

Unit	Vocabulary	Language Focus	Reading & Listening	Culture
<b>S</b> <b>Starter</b> page 4	<ul style="list-style-type: none"> <li>Verbs, nouns and adjectives</li> </ul>	<ul style="list-style-type: none"> <li><i>be, have got, can</i> and <i>there is / there are</i>; question words; present simple; adverbs of frequency; present continuous; pronouns and possessive adjectives; <i>would like to</i>; articles; <i>like, love, hate, not mind + -ing</i></li> </ul>		
<b>1</b> <b>Interesting lives</b> page 8	<ul style="list-style-type: none"> <li>Activities and achievements</li> <li>Personal qualities: opposite adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present simple and present continuous</li> <li>Adverbs of frequency</li> <li><i>be</i>: past simple and <i>there was / there were</i></li> </ul>	<ul style="list-style-type: none"> <li>R: A brochure – The Duke of Edinburgh's Award: Take the challenge!</li> <li>L: A presentation</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Winning women</li> </ul>
<b>2</b> <b>Crime</b> page 20	<ul style="list-style-type: none"> <li>Crime and criminals</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Past simple</li> <li>Past continuous</li> <li>Past simple and past continuous</li> </ul>	<ul style="list-style-type: none"> <li>R: A story – Vanished! The mystery of Dan Cooper</li> <li>L: A radio phone-in programme</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Latest crime-busting measures</li> </ul>
<b>3</b> <b>Money, money, money!</b> page 32	<ul style="list-style-type: none"> <li>Verbs related to money</li> <li>Types of shops</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives and superlatives</li> <li><i>too</i> and <i>(not) enough</i></li> <li>Quantity: <i>some, any, much, many</i> and <i>a lot of, a few</i> and <i>a little</i></li> </ul>	<ul style="list-style-type: none"> <li>R: An article – One red paperclip</li> <li>L: Adverts</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Teenagers' spending habits</li> </ul>
<b>REVISION 1–3</b> page 44 <b>Vocabulary and Language Focus</b> <b>Exam Practice</b>				
<b>4</b> <b>Extreme!</b> page 50	<ul style="list-style-type: none"> <li>Adventure sports</li> <li><i>-ed</i> and <i>-ing</i> adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect: affirmative and negative</li> <li>Present perfect: questions and short answers</li> </ul>	<ul style="list-style-type: none"> <li>R: An article – It's a dog's life!</li> <li>L: Radio news</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Meet the volunteers</li> </ul>
<b>5</b> <b>New media</b> page 62	<ul style="list-style-type: none"> <li>Digital media</li> <li>Websites, newspapers and magazines</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect with <i>for</i> and <i>since</i></li> <li>Present perfect with <i>how long</i> and <i>just</i></li> <li>Present perfect and past simple</li> </ul>	<ul style="list-style-type: none"> <li>R: An article – The ringtone revolution</li> <li>L: A questionnaire</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>The changing face of youth media</li> </ul>
<b>6</b> <b>Final frontiers</b> page 74	<ul style="list-style-type: none"> <li>Prepositions of movement</li> <li>Extreme adjectives</li> </ul>	<ul style="list-style-type: none"> <li><i>will</i> and <i>might</i></li> <li><i>be going to</i></li> <li>First conditional</li> </ul>	<ul style="list-style-type: none"> <li>R: An article – From Spain to Outer Space!</li> <li>L: Plans for a trip</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Antarctic cruise</li> </ul>
<b>REVISION 4–6</b> page 86 <b>Vocabulary and Language Focus</b> <b>Exam Practice</b>				
<b>7</b> <b>Global citizens</b> page 92	<ul style="list-style-type: none"> <li>Global issues</li> <li><i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>Second conditional</li> <li>Adverbs of possibility and probability</li> </ul>	<ul style="list-style-type: none"> <li>R: An advertising leaflet – Please help the Global Village Fund!</li> <li>L: Dilemmas</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Become an active citizen!</li> </ul>
<b>8</b> <b>Rights and responsibilities</b> page 104	<ul style="list-style-type: none"> <li>Household chores</li> <li>Words that are verbs and nouns</li> </ul>	<ul style="list-style-type: none"> <li>Obligation: <i>have to / don't have to</i></li> <li>Obligation and prohibition: <i>must / mustn't</i> and <i>have to / don't have to</i></li> <li><i>Can</i> vs. <i>may</i></li> <li>Permission: <i>can, could</i> and <i>be allowed to</i></li> </ul>	<ul style="list-style-type: none"> <li>R: A conversation – Negotiate with your parents!</li> <li>L: Talking about rules in a café</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>When is it legal?</li> </ul>
<b>9</b> <b>Body and soul</b> page 116	<ul style="list-style-type: none"> <li>Appearance</li> <li>Adjective prefixes</li> </ul>	<ul style="list-style-type: none"> <li>The passive: present simple</li> <li>Active to passive</li> <li>The passive: past simple, present perfect</li> </ul>	<ul style="list-style-type: none"> <li>R: A scientific article – Off to Wig School!</li> <li>L: Describing a process</li> </ul>	<b>Culture Today</b> <ul style="list-style-type: none"> <li>Starting school early is 'cruel' to teens</li> </ul>
<b>REVISION 7–9</b> page 128 <b>Vocabulary and Language Focus</b> <b>Exam Practice</b>				

Speaking & Pronunciation	Writing	Language in Action	Exam Builder	
<ul style="list-style-type: none"> <li>■ Describing people and places</li> <li>■ Likes and dislikes</li> </ul>				WORKBOOK
<ul style="list-style-type: none"> <li>■ Describing a famous person</li> <li>■ Sentence stress</li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> An email – a description of a person E-mail – opis osoby</li> <li>■ Introducing examples</li> </ul>	<ul style="list-style-type: none"> <li>■ Meeting people <i>Thanks for coming to meet me.</i> <i>How was your journey?</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Rozumienie ze słuchu <i>wybór wielokrotny</i></li> </ul>	CLiL History
<ul style="list-style-type: none"> <li>■ Talking about your last holiday</li> <li>■ Describing actions in the past</li> <li>■ /d/ /t/ /ɪd/</li> </ul>	<ul style="list-style-type: none"> <li>■ A report of an event</li> <li>■ Adverbs of degree</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking for directions <i>I'm looking for ...</i> <i>How far is it?</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Rozumienie tekstów pisanych <i>dobieranie</i></li> </ul>	CLiL Social science
<ul style="list-style-type: none"> <li>■ Talking about money</li> <li>■ /ə/</li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> A thank-you letter List – podziękowanie</li> <li>■ Phrases for thank-you letters</li> </ul>	<ul style="list-style-type: none"> <li>■ Shopping <i>Can I try these on, please?</i> <i>Have you got a bigger size?</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Znajomość środków językowych <i>uzupełnianie luk, transformacje</i></li> </ul>	CLiL Maths
<ul style="list-style-type: none"> <li>■ Talking about your experiences</li> <li>■ Intonation</li> </ul>	<ul style="list-style-type: none"> <li>■ A blog</li> <li>■ Sentence adverbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Accidents and emergencies: giving advice <i>You should ...</i> <i>You shouldn't ...</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Rozumienie ze słuchu <i>dobieranie</i></li> </ul>	CLiL PE
<ul style="list-style-type: none"> <li>■ Describing recent actions: giving reasons</li> <li>■ /ɪ/ /aɪ/</li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> An email – favourite website E-mail – ulubiona strona internetowa</li> <li>■ Linkers of addition and contrast</li> </ul>	<ul style="list-style-type: none"> <li>■ Making arrangements <i>Are you doing anything this afternoon?</i> <i>Do you want to come?</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Rozumienie tekstów pisanych <i>dobieranie</i></li> </ul>	CLiL ICT
<ul style="list-style-type: none"> <li>■ Talking about future plans and intentions (holidays)</li> <li>■ /u:/ /aʊ/ /ɒ/ /əʊ/</li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> An informal letter – a description of a place List nieformalny – opis miejsca</li> <li>■ Linkers of reason and result</li> </ul>	<ul style="list-style-type: none"> <li>■ Booking a room in a hotel <i>I'd like to book a room.</i> <i>I'd like to make a reservation.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Znajomość środków językowych <i>uzupełnianie luk, częściowe tłumaczenie</i></li> </ul>	CLiL Science
<ul style="list-style-type: none"> <li>■ Discussing actions to be taken in dangerous situations</li> <li>■ -tion</li> </ul>	<ul style="list-style-type: none"> <li>■ A composition – my opinion</li> <li>■ Giving your opinion</li> </ul>	<ul style="list-style-type: none"> <li>■ Agreeing and disagreeing <i>I agree.</i> <i>Neither do I.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Rozumienie ze słuchu <i>prawda/fałsz</i></li> </ul>	CLiL Science
<ul style="list-style-type: none"> <li>■ Talking about obligations</li> <li>■ <i>can / can't</i> <i>could / couldn't</i> <i>are / aren't</i> <i>were / weren't</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> An email – camp rules E-mail – zasady obowiązujące na obozie</li> <li>■ Correcting errors</li> </ul>	<ul style="list-style-type: none"> <li>■ Advice, obligation and prohibition <i>You shouldn't ...</i> <i>You must ...</i> <i>You mustn't ...</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Rozumienie tekstów pisanych <i>dobieranie</i></li> </ul>	CLiL History
<ul style="list-style-type: none"> <li>■ Describing different aspects of appearance</li> <li>■ <i>un-, im-, in-</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> An email – an invitation E-mail – zaproszenie</li> <li>■ Inviting and suggesting</li> </ul>	<ul style="list-style-type: none"> <li>■ Accepting and declining invitations <i>Would you like to ...?</i> <i>Yes, I'd love to.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>E</b> Znajomość środków językowych <i>uzupełnianie luk, uzupełnianie zdań</i></li> </ul>	CLiL Design