

# Staying in and going out

Lesson objectives: Vocabulary revision: staying in and going out;  
Grammar revision: Present simple and Present continuous, state verbs;  
Language functions: describing a picture

Step 1

Welcome unit

Be brainy!

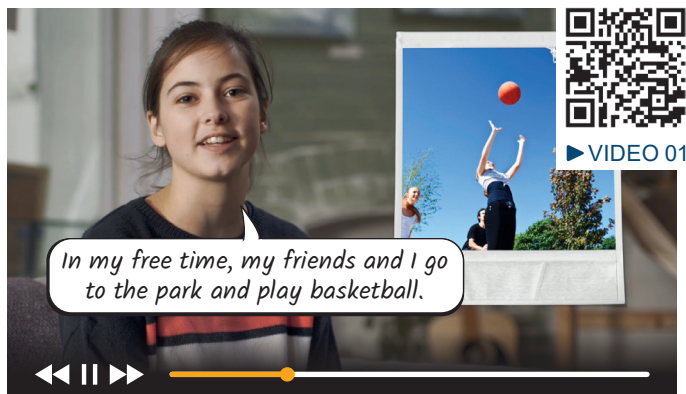
Review vocabulary groups

- 1 Work in groups. Copy the diagram and add as many words as possible in five minutes.



- 2 Over to you! In pairs, ask and answer the questions.

What do you do in your free time?  
Do you usually stay in or go out?



Be brainy!

Revise tenses

## Grammar hub: Present simple and Present continuous

My sister usually **meets** her friends on Saturdays, but today, she's **playing** football at the National Stadium.

My parents usually **eat** in, but today, they're **eating** out with the President and the First Lady.

- 3 Look at the *Grammar hub*. Imagine that your family and friends are doing some unusual things today. In your notebook, write five sentences about them.

*My best friend usually goes to school on Tuesdays, but today, he's climbing Mount Everest!*

## Look: state verbs

We use state verbs to express abstract ideas, such as opinions or feelings. We don't usually use them with the Present continuous.

I **like** action films. I'm ~~liking~~ action films.

These shoes **cost** €30. These shoes are ~~costing~~ €30.

- 4 In your notebook, match the categories (1–4) with the sentences (a–d). Then make the sentences negative.

- 1 Thoughts and knowledge: *know, think, agree ... c*
  - 2 Feelings and preferences: *hate, want, prefer ... a*
  - 3 The senses and appearance: *look, seem, sound ... d*
  - 4 Possession: *have, own ... b*
- a I like rap music. *I don't like rap music.*
  - b Our teacher has three cats. *Our teacher doesn't have three cats.*
  - c I understand Russian. *I don't understand Russian.*
  - d This cake tastes good. *This cake doesn't taste good.*

Be brainy!

Practise language functions: describing a picture

## Look: describing a picture

on the left/right

in the middle

at the top/bottom

in the background

- 5 1.01 Listen and follow the instructions.

- 1 Draw a large rectangle in your notebook.
- 2 Listen to someone describing a picture.
- 3 Listen again and try to draw the picture.
- 4 In pairs, compare and describe your pictures.

- 6 Imagine that you and your family are going to stay with a host family in England. Write a short email to introduce yourself and your family.

- Introduce yourself.
- Introduce the other people in your family.
- Say what you like doing.

Lesson objectives: **Vocabulary:** travel; **Grammar revision:** comparative and superlative adjectives, future tenses, subject and object pronouns; **Language functions:** describing dreams, hopes, and plans

### Be brainy!

Recycle your vocabulary

- 1 Work in pairs. In your notebook, write all the words that you can remember from the categories below.

transport

accommodation

holiday activities

countries and continents

### Be brainy!

Revise comparative and superlative adjectives

- 2 Work in groups of four. Follow the instructions.

- Student A says a word from one of the categories in exercise 1.
- Student B says another word from the same category.
- Student C must make a sentence, comparing both words.
- Student D must add information to make a superlative sentence.

Poland

the USA

The USA is bigger than Poland.

The USA is bigger than Poland, but Russia is the **biggest** country in the world!

- 5 Then swap roles.

### Be brainy!

Use Grammar hubs

### Grammar hub: Future tenses

Future tenses



VIDEO 02

I'll **need** my sleeping bag.  
We're **going to** make some new friends.  
We're **meeting** the others at the airport.  
The plane **leaves** at 2 o'clock.

- 3 In your notebook, match the five sentences in the **Grammar hub** with options 1–5 below.

- Present continuous for future arrangements  
*We're meeting the others at the airport.*
- will* for facts and predictions  
*I'll need my sleeping bag.*
- going to* for future intentions and plans  
*We're going to make some new friends.*
- Present simple for schedules and timetables  
*The plane leaves at 2 o'clock.*
- will* for promises, offers and spontaneous decisions  
*I'll help you with that, Tom!*

### Look: subject and object pronouns

|    |     |     |     |    |    |     |      |
|----|-----|-----|-----|----|----|-----|------|
| I  | you | he  | she | it | we | you | they |
| me | you | him | her | it | us | you | them |

I'll help you!

- 4 1.02 Listen to a dialogue between Tim and his aunt. In your notebook, answer the questions, using the correct tenses.

- What is Tim going to do in London? *Tim/He is going to visit the British Museum (to see an exhibition about the Romans).*
- Where is Tim meeting his friend? *Tim/He is meeting his friend (Rob) at the (train) station.*
- What time does the train leave? *The train leaves at 9:45. / The train leaves at quarter to ten.*
- How does Tim's aunt say she will help him? *Tim's aunt says that she'll drive him to the station. / Tim's aunt says that she'll give him a lift to the station. / Tim's aunt says that she'll take him to the station by car.*
- Will Tim be late? *No, he won't. / No, Tim won't be late.*

### Be brainy!

Practise language functions: talking about intentions, dreams, hopes and plans

- 5 In pairs, take turns to ask and answer questions about your holiday plans for next year.

Where are you going on holiday next year?

We're going to Scotland.

What are you going to do there?

We're going to see the Loch Ness monster!

What will the weather be like?

I think it will rain!

### Look: I'd like to ... / I'd love to ...

I'd like to go to England.  
I'd love to visit London!

- 6 Uzupełnij luki w dialogach 1–3, tak aby wypowiedzi uczestników rozmowy były spójne i logiczne. Zapisz odpowiedzi w zeszyście.

- X: Where would you like to go on holiday this year?  
Y: *I'd like to go / I'd love to go* to Spain!
- X: *Would you like to* go to the beach?  
Y: Yes, I would. I'd like to go snorkelling!
- X: We're going to go on a bike ride. Would you like to join us?  
Y: *I'd love* to! But I haven't got a bike.  
X: Don't worry, we'll lend you one of our bikes.

# It's exam year!

Step 3

Lesson objectives: **Vocabulary:** school life; **Grammar revision:** possessive adjectives, pronouns and possessive's, adverbs, gerunds and infinitives; **Language functions:** greetings, introductions, and wishes

## Be brainy!

Talk about school and exams

### 1 Work in four groups. Follow the instructions.

- Each group writes the name of a different vocabulary category on a large piece of paper.

classroom objects and stationery ■ school subjects  
places in a school ■ after-school clubs

- In two minutes, write as many words as possible in the vocabulary category on your group's piece of paper.
- Each group moves to another group's piece of paper, and again until each group has written on all the pieces of paper.

## Look: possessive adjectives, pronouns and possessive 's

|      |       |     |      |     |      |       |        |
|------|-------|-----|------|-----|------|-------|--------|
| my   | your  | his | her  | its | our  | your  | their  |
| mine | yours | his | hers | its | ours | yours | theirs |

Is this **your** pen? No, it isn't **mine**. I think it's **Ewa's**.

### 2 In pairs, ask and answer questions about objects in the classroom.

Whose computer is that?

It isn't ours. It's the teacher's.

## Look: gerund as subject

**Listening** to songs is a fun way to study.  
**Being** organised helps too.

### 3 Over to you! How do you prepare for exams? In pairs, discuss this question.

Naomi

I find being organised helps, so I keep all my books tidy.

VIDEO 03

## Look: adverbs

I need to study **hard** to pass my maths exam. I can study **more easily** when I turn off my phone.

### 4 In your notebook, match the opposite adverbs in the box below. Then write two sentences about preparing for exams. Use a basic form of an adverb in one, and a comparative adverb in the other.

well ■ fast ■ late ■ slowly ■ badly ■ early  
quietly ■ rarely ■ loudly ■ regularly

well – badly  
fast – slowly

late – early  
rarely – regularly

quietly – loudly

## Be brainy!

Revise gerunds and infinitives

### Grammar hub: Gerunds and infinitives

**We use the infinitive after:**

- some verbs: *want, decide ...*
- all adjectives: *happy, sad ...*

**We use the gerund after:**

- some verbs: *enjoy, don't mind ...*
- all prepositions: *at, to, for ...*

### 5 Look at the *Grammar hub*. Then match sentences 1–4 below with rules a–d above.

- Pleased **to meet** you! **b**
- I hate **getting** up early. **c**
- Congratulations on **passing** your exam! **d**
- We need **to revise** regularly. **a**

## Be brainy!

Practise language functions

### 6 Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytach. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- Pleased to meet you both!
- Pleased to meet you too.
- Thanks! I'll need it!
- Thanks! It was easier than I thought.
- Thanks! Maybe next time I will pass my exam.

1 D    2 C    3 A    4 B

## Life skills: Preparing for exams

How many more tips can you add to the two below?

- Revise regularly throughout the year.
- Find a good school-life balance.