

تم تحميل ورفع المادة على منصة

# المعلم التعليمي



للعودة الى الموقع اكتب في بحث جوجل



المعلم التعليمي



ALMUALM.COM

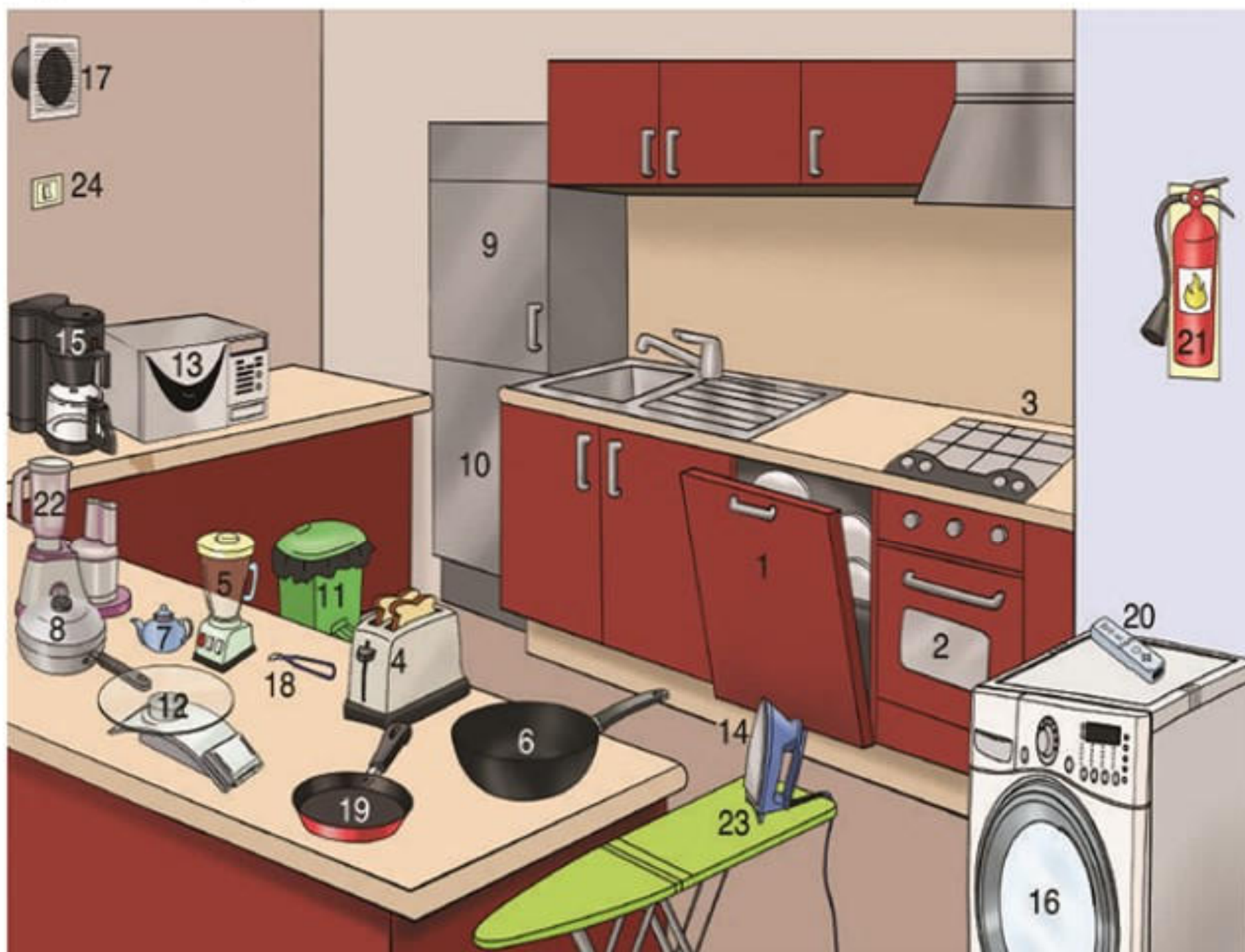
# Lessons 1-2 In the kitchen

- Look at the picture. Which things did people not have 50 years ago?

## Vocabulary

- 1 Look at the picture. Match the words to the kitchen appliances and equipment.  
Which ones do you have in your house?

- a bin
- b blender
- c dishwasher
- d freezer
- e fridge
- f hob
- g iron
- h wok
- i microwave
- j oven
- k saucepan
- l scales
- m teapot
- n toaster



**2** Use the words below to make compound nouns for kitchen appliances and equipment.

**1** coffee

**2** washing

**3** extractor

**4** tin

**5** frying

**6** remote

**7** fire

**8** food

**9** ironing

**10** light

**a** fan

**b** extinguisher

**c** processor

**d** pan

**e** control

**f** opener

**g** board

**h** switch

**i** machine

**j** machine



## Speaking 21st

- 3** In groups, debate which appliances you think are the most essential and why. Then come up with five appliances you all agree are the most important.

## Listening 2

- 4** Listen to these conversations and identify the appliances you hear. Link each one to an item in the picture on page 6.

- fridge
- dishwasher
- iron
- scales
- light switch
- toaster
- extractor fan
- microwave
- oven
- remote control

- 5** Listen again. Which conversations take place in a formal situation (where the people don't know each other very well)?

## Speaking

- 7** Work with a partner. Take turns to be a guest and a host. Make up conversations using *Would you mind ...?* and the items in the picture in Activity 1.

**Guest:** *Would you mind if I put the TV on?*

**Host:** *Not at all. Go ahead.*

### Language tip

When you are being polite, or when you don't know someone very well, to ask if you can do something, use *Would you mind if I + verb in the past tense*.

*Would you mind if I switched the TV off?*

To ask someone else to do something, use *Would you mind followed by verb + -ing*.

*Would you mind switching the TV off?*

# Lessons 3–4 **Doing things right and getting things wrong**

- Do you read the instructions before you use a new appliance? If so, why? If not, why not?

## Reading

- 1** The following two sets of instructions are in the wrong order. What is the correct order? What appliances are these instructions for?

**A**

- 1** Press the appliance over your clothes. **2**
- 2** First, make sure the appliance is plugged in. **3**
- 3** Then, select the heat you want. **4**
- 4** Next, pour some water into the appliance. **1**

**B**

- 1** Select the cycle you want. **3**
- 2** Press the start button. **1**
- 3** First, put your clothes inside. **2**
- 4** Take the wet clothes out of the machine. **4**

## Writing

- 2** Make notes of all the things you have done since you woke up this morning. Now write them in the wrong order and swap with your partner. Can you work out the right order of each other's routine?

work out the right order of each other's routine?



## Use of English: Phrasal verbs – part 2

Here are some more phrasal verbs connected with daily routines:

*get off*

*put on*

*take off*

*get on*

*put down*

*tell off*

*get up*

*sit down*

*wake up*

*pick up*

*stand up*



## Speaking 21st

- 3 Choose one of the following and discuss with your partner:
- 1 your ideal day
  - 2 how your routine is different at the weekend or in the holidays

## Listening 3

- 4 Listen to Alice talking about a bad day. What were the two things that went wrong?
- 5 Listen again and follow the text below. Then listen and complete the gaps.

Yesterday, I *woke up* late! I Got up<sup>2</sup> quickly and had a shower. I Put on<sup>3</sup> my school clothes and Got on<sup>4</sup> the first bus. But it was the wrong bus! I Got off<sup>5</sup> at the next bus stop and ran all the way to school. My teacher wasn't happy and Told off me         <sup>6</sup>.

After school, I walked home with my friends. We sat on a bench in the park. I Put my mobile phone down on the bench next to me. When we left, we were so busy chatting that I forgot to Pick it up<sup>8</sup>. It was only when I got home, that I realised I had left it in the park. I ran back to find it. Luckily, it was still there!

## Use of English

6 Match these phrasal verbs with their opposites.

- |            |   |            |
|------------|---|------------|
| 1 stand up | c | a get off  |
| 2 put on   | e | b put down |
| 3 get on   | a | c sit down |
| 4 pick up  | b | d lie down |
| 5 get up   | d | e take off |

## Speaking

7 Tell your partner about a time when things have gone wrong in your day. What were the consequences? Use the sentence prompts.

*First ...*

*When ...*

*Then suddenly ...*

*I was about to ... when ...*

*I couldn't believe it!*



## Lessons 5–6 **In my room**

- How much time do you spend in your room at home?
- 1 Read about Reem's room. What do you like about it? Is there anything you don't like?

# Inside teenagers' rooms

Reem's room is at the top of the house. It's pale blue. There isn't much on the walls, apart from a noticeboard where she puts photos, pictures and the certificates she got for her exams. Her mother isn't keen on her putting up pictures on the walls. If Reem had her way, the room would have pictures on all the walls. It would be painted lime green, with one wall papered in a different colour, and it would have a balcony. But for now, to add colour and interest, she has a pink and white bedspread, some purple cushions in the shape of hearts and some bright pink cushions in the shape of flowers, and lights around the bed. There's an



**Reem's room**

alarm clock and a lamp next to her bed and she's got four storage baskets under the bed, for shoes and for the soft toys she has kept from childhood. There's a wardrobe for her clothes and there are bookshelves next to the wardrobe. 'I've got quite a lot in my room,' she says, 'and it sometimes gets messy, but I don't care. I always know where everything is!'

## Speaking

This means that if Reem was allowed, she would have pictures on the walls



- 2** Work in pairs. Ask and answer these questions about Reem's room.
  - 1** What does her room tell you about her?
  - 2** Is there anything that your room has in common with Reem's?
  - 3** *If Reem had her way, the room would have pictures on all the walls.* What does this mean?
  - 4** Do you think Reem is satisfied with her room? If so, why? If not, why not?
  - 5** Does a room always tell you about the person who lives there?
- 3** In pairs, you are going to try to remember what is in Reem's room, giving details of colour and position. Look at the picture of her room for ten seconds. Then close your books. Now tell your partner how much you can remember.



## Listening 4

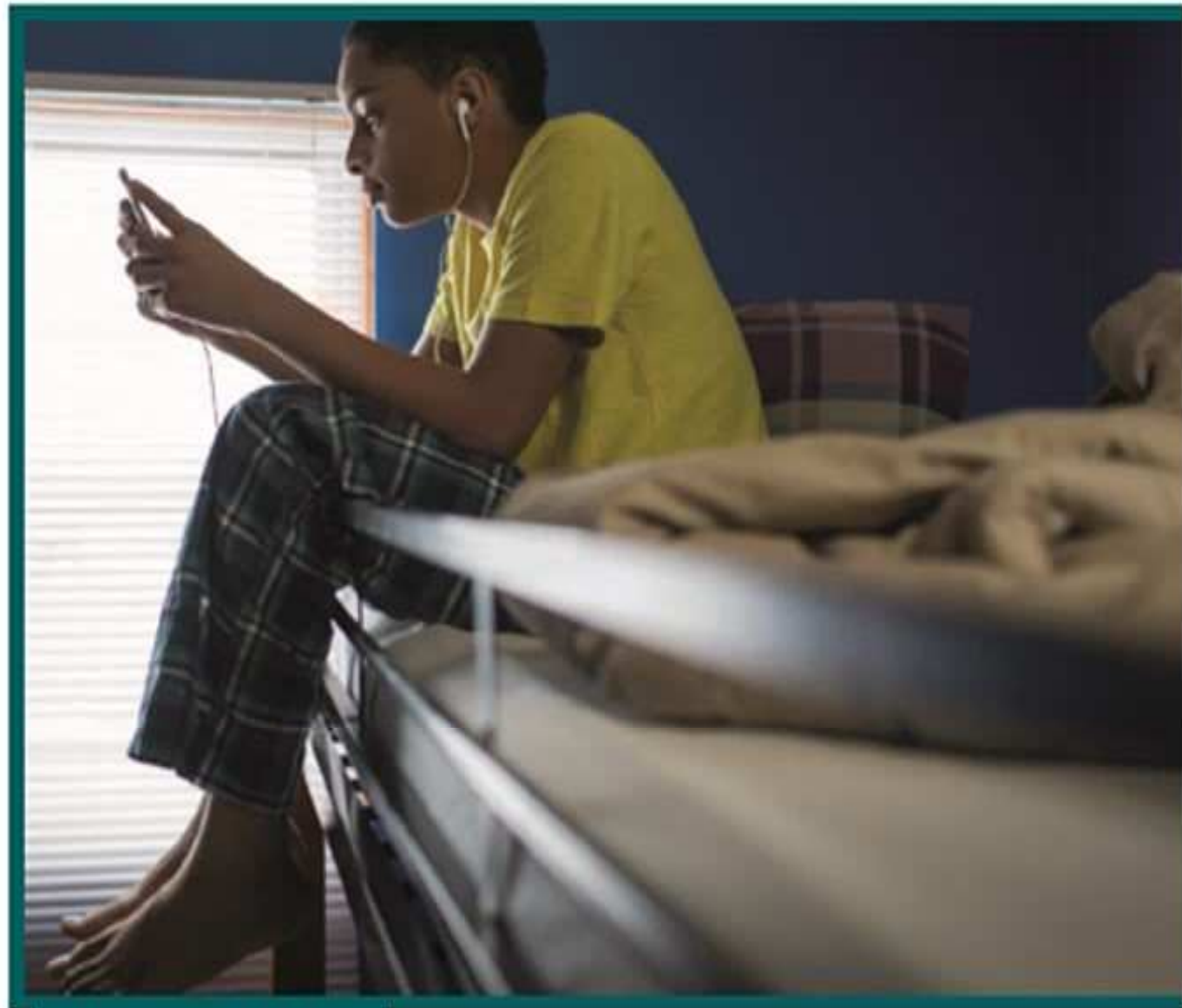
4 Listen to someone talking about Hamad's room. Then think about Reem's room. Read these questions. Who ...

- 1 ... lives in a flat?
- 2 ... has got a noticeboard on the wall?
- 3 ... would like a balcony?
- 4 ... sleeps on the top bunk?
- 5 ... is keen on football?
- 6 ... has an alarm clock next to the bed?
- 7 ... storage baskets under the bed?
- 8 ... a collection of toy cars?

## Speaking 21st

5 Interview your partner about their room. Make notes of their answers. Ask your partner to check that the notes you've written are correct.

- 1 Is your room neat and tidy, or messy?
- 2 What colour is it?
- 3 What have you got on the walls?
- 4 What else is there in your room?
- 5 Is your room how you like it?  
What would you change?



Hamad's room

# Writing

- 6** Write a description of your partner's room. Use the descriptions in Activities 1 and 4 as a model. Include some quotes from your partner – remember to use speech marks ('...').

## Language tip

To give a precise description you can use compound

adjective + adjective

It's **pale blue**.



some **bright pink**

cushions

## Lesson 7 Practise and prepare

### Reading

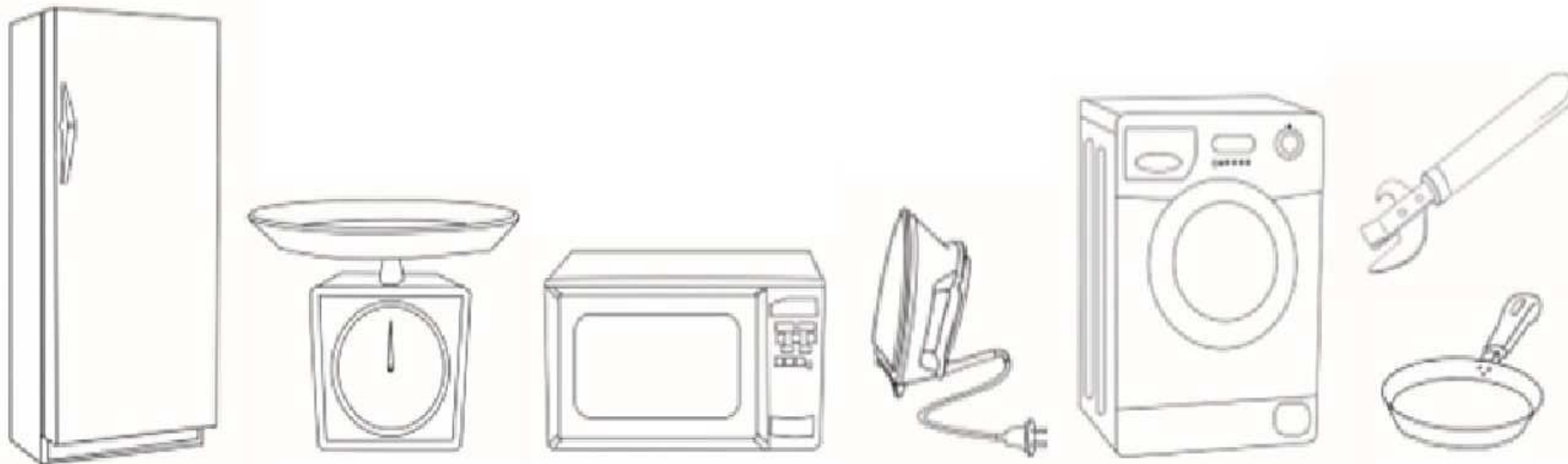
- 1 Read these instructions. What kitchen item do you think is being used?

*Pour some oil in the ... and then put it on the hob.  
Turn the hot plate on to heat up the oil.  
Lift the  up and gently move it so that the oil is evenly distributed.  
Then put some garlic in the .  
Stir gently with a wooden spoon.*

### Listening

#### Frying pan

- 2 Listen to Ali and Jamal discussing what to prepare for lunch. Which two appliances below are not mentioned? Which appliance is mentioned but not pictured?



## Speaking

- 3 Look at the following activity. Think about what to say and then tell your partner.

Describe your ideal day. You should say:

- What you did
- When you did it
- Who you did it with

## Writing

- 4 Now write a short description of your ideal day. Include all the information from your discussion in Activity 3.



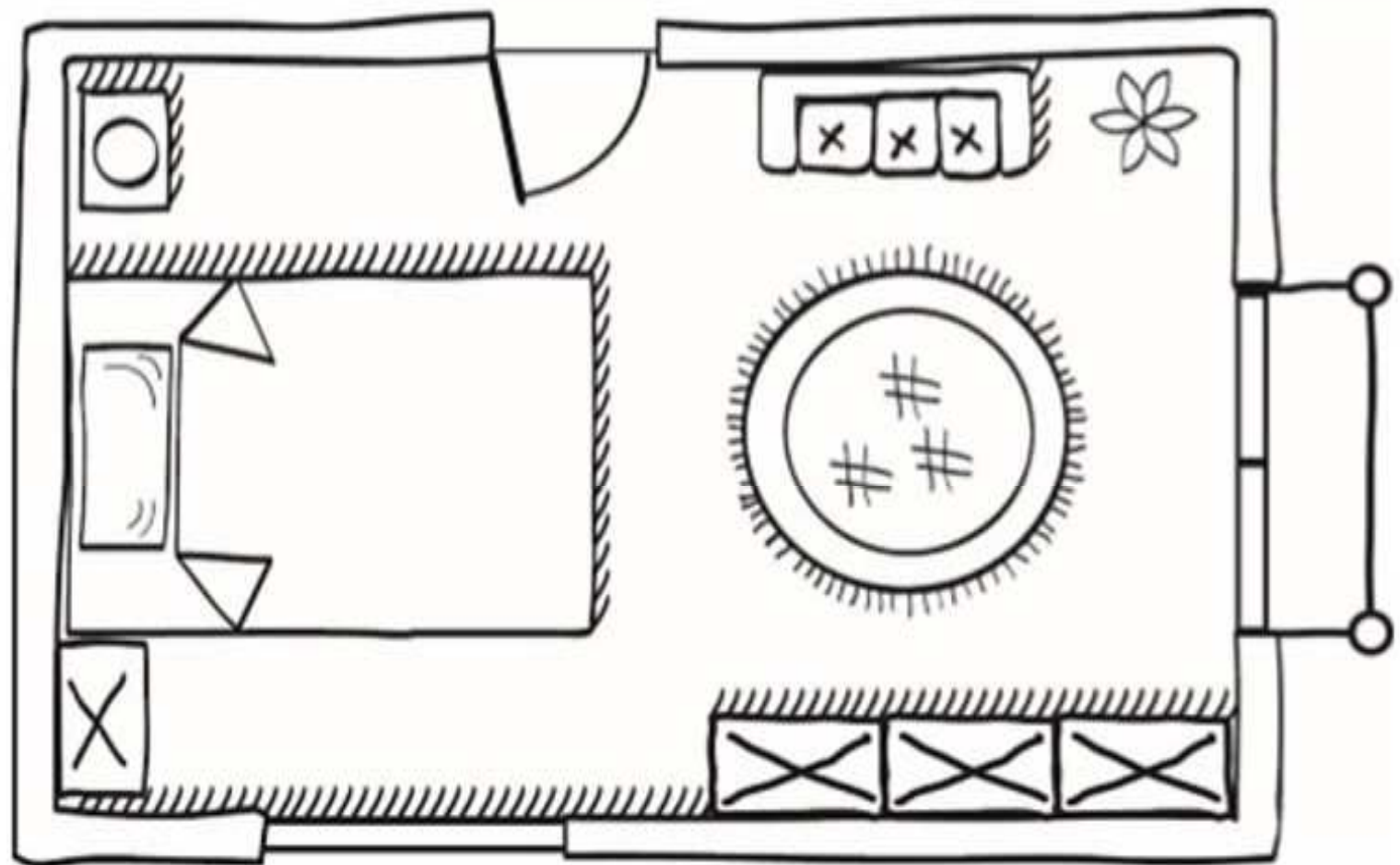
## Lesson 8 My ideal room

- How much choice do you get to design your room at home? What changes would you make if you could?

### Vocabulary

- 1 Imagine you could design your own room. What would it look like? What would it have in it? Draw a plan of your room in your notebook and label it. Think about:

- furniture
- location of door
- location of windows
- lighting
- colour scheme
- decorative features



## Speaking 21st

- 2 Describe the room you have designed to a partner. Explain what you have done and give reasons for your choices.

## Writing

- 3 You are going to write a description of your ideal room to feature in a magazine. Before you write, plan your writing in your notebook. Use the checklist below for ideas.

- What style is it?
- Is it light/dark?
- What is the floor /ceiling like?
- What furniture is there and where is it?
- What is on the walls?
- What does the room feel like? Does it reflect your interests and personality?

### Writing tip

When writing descriptions, try to include a variety of adjectives.

This makes the text more interesting and helps the reader visualise what is being described. Compare the sentences below. Which gives you a better picture?

*There are some photos on the wall in my room.*

*My room is blue. There are some old photos on the wall.*

*The walls of my room are painted pale blue. There are some old family photos on the wall.*



## 10 Jobs at home

Jobs that you do regularly at home?

John and Tina doing a quiz. Are these statements true or false?

The living room to be tidy.

John makes her bed.

The living room is always tidy.

John's job is putting the rubbish out.

John sets the table.

John uses the dishwasher.

John has to clean the bathroom.

John is cooking.

John has ironed a shirt.

John is more practical than Juliet.

Partner and discuss these questions about yourselves.  
Why.

Useful at home?  
Practical?

You're far tidier  
than I am.

Maybe. But I'm  
nowhere near as  
practical as you are.

## Comparisons

When you want to make a comparison stronger, you can use phrases such as:

*much tidier than, much more practical than*

*far tidier than, far more practical than*

*a lot less tidy than, a lot less practical than*

*nowhere near as tidy as, nowhere near as practical as*

Some adjectives take *-(i)er* in the comparative form, and others need

*me.*

*than you.*

*practical as you.*

When you want to make a comparison stronger between things that are equal, use *just as ... as.*

*as me!*

1 Household routines



Using the following phrases and adjectives to compare Reem's room  
with Hamad's room (pages 10 and 11).

is ...	colourful
is ... than	plain
is ... as ... as	tidy
is ...	interesting

Example: *Reem's room is ... than / as Hamad's room.*

## Speaking

- 4 Look at the pictures. Compare and contrast them using the phrases above.



## Lesson 11 Household routines in the past

- Who used to do the jobs at home in your grandparents' and great-grandparents' house? Which jobs are the same as today's jobs? Which ones are different?

### Vocabulary

- Complete the sentences using one of the words below.

pick ... up   turn on   chop up   pick   hang out   put ... on

- In the past, we used to **chop up** wood to make the fire every morning.
- Then we would **Put** the kettle **on** the fire to boil the water.
- We didn't use to buy milk from the supermarket. We had to **Pick** it **up** from the corner shop.
- On Mondays, I used to help my mother **hang out** the washing to dry.
- Then we used to **pick** fresh vegetables from the garden for dinner.
- In the evening, we used to **turn on** the gas fire as there wasn't any central heating.

### Language tip

We use *used to* when we talk about something we did regularly in the past.

*We always used to cook on an open fire.*

*We didn't use to have electric kettles.*

Notice that positive sentences have *used to*, and negative sentences have *didn't use to*.

Look at the sentences in Activity 1 and find some examples of *used to* and *didn't use to*.

## Listening 7

Listen to Emily talking about life when she was a child. Then discuss the questions in pairs.

- What does Emily say about modern appliances?
- Who did all the work when Emily was a child?
- What was the first job of the day?
- Where did the food for breakfast come from?
- Who did the washing up?
- What did Emily like doing on windy days? Why?



### Listening strategy

When listening for the first time, remember to listen for the general idea. Then read any questions for key words which will give you clues to what you need to listen out for. When you listen again, pay special attention for those key words.

## Speaking 21st

Look at this list of jobs from the past. Then discuss the questions with your partner.

- making or mending clothes
- hanging out the washing
- growing and picking vegetables
- lighting a fire

Do you think life was harder in the past? If so, why? If not, why not?  
Do you think it would be useful to learn to do any of the jobs on the list? Which ones? Why?



# Lessons 12–13 Household routines – what does the future hold?

- What will household routines be like in the future? How similar or different will they be? Will they be much easier to do, or more complicated?

## Reading

- 1 Read the following text about houses in the future. How does the author think household routines will change?

It's hard to think of what homes will be like in the future. Over the last 30 years there has already been so much change – who would have believed back in the 1970s that we would be living in such a technological world? So, imagining the future is really hard, given how quickly things change.

Personally, I'd like to see household routines becoming far better for the environment. I think we'll be using more clean energy at home in the future. For example, we'll be using far more **solar energy** than now and using solar panels instead of replacing batteries.

Hopefully, there will be a lot less rubbish in the future compared to now, so putting out the rubbish will be a thing of the past. There will be nowhere near as much **non-biodegradable** rubbish as today because companies will be rewarded for making their products out of **biodegradable** and **sustainable** materials. We will see far more recycling done at home – using **composting** bins.

Maybe there will be a lot more robots being used around the house. All we will have to do is set up a program and push a button! That's what many people predict. But I'm not sure I'd want a robot to do everything. What would we do? There is a lot of pleasure in a job done well. Even though household routines can be hard work and really boring, they can also be very relaxing.

### Reading strategy

When you scan a text, read it quickly to find specific information. Look out for key words, for example names, nouns, numbers. You don't need to read and understand every word.

**Household routines will be better for the environment; there will be less rubbish to put out; there will be more recycling; there may be robot**

1- F (there wasn't)

2- T 3- T 4- T

5 - F (we will be able to program them)

6- F (she thinks they would be okay for some things but she would prefer to do some activities herself as they can be satisfying.)

2 Read the text again. Are these statements true or false?

- 1 In the 1970s there was already a lot of technology.
- 2 Things change quickly.
- 3 The author wants to live in a society which uses clean energy.
- 4 More recycling will be done by composting.
- 5 Robots will take over our lives.
- 6 The author likes the idea of a robot doing everything for her.

## Speaking

- 3 In pairs, discuss the article above. How much do you agree with the author? Do you think the routines we have at home can be more energy-saving? What are your predictions?

## Vocabulary

**solar energy:** energy we get from the sun

**non-biodegradable:** unable to decompose naturally

**biodegradable:** able to decompose naturally without damaging the environment

**sustainable:** able to be produced without damaging the environment

**compost:** to let organic matter decay naturally

## Language tip

We often use *will* or *'ll* to talk about the future and to make predictions. Look at these examples and notice how we form the negative:

*I think robots **will do** everything in the future. We **'ll** just relax.*

*We **won't** have to do anything!*

## Reading

4 Read the text. What kind of text is it?

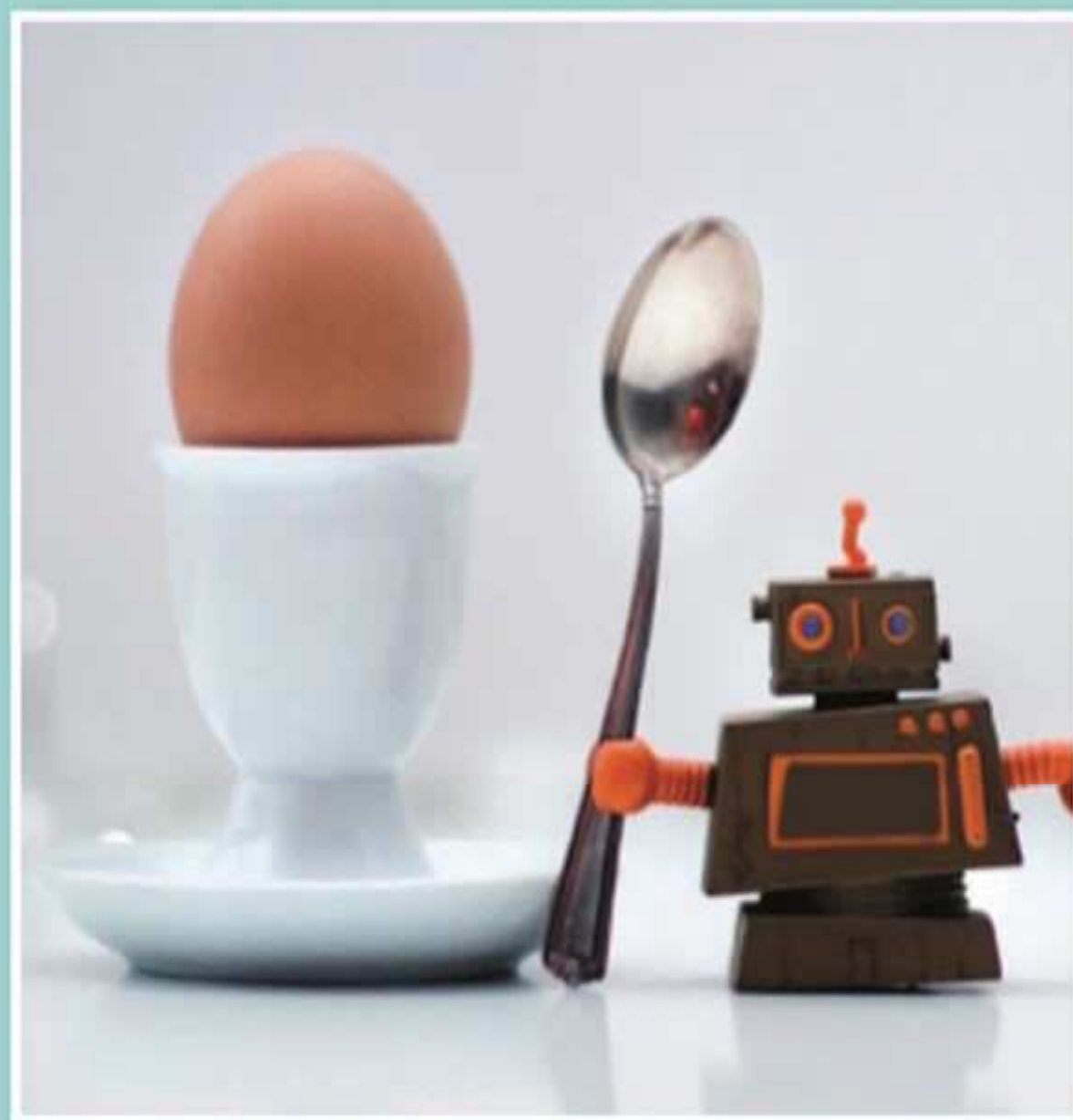
# Your new housemate!

Running on renewable energy and meeting your every need, this is the robot of the future!

This robot will make your preferred breakfast in the morning and have dinner waiting for you in the evening. It can even predict the weather and choose suitable clothes for the next day.

Before you leave the house in the morning, just tell your robot what you want to do in the evening and everything will be set up by the time you get home from school or work. If you want tickets for a football match or the cinema, a reservation at a restaurant or a flight to London – nothing is too much trouble.

In time, it will even predict what you want to do!



- 5 Which of the following is not mentioned in the text?

**Do your homework**

make a reservation  
choose clothes  
predict the weather  
do your homework  
make breakfast

## Speaking

- 6 Imagine you are going to get a robot for your school. Discuss the following questions.
- 1 What activities would you like the robot to do?
  - 2 What special abilities would it have?
  - 3 What would your robot look like?
  - 4 Where would it 'live'?

## Writing

- 7 Create an advert for your robot. Make notes in your notebook. Think about the questions in Activity 6.

### Writing tip

When writing an advert, keep the sentences short. Think about the key information about the item you are writing about, and highlight it in some way (in bold, in capitals, by using a different font).

### Language tip

We often use *would* to talk about imaginary situations:

*I **would** like the robot to make my breakfast and do my homework.*

# Lesson 14 Practise and prepare

## Reading

1 Read this text. What type of text is it? What practical thing does it encourage you to do? Why?

2 Read the advert again and decide if these statements are true, false or not given. **t**

1 The text is about household routines. **t**

2 The article suggests that you create a routine.

3 Household routines make life much harder.

4 Getting things ready the night before gives you more time in the morning. **t**

5 Families always have arguments. **NG**



magazine article/persuasive text/advice;  
write down what jobs you have to do on  
certain days; it helps make life  
easier/stops family arguments

Have  
then why not create one?

First of all, make a list of all the household jobs you need to do each week. Then write down all the jobs you have to do on certain days, such as taking the rubbish out on Mondays.

Maybe you have sports on Wednesdays, so on

**F (household routines make life much easier**

the next day. Tuesday evenings the sports kit needs washing – so that can go on the timetable too, and so on.

Do you make your bed as soon as you get up? Why not? It takes a lot less time than you think and it looks much better.

And, what about your school bags? Do you get them ready for the next day after you finish your homework? If not, why not get everything you need for the next day as soon as you finish your homework? Then put your bag by the door. In the morning, all you have to do is to pick it up when you leave for school. You'll have more time for breakfast and maybe a little more time in bed!

Having a routine helps make life so much easier. Start now and make your day a great one – and make those family arguments a thing of the past!

# Lesson 15 Review

## Vocabulary

**1** Match the words with their meanings.

**1** extractor fan **c**

**2** scales **b**

**3** oven **e**

**4** fridge **f**

**5** switch **d**

**6** iron **a**

**a** you use this to press clothes after they have dried

**b** you use these to weigh ingredients

**c** this helps to remove any cooking smells in the air

**d** this is used to turn on a light or an electrical appliance

**e** we use this to bake bread in

**f** this is used to keep food fresh and cold

**3** Complete the text using words from the box.

furniture wardrobe bookshelves pale  
walls desk

My room isn't very big, but I love it. It's pale<sup>1</sup> blue and is covered in pictures. My parents said that I can have pictures on the walls<sup>2</sup> as long as I don't damage the paint. There isn't much furniture<sup>3</sup> in the room. I've got a bed and a small desk<sup>4</sup> and chair where I do my homework. My dad made some great bookshelves<sup>5</sup> which are big enough to put all my files on. There is also a wardrobe<sup>6</sup> – but most of my clothes are on the floor because I'm not very tidy!