

Pre-intermediate English

2021

A BRIDGE TO SUCCESS

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TEFL-ePAL



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Course name: English Pre-intermediate

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Compiled by:

Mr. Montaser Motia Ujvari

Ms. Nadia Hamad

Ms. Samah Jarrad

Layout design:

Mr. Montaser Motia Ujvari

Reviewers

Dr. Aida Bakeer

Dr. Khaled Dweikat

Mr. Ashraf Abd Elkhaleq

Ms. Zeiadee Khaleel

Dr. Adli Odeh

Dr. Munther Zyoud

Dr. Mahmoud Itmeizh

Dr. Hussam Qadoumi

Dr. Nawal Ibraheim

Dr. Majed Hasanein

Dr. Lina Omar

Mr. Naem Salah

Dr. Khaled Masoud

Refereed by: Prof. Joseph Schmied and Mr. Sven Albrecht

Edited by: PITMAN and Dr. Aida Bakeer.



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The academic and technical staff learned a great deal and shared experiences with EU project partners and were trained to enhance a more profound understanding of teaching, learning, innovation and content design, and they developed an understanding of how ICT tools are integrated into education to facilitate the teaching and learning process. A big number of people contributed to the success of this project, and we would like to express our sincere gratitude and appreciation to all of them.

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Last but not least, we would like to express our gratitude to the EU's programme Erasmus+ for giving the four HEIs in Palestine the opportunity to join different training workshops in Europe, develop their knowledge and expertise, and establish a network with EU partners to support education and renovate the current systems.

Introduction:

This course is prepared and written by a team of professional teachers of English language aiming at integrating state-of-the-art technology into learning and teaching English as a foreign language as well as improving students' ability to communicate fluently in English language. This course also tries to rely on best teaching practices and adopts learner-centered approach where students work as groups and individuals to explore problems and become active learners rather than passive knowledge recipients.

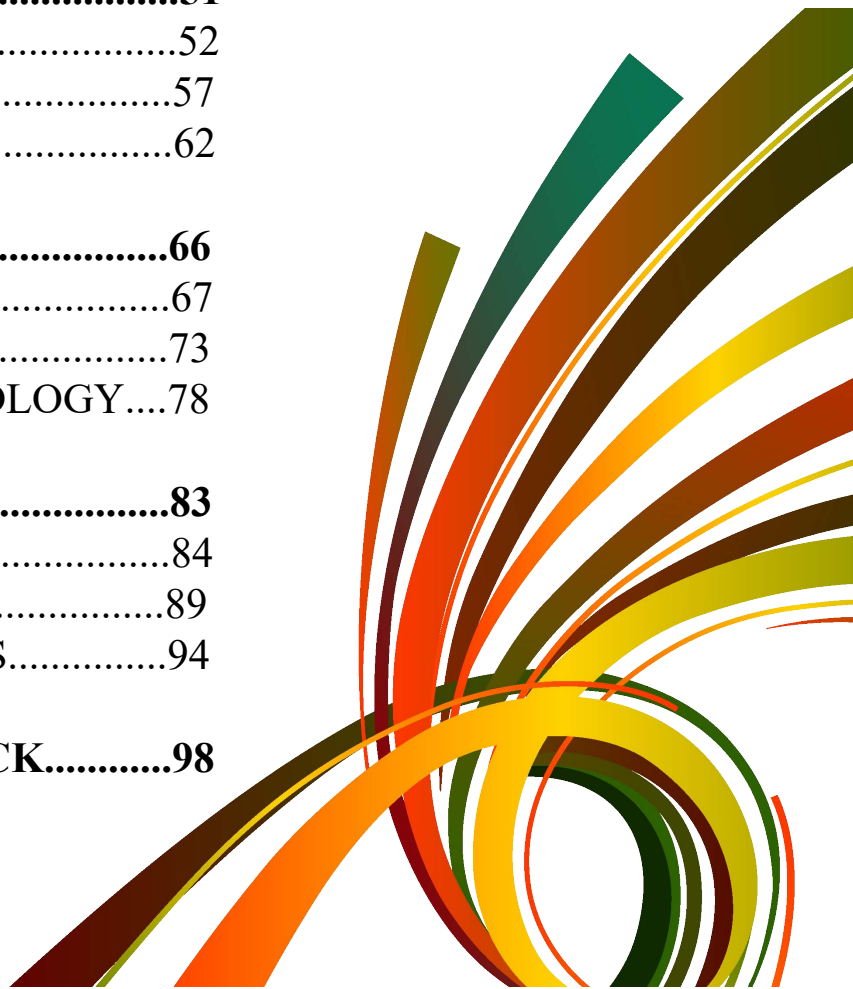
Towards this end, this course is based on active learning and teaching strategies such as collaborative learning, inquiry-based learning, project-based learning, task-based learning, flip learning, and group and pair discussions. The course also seeks to enhance students' linguistic skills. Therefore, the course is comprised of eight units: six major units and two revision units. Each unit contains three reading texts followed by a number of activities and exercises to be carried out by students to ensure active participation.

The topics chosen in these texts are very appealing, interesting and contain a variety of practical and interactive drills and activities. In addition, there are a number of interesting activities with regard to listening, speaking, writing, grammar, videos and language use. The teaching materials included in this course are compatible with online teaching methods through Moodle platform. Therefore, the course can be used in both face-to-face teaching and online teaching by adopting blended learning.



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UNIT 1

MEETING PEOPLE



UNIT ONE

MEETING PEOPLE

1.1 Preview

The first unit of this book introduces you to different cultures and ways of meeting and greeting people. The first section examines how people greet each other in different countries around the world. In this section, you will be familiar with the present simple and know how and when to use it in daily life situations. In the second reading text, you will read a real interview with Mohammad Salah, and you will be able to interview others. To achieve this, you will learn how to form Wh- questions. In the third section, you will be introduced to the etiquette of online meetings, netiquette, and learn what is and is not allowed during online meetings. Also, you will learn the appropriate use of capitalization in writing.

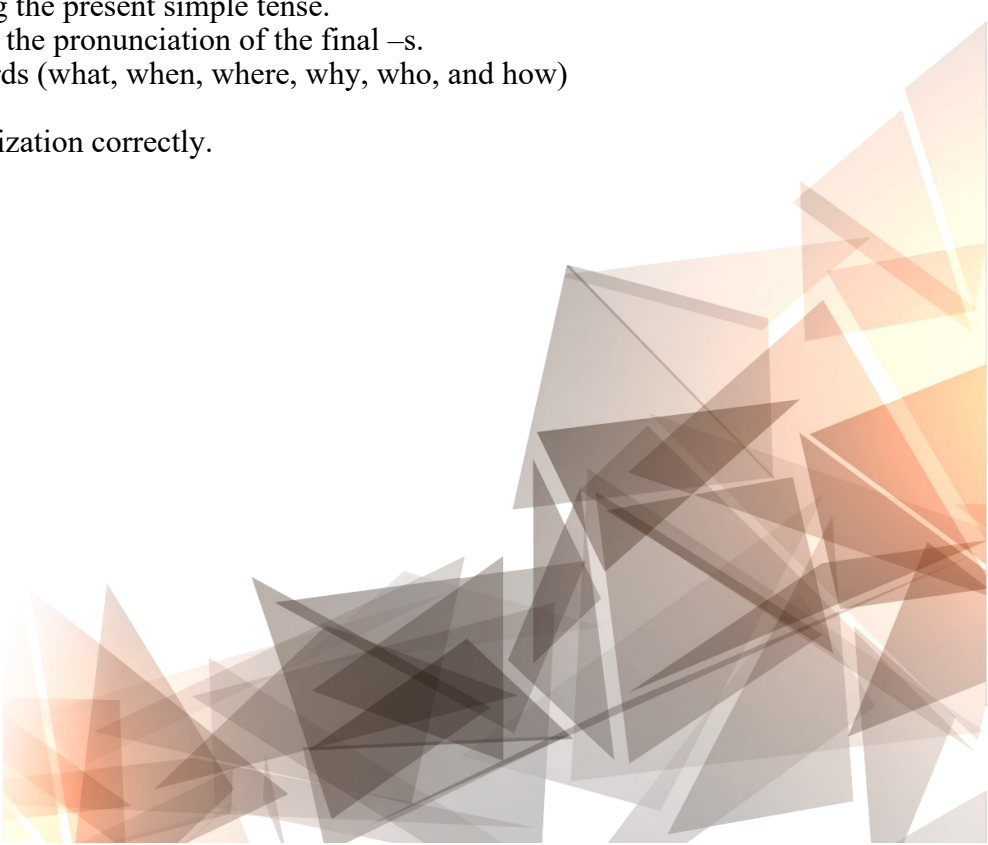
1.2 Unit objectives

Upon completing this unit, students should be able to:

1. be able to introduce themselves.
2. be able to use capitalization correctly.
3. be able to use the present simple in daily life situations.
4. learn necessary vocabulary in greeting other people.
5. learn more about other cultures in greeting people and compare them to the Palestinian context.

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. express habitual actions and facts using the present simple tense.
 4. distinguish between [s], [z], and [iz] in the pronunciation of the final -s.
 5. ask questions correctly using Wh- words (what, when, where, why, who, and how)
 6. conduct interviews with classmates.
 7. write a short paragraph and use capitalization correctly.
- 

GETTING STARTED

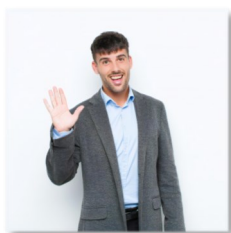
1 Watch the video. Work with a partner and discuss the following questions:

1. What do you think the video is about?
2. Where are the people from?
3. Describe the video and the music in one word.



2 Match the words in the box with the greeting gestures shown below.

shaking hands bowing hugging kissing on cheeks waving



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

1. Which of these gestures are used in Palestine?
2. Which of these gestures are not used in Palestine?
3. Which of these gestures are formal, and which are informal?
4. Can you think of other gestures that Palestinians use when greeting each other?

VOCABULARY

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

1. Ahmad is not a normal student. There is something **special** about him.
2. A handshake is a **polite** way of greeting people.
3. In Japan, people care about **social status** when talking to others; people talk differently to managers, doctors, and workers.
4. Arabs usually have many **relatives** such as aunts, uncles, and cousins.
5. In case of fire, **press** the red button.
6. **Warriors** used to fight with swords, arrows, and shields. Nowadays, they are called “soldiers”, and they fight with guns.

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

1. Salah Al-Din was a great _____ and a great leader.
2. On Eid Al-Adha, Muslims around the world visit their _____.
3. In Palestine, you have to be _____ with older people. It is part of our culture.
4. I don't understand why this car is so expensive! There is nothing _____ about it.
5. When driving, you need to _____ the brake pedal to slow down.
6. In some countries, you should consider people's _____ when talking to them.

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 On special occasions, how do you greet your:

1. parents,
2. siblings,
3. grandparents,
4. aunts,
5. friends, or
6. someone you are meeting for the first time?



2 Look at the pictures below. Can you guess what the text is about? Can you guess where each of these people are from?



Greetings from around the world

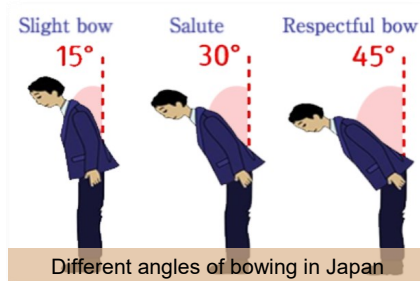
It is impossible to learn all of the languages in the world, but greeting people goes beyond talking and is much more than a handshake. Every culture has a special way of greeting people, and these are some examples from around the world:

1. Palestine

Palestinians usually greet each other with a handshake. But when it comes to close friends or relatives, they kiss each other's cheeks four times: two times on each cheek. In Jordan, this greeting is almost the same, but instead of two kisses on each cheek, Jordanians kiss once on the right cheek and three times on the left.

2. Japan

People greet each other with a bow in Japan. Bows differ in angles and duration depending on the person they are greeting and their social status.



3. Oman

In Oman, men often greet each other by pressing their noses together. Men in other Gulf countries like Qatar do this type of greeting as well. However, this is not common among women.

4. Tibet

In Tibet, people stick their tongues out to greet each other. This is considered a polite greeting gesture showing that the person wants peace. The Tibetan people started doing this to prove that they were not like a cruel king from the 9th century who had a black tongue.

5. The Maasai Tribe, Kenya

The Maasai tribe of Kenya dances the "Adamu", the jumping dance of warriors, to greet visitors. It starts with the telling of a story before the dancers form a circle and start jumping, often trying to make the highest jump. Sometimes a mix of cow's blood and milk is offered to visitors.

While you read

1 Match the paragraphs above with the pictures in the previous page.

1: ___ 2: ___ 3: ___ 4: ___ 5: ___

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

1. The only way of greeting people is through talking. (T/F)
2. Palestinians greet each other by kissing cheeks, but only with close people. (T/F)
3. In Japan, there are different bows depending on the person you are greeting. (T/F)
4. Oman is the only country where men greet each other by pressing their noses together. (T/F)
5. In Kenya, sticking out your tongue is considered a polite greeting gesture. (T/F)
6. The Maasai greet visitors only by dancing. (T/F)

3 Choose the correct answer to each question.

1. The most similar country to Palestine in greeting people is:

- A) Oman B) Jordan C) Japan

2. To show more respect in Japan, bows must have:

- A) longer duration B) lower angle C) both A and B

3. People of Tibet stick out their tongues as a greeting gesture to:

- A) make people feel happy B) show that they want peace C) make fun of people

4. Another country where people press their noses together to greet each other is:

- A) Qatar B) Egypt C) Iraq

5. The Maasai tribe start their greeting ceremony by:

- A) offering a mix of cow's blood and milk B) doing the jumping dance C) telling a story

After you read

- 1 Based on what you have read, what is the most unusual greeting gesture in your opinion?
- 2 Why do you think there are many different greeting gestures around the world?
- 3 Work with a partner. At your university, ask other students at the campus about what they know about greeting people in Palestine, Arab countries, and other countries around the world. Bring what you have found to class and share it with your classmates.


Useful language

Greeting people: Hi/Hello
 Good morning/ Good afternoon/ Good evening

Asking how people are: How are you?
 How are you doing?
 How have you been?

Welcoming people: Nice to meet you
 It is my pleasure
 I am honored.

Leaving: Bye/ Goodbye
 See you later/ See you again
 Farewell

 Which of these expressions are formal? Which are informal? Use these expressions to make a conversation with a partner.

GRAMMAR

Present simple

The present tense is the base form of the verb:

- *I **work** in Nablus*

With the third person singular (she/he/it), we add an -s:

- *She **works** in Nablus*

Pronouns	Affirmative	Negative
I We They You	work play watch	don't work don't play don't watch
He She It	works plays watches	doesn't work doesn't play doesn't watch

We use the present simple to talk about:

1. Something that is true in the present:
*He **lives** in Jericho.*
2. Repeated actions:
*I **play** football every week.*
3. General facts; something that is always true:
*The human body **contains** 206 bones.*

These adverbs can be indicators of the present simple:

always, often, usually, sometimes, rarely, never.

Negatives

We add *not* to the auxiliaries *do* and *does* (*do not/ does not* or *don't/ doesn't*) to make negatives with the present simple:

*He **does not live** in Jericho.*

*I **don't play** football every week.*

*The human body **doesn't contain** 206 bones.*

Note: when using negatives, the verb returns to base form.

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

1 Read the following sentences and decide how the present simple is used in each one. Use numbers 1-3 to indicate the uses described above.

1. Water boils at 100 degrees. ()
2. I usually have eggs for breakfast. ()
3. I work as a teacher. ()
4. Water consists of hydrogen and oxygen. ()
5. I watch movies with my friends at weekends. ()

2 Fill in the blanks with the correct form of each verb.

1. The sun _____ (rise) in the east.
2. Usually, I _____ (not/shake) hands with people I don't know.
3. He is an author. He _____ (write) novels.
4. Every weekend we _____ (go) to the cinema to watch a movie.
5. Air pollution _____ (have) bad effects on the environment.

3 Go back to the text p.4 and underline three sentences that use the present simple.

PRONUNCIATION

Final -s/-es

The final -s is pronounced as [s], [z], or [iz].

If the final -s comes after [k], [t], or [p], it sounds as [s].

Examples: it breaks, he helps, she beats.

The final -es is pronounced as [iz] after [ch], [sh], [s], [z], and [x].

Examples: she watches, he washes, she crosses, it freezes, he fixes.

The final -es is pronounced as [z] after voiced sounds like [n],[d],[g],[b], [v], and vowels.


Examples: he sees, she reads, it shines.

1 Form the verbs with the pronouns *he/she/it* and put them in the correct column by sound.

cook go stop teach wish relax feed bring chase

[s]	[z]	[iz]

LISTENING

1  Listen to the conversation and decide whether the following sentences are *true* (T) or *false* (F).

1. Fatima is Soaud's friend. (T/F)
2. Khalid works as a doctor in a hospital. (T/F).
3. Soaud is from Jordan. (T/F)
4. Khalid is from Qatar, but he lives in Damascus. (T/F)
5. Qatar University is very close to Al-Dafna.

2  Listen to the conversation again and answer the following questions:

1. What does Khalid do?
2. What does Soaud do?
3. Where is Khalid from? Where does he live now ?
4. Which city in Jordan is So'ad from?
5. Why did Khalid have to go?

3 Read the dialogue p.102 then practice it with your partner.



GETTING STARTED

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

1. What do you think the video is about?
2. How many languages could you recognize from the video?
3. How do these people feel about hugging and kissing cheeks when greeting? How are their responses different from each other?

2 Jigsaw activity: form four groups of four. The teacher will give each student in the group a piece of paper which contains some information about one of these topics:

1. job interviews,
2. scholarship interviews,
3. celebrity interviews (famous people),
4. and police interviews (interrogations).

Think about the topic that the teacher gave you for five minutes and write some notes. What is the purpose of the interview? What happens in this interview? How is this interview different from the others?

After taking notes, look for students who have got the same topic as you and make a group. Share your ideas about the topic for twenty minutes and write down new ideas that other students introduced.

Finally, go back to your original group and tell the others everything you have learned about your topic.

VOCABULARY

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

1. Football **seasons** usually start in September and end in April.
2. Mohamed Salah **signed** for Liverpool in 2017.
3. You need to work hard to **improve** your skills.
4. Mohamed Salah is a **fantastic** player! He is one of the best players in the world.

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. Then, share these sentences with the rest of the class.

READING

Before you read

- 1** Have you ever had an interview? If so, what was the purpose of this interview?
- 2** Look at the picture below. Do you know the people in the picture? What are they doing? What do you think is happening?



An Interview with Mohamed Salah

Welcome to the club – how does it feel to be a Liverpool player?

I'm very excited to be here. I'm very happy. I was in Egypt and I came two days ago. I was in Liverpool and I just signed for the club one hour ago. Now I'm here and I'm very happy to be here. I would like to win something with the club. Everyone knows the club is very big. We have to do something for the fans and win something.

How much of Liverpool did you see last season?

I saw most of the games. The team was so good. They played very well. I hope this season we can improve.

Who are the players you are excited to play with in the team?

They played so well last season. Mane played a fantastic season, Coutinho, Firmino, Lallana – all of them. I don't want to say just one name. All of them had a great season last year.

How excited are you to be in a football city like Liverpool?

Everyone knows Liverpool is a very big club. We have fans everywhere around the world. You can see on Twitter and Facebook that fans are crazy about the club. I'm happy about that because I feel the love from the fans. I feel the love from the fans in Liverpool here and I'm happy about that.



While you read

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

1. Mohamed Salah feels very happy about joining Liverpool Football Club. (T/F)
2. Mohamed Salah thinks that Liverpool did not play very well before he joined the team. (T/F)
3. Mohamed Salah is excited about playing with his new teammates. (T/F)
4. According to Mohamed Salah, only few people know about Liverpool. (T/F)
5. Mohamed Salah watched all of the Liverpool games last season. (T/F)

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

1. I joined the team one hour ago.
2. I watched a lot of Liverpool's matches last season.
3. I hope that we can get better this year.
4. I don't want to mention one name only because all of the players were fantastic.

After you read

- 1** If you were the interviewer, what other questions would you ask Mohamed Salah?
- 2** Is there a famous person you wish to interview? Who are they? What do they do?

Useful language

Asking about names: Who are you?/ What is your name?

Answering My name is .../ I am ...

Asking about age: How old are you?

Answering: I am ... years old.

Asking about place: Where do you come from?/ Where are you from?
Where do you live?

Answering: I come from ... / I am from ...
I live in ...

Asking about languages: What languages do you speak?

Answering: I speak ... and ...

Role play: Work with a partner. Introduce yourselves to each other and ask each other questions from the previous exercise. Then, introduce your partner to the rest of the class.

GRAMMAR

Wh- questions.

Wh- questions are called like that because they begin with Wh- words as shown in the right table. The answer to Wh- questions is usually a sentence; you cannot answer these questions with “yes” or “no”.

Rule: Wh- word+ auxiliary+ subject+ main verb+ complement.

OR: Wh- word+ verb to be+ subject + complement.

Examples:

1. **How** are you?

- I am fine, thanks.

2. **Where** do you work?

- I work at the Central Hospital.

3. **When** did you go to Spain?

- in 2012

Wh- word	Function
Who	asking about a person
What	asking for information about something
When	asking about time
Where	asking about a place.
Why	asking about a reason
Which	asking about choice
How	asking about manner
How +adjective	asking about the degree of that adjective

1 The underlined phrases should be the answers. The first one is done as an example:

1. I live in Jerusalem. *Where do you live?*

2. I have three brothers and one sister.

3. I was born in 1994.


4. I am studying English because I need it for my job.

5. My grandfather has an old car.


6. The manager decided to give us a day off.

7. I have been to the UK, Germany, and Turkey. (use *which countries*).

LISTENING

1  Listen to the conversation and answer the following questions:

1. What is happening in the conversation?
2. What job is Mary applying for?
3. What was the certificate Mary got from her last job for?
4. What hours can Mary work?

2  Listen to the conversation again and decide whether the following sentences are *true* (T) or *false* (F).

1. Mary likes to learn new things. (T/F)
2. Mary is very organized. (T/F)
3. Mary is taking an English speaking course. (T/F)
4. Mary got the job. (T/F)
5. New workers will have a lot of training for this job. (T/F)

3 Read the dialogue p.102, then practice it with your partner.



GETTING STARTED

- 1 Watch the video. Work with a group of 3-4 people and discuss the following questions:
 1. What is the video about?
 2. What do we call the appropriate behavior for actions like eating and greeting?
 3. Write the differences in shaking hands between three countries from the video, then act them in front of the class.

- 2 These are situations of people talking to each other. Decide if these situations and utterances are considered *polite* or *rude* in your culture.

1. Talking loudly to other people.
2. Offering your hand first when shaking hands with old people.
3. “Hey, move. You are in my way!”
4. “Could you pass me the salt, please?”
5. Putting your hands in your pockets when greeting someone.
6. Giving short answers all the time.
7. “Teacher, repeat the question”.
8. Smiling when greeting people.



VOCABULARY

- 1 Read the following sentences. Use the context to figure out the meaning of the words in **red**.
 1. One of the **rules** of football is that players are not allowed to touch the ball with their hands.
 2. Talking loudly on a bus is **inappropriate**.
 3. Mothers teach their children to **tidy up** their beds after waking up.
 4. We **mute** the TV when we have a phone call so we can hear clearly.
 5. I don't go to parties because I hate **noise**. It makes my ears hurt.
 6. You should **avoid** calling older people by their first name.

2 Fill in the blanks with the appropriate words from exercise 1 p.13.

1. In an online meeting, you should _____ your microphone unless you are the one talking.
2. In Japan, it is _____ to call the people you are not close to by their first name.
3. This machine is making a lot of _____. Turn it off.
4. You must face your problems, not _____ them.
5. We are going on a holiday. Make sure you _____ your room before leaving.
6. To stay safe, please, follow the _____.

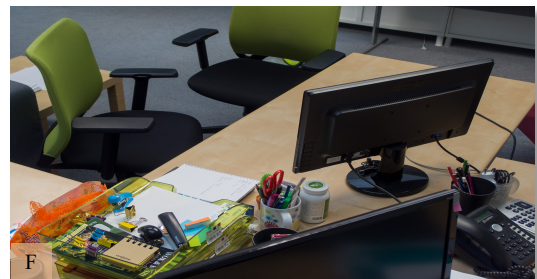
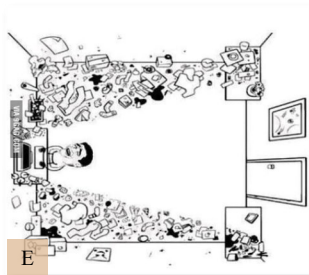
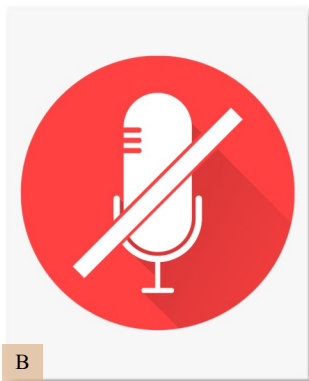
3 Work with a partner. Use the words you have learned in new meaningful sentences. Then, share these sentences with your classmates.

Before you read

1 Do you know any programs used for online meetings and interviews?

2 Have you ever had an online meeting or interview? If so, what was it about?

3 Look at the pictures. What do you see? Can you guess what the text is about?



Netiquette

The etiquette of greeting is a set of rules that everyone is expected to follow when meeting people, like shaking hands, looking people in the eye, smiling, etc. With the development of technology, a lot of meetings happen online, especially when people are in different countries. There are some rules that should be followed during online meetings; these rules are called “Netiquette.”

1. Mute your microphone when you are not the one talking:

When other people are talking, you should keep your microphone muted, especially when you are in an open space like a café, to avoid any noise.

2. Dress appropriately:

In online meetings, people usually open their cameras. Even at home, you should dress appropriately: not necessarily a suit, but not pajamas!

3. Tidy up your room:

It would be inappropriate if you had an online meeting and clothes were in every corner of your room! Therefore, it is better to sit with a wall behind you if you have this issue.

4. Leave the keyboard alone: Even if you are taking notes using the same computer, the sound of typing on the keyboard during an online meeting can be noisy. This would make some people feel uncomfortable, and they might not be able to hear the speaker clearly.

5. No food allowed:

Do not eat food or have drinks during an online meeting. It is inappropriate to have a meeting while others are looking at you eating a sandwich! Even if your camera is turned off and your microphone is muted, you don't know when you will be asked to speak.



6. Stay seated:

Stay in your seat during the online meeting. If you have no good reason to leave your seat, then don't. People are not interested in seeing empty chairs.

While you read

1 Match the pictures on the previous page with the netiquette rules in the text.

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

2 Answer the following questions:

1. What is netiquette?
2. Why do a lot of meetings happen online nowadays?
3. When you are in an online meeting, where should you sit?
4. Why shouldn't you type on the keyboard when you are in an online meeting?
5. Why should you not eat any food or have any drinks in an online meeting even when your camera is turned off and the microphone is muted?

After you read

- 1 Online meetings are useful when people are in different countries. Are there other reasons for using online meetings?
- 2 **Think:** Make two lists of internet etiquette rules for acceptable and unacceptable online behavior.
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 rules people should follow when communicating on the internet.

WRITING

Capitalization

Capitalization is the writing of a word with its first letter in uppercase (capital letter) and the remaining letters in lowercase (small letters).

Capitalization is required in these cases:

1. The first letter of the first word in a sentence.
- *B*owing is not common in our culture.
2. The pronoun "I."
- *I* think *I* have seen you before.
3. Proper nouns:
 - Names of people: *Ahmad, Adam, Sam, etc.*
 - Names of cities and countries: *Jerusalem, Palestine, Berlin, etc.*
 - Names of mountains: *Everest, Alps, Rocky, etc.*
 - Names of water bodies: *Mediterranean Sea, Dead Sea, North Sea, Nile, etc.*
 - Languages and nationalities: *Arabic, English, Spanish, etc.*
4. Titles of books or movies: (every initial letter is capitalized except prepositions and articles)
- *The Lord of the Rings.*
5. Abbreviations: *USA, UK, UNICEF, WHO, etc.* (every letter is capitalized)

1 Correct the capitalization mistakes in these sentences:

1. ibrahim visited the usa last year. he told me he went to california and saw the pacific ocean.
2. i watched a movie yesterday called star wars. it was an interesting movie directed by j.j. abrams.
3. she is british, but she speaks french and chinese in addition to english.

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

1. Write a paragraph about yourself. Write your name, place of living, and any information you find interesting.
2. Interview your partner and ask them questions about themselves. Then, write down their response to every question.

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.

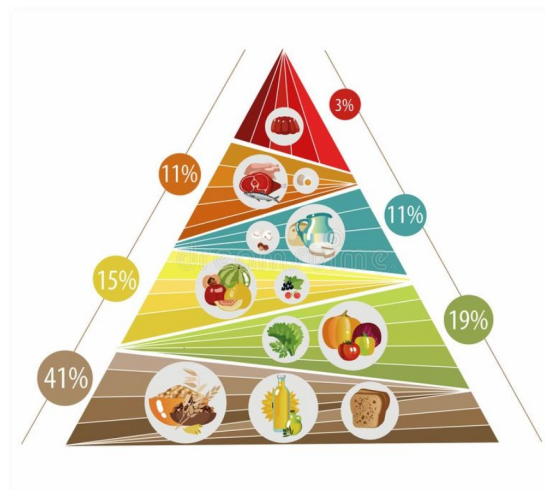
1. My weight is 110 kg! I made up my mind to exercise and follow a healthy _____.
2. This _____ is serious. You need to go to the hospital to get stitches.
3. People must not _____ a lot of fat. Otherwise, it would be dangerous to their health.
4. Calcium is an essential _____ for bones and teeth.
5. 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. Makloubah 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.

UNIT 3

PLACES



UNIT THREE

PLACES

1.1 Preview:

In the third unit of this book, you will read about places from around the world. In the first section, you will read about the seven wonders of the world and learn some interesting facts about them. Also, you will learn how to use the past simple tense to talk about things that happened and ended in the past. In the second section, you will read a description of a full day tour in Jerusalem and Bethlehem. In addition, you will learn how to describe where something is located by using the prepositions of place appropriately. Finally, in the third section, you will read about various biomes in our planet, and you will learn about animals and plants that exist in each biome. Moreover, you will learn how to use prepositional phrases correctly.

1.2 Unit objectives:

Upon completing this unit, students should be able to:

1. be able to talk about places.
2. be able to use prepositional phrases correctly.
3. be able to use the past simple and prepositions of place correctly.
4. learn vocabulary about places, buildings and nature.
5. learn more about places, history, and planet Earth.

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. talk about actions happened in the past using the past simple tense.
4. use prepositions of place to describe the location of something.
5. distinguish between [t], [d], and [id] in the pronunciation of the final -ed.
6. write a short paragraph using prepositional phrases.



GETTING STARTED



1 Watch the video. Work with a group of 3-4 and answer the following questions:

1. What is the video about?
2. How many countries and famous buildings can you name from the video?
3. Have you ever visited any of these countries? Which countries would you like to visit?

2 Test your knowledge. Match the pictures of the structures with their names then with the country in which they exist.

The Statue
of Liberty

Dome of
the Rock

Church of
the Nativity

Alhambra

Hagia Sophia

The Golden
Temple

Brandenburg
Gate



Bethlehem

New York

Jerusalem

Istanbul

Berlin

Granada

Kyoto

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

1. Which of these buildings have you visited before?
2. Which of these buildings do you wish to visit?
3. In which countries are these cities located: New York, Granada, Berlin, Istanbul, and Kyoto? Which of these cities is a capital city?

VOCABULARY

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

1. Niagara Falls is one of the natural **wonders** of the world.
2. The Church of the Holy Sepulchre and the Dome of the Rock are famous **structures** in Jerusalem.
3. In Old Egypt, the Pharaohs were buried in **tombs**.
4. The boy **carved** his name on a tree with a knife.
5. Movies, video games, and sports are types of **entertainment**.
6. Did you know? The **Statue** of Liberty was built in France, not in the USA.
7. The Ancient Greeks built many **temples** to worship their gods.

2 Match the words in exercise 1 p.33 with the appropriate definition. Make changes to the words if necessary.

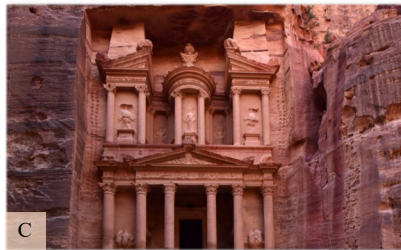
1. _____: something special that makes people feel amazed and astonished.
2. _____: an enclosed place made for dead people to be buried. It is usually made for important people.
3. _____: to cut a hard object like wood or stone to produce something else.
4. _____: a sculpture representing a person or an animal.
5. _____: a building.
6. _____: the action of making people feel happy and providing them with enjoyment.
7. _____: a building used for the worship of a god or gods in some religions.

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

READING

Before you read

- 1 In your opinion, what makes a structure special that encourages people all over the world to visit it?
- 2 Is there a special structure you wish to visit in the future? Where is it located?
- 3 Look at the pictures. Do you know the names of these structures? Can you guess what the text is about?



Wonders of The World

There are many special buildings around the world. However, there are eight structures that are considered to be wonders. In 2007, people around the world voted for the following structures to be the new seven wonders of the world. The Great Pyramid of Giza was granted honorary status as the only surviving structure of the original Seven Wonders of the Ancient World.

1. The Great Pyramid of Giza (Khufu), Egypt

The Great Pyramid of Giza was built in 2560 BC, that is, more than 4500 years ago. Ancient Egyptians built pyramids as tombs to bury their dead Pharaohs. It took them around 30 years to fully build this pyramid.

2. The Great Wall of China

The Great Wall of China was built in 700 BC, which makes it the second oldest among these structures. It is also the longest wall in the world with a length of 21,196 kilometers. The Chinese wanted to defend themselves from the Mongols. Therefore, they built this long wall.

3. Petra, Jordan

Petra was built in around 312 BC by Arab nomads called "Nabateans." What makes Petra special is that many of the structures are carved in stone. Petra is so special that some famous movies were filmed in it.

4. The Colosseum, Italy

The Colosseum was built in 80 AD by the Romans. It served as a huge stage in which people came to watch warriors fight to the death with other warriors or with wild animals like lions as a kind of entertainment.



Transformers. A movie filmed in Petra.



Gladiator. Fighting in the Colosseum scene.

5. Machu Picchu, Peru

Machu Picchu is located on a 2,430-meter mountain. It was built in 1450 AD by the Inca, an empire that ruled Peru at that time. However, people left the city a century later after the Spanish conquest.

6. The Taj Mahal, India

The Taj Mahal was built in 1643 AD. Shah Jahan built the Taj Mahal to show his love for his wife, Mumtaz Mahal. After their deaths, they were both buried in tombs in this monument.

7. Chichen Itza, Mexico

Chichen Itza is a city that was built in 600 AD by the Maya empire that ruled Central America. The structure that looks like a pyramid served as a temple where people worshiped their god, Kukulcan.

8. Christ the Redeemer, Brazil

Christ the Redeemer is a 30-meter statue that was constructed in 1931. It took around 9 years to be built, and it is one of the largest statues in the world.

While you read

1 Match the pictures of structures on the previous page with the paragraph they were mentioned in.

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

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

1. The Great Pyramid of Giza was built to serve as a temple. (T/F)
2. The Great Wall of China was built to protect the Chinese from attacks. (T/F)
3. Many of the structures in Petra were carved, not built. (T/F)
4. The Colosseum was a place where people had meetings. (T/F)
5. The people of Machu Picchu left the city because they were afraid of the Spanish. (T/F)
6. The Taj Mahal is a mosque today. (T/F)
7. Chichen Itza was built by the Inca empire. (T/F)
8. Christ the Redeemer is the newest structure of the new seven wonders. (T/F)

3 Answer the following question:

1. Why was the Great Pyramid of Giza not considered among the new seven wonders of the world and instead was granted an honorary status?
2. What was the purpose of building the pyramids?
3. What activities did people watch at the Colosseum?
4. Why did Shah Jahan build the Taj Mahal?
5. What was the purpose of the pyramid-like structure in Chichen Itza?

After you read

- 1** Do you think there are other structures that deserve to be added to this list? What are they and what makes them special?
- 2** Many movies were filmed at these sites. Have you watched any of them?

Useful language

Expressing the desire to travel: I wish to travel to...
I would like to travel to...
I would like to visit...

Role play: Work with a partner. Ask each other, "Where would you like to go?" Answer the question and share your responses with the rest of the class.

GRAMMAR

Past simple

The **past simple** is a verb tense that is used to talk about things that happened and ended in the **past**.

In the case of **regular** verbs, we add **-ed** to the base form of the verb to change it to the past tense form.

- *I **visited** Italy last year.*

If the base form ends with an **-e**, we just add **-d** to it.

- *I **liked** getting on a boat in Venice.*

Some verbs are **irregular**. We cannot add **-ed** to change them into the past tense form.

- *I **went** to Egypt 5 years ago and **saw** the pyramids.*

When the verb ends in a consonant + y, we change **-y** into **-i** and add **-ed**.

- *I **studied** English at school.*

The base form of *went* is *go*, and the base form of *saw* is *see*.

➡ **Page 101 Vocabulary bank.** See more irregular verbs in their past tense form.

To make negatives with the past simple, we add **not** to the auxiliary *did*. However, the verb is changed back into its base form.

- *I **did not visit** Japan.*

- *I **didn't see** the Taj Mahal.*

These adverbs can be indicators of the past simple:

Yesterday, (two days) ago, last (month), in (2015)

The **past simple passive** is used when we want to put emphasis on the object, or when the subject is unknown or unimportant

- *The **Great Wall of China** was built in 700 BC.*

Instead of: *They (the Chinese) built the Great Wall of China in 700 BC.*

Rule: Object + was/were + verb (past participle) + by *the subject* (optional).

1 Fill in the blanks with the appropriate form of the verb. Choose between *past simple* or *past simple passive*.

1. The Mona Lisa _____ (paint) by Leonardo da Vinci.

2. I _____ (fly) to Madrid yesterday.

3. The Alhambra Palace _____ (build) by the Umayyad Caliphate.

4. I _____ (think) it would be a great idea to visit the Amazon rainforest, but I _____ (tell) it is a dangerous place.

5. Notre Dame _____ (catch) fire last year. It is one of the most famous buildings in Paris, and it _____ (construct) in the 12th century.

2 Write three sentences about yourself using the past simple tense.

3 Go back to the text p.35 and underline three sentences with past simple and three sentences with past simple passive.

PRONUNCIATION

Final -d/ -ed

The final -ed or -d can be pronounced as [d], [t] or [ɪd].

The final -ed or -d is pronounced as [d] if the final sound is **voiced**.

Voiced sounds are sounds in which your vocal folds vibrate when pronouncing them, like [z] and [b].

Example: the word *please* ends with the sound [z], although it is written as (s). [z] is voiced, so the final -d in *pleased* is pronounced [d].

The final -ed or -d is pronounced as [t] if the final sound is **voiceless**.

Voiceless sounds are sounds in which your vocal folds do not vibrate when pronouncing them like [s] and [p].

Example: the word *miss* ends with the voiceless sound [s]. Therefore, the final -ed in the past tense *missed* is pronounced as [t].

The final -ed or -d is pronounced as [ɪd] if the final sound is [t] or [d]. **Examples:** *wanted, faded, landed*.

1 Change these verbs into their past tense forms and put each one in the correct column.


cook hate live need pick fold park open close talk

[d]	[t]	[ɪd]

LISTENING

1 Before you listen, put these sentences in the correct order.

- ___ Wait at the boarding gate.
- ___ Go to the check-in desk.
- ___ Board the plane.
- ___ Go through security checks.
- ___ The plane takes off.
- ___ Arrive at the airport.

2  Listen to the dialogue and fill in the blanks.



1. The flight to Rome is delayed by _____ hours because of _____.
2. Passengers travelling to Tokyo on flight FR _____ should go to gate _____.
3. Gemma and Rayan are asked to go to gate _____. The doors of the plane will close in _____ minutes.
4. Passengers with young children who are going to _____ on flight KL1050 should go to gate _____.
5. The time in New York is _____ and the temperature is _____ degrees.

GETTING STARTED

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

1. What is the video about?
2. Do you recognize some of the cities and places from the video?
3. Which of these cities and places have you visited before?



2 Match the words in the box with the landmarks in the pictures.

square fountain bazaar monument roundabout park



3 The landmarks in the previous pictures are all famous. Do you recognize any of them? Do you know any similar landmarks in Palestine?

4 Jigsaw activity: form four groups of four. The teacher will give each student in the group a piece of paper which contains some information about one of these topics:


1. cultural/ historical tourism,
2. religious tourism,
3. medical tourism,
4. and pleasure tourism.

Think about the topic that the teacher gave you for five minutes and write some notes. What is the purpose of this type of tourism? What do people do in this type of tourism? How is this type different from other types?

After taking notes, look for students who got the same topic as you and make a group. Share your ideas about the topic for twenty minutes and write down new ideas that other students introduced.

Finally, go back to your original group and tell the others everything you have learned about your topic.

VOCABULARY

- 1 Read the following sentences. Use the context to figure out the meaning of the words in red.
 1. Last year, I went on a **tour** in Hebron city. It was amazing.
 2. Tourism sometimes has negative **impacts** on the environment. For example, tourists sometimes leave plastic bottles at beaches.
 3. Some **residents** of Jerusalem speak three or four languages because they deal with tourists all the time.
 4. In some cities, **graffiti** is part of the youth culture. In New York, you can find a lot of paintings on the walls.
 5. Narrow **alleyways** separate houses from each other in Palestinian refugee camps.
- 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. Then, share these sentences with the rest of the class.

READING

Before you read

- 1 In your opinion, when visiting a country, city, or place, is it better to explore it alone or with a guide? Why?
- 2 Look at the pictures. Do you know the landmarks in the pictures? Can you guess what the text is about?





JERUSALEM AND BETHLEHEM FULL DAY TOUR (Private Tour)

\$75.00 per person

Time: 9:00 am

Duration: Approximately 7-8 hours

Language: English (other languages available for private tours)

Starting Point: Jerusalem Hotel

Location: 15 Antara Ben Shadad St., Jerusalem off the corner of Nablus road

Ending Point: Tour ends in Bethlehem

Persons:

Date: [Choose...](#)

/
 /

Month Day Year

BOOK NOW

Tour Description

Tour Quick Facts

Getting to Jerusalem (Starting Point)

Leaving from Bethlehem (Ending Point)

Download Our Visitor Guide Series

Reviews (0)



Tour Description

JERUSALEM AND BETHLEHEM FULL DAY TOUR

1. Four Quarters of the Old City: Learn about the diversity of Jerusalem as you walk through its four quarters; the Christian Quarter, the Muslim Quarter, the Jewish Quarter and the Armenian Quarter.

2. Souqs and Bazaars: The tour will take you along some of the most famous souqs and bazaars in the Old City, including Suq Khan al-Zait, Suq Al-Qattanin, Suq Aftimos and Al-Dabbagha, and more.

3. Via Dolorosa (Way of Sorrows) and the Church of the Holy Sepulchre: Retrace the footsteps of Jesus as you walk along the 14 Stations of the Cross ending at the Church of the Holy Sepulchre. Sites and churches include Church of St. Anne and Pools of Bethesda, St. Alexander Russian Church, and John the Baptist Church.

Tour Highlights (Bethlehem)

4. Separation Wall: Walk along the Separation Wall and learn about its impact on Bethlehem and its residents. See some of the amazing graffiti artwork by famous artists such as Banksy.

5. Manger Square: Located in the heart of Bethlehem with the Church of the Nativity standing opposite the Mosque of Omar. The Square is decorated with shops, restaurants and narrow alleyways leading to Bethlehem's hidden quarters and markets.

6. The Church of the Nativity: The Church of the Nativity lies in the center of Bethlehem on Manger Square. It is one of the oldest working churches in existence today, and it was built over the Grotto where Mary gave birth to Jesus.

While you read

1 Match the pictures of landmarks in Palestine with the paragraph they were mentioned in.

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

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

1. In the Bethlehem tour, there are four quarters to visit. (T/F)
2. The Jerusalem tour takes you to the popular markets. (T/F)
3. The final station of the Via Dolorosa is St. Anne Church. (T/F)
4. The graffiti on the Separation Wall is made by unknown artists. (T/F)
5. The Church of the Nativity and the Mosque of Omar are separated by Manger Square. (T/F)
6. The Church of the Nativity is one of the oldest churches in Palestine only. (T/F)

After you read

1 Think: Make two lists of advantages and disadvantages of travelling alone, with friends, and with family.

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

Share: Using your lists, discuss which of the options mentioned above is the best for travelling.

2 Project work: In a group of three, work on one of the following:

1. Search the internet for more tours in Palestine. They can be city tours or nature tours. Create a poster telling tourists about the tour, making sure to include some pictures.
2. Imagine you are a guide. Take some pictures using your own smartphone of the landmarks or places in your city or a city nearby, and make a poster which tells tourists where they should go and which landmarks they should visit.

Useful language

Look at the map page 108. You are required to give directions to someone who wants to go to Alhumz Café from Hotel Crystal. Fill in the blanks with the appropriate words.

traffic lights straight cross right forward left turn opposite on

Walk _____ ahead until you get to the National Hospital. At the _____, _____ the street and walk straight forward until you get to the roundabout. At the roundabout, take your first _____. Then, walk straight _____ and take your second _____. After that, walk straight and _____ right. Finally, walk straight and you will find Alhumz Café _____ your right _____ the Municipality.

Work with a partner. Ask each other for directions on the map, choosing different start and end points.

GRAMMAR

Prepositions of place

There are many prepositions of place. These prepositions tell where something is located.

If something is contained inside something or in a wide flat area (such as a city), we use *in*:

- *The Dome of the Rock is **in** Jerusalem.*

If something is on a line or a horizontal or vertical surface, we use *on*:

- *The cat is sitting **on** the sofa.*

If something is at a point (a building) we use *at*:

- *I will meet you **at** the airport.*

If something starts at one point and ends at another, we use *through*:

- *We walked **through** Qalt Valley.*

If somebody or something is going in a particular direction, we use *to*:

- *The Alleyways lead **to** the Church of the Nativity.*

If something is located on top of something else without touching it, we use *over*:


- *The Golden Gate Bridge is built **over** San Francisco Bay.*

1 Fill in the blanks with the appropriate prepositions.

1. Alhambra is located _____ Granada, Spain.
2. If you go _____ Jericho, you should visit Hisham Palace.
3. In Sebastia, you can walk _____ the ancient Roman ruins which were built _____ a low hill.
4. Let's meet _____ the bus station and go _____ Nablus from there.
5. Tower Bridge _____ London is built _____ the River Thames.


2 Go back to the text on page 41 and underline prepositions of place.

LISTENING

1  Listen to the conversation. While looking at the map p.109, decide where the speakers are giving directions to.

- A. The speaker gives directions to the _____
- B. The speaker gives directions to the _____
- C. The speaker gives directions to the _____
- D. The speaker gives directions to the _____



2  Listen again and fill in the gaps with the missing words.

1. Go _____ on.
2. _____ past the traffic lights.
3. It's the building next to the library _____ the left.
4. _____ the roundabout, turn left.
5. Then _____ the first left on to Green Street.
6. Go _____ the traffic lights and take the _____ right on to King's Road.

GETTING STARTED

1 Watch the video. Work with a group of 3-4 and answer the following questions:

1. What is the video about?
2. List as many animals from the video as you can. Then, share the list with the other groups and see who has listed more. Which animals do you have in common? Which animals did you list that the other groups did not? Which animals did the other groups list that your group did not?
3. What geographical features did you see in the video?
4. According to the video, what are the different geographical features, animals, and plants called?



VOCABULARY

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

1. There are different **species** of tigers like Bengal tigers, Siberian tigers, and Malayan tiger.
2. There is no water on the **surface** of the moon.
3. Olive trees **exist** in Mediterranean countries like Palestine, Spain, and Italy.
4. Camels can **survive** without water for many days.
5. Olive trees are **evergreen**. They do not shed leaves in autumn.

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

1. _____: stays green all the year and never sheds leaves.
2. _____: a group or type of living creatures like animals and plants.
3. _____: to stay alive.
4. _____: the outside part of something.
5. _____: to live or to remain.

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

READING

Before you read

1 Describe the climate of Palestine. How is the weather in each of the four seasons?

- 2 What are some of the wild animals that live in Palestine? What are some of the trees and plants that grow in Palestine?
- 3 Look at the pictures. What can you see? Can you guess what the text is about?



Biomes

- Planet Earth is not the home of the human race alone, but also the home of many species of animals and plants. Earth is divided into several large regions called “biomes” in which the same climate, animals, and plants exist. However, this text will present only three of them.
- The first biome is forests. Forests are divided into several types. Tropical rainforests are one of the largest biomes on earth, covering around 7% of Earth’s land surface. They are found in Central America, Western Africa and some parts of Eastern Asia. The weather in tropical rainforests almost never changes; it is always warm and rainy. Tropical rainforests are home to half the plant and animal species on Earth. Parrots and monkeys are some of the animals that live in tropical rainforests.
- Another biome that is found in some areas in the Middle East and North Africa is deserts. The weather is not the same in all deserts, but it is usually very hot in summer. The cactus is one of the common plants that exist in this biome because it does not need a lot of water to survive. Animals that live in deserts are usually cold-blooded like snakes and lizards, but small mammals also live there, like the kangaroo rat and fennec fox.
- The last biome in this text is the Mediterranean biome, which is located in regions around the Mediterranean Sea, but it is also found on the West Coast of the USA. The weather in this biome is hot and dry in summer and cold and rainy in winter. Animals and plants are varied in the Mediterranean biome. Olive and oak trees are examples of the evergreen trees that exist in this biome. Regarding wild animals, gazelles and foxes are some of the common mammals that live in this biome, in addition to many reptiles, like snakes and lizards.



As you read

1 Match the pictures of biomes with the paragraph they were mentioned in. Use numbers (2-4).

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

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

1. Earth is the place where many kinds of animals and plants live.
2. The weather in rainforests is almost the same throughout the year.
3. The cactus is one of the plants that live in the deserts.
4. The cactus does not need plenty of water to stay alive.
5. There are many species of animals and plants in the Mediterranean region.

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

1. Biomes are regions that are defined only by having the same animals. (T/F)
2. There are three biomes on Earth. (T/F)
3. Tropical rainforests are the largest forests in the world. (T/F)
4. Tropical rainforests are only found in Africa. (T/F)
5. Many kinds of animals live in deserts. (T/F)
6. The kangaroo rat and the fennec fox are cold-blooded animals. (T/F)
7. The Mediterranean biome is located around the Mediterranean Sea only. (T/F)
8. Many types of snakes live in the Mediterranean biome. (T/F)

After you read

1 Which biome or biomes is Palestine part of? Explain with examples.

2 Project work: Work with a partner to search the internet for more biomes. Then, make a presentation using a poster or PowerPoint slides with pictures of another biome that was not mentioned in the text. These are suggestions of other biomes:

- Tundra
- Savanna
- Taiga
- Temperate forests
- Temperate grassland
- Alpine
- Chaparral
- Marine
- Coral reef

WRITING

Prepositional phrases

A **prepositional phrase** is a group of words that consists of a preposition, its object, and any words that modify the object.

Prepositional phrases give extra information about the noun.

Prepositional phrases can go after a noun.

- *Let's go to the restaurant in the city centre.* = The prepositional phrase gives information about the location of the restaurant

If there is an **adjective** in a sentence, it usually goes before the noun.

- *Let's go to the big market* = The adjective describes the size of the market.

We can use **adjectives** and **prepositional phrases** in the same sentence.

- *Let's go to the Japanese restaurant in the city centre.* = The noun comes after the adjective and before the prepositional phrase.

1 Put a circle around the noun, put a square around the adjective, and underline the prepositional phrase. The first one is done as an example.

1. I went to the big museum opposite the municipality.
2. I would like to have a fresh fruit salad with ice cream.
3. I am going to a small, calm restaurant by the sea.
4. That big square in Istanbul is always full of people. What is it called?
5. There is a famous statue in Tokyo city of a dog named Hachiko.

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

1. Choose a country, a city or a place you would like to visit. Why would you like to visit it? What would you do there? With whom would you like to go?
2. Create a description of a tour in your city or a nearby city, telling tourists where to go. Mention known landmarks, restaurants, cafés, etc.
3. Imagine you are going on a camping trip. Which biome would you like to camp in? Why?



GRAMMAR

1 Choose the correct answer for each question:

1. Eiffel Tower _____ in Paris.
A) locates B) is located C) located D) locate
2. What _____ you usually do at weekends?
A) do B) does C) did D) are
3. Last summer we _____ to Morocco. It was beautiful.
A) go B) goes C) went D) gone
4. Leaning Tower of Pisa _____ in 1173 AD.
A) build B) built C) is built D) was built
5. _____ is the capital of Japan?
A) Where B) What C) When D) Which
6. _____, please. I cannot hear you.
A) Speaking up B) Spoken up C) Speak up D) Spoke up
7. _____ tourists visit Jerusalem every year?
A) How much B) How many C) How often D) How long
8. Olive oil _____ in Palestine.
A) is produced B) was produced C) produced D) produce
9. I usually _____ tea for breakfast.
A) drink B) drinks D) drunk C) drank
10. He _____ his car a long time ago.
A) sell B) sells C) sold D) selling
11. Don't _____ here, please!
A) smoke B) smoked C) smoking D) smokes
12. Where _____ you go last summer?
A) do B) does C) is D) did

2 Make these sentences into negatives then correct the information in the sentences. The first sentence has been done as an example.

1. The sun rises in the west. *The sun doesn't rise in the west. It rises in the east.*
2. The Chinese built the Pyramids.
3. Apples contain protein.
4. Al-Ibrahimi Mosque is located in Ramallah.
5. Gravity was discovered by Albert Einstein.
6. Maklouba is made in Italy.
7. Cows eat meat.

VOCABULARY

1 Fill in the gaps with the words that you have learned in units 1-3.

1. Uncles, aunts and cousins are called _____.
2. Interrupting people when speaking is an _____ behavior.
3. Overweight people are advised to go on a _____.
4. In some countries, pineapple is used as an _____ of Pizza.
5. _____ use of salt can lead to high blood pressure.
6. Architects design buildings and _____.
7. Let's take a _____ around the city. It will be fun!
8. Bamboo trees _____ in China.

2 Choose the correct answer:

1. A person's place or importance in the society is referred to as:
A) obesity B) social status C) netiquette D) politeness
2. A place where people of religions other than Islam, Christianity, or Judaism worship their gods:
A) mosque B) church C) tomb D) temple
3. People who fought in wars in the past are called:
A) warriors B) tourists C) athletes D) soldiers
4. The body's ability to fight or resist diseases is referred to as:
A) nutrients B) ingredients C) immunity D) diet
5. Blindness is the inability to:
A) hear B) see C) walk D) talk
6. Alleyways are:
A) wide streets B) big squares C) long roads D) narrow paths
7. A group of living creatures that are similar:
A) species B) biomes C) plants D) animals
8. A group of dishes made in one country is called a:
A) restaurant B) cuisine C) food D) nutrient
9. A place where important people used to be buried is called a:
A) temple B) pyramid C) tomb D) statue
10. Do you _____ someone if they apologize to you?
A) forgive B) forget C) fight D) compete

PRONUNCIATION

1 Circle the words with different sound:

1. heals needs matches sees
2. sticks cars lights cups
3. seed brief science feed
4. look mute boots youth
5. happened planed hanged wanted
6. head sit bed dead

WRITING

1 Correct the mistakes in the following sentences.

1. Japanese cuisines is very popular it contains many delicious dishes like sushi ramen and noodles.

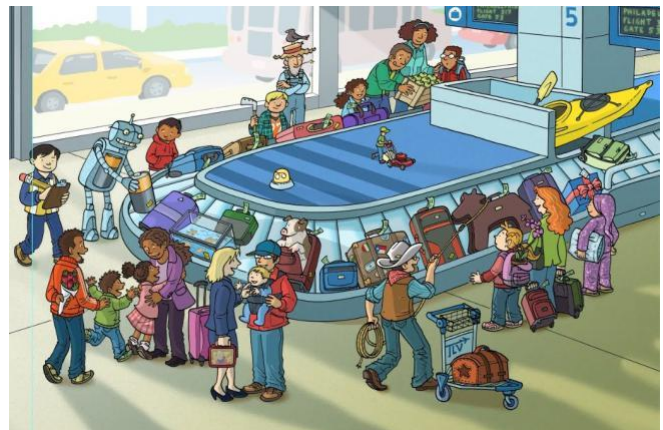
2. ahmad and i will go to the restaurant new in the city centre.

3. my favorite movies are batman spiderman star wars and the lord of the rings.


4. uk is a european country it locates to the north of germany france and the netherlands.

5. i want to travel to a sunny tropical country like malaysia.


2 Describe the following picture in few sentences. Where are these people? What are they doing?



LISTENING

1  listen once to the chef. Put (x) on the ingredients that the chef needs to make cookies.

salt flour oil milk sugar eggs baking powder butter chocolate

2  listen to the chef again. Put the instructions for making cookies in the correct order.

- Add the egg, and the blend in the mixture from the first bowl.
- Use a wooden spoon to put balls of the cookie dough onto a baking tray.
- 1 Mix the flour and the baking powder in a bowl.
- In another bowl, mix the sugar and the butter.
- Allow the cookies to cool for a few minutes, but don't eat them all at once.
- Bake in the oven for ten minutes.

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

Page 35

Q1 Reading

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

Page 36

Q2 Reading

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

Page 37

Q1 Grammar

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

Page 38

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)

Page 39

Q1 Getting started

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

Page 41

Q1 Reading

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

Page 42

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

Page 43

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

Page 44

Q2 Vocabulary

1. evergreen
2. species
3. survive
4. surface
5. exist

Page 46

Q1 Reading

- A. 3
- B. 2
- C. 4
- D. 4
- E. 2
- F. 3
- G. 2

Q2 Reading

1. Planet Earth is not the home of the human race alone, but also the home of many species of animals and plants.

2. The weather in tropical rainforests almost never changes.

3. The cactus is one of the common plants that exist in this biome.

4. it does not need a lot of water to survive

5. Animals and plants are varied in the Mediterranean biome

Q3 Reading

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

Unit 5

Page 52

Q1 Getting started

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

Q1 Vocabulary

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

Page 53

Q2 Vocabulary

1. afford
2. Conversations
3. Borrow
4. Confident
5. Sew

Page 54

Q1 As you read

1. f
2. f
3. f
4. f

Q2

1. Marina's mother
2. Sheila
3. Madeleine

Page 55

Q1 Grammar

1. He often wears...
2. They sometimes wear....
3. Tom is usually...
4. I sometimes wear....
5. They never watch...
6. I can never go shopping...
7. I always go jogging...
8. I never eat....

Q2

1. My sister is always...
2. She is never late...
3. We usually revise
4. Our teacher often gives us...
5. David is sometimes...
6. Mike is never home...
7. We usually visit....

Pronunciation

Page 56

Q1

1. Often- t
2. Doubt- b
3. When- h
4. Wrap- w
5. Whole- w
6. Listen- t
7. Almond- l
8. Psychology- p
9. Change- e
10. Autumn- n
11. Isle- s
12. Hour- h
13. Know- k

Listening

Q1

1. browsing
2. Dresses
3. f
4. Good deal
5. receipt

Q2

1. offer
2. Dress
3. Red, blue, black and green
4. Deals
5. Card

Page 57

Vocabulary

Q1

- 1-1 & 4
- 2-4
- 3-2
- 4-5
- 5-3 & 5
- 6-1 & 3
- 7-2

Page 58

Vocabulary

Q3

1. region
2. Festival
3. Heritage
4. Citizens
5. embroidery
6. Widow
7. Occasion

Page 58

Before you read

Q2

1. traditional
2. Dress
3. Region
4. Embroidery

Page 59

While you read

1. women wear thobs and men wear gumbaz
2. Thob patterns express women's different social positions.
3. because they needed protection from the sun and the sand.

Q2

1. f
2. t
3. f
4. t

Grammar

Page 60

Q1

1. is playing
2. is listening
3. is flying
4. is doing

Q2

1. the water boils...
2. He is leaving a mess....
3. My plane is leaving....
4. Needs revision****

Q3

1. we aren't....
2. I am not cooking ...
3. He isn't making....
4. Susan and her brother aren't....

Q4

1. Is Sally riding...?

Listening

Q2

1. show
2. Honor
3. Tribes, occasions
4. Traditions
5. Heritage

Page 62

Vocabulary Q1

Conduct- carry out

Experiment- test

Assume- suppose

Claim- state

Colleagues- coworkers

Q2

1. experiment
2. Collogues
3. Conduct
4. Claim
5. Assume

Page 64

As you read

Q1

- 1-A
- 2-b
- 3-c
- 4-a
- 5-c

Writing

Page 65

Q1

2. I had...., so I...
3. Ahmed was late... because...
4. Mary cannot..., so...// or Because Mary cannot....., she
5. Muslims visit Mecca because....

Unit 6

Page 67

Q3 Getting started

1. Kahoot
2. Google Classroom
3. Slack
4. Educreation
5. Dropbox

Page 68

Q2 Vocabulary

1. process
2. effectively
3. obvious
4. equipped

Page 69

Q1 While you read

1. First Fact
2. Second Fact
3. Third Fact
4. Fourth Fact

Q2 While you read

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

Page 70

Q3 While you read

1. 2 (Samsung and Apple)
2. 1st of April, 1976
3. Greek
4. 8%

Page 71

Q1 Grammar

1. haven't worked
2. have bought
3. have you been
4. has made