

3



WHAT CAN WE LEARN THROUGH HISTORY?
HOW CAN WE HELP EACH OTHER?
WHAT MAKES YOU
STUDENT BOOK
HEALTHY LIFE? WHAT DOES IT MEAN
TO BE RESPONSIBLE? WHERE WOULD



ELLevate
ENGLISH

Student Book

	Module 2: Theme Opener	34
UNIT 4	Food Matters	36
UNIT 5	Good Habits	44
UNIT 6	Quality of Life	52
	Use What You Know 4–6	60

Workbook

Module 2

Unit 4 Food Matters

Vocabulary	19
Grammar	20–21
Conversation	22
Reading	23–24
Writing	24

Unit 5 Good Habits

Vocabulary	25
Grammar	26–27
Conversation	28
Reading	29–30
Writing	30

Unit 6 Quality of Life

Vocabulary	31
Grammar	32–33
Conversation	34
Reading	35–36
Writing	36

Photo Credits	147
---------------------	-----



4 | Food Matters



5 | Good Habits



6 | Quality of Life

How do you live a healthy life?



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

- Why is this person riding a bike?
- What kind of exercises do you do?
- What is the best way to be healthy?





CAN DO statements

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

- talk about food and drinks.
- talk about likes and dislikes.
- talk about your ideal life.

UNIT 4

Food Matters

In this unit, I will learn to . . .

- order food and drinks.
- use expressions of quantity.
- practice using background knowledge.

1 |

Get Ready



What's your favorite food? What do you like about it?



A. Look at the pictures and read the descriptions. Do you take pictures of your food to post on social media? What do you think about people who do this? Listen to the audio.



Vanita: I don't usually **post** pictures of my food, but this place is amazing! If you want to have something spicy at a low price, try Super Restaurant. There's a huge **variety** of Indian snacks and small **dishes**. We had a great time! #desifood

Katie: Sorry for posting so many food pictures! I just love eating at Lulu's Noodles. Everything on their menu is delicious, and they have a lot of vegetarian options. The **service** is great! All the workers are very friendly. #noodles

Ryan: We were trying to find something **healthy** to eat, but we also really wanted burgers. This one has a **whole grain** bun and the fries are cooked in olive oil. It tastes like **fast food**, but it's actually good for you! Ali's Burgers is becoming my favorite place to eat. #stayingonmydiet

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

- Vanita usually posts a lot of pictures of her food. T F

- The Super Restaurant is expensive. T F

- Lulu's Noodles has many vegetarian options. T F

- Ali's Burgers does not have any healthy options. T F

Pair and Share



With a partner, ask and answer questions about the people in the text.

Who posted a picture of Indian food?

Vanita posted a picture of Indian food.

Ask and answer questions about yourself.

Do you ever post pictures of your food?

Yes, I post pictures when . . .

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

Ayesha: At what restaurant did you make our **reservation**?

Mohamed: The new Asian restaurant on Main Street. I heard that their **dishes** are **healthy** and tasty! Josh told me that the **variety** of the dishes is amazing. He said that the food is definitely not **bland**, but it also isn't too spicy.

Ayesha: Thanks! It probably took you a long time to find this information. Is that because of last week's meal?

Mohamed: You are right! That meal was **disgusting**. Not even the **dessert** was good. I didn't think anyone could ruin chocolate cake!

Ayesha: Also the **service** was slow. Do you remember how long it took for the waiter to take our food orders?

Mohamed: Let's hope that tonight's dinner is much better!

**Word Box**

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

**B. Choose a word from the box to match the pictures. Then listen and check.**

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

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

- I try to only eat _____ food. I avoid things like chips and candy.
- Sashi hates it when food is too _____. She likes spicy, flavorful dishes.
- Jie says the _____ is too slow here. We should pick another restaurant.
- It's important to eat a _____ of fruit and vegetables, and not only eat one type.
- The restaurant gets very busy on Saturday nights. We should call and make a _____.
- Isabel cooks new dishes every week and would _____ pictures of them online.



Expressions of Quantity

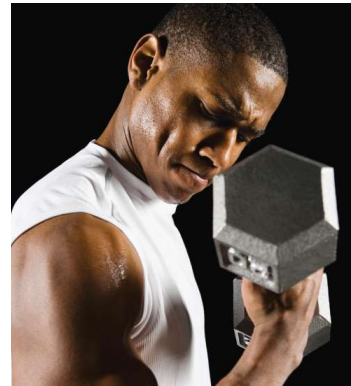
Use **expressions of quantity** (*many, a few, a little, a lot of*) to give information about the amount, or quantity of something.

Use *a little* with uncountable nouns like rain, snow, etc. You cannot use *a little* with countable nouns.

Use *many* and *a few* with countable nouns like people, cars, etc. You cannot use *many* and *a few* with uncountable nouns.

Some expressions of quantity (*a lot of, some*) are used with countable and uncountable nouns.

A. Read the text below and underline the expressions of quantity.



There are many different eating styles. Sam is a vegetarian, but he still eats eggs and some milk products. His wife, Betty, eats very few dairy products, but she still eats lots of fish. Leah is a vegan. She eats no animal products at all. Some people think vegans do not get much protein, but Leah gets enough protein by eating a lot of nuts, beans, and tofu. Amanda eats a gluten-free diet. She has to avoid many types of baked goods. Luckily, her grocery store is starting to offer a few gluten-free options. Dwayne is a bodybuilder. He eats a lot of protein, but only a little fat.

Indefinite Pronoun

Use **indefinite pronouns** like *something, anything, and nothing* to talk about non-specific things.

Pronoun	Examples
something	<i>Something</i> is bothering me. Didn't she bring <i>something</i> to eat?
anything	Did you order <i>anything</i> ? Mary didn't get <i>anything</i> to eat.
nothing	<i>Nothing</i> is impossible if you really try. Mary ate <i>nothing</i> .

For grammar reference, go to Grammar Appendix.

B. Complete the sentences using *something*, *anything*, or *nothing*.

1. There's _____ wrong with my computer. It isn't working.
2. I have _____ to do today—no work, no plans, no appointments.
3. Please let me know if there is _____ I can do for you.
4. _____ tastes as good as my mother's chocolate cake. It's the best!
5. Would you like to have _____ to drink with your meal?
6. I have _____ to tell you!
7. Yen didn't eat _____ at the party.
8. I like this restaurant, but there's _____ on the menu for vegetarians. It's all meat!

Sequencing Words

Use **sequencing words** in your writing to help the reader understand the order things happen.

First	Then	After that	Next	Finally
-------	------	------------	------	---------

C. Look at the picture. Put the sentences in the correct order.

- _____ Then, I planned the menu.
- _____ The day before the graduation, I went shopping to buy the food I would need. After that, I made the dessert and cut the vegetables.
- _____ On the day of the graduation, I woke up early and prepared the rest of the food. Next, I set up some decorations.
- _____ I wanted to do something special for my sister's graduation, so I decided to have a dinner party.
- _____ Finally, my sister and her friends arrived. She was so surprised! We had a wonderful time.
- _____ First, I invited all of her friends.



D. Think of a dish you know how to make. Then write the recipe using sequencing words.

Pair and Share



Talk to a partner. Ask and answer questions about food.

Do you ever have to eat something you don't like?

Yes! My mother always makes me eat spinach.



Listening Strategy:

Predict using background knowledge

- Before you listen to a talk or podcast in English, it may help to think about what you already know about the topic.
- This will help you prepare to understand the words you hear.

Before Listening**A. Write down some ideas about healthy habits.**

1. _____
2. _____
3. _____

**B. Listen to the podcast. Does the author agree or disagree with each of the following?**

Write **A** for *Agree* or **D** for *Disagree*. Listen and check your answers.

1. _____ We already know what a healthy diet is.
2. _____ It's important to eat a lot of fruit and vegetables.
3. _____ Fast food is healthier than we thought.
4. _____ Whole grains are an important part of a healthy diet.
5. _____ There needs to be more research about healthy food.
6. _____ Everyone should eat the same thing.

**After Listening****C. List three new facts you learned about healthy eating. Then share with a partner.**

1. _____
2. _____
3. _____

**Diphthongs: /oy/**

The /oy/ sound in the word *boy* is a **diphthong**, or two vowel sounds together. This diphthong can also be heard in the words *toy* and *soil*.

**A. Listen and check (✓) the words with the /oy/ sound.**

1.
2.
3.
4.
5.
6.
7.
8.

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



A. Listen to the conversation and complete the sentences. Then listen and check.

Waiter: Hi, my name is Jeremy and I will be your waiter this evening. May I tell you about our specials?

Noor: No thanks. I think we're (1) _____.

Waiter: Great. What can I get you to drink?

Aisha: (2) _____ hot tea.

Noor: And I'll just have water.

Waiter: Excellent. One cup of hot tea and one glass of water. And would you like an appetizer tonight?

Aisha: No, thank you. (3) _____ the chicken fried rice.

Waiter: That comes with a soup. What kind of soup would you like?

Aisha: I'll have the sweet and sour soup, thank you.

Waiter: And for you?

Noor: I'd like the fried fish with garlic sauce, please.

Waiter: (4) _____ rice with that?

B. Your Turn

Roleplay the conversation with a partner. How would Noor answer the last question? Write your answer in the blank space.

Your idea: _____



C. Listen to the audio. Take notes to prepare for ordering food in a restaurant.

**Speaking Strategy:
Order food and drink**

Here are some words and phrases you might hear or say when you are in a restaurant.

- Would you like _____ with that?
- I'm ready to order.
- I'd like . . .
- I'll have . . .
- main dish, side dish, appetizer



Pair and Share



With a partner, practice ordering food in a restaurant. Switch roles.

Are you ready to order?

Sure. I'd like the noodles with shrimp, please.

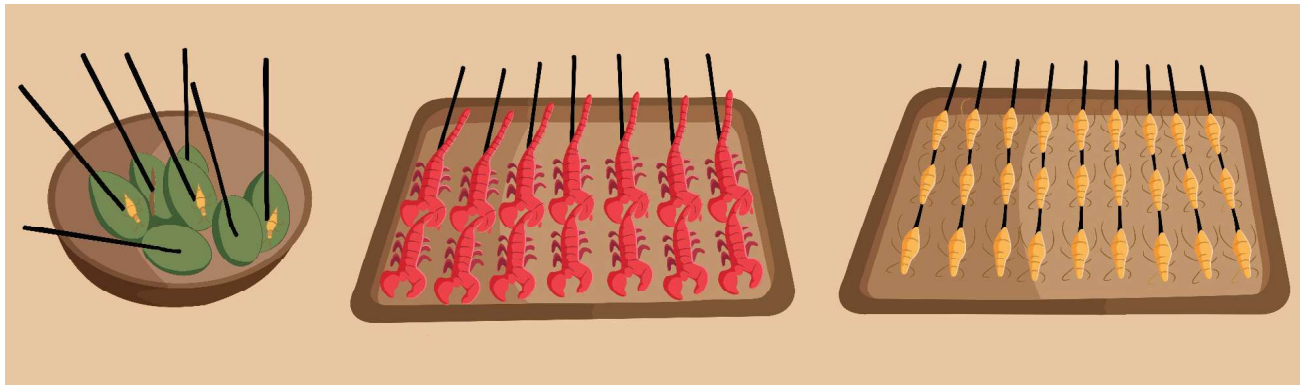

**Reading Strategy:
Make inferences**

Writers do not always explain what they mean clearly. You may have to use the context to understand what the author means.

- Look for details that support the main idea of each paragraph.
- Use the details to make an inference, or draw a conclusion, about the author's opinion.

Before Reading

A. Look at the picture and discuss these questions. Are insects a popular food in your country? Have you ever eaten insects?



B. Read the article and underline key details in each paragraph.


Would You Like Crickets With That?

People in 80 percent of the world's countries eat bugs, or insects. They have been a source of food in many places for thousands of years. And even today, they are an important food in many traditional cultures. Bugs are eaten throughout Asia, Africa, South America, and Australia. Some countries, however, are just discovering how **delicious** bugs can be. Most Americans, and many people from Europe, think that eating bugs is **disgusting**. A few companies are trying to change that by creating new foods with insects.

There are many benefits to eating insects. They are a great source of **protein**, as well as fiber, vitamins, and minerals. Even with so much protein, they are still low in fat and calories. This makes them a very **healthy** choice. Eating insects is also better for the environment than many other sources of protein. Raising a lot of larger animals hurts our planet. Cows, sheep, and other animals need a lot of land and water. Finally, if enough people ate insects, the cost might be lower and poor people could afford more food.

Bugs can be served in a wide **variety** of dishes. They taste **bland** or plain on their own, but they taste like the spices they are cooked with. You can see this in traditional insect dishes like spicy grasshoppers in Mexico or fried crickets in Thailand. In the United States, you can buy insects covered in chocolate or sugar sold as **desserts**. One company makes tortilla chips from crickets. Another makes taco shells out of insects. Crickets are also ground into flour to make bread and cakes. Cricket protein powder may even be the next trend for bodybuilders and other sportspeople. With their high protein and low fat, crickets are an ideal sports food!

It may take some time for insects to become a popular food in the United States and Europe. Right now, they are actually more expensive than beef or chicken. But in the future, don't be surprised if you hear this in a restaurant: *Would you like some mealworms with that?*

After Reading

C. Read the sentences and circle T for *True* or F for *False*. Circle inferences you can make from information in the text.

1. The author believes that insects are healthy to eat. T F
2. Insects probably do not need a lot of land and water. T F
3. Bodybuilders like to eat food that is high in protein and low in fat. T F
4. Right now, people in the United States probably don't eat insects because they are cheap. T F
5. The author believes that people in the United States and Europe will soon start eating insects more. T F

D. Review the details you underlined while reading. Write two inferences you can make from the details.

1. _____
2. _____

8 |

Writing



A. In pairs, talk about the last restaurant you visited. Discuss each of the items in the Writing Strategy box.

B. The following sentences are from a restaurant review. Label each sentence with an item from the box.

Writing Strategy: Write a review

To write a restaurant review, ask questions that will answer the information about each of the following:

- The restaurant space: What did it look like? Was it busy? Was it clean?
- The service: Were the waiters friendly? Did the food arrive on time?
- The food: Did it taste good? Did it look and smell good?
- Special requests: If you made any special requests or have dietary needs, did the restaurant meet them?

the restaurant

the service

the food

special requests

- _____ The Monterrey Bay Fish Grotto is a wonderful place to eat. It is located on top of a mountain and the view is wonderful.
- _____ I eat a gluten-free diet, and I had no trouble at all finding many delicious options.
- _____ The service was excellent. Our waiter was friendly, and the food came to our table quite quickly.

C. Write a restaurant review using ideas from Activity A.

UNIT 5

Good Habits

In this unit, I will learn to . . .

- talk about my good habits.
- use the present perfect with *for* and *since*.
- predict using titles, charts, and graphs.

1 |

Get Ready



What makes a habit healthy or unhealthy? Why?



A. Look at the pictures. What good habits do you think each of these people will discuss? Listen to the audio.



I have been trying to save money since last year. Every time I spend money on something, I write it down in an app on my phone. At the end of the month, I can see a **chart** of how I spend my money. It tells me a lot about my **behavior**. I've been using this app since I got my new job.

Ellen, age 22



Right now, I'm making some **improvements** to my sleep **routine**. I have had trouble sleeping for years, but **research** says that you can get better with the right **habits**. I stopped using electronics an hour before bedtime. I always wake up at the same time each day. It's starting to work.

Yasser, age 23



I'm very good at **time management**. I keep a calendar and a "to-do" list on my smartphone. I try not to make any plans without looking at the calendar. When I complete a task, I check it off. I never **procrastinate**. I have improved so much since I started this!

Yulia, age 25

B. Read the text and match each person to their good habit.

1. Yulia	•	•	healthy sleep habits
2. Yasser	•	•	good time management
3. Ellen	•	•	saving money

Pair and Share



With a partner, ask and answer questions about the good habits mentioned in the text.

What good habit does Ellen have?

She is using an app to save money.

Ask and answer questions about your own good habits.

What good habits do you have?

I floss my teeth everyday and . . .

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

Do you want to make a big **improvement** in your life? Do you want to become healthier, or achieve a big career **goal**? **Research** shows that big improvements can be made by changing small **habits**. Look at your own **behavior**. First, **concentrate** on making small changes to your **routine**. For example, if you want to get in shape, add a walk to your lunch break and **reduce** the amount of sugar. You can also increase your **motivation** by keeping a **chart** where you can follow your daily progress, and by adding something fun. For example, if you are trying to learn a language, have a weekly “practice party” with friends.

**Word Box**

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

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

1. behavior	•	•	do something later
2. chart	•	•	the things we do / how we act
3. concentrate	•	•	something that has gotten better
4. goal	•	•	what you want to do / achieve
5. improvement	•	•	information in a graph or table
6. procrastinate	•	•	focus attention on something

C. Choose the correct word from the Word Box to complete the sentences.

- Smoking is a very bad _____.
- There is a lot of _____ about how to change habits. You can read about it in magazines and online.
- Some days, I really don't have any _____ to exercise. I just want to relax.
- Following a _____ can help you form better habits because you do the same things every day.



Present Perfect

The **present perfect** is used to talk about events that happened at an unspecified time in the past or that started in the past and are still happening now.

To form the present perfect, use *have / has* + past participle of the main verb.

Subject	Auxiliary verb	Past Participle	Complement
Susan	has	been	to Singapore.
I	have	watched	all the latest movies.
Tom	has	bought	a new bicycle.

For grammar reference, go to Grammar Appendix.

A. Look at the pictures and answer the questions.



“I *have run* a marathon.”
Kevin, age 32



“I *have studied* Japanese for three years.”
Ani, age 21

1. When did Kevin run a marathon? _____
2. Can you give an exact time for when Kevin ran a marathon? _____
3. When did Ani start studying Japanese? _____
4. Is Ani still studying Japanese? _____

Present Perfect with *For* and *Since*

Use *for* and *since* with the present perfect to give a time period for the event. For the length of time, use *for*. For the starting point, use *since*.

B. Look at the pictures and complete the sentences with *for* or *since*.



1. We have been married _____ ten years.
2. I have played tennis _____ I was six.
3. We have lived here _____ a long time.

C. Look at the text in the Get Ready section. Write three examples of *for* and *since* with perfect tenses.

1. _____
2. _____
3. _____

D. Circle the correct option.

1. We (have studied / has studied) Math (for / since) primary school.
2. His best friend (have lived / has lived) in Canada (for / since) two years.
3. Susan (has been / have been) a teacher (for / since) last year.

Pair and Share



With a partner, ask and answer questions from Activity D.

How long have you studied English?

I have studied English since 2009.

E. Use *for* and *since* to complete the sentences about yourself.

1. I have been in this class _____.
2. I have studied English _____.
3. I have lived in my home _____.
4. I have known my best friend _____.
5. I have been able to drive _____.
6. I have had an email account _____.

**Listening Strategy:**
Predict using titles

- The title of a talk or podcast can give you information about what you are going to hear.
- Once you know the title of the talk, try to guess what the speaker is going to say. This will prepare you to understand it.

Before Listening

A. The title of the podcast is *This Is How I Study*. What do you think you will hear?



B. Listen and make notes about each speaker's study habits. Then answer the questions.

Student	Study Habits
Tamara	
Ken	
Alice	

1. Which student uses flashcards? _____
2. Which student makes a new set of notes? _____
3. Which student starts studying the night before the exam? _____

After Listening

C. Interview three classmates about their study habits.

**Have after modal verbs**

When English speakers use a modal verb followed by the word *have*, they often reduce the word *have*. It sounds like *should a* or *should of*.



A. Listen to the sentences. Check (✓) the sentences that include an informal form of *have*.

1. 2. 3. 4. 5. 6.



B. Listen to the audio and repeat.



Speaking Strategy:

Talk about likes and dislikes

When talking about likes and dislikes, try using these phrases:

I like . . .

I don't like . . .

I prefer . . .

I prefer not to . . .

I (really) enjoy . . .

I don't enjoy . . .



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

Nikolai: Hey, Tina. How's it going?

Tina: Great! What about you?

Nikolai: Pretty good. I've started a new exercise routine. It's called CrossFit.[®] I (1) _____ it because it includes a lot of different exercises.

Tina: Wow. That sounds really difficult! I (2) _____ to work that hard in my time off.

Nikolai: Yeah. I really (3) _____ exercise. I've been trying to form some good eating habits, too. I've stopped eating fast food, and I'm trying to eat more vegetables.

Tina: Really? I (4) _____ fast food too much to do that.

Nikolai: Well, I actually (5) _____ to eat vegetables.

Tina: That's great! What else do you like?

B. Your Turn

Roleplay the conversation with a partner. How would Nikolai answer the last question? Write your answer in the blank space.

Your idea: _____



C. Listen to the audio. Take notes to prepare to ask and answer questions about likes and dislikes.

Pair and Share



With a partner, ask and answer questions about healthy habits you like and dislike.

Do you like vegetables?

Yes, I do. I like broccoli and carrots.


Reading Strategy:
Make predictions using charts and graphs

When you notice charts and graphs in a text or article, look at them closely. They can help you to predict what the text is about.

- Read the title of the chart or graph.
- Read the “key” that explains the measured categories.
- Compare the numbers for different categories.

Before Reading

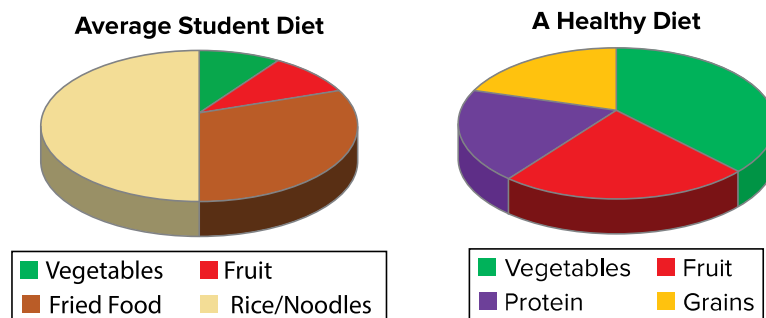
A. Look at the graphs below. What do you think the article will say about healthy habits?

B. Read the text. Underline specific details to help you find the main idea.


Healthy Habits for College Students

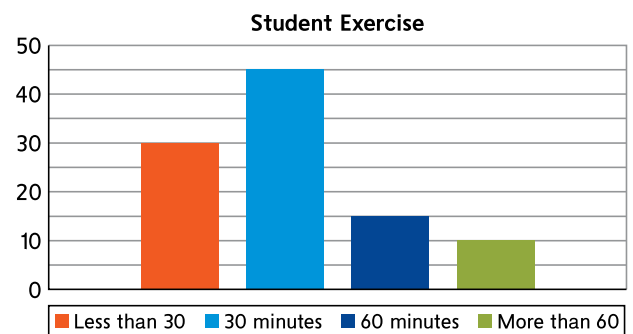
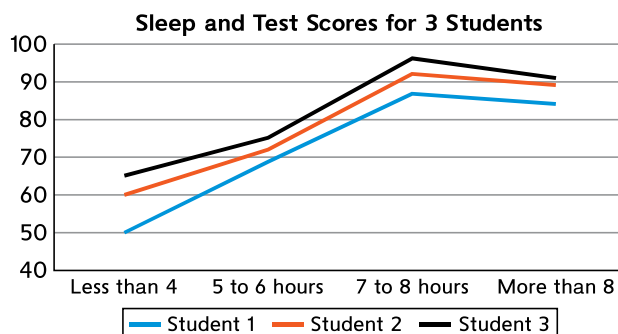
Most college students are quite healthy. They don't have a lot of the problems that older people have because they're still young. However, that doesn't mean they shouldn't try to have healthy **habits**. We went to a local university to find the truth about student **behavior**. Our **research** team asked students about their sleep, food, and exercise. This is what we found.

If you look at our first two **graphs**, you will see that the *Average Student Diet* is very different from *A Healthy Diet*. People should eat mostly fruit and vegetables, but the students we talked to ate mostly rice and noodles. They also ate a lot of fried food. Students at this university really need to **reduce** the amount of fast food and eat more fruit and vegetables!



The next thing we considered was sleep. Research shows that the amount of sleep you get has a big effect on how much you can learn and remember. We asked three students to write down how much sleep they got the night before their exams. We included all of their exams in their classes for a whole school year. You can see that when the students got enough sleep, their exam scores were much higher. Unfortunately, most university students only get about six hours of sleep every night.

Finally, we asked students how much exercise they get. The students at this university have very good exercise habits. Most of them get at least 30 minutes of exercise every day. This is great, because getting enough exercise keeps people healthy and helps them **concentrate**.



Many students do not have the **motivation** to develop healthy habits. Most of them only think about their classes. However, healthy habits can help them do better in their classes, so they should try to get enough sleep, eat well, and exercise. It has many benefits!

What **improvements** could you make? Eating well, getting enough sleep, and exercising are all easy habits to begin. Sometimes, it's just good **time management**. If you create a simple **routine**, with set times for exercise and sleep, then you don't even have to think about it.

After Reading

C. Look at the charts on page 50 and complete the sentences using the words in the box.

seven to eight	a few	much	a lot of	no
----------------	-------	------	----------	----

1. The Healthy Diet chart includes _____ fried food.
2. The students eat _____ noodles and rice.
3. The students don't eat _____ fruit.
4. The students did best on their exams when they got _____ hours of sleep.
5. _____ students got more than 60 minutes of exercise per day.
6. _____ students got about 30 minutes of exercise per day.

D. Create a chart to show the types of foods you have eaten in the last 24 hours. Compare your chart to the first two charts in the article and decide what is true about your eating habits.

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

1. The author believes that college students have enough healthy habits. T F

2. The research study in the article was done at a university. T F

3. The Healthy Diet mentioned in the article includes grains, protein, fruit, and vegetables. T F

4. According to the article, it's probably a good idea to stay up late studying before an exam. T F

8 |

Writing



A. Think about doing your normal routine, or a routine you would like to have. What do you see, hear, smell, feel, and taste? Write one sentence for each of your senses.

Writing Strategy: Use your senses

You can make your writing more interesting by writing about all five of your senses.

- What do you see?
- What do you hear?
- What do you smell?
- What do you feel?
- What do you taste?

UNIT 6

Quality of Life

In this unit, I will learn to . . .

- talk about my ideal life.
- use comparatives and superlatives.
- identify the speaker's and author's purpose when listening and reading.

1 |

Get Ready



What would your ideal life be?



A. Look at the people in the pictures. What do you think “the good life” means to each of them? Listen to the audio.



1

“The good life?” Well, in my **ideal** life I would be famous. I think the celebrity life is the most amazing way to live. I want people to know me wherever I go and to have a lot of celebrity friends. It would be **equally** ideal to have a lot of money, too!



2

I think “the good life” is about helping other people live better lives. If I could improve a few people's lives, I'd be **truly** happy.



3

For me, “the good life” would mean being able to travel all the time. I really want to see the world. There are so many different countries and exciting places. I want to visit them all!



4

“The good life?” I don't need to be the richest person. I just want to be able to buy **basic** things in life, such as food, a house, and medical insurance. I want to be **independent**, with a job I like and no **debt**.

B. Choose the correct option.

1. My idea of the good life would be to (independent / travel).
2. The celebrity life is the only way to live. I want people to know me wherever I go. I want to be (ideal / famous).
3. I want to live a simple life, with a job I like. I want to afford the (basic / truly) things in life.

Pair and Share



Talk to a partner about the different meanings of having a good life.

Whose description of “the good life” sounds the best to you?

The first one. I'd love to be famous.

Ask and answer the question about your life.

What can you do to have a good life?

I should study hard and do well on my exams so that . . .

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

What does “the **ideal** life” really mean? Most people say it means to be **truly** happy and **independent**, or at least have a feeling of **satisfaction** in most areas of your life, and the opportunity to **travel** the world. Others might say it’s a life of **luxury**. In **reality**, being happy doesn’t have much to do with money. As long as you can buy **basic** things in life, such as food and a home, and you have no **debts**, you can be happy; more money does not **equal** more happiness. Life is not **perfect**; people are happy or unhappy for many different **reasons**. Experts say that only ten percent of our happiness is because of things that happen to us. The rest is from our habits and who we are.

Word Box

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



B. Match the words to their meaning.

- | | | |
|----------------|---|--|
| 1. basic | • | experience comfort from expensive and beautiful things |
| 2. debt | • | go to different places |
| 3. luxury | • | owe money to someone else |
| 4. travel | • | simple and necessary |
| 5. reason | • | really |
| 6. independent | • | the cause for something |
| 7. ideal | • | perfect |
| 8. truly | • | not needing anyone or anything else |



Comparative / Superlative Adjectives

When you describe things that are not equal, you use **comparative** and **superlative adjectives**. Use comparative adjectives for two things and superlative adjectives for three or more things.

- For words with one syllable, add *-er* or *-est*.
- For words with two syllables that end in *y*, add *-ier* or *-iest*.
- For other words with three or more syllables, use *more* or *most*.
- The comparative and superlative forms of *good* and *bad* are irregular.
- Use *than* with comparatives only.
- Use *the* before superlatives.

Adjective	Example
young	My sister is <i>younger than</i> me. My sister is <i>the youngest</i> person in our family.
funny	Jackson is <i>funnier than</i> Shanti. He is <i>the funniest</i> person in the room.
intelligent	Maria is <i>more intelligent than</i> Simon. She is <i>the most intelligent</i> person in our company.
good	Chocolate is <i>better than</i> ice cream. Chocolate is <i>the best</i> food in the world.
bad	Pneumonia is <i>worse than</i> a headache. This is <i>the worst</i> headache I've ever had.

For grammar reference, go to Grammar Appendix.

A. Match the sentences to the pictures.

- Ryan is taller than Shonda.
- Haley is younger than her grandfather.
- Max is the shortest person in the family.



1. _____



2. _____



3. _____

B. Complete the sentences using the comparative or superlative form of the adjective in parentheses.

- Shawn is _____ person I know. (busy)
- This article is _____ than that article. (interesting)
- This is _____ movie I have ever seen. (boring)
- Tom is _____ than Sam. (happy)
- Your dessert is _____ than mine. (delicious)
- That is _____ baby in the world! (cute)
- Connie is _____ person I know. (creative)
- This project is _____ than the last one. (hard)

as . . . as

When you are comparing two things, sometimes they are equal. Use *as . . . as* to show this.

Example: My studies are important. My job is important.

My studies are *as important as* my job.

Pair and Share



With a partner, compare two people that are equal.

My mother is as tall as my aunt

My brother's dog is as . . .

C. Join the two sentences using *as . . . as*.

- Janice is six feet tall. Ed is six feet tall.

- Uma is ten years old. Jack is ten years old.

- Ali is smart. Yen is smart.

- Paris is beautiful. London is beautiful.

Indirect Questions

Use **indirect questions** to ask something in a more polite way.

D. Look at the examples and then complete the chart with examples of your own.

Question	Indirect Question
Where is the post office?	Could you tell me where the post office is?
Do we have class next week?	Do you know if we have class next week?
How long will this take?	1. Do you know _____?
Do we have homework?	2. Do you know if _____?
Where does this go?	3. Could you tell me _____?
Is this dish vegetarian?	4. Do you know if _____?


Listening Strategy:
Identify the speaker's purpose

- The speaker's purpose is the reason he or she is speaking. There may be many different reasons.
- Identifying the speaker's purpose can help you understand what you are listening to.

Before Listening

A. Look at the pictures. What do these three pictures have to do with “the good life”?



B. Listen and match the speaker to his or her purpose. You will not use all of the options.

Speaker 1 •

Speaker 2 •

Speaker 3 •

• make you laugh

• sell something

• give historical facts

• give a personal opinion

After Listening

C. Choose an important event from the past and think of three different ways / purposes you can share it with your partner.


Pronouncing /gh/

In some words, the letters *gh* sound like *f*. In others, they are silent or sound like *g*.



A. Listen to the words. Check (✓) the words with the *f* sound.

1. ought

2. cough

3. though

4. enough

5. laugh

6. through

7. rough

8. tough

9. daughter



B. Listen to the audio and repeat.



Speaking Strategy: Make comparisons

- Use the words *as . . . as* to talk about things that are equal.
- Use the comparative to talk about two things that are not equal.
- Use the superlative to talk about how one thing is different from a group.



A. Listen to the conversations and complete the sentences using words or expressions. Then listen again and check your answers.

Suzane: Which do you think is better—working for a large company or owning your own business?

Natalie: I think that working for a company is (1) _____ owning your own business. If the company doesn't succeed, at least you won't lose your own money!

Borris: Which would you prefer—to be famous or very rich?

Sally: That's difficult to answer. I think being famous is (2) _____ being rich.

Alice: Do you think it's better to live in a city or a village?

Udom: A village is (3) _____ a city. I think life in a village is (4) _____ life in a city, too. So, yeah, I think it's better to live in a village.

Peter: Which do you think is better—going to a big school or a small school?

B. Your Turn

Roleplay the conversation with a partner. How would you answer the last question?

Your idea: _____



C. Listen to the audio. Take notes to prepare to make comparisons.

Pair and Share



With a partner, ask and answer questions from the conversations.

Which do you think is better—working for a large company or owning your own business?

Owning a business is more challenging than working for a company, but I would like to try it.



Reading Strategy: Read for the author's purpose

Just as with listening, reading for the author's purpose is a good way to increase your understanding.

- Try to identify it from the title and introduction of the text.
- Ask, *What is the author's purpose?*
 - To make readers laugh?
 - To explain how to do something?
 - To present ideas about a topic?

Before Reading

A. In pairs, discuss this question.
What is “the good life” for you?

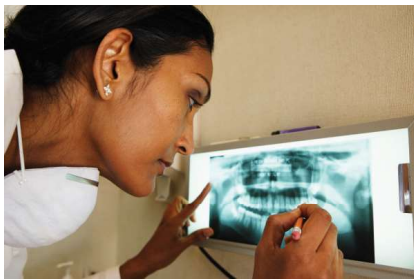
B. Read the article and underline details that show the author's purpose.



“The Good Life” Around the World

“The good life” means something different to each of us. Some people dream of becoming famous or **traveling**. Others just want the **basic**, or the most important, things needed to live. To find out more about “the good life,” we interviewed four people from four different countries.

Khalid: My grandfather was alive before my country was **independent**, just 45 years ago. He had his own business, bringing things from Europe and selling them in the markets here. It is because of him that I think owning a business is such an important part of “the good life.” I have plenty of **luxuries**, but it is my business that really gives me **satisfaction**. I have worked hard to achieve this dream, and I think my grandfather would be proud.



Anika: My parents always had big dreams for me. They grew up poor, and they wanted our lives to be better than theirs. My mother worked very hard so that I could have a great education. This is the **reason I** became a dentist. For me, having a great career and enough money to support myself and my parents—that’s “the good life.” My parents are proud of me. I don’t need anything more to be **truly** happy.

Marissa: In my country, owning your own house means that you are successful. Some even call it *The American Dream*. I think most people believe that owning a house is an important part of living “the good life.” I wanted it, too, but then I did my research and found that in reality, it wasn’t for me. Most people have to borrow money to get a house, and I didn’t want to go into **debt**. Also, taking care of a house is a lot of work! Apartment living is **ideal** for me.



Moritz: In the past, my friends would say I was the most independent person they knew. I used to think that was “the good life,” but lately I have felt ready to meet a partner and have a family. Now I think that will be “the good life.” I’ve been so busy for the last ten years that I haven’t had time for what’s important in life. I want to have more time to develop a relationship and get married. Maybe I’m just waiting for the **perfect** person.

After Reading

C. Work with a partner and answer the questions based on the text.

1. Which people changed their minds about “the good life?” _____
2. Which person is not yet living his / her idea of “the good life?” _____
3. Which people mention their relatives when they talk about “the good life?” _____
4. Which people talk about their jobs? _____
5. Which person’s idea of “the good life” do you agree with most? _____
6. How do you think ideas of “the good life” are different around the world? _____

D. Write a paragraph that begins: *The author’s purpose is to . . .* Add the details you underlined to support your statement.

8 |

Writing



A. Read the text. Complete the T-chart with the *pros* and *cons*.

I’m trying to decide whether to go directly to university, or try to find a job. There are a lot of benefits to going to university. I will probably meet a lot of interesting people while I’m there. I will learn a lot. It may help me to get a better job after I graduate. However, there are also a lot of disadvantages. University is very expensive in my country. Most people finish with a lot of debt. It will also take a lot of time—at least four years. If I worked and earned money during that time, I could save a lot. Also, there are no good universities in my town. That means I would have to live far away from my family. I don’t think I want to do that.

Pros	Cons

Writing Strategy:

Write about *pros* and *cons*

Most things in life have both good and bad things:

- **Pros** are the good things about something.
- **Cons** are the bad things about something.

For example, a *pro* of owning a business is that you have more freedom, but a *con* of owning a business is that there is more risk.

Use a T-chart to brainstorm the *pros* and *cons* of something. This can help you organize your thoughts before you write.

B. Complete the T-chart with the *pros* and *cons* of going to university in another country.

Pros	Cons

C. Write a paragraph using the *pros* and *cons* in the T-chart.

ABC Vocabulary

A. Write the adjectives in the box under the correct heading.

bland	disgusting	healthy
ideal	independent	perfect

Positive	Negative	Neither

B. Write sentences using these phrases.

1. (achieve a goal)

2. (form a habit)

3. (make an improvement)

4. (manage time)

5. (concentrate on)

6. (in reality,)



Grammar

A. Complete the sentences so that they are true for you.

1. I don't have much _____.
2. I don't have many _____.
3. I have a few _____.
4. I have a lot of _____.
5. I like to have a little _____ with my _____.
6. Someday, I will have a lot of _____.

B. Match the sentence parts.

- | | | |
|--|---|----------------------|
| 1. Rania has worked here for | • | more than 200 years. |
| 2. I have known her since | • | 2014. |
| 3. My country has been independent for | • | five years. |
| 4. Amy has been a vegetarian for | • | about 20 minutes. |
| 5. Ellen has been saving since | • | ten months. |
| 6. Today we practiced grammar for | • | 2004. |

C. Complete the sentences with the words in the box.

as important	easier	happier
the best	simpler	more delicious

1. This is _____ movie I have ever seen.
2. I don't really like this dish, but it's _____ than eating crickets!
3. My lifestyle is _____ than yours.
4. I'm _____ than I was five years ago.
5. Working for a company is _____ than owning a business.



Reading: Nutrition

Healthy Habits and “The Good Life”

“The good life” is different for each person, and there is a large **variety** of things that make people happy or unhappy. A lot of these things are hard to control: your DNA, where you were born, and your economic situation, for example. When you’re unhappy, you may feel that there is nothing you can do. However, **research** shows that lifestyle choices can have a big effect on happiness.

Many people eat food when they are unhappy. Usually, that means **fast food** or **dessert**. This kind of food does not make us happy for long. We feel good when we are eating it, but then we feel even worse than before. **Healthy** eating has a big effect on how you feel, and there are many foods that can really make you happy. First, people who do not eat enough omega-3 fatty acids, a type of fat, are usually **truly** unhappy. You can get this fat from fish, some seeds and nuts, and spinach. Eating nuts is good for your happiness for other **reasons**, too. They contain minerals like magnesium and zinc, which can help people feel less sad.

Exercise is another lifestyle choice that can have a big effect on happiness. Research shows that just 20 minutes of exercise can make you happier for up to 12 hours. When you exercise, your body makes chemicals that make you feel good. Experts recommend getting at least 30 minutes of exercise every day to get the most benefit. You are more likely to make exercise a **habit** if you try to have fun. Music, TV shows, or even having a friend along can make your workout enjoyable. People who exercise also sleep better.

This brings us to our final healthy habit—sleep. Getting enough sleep can make a very big difference in how happy you are. Sleep is when our brains have time to heal and clean themselves out. This action makes it easier for us to deal with our emotions, including sadness and stress. Research shows that getting at least eight hours of sleep every night makes you more likely to have good mental health.

Healthy food, sleep, and exercise are things we can control. By developing a few healthy habits, you may be able to live “the good life,” no matter who you are.



A. Choose the correct answer.

1. Which of the following is NOT one of the healthy habits mentioned in the article?
a. sleeping b. taking medicine c. getting exercise
2. Which of the following is an example from the article of something we cannot control?
a. our DNA b. what we eat c. how much we sleep
3. Which of these dishes would the author recommend to increase happiness?
a. hamburger and french fries b. fish with nuts and spinach c. large slice of chocolate cake
4. Which food contains Omega-3?
a. chocolate b. fish c. fries
5. Which of the healthy habits can help our brains “clean themselves?”
a. sleep b. exercise c. eating well
6. What is the author’s purpose?
a. make the reader laugh b. give information c. tell a good story

B. Complete the sentences.

1. We can control our food, _____, and sleep.
2. Just 20 minutes of exercise can make you happier for up to _____ hours.
3. Workouts can be more enjoyable with _____, TV shows, or friends.
4. You can get _____ fatty acids from fish, some seeds and nuts, and spinach.

C. Write three things you have learned from the article.

1. _____
2. _____
3. _____

D. Work with a partner. Write three more questions about the article. Ask and answer each other’s questions.

1. _____
2. _____
3. _____

E. Use the Internet to find three more examples of habits that make people happy. Present your ideas to the class.



Project

In this project, you will create and conduct a survey about health and make a poster to show the results. Use what you know from Units 4 to 6 to complete the project.



Step 1 Plan

Work with a partner. Write three questions about food preferences. Look at Unit 4 for more ideas.

Examples:

Are you a vegetarian?

Would you eat crickets?

1. _____
2. _____
3. _____

Write three questions about healthy habits. Look at Unit 5 for more ideas.

Examples:

How long do you sleep each night?

How often do you exercise?

1. _____
2. _____
3. _____

Step 2 Create

Use your questions to write a survey of six questions.

Blank space for writing the survey questions.

Step 3 Interview

Interview five people using the questions.

Step 4 Create

Make a poster to show your results.

Use pie charts and graphs.



Creative Zone

A. Plan

Choose one picture and imagine what this person is experiencing with all five senses. Fill in the chart.



He / She sees
He / She smells
He / She hears
He / She feels
He / She tastes

B. Write a story

With a partner, choose one of the people from the pictures and write a story about him or her.

C. Share your story with the class.