

3



WHAT CAN WE LEARN THROUGH TRAVELING?
HOW CAN WE HELP EACH OTHER? WHO
MAKES SCIENTIFIC PROGRESS?
STUDENT WORKBOOK
HEALTHY LIFE? WHAT DOES IT MEAN TO
RESPONSIBLE? WHERE WOULD YOU LIVE?



ELLevate
ENGLISH

UNIT 4

Food Matters

Vocabulary ABC

Word Box

bland	dish	post	service
dessert	fast food	protein	variety
disgusting	healthy	reservation	whole grain

A. Complete the words.

1. r _ _ s _ _ r _ _ at _ _ on
2. di _ _ gu _ _ t _ _ n _ _
3. _ _ ea _ _ thy
4. _ _ h _ _ l _ _ _ ra _ _ n
5. _ _ e _ _ se _ _ t
6. p _ _ s _ _

B. Match the words to their meaning.

1. bland	•	•	a number of different things
2. dish	•	•	without taste
3. service	•	•	food that is made quickly, but is often unhealthy
4. variety	•	•	food that is prepared in a particular way as part of a meal
5. fast food	•	•	act of providing prepared food
6. protein	•	•	foods like beans, eggs, and meat

C. Complete the sentences using words from the word box.

1. After dinner, we will have apple pie for _____.
2. The smell of the bad food was _____!
3. _____ includes foods in which no part of the wheat has been removed.
4. Fruit and vegetables are examples of _____ foods.
5. The restaurant is popular. We should make a _____ to make sure we get in.
6. I like to _____ pictures of my favorite meals on my food blog.



Expressions of Quantity

A. Complete the sentences using the expressions *many*, *much*, *enough*, and *a lot*.

1. My sister didn't give me _____ help.
2. How _____ times did you post the pictures?
3. Did you spend _____ money on the dessert?
4. I don't have _____ of time this week.
5. There isn't _____ dessert left.
6. We didn't buy _____ new pieces of furniture.
7. We have _____ information about protein and whole grains.
8. We have _____ eggs to make a cake.
9. There's _____ of garbage in the street.
10. Do we have _____ money?

B. Complete the conversation using the expressions *a few* or *a little*.

Rachel: Can you buy (1) _____ things when you go the supermarket?

Pete: OK. What do we need?

Rachel: We only have (2) _____ sugar left, so get another packet.

Pete: I can get (3) _____ cans of juice, too. We don't have any more.

Rachel: Yes. I remembered now that I only have (4) _____ bottles of water.

Pete: Sure, but I only have (5) _____ time. I can't get anything else.

Rachel: Too bad, because I only need (6) _____ more items on the list.

Indefinite Pronouns

C. Read each sentence. Circle the correct answer.

1. Do you have (*nothing / anything*) vegetarian on the menu?
2. Mary was thirsty because she drank (*something / nothing*) all day.
3. Grandfather wants (*anything / something*) to eat.
4. Please bring (*something / nothing*) to share at the picnic.
5. Peter ate everything, so there was (*nothing / anything*) left on his plate.

Sequencing Words

D. Read and circle the correct option.

To make a cake, you

1. (*next / first*) have to mix the eggs and the flour.
2. The (*finally / next*) step is to add sugar.
3. (*Then / First*) you add butter.
4. (*Next / Finally*) you put the mix in the oven for 30 min.

E. Write sentences about a time you ate at a restaurant using the sequence words.

First, _____

Next, _____

Then, _____

Finally, _____

Conversation



Speaking Strategy: Order food and drink



A. Complete the conversation using these expressions.

Would you like

I'll have

I'm ready to order

main dish

I'd like

side dish

Waiter: Good evening. Welcome to the Green Tea Grill. Did you look at the menu yet?

Mr. Draper: Yes. I think (1) _____.

Waiter: Wonderful! Would you like to start with a salad?

Mr. Draper: Yes. (2) _____ a small green salad.

Waiter: What kind of dressing would you like with the salad?

Mr. Draper: (3) _____ the house dressing on the side, please.

Waiter: All right. What else would you like?

Mr. Draper: For the (4) _____, I would like the grilled chicken. And for my (5) _____, I would like steamed vegetables.

Waiter: Excellent choices! (6) _____ French fries with that?

Mr. Draper: No, I do not want French fries. However, I would like some more water with lemon.

Waiter: I'll give your order and be right back with your water.

B. Write a short conversation about a place you like to eat. Use expressions from Activity A.

A: _____

B: _____

B: _____

A: _____

A: _____

B: _____



Reading Strategy: Make inferences



Before Reading

A. Look at the pictures and answer the questions.

1. Have you eaten fast food? If yes, what kind?

2. Which picture shows an example of healthy eating? How do you know?

B. Read the text. Underline key details in each paragraph.

Healthy Eating

Childhood obesity is a serious problem. Children who are obese are above the normal weight for their age and height. When young people reach high school, they begin to make their own choices about the food they put in their bodies. Unfortunately, many young people choose to eat pizza, fast food, and soda instead of more nutritious foods. Eating fatty and sugary foods can cause obesity. This is why it's important for young people to learn about healthy eating at a young age.

One way for young people to learn about healthy eating is by providing learning activities at school. For example, young people can play games where they need to identify a variety of healthy and unhealthy foods. They can also play games where they must replace unhealthy foods with healthier foods. For example, they can replace white bread with bread made from whole grains. Finally, young people can find recipes for healthy meals and post them online.

The foods young people eat will be the same foods they eat when they are adults. That is why it is important for them to learn about healthy foods when they are young. By choosing healthier foods as young people, they can live healthy lives as adults.

After Reading

C. Read and answer each question.

1. What inferences can you make about the importance of being healthy? Why?

2. How does the author feel about eating healthy food? How do you know?

3. Explain one other inference you can make from the text.

Writing 

Writing Strategy: Write a review

A. Follow the steps to write a restaurant review.

Steps

1. Choose a restaurant you have visited or would like to visit.
2. Describe the restaurant space. Was the eating area inside or outside? Was it busy? Was it clean?
3. Write about the service. Give reasons why the service was helpful or not polite.
4. Write about the food. What kind of food did you order? Did the food arrive on time? Write about why you enjoyed or did not enjoy the food.
5. Write a paragraph of 40 to 60 words.

UNIT 5

Good Habits

Vocabulary ABC

Word Box

behavior	goal	motivation	research
chart	habit	procrastinate	routine
concentrate	improvement	reduce	time management

A. Unscramble the letters to form words from the word box.

1. algo _____
2. tnmievmeopro _____
3. ecudre _____
4. ehabvrio _____
5. rosarpctineat _____
6. teniour _____

B. Write words from the word box with a similar meaning.

1. aim; objective _____
2. routine; pattern _____
3. lessen; make smaller _____
4. delay; do something slowly _____
5. think hard; focus _____
6. graph; diagram _____

C. Complete the sentences with words from the word box.

1. Audrey did _____ on how healthy food affects her body.
2. Eating eggs for breakfast is part of my _____.
3. A gold medal was _____ for me to train harder.
4. Tim needed good _____ to complete his chores before bedtime.
5. His _____ during the presentation was rude.
6. Mr. Holmes noticed _____ in Jennifer's grades after she started studying harder.



Present Perfect

A. Complete each sentence with the present perfect form of the verb.

- Juanita _____ (study) for the test all morning.
- The children _____ (watch) television since this morning.
- Many people _____ (travel) to Thailand.
- My grandfather _____ (talk) to the restaurant owner about the service.
- Susan and her mom _____ (be) in the supermarket for two hours.
- Her mom _____ (buy) vegetables and milk.



B. Complete the sentences with the present perfect form of one of these verbs.

win

drink

arrive

pack

finish

clean

buy

answer

- Sterling and Brad _____ their room all morning.
- _____ the students _____ all of the questions on the test?
- The shoppers _____ gifts for the holidays.
- _____ Tricia _____ all her clothes for the trip?
- The train _____ at the same time all year.
- Both hockey teams _____ all their games this year.
- The runner _____ in last place four years in a row.
- Jade _____ a glass of milk each morning for the past ten years.

Present Perfect with *For* and *Since*

C. Write the words and phrases into the correct heading.

a long time	2012	March 28	9:00 a.m.
Friday night	a moment	I was 16	two hours
a few minutes	nine months	12 years	breakfast

For	Since

D. Complete the sentences with *for* or *since*.

- I have not visited the United States _____ 2012.
- Larry has lived in this apartment _____ the past two years.
- Marla has been at the dentist _____ three o'clock this afternoon.
- Bill has known his best friend _____ he was five years old.
- I haven't spoken to her _____ two days.
- I haven't had a soft drink _____ months.
- I have not received a bad grade on my report card _____ the second grade.
- Claire has played tennis _____ ten years.
- Paul has not eaten _____ last night.
- No one has lived in the town _____ centuries.
- I have studied _____ six hours.
- Betsy has been a fan of her books _____ she was ten.

Conversation



Speaking Strategy: Talk about likes and dislikes

A. Complete the conversation using these words.

I like

I don't like

I (really) enjoy

I prefer

I prefer not to

I don't enjoy

Jeff: Hey, Megan. How are you?

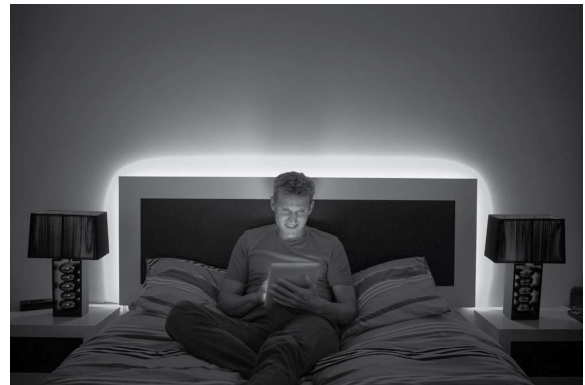
Megan: I'm feeling great! I have a busy schedule, so I'm trying to get enough sleep. (1) _____ to get about eight hours of sleep every day.

Jeff: That's wonderful. Instead of eight hours, (2) _____ to get six hours of sleep. But it's hard. (3) _____ watching movies on my laptop late at night.

Megan: (4) _____ watching movies late

at night because I fall asleep. Also, (5) _____ watch movies on my laptop. (6) _____ to watch movies in the movie theatre.

Jeff: (7) _____ watching movies in the movie theatre. Tickets are too expensive, and I don't like crowds.



B. Imagine you are speaking to a friend about what activities the two of you do to stay healthy. Write a conversation using at least three of the phrases from Activity A.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____



Reading Strategy: Make predictions using charts and graphs

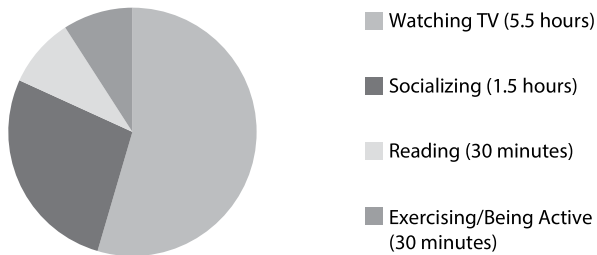
Before Reading

A. Look at the charts in the article below. Can you predict what this article is about?

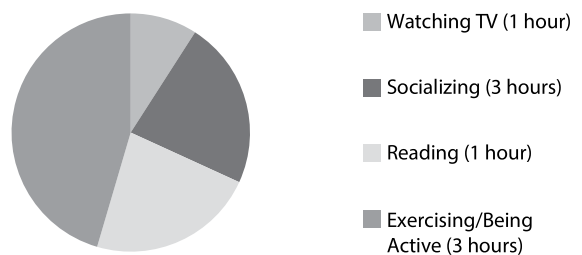
B. Read the article. Underline specific details in each chart that support your predictions.

Leisure Time

2.1 Leisure Time on an Average Day (Real)



2.2 Leisure Time on an Average Day (Recommended)



Research suggests that leisure time is very important for a student’s physical and mental health. After a long day of concentrating at school and homework, a student needs time to relax after a stressful day. Unfortunately, many students spend their leisure time in unhealthy routines that can be damaging to their physical and mental health. These harmful routines can cause a lack of motivation at school and bad habits. Therefore, I believe it is important for students to change their behaviors and make healthier decisions during their leisure time.

According to chart 2.1, students spend more than 50 percent of their leisure time watching television, and much less time doing important activities such as exercising or socializing. Research suggests that television stops students from doing other things. Spending too much time watching television prevents them from doing activities that are important to physical and mental health, such as exercising and reading. Too much time in front of the television can also affect a student’s ability to concentrate on important tasks.

In chart 2.2, researchers suggest ways that are more productive and healthy for students. They need to reduce the amount of time spent watching television, and instead concentrate on exercising, reading, and socializing. The goal is for students to give attention to healthy habits instead of what’s on the television screen.

After Reading

C. Read and answer each question.

1. What does research suggest is the recommended amount of time students watch television? How is this different from the real amount of time students watch television?

2. According to chart 2.1, how much time do students spend socializing, reading, and exercising/being active? How does this compare to chart 2.2?

3. Do you agree with the author's recommendations on how students should spend their leisure time? Why or why not?

Writing



Writing Strategy: Use your senses

A. Follow the steps to write a description using all five senses.

Steps

1. Choose a place you have visited or would like to visit.
2. Describe what the place looks like. What do you see?
3. Describe what the place sounds like. What do you hear?
4. Describe what the place smells like. What do you smell?
5. Describe what the place feels like. What do you feel?
6. Describe what the place tastes like. What do you taste?
7. Write a paragraph of 40 to 60 words.

Vocabulary ABC

Word Box

basic	ideal	perfect	satisfaction
debt	independent	reality	travel
equally	luxury	reason	truly

A. Choose the correct answer from the word box.

- Which word means "money owed"? _____
- Which word is the opposite of *needy*? _____
- What is another word for "take a trip"? _____
- Which word is the opposite of *complicated*? _____
- Which word means the same as *pleasure*? _____
- Which word means "truthfully"? _____

B. Read each sentence. Circle the correct answer.

- Sandie promised to pay the (*ideal / debt*) as soon as she got paid.
- Darren felt (*satisfaction / travel*) after completing the difficult task.
- A sandy beach on the ocean is the (*perfect / independent*) vacation idea.
- The (*truly / reason*) I was late was because I slept too much.
- Some people didn't believe the (*equally / reality*) of my story because it sounded like science fiction.
- The lake is a(n) (*ideal / basic*) place to swim on a hot day.

C. Complete the sentences using words from the word box.

- We will _____ from New York to Chicago by bus.
- Rolling the dice on your turn is a _____ rule of the game.
- Sally is very _____ and does not want to be told what to do.
- Staying in an expensive hotel is a _____ for our family.
- Separate the meal _____ so that everyone gets a piece.
- Are you _____ sorry for your mistake?



Comparative / Superlative Adjectives

A. Write each adjective in its comparative and superlative forms.

	Comparative	Superlative
1. strong	_____	_____
2. pretty	_____	_____
3. heavy	_____	_____
4. sleepy	_____	_____
5. interesting	_____	_____
6. many	_____	_____
7. little	_____	_____
8. difficult	_____	_____

B. Read each sentence. Circle the correct answer.

1. This is (*more interesting than* / *the most interesting*) book I have read.
2. The blue whale is (*the largest* / *the most large*) living animal.
3. Denmark is (*smaller than* / *the smallest*) Russia.
4. Spiders are (*the most dangerous* / *more dangerous than*) bees.
5. Traveling to Asia is (*cheaper than* / *the cheapest*) traveling to Europe.
6. Which painting is (*the most beautiful* / *the more beautiful*)?

C. Cross out the incorrect adjective in each sentence, and write the correct form.

1. My cat is lightest than my dog. _____
2. The Amazon is the longiest river in the world. _____
3. The Brazilian wandering spider is the world's dangeriest spider. _____
4. The children's room is cleanest than the living room. _____
5. Seth's small dog is the angrier dog in the entire neighborhood. _____
6. Jim's new job is the importantest news of the day. _____
7. This is the heavier box in the truck. _____
8. The less difficult exam is history. _____

as . . . as

D. Make comparisons with *as . . . as*.

1. Uncle Frank is (tall) _____ Aunt Vicki.
2. Robert's last story is (interesting) _____ his first story.
3. This concert ticket is (expensive) _____ two meals at a restaurant.
4. The weather today is (pleasant) _____ it was on Sunday.
5. Mr. French's class is (difficult) _____ it was last year.
6. The wrestler is (confident) _____ his opponent.
7. My red sweater is (big) _____ the green one.
8. Martha is (beautiful) _____ her sister.
9. The red car is (fast) _____ the black one.
10. My new sneakers are (cheap) _____ yours.
11. Dwayne is (strong) _____ my gym instructor.
12. Their last movie is (long) _____ their previous one.

Indirect Questions

E. Read the sentences and write **Q for *Question* or **IQ** for *Indirect Question*.**

1. Where are the keys? _____
2. Is the stove on? _____
3. Could you tell me if the movie has already started? _____
4. Do you know when we'll arrive? _____
5. When does the party start? _____
6. Would you know where the bathroom is located? _____
7. Where's the knife to cut the steak? _____
8. Why is the door open? _____
9. Could you please give me the time? _____
10. When is dinner? _____
11. Do you know when the plane departs? _____
12. Can you please tell me when the store closes? _____

Conversation



Speaking Strategy: Make comparisons

A. Complete the conversation using these words or expressions.

as boring as

as delicious as

bigger

tastiest

most exciting

biggest

Jen: Summer vacation starts in two weeks. What do you think is an exciting thing to do—explore a big city, go scuba diving in the ocean, or hike through the woods?

Bryan: I think scuba diving is the (1) _____ of the three.

Jen: Are you going to the beach this summer?

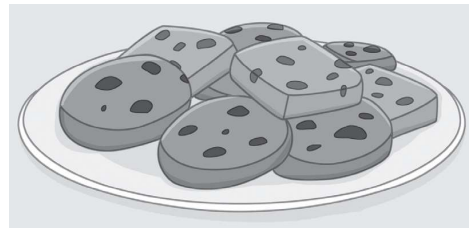
Bryan: No way! I think the beach is (2) _____ watching some bad movies. I'm going to visit the Metropolitan Museum of Art in New York City instead. It is the (3) _____

museum in the world. It is even (4) _____ than the Museum of Fine Arts in Boston, which is huge.

Jen: I am also taking a baking class with my father. My cookies are (5) _____ my grandmother's cookies. However, they're not as delicious as my father's cookies.

Bryan: Are your father's cookies the (6) _____ of all three?

Jen: Yes. But not after I take that baking class!



B. Imagine you are speaking to a friend about going on vacation with your friends or family. Write a short conversation using one comparative, one superlative, and one comparison using *as...as*.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____



Reading Strategy: Read for the author's purpose

Before Reading

A. Read the article titles and choose the author's purpose for each.

1. "Why You Should Read More Books!"
 - a. to explain
 - b. to entertain
 - c. to persuade
2. "101 Ways to Cook Tofu"
 - a. to explain
 - b. to entertain
 - c. to persuade
3. "The Case of the Mysterious Cat"
 - a. to explain
 - b. to entertain
 - c. to persuade

B. Read the text. Underline sentences that show the author's purpose.

The Hotel

Sam knew he was in trouble. He's the manager of a luxury hotel in New York City, so his job was to make sure the guests were comfortable and treated with respect. Every day, guests would travel to his hotel from all around the world and expect perfect service. This meant that the rooms needed to be cleaned, the beds made, and the carpets vacuumed. The bathrooms also needed to be cleaned and the towels placed neatly on the shelves.

When the phone rang the first time, Sam was in the middle of taking a bite out of his favorite food, a tuna fish and egg sandwich. By the time he took *three* bites, *three* employees had called to say they were sick. The reason was the bad cold that had left several of his employees sneezing and shaking last week. Now, there wasn't enough staff to do even the basic tasks of running a hotel. For the rest of the day, Sam was everywhere, helping check in guests at the main desk, carrying heavy luggage to rooms, and changing sheets on the beds. Having the manager deal with these tasks instead of greeting guests wasn't the ideal situation, but the work had to be done.

By eight o'clock, the next shift had arrived and the hotel had all its staff again. Sam closed the door to his office and relaxed. He was satisfied for keeping the hotel running without any difficulties and making sure the guests were happy.

Now if he could only remember where he left that tuna fish and egg sandwich.



After Reading

C. Read and answer each question.

1. What do you think the author's main purpose was for writing this text?

2. What makes you think this was his purpose?

3. How successful do you think the author was? Explain.

Writing 

Writing Strategy: Write about *pros* and *cons*

A. Follow the steps to write about the *pros* and *cons* of learning a second language.

Steps

1. Brainstorm the *pros* and *cons* of learning a second language. What are some benefits to learning a second language? What are some reasons a person should not learn a second language?
2. List the *pros* and *cons* on a T-chart.
3. Think about whether learning a secondary language is important or not.
4. Write a paragraph of 40 to 60 words.
