't home, (1) \_\_\_\_\_ had to record your program on a VCR (Video Cassette Recorder).

**No quick information:** You had to go to the library and look in books. (2) \_\_\_\_\_ could get information fast at home.

**No online magazines:** If (3) \_\_\_\_\_ liked an article, they made a photocopy of it.

**No online banking:** You couldn't buy (4) \_\_\_\_\_ from home instantly. You had to send a check by mail.

**No online shopping:** There was (5) \_\_\_\_\_ to buy instantly. You chose (6) \_\_\_\_\_ from a catalog, made a telephone call, and they brought you the item a week later.

I think life is better with the Internet!

Love,

Granny



a library



a clay tablet



Johannes Gutenberg

## CLIL Reading: History

### The History of Libraries

When you think about a library, you probably imagine a place with books in bookcases. But libraries weren't always like that.



a papyrus scroll

Before books **existed**, there were clay tablets. Five thousand years ago in Mesopotamia (now Iraq), there was a “library” of clay tablets.

The Ancient Egyptians used papyrus scrolls. They made their “paper” from a local plant. The Library of Alexandria was famous because there were scrolls about mathematics, astronomy, and many other sciences.

The Ancient Greeks copied their paper scrolls by hand—letter by letter, word by word. Because of this, scrolls were not **cheap** at all. Only very special people used libraries.

In the 14th century, some rich families had their own library of hand-written books. There were many libraries in Europe and the Middle East, and people took books from libraries to copy them. It was **impossible** for just any person to read in a library. Guests needed special permission.

Gutenberg made the first printing press around 1450, and the first printed books changed the world. It was possible to print large numbers of books **quickly**, and to distribute books to different cities and countries. There was just one **problem**: not many people could read at that time.

The first public library opened in the U.S. in 1833. After that, many people spent time doing **research** in libraries.

Now, what will the future bring?

**A. Read and circle T for True or F for False. Correct each false statement.**

- |  |   |   |
|--|---|---|
| 1. Books always existed in the same form.            | T | F |
| _____  |   |   |
| 2. The Ancient Egyptians made scrolls from a plant.  | T | F |
| _____  |   |   |
| 3. All the Ancient Greeks took scrolls home to read. | T | F |
| _____  |   |   |
| 4. For a long time, people copied scrolls by hand.   | T | F |
| _____  |   |   |
| 5. The first printing press was made in 1833.        | T | F |
| _____  |   |   |

**B. Complete the sentences based on the reading.**

- \_\_\_\_\_ in Mesopotamia, there was a “library” of clay tablets.
- The Library of Alexandria was famous for its scrolls about mathematics, \_\_\_\_\_.
- In 14th-century Europe, to go to libraries, guests needed \_\_\_\_\_.
- Gutenberg made the first printing press around \_\_\_\_\_.

**C. Ask your partner these questions.**

- When was the last time you went to a library?
- How is a library better than using the Internet to find information?
- What did you learn from this text?

**D. Investigate a library in your city and visit your school library. Write the differences in the chart. Then, answer the questions.**

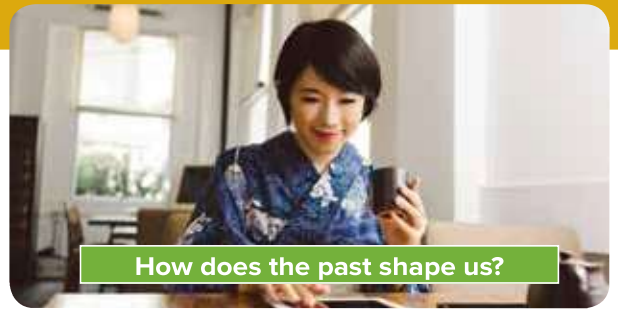
Local Library	School Library

- How are the libraries different?
- Which library do you prefer? Why?
- Do you think libraries will disappear because of the Internet? Why or why not?



## Project

In this project, you will plan a roleplay of an important event in your life and record it. Use what you know from Units 4 to 6 to complete the project.



### Step 1 Plan

Think of an event in the past that has changed you.

Write what happened.	How did it change your life?

### Step 2 Create

Create three to four drawings to show what happened.

### Step 3 Rehearse

Work in groups of three to five and choose one of your stories.

Make a roleplay of the event.

Write the script. Look up unknown words in the dictionary.

Rehearse it.

### Step 4 Record

Use your phone or tablet to record your roleplay.

Share with the class.



## Creative Zone

1. List some common problems that teens may have.

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## 2. Roleplay

With a partner, choose a problem and prepare a roleplay. One student explains the problem and the other gives advice. Choose roles (friends, mother-daughter, doctor-patient, etc).



### Script

A:

B:

A:

B:

A:

B:

3. Perform your roleplay for the class.