

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? WHAT
MAKES STUDYING FOREIGN LANGUAGES
STUDENT WORKBOOK
HEALTHY LIFE? WHAT DOES IT MEAN TO
RESPONSIBLE? WHERE WOULD YOU LI



ELLevate
ENGLISH

UNIT 1

The Global Village

Vocabulary ABC

Word Box

celebrity	electricity	look up to	neighboring
destroy	interconnected	low-budget	souvenir
education	local	negative	tourist

A. Complete the words.

1. n__ga__iv__
2. __ouv__ni__
3. __nt__r__on__e__te__
4. __l__c__ri__i__y
5. d__st__o__

B. Circle the correct word or phrase in each sentence.

1. When I go on vacation, I like to bring back (*souvenirs / celebrities*) to remind me of my trip.
2. Some people like to shop at (*tourist / local*) stores rather than shop online because they want to buy products from where they live.
3. Kai studied hard for his tests in school because his (*education / electricity*) was important to him.
4. Jenna and her friends (*destroy / look up to*) their older brothers and sisters.
5. We do not have to walk far to get to the (*negative / neighboring*) village.

C. Answer the questions in complete sentences using words from the Word Box.

1. What is a negative effect of the Internet?

2. What is something that a tourist should do when visiting your town?

3. Who is someone you look up to and why?

Present Progressive: Simple present vs present progressive

A. Rewrite each sentence using the present progressive form of the underlined verb.

1. The huge fire destroys the forest.

2. The tourists visit many museums.

3. The students save money by staying in low-budget motels.

4. I feel sad after watching the movie about the dog that dies.

5. John collects autographs of famous celebrities.

B. Complete each sentence using the present progressive or simple present form of the verb in parentheses.

1. My father always (watch) _____ the evening news on TV.

2. She (have) _____ a bath every morning.

3. I (like) _____ local souvenirs.

4. I (believe) _____ that we all live in a global village.

5. We (see) _____ George and Emma next month.

6. It (be) _____ cold today.

7. The tourists (get) _____ on the plane now.

8. They often (see) _____ a play on Sundays.

9. I (not/hear) _____ anything. Are the speakers turned on?

10. They (feel) _____ angry after waiting in the dark without electricity.



Use say and tell

C. Complete the sentences with the correct form of the verb.

- Maya _____ she would like to visit China and bring home a souvenir.
a. say
b. said
c. tell
d. told
- My little brother _____ me he looks up to me because I got an education.
a. say
b. said
c. tell
d. told
- Why don't you _____ me what you want for dinner?
a. say
b. said
c. tell
d. told
- He didn't _____ which celebrities would be at the party.
a. say
b. said
c. tell
d. told
- Our mayor _____ the new road will bring many new tourists to our town.
a. say
b. said
c. tell
d. told
- Did she _____ you which local restaurant has the best cheeseburgers?
a. say
b. said
c. tell
d. told

D. Check (✓) the sentences that use *say* and *tell* correctly. Rewrite the incorrect sentences.

1. Anna told her friend a secret.

2. I didn't want to say my mother that I broke her favorite dish.

3. Frank told the tourist where to catch a bus in the neighboring town.

4. My uncle say he lost electricity last night during the storm.

Conversation



Speaking Strategy: Ask for clarification

A. Complete the conversation using these words or phrases.

not sure I understand you

explain that to me

get it

unclear about that



Daniel: Excuse me, sir. I'm trying to find my hotel. It's called the Majestic, and it's on Main Street.

Store clerk: Sure. No problem! It's a long walk, so you might want to take the Metro.

Daniel: I've never used the Metro. I'm (1) _____.

Store clerk: It's pretty simple. You buy a fare card and then swipe the card to ride the train.

Daniel: I (2) _____ now. Can I buy a fare card inside the station?

Store clerk: Yes. You put some money in the card using a machine. When you ride a train, the system subtracts the right amount for the trip.

Daniel: I'm (3) _____. How do I know how much it's going to cost me to get to the hotel?

Store clerk: There are lists of locations inside the train stations. You look up your station and find out the cost. You want to go to the Eastern Market station.

Daniel: Where do I go when I get off the train at Eastern Market?

Store Clerk: Take a left outside the station, and you'll see the Majestic Hotel.

Daniel: Could you (4) _____ please? I take one left outside the station?

Store clerk: Right! The sign for the hotel is big. You can't miss it!

Daniel: Great! Thanks so much for your help!

B. Write a short conversation about a student asking a teacher for help with homework. Use expressions from Activity A.

A: _____

B: _____

A: _____

B: _____

**Reading Strategy: Read for fact and opinion****Before Reading**

A. Look at the picture. These children in Tanzania have school supplies like paper and pencils, but they do not have computers. Do you think all students around the world should have access to technology? Why or why not?

B. Read the text. Underline some facts and circle some opinions.

All Children Should Have Access to the Internet

The Internet has had a big effect on education around the world. Students now have access to all kinds of information very easily. Students no longer need to go to the local library to learn about history, science, literature, or even celebrities. They can just type in an internet search and get the information they need. The Internet has made students in all parts of the globe interconnected.

Well, almost every part of the globe. You see, the Internet is not available to students everywhere. In some of the poorest and most far away countries, there is no Internet service. Nor are there computers or cell phones to access the World Wide Web. According to the United Nations, 57 percent of the world is not connected to the Internet. In the poorest countries, like those in sub-Saharan Africa, 90 percent of citizens do not have online access.

I think lack of Internet access in poor countries is a serious problem that must be dealt with. In countries like South Korea and the United States, most schools have computers where students can access the Internet throughout the day. In these countries you will see children learning many important things. They are learning about neighboring countries and their cultures. They are learning how to perform advanced math problems and speak other languages. Children in poor, underdeveloped countries should have access to this knowledge, too. They need to know about the world and how to help themselves. They need to be able to compete in the global economy. For children without the Internet, the lack of technology may have a negative effect on their futures.

Providing Internet access for all is an urgent goal. It is the responsibility of countries that have the resources to help the countries that don't.

After Reading

C. Write three facts from the article in the first column of the chart. Write three opinions from the article in the second column.

Fact	Opinion
1.	4.
2.	5.
3.	6.

Writing



Writing Strategy: State pros and cons with reasons

A. Answer questions about students using the Internet at school.

1. What are two pros of students using the Internet at school? List reasons or facts to support your answers.

Pro 1: _____

Reason to support this pro: _____

Pro 2: _____

Reason to support this pro: _____

2. What are two cons of students using the Internet at school? List reasons or facts to support your answers.

Con 1: _____

Reason to support this con: _____

Con 2: _____

Reason to support this con: _____

B. Do you think students should be allowed to use the Internet at school? Write a paragraph using pros and cons from Activity A to support your opinion.

UNIT 2

Cultural Differences

Vocabulary ABC

Word Box

acceptable	context	function	lack
approval	culture	gesture	matter
body language	find	greeting	personal

A. Circle the word that fits the definition.

- To be OK or adequate
a. approval b. acceptable c. matter d. personal
- A body movement that communicates something
a. greeting b. body language c. function d. gesture
- Purpose or use
a. matter b. greeting c. function d. culture
- To discover or locate something after searching for it
a. find b. lack c. context d. gesture

B. Answer each question using words from the Word Box.

- What is an acceptable gesture when greeting someone in your culture?

- What type of body language do you use when you disagree with someone?

C. Write a description of what the people are doing in this picture. Use at least three words from the Word Box.





Present Perfect Progressive

A. Match each picture to the correct sentence using the present perfect progressive.



- They have play soccer all day.
- They have been playing all day.



- He has been cooking since six o'clock this morning.
- He has cook since six o'clock this morning.



- The girl has been practiced for hours.
- She has been practicing for hours.

B. Circle the correct answer in each sentence.

1. We (*have been* / *has been*) walking for hours trying to find a restroom.
2. Ryan (*haven't been* / *hasn't been*) swimming for very long.
3. My mom doesn't like it when I (*have been* / *has been*) talking on the phone for hours.
4. Shelly (*have been* / *has been*) waiting since this morning for the bus to be repaired.
5. The fish in the lake (*have been* / *has been*) dying since the nearby factory started dumping waste into the water.
6. Why (*haven't* / *hasn't*) you been practicing your guitar?

C. Rewrite each sentence using the negative form of the underlined phrase.

1. We have been standing in line for a long time to get show tickets.

2. I didn't know that Peter has been working at the store since January!

3. That TV show has been gaining new viewers.

4. The workers have been taking their breaks in the lunchroom.

5. Dan has been putting his money in the bank.

D. Complete each sentence with *for* or *since*.

1. She hasn't been living in the neighboring town _____ 10 years.

2. She has been living in the neighboring town _____ 2015.

3. We have been donating money to the foundation _____ 2000.

4. We have been donating money to the foundation _____ very long.

5. Louise has been raising awareness about the environment _____ three months.

6. Louise has been has been raising awareness about the environment _____ April.

7. They have been working at the corporation _____ last Monday.

8. They have been working at the corporation _____ a week.

Conversation



Speaking Strategy: Apologize and accept an apology

A. Complete the conversation using these words or phrases.

I'm really sorry about

Please forgive me

I accept your apology

That's OK. I forgive you



Junse: It looks like your car has been badly hit. I didn't see you pull out from the driveway.

Rico: Wow! My car has been badly hit. At least, no one was hurt!

Junse: (1) _____ hitting you! I apologize, I will be more careful in the future.

Rico: (2) _____. I will still call the police to make an accident report.

Junse: Yes, I understand. But I know this has caused you to be late to work. (3) _____ for making you late.

Rico: (4) _____. Next time, just watch where you are going!

Junse: I appreciate it!

B. Imagine you are a police officer called to the scene of this accident. Use expressions from Activity A to write a short conversation.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____



Reading Strategy: Read for main idea of a paragraph

Before Reading

A. Look at the pictures in Activity B. What do these hand gestures mean in your country? Do you think they mean the same thing around the world?

B. Read the text. Underline the main idea of Part A and Part B.

All around the world, people use their hands to communicate. But a hand gesture may mean something different depending on where you go. Here are just two hand gestures that have different meanings in different cultures.

Part A



In the United States, holding up your index finger may have a few different meanings. Most of the time it means “number one,” and athletes use it a lot. Holding up your index finger might also mean, “wait a minute.” Americans also use their index fingers to signal service people, like waiters and store clerks, to get their attention. But if you want to show that you’re “number one” in Europe, you don’t use your index finger. You use your thumb. That’s not so great in Japan, where your thumb means number five!

Part B



How do you say peace? In many different cultures, the peace symbol is made with the first two fingers. So is the sign for victory. But in some countries, it matters whether your fingers face in or out. If your fingers face out in the United States, like the couple is doing in this picture, it means peace. If your fingers face in, it means the number two. In some European countries, the meaning is the opposite of the United States. Making the peace sign with your fingers facing in is not acceptable in Great Britain and Australia. It's an insult!

After Reading

C. Write a heading for each part of the article.

Part A: _____

Part B: _____

D. Think about the main idea of the entire text. Then write a title.

Writing 

Writing Strategy: Compare and contrast

A. Follow the steps to write a paragraph about similarities and differences between the body language of teens and adults in your culture.

Steps

1. List ways that body language is the same between teens and adults.
2. List ways that it differs.
3. Use the compare and contrast words below to write your paragraph.

compared to while but however

UNIT 3

Make Future Plans

Vocabulary ABC

Word Box

adventure	challenge	degree	move
appointment	check	future	plan
arrangement	college	graduate	profession

A. Match the words to their meaning.

- | | | | |
|----------------|---|---|---|
| 1. degree | . | . | leave one home to live in another home |
| 2. move | . | . | person who has earned a degree |
| 3. plan | . | . | institution of higher learning |
| 4. college | . | . | title students earn after completing a program of study |
| 5. arrangement | . | . | something a person intends to do |
| 6. graduate | . | . | something done to prepare for an event in the future |

B. Circle the correct word in each sentence.

- Lucy works hard in school so she will have a successful (*future / adventure*).
- Mike enjoys taking classes that (*move / challenge*) him.
- My dad decided to go back to school and change (*profession / college*) when he was 35.
- Joanne made a(n) (*appointment / challenge*) to meet with a career counselor after school today.

C. Answer the questions in complete sentences using words from the Word Box.

- Would you rather take a gap year or go to college immediately?

- What three professions will be the most necessary in the next ten years? Why?

- What factors are essential to succeed in a profession?

Conversation



Speaking Strategy: Ask someone to repeat information

A. Complete the conversation using these words or phrases.

please repeat it

don't understand

say it again more slowly

heard what you said

loudly



Linda: Excuse me, officer. Can you tell me how to get to 15th Street?

Officer: Sure. Go two blocks east and turn left. Then go one block and turn right.

Linda: I'm sorry. I (1)_____. Can you (2)_____?

Officer: Yes. Go two blocks east and turn left. Then go one block and turn right.

Linda: Thank you. Do you know the name of the Italian restaurant on 15th Street?

Officer: Yes. It's Luigi's Pizza and Pasta.

Linda: Can you (3)_____? I want to write down the correct restaurant name.

Officer: The only Italian restaurant on 15th Street in that area is Luigi's Pizza and Pasta.

Linda: Do you recommend any other restaurants in the area?

Officer: I recommend Patrick's Irish Pub. They have great fish and chips.

Linda: I'm not sure I (4)_____? Can you say it more (5)_____ this time?

Officer: Patrick's Irish Pub has great fish and chips.

Linda: Thank you so much for your help!

B. Write a short conversation between two people. Have one person ask the other to repeat information. Use expressions from Activity A.

A: _____

B: _____

A: _____

B: _____



Reading Strategy: Make inferences and contextualization



Before Reading

A. Look at the pictures and answer the questions.

1. Would you like to do any of these professions? Why or why not?

2. What do you need to do to prepare for the profession you want?

B. Read the text. Underline words that give information about the characters.

Choosing a Profession

“Choosing a profession is one of the biggest and most important decisions in a young person’s life,” stated Mr. Yoshito.

Ling and Jung sat next to each other in the big lecture hall listening to the school counselor give his presentation. Ling and Jung took notes as Mr. Yoshito talked about different career paths and the requirements for some of them. Both students had big decisions to make about their future plans.

When the presentation was over and students were leaving the lecture hall, Jung asked, “Do you know what you want to do when you get out of school?”

Ling replied, “I’m not sure yet, but I will definitely go to college. I thought the part of the presentation on science careers was pretty interesting. How about you?”

Jung said, “I have an appointment tomorrow with one of the career counselors. I want to check on the best colleges for careers in graphic design.”

“I should make arrangements to meet with a career counselor as well. There are just so many things to think about when deciding what area to get a degree in! I want to make sure I chose a profession that is interesting and challenging,” said Ling.

“We have a lot to think about and look forward to in the future!” said Jung.

After Reading

C. Answer the questions.

1. What inference can you make about how Jung and Ling feel about choosing a profession?

2. Is Ling more likely to choose a career as a biologist or as a lawyer? How do you know?

3. Write another inference you can make about the text.

Writing



Writing Strategy: Writing an email

A. Write an email to a family member about your plans for a career.

Steps

1. Think about the career you would like to have.
2. Make a list of the requirements needed in terms of skills and education for that career.
3. Make notes explaining why you want that career and what you will do to reach your goal.
