

Pre-intermediate English

2020

A BRIDGE TO SUCCESS

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TEFL-ePAL



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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 and ultimately, students can construct their own knowledge.

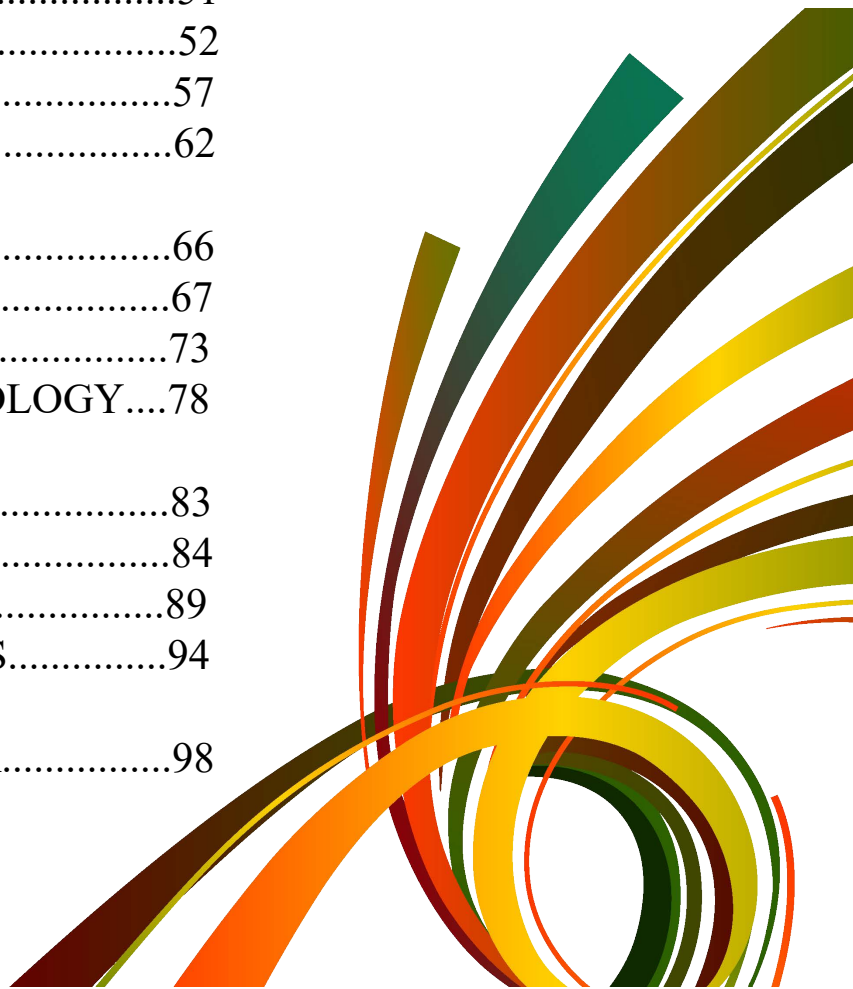
Towards this end, this course is based on active learning and teaching strategies such as collaborative learning, inquiry-based learning, project-based learning, task-based learning, flip learning, group and pair discussion. The course also seeks to enhance students' linguistic skills. Therefore, the 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 method 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 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 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.

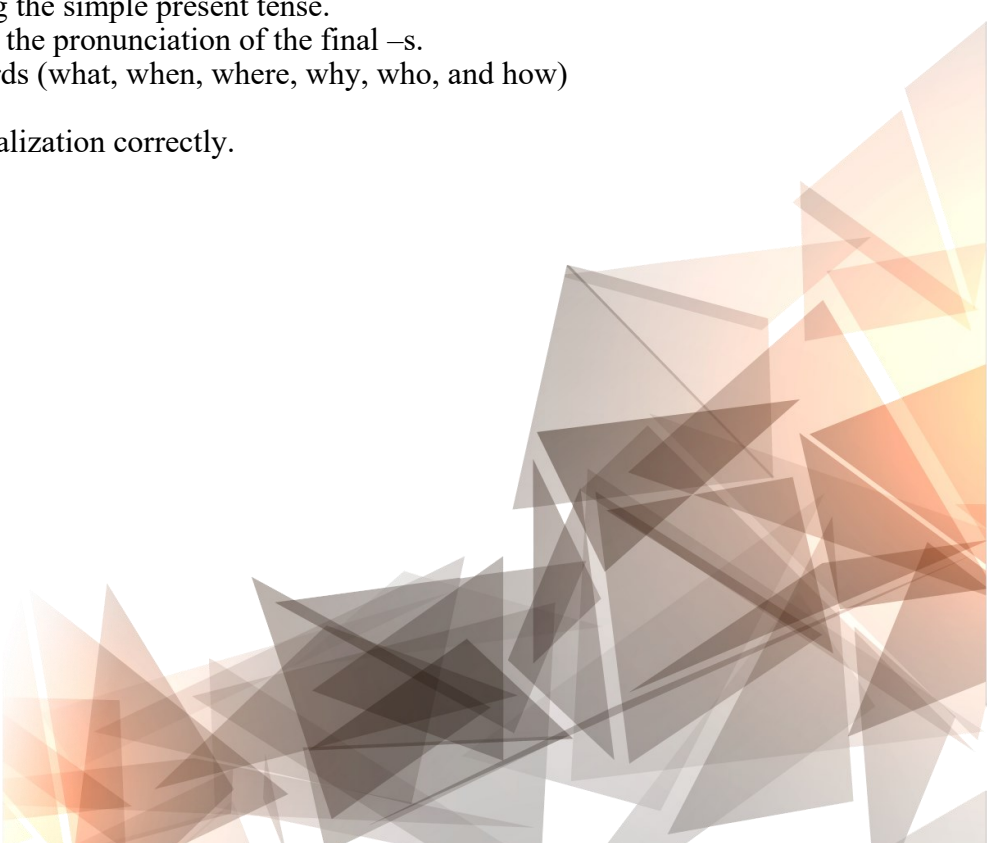
1.2 Unit objectives

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 simple present 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.
- 

UNIT 1

MEETING PEOPLE



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

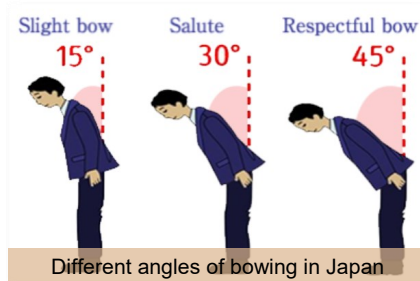
It is impossible to learn all of the languages in the world, but greeting people goes beyond talking and is much more than handshakes. Every culture has a special way of greeting people, and these are some of them:

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 they are different from the cruel king 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] the final -s 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. 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 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.

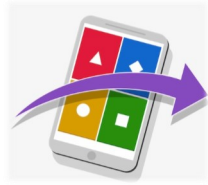
Finally, go back to your original group and tell the others everything you have learned about your topic.

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 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 that because they begin with Wh- words as shown on the right. 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 involve people talking to each other. Decide if these situations and sentences 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.

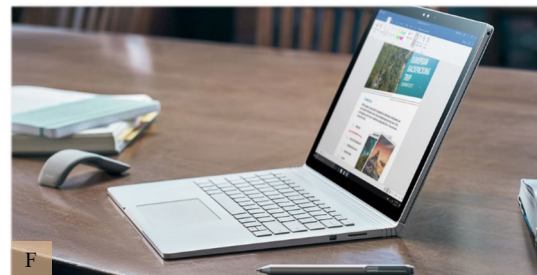
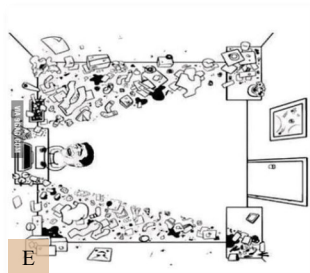
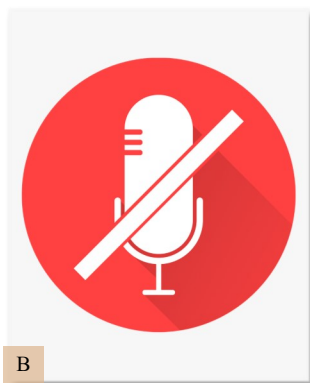
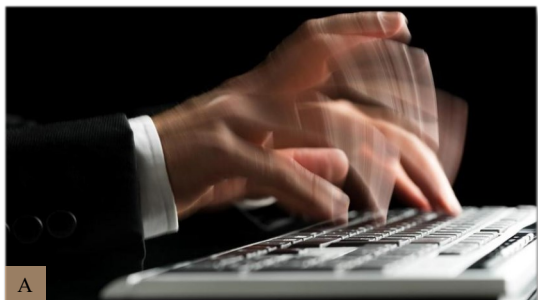
2 Fill in the blanks with the appropriate words from exercise 1 p.13.

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 though you are 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 having 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, UNCIF, 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 the questions you have asked and their response to every question.

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 everyday 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.



UNIT 2

FOOD AND HEALTH



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.

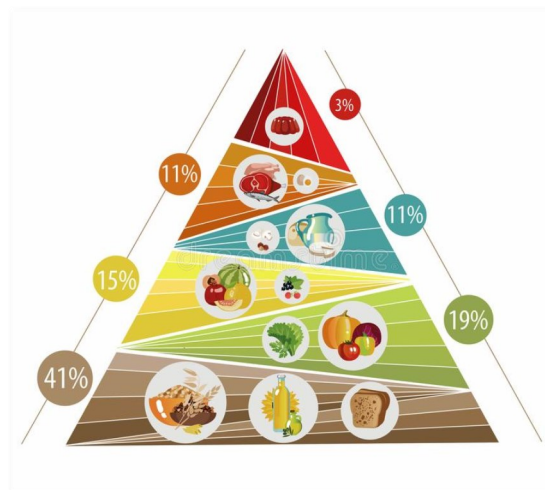
1. My weight is 110 kg! I made up my mind to exercise and follow a healthy _____.
2. This _____ is serious. You need to go to the hospital to get stitches.
3. People must not _____ a lot of fat. Otherwise, it would be dangerous to their health.
4. Calcium is an essential _____ for bones and teeth.
5.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

4. Minerals:

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

5. Fat:

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

6. Water:

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



While you read

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

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

2 Choose the correct answer for each question:

1. Protein is mainly found in:

- A) bread B) fruit C) meat

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

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

3. A main source of vitamins is:

- A) cheese B) fruit C) red meat

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

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

5. The main idea of the text is:

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

3 Answer the following questions:

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

After you read

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

Useful language

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

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

GRAMMAR

Present simple passive

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

-Rice is grown in Vietnam.

Instead of: *People grow rice in Vietnam.*

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

-BMW cars are produced in Germany

Instead of: *They produce BMW cars in Germany*

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

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

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

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

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

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

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

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

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

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

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

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

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

PRONUNCIATION

Vowels

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

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

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

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

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

keep sit root put wood loot pet get kit seat

[u:]	[ʊ]	[i:]	[ɪ]	[e]

LISTENING

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

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

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

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

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

GETTING STARTED

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

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

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

Musakhan

Lasagna

Shakshuka

Mansaf

Doner Kebab

Sushi

Dumplings



Jordan

Italy

Palestine

China

Tunisia

Japan

Turkey

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

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

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

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

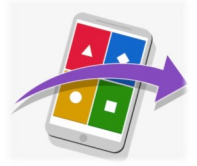
Share: Discuss what makes a Palestinian dish special and how they are different from other global dishes in terms of ingredients and the way of cooking.

VOCABULARY

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

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

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



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

READING

Before you read

- 1 What is your favorite dish? What are its main ingredients?
- 2 What is a dish that you would never eat in a hundred years?
- 3 Do you like to try new dishes, or do you prefer eating the dishes you already know? Why?
- 4 Have you ever tried new food that you liked or did not like? Where was that? Share your experience.
- 5 Look at the pictures. Do you know 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 these cuisines usually have 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 but in the whole world. Italian dishes are created in every country 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 only famous in Italy. (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.

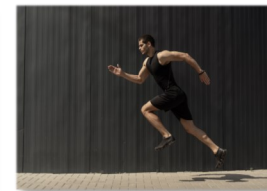
3 Read the dialogue p.103, then practice it with your partner.

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 getting 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 is advice 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 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.



UNIT 3

PLACES



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.

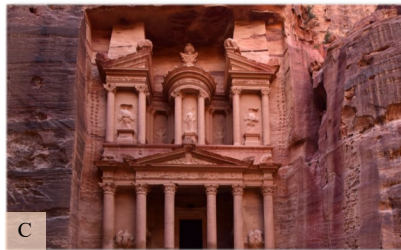
1. _____: something special that makes people feel amazed and astonished.
2. _____: an enclosed place made for dead people to be buried. It is usually made for important people.
3. _____: to cut a hard object like wood or stone to produce something else.
4. _____: a sculpture representing a person or 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 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 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.*

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

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

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

➡ **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 Omayyad 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. 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-Qattanim, 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

- 1 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 the biomes.
- 2 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.
- 3 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.
- 4 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 some 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 called 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.

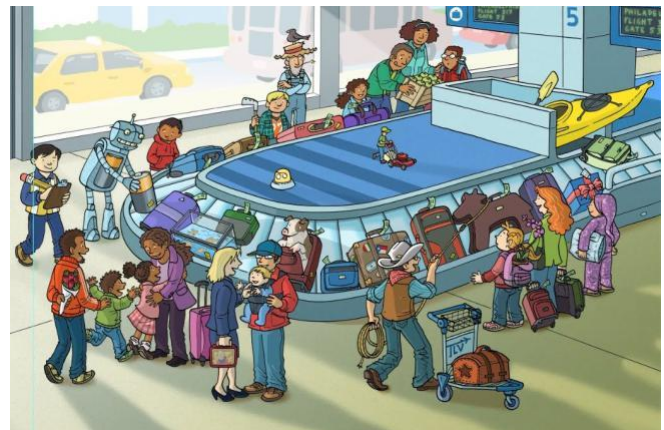
2. ahmad and i will go to the restaurant new in the city centre.

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.

UNIT FIVE

FASHION

1.1 Preview

This unit introduces topics related to fashion starting with clothes articles, then clothes heritage and finally different views on fashion. Unit four also focuses on different grammar and writing topics related to adverbs of frequency and present progressive as well as subordinating conjunctions.


1.2 Unit objectives

At the end of this unit, students will:

1. be able to describe clothing articles.
2. be able to use adverbs of frequency correctly.
3. learn necessary vocabulary about Palestinian heritage and traditional clothes.
4. practice present progressive in speaking and writing.
5. learn more about international fashion trends and people's views on fashion.

1.3 Intended Learning Outcomes

Upon completing this unit, students are expected to:

1. demonstrate knowledge of different clothing articles in English,
 2. identify adverbs of frequency and their location in English sentences,
 3. sketch the role of clothes in heritage,
 4. practice the use of present progressive in real life contexts,
 5. discuss different views on fashion,
 6. use subordinating conjunctions properly.
- 

UNIT 5

FASHION



GETTING STARTED

1 Match the following clothing items with the appropriate pictures.

Cap Boots Purse Jewelry Gloves Scarf Shoes Pocket



2 Read and answer the following questions. Share your answers with a partner.

1. Do you usually go shopping alone or with friends?
2. What is your favorite piece of clothing?
3. What colour looks best on you?

VOCABULARY

1 Match the following expressions which are used for describing clothes with the pictures:

Designer
Casual
Sports
Old fashioned
Elegant
Maternity



2 Fill in the blanks with the appropriate vocabulary items:

afford borrow confident sew conversations

1. I cannot _____ to buy this Gucci coat. It costs a fortune!
2. My friend is obsessed with fashion! All her _____ are about clothes and famous designers.
3. Can I _____ your red dress for the party. I will return it as soon as I can. I promise!
4. I feel really _____ when I wear designer clothes.
5. My mother is a great designer! She can _____ everything!

READING

Before you read

- 1 Are you interested in fashion? Do you follow the latest fashion trends ?
- 2 What is more important to you the comfort of an outfit or your looks?

Fashion...are you interested?

Fashion isn't for me. I don't care about fashion and models. I usually wear comfortable clothes, like jeans, T-shirts and sports shoes or boots in winter. Most of my friends wear the same kind of clothes. We don't talk about famous models, music is our favorite topic of conversation. I don't use make-up either because I'm too young and my skin is fresh and clean.

-Madeleine Whooper.



I'm interested in fashion. I enjoy reading fashion magazines and going to clothes shops, but I can't afford to buy fashionable clothes. They're so expensive!

I've got two or three special outfits that I wear when I go out, but most of the time I wear leggings and a T-shirt. My friends and I often borrow each other's clothes. That way we can all wear something new but without spending too much money.

- Sheila Marple.

I think fashion is important because it says something about your personality. I'm a confident, outgoing person and I want my clothes to reflect this.

I hate looking boring or old-fashioned even at home! Being fashionable doesn't have to be expensive. I sometimes buy ordinary cheap clothes and then alter them at home. I also like designing my clothes. My mother helps me a lot because she can sew very well.

-Marina Fellow.

While you read

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

1. Madeleine is interested in fashion. (T/F)
2. Marina thinks that being fashionable is expensive. (T/F)
3. Madeleine borrows clothes from her friends. (T/F)
4. Sheila's mother can sew very well. (T/F)

2 Answer the following questions.

1. Whose mother helps her in designing her own clothes?
2. Who enjoys reading about fashion and going shopping?
3. Who thinks that she is too young to use makeup?

After you read

1 Work in pairs and discuss whether you agree or disagree with the following statements.

1. What you wear says a lot about your personality.
2. I love buying new clothes.
3. I don't really care about what I wear.
4. Comfort is the most important thing when buying new clothes.
5. I hate having the same clothes as my friends.
6. I love fashion magazines.
7. Second hand clothes can be cool .

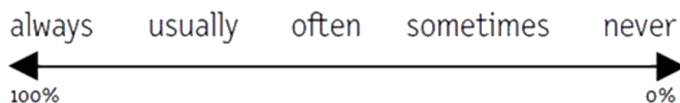
Useful language

Agreeing and disagreeing with statements:	I (dis)agree
	I completely (dis)agree
Expressing opinion:	If you ask me ...
	In my opinion ...
	It seems to me that ...

GRAMMAR

Adverbs of frequency

We use adverbs of frequency to describe how often something happens.



An adverb of frequency goes before a main verb (except with verbs *to be*).

- We **often** watch movies on Friday night.
- He **usually** gets good grades in exams.

Subject+ adverb+ main verb

Abdul is *always* late for classes.

She *never* comes to parties!

An adverb of frequency goes after the verb *to be*.

- Ahmed is **always** on time.
- She isn't **usually** bad tempered.

The adverbs *usually* and *sometimes* can come at the end or at the beginning of a sentence.

- Usually**, Hana calls before coming.
- Hana calls before coming **sometimes**.

Subject+ to be+ adverb

Susan is *always* late.

My parents are *usually* home by 6.

1 Put the adverb between brackets in the appropriate position:

1. He wears casual clothes. (**often**)
2. They borrow clothes from each other. (**sometimes**)
3. Tom is very friendly. (**usually**)
4. I wear flat shoes to work. (**sometimes**)
5. They watch fashion shows. (**never**)
6. I go shopping by myself. (**never**)
7. I go jogging in the morning. (**always**)
8. I eat meat. I am a vegetarian. (**never**)

2 Read and correct the sentences below:

1. My sister is punctual always.
2. She is late to work never.
3. We revise usually for our tests.
4. Our teacher gives often us a lot of homework.
5. David sometimes is a bit sad.
6. Mike never is home at weekends.
7. We visit sometimes museums when we travel.

3 Answer the following questions using adverbs of frequency:


1. When do you usually wake up in the morning?
2. How often do you help parents with house chores?
3. Have you ever been to Paris?
4. How often do you hang out with your best friend?

PRONUNCIATION

Silent letters


In English there are certain “silent” letters that are spelled, but not pronounced. The chart below lists some words that have silent letters. Try to pronounce each word aloud.

Words with silent letters	Sound	Silent letter
debt	/t/	b
knock	/n/	k
climb	/m/	b

1  Listen to the words below and circle the silent letters.

often, doubt, when, wrap, whole, listen, almond, psychology, change, autumn, isle, hour, know.

LISTENING

1  Listen to and answer.

- Vickie is just _____.
- Vickie wants to know if the shop has _____ in stock.
A) dresses B) pants C) bracelets
- Vickie wants to try a bigger size. (True/False)
- Vickie says “that’s a bargain”. A bargain is a _____.
A) good deal B) bad deal C) sale
- Vickie asks for a:
A) receipt B) a bag C) a pen

2  listen to the conversation again and fill in the blanks:

- The shop has a special _____. When you buy a _____, you get one for free.
- The dress comes in _____, _____ and _____.
- The shop assistant tells Vickie that they have a lot of special _____.
- Vickie pays by _____ not cash.

GETTING STARTED

- 1 Where do you think the people in the pictures below are from?
- 2 What are they wearing?

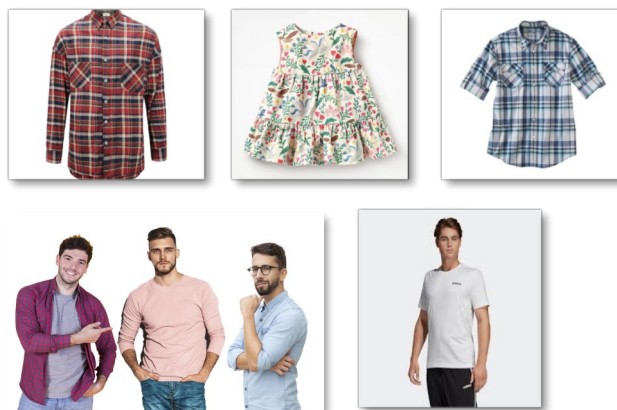


- 3 In pairs ask and answer the questions:
 1. When do people wear traditional outfits (Thobs and Kufiyas)?
 2. When was the last time you wore a traditional outfit?
 3. In general, do you like traditional outfits?

VOCABULARY

- 1 Match the adjectives from the box with the clothes item that they describe. Note: an adjective could be matched with more than one picture.

long-sleeved fashionable floral plain short-sleeved striped short



2 Match the clothes item with the season it is worn in. Note: the clothes items in the box could be matched with more than one season.

Shorts sneakers scarf cap sun glasses gloves hat
boots shirt singlet coat jeans

Winter	Spring	Summer	Autumn

3 Match the words in the box with their definitions below.

region widow embroidery citizens
festival heritage occasion

- _____ an area or a part of a country.
- _____ a big celebration.
- _____ something that a group of people have done for a very long time without changing.
- _____ people living in a country.
- _____ patterns or pictures that consist of stitches sewn onto cloth.
- _____ a woman whose husband died.
- _____ an event that takes place at a certain time.

READING

Before you read

- From the title, what do you think the text is about?
- Read the sentences below and choose the correct words to fill in the gaps:

traditional region embroidery dress

- Mansaf is a _____ dish in Palestine.
- My sister bought a beautiful _____ for the party.
- The _____ has completely changed. I don't recognize anything!
- Palestinian Thob has a lot of _____.

Palestinian Traditional Costumes: The Story of Place and Memory

Almost every country in the world has a traditional outfit that it is very proud of. Citizens of these countries usually celebrate their heritage by wearing these clothes in festivals and national occasions.

In Palestine, women are very proud of their “Thobs” which are traditional dresses that are embroidered in different styles because different regions have their own styles and colors.



In the past, Thob patterns also expressed women’s different social positions: red for brides, blue for widows, blue mixed with other colors for widows considering remarriage.

Men, on the other hand, wear traditional kufiya (Hatta) and a long dress (gumbaz). Men wore these costumes in the past because they needed protection from the sun and the sand. Today, older men still wear them and younger people wear them in national celebrations.



Now, Palestinians of all ages march the streets wearing traditional outfits on July the 25th of every year which coincides with Arab Culture Day in order to reconfirm their identity and to celebrate their heritage.

While you read

1 Answer the following questions:

1. What are the traditional costumes that men and women wear in Palestine?
2. Why do thobs have different colors?
3. Why did men wear dresses in the past?

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

1. Women all over Palestine wear the same thobs. (T/F)
2. Brides wear red thobs. (T/F)
3. Men in Palestine wear the kufiya because they have to cover their hair. (T/F)
4. Women who wish to remarry wear blue mixed with other colors. (T/F).

After you read

1 Work with a partner. Ask and answer the questions below:

1. What are the colors of the traditional thobs of women on your area?
2. Think about the advantages of wearing traditional clothes?

2 Have a chat with the seniors in your neighborhood and record a short 3 to 4 minutes video about their traditional outfits and what they mean for them. Then, share the video with the class.

GRAMMAR

Present progressive

We use **present progressive** to describe an incomplete action which is **in progress at the moment of speaking**.

These expressions can be indicators of the present continuous:

now, at the moment, right now.

Spelling Tips

Add ing to most verbs. play > play**ing**, cry > cry**ing**, bark > bark**ing**.

For verbs that end in e, remove the e and add ing. slide > slid**ing**, ride > rid**ing**.

For verbs that end in ie, change the ie to y and add ing. die > dy**ing**, tie > ty**ing**.

For a verb whose last syllable is written with a consonant - vowel-consonant and is **stressed**, double the last letter before adding ing. beg > beg**ging**, begin > begin**ning**. However: enter > enter**ing** (last syllable is not stressed).

Present Progressive Form			
I	am	I'm	Studying
She He It	is	She's He's It's	
We You They	are	We're You're They're	
+	<ul style="list-style-type: none"> Suha is watching television at the moment. Suha and Ali are playing football now. 		
-	<ul style="list-style-type: none"> Suha is not watching television at the moment. Suha and Ali are not playing football now. 		
?	<ul style="list-style-type: none"> Is Muna talking to her mother at the moment? Are you coming over today? 		

1 Fill in the correct form of the verb:

1. Rebecca ——— chess now. (play)
2. The girls ——— to pop music at the moment. (listen)
3. Mr Smith ——— to the United States in December to visit his children. (fly)
4. Be quiet! Ahmed ——— his homework. (do)


2 Rewrite the sentences using the negative forms.

1. We are walking home today.
2. I'm cooking your favorite meal.
3. He is making pizza right now.
4. Susan and her brother are travelling to Spain.


3 Write questions in present progressive.

1. Sally / ride / her bike/?
2. where / she / go/?
3. what / your mother / do / now?
4. who/ you/ meet/ at 11?

LISTENING

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

1. Sam and Rebecca saw each other a few days ago.
2. Rebecca was watching a T.V. show about “cultural fashion”.
3. Rebecca’s mother is French.
4. Sam thinks that we should celebrate our heritage and pass it to our children.
5. Women in Scotland wear colorful head wraps.
6. Men in Africa wear long dresses.

2  Listen to the dialogue again and fill the gaps with the missing words.

1. Sam was watching a T.V _____ about cultural fashion yesterday.
2. Kilts for Scots are a symbol of _____.
3. Different _____ wear traditional dresses which they use for celebrations and special _____.
4. Rebecca says “these _____ remind us of our history and culture”.
5. Sam believes “it is important to protect our cultural _____”.

GETTING STARTED

1 Look at the pictures and answer the following questions:



1. Do you know who the people in the pictures are?
2. Based on their clothes, would you think they are rich?
3. Do you think rich people always wear fancy clothes?

VOCABULARY

1 Match the words in column A with their synonyms in column B.

A
 conduct
 experiment
 assume
 colleagues

B
 suppose
 coworkers
 carry out
 test

1 Fill in the blank with the appropriate word from the previous exercise:

1. In our school's science _____, we mixed sodium with chloride and the result was salt.
2. My _____ are very friendly. They all visited me in the hospital after the accident.
3. You will never know the answer unless you _____ a research.
4. The police _____ that the money was not stolen.



2 Kahoot it up!!

Practice what you have learned: on your smartphone, go to (www.kahoot.it). First, write the code that the teacher will give you. After that, write your name. Wait for the questions to appear and answer 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 Do you judge people based on what they wear? What do you think of someone who wears a suit?
- 2 Do you think that fashion is a waste of money?
- 3 Look at the pictures below. What can you see? Why do you think there is a huge price gap between the clothes in the pictures?



Down Dressing Equals more Respect?

Traditionally people thought that the flashier you look, the more attention you get. This, however, is no longer the case as researchers from Harvard Business School claim that people who do not follow “normal fashion” get more respect. When you dress down , people would rate you as someone who is “confident” and does not need clothes to reflect their achievements. To prove this, Ms. Bellezza and her **colleagues conducted** a study. In one, people in different types of clothes shopped at expensive boutiques in Milan.

Experiment #1

One group wore casual sports clothes, while the other wore expensive-looking outfits. The sales assistants **assumed** the ones in the sports clothes were the bigger spenders.

Experiment #2

In another test, students rated an unshaven professor wearing a T shirt above an academic wearing a suit and tie.

Conclusion

Bellezza says that this change may be a result of the change we see in how rich people of today dress. In particular, Facebook CEO Mark Zuckerberg's wearing of hoodies and the late Steve Jobs' trademark jeans, sneakers and polo neck tops.

While you read

1 Choose the correct answer:

1. researchers from _____ university conducted a study.

- A) Harvard B) Oxford C) Boston

2. In the first experiment, people who wore _____ were thought of as the bigger spenders.

- A) elegant clothes B) sports clothes C) suits

3. _____ conducted a study.

- A) Steve Jobs B) Mark Zuckerberg C) Ms. Bellezza

4. When you dress down, people rate you as more _____.

- A) confident B) selfish C) arrogant

5. The purpose of this text is to:

- A) give us information about science experiments.
B) give us information about expensive clothes.
C) give us information about how people view fashion nowadays.

After you read

1 Discuss the following topics:

1. It is better to dress down than to wear elegant clothes.
2. The benefits and the downsides of dressing down.
3. The perception of people in Palestine of dressing down. Is it welcomed or frowned upon?



WRITING

Giving reasons

Because is a subordinating conjunction. It shows the cause.

- *I didn't buy the dress **because** I couldn't afford it.*
- *I wore my thob **because** it was National Heritage Day.*
- ***Because** it was cold, I closed the windows.*

So is a coordinating conjunction. It shows the effect.

- *I don't like flashy clothes, **so** I never buy expensive brands.*
- *I like following the latest trends, **so** I always buy fashion magazines.*
- *The water wasn't clean, **so** we didn't swim.*

1 Combine two simple sentences to make one compound sentence with the appropriate conjunction *so* or *because*:

1. I worked really hard. I wanted to pass the exam.

I worked really hard because I wanted to pass the exam

Or

Because I wanted to pass the exam, I worked really hard

2. I had an early meeting today. I woke up early.

3. Ahmed was late for work today. He overslept again!

4. Mary cannot drive very well. She took driving lessons last week.

5. Muslims visit Mecca. They perform pilgrimage.

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

1. Fashion you feel most comfortable to wear to university and how it is different from clothes you wear when you go out with friends.
2. Your favorite shopping destination? When was the last time you were there? With who? And why was it your favorite.

UNIT SIX TECHNOLOGY

1.1 Preview

Unit six explores technology-related subjects. It covers the four skills (Reading, Writing, Listening, and Speaking). The Unit is divided into three sections: the first section presents various technical tools, the second demonstrates the human-technology interaction, and the third shows many types of technology. The reader will be introduced to several passages regarding technology in this Unit, and the student will then utilize the new vocabulary in composing sentences and creating short blogs. This Unit also covers grammatical topics such as the present perfect, adjectives; use, and the employment of conjunctions. In Unit Five, everyone is required to participate by using one of the technological tools discussed. To sum up, this Unit trains students to be responsible digital citizens.

1.2 Unit objectives

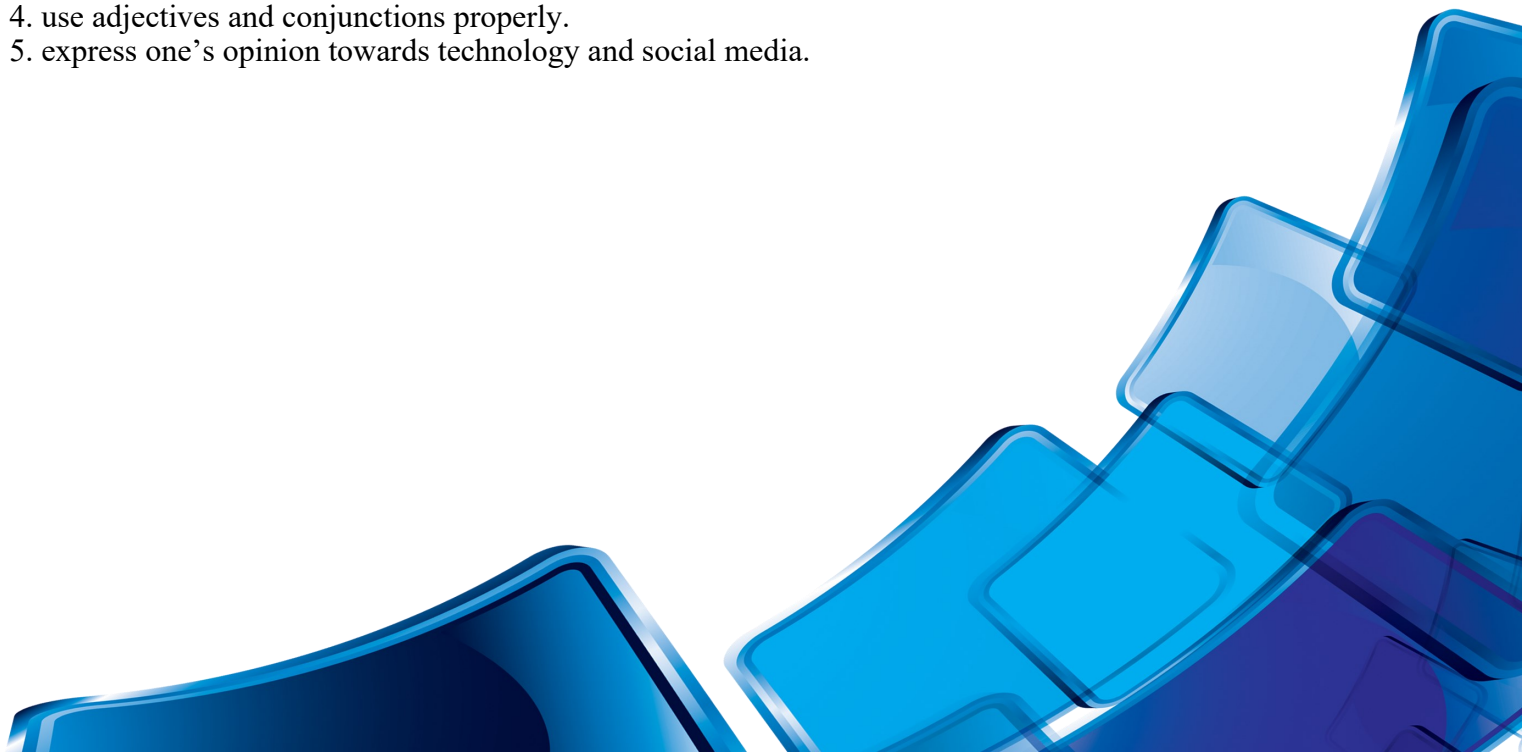
At the end of this unit, students will:

1. prepare to be a responsible digital citizen.
2. enhance the ability to speak about technology by knowing technical vocabulary.
3. express an opinion about technology correctly; then write a short blog.
4. use the present perfect tense in writing and speaking.
5. learn more about the Palestinian university system.

1.3 Intended Learning Outcomes:

Upon completing this unit, students are expected to:

1. explain knowledge of different technical tools in English.
2. pronounce the short and long vowels correctly.
3. practice the use of present perfect in real-life contexts.
4. use adjectives and conjunctions properly.
5. express one's opinion towards technology and social media.



UNIT 6

TECHNOLOGY



GETTING STARTED

- 1 What applications do you use? Make a list of as many as you can.

- 2 Watch the video, then work in pairs and answer the following questions:
 1. Name as many applications as you can. Check with other groups and see who has the longest list.
 2. Which applications in the video do you like? Which ones don't you like? Which application would you like to try?
 3. Would you like to learn via the Internet? Why or why not?

- 3 Match the technological tools in the box with the appropriate pictures.

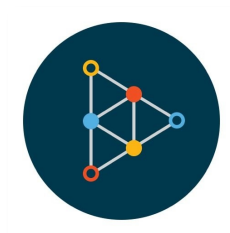
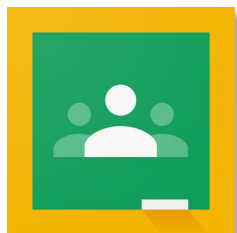
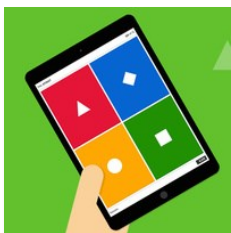
Kahoot!

Google Classroom

Slack

Educreations

Dropbox



VOCABULARY

- 1 Read the following sentences. Use the context to figure out the meaning of the words in red.
 1. Can I borrow your **digital** camera, please?
 2. Has the Internet removed all **communication** problems?
 3. It has been a long time since we discussed the **technical** problems I had on my computer.
 4. Technology has changed the learning **process**.
 5. **Experts** have finally solved the challenges and shared the information with the team.
 6. The classroom **environment** has a large impact on students' learning creativity.
 7. Before starting, make sure to **disconnect** your Instagram account from your Facebook account.
 8. We have talked about **various** subjects for two hours.

2 Fill in the blanks with the appropriate word from the box below:

process effectively obvious equipped

1. Using technology in the learning and teaching ————proved highly significant.
2. Educators usually use computers to create lessons, manage courses, and interact ———— with teachers and students.
3. Was it so _____?
4. Some college students are not _____ for the challenges of their future career.

3 Practice what you have learned: On your smart-phone, 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.



READING

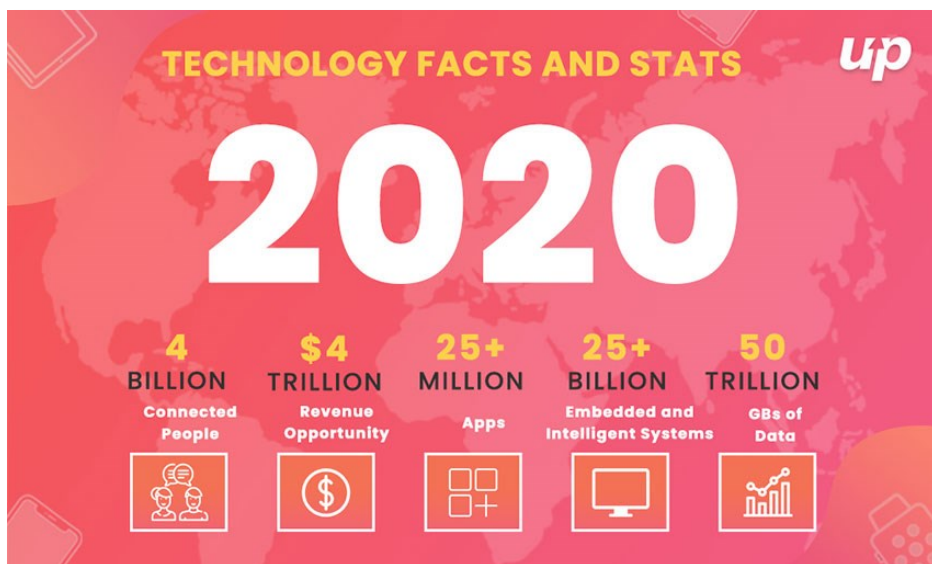
Before you read

1 **Think:** Make a list of technologies that are useful for learning and teaching.

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 how these technologies are useful and can be used in your university.

2 Look at the picture below. Can you guess what the text is about?



Facts and Stats

Technology brings the future we have always imagined. With the following technology facts, you will find interesting information about tech giants such as Google, Apple and Microsoft. Here are a few surprising technology facts that you probably didn't know!

First Fact: Samsung is thirty-eight years and one month older than Apple.

Lee Byung-chul founded Samsung on the 1st of March, 1938, as a grocery store, while Steve Wozniak created Apple Computer Inc. on the 1st of April, 1976. Since then, the two companies have become competitors with each other.

Second Fact: Alexa is always listening to your conversations.

This isn't news to most of you. Siri has been doing it forever. Amazon Alexa, known simply as Alexa, is capable of voice interaction, and it saves your dialogue history to improve your Alexa experience. However, you can delete some or all of these recordings. Users can extend Alexa's capabilities by installing various applications such as weather programs and audio features.

Third Fact: "Android" is gender-specific.

The word "Android" literally means a robot with the appearance of a human male. The Greek prefix "andr-" refers to man, while the prefix "gyn" refers to a woman. Therefore, the female equivalent of this word is a "Gynoid."

Fourth Fact: Over 90% of the world's currency is digital.

This means that most of the money in credit cards, debit cards, direct deposit, and online purchases exist on computers and hard drives, leaving only about 8% of global currency as physical money. Bitcoin is one of the digital assets without a bank. It was invented in 2008 by an unknown person or group of people. Therefore, some economists have criticized Bitcoin as an economic balloon. It has also been used as an investment, although many agencies have issued buyer alerts about Bitcoin.

We have come to the end of these technology facts. Did you learn something new? I hope you did!

While you read

1 Write the number of each fact under the correct picture. Which of the facts are new to you?









2 Choose the correct answer:

1. Samsung was founded on the _____.
A) 1st of March, 1938 B) 1st of April, 1976 C) 1st of April, 1938
2. “Android” literally means a robot with the appearance of _____.
A) human male B) human female C) gender
3. Alexa saves your dialogue history to _____ your Alexa experience.
A) improve B) fail C) support
4. Over 90% of the world’s currency is _____.
A) digital B) coin C) paper
5. Technology brings the future a person has always _____.
A) imagined B) denied C) expected

3 Answer the following questions:

1. How many technology companies are mentioned in the text? Name some of them.
2. When did Steve Wozniak create Apple Computer Inc.?
3. What is the origin of the word Android?
4. What is the percentage of global currency in the form of cash?

After you read

- 1 Prepare a short presentation about some new interesting facts you’ve learned from on the Internet, then have an open discussion for 2-3minutes with your classmates.
- 2 It is often said, “This isn’t news.” Have you used that expression before?

Useful language

Expression: Grease the wheels....
 Hit the button
 Pull the plug
 To be on the same wavelength....

Which of these idioms is used to mean “slow down”? Use these idioms in meaningful sentences.

GRAMMAR

Present Perfect

The “**present perfect tense**” expresses actions that happened at an indefinite time in the past and continue to the present.

The following are **seven cases** in which we use present perfect simple:

- Mohammad and his brother **have tried** many sports.

For actions that happened during a period leading up to the present time. Exactly when the actions happened is unknown or unimportant.

- Someone **has broken** the glass.

When an action happened in the past, and we can see the result of that action now.

- Amal **has just gone** to college.

For actions that happened a very short time ago.

- **Have you ever been** to Nazareth?

With **ever** and **never**.

- **I haven't seen** the Nativity Church **yet**.

In questions and negative sentences with **yet**.

- My aunt and **I have been** to the Gaza Strip.

With actions that happened at an indefinite time in the past.

Affirmative		
Subject	Auxiliary	Verb
he/she/it	has	Past participle
they/we/ you	have	Past participle
I	have	Past participle
Negative		
Subject	Auxiliary	Verb
he/she/it	hasn't	Past participle
they/we/ you	haven't	Past participle
I	haven't	Past participle
Interrogative		
Auxiliary	Subject	Verb
has	he/she/it	Past participle
have	they/we/you	Past participle
have	I	Past participle

Use the **present perfect tense** with the following clues: **just, yet, never, already, ever, so far, up to now, recently, since, for**. Think of some more sentences with present perfect simple tense.

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

1 Read the following sentences and change the verbs into the present perfect simple.

- I _____ today. (not/work)
- We _____ a new car. (buy)
- Where _____? (be/you)
- Ahmad _____ a nice presentation. (make)

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

- Recently, I _____ (visit) Germany.
- That company _____ (produce) olive oil for seven years.
- My uncle and his son _____ (live) in Jordan since I was a child.
- At the university, we _____ already _____ (use) Moodle.
- Fatima _____ (deliver) her presentation yet.

3 Go back to the text p.69 and underline sentences with the present perfect tense.

PRONUNCIATION

Vowels and consonants

In the English language, there are five vowels (a, o, u, i, e) and sometimes y, and 21 consonants, while there are 18 different vowel sounds and 24 consonant sounds.

Short vowels (e, æ, ʌ, ʊ, ɒ, ə) (mentioned in Unit One)

Long vowels: vowel sounds whose pronunciations are the same as their letter names. For example, the long U sound is pronounced like “yoo”. There are five long vowels: long a, long e, long i, long o, and long u. (/eɪ/, /i:/, /aɪ/, /oʊ/, /yu:/.)


1 Try to pronounce the following words correctly. Pay attention to the long vowel sounds:

note be make see rate fine statue so


2 Try to pronounce the following words correctly. Pay attention to the vowel sounds:

always mall about harm man hard


LISTENING

1  Listen to these words and decide which words go under which vowel.

all hid can mute out mark teens
ran task tube call shout means mind

2  Listen carefully to the recording, then decide whether these sentences are *true* (T) or *false* (F).

1. We are living through an educational revolution in the 21st century. (T / F)
2. The impact is felt by a small number of children and their families in several regions of the world. (T / F)
3. People are creating two thousand new websites per day. (T / F)

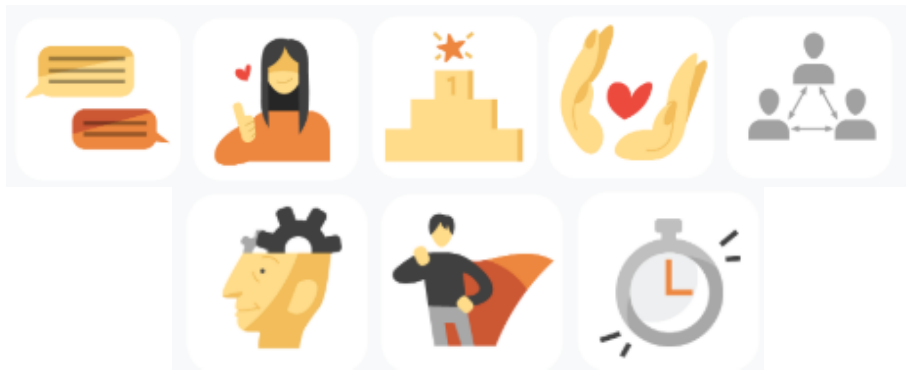
3  Listen again and fill in the blanks:

1. We are living through an _____ revolution.
2. The impact is felt by millions of children and their families _____ the world.
3. Let's _____ for a moment, the world in which they live.
4. They are _____ 35 hours of video every minute.
5. And watching 2 billion _____ videos every day.
6. By the time they leave, school teenagers average nearly 1,000 _____ friends.

4 Use one of the applications you like to record the script as an audio or video recording.

GETTING STARTED

- 1 Have you ever heard of the concept of “Zoom” before? What does it mean?
- 2 Why do people need technology? You may get some ideas from the pictures below, and then share your answer with a partner



communication	study	work	security	problem solving
self-motivation	leadership	team-work	time-management	

VOCABULARY

- 1 Read these sentences. Use the context to figure out the meaning of the word in **red**.
 1. Humans need technology in their **daily** lives.
 2. It is so important to **interact** well in classrooms.
 3. Politics plays a **vital** role in our life.
 4. Students **search for** information on the Internet.
- 2 Match the words in the previous exercise with their appropriate definitions.
 1. _____: occurring every day.
 2. _____: to act upon one another and communicate with others.
 3. _____: very important.
 4. _____: to look carefully in an effort to find something.

- 2 Peer Assessment. Use the words you have learned from exercise 1 p.73 in new meaningful sentences.
Then, ask your partner to give you feedback.

READING

Before you read

- 1 What is the short form of the word “technology”?
- 2 How did you come to university? (by bus, on foot, in a taxi, etc.)

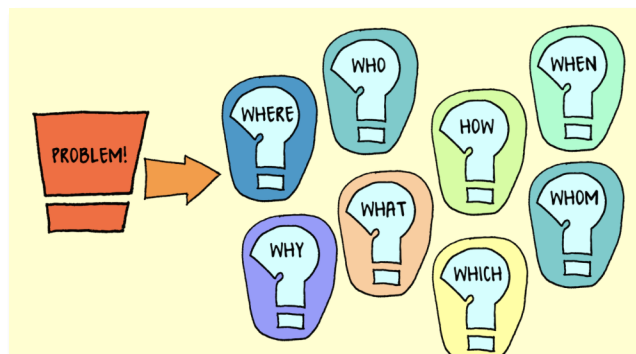
Remember: The most common **prepositions** for **transport** are by, on, and in.

By’ is used when talking about general ways to travel. *I go to university by bus.*

On’ is used for public transport, where one shares the vehicle with other passengers. *I go to school on foot.*

In’ is used when talking about private transport, where you don’t share the vehicle with other passengers. *I came to my work place in a taxi.*

- 3 Project-based learning activity. What major technical problems do Palestinians face when using e-learning from your point of view? Make a short presentation listing the obstacles and challenges after discussing them with your group. Upload your presentation on Moodle, and encourage students to give feedback.
- 4 Do you like using technology? Why or why not?
- 5 Have you ever solved a problem by using technology? Post your experience on the discussion forum on Moodle, and then gather your team experiences, upload the collected data on Moodle as a discussion forum, and encourage students to comment on it.



Learning and Technology

In the twenty-first century, it has been said that a person cannot learn or teach without “tech”. Yet the classroom environment has changed widely. Moreover, technology has equipped learners with new ways of teaching and learning to let learners grow into experts in different contexts and for various audiences. Therefore, because of the Internet, the world is no longer a different place.

Technology plays such a significant role in our lives today, that it is difficult to ignore. There are so many applications to help people work, commute, communicate, and study easily, such as the Moodle application. The term “MOODLE” stands for Modular Object-Oriented Dynamic Learning Environment.

It is an online educational application that has been used for years at most Palestinian universities. Educators usually use Moodle to create lessons, manage courses, and interact effectively with teachers and students.

In 2020, during the difficult times caused by the COVID-19 pandemic, most Palestinian universities have depended heavily on technology and used Moodle as one of the means communicating with students.



Finally, it is so obvious that technology is vital in our lives, and ignoring it means a significant disconnection between learning in school and learning outside it.

While you read

- 1 Decide whether the following sentences are *true* (T) or *false* (F).
 1. The classroom has changed significantly nowadays. (T/F)
 2. Palestinian universities use technology to prepare better students. (T/F)
 3. The Internet has made the world a small village. (T/F)
 4. Humans ignore technology to enjoy life. (T/F)
 5. Moodle is one of the applications for playing games. (T/F)
- 2 Find a sentence in the text that means the same as:
 1. Technology has provided students with knowledge.
 2. People don't need to travel physically nowadays.
 3. It is clear that technology serves humans.



After you read

1 In your opinion, what are the advantages and the disadvantages of using technology in the learning process?

2 **Role-Play:** Choose a partner and act out the dialogue. Use your imagination to complete the dialogue.

A: *Do you think everyone should be trained to use computers?*

B: *That's an interesting question, because in a sense most of us are already using them.*

A: *What do you mean?*

B: *Well, whenever we program our washing machines to work in a certain way, we are using computer circuitry.*

A: *But I'm talking about desktop PCs.*

B: *That's the technology that is popular at present, but it's difficult to predict what we'll be using in five or ten years.*

A: *Would you like to make a guess?*

GRAMMAR

Adjectives

Adjectives in English are singular words that come before the noun or pronoun to give more information in a certain order. There are complex rules that determine the **adjective order**. Here is the basic adjective order:

- Number or quantity – such as four, or few.
- Opinion or quality – such as beautiful or handsome.
- Size – such as big or small.
- Shape – such as round or square.
- Age – such as young or old.
- Color – such as green or white.

1 Go back to the text p.75 and find the adjectives. Use five of the adjectives in meaningful sentences.

1- _____

2- _____

3- _____

4- _____

5- _____

Useful language

Expressions: Break a leg...
Blow a fuse...
Better late than never...
So far so good...

Which of these idioms means “good luck”? Use these idioms in meaningful sentences.

LISTENING

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

1. The interview is an/a:

A) admissions interview B) job interview C) screening interview.

2. The Palestinian student answered with:

A) confidence B) hesitation C) doubts

3. The interviewee is a:

A) student B) professor C) clerk

4. The interviewer asked:

A) How would your friends describe you? B) How would you describe your friends
C) How many friends do you have?

3 Have you ever wondered if you have been pronouncing a word correctly or incorrectly? Many applications may help you. You may visit the following websites to find further information about pronunciation.

4 Work with a partner to record an audio or video interview with a classmate about the attitude of students towards the use of technology in learning. Ask at least five questions, then upload your work as an assignment on Moodle.



GETTING STARTED

- 1 From the title, can you guess some different kinds of technology?
- 2 Look at the pictures below. What do you think the technology is used for? Which one do you like most, and why?

Entertainment Technology Communication Technology Business Technology
 Information Technology Artificial Intelligence



VOCABULARY

- 1 Read these sentences. Use the context to figure out the meaning of the words in red.
 1. This lecture is good **entertainment**.
 2. **Modern** society depends on the role of universities.
 3. Each **individual** is unique.
 4. Some people couldn't control their **emotions**.

READING

Before you read

- 1 What do you know about entertainment technology?
- 2 Have you ever heard about VR?
- 3 Mention some games that use VR.

A New Era of Entertainment Technology

Entertainment technology uses modern technology to make the entertainment experience better and easier. It uses musical systems, video games, and more to keep individuals entertained.

Virtual Reality (VR) is one cool way of doing this. Modern technology is changing the way we entertain ourselves, from music to sports. VR is the name for computer technology that makes a person feel like s/he is somewhere else. It uses software to produce sounds, images, and other emotions to let users feel like they are part of this other place.



To sum it up, technology is applied to almost every aspect of our daily life. We use technology at home and at work. Technology is human knowledge that uses systems, materials, and tools to improve our lifestyle.

While you read

- 1 Answer the following questions:
 1. Why do people use technology in their daily life?
 2. Give an example of modern entertainment technology.
 3. What does VR mean?

After you read

- 1 Create an emoji that represents you. Talk about your emoji in front of the class for one minute.



WRITING

Either/ or and neither/ nor

Neither... nor / Either... or:

Neither... nor: One can use neither as a conjunction with nor, to connect two negative alternatives. “Nor” usually follows “neither” when they are used in the same sentence.

- **Neither** Palestine **nor** Jordan got to the quarter-finals last year.

Either... or: One can use either as a conjunction with or to connect two choices. “Or” usually follows “either” when they are used in the same sentence.

- We can go **either** to Jerusalem **or** to Nazareth for our holiday.

2 Choose the correct pair (either/or or neither/nor).

1. In this course, you _____ ass _____ fail. It depends on you.
2. I need _____ your help _____ your compassion. I can perfectly handle the situation by myself.
3. This is our offer. You can _____ take it _____ leave it.
4. I am sorry. You can _____ call me at home _____ at the office.

3 Write a short paragraph about one of the following topics using what you have learned.

1. Write about your personal experience with Moodle.
2. What activity did you like most in this unit. Why?
3. Write about the advantages and disadvantages of modern technology.



Debate motions



Advantages/Disadvantages to the Learner in an Internet Learning Environment	
Advantages	Disadvantages
Freedom of where to study	No face-to-face contact (human interaction)
Freedom of when to study	Loss of immediacy in communications
Personal tuition	Computer literacy is required by both students and teachers
All students have direct communication with teacher	Access to computer equipment is required
Peer group support	Access to the Internet is required
Gain from questions asked by others	
Participate in group discussions	

1 **Take a vote and debate.** How many students think the Internet, social media or smart-phones are good /bad inventions? and why?

	Social Media	Smartphones	Internet
Good			
Bad			

2 Use some of the following adjectives to talk about the previous exercise.

exciting easy to use expensive noisy quick accessible

3 **Finally**, write your blog expressing the concluded opinion.

The Internet is a great invention.
OR
The Internet isn't a great invention.

UNIT SEVEN

SPORTS

1.1 Preview

The final unit of this book introduces you sports in Palestine. In the first section, you will read about achievements accomplished by the Palestinian teams in various sports. Also, you will be introduced to comparative adjectives which are used to compare between two persons, things, or entities. In the second section, you will read about some interesting facts about various sports and events. In addition, you will learn how to use superlative adjectives to compare one thing against the rest of a group. Finally, in the third section, you will read about a new kind of sports that millions of youth are playing, that is, E-sports. Moreover, you will learn to write compound sentences using the conjunction “but” in order to show contrast.

1.2 Unit objectives

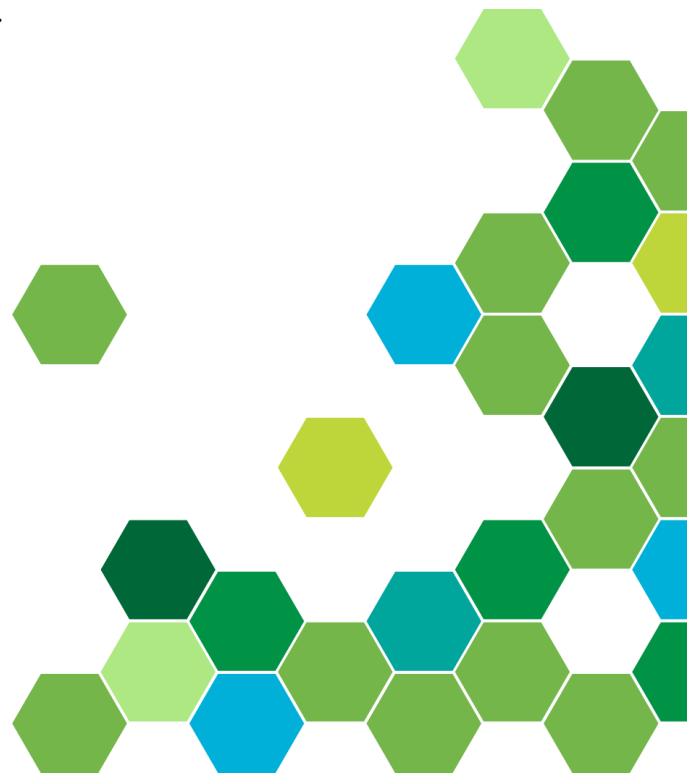
At the end of this unit, students will:

1. be able to talk about their favorite sports and video games.
2. be able to use the conjunction “but” correctly in writing.
3. be able to use comparatives and superlatives to compare people and things.
4. learn necessary vocabulary about sports and free time.
5. learn some facts about popular and new sports and events.

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. use comparative and superlative adjectives appropriately.
4. write a short paragraph with compound sentences using “but”.
5. use collections correctly.



UNIT 7

SPORTS



GETTING STARTED

1 What sports and activities do you see in the photos?



2 Put these words in the columns they belong to. A word can be used more than once. Add more words of your own.

net ball playground table rod team

football	table tennis	pool	fishing	basketball

3 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 these sports:


1. football
2. basketball
3. volleyball
4. handball

Think about the topic that the teacher gave you for five minutes and write some notes. How popular is this game in your country? What are the rules of these sports? Are there professional Palestinian teams playing these sports?

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. The people were **proud** of their team for winning the Cup.
 2. The biggest **achievement** in football is winning the World Cup.
 3. Croatia was the **runner-up** in World Cup 2018 after losing to France 4-2.
 4. My favorite football **commentator** is Isam Al-Shawali.
 5. The World Cup is a **tournament** that happens once every four years.
 6. Our team has the **potential** to win.
- 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 Fill in the blanks with the appropriate words from exercise 1.
 1. Let's participate in the basketball _____. We need two more players to make a team.
 2. Players participating in the Olympic Games make their country _____ of them.
 3. When watching a football match, I prefer listening to an English _____.
 4. Do you think our team has the _____ to win anything in the upcoming tournament?
 5. Getting 99 in Tawjihi is a big _____.
 6. I always end up the _____ in races. I have never won first place.
- 4 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 watched a match of a Palestinian team or player? Which sport was it? Did the team win?
- 2 Which event would you like to see Palestine participating in?

Palestine Got Game

Palestinians are very much into sports, even though Palestinian sports teams have not had any major achievements. Still, there are some moments in the world of sports that Palestinians can be proud of.

1. Beating the Philippines in FIBA Asia Cup 2015.

The Palestinian basketball team qualified for the FIBA Asia Cup 2015 in China. It was Palestine's first participation in the tournament. The first match for Palestine was against the Philippines, the runner-up of the previous tournament. Everyone expected the Philippines to win easily since they were stronger and more experienced than Palestine. However, Palestine put up a good fight and won 75-73. It was a big surprise, and commentators described it as "an historic win." Palestine managed to top Group B in this tournament and won three games in a row. Unfortunately, the team did not go far enough in the tournament and ended up in 10th place. The Philippines, again, was the runner-up after losing to China in the final match.



2. The Palestinian football team reaching the quarterfinals of AFC Asia Cup U-23.

In its first participation in the tournament, Palestine's football team for youth under 23 reached the quarterfinal after coming second in group B in which Japan, North Korea, and Thailand played. The Palestinian youth played very well in their games. In the quarterfinal, they lost to Qatar 3-2. It might not be a major achievement, but it showed the potential that our youth has in this game.



3. The Palestinian football team playing the first official match in Palestine.

In 2011, the Palestinian football team played its first official football match in a Palestinian stadium against Afghanistan. Due to the political situation in Palestine, international teams had not been allowed to enter Palestine, so the Palestinian football team had to go to Jordan to play its matches. Palestinians were so happy that they could finally watch their national football team play an official match inside Palestine.



While you read

- 1 Decide whether the following sentences are *true* (T) or *false* (F):
 1. Palestine defeated the Philippines in a football match. (T/F)
 2. Palestine's first participation in the FIBA Asia Cup was in 2015. (T/F)
 3. The Philippines won the FIBA Asia Cup in 2015. (T/F)
 4. Players older than 23 were allowed to play in the AFC Asia Cup U-23. (T/F)
 5. Palestine U-23 finished as the runner up of group B. (T/F)
 6. Palestine played its first official football game in 2011. (T/F)
 7. International teams did not play official games in Palestine because the stadiums in Palestine are small. (T/F)

After you read

- 1 **Think:** Write down the problems that Palestinian sports face.
Pair: Show what you have written to your partners and see if your answers are similar. Give reasons for your choices.
Share: Using what you have written, discuss how these problems prevent Palestinian sports teams from participating and achieving in major events.

Useful language

Asking about favorite sports: What do you like to play?
What is your favorite sport?

Talking about favorite sports: I like to play...
I like playing ...
My favorite sport is...

Role play: Ask your partner about their favorite sport. Then, switch the roles and let them ask you about your favorite sport.

GRAMMAR

Comparatives

We use **comparative adjectives** to compare two persons, things, or entities.

If the adjective has one or two syllables, we usually add *-er + than*:

– *In basketball, centre players are usually **taller than** front players.*

Two-syllable adjectives ending in *-ed, -ing, -ful, or -less* always form the comparative with *more*.

– *Ahmad is **more careful** than Sami when it comes to driving.*

If the adjective has three syllables or more, we add *more* before the adjective:

– *Porsche cars are **more expensive** than Toyota.*

Some adjectives have **irregular** comparative forms:

– *Chinese products are **good**, but German products are **better**.*

– *I thought the exam was **bad**, but my results were **worse** than I imagined.*


If a one-syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled, e.g., *thin - thinner*.

If adjectives end in *-y*, we change *y* into *i* and add *-er*, e.g., *busy - busier*


1 Fill in the blanks with the appropriate adjectives and change them into the comparative form.

1. Basketball players are usually _____ than football players. (short/tall)
2. The Brazilian football team is _____ than the Palestinian football team. (good/bad)
3. Japan is _____ than Germany. (close/far)
4. Rock climbing is _____ than skiing. (safe/dangerous)
5. Volleyball is _____ than football. (hard/easy)
6. Jeeps are _____ than normal cars. (cheap/expensive)

LISTENING

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

1. Maria goes swimming in her free time. (T/F)
2. Maria likes rock music. (T/F)
3. Dev plays video games in his free time. (T/F)
4. Anna plays sports in her free time. (T/F)
5. Anna likes to read books, especially novels. (T/F)
6. Casper likes to spend his free time with friends. (T/F)

1  Listen to the recording again. Match the names of people with the activities they do in their free time.

1. go jogging: _____
2. do karate: _____
3. do yoga: _____
4. play tennis: _____
5. watch movies: _____
6. go to restaurants: _____
7. play piano: _____

GETTING STARTED

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

1. What is happening in the video?
2. In which country do you think this event is held?
3. In your opinion, why are people, including children and women, fighting?

2 Test your knowledge. Match the sports with the countries and descriptions below and think about how they are related.

karate	Brazil	The third most popular game after American football and baseball.
football	India	The most popular game.
basketball	Japan	Means “empty hands.”
Olympics	USA	A tradition more than 2500 years old.
cricket	Greece	The most popular game in that country, even more than football.

VOCABULARY

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

1. Sometimes, it is hard to **forgive** people who have hurt you.
2. Champions League is an **annual** competition. It starts in September and ends in May.
3. I find “American football” **weird**. Why is it called “football” when you can hold the ball with your hands?
4. Around 520 million **viewers** watched World Cup final match between France and Croatia.
5. The ancient Olympic Games had various **events** like wrestling, singing, and horse racing.
6. You are not allowed to park here. This parking area is for the **disabled** and people with special needs.

2 Match the words in the previous exercise with their definitions.

1. _____: an important occasion that happens from time to time.
2. _____: a person who watches or looks at something, like events or videos.
3. _____: to stop feeling angry at someone who did something bad to you.
4. _____: strange or unusual; something people do not see very often.
5. _____: something that happens every year.
6. _____: a person who has a physical or mental condition that limits their movements, senses, or activities.

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.

4 Which sport goes under which column?

basketball pool karate table tennis hiking cycling football fishing

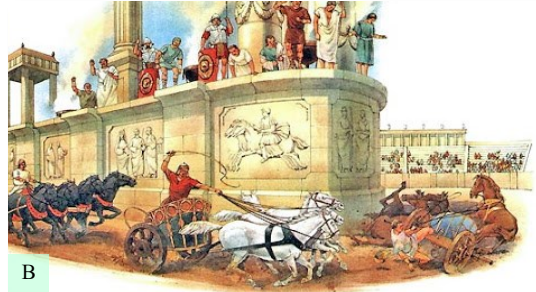
play	go	do

READING

Before you read

1 What do you usually use when you want to look up information?

2 Look at the pictures. Describe what the pictures show. Can you guess what the text is about?



Did you know?

- 1 The Olympic Games are the oldest sport event in the world. The Greeks were the first to introduce the games in 776 BC. The games were the most important cultural event in Ancient Greece. In the ancient Olympic Games, there were only 23 events, including wrestling, archery, and horse racing. The modern Olympic Games were introduced in 1896 in Athens, Greece. Currently, the modern Olympic Games have more than 306 events.
- 2 The most popular game in the world is football. However, in India and Pakistan, the case is different. There, the most played and watched game is cricket, and adults and kids play cricket everywhere. When these two countries played in the 2019 Cricket World Cup, there were around 1.6 billion viewers around the world.
- 3 In Peru, there is an annual festival called “Takanakuy.” It might be the weirdest event in the world! In this event, men, women, and children who have conflicts fight each other so that they can forgive each other before the start of the new year. The fight ends when one falls on the ground. Fights usually end with handshakes and smiles.
- 4 There is an event called the “Paralympics,” which occurs at the same time and in the same country as the Olympic Games, that involves many events for disabled athletes. It started in 1948 in England, and it was originally made for injured soldiers from World War 2. There are currently 28 sports in the Paralympics, 22 in summer and 6 in winter.

While you read

1 Match the pictures with the paragraphs they were mentioned in. Use numbers (1-4).

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

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

1. There were fewer events in the ancient Olympic Games than in the modern Olympic Games. (T/F)
2. Around 1.6 million people watched the final cricket game between India and Pakistan in 2019. (T/F)
3. Cricket is the most famous game in the whole world. (T/F)
4. When the fight ends in Takanakuy, people forget about their conflicts. (T/F)
5. Only men can participate in the fighting events in Takanakuy. (T/F)
6. The Paralympics were originally made for all disabled people when they were first introduced. (T/F)

3 Find in the text what these numbers refer to:

23 306 1896 1948 776 1.6 million 28

4 Choose the correct answer:

1. The Olympic Games started more than _____ ago:

- A) 776 years B) 1896 years C) 2700 years

2. The first people to introduce the Olympic Games were:

- A) the Greeks B) the Americans C) the Romans

3. Cricket is the most famous game in:

- A) India B) Pakistan C) both A and B

4. People in Peru fight in Takanakuy in order to:

- A) hurt each other B) forgive each other C) kill each other

5. The Paralympics nowadays are for:

- A) People who have movement problems.
B) All people.
C) Injured British soldiers.

6. The main purpose of the text is to:

- A) tell the history of different games.
B) present some information about some games and activities.
C) both A and B.

After you read

- 1** Work with a partner. Search the internet for more interesting information about sports which others may not know. Share your findings with the rest of the class.
- 2** What are the advantages of having the Olympic Games in which every country in the world participates?
- 3** Do you think fighting is a good idea to forgive other people? Why or why not?

GRAMMAR

Superlatives

We use **superlative adjectives** to compare one thing against the rest of a group.

If the adjective has one or two syllables, we add *the + est*

– *Do you know who is **the fastest** player in the world?*

Two-syllable adjectives ending in *-ed*, *-ing*, *-ful*, or *-less* and words with three syllables or more always form the superlative with *most*.

– *I think cricket is **the most boring** sport in the world.*

– *I think Jerusalem is **the most beautiful** city in the world.*

Some adjectives have **irregular** superlative forms:

– *Football is **the best** sport in the world.*

If a one-syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled, e.g., *big-biggest*.

If the adjective ends in *-y*, we change *y* into *i* and add *-est*, e.g., *busy - busiest*.


2 Fill in the blanks with the comparative or superlative forms of the adjectives between brackets.

1. Nile River is _____ (long) river in the world.
2. Nablus city is _____ (big) Tulkarm city.
3. Football is _____ (popular) game, but the Olympic Games are _____ (old).
4. Her grades are _____ (high) mine, but that doesn't mean she is _____ (smart).
5. Falafel is one of _____ (delicious) foods in Palestine.
6. Pluto is _____ (far) planet from Earth.

LISTENING <https://listenaminute.com/f/football.html>

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

1. Football is called soccer in America. (T/F)
2. The Olympics are the biggest event in the world. (T/F)
3. Barcelona was mentioned in the recording as one of the biggest teams in the world. (T/F)
4. Some basketball clubs are more popular than football clubs. (T/F)
5. According to a football coach, football is important, but not a lot. (T/F)

2  Listen to the recording again and fill in the blanks with the missing words.

Football, that's soccer to Americans, is _____ and _____ sport in the world. There are millions of _____ why it is the world sport. For a start, it is played all over _____. The football World Cup is the biggest event on Earth. It's _____ the Olympics. More people watch the Final on TV than any other _____. Football also brings nations together. The greatest of enemies put aside their differences for _____ to play a football match. Then there are the _____, like Real Madrid, Manchester United and Liverpool. These names are _____ across the world than the top basketball or baseball teams. A famous coach once said: "Football isn't a matter of life and death; it's _____."

GETTING STARTED

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

1. What are the people in the video doing?
2. Why are there so many people on the stage?
3. Would you like to participate in such events?

2 These are video game devices. Which of these did you play with as a child? Which of these are you still playing with?



VOCABULARY

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

1. Some people believe that pool is not a sport because you don't **break a sweat** when playing it.
2. The way we live and work has changed due to the **evolution** of the internet.
3. I don't play video games for **pleasure** only! I also learn from them.
4. Every four years, many teams **compete** to win the World Cup.
5. Usain Bolt is so fast that he always gets the first **prize** in running.
6. I prefer playing video games on **consoles** over playing on computers. Consoles like PS4 and Xbox are cheaper.

2 Match the words in the previous exercise with the appropriate synonyms.

1. _____: challenge or fight to win something.
2. _____: enjoyment/amusement
3. _____: a device created especially for playing video games.
4. _____: award/title.
5. _____: development/progress.
6. _____: feel tired or physically exhausted.

- 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 Do you play video games? If so, what games do you play? Do you play with friends or alone? What device do you use?
- 2 Look at the pictures. What do you see? Can you guess what the text is about?



ESPORTS

- 1 Nowadays, there is a new kind of sport with millions of players around the world. It is a sport in which you don't even have to move your body or break a sweat! All you need is a computer or a console and an internet connection. It is esports.
- 2 Esports became famous with the evolution of video games. There are currently millions of gamers around the world who play various types of games, including online video games which you can play with other players around the world on the internet. Video games used to be played for pleasure. Do you remember when you had that device with a yellow cartridge to play Super Mario Bros? Good old days!
- 3 Esports events happen every year. Many teams around the world compete in these events to win the first prize. These events often have thousands of viewers on stage, and millions of viewers online. For example, the game "League of Legends" has an annual esports event. The final match in 2019 had 44 million viewers worldwide, and the winner team returned home with around \$ 2.5 million.

As you read

1 Match the pictures with the paragraphs they were mentioned in. Use numbers (1-3).

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

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

1. In esports, players compete in video games. (T/F)
2. Esports became famous because players don't like to play the usual sports. (T/F)
3. There are millions of viewers of esports events. (T/F)
4. In the "League of Legends" esports final match in 2019, there were 2.5 million viewers. (T/F)
5. Esports players don't make money when participating in E-sports events. (T/F)

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

1. Esports became popular because of the development of video games.
2. It is a kind of sport in which you don't have to make any physical effort or get tired.
3. Many teams challenge each other in these events to win the first place.
4. Video games used to be played for enjoyment.
5. There are millions of players playing different kinds of games.

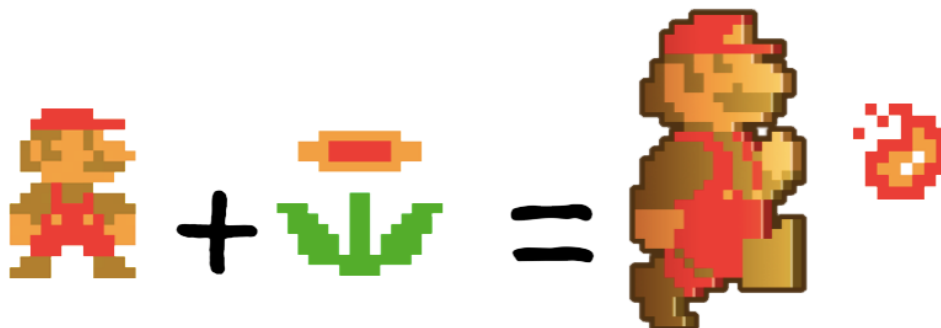
While you read

1 In your opinion, should esports be considered a true type of sports? Why or why not?

2 Some people believe that esports should be part of the Olympic Games. Do you agree or disagree?

3 Many people believe that playing video games has many disadvantages. However, in your opinion, are there any advantages of playing video games? Give some examples.

4 Do you think creating video games is a good business? Why or why not?



WRITING

Contrasting

“**But**” is a coordinating conjunction. It shows contrast. It is used for joining two ideas or statements when the second one is different from the first one

– *I like watching football, **but** I am not good at playing it.*

1 Join the following pairs of sentences into single compound sentences using the conjunction “but.”

1. They say boys are better than girls at mathematics. Girls are better than boys at languages.

They say boys are better than girls at mathematics, but girls are better than boys at languages.

2. Ali is more talented than Sami. Sami works harder than Ali.

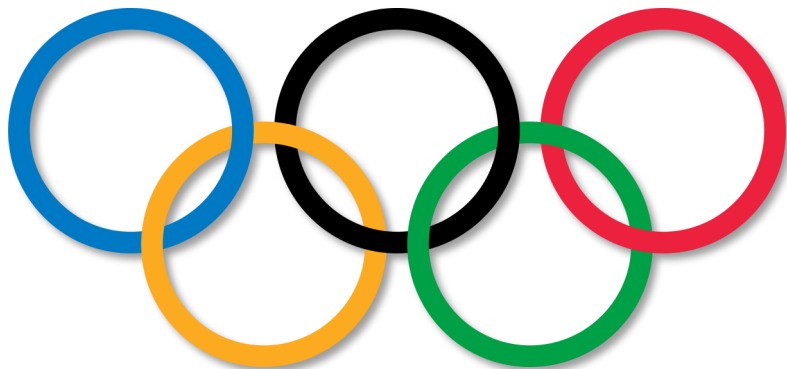
3. I was invited to the party. I did not attend.

4. I studied for the exam. I failed.

5. I have been to Paris. I haven't seen the Eiffel Tower.




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

1. Write about a game you like and explain its rules.
2. What are some new games or activities that you would like to try? Why?
3. Write about the advantages and disadvantages of playing video games.



GRAMMAR

1 Read the profiles of Ronaldo, Salah, and Messi. On the left column use the adjective to make comparisons between any two players. On the right column, use the adjective to compare one player to the rest.

Player's Info	C. Ronaldo	M. Salah	L. Messi
Photo			
Date of birth	5 Feb 1985	15 Jun 1992	24 Jun 1987
Height	185 cm	175 cm	170 cm
Weight	84 kg	72 kg	68 kg
Power	★ ★ ★	★ ★ ★	★ ★
Speed	★ ★	★ ★ ★	★ ★ ★
Accuracy	★ ★ ★	★ ★	★ ★ ★

Who is...

- 1. (old) older?
Ronaldo is older than Salah.
- 2. (tall) _____

- 3. (heavy) _____

- 4. (powerful) _____

- 5. (fast) _____

- 6. (accurate) _____

Who is ...

- 1. (young) The youngest?
Salah is the youngest.
- 2. (short) _____

- 3. (heavy) _____

- 4. (fast) _____

- 5. (powerful) _____

- 6. (accurate) _____

- 7. (good) _____

2 Choose the correct answer:

- Eating food cooked at home is _____ fast food
A) healthier than B) more healthy than C) healthiest than D) most healthy
- Ahmed _____ On time.
A) never is B) is never C) never D) always
- Ali and Rania _____ at the moment.
A) is preparing B) prepares C) are preparing D) prepared
- They _____ the ceremony . Hurry up!
A) begin B) are beginning C) begin D) beginning
- I didn't go to the party _____ it was late!
A) as a result B) so C) because D) although
- I know you must be tired _____ I will let you rest.
A) as a result B) so C) because D) although
- University _____ yet.
A) haven't started B) have started C) hasn't started D) has started
- (speak/he) _____ to his lecturer?
A) Has he spoken B) Have he spoken C) Has he spoke D) have he spoke
- You can use _____ this laptop _____ the other one. Someone must fix them first.
A) neither/nor B) nor/neither C) either/or D) or/either
- No matter if you have _____ a mobile-phone _____ a computer. It's all the same.
A) neither/nor B) nor/neither C) either/or D) or/either

VOCABULARY

1 Choose the correct answer:

- A person who speaks during a match to tell details is called:
A) commentator B) viewer C) player D) audience
- feeling or showing certainty about something:
A) afford B) confident C) heritage D) hesitant
- Dolce and Gabbana is an example of _____ clothes:
A) maternity B) designer C) sports D) old fashioned
- When you buy clothes make sure that you get a _____ In case you want to return them.
A) receipt B) sale C) deal D) bargain
- Business men usually wear _____ to meetings.
A) dresses B) suits C) skirts D) jeans
- Pregnant women usually wear _____ clothes.
A) maternity B) elegant C) traditional D) slim-fit
- The students listen to an _____ recording of speck and they liked it..
A) audio B) technology C) states D) dialogue

2 Fill in the gaps with the vocabulary items that you have learned in units 4-6.

1. The biggest _____ is winning the World Cup.
2. Unfortunately, she is a _____. Her husband died in a car accident.
3. Salma is very _____. She wears trendy clothes all the time!
4. Palestine Technical university organizes a huge _____ about olive oil every year.
5. _____ is a very important aspect of our heritage. Every woman has a traditional embroidered dress in her closet.
6. The _____ age is also called the information age.

WRITING

1 Read through a dictionary or book that contains words you've never heard of before. Now pick a word and use that word in a sentence, and then see if you can turn that sentence into a story.

2 Write a short paragraph describing your closet? Is it neat like the picture? Do you share it with your siblings? What are the clothes you feel most comfortable in?




3 Write a short blog describing your opinion about Moodle.

PRONUNCIATION


1 Circle the words with different sound:

1. Know Kite Knight Knife
2. Bomb Dumb Comb Bright
3. Design Sign Benign Begin
4. Listen Castel Trouble Often
5. Late Fat Mate Care
6. Fight Mite Sign Meet

LISTENING

1  Listen once to the recording. Then, put (x) on the technology mentioned in the audio recording.

- Mobile phones Computer X-Box VR Devices Tablet
 Play Station5 Laptop Television Telephones Fan

2  Listen to the audio recording again and fill the missing words.

Technology _____ us to _____ with people who are _____ away from us. We use _____, mobile phones, virtual reality devices, and _____ to talk to them and even see them. Therefore, technology is undeniably _____ in our life. It is a real _____ we cannot _____ from, and it has a very significant _____ in most aspects of our _____

APPENDICES

Irregular Verbs

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
be	was, were	been	keep	kept	kept
become	became	become	know	knew	known
begin	began	begun	leave	left	left
bend	bent	bent	lend	lent	lent
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	gotten/got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tear	tore	torn
grow	grew	grown	tell	told	told
hang	hung	hung	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wake up	woke up	woken up
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
hurt	hurt	hurt	write	wrote	written

Listening– dialogue transcript 1A

Khalid: Hello

Soaud: Hi

Khalid: My name is Khalid Mahmoud

Soaud: Nice to meet you. I am Souad Montaser

Khalid: Nice to meet you Soaud. Is this your friend sitting next to you?

Soaud: Yes, she is. Her name is Fatima.

Khalid: I am a professor at Qatar University. What do you do?

Souad: I am a student at the same university.

Khalid: Are you from Jordan?

Soaud: Yes, I am. I am Jordanian from Amman city. And you Doctor, where are you from?

Khalid: I from Syrian from Damascus city. I live in Al-Dafna in Doha city. It's very close to Qatar University. Well, I need to go now. I have a meeting with other teachers. It was nice to meet you Miss Soaud.

Soaud: It was nice to meet you too, Dr. Kahlid.

Listening– dialogue transcript 1B

Susan: Mary?

Mary: Hi

Susan: Hello. I am Susan Thompson, Human Resource Manager here.

Mary: Hi. I am Mary Hansen, and I am applying for one of your kitchen jobs. Here's a copy of my resume.

Susan: Great. Have a seat Mary.

Mary: Thank you.

Susan: Mary do you have an experience working in a kitchen?

Mary: No, but I want to learn. I work hard and I cook a lot at home.

Susan: Okay. Well, tell me about yourself.

Mary: Well, I love to learn new things, I am very organized, and I follow directions exactly. That's when the boss from my last job made me a trainer. And the company actually gave me a special certificate for coming to work on time every-day for a year. And I am taking an English class to improve my writing skills

Susan: What hours can you work?

Mary: From 8 am until 5 pm.

Susan: Okay. Well, do you have any questions for me, Mary?

Mary: Yes. What kind of training is needed?

Susan: Not a lot. Most new workers can learn everything the first day. Do you have any other questions?

Mary: No, I don't think so. But I've heard a lot of good news about your company and I would really like to work here.

Susan: Well, I have a few more interviews to do today, but I will call you if you get the job.

Mary: Okay

Susan: It was nice to meet you

Mary: Nice meeting you, too. Thank you so much for your time.

Listening– dialogue transcript 2A

Radio presenter: Welcome to “Win your health” program present by Hawa Nablus Radio. Today our guest will be Dr. Yasmin Othman, a nutrition specialist. Good afternoon Yasmin.

Yasmin: Good afternoon to all listeners.

Radio presenter: Today we will talk about Vitamins. What can you tell us about Vitamins?

Yasmin: Vitamins are not produced by the human body. They are taken from the food we eat. Lack of Vitamins is common nowadays due to unbalanced eating diets.

Radio presenter: today we will talk about fat-soluble vitamins. What are they?

Yasmin: Fat-soluble vitamins are vitamins that can be found in fat and oil, and not fruit. We can combine these Vitamins in one word “DEAK”. Vitamin D, Vitamin E, Vitamin A, and Vitamin K.

Radio presenter: in which food are these Vitamins found? And why are they important?

Yasmin: Vitamin D, or as we call it “the sun vitamin” because the main source of it is sun rays. It can also be found in fish oil. This Vitamin is very important for bones.

Radio presenter: What about Vitamin E?

Yasmin: Vitamin E is mainly found in vegetable oils like olive oil and fish. It helps in supporting the immunity.

Radio Presenter: And Vitamin A?

Yasmin: Vitamin A is important for the sight. It can be found in carrots.

Radio Presenter: I am interested in this *giggle*

Yasmin: *giggles* You’re still young. This Vitamin is also important for your skin. The last Vitamin is K. This vitamin is found in fish oil and dark vegetables. This is very important for blood and helps in making the wounds heal faster. These Vitamins are very important and we should have them in our meals.

Radio presenter: Thank you Yasmin. One last advice for the listeners.

Yasmin: It is better to have these vitamins from food, and not supplements.

Radio presenter: Thank you Yasmin for being with us.

Listening– dialogue transcript 2B

Radio presenter: Today we will talk about an interesting topic. The Palestinian cuisine, one of the famous eastern cuisines. We will talk in general about the Palestinian cuisine and how it developed, and about some new dishes in the Palestinian cuisine with Chef Hussasm Ashour. Good Morning Chef Hussam.

Chef Hussam: Good morning

Radio presenter: How are you?

Chef Hussam: I am good thank you.

Radio presenter: How are you working on developing the Palestinian cuisine and mixing it with Western cuisines?

Chef Hussam: We can develop a cuisine by changing the look and the texture. For example, instead of frying potatoes I tried boil them and make mashed potatoes. I usually try to avoid fried food and I roast it instead. But it is important to keep the taste original.

Radio presenter: Yes, that is really interesting. I even see on your Instagram profile that your way of serving the food is different from what we know. What about desserts. How are you working on developing them?

Chef Hussam: Desserts are not my specialty. I like to make main courses, but I make some desserts. However I would like you learn more about desserts.

Listening– dialogue transcript 3A (from the British Council)

- A.** Good morning. This is an announcement for all passengers travelling on the 9:25 flight TOM1223 to Rome. This flight is delayed by two hours because of bad weather.
- B.** Would all passengers travelling to Tokyo on flight FR3421 please have your boarding passes and passports ready for boarding. Flight FR3421 now boarding at gate 21.
- C.** This is the final boarding call for passengers Gemma and Ryan Grey flying to Athens on flight EZ9753. Your flight is ready to leave. Please go to gate 14 immediately. The doors of the plane will close in five minutes. Final boarding call for passengers Gemma and Ryan Grey.
- D.** This is an announcement for passengers travelling to Amsterdam on flight KL1050. Will all passengers with express boarding tickets and passengers travelling with young children please go to gate 6 for boarding. That's all passengers with express boarding tickets and passengers travelling with young children go to gate 6 for boarding. Thank you.
- E.** Good evening, ladies and gentlemen. We have landed at JFK airport in New York where the local time is 18:30 and the temperature is 76°. We hope you have enjoyed your flight with American Airlines this evening and wish you a very safe journey to your final destination.

Listening– dialogue transcript 3B (from the British Council)

- A.** Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.
- B.** Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.
- C.** Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.
- D.** Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

Listening– dialogue transcript 4A

Shop assistant: hello, can I help you?

Vickie: No, thanks. I'm just browsing.

Shop assistant: ok, let me know if you need any help?

Vickie: actually, do you have any dresses in stock?

Shop assistant: yes, let me show you.

Vickie: Hmmm! I like this one. Do you have it in another color?

Shop assistant: yes. This dress also comes in red, blue, black and green.

Vickie: I'd like to try the blue one, please.

Shop assistant: sure the changing room is over there?

Vickie: can I try this in a smaller size?

Shop assistant: Sorry we don't have any stock left in that color. Would you like to try another color?

Vickie: Hmmm! I really like the blue one

Shop assistant: We have a special offer. Buy one, get one free.

Vickie: Really? That's a bargain.

Shop assistant: Yes. We have a lot of special deals on our clothing.

Vickie: In that case, I'll take the red one and the black one.

Shop assistant: Would you like anything else?

Vickie: No, thanks. I'll just get this. Can I pay by card?

Shop assistant: Of course. Please enter your PIN.

Vickie: Hmmm. What's my PIN number? Oh, yes.

Listening– dialogue transcript 4B

Shop assistant: hello, can I help you?

Vickie: No, thanks. I'm just browsing.

Shop assistant: ok, let me know if you need any help?

Vickie: actually, do you have any dresses in stock?

Shop assistant: yes, let me show you.

Vickie: Hmmm! I like this one. Do you have it in another color?

Shop assistant: Yes. This dress also comes in red, blue, black and green.

Vickie: I'd like to try the blue one, please.

Shop assistant: sure the changing room is over there?

Vickie: can I try this in a smaller size?

Shop assistant: Sorry we don't have any stock left in that color. Would you like to try another color?

Vickie: Hmmm! I really like the blue one

Shop assistant: We have a special offer. Buy one, get one free.

Vickie: Really? That's a bargain.

Shop assistant: Yes. We have a lot of special deals on our clothing.

Vickie: In that case, I'll take the red one and the black one.

Shop assistant: Would you like anything else?

Vickie: No, thanks. I'll just get this. Can I pay by card?

Shop assistant: Of course. Please enter your PIN.

Vickie: Hmmm. What's my PIN number? Oh, yes.

Shop assistant: Please wait one moment. Sign here.

Vickie: can I get a receipt?

Shop assistant: Of course. Here you go.

Vickie: Thank you! Have a nice day.

Shop assistant: Thanks for shopping with us.

Listening– dialogue transcript 5A

We wanted to talk about 21st-century education. We are living through a significant change in the learning and teaching process. The pace of change is remarkable. Universities, schools, regions, whole countries are turning education on its head and redefining the skills of students and teachers, particularly during the Covid-19.

The impact has been felt by thousands of students and their families throughout Palestine. Let's consider for a moment the corona-virus epidemic in 2020 and its impacts all over the world. In a world with so much information and challenges, it's hard to grasp.

People are creating approximately 2,000 new websites per hour. They are uploading more than 35 hours of video every minute. And watching 2 billion YouTube videos daily. By the time they leave school-teenagers match nearly 1,000 Facebook friends.

They connect with persons thousands of miles away as if they were in the same room. They consume, produce, and communicate information in previously unimaginable ways. They actually are the offspring of a digital globe.

Listening– dialogue transcript 5B

This is a screening measure to find the attitude towards use technology in learning from the point of view of university students. My name is Omar Nabulsi, I am a student at the university and I want to ask you some questions if you allow me.

Interviewee: Yes, for sure.

Omar: What is your name?

Interviewee: My name's Fatima Khalil.

Omar: What do you study?

Interviewee: I study telecommunication engineering in my third year.

Omar: How much do you check your e-mail daily?

Interviewee: Twice a day. approximately.

Omar: How many texts do you send each week?

Interviewee: I send a lot of texts. I think more than a hundred.

Omar: Have you written a letter to someone?

Interviewee: I don't think so, it's been a long time since someone wrote a letter. I believe most of the people use the smart-phones to text each other rather than writing a letter.

Omar: How much time do you spend on Instagram every day?

Interviewee: That is an interesting question. Not too much, I am no so fond of social media, but I use the Internet a lot to study, make presentations, and do the assignments.

Omar: What would you preferably do in your free time?

Interviewee: Go outside and hang out with my friends, but I play some video games sometimes.

Omar: Do you use your laptop for checking your moodle account or your smart-phone?

Interviewee: honestly, I use the smart-phone more because it is easier to use when checking my messages, but I use the laptop when submitting the assignments and the discussion forum participation.

Ali: How would your friends describe you?

Interviewee: All my friends describe me as extremely helpful, they would also say that I am a skilled communicator, determined, and never give up.

Ali: That's the end of the interview. Thank you! I hope you have a good day!

Interviewee: You are welcome! Have a pleasant day, too.

Listening– dialogue transcript 6A

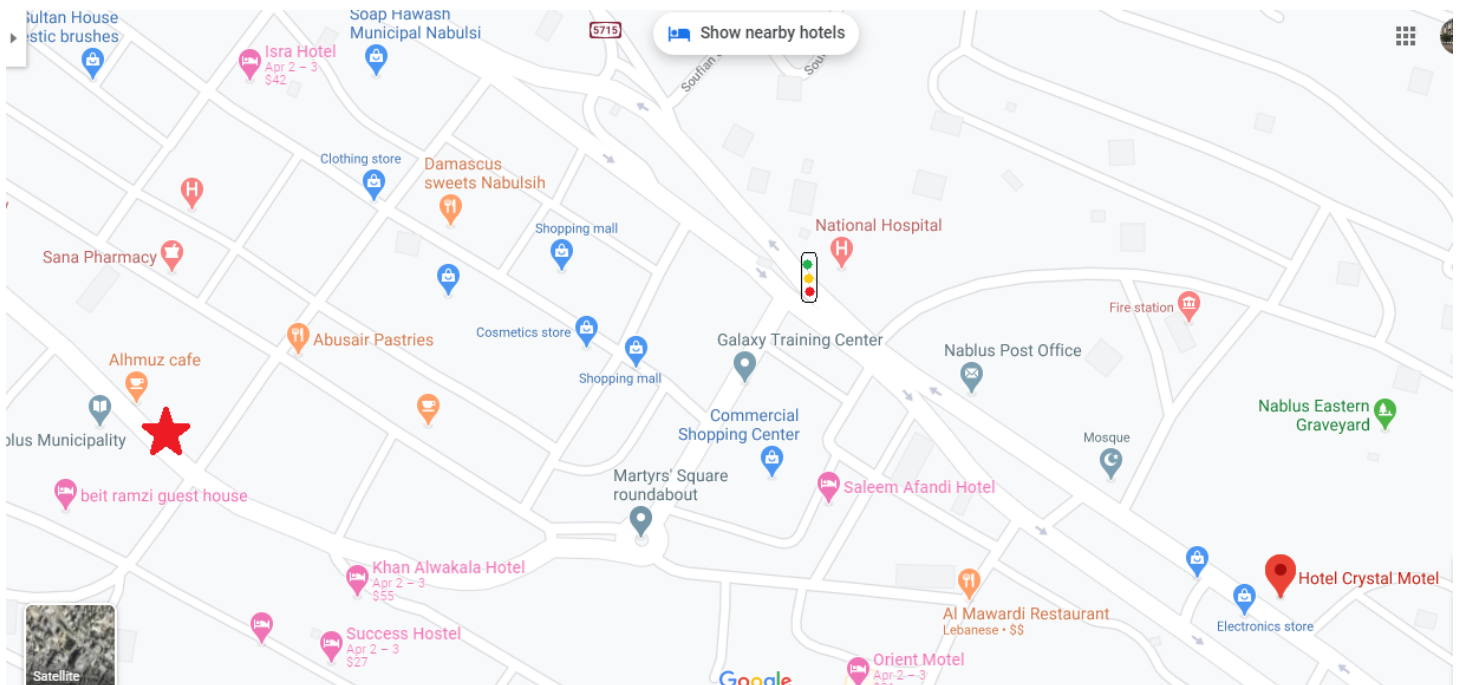
1. My name's Maria. What do I do in my free time? I go swimming and play tennis. I don't play a musical instrument, but I listen to music. I like jazz.
2. My name's Dev. Free time? Let me see. I do karate and I play the piano. And I play computer games, too.
3. My name's Anna. In my free time, I read books – novels mostly. I don't play any sports, but I do yoga. And I go jogging.
4. My name's Caspar. I don't play any sports. In my free time, I do to the cinema or watch TV. I go to restaurants with my friends, too. I love food.

Listening– dialogue transcript 6B

Football, that's soccer to Americans, is the biggest and best sport in the world. There are millions of reasons why it is the world sport. For a start, it is played all over the world. The football World Cup is the biggest event on Earth. It's bigger than the Olympics. More people watch the Final on TV than any other event. Football also brings nations together. The greatest of enemies put aside their differences for 90 minutes to play a football match. Then there are the teams, like Real Madrid, Manchester United and Liverpool. These names are more well known across the world than the top basketball or baseball teams. A famous coach once said: "Football isn't a matter of life and death; it's more important."

Map 1 (Unit 3)

Take from: Google Maps



Map 2 (Unit 3)

Taken from: <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>



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 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

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

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 4

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

Q2 Grammar

1. have visited
2. has produced
3. have lived
4. have — used

Page 72

Q1 Pronunciation

- [ō]: note, so.
- [ē]: be, see.
- [ā]: make, rate, relax, chase.
- [ī]: fine.
- [ü]: statue.

Q2 Pronunciation

- [ō]: always, mall.
- [ə-]: about.
- [ä]: harm, hard.
- [ā]: game.
- [a]: man.

Q1 Listening

- [ō]: all, call.
- [ī]: hid, mind.
- [a]: can, ran.
- [ü]: mute, tube.
- ['aü]: out, shout.
- [ä]: mark, task.
- [ē]: teens, means.

Q2 Listening

1. T
2. F
3. F

Q3 Listening

1. educational
2. all over
3. consider for
4. uploading more than
5. YouTube

Page 73

Q2 Vocabulary

1. daily
2. interact
3. vital
4. search for

Page 75

Q1 while you read

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

Q2 While you read

1. technology has equipped learners with new ways of teaching and learning
2. because of the Internet, the world is no longer a different place.
3. it is so obvious that technology is vital in our lives

Page 77

Q1 Listening

1. C
2. A
3. A
4. A

Page 78

Q2 Vocabulary

1. amusement
2. New
3. Person
4. Feelings

Q1 While you read

1. to all aspects of life such as entertainment.
2. musical systems, video games, etc.
3. Virtual Reality: the name for computer technology that makes a person feel like s/he is somewhere else

Page 80

Q2 Writing

1. either/or
2. neither/nor
3. either/or
4. neither/nor

Unit 7

Page 85

Q2 Vocabulary

1. tournament
2. proud
3. commentator
4. potential
5. achievement
6. runner-up

Page 87

Q1 Reading

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

Page 88

Q1 Grammar

1. taller than
2. better than
3. farther than
4. more dangerous
5. easier than/harder than
6. more expensive

Q1 Listening

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

Q2 Listening

1. Anna
2. Dev
3. Anna
4. Maria
5. Casper
6. Casper
7. Dev

Unit 6

Page 85

Q2 Vocabulary

1. tournament
2. proud
3. commentator
4. potential
5. achievement
6. runner-up

Page 87

Q1 Reading

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

Page 88

Q1 Grammar

1. taller than
2. better than
3. farther than
4. more dangerous
5. easier than/harder than
6. more expensive

Q1 Listening

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

Q2 Listening

1. Anna
2. Dev
3. Anna
4. Maria
5. Casper
6. Casper
7. Dev

Page 89

Q2 Getting started

1. Karate-Japan-Means empty hands
2. Football-Brazil-The most popular game
3. Basketball-USA-The third most popular game after American football and baseball.
4. Olympics-Greece- A tradition more than 2500 years old.
5. Cricket-India-The most popular game in that country, even more than football.

Q2 Vocabulary

1. event
2. viewer
3. forgive
4. weird
5. annual
6. disabled

Page 90

Q4 Vocabulary

Play: basketball, pool, table tennis, football.
Go: cycling, fishing, hiking.
Do: Karate, yoga.

Page 91

Q1 Reading

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

Q2 Reading

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

Page 92

Q4 Reading

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

Page 93

Q1 Grammar

1. the longest
2. bigger than
3. the most popular/ the oldest
4. higher than/ smarter
5. most delicious
6. the farthest

Q1 Listening

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

Q2 Listening

The biggest/ the best/ reasons
The world
Bigger than/event
90 minutes
Teams
More well-known
More important

Page 94

Q2 Vocabulary

1. compete
2. pleasure
3. console
4. prize
5. evolution
6. break a sweat

Page 96

Q1 Reading

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

Q2 Reading

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