

UNIT 2

FOOD AND HEALTH



UNIT TWO

FOOD AND HEALTH

1.1 Preview

The second unit of this book introduces you to topics related to food and health. In the first section, you will read about nutrients in food and their importance for the human body. Also, you will learn how to form the passive tense of the present simple, and learn when to use it. In the second section, you will read about some famous cuisines from around the world such as Palestinian cuisines, Japanese cuisines, and Italian cuisine. In addition, you will learn about imperatives and how to use them to give orders or instructions (e.g to make a dish). In the third section, you will read about unhealthy habits that lead to serious diseases and how to avoid them. Additionally, you will learn how to use the listing commas in writing.

1.2 Unit objectives

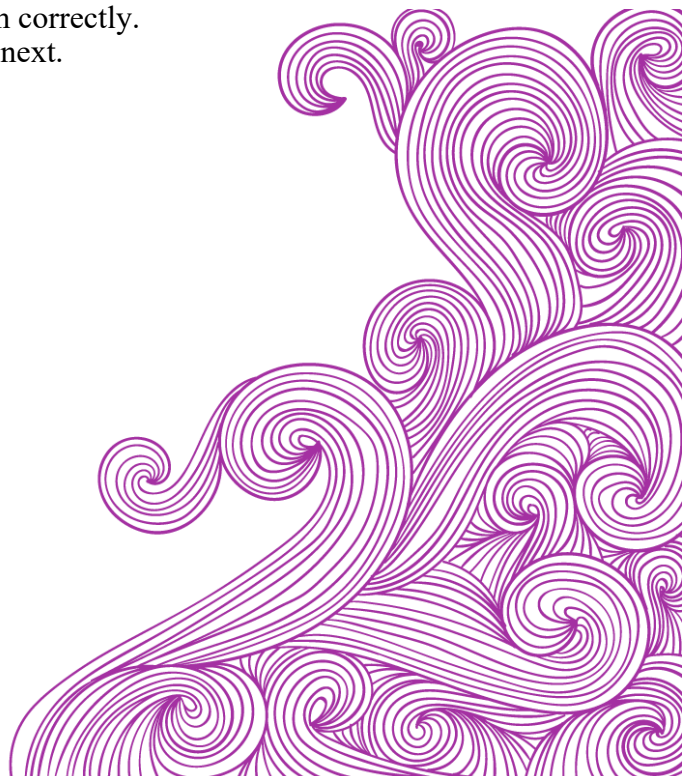
Upon completing this unit, students should be able to:

1. be able to talk about their favorite food.
2. be able to use listing commas correctly.
3. be able to use the present simple passive and imperatives in writing and speaking.
4. learn necessary vocabulary about food, health, and cooking.
5. learn more about Palestinian cuisine and culture as well as other cuisines and cultures.

1.3 Intended Learning Outcomes

Upon completing this unit, students are expected to:

1. read and understand texts of similar lengths and complexity.
2. use keywords from the reading text in an appropriate context.
3. give instructions for recipes using imperatives.
4. use the present simple passive correctly.
5. distinguish between long and short vowels and pronounce them correctly.
6. use listing commas correctly to separate one list item from the next.





GETTING STARTED

- 1 Watch the video. Work with a group of 3-4 and answer the following questions:
 1. Name as many foods as you can. Check with other groups and see who has the longest list.
 2. Which foods in the video do you like? Which foods don't you like? Which foods do you want to try?
- 2 Match the names of meals in the box with the appropriate picture.

snacks breakfast lunch dinner desserts



- 3 Put these foods in the correct columns. Add more of your own.

eggs milk cake rice meat chips falafel nuts fruit hummus chocolate

Breakfast	Lunch	Dinner	Snacks

VOCABULARY

- 1 Read the following sentences. Use the context to figure out the meaning of the words in red.
 1. Protein is a very important **nutrient**. It plays a role in building the muscles.
 2. Overweight people are advised to go on a **diet** based on fruit, vegetables, and water with low amounts of fat.
 3. People around the world **consume** around 490 million tons of rice every year.
 4. Viruses kill people with low **immunity**. It is important to eat food that improves the immune system.
 5. I cut my finger with a knife, so I went to the hospital to treat the **wound**.
 6. Fat people are more likely to have **heart attacks**.

2 Fill in the blanks with the appropriate words from exercise 1 p.18.

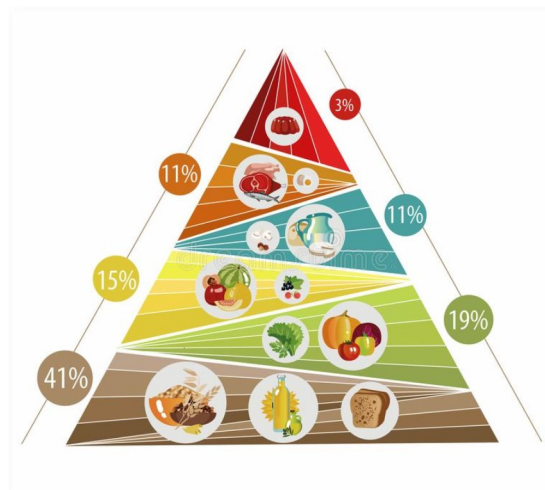
1. My weight is 110 kg! I made up my mind to exercise and follow a healthy _____.
2. This _____ is serious. You need to go to the hospital to get stitches.
3. People must not _____ a lot of fat. Otherwise, it would be dangerous to their health.
4. Calcium is an essential _____ for bones and teeth.
5. Around 18 million people around the world die from _____ every year.
6. My _____ is strong. I don't feel sick very often.

3 Work with a partner. Use the words you have learned in new meaningful sentences about health. Then, share these sentences with the rest of the class.

READING

Before you read

- 1 Look at the pyramid on the right. What do you think these percentages refer to?
- 2 Do you think people should stick to the food pyramid when planning their meals? Why or why not?
- 3 Can you add more types of food to each category in the pyramid?
- 4 Look at the pictures. What do you see? Can you guess what the text is about?



What's in our food?

Everyone eats food, but not everyone has a healthy, balanced diet. When eating, it is important to consider having a meal that contains most, if not all, of the necessary nutrients. A healthy diet must include:

1. Carbohydrates:

Carbohydrates, at the bottom of the pyramid, are very important to the human body. 40% of your diet should consist of this nutrient, as it is the main source of energy for your body. Carbohydrates are found in bread, whole grains, and rice.



2. Protein:

Protein is very important for the growth of muscles, bones, hair, and skin. It can also serve as a fuel source for cells. Protein is found in eggs, meat, fish, and beans. Bodybuilders consume a lot of protein to build up their muscles and provide themselves with energy.

3. Vitamins:

Vitamins are essential nutrients to staying healthy. Each vitamin plays a role in the body and not getting enough of them can cause health problems and diseases. Vitamins are found in fruit, vegetables, oil, and fish.

4. Minerals:

Just like vitamins, minerals are important for supporting the body. Minerals include calcium, iron, and zinc. Calcium is important for building bones and teeth, iron is good for red blood cells, and zinc improves immunity and wound healing. These minerals are found in milk and dairy products, red meat, eggs, and fruit.



5. Fat:

Fat provides the human body with energy. The human body needs small amounts of fat. However, it is important to consume healthy fat like the fat in fish, nuts, and avocado. Consuming a lot of unhealthy fat from fast food can cause health problems such as heart attacks.

6. Water:

Water is probably the most important nutrient that a person needs. A person can only stay alive for around three days without consuming water.

While you read

1 Match the pictures on the previous page with the paragraphs.

A: ___ B: ___ C: ___ D: ___ E: ___

2 Choose the correct answer for each question:

1. Protein is mainly found in:

- A) bread B) fruit C) meat

2. Carbohydrates are important for the human body because they:

- A) build the bones B) provide the body with energy C) build the muscles

3. A main source of vitamins is:

- A) cheese B) fruit C) red meat

4. Without water, a person can stay alive for:

- A) 1 day B) 3 days C) a week

5. The main idea of the text is:

- A) to show the importance of nutrients for the human body.
B) to show the different types of food.
C) to give advice on losing weight.

3 Answer the following questions:

1. When eating a meal, what should we consider?
2. What nutrients are found in eggs?
3. What is the nutrient that the human body needs in small amounts? In which foods is it found?
4. What are the three minerals mentioned in the text? Why is each one important?

After you read

1 It is said that “unhealthy food is more delicious.” Do you agree?

Useful language

Giving advice: You should...
 Why don't you...
 If I were you...
 You'd better...

Role play: Work with a partner. Come up with a scenario where you have a problem, and your partner is giving you advice. Then switch roles. After that, take a role and act the scenario in front of the class.

GRAMMAR

Present simple passive

We use the **passive voice** when the subject is unimportant to mention. Therefore, we put the emphasis on the object.

-Rice **is grown** in Vietnam.

Instead of: People **grow** rice in Vietnam. .

We used the passive voice because the subject is not important.

-BMW cars **are produced** in Germany

Instead of: They **produce** BMW cars in Germany

Subject	Verb to be	Verb
He/she/it	is	past participle
They/we/ you	are	past participle
I	am	past participle

We used the passive voice because the subject is not important to mention and known to everybody (people)

Rule: Object+ auxiliary (to be)+ verb (past participle) + by *the subject* (optional).

To change a verb to its past participle form, -ed is usually added to the verb in the case of **regular** verbs, so it is the same as the past tense form.

Examples: play - played - played/ clean - cleaned - cleaned/ move - moved - moved.

Some verbs are irregular; there is no rule for changing them to the past participle.

Examples: sing - sang - sung/ break - broke - broken/ make - made - made.

➡ **Page 101 Vocabulary bank.** See more verbs in their past participle base form.

1 Read the following sentences, underline the object, then make the sentences into their passive voice form.

1. They make Makluba in Palestine.
2. We find calcium in dairy products.
3. They produce a lot of cheese in the Netherlands.
4. They cook Musakhan with olive oil.
5. Doctors treat serious wounds at hospitals.

2 Fill in the blanks with the correct verb. Make changes to the verbs where necessary.

1. I am vegetarian. I _____ (not/eat) meat.
2. When fat _____ (consume), it _____ (turn) into energy.
3. Fat is mainly _____ (find) in red meat. Therefore, I usually eat fish because it is healthier.
4. At the airports, we _____ (ask) to remove any coins from our pockets.
5. She _____ (make) the best Kunafa in the world. It _____ (make) of goat cheese.

3 Go back to the text p.20 and underline three sentences in present simple passive form.

PRONUNCIATION

Vowels

There are five **vowels** in English: **a, e, i, o, u**. However, this does not mean there are also five vowel sounds. In fact, there are more than five.

For example, the vowels in *boot* and *foot* are written the same, but pronounced differently. The vowel in *boot* is longer than the vowel in *foot*.

🎧 Listen to these words. Can you hear the difference in the pronunciation of the vowel?

boot: [u:] (long) heat: [i:] (long)
foot: [ʊ] (short) hit: [ɪ] (short) wet: [e] (short)

1 🎧 Listen to these words and decide which word goes under which vowel sound.

keep sit root put wood loot pet get kit seat

[u:]	[ʊ]	[i:]	[ɪ]	[e]

LISTENING

1 🎧 Listen to the conversation. Decide whether these sentences are *true* (T) or *false* (F).

1. The topic of the radio programs is “fats”. (T/F)
2. The vitamins the nutrition specialist talked about are D, E, A, and K. (T/F)
3. Vitamin D is taken from the sun, but it can also be found in fish oil. (T/F).
4. Vitamin E is important for building the bones. (T/F)
5. Vitamin E is very important for our immunity. (T/F)
6. The radio presenter might have problems with her sight. (T/F)
7. Vitamin A is found in apples. (T/F)
8. Vitamin K is very important in healing wounds. (T/F)

2 Listen to the conversation again and fill in the blanks.

1. Vitamin _____ is found in vegetable oils like _____ and fish oil. It helps in supporting immunity.
2. Vitamin _____ is also called “the sun vitamin.” It is also found in _____. It is important for _____.
3. Vitamin A is found in _____. It is important for _____.
4. Vitamin _____ is found in fish oil and _____. It is important for _____, and it makes _____ heal faster.

3 Read the dialogue p.103, then practice it with your partner.

GETTING STARTED



1 Watch the video. Work with a partner and answer the following questions:

1. Who are the people in the video? What are they doing?
2. What do you think this video is about?

2 Test your knowledge. Match the pictures of the dishes with their names and their countries of origin.

Musakhan

Lasagna

Shakshuka

Mansaf

Doner Kebab

Sushi

Dumplings



Jordan

Italy

Palestine

China

Tunisia

Japan

Turkey

3 Look at the pictures again and answer the following questions:

1. Which of these dishes are made in your country?
2. Which of these dishes have you never tried before?
3. Which of these dishes would you like to try?

4 **Think:** Make two lists of Palestinian and global dishes.

Pair: Show your lists to your partner and mark the ones that you both have on your lists.

Share: Discuss what makes a Palestinian dish special and how they are different from other global dishes in terms of ingredients and the way of cooking.

VOCABULARY

1 Read the following sentences. Use the context to figure out the meaning of the words in **red**.

1. Makloubia is **popular** in Palestine and Jordan, but not in Egypt.
2. I like Japanese **cuisine**. I eat sushi every week.
3. I will make pizza today. I will go to the supermarket and get **ingredients** like flour, cheese, and vegetables.
4. Palestinian cuisine is **varied**. There are many dishes based on vegetables, and others based on meat.

2 Practice what you have learned: On your smartphone, go to (www.kahoot.it). First, enter the code that the teacher will give you. After that, write your name. Wait for the questions to appear and answer them. If you don't have a smartphone, work with a partner .



3 Work with a partner. Use the words you have learned in new meaningful sentences about food. Then, share these sentences with the rest of the class.

READING

Before you read

- 1 What is your favorite dish? What are its main ingredients?
- 2 What is a dish that you would never eat?
- 3 Do you like to try new dishes, or do you prefer eating dishes you have already tried before? Why?
- 4 Have you ever tried new food that you liked or did not like? What was it? Share your experience.
- 5 Look at the pictures. Do you recognize these dishes? Can you guess what the text is about?



Cuisines & Countries

There are many countries in the world, as well as many cuisines. Each country has a special cuisine it is known for, and each cuisine usually has common ingredients. These are some of the popular cuisines around the world:

1. Palestinian/Jordanian cuisine

Both countries are located in the Middle East and are very close to each other in terms of geography, traditions, and food. The main ingredients of Palestinian/Jordanian cuisine are vegetables, boiled rice, and meat. Makloubah, mansaf, musakhan, and mujadara are some examples of Palestinian/Jordanian cuisine.

2. Japanese cuisine

The Eastern Asian cuisines are very special. Japan has one of the most varied cuisines in the world. Fish and whales' meat are some of the main ingredients of Japanese cuisine, as they use them to create many dishes like sushi. There are other ingredients that contribute to this special cuisine such as noodles and steamed rice.

3. Italian cuisine

Italian cuisine is one of the most popular cuisines not only in Italy, also but in the whole world. Italian dishes are made in every country and in every house. Therefore, it is considered global cuisine. Most Italian dishes, like pizza and lasagna, use different types of cheese, pasta, and tomatoes.

This is a short list of some of the popular cuisines around the world. Of course, there are still hundreds of other cuisines that have many delicious dishes. It would be great to try them all!



As you read

1 Match the dishes on the previous page with the cuisines they belong to from the text.

A: ___ B: ___ C: ___ D: ___ E: ___ F: ___

2 Decide whether the following sentences are *true* (T) or *false* (F).

1. Palestine and Jordan are similar in cuisines only. (T/F)
2. A main ingredient of Palestinian/ Jordanian cuisine is fish. (T/F)
3. Japanese cuisine is known for having different types of dishes. (T/F)
4. Rice is one of the main ingredients of Japanese cuisine. (T/F)
5. Italian cuisine is famous in Italy only. (T/F)
6. Cheese is one of the main ingredients of Italian cuisine. (T/F)

3 Find a sentence in the text that means the same as:

1. Each country is famous for the food it makes.
2. Japanese cuisine has many different dishes.
3. Fish and whales are basic components in making Japanese dishes.
4. There are other foods which are part of Japanese cuisine.
5. Italian food is very famous in every country.

After you read

- 1 In your opinion, which cuisine is the healthiest and most delicious?
- 2 Work with a partner. At your university, ask other students at the campus what they know about Palestinian, Italian, and Japanese cuisines in terms of ingredients and the way of cooking, and ask which one is their favorite. Also, ask them if there are any other cuisines they like and what ingredients they are based on. Bring what you have found to class and share it with your classmates.

GRAMMAR

Imperatives

Imperatives are used to give commands and orders.

The form of the verb used for the imperative is the **base form** of the main verb, which is used without a subject.

- **Boil** the eggs for 8 minutes.

- **Wash** the apple and **cut** it in half.

Although there is no written or spoken subject in imperatives, the subject is understood, which is *you*.

- ~~you~~ **Buy** some rice from the market.

The negative imperative is formed by adding *do + not* or *don't*.

- **Don't eat** here, please. *It is not allowed.*

- 1 Rewrite these sentences in the imperative form. The first sentence has been done as an example.
 1. All passengers are required to fasten their seatbelt. *Fasten your seatbelt.*
 2. It is important to eat healthy food every day.
 3. Make sure that olive oil is used when frying onions.
 4. All of the nutrients should be included in your meals.
 5. Then, the carrot is chopped into small pieces and boiled for 10 minutes.

Useful language

When you watch a cooking show, have you noticed that the chef usually uses imperatives? It's because the chef is telling you (ordering you) what to do to make the dish. Look at the paragraph below. It is the recipe for musakhan, a famous Palestinian dish. Fill in the gaps with the verbs in the box.

put chop pour fry spread take boil roast

Ingredients:

1. Chicken
2. Bread
3. Onions
4. Olive oil
5. Sumac
6. Almonds


Instructions:

1) _____ some onions into small pieces, then 2) _____ the onions in a pot and 3) _____ enough olive oil to cover the onions. Put the onions on a low fire for 20-30 minutes. Then, 4) _____ the chicken for 15 minutes. After the chicken is boiled 5) _____ it for 20 minutes until it is brown. When the onions are ready, 6) _____ the onions on a loaf of bread and put it in the oven for 2-3 minutes. Then, 7) _____ some almonds until they are slightly brown. Finally, 8) _____ the bread out of the oven and put sumac, fried almond and chicken on top of the bread. Bon appetite!



Project work: At home, make a video of yourself making a dish you like. If you think you are not good at cooking, you can make something simple that does not take a long time to prepare. In the video, explain the instructions for making the dish in the video. Bring the video to the next class (along with the dish you made, if you like).

LISTENING

1  Listen to the conversation. Then, read the following questions and choose the correct answer

1. The main topic of the interview is:

- A) Developing Palestinian cuisine B) How to cook potatoes C) How to cook Western dishes

2. Palestinian cuisine can be developed by :

- A) changing the look of the food B) changing the texture of the food C) both A and B

3. The chef's specialty is:

- A) starters B) main courses C) desserts

4. The chef prefers to:

- A) fry the food B) roast the food C) boil the food

3 Read the dialogue p.103, then practice it with your partner.

GETTING STARTED



1 Watch the video. Work with a partner and discuss the following questions:

1. Have you ever watched this TV show? If so, what is it called?
2. From what you have seen, what do you think is the aim of this TV show?
3. Is it a good idea to have TV shows like this?

2 Look at the following pictures. Which of these show healthy habits? Which show unhealthy habits?



3 **Think:** Make two lists of healthy and unhealthy habits.

Pair: Show your lists to a partner and mark the ones that you both have on your lists. Give reasons for your choices.

Share: Using your lists, discuss which habits people should follow and which habits they should avoid.

VOCABULARY

1 Read the following sentences. Use the context to figure out the meaning of the words in **red**.

1. He suffers from **obesity**. He is 170 kilograms!
2. She was sent to the hospital due to **excessive** use of medicine.
3. A solar eclipse **occurs** when the moon gets between the Earth and the sun.
4. Some people are born with **blindness**. They cannot see anything.
5. I failed the driving test twice. Still, I believe I will succeed **eventually**.
6. The movie you **recommended** to me is boring. I wish I had never watched it.

2 Match the words and phrases in the previous exercise with their synonyms or definitions.

1. _____ : too much.
2. _____ : a state in which people are unable to see.
3. _____ : happens.
4. _____ : in the end *or* over time.
5. _____ : strongly suggest.
6. _____ : a state in which people suffer from being overweight due to a bad diet or inherent factors.

3 Work with a partner. Use the words you have learned in new meaningful sentences. Then, share these sentences with the rest of the class.

READING

Before you read

- 1 Have you ever been on a diet? If so, how did it go?
- 2 Do you think Palestinians are concerned with eating healthy food and exercising?
- 3 Look at the pictures. What do you see? Can you guess what the text is about?



Get healthy

Many health problems and diseases are caused by unhealthy habits such as staying up late at night, not getting enough sleep, and eating unhealthy food.

There are a lot of diseases caused by bad habits, especially having an unhealthy diet. For example, unbalanced diets can lead to obesity, a disease that happens when there is an excessive amount of body fat. According to the World Health Organization (WHO), there are 1.9 billion overweight people in the world, 650 million of whom are obese. This excessive amount of fat eventually leads to other health problems like heart disease and diabetes.

Another disease related to an unhealthy diet is diabetes. Diabetes occurs when blood sugar is too high. According to WHO, the number of people with diabetes increased from 108 million in 1980 to 422 million in 2014. Diabetes can eventually lead to heart attacks, strokes, and blindness.

To avoid these diseases, it is recommended to have a balanced, healthy diet with low fats and sugar. In addition, it is recommended to wake up early and to get at least 6 hours of sleep and no more than 8 hours. Finally, frequent exercise is very important in staying healthy.

While you read

1 Match each picture with the paragraph it was mentioned in. Use numbers (1-4).

A: ___ B: ___ C: ___ D: ___ E: ___ F: ___

2 Answer the following questions:

1. Mention three bad habits that can lead to health problems.
2. What does WHO stand for?
3. How many overweight people are there in the world? How many of them have obesity?
4. From 1980 to 2014, how much did the number of people who have diabetes increase?
5. When does diabetes occur?
6. What advice is given in the text to stay healthy?

After you read

1 Search the internet to find other health problems that can result from an unhealthy diet.

WRITING

The listing comma

When making a list, **commas** are the most common way to separate one list item from the next. The final two items in the list are usually separated by *and* which can be preceded by a comma (the comma before *and* is *optional*).

1. Separating nouns:

- *I want to eat a **steak, fries, salad and mushroom soup.***

2. Separating adjectives:

- *Cinderella was **young, kind, and beautiful.***

3. Separating verbs:

- *You should **wash, chop and fry** the onion before you spread it on bread.*

1 Combine these sentences into one sentence using commas.

1. When I go shopping, I will buy vegetables. I will buy fruit. I will buy milk.
2. Yasmin is intelligent. Yasmin is confident. Yasmin is kind.
3. On Saturday, I want to go to Ramallah. I want to go to the cinema. I want to watch a movie. I want to eat pizza.

2 Write a short paragraph about one of the following topics using what you have learned:

1. Make breakfast, lunch, and dinner plans and mention which nutrients are in each meal.
2. Choose a dish you like, list the ingredients, and give the instructions for making it, using imperative verbs.
3. Create your own healthy lifestyle plan for one day. Include the time of waking up, meals of the day, hours of exercising, etc.

ANSWER KEYS

Unit 1

Page 2

Q2 Getting started

1. shaking hands
2. waving
3. hugging
4. bowing
5. kissing on cheeks

Page 3

Q2 Vocabulary

1. warrior
2. relatives
3. polite
4. especial
5. button
6. social status

Page 4

Q1 Reading

1. B
2. A
3. C
4. E
5. D

Q2 Reading

1. F
2. T
3. T
4. F
5. F
6. F

Page 5

Q3 Reading

1. B
2. C
3. B
4. A
5. C

Page 6

Q1 Grammar

1. (3)
2. (2)
3. (1)
4. (3)
5. (2)

Q2 Grammar

1. rises
2. don't (do not)
3. writes
4. go
5. has

Page 7

Q1 Pronunciation

- [s]: cook, stop.
[z]: go, feed, bring.
[iz]: teach, wish, relax, chase.

Q1 Listening

1. T
2. F
3. T
4. F
5. T

Q2 Listening

1. A professor
2. A student
3. From Syria lives in Qatar.
4. Amman
5. because he has a meeting.

Page 10

Q1 Reading

1. T
2. F
3. T
4. F
5. F

Page 11

Q2 Reading

1. I just signed for the club one hour ago
2. I saw most of the games
3. I hope this season we can improve
4. I don't want to say just one name. All of them had a great season last year.

Page 12

Q1 Grammar

2. How many brothers and sisters do you have?
3. When were you born?
4. Why are you studying English?
5. What does your grandfather have?
6. What did the manager decide?
7. Which countries have you been to?

Q2 Listening

1. T
2. T
3. F
4. F
5. F

Page 13

Q2 Getting started

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

Page 14

Q2 Vocabulary

1. mute
2. inappropriate
3. noise
4. avoid
5. tidy up
6. rules

Page 15

Q1 Reading

- A. 4
- B. 1
- C. 5
- D. 2
- E. 3
- F. 6

Unit 2

Page 18

Q1 Getting started

1. Breakfast
2. Lunch
3. Dinner
4. Snacks
5. Desserts

Page 19

Q2 Vocabulary

1. diet
2. wound
3. consume
4. nutrient
5. hunger
6. immunity

Page 20

Q1 Reading

- A. 4 (Minerals)
- B. 3 (Vitamins)
- C. 2 (Protein)
- D. 5 (Fat)
- E. 1 (Carbohydrate)

Page 21

Q2 Reading

1. C
2. B
3. B
4. B
5. A

Page 22

Q1 Grammar

1. Makluba is made in Palestine
2. Calcium is found in dairy products
3. A lot of cheese is produced in the Netherlands
4. Musakhan is cooked with olive oil.
5. Serious wounds are treated at hospitals.

Q2 Grammar

1. don't (do not) eat
2. is consumed/ turns
3. found
4. are asked
5. makes/ is made

Page 23

Q1 Pronunciation

- [u:]: root, loot.
[U]: put, wood.
[i:]: keep, seat.
[I]: kit, sit.
[e]: get, pet.

Q1 Listening

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

Q2 Listening

1. E/ olive oil
2. D/ fish oil/ (our) bones
3. carrots/ sight
4. K/ dark vegetables/ blood/ wounds.

Page 24

Q2 Getting started

1. Musakhan—Palestine
2. Lasagna—Italy
3. Shakshuka—Tunisia
4. Mansaf—Jordan
5. Doner Kebab—Turkey
6. Dumplings—China
7. Sushi—Japan

Page 26

Q1 Reading

- A. 2 (Japanese cuisine)
- B. 3 (Italian cuisine)
- C. 1 (Palestinian/Jordanian cuisine)
- D. 3
- E. 1
- F. 2

Q2 Reading

1. F
2. F
3. T
4. T
5. F
6. T

Page 27

Q3 Reading

1. Each country has a special cuisine it is known for.
2. Japan has one of the most varied cuisines in the world.
3. Fish and whales' meat are some of the main ingredients of Japanese cuisine.
4. There are other ingredients that contribute to this special cuisine.
5. Italian dishes are created in every country in every house.

Q1 Grammar

2. Eat healthy food every day.
3. Use olive oil when frying onions.
4. Include all of the nutrients in your meals.
5. Chop the carrot into small pieces and boil them for 10 minutes.

Page 28

Useful language

1. Chop
2. put
3. pour
4. boil
5. roast
6. spread
7. fry
8. take

Q1 Listening

- 1. A
- 2. C
- 3. B
- 4. B
- 5. B

Page 29

Q2 Vocabulary

- 1. excessive
- 2. blindness
- 3. occur
- 4. eventually
- 5. recommend
- 6. obesity

Page 31

Q1 Reading

- A. 3
- B. 4
- C. 1
- D. 2
- E. 4
- F. 1/2

Unit 3

Page 34

Q2 Vocabulary

- 1. wonder
- 2. tomb
- 3. carve
- 4. statue
- 5. structure
- 6. entertainment
- 7. temple

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Q1 Reading

- A. 8
- B. 4
- C. 3
- D. 7
- E. 6
- F. 1
- G. 5
- H. 2

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Q2 Reading

- 1. F
- 2. T
- 3. T
- 4. F
- 5. T
- 6. F
- 7. F
- 8. T

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Q1 Grammar

- 1. was painted
- 2. flew
- 3. was built
- 4. thought/ was told
- 5. caught/ was constructed

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Q1 Pronunciation

- [d]: live, open, close.
- [t]: cook, pick, park, talk.
- [id]: hate, need, fold.

Q1 Listening

- 4
- 2
- 5
- 3
- 6
- 1

Q2 Listening

- 1. 2 hours/ bad weather
- 2. 3421/ 21
- 3. 14/ 5 minutes
- 4. Amsterdam/ 6
- 5. 18:30 (6:30 pm)/ 76 degrees (F)

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Q1 Getting started

- 1. bazaar (Jerusalem)
- 2. square (Vatican)
- 3. fountain (Rome)
- 4. park (New York)
- 5. roundabout (Paris)
- 6. monument (Washington)

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Q1 Reading

- A. 6
- B. 2
- C. 5
- D. 4
- E. 5
- F. 3

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Q2 Reading

- 1. F
- 2. T
- 3. F
- 4. F
- 5. T
- 6. F

Useful language

- 1. straight
- 2. traffic lights
- 3. cross
- 4. right
- 5. forward
- 6. left.
- 7. turn
- 8. on
- 9. opposite

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Q1 Grammar

- 1. in
- 2. to
- 3. through/ on
- 4. at/ to
- 5. in/ over

Q1 Listening

- 1. Post office
- 2. underground station
- 3. cinema
- 4. bus station

Q2 Listening

- 1. straight
- 2. go
- 3. on
- 4. at
- 5. take
- 6. past/ second