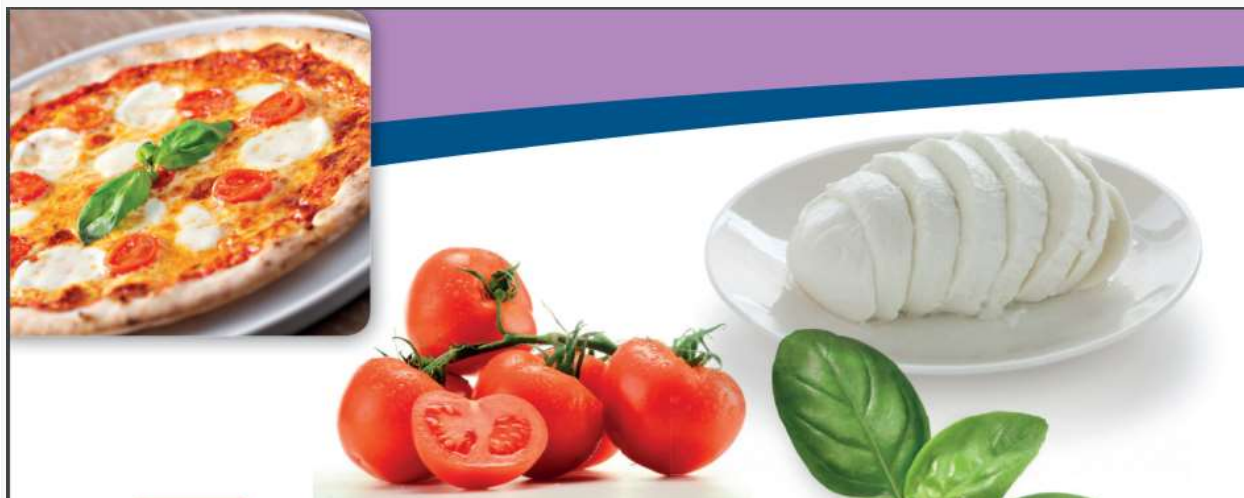


Unit 9

Lessons 3+4

SB pages 74 and 75



Speaking

1 Work in pairs. What kind of pizza do you like?

Answers

Students' own answers

Reading

2 What three ingredients do you think are traditionally in a Margherita pizza? Read the text and check your answer.

Answer

tomatoes, basil and mozzarella cheese

The history of pizza

The earliest form of pizza was invented when soldiers needed food to take with them on long marches. They baked a kind of bread flat on their shields and then covered it with cheese and dates. This early pizza was a convenient, healthy food for people who were constantly on the move. The wheat flour base provided energy in the form of carbohydrates, the cheese gave the soldiers calcium, which kept their bones and teeth healthy, and the dates provided protein, fibre and various vitamins and minerals that are necessary to keep the body healthy. Pizza is also mentioned in the 3rd century BC, when there was written evidence of a flat round bread that had olive oil, herbs and honey on the top. It was baked on hot stones.

When people explored the remains of Pompeii, Italy, they found evidence of a flat flour cake that was baked and widely eaten there at that time. There was also evidence of the first pizza restaurants in Pompeii in the 16th century CE.

Visitors can see the pizza ovens in the ruins, even today.

In 1522 CE, travellers returning to Europe from Peru brought back tomatoes with them. The people of Naples added the new tomatoes to their bread, which consisted of flour, oil, salt and yeast, and created the first simple pizza.

In 1889 CE, the King of Italy and his wife, Queen Margherita, were on holiday in Naples in Italy. They asked a famous pizza chef to come and cook for them. He prepared three kinds of pizza. The Queen's favourite one was the one that had been made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colours of the Italian flag. The chef named this pizza in honour of the Queen: the Margherita.

In the late 19th century CE, pizza became a popular snack that was sold from stalls on the streets of Naples. When many Italians emigrated to America in the 19th century CE, they took the recipe for pizza with them. Its popularity there spread all over the world, and today it is a favourite dish in almost every country.

Research box

3 Listen to an interview with a young journalist about his work. Which of the words in exercise 2 does he mention?

Contrary to what this article says, some pizzas are not healthy. Why is this?

Answer

The base of the pizza affects how healthy it is. Thin, crispy bases are more healthy than 'deep pan' ones. Additionally, the amount of cheese on top of the pizza is a factor. Home-made pizza is probably healthier.

Comprehension

3 Read the text again and answer the questions.

1 What do the underlined words refer to?

2 The text describes five kinds of pizza since its creation. What are they?

3 Do you think the origin of pizza is from Peru, Pompeii or Naples? Justify your answer.

4 Pizzas are not healthy for everyone. Can you suggest why?

5 What would you add to the soldiers' pizza to make it even healthier? Why?

Answers

1 their (line 4): the soldiers';

when (line 16): the 3rd century BCE;

them (line 30): travellers;

Its (line 51): pizza's

2 the soldiers' pizza, with cheese and dates; a flat, round bread with olive oil, herbs and honey; flat bread baked in Pompeii; bread with added tomatoes in Naples; the Margherita, with basil, mozzarella and tomatoes

3 Students' own answers

4 Suggested answer: Some people might do more exercise than others, so the bread base is not unhealthy for them.

5 Suggested answer: You could replace the dates with fresh vegetables because the latter are better for you than sweet fruit

4 In your notebook, write three more questions about the text for your partner to answer. Ask and answer each other's questions.

Students' own answers

Pronunciation

5 Listen to the words in the box. What do you notice about the underlined sounds? Listen again and repeat.

| | | | | |
|--------|------|------------|--------|-------|
| recipe | oven | mozzarella | honour | basil |
| stalls | | | | |

recipe = /e ə i/; oven = /ʌ ə/; mozzarella = /p ə e ə /; honour = / ɒ ə /; basil = /æ ə /; stalls = /ɔ: /.

Where the stress(es) in each word are. (The stresses are in bold as follows: **recipe**; **oven**; **mozzarella**; **honour**; **basil**; stalls)

Speaking

8 Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct

amount of each food type? How could you change your diet to improve it?

A: I normally drink about two glasses of milk every day. That's about the right amount, isn't it?

B: I think so. Is there anything you eat too much of? I think I probably eat too much chocolate.

A: Me too! I shouldn't eat so many sweets. We shouldn't really eat sweets every day. Perhaps three times a week is OK, isn't it?

Answers

1 He was interviewed by a journalist from the newspaper.

2 It has made him think about things more deeply, and it has opened his mind to things that he didn't know about and given him more confidence.

3 It is available on their website, and they also have a few magazines.

4 They have to tell people about things that are happening all over the world.

5 Students' own answers

Vocabulary: Food

6 Find and label the food groups in the correct place on the healthy-eating plate a-e. Suggest two additional items to go in each group.



Answers

a carbohydrates

b fruit and vegetables

c dairy

d fats and sugars

e proteins

7 Underline all the words for ingredients in the text on page 74. Then add the words in the correct spaces next to the healthy-eating plate.

Answers

Ingredients: cheese, dates, olive oil, herbs, honey, flour, tomatoes, oil, salt, yeast, mozzarella and basil

Carbohydrates: flour **Fruit and vegetables:** dates, herbs, tomatoes, basil

Dairy: cheese, mozzarella

Fats and sugars: olive oil, honey and oil

There are two ingredients that do not fit into the healthy-eating plate – salt and yeast. Salt is a mineral and yeast is a bacteria for using with grains.

Speaking

8 Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct amount of each food type? How could you change your diet to improve it?

A: I normally drink about two glasses of milk every day. That's about the right amount, isn't it?

B: I think so. Is there anything you eat too much of? I think I probably eat too much chocolate.

A: Me too! I shouldn't eat so many sweets. We shouldn't really eat sweets every day. Perhaps three times a week is OK, isn't it?

Answers

Students' own answers

Unit 9

Lessons 3+4

Activity Book page 50

Vocabulary

5 What types of pizza can you see in the pictures? Find their names in the box below.

seafood pizza

vegetarian pizza

seasoned pizza

chicken pizza



1 _____



2 _____



3 _____



4 _____

Answers

1 vegetarian pizza

2 chicken pizza

3 seafood pizza

4 seasoned pizza

Reading

6 Complete the pizza menu using the words in the box. One word is not needed.

oven herbs baked recipe chicken

ingredients vegetables

seafood

Pizzeria Expert All our pizzas are (1) baked in our special (2) using the freshest (3) These include ripe tomatoes from Italy and the finest cheeses. Pizza Herbivore Herbivore Three of the most popular (4) are used to flavour the cheese and tomatoes on this delicious pizza: basil, oregano and parsley. Marine Pizza This (5) pizza will delight those of you who love all kinds of fish. Meat Feast This is a carnivore's dream with plenty of beef and (6)..... . 4 Create your own sign language for the following sentence: "I like reading a book before I sleep." Share this sentence with a partner. Did you express it the same way?

Answer:

1 baked

2 oven

3 ingredients

4 herbs

5 seafood

6 chicken

7 vegetables

Vegetarian

Mushrooms, onions and peppers are the main (7) that top this healthy pizza.

7 Answer the following questions.

1 What types of pizza can you name other than the ones mentioned in exercise 6?

2 Which of the pizzas mentioned in exercise 6 do you prefer? Justify your answer.

3 What kind of vegetables would you have in a vegetarian pizza?

Students' own answers

8 Read the text about how teenagers communicate with each other. Do you communicate with your friends like this?

Recommended daily servings are:

Fats and sugars: very little

Fruit: 2–4

Vegetables: 3–5

Proteins: 2-3

X = serving

| | Number of servings of sweets | Number of servings of fruit | Number of servings of vegetables | Number of servings of meat |
|-------|------------------------------|-----------------------------|----------------------------------|----------------------------|
| Hind | XXXXXX | X | XX | XXXXXXX |
| Amer | XX | XXXX | XXXXXX | XXXXX |
| Jihad | X | XXXXX | X | X |
| Me | | | | |

1 Hind eats too many / doesn't eat enough sweets.
She doesn't eat enough / eats too much fruit.

2 Amer eats the correct amount of / doesn't eat enough fruit. He eats too much / doesn't eat enough meat.

3 Jihad doesn't eat too many / enough sweets. He eats the correct amount of / too much fruit.

4.....

Answers

1 eats too many / doesn't eat enough

2 eats the correct amount of / eats too much

3 too many / too much

4 Students' own answer

Unit 9

Lessons 5+6

SB pages 76 and 77

Speaking

1 Answer the following questions about the famous Jordanian dish, makmura. Share your answers with a partner.

1 Do you like this dish? Why / Why not?

2 Does your mother make this dish at home?

3 Do you have makmura on special occasions, or is it an everyday dish?

4 What is makmura made from?

5 Do you think makmura is healthy? Why / Why not?

6 How could you vary the recipe of makmura to make it healthier?

Answers

Students' own answers

2 The following photographs show a few steps for making makmura. Put them in the correct order.



Suggested answers

Students may interpret picture a either 'cook' or 'turn on the oven' and their responses may therefore differ.

EITHER 1 d 2 b 3 c 4 a OR 1 a 2 d 3 b 4 c

Listening

3 Underline all of the words that are forms of communication in the articles. One word has

been done for you. Which words are written forms of communication?

Listening strategies

Recognising different tones of voice

- Underline key words in the question.
- Note down the key words as you hear them.
- Don't try to write everything – instead use abbreviations.
- Make sure you use your notes to speak soon after writing them.

Audioscript

Alia: What are you making, Nada?

Nada: I'm making makmura! Do you want to help me?

Alia: OK. What do I have to do first?

Nada: First, we need to get the filling ready.

Alia: What filling are you going to have?

Nada: Chicken and onions, with a bit of spices. OK, let's dice the onion. There, I think that's enough. Could you please add olive oil and some spices to the onion?

Alia: OK. I've done that. What happens next?

Nada: Well, let's cut the chicken into 8 pieces. Like this. Now, sprinkle some salt and add the onion to the chicken.

Alia: Is this amount of salt enough?

Nada: Yes, that's fine. Right, now let's move on to the dough while the chicken is being cooked. I'm going to cut the dough into equal-sized pieces.

Alia: Then, after that, do we need to sprinkle flour on the pieces?

Nada: That's right. Has the chicken's colour changed?

Alia: Yes, it has. It looks well-cooked now.

Nada: Great. Now, the first layer of dough goes at the bottom of this container. Why don't you add some chicken on top of this layer?

Alia: Are 3 pieces enough?

Nada: Absolutely, and then I'll add the second layer of dough. Could you please add more chicken?
That's great! Here's the last layer of dough.

Alia: Are we ready to put the dish in the oven?

Nada: Yes, we are. We're going to wait for three hours until the dish is cooked. That's when we can turn it over onto a large plate.

Answers

1 d 2 b 3 c 4 a

4 Listen again. Complete the recipe below with the missing verbs.



Ingredients

dough, flour, chicken, onion, olive oil, salt and spices

a (1) the onion and add olive oil and spices to it.

b (2) the chicken into 8 pieces and add them to the onion. Add salt.

c (3) the chicken until its colour changes.

d Cut the dough into equal-sized pieces and (4) flour on the pieces.

e Put the first layer of dough at the bottom of a container made from aluminium.

f (5) 2 or 3 pieces of chicken for each layer of dough. The top of the dish should be the last layer of dough.

g Put the dish in the oven for 3 hours.

h When cooked, (6) it over onto a large plate.

Answers

1 Dice

2 Cut

3 Cook

4 sprinkle

5 Add

6 turn

Comprehension

5 Listen again and answer the following questions. 1 Does your mother use the same ingredients as the ones in exercise 4? Explain. 2 If you were to cook makmura, what other ingredients would you add to it? 3 After reading the recipe, do you think it is easy for you to make makmura? Why / Why not? 4 Have you tried makmura made by different people? Which one did you like the most? Why?

Answer

Students' own answers

Reading

6 Read the texts. What are the writers' favourite foods? Match each text with the correct photograph above.





A

My favourite dish is lamb and white beans. My mother (1) boils / grills the beans in salted water. She also (2) **chops** / **marinates** the lamb overnight in olive oil, lemon juice and spices. Then she (3) **grates** / **roasts** it in the oven, and serves the beans next to it. Before we eat, we (4) **sprinkle** /

melt fresh herbs, salt and pepper on the dish. It's delicious, and also very healthy!

B

To make tabouleh, (5) **fry** / **chop** the vegetables into small pieces and (6) **grill** / **mix** them with olive oil and lemon. Make sure you (7) **slice** / **season** the dish well with salt and pepper. Tabouleh is salad, and so it is extremely healthy

C

My favourite snack is cheese on toast. I like to (8) **sprinkle** / **slice** the cheese into thick pieces and (9) **boil** / **melt** it under the grill. It's delicious! I can't have this snack very often because too much cheese is unhealthy, but it's alright if I only eat it occasionally

Answers

A 3

B 2

C 1

Vocabulary: Cooking verbs

7 Read the texts again and choose the correct alternatives in the sentences.

Answers

1 boils

2 marinates

3 roasts

4 sprinkle

5 chop

6 mix

7 season

8 slice

9 melt

Writing

Preparing to write

- Decide on your topic.
- Write a list of the vocabulary that you might need.

- Gather all the information you need.
- Use your vocabulary and information to make a plan. Remember to separate your plan by paragraph.

8 Write a recipe for your favourite dish. Use the model on page 76 to help you.

Read the verse from the Qur'an. Give the original Arabic from the Qur'an, and then talk about how you apply this verse to your daily life.

O children of Adam, take your adornment at every Masjid and eat and drink, but be not excessive. Indeed, He likes not those who commit excess.

(Qur'an 7:31)

يَا بَنِي آدَمَ خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ وَكُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا ۚ إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ (31) الأعراف

Unit 9

Lessons 5+6

Activity Book pages 51 and 52

Vocabulary

9 Match the methods of cooking with the definitions. One word is not needed.

| roast | melt | fry | grill | boil |
|-------|------|-----|-------|------|
|-------|------|-----|-------|------|

1 *roast*: cook in the oven

2 : cook in a pan with a little bit of butter or oil

3 : cook in very hot water on the stove

4 : cook under a hot part of the oven

1 *roast*

2 fry

3 boil

4 grill

Grammar

10 Read Kevin's list. Write sentences in the causative with want, get or have



My to-do list

- 1 go for a hair cut
- 2 go for an eye test
- 3 ask the dentist to check my teeth
- 4 ask the tailor to shorten my jacket
- 5 ask Farid to take a photo of me
- 6 ask the bike shop to fix my bike

1

.....

.....

2

.....

.....

3

.....

.....

4

.....

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5

.....

.....

6

.....

.....

Answers

1 I'm getting my hair cut.

2 I'm having my eyes tested.

3 I want my teeth checked.

4 I'm having my jacket shortened.

5 I want a photo of me taken (by Farid).

6 I'm having my bike fixed.

Reading

11 Read the text and complete it with the missing words.

1 a weight b length c energy

2 a few b a lot of c too many

3 a half b more than c less than double

4 a enough b much c too many

5 a Too much b Not enough c Some

1 c

2 a

3 b

4 c

5 a

Calories and health

A calorie is a unit of (1) _____. When you hear that a substance contains 100 calories, it's a way of describing how much energy it gives your body. Most foods and drinks contain calories. Some foods, such as lettuce, contain (2) _____ calories – a cup of lettuce, for example, contains fewer than ten calories. One gram of protein or carbohydrate contains 4 calories, and the same amount of fat contains (3) _____ that number – 9 calories. So, to find out how many calories there are in a type of food, you can multiply the number of grams by the number of calories in a gram of that food group. We all need energy, so a healthy, balanced diet includes the right number of calories – not (4) _____, and not too few. Teenagers need more calories than younger children. Teenage boys on average need 2,200 to 3,200 calories a day, and girls of the same

age need 1,800 to 2,400 calories a day. However, whether they are girls or boys, teenagers who are active and move around a lot will need more calories than those who don't. If you eat more calories than your body needs, the leftover calories are converted to fat. (5) _____ fat can lead to health problems. Exercising is really important, too, because activity burns calories.

12 Read the text again and write T (true) or F (false). Correct the false statements in your notebook.

1 A cup of lettuce contains a small number of calories.

2 Eating a lot of fat is bad for you.

3 It is impossible to find out how many calories are in a type of food.

4 Our bodies need calories to give us energy.

5 People who are less active need more calories than people who are active.

Answers

1 T

2 T

3 F. To find out how many calories there are in a type of food, you can multiply the number of grams by the number of calories in a gram of that food group.

4 T

5 F. People who are less active need fewer calories than people who are active.

Writing: Your favourite dish

13 Write a description of a traditional dish from another country.

1 What is the dish called? What country does it come from?

2 Think about the following questions:

- What does the dish consist of?
- Does it have meat or fish?
- Is it sweet? Is it spicy?
- What are the health benefits of this dish?

3 What is the history of the dish?

4 Now write the description of your traditional dish, focusing on its health benefits.

14 Read your description to the class. Which dish would most people like to try?

Exercises 13–14 Students' own answers

المعلم الإلكتروني الشامل