

| Unit                      | Vocabulary and Grammar  | Skills, Functions and Study Techniques  | Culture  |
|---------------------------|---|---|--|
| Let's start<br>page 5     | Vocabulary: Classroom objects; Classroom expressions;<br>The alphabet; Cardinal and ordinal numbers; Days of the week<br>and months   | Listening and speaking: Spelling words Pronunciation: New words Speaking: Asking for and telling the time   |  |
| Unit 1 V                  | ery important person pages 8-19   |   |  |
| Lesson 1                  | Vocabulary: Countries and nationalities   | Pronunciation: Word stress  | Life in Great Britain and in Polanc<br>– famous people, popular sports<br>and food;<br>Countries and nationalities |
| Lesson 2                  | <b>Grammar:</b> Present simple of <i>to be</i> – affirmative and negative; Subject pronouns   | Reading: My favourites Speaking: Introducing yourself Study technique: Using the Language Guide   |  |
| Lesson 3                  | $\label{eq:Grammar: Present simple of } \begin{tabular}{ll} Grammar: Present simple of $to$ $b=$ - questions and short answers; \\ Question words; Possessive adjectives \\ \begin{tabular}{ll} Vocabulary: The family \end{tabular}$ | Listening: Information about a famous person (Prince William) Speaking: Talking about the family; Guessing the famous person  | Living in Britain: The Royal Famil   |
| Everyday<br>English       |   | Introductions and basic personal information  Speaking: Introducing yourself; Asking for personal information   |  |
| Writing                   |   | The use of capital letters  Reading: Self-descriptions  Writing: Describing yourself  |  |
| Language G<br>Progress Ch | Revision of vocabulary and grammar from Unit 1 Self-assessment  |   |  |
| Time Out!                 |   | Reading: Quiz – World of English  | Quiz – World of English  |
| Unit 2 Fo                 | avourites pages 20-31   |   |  |
| Lesson 1                  | Vocabulary: Objects in a school bag   | Pronunciation: New words Reading: Sandra's favourites Speaking: Talking about objects in a school bag   | Living in Britain:<br>School lunch   |
| Lesson 2                  | <b>Grammar:</b> Possessive 's; Have got – affirmative, negative and contracted forms  | Reading: Heavy school bags<br>Speaking: Describing yourself and the family<br>Study technique: Keeping good notes   |  |
| Lesson 3                  | Grammar: Have got – questions and short answers; this, that vs these, those Vocabulary: Parts of the face and adjectives of description   | Listening: A conversation at a party Pronunciation: this /i/, these /i:/ Speaking and writing: Describing a person  |  |
| Everyday<br>English       |   | Describing objects Listening: A dialogue: Describing an object Speaking: Asking and answering questions about objects   |  |
| Writing                   |   | Reading: Description of Eminem Writing: Describing the appearance of a celebrity Word order and adjectives  |  |
| Language G<br>Progress Ch |   |   |  |
| Time Out!                 |   | Reading and speaking: Perfect partner questionnaire   |  |
| Unit 3 S                  | chool friends pages 32-43   |   |  |
| Lesson 1                  | Vocabulary: School subjects   | Pronunciation: New words Reading: Quiz – How much do you know about British schools? Speaking: Asking and answering questions about the school plan Writing: Writing about the school timetable | Living in Britain:<br>Schools in Britain; Time markers:<br>am vs pm  |
| Lesson 2                  | Grammar: Present simple – affirmative   | Pronunciation: Third person -s /s/, /z/, /rz/ Reading: Special schools Speaking: Talking about the school   |  |
| Lesson 3                  | Grammar: Present simple – negative<br>Vocabulary: Everyday activities   | Pronunciation: New words Reading: A Day in the life of Fatuma Speaking: Describing everyday activities Study technique: Preparing for tests   | Life of a school girl from Uganda  |
| Everyday<br>English       | Grammar: Imperative   | Giving instructions  Speaking: Role-playing a teacher – giving instructions to students   |  |
| Writing                   |   | The use of capital letters and full stops Reading: Description of a student Writing: Describing a colleague   |  |
| Language C<br>Progress Ch | Guide Revision of vocabulary and grammar from Unit 3 Self-assessment  |   |  |
| Time Out!                 | Vocabulary: Free time activities  | Reading and speaking: A pop song – Friday Night   |  |
|                           |   |   | English in the world:  |

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| Unit 4 Fu                 | ın city pages 48-59  |   |   |
| Lesson 1                  | Vocabulary: Places in a town; Weekend activities   | Pronunciation: New words Writing: Listing weekend activities in Poland Speaking: Talking about weekend activities and favourite places in a town  | Typical weekend activities in Britain and in Poland |
| Lesson 2                  | Grammar: Adverbs of frequency  | Reading: Saturday afternoon in York Speaking: Describing a typical week Writing: Describing activities during the week  |   |
| Lesson 3                  | <b>Grammar:</b> Present simple – questions and short answers Question words ( <i>wh</i> - questions) <b>Vocabulary:</b> Names of shops | Listening and reading: Shopping questionnaire Pronunciation: New words; Intonation in yes/no questions Speaking: Interviewing a partner about shopping habits; Asking and answering questions about routine activities                      | Living in Britain: typical shops                    |
| Everyday<br>English       | Vocabulary: Verbs expressing preferences   | Expressing likes and dislikes Listening: A dialogue about likes and dislikes Speaking: Interviewing a colleague about likes and dislikes  |   |
| Writing                   | <b>Grammar:</b> Word order in affirmative sentences and in questions   | The use of question marks and full stops Reading: A letter Writing: Writing a letter Study technique: Correcting mistakes   |   |
| Language G<br>Progress Ch | uide Revision of vocabulary and grammar from Unit 4 Self-assessment  |   |   |
| Time Out!                 |  | Writing: Grammar game – writing long sentences  |   |
| Unit 5 O                  | ur house pages 60-71   |   |   |
| Lesson 1                  | Vocabulary: Rooms and furniture  | Pronunciation: New words Reading: A quiz about British houses and food Speaking: Talking about your house/flat; Describing a room Study technique: Learning new words   | Living in Britain:<br>Houses and food in Britain    |
| Lesson 2                  | <b>Grammar:</b> There is, there are – affirmative, negative and questions; Prepositions of place                                       | Reading: A text about Bill Gates's house Speaking: Saying what you (dis)like in a house and why; identifying untrue sentences in a description of a house Writing: Describing a house/flat  |   |
| Lesson 3                  | Grammar: Countable and uncountable nouns; Some, any, alan Vocabulary: Food and drink   | Listening: A dialogue about food and drink Pronunciation: New words Speaking: Talking about the food you (dis)like; Expressing what food there is in the picture  |   |
| Everyday<br>English       | Grammar: Expressing ability with can   | Listening: A dialogue about abilities Pronunciation: Can vs can't Speaking: Talking about abilities   |   |
| Writing                   | Vocabulary: Linking words: and and but   | Using linking words Writing: Describing your living room  |   |
| Language G<br>Progress Ch |  |   |   |
| Time Out!                 |  | Writing: Spotting differences in the pictures   |   |
| Unit 6 A                  | nimal adventures pages 72-83   |   |   |
| Lesson 1                  | Vocabulary: Parts of the face (revision); Parts of the body;<br>Animals  | Pronunciation: New words Speaking: Describing a monster Writing: Describing a monster   |   |
| Lesson 2                  | Grammar: Present continuous – affirmative and negative   | Pronunciation: The <i>-ing</i> form Reading: A visit in the <i>Night World</i> nature reserve Speaking: Describing photos   |   |
| Lesson 3                  | Grammar: Present continuous – questions and short answers<br>Vocabulary: Clothes   | Listening: Description of a scene in a film Pronunciation: New words Speaking: Asking and answering questions about the picture Study technique: Good listening habits Writing: Describing the clothes of a colleague; Describing a picture |   |
| Everyday<br>English       | Grammar: Present simple vs present continuous  | Reading: A quiz Are you a panda expert? Writing: Writing true and false sentences about an animal   | <b>Living in Britain:</b> the World Wildlife Fund   |
| Writing                   |  | Organizing information in a description Writing: Describing a superhero   | Popular culture heroes                              |
| Language G<br>Progress Ch | eck Self-assessment  |   |   |
| Time Out!                 | Vocabulary: Animals  | Reading: Animals quiz   |   |
| CONSOL                    | IDATION B Units 4-6 pages 84-86  | Project 2 (Food) page 87  | English in the world:<br>Food                       |

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| Unit 7 Sp                 | ports crazy pages 88-99   |  |  |
| Lesson 1                  | Vocabulary: Sports  | Pronunciation: New words Reading: Sports quiz Speaking: Asking and answering questions about sports  | Living in Britain:<br>Popular sports;<br>Quiz about sports in the UK and<br>the USA  |
| Lesson 2                  | $\begin{tabular}{ll} \textbf{Grammar:} Past simple of $\it to \it be-$ affirmative, negative, questions and short answers; \it There was, there were \end{tabular}$ | Reading: Are you crazy about sport?  Speaking: Asking and answering questions about the past  Study technique: Good reading habits   |  |
| Lesson 3                  | Grammar: Past simple – affirmative<br>Vocabulary: Irregular past forms  | Listening: An interview with a football fan Pronunciation: Irregular past forms; The -ed ending /t/, /d/, /td/ Reading: A diary of a teenager Speaking: Comparing diaries with a colleague Writing: Describing pictures; A diary about sport |  |
| Everyday<br>English       | Grammar: must vs mustn't  | Listening: Checking answers Speaking: Talking about rules and regulations at school  |  |
| Writing                   |   | Organizing a paragraph Reading: A text about David Beckham Writing: A description of a favourite football or basketball player   | Information about a famous<br>person – David Beckham                                 |
| Language G<br>Progress Ch |   |  |  |
| Time Out!                 |   | Reading: Sports cartoons   |  |
| Unit 8 Fo                 | ıct and fiction pages 100-111   |  |  |
| Lesson 1                  | Grammar: Past simple (revision) – affirmative<br>Vocabulary: Actions; Adverbs of manner   | Pronunciation: New words Speaking: Talking about things you do well/badly  | Famous people in history and fictitious characters                                   |
| Lesson 2                  | Grammar: Past simple – negative   | Reading: A pirate's life for me<br>Writing: Describing a picture   | The story of piracy  |
| Lesson 3                  | <b>Grammar:</b> Past simple of <i>to be</i> – questions and short answers <b>Vocabulary:</b> Time expressions   | <b>Pronunciation</b> : Intonation in <i>wh</i> - questions <b>Listening</b> : A conversation about <i>Harry Potter</i> and <i>Lord of the Rings</i> <b>Speaking</b> : Asking and answering questions about activities in the past            | Famous films; Famous people in history – Cleopatra                                   |
| Everyday<br>English       |   | Speaking: Telling a story of J.K. Rowling's life<br>Study technique: Speaking English  | J.K. Rowling's biography   |
| Writing                   | Vocabulary: Adverbs of time (one day, first, etc.)  | Sequencing in a story Writing: A story   | Living in Britain:<br>Statistics on readership                                       |
| Language G<br>Progress Ch |   |  |  |
| Time Out!                 |   | Reading: Quiz – Who am I?  | Famous writers and characters in British literature                                  |
| Unit 9 Ho                 | appy holiday pages 112-123  |  |  |
| Lesson 1                  | Vocabulary: The weather; Holiday activities   | Pronunciation: New words Reading: A quiz Speaking: Describing the weather; Asking and answering questions about holiday activities   | Facts about the geography of the<br>UK and the USA<br>Living in Britain: The weather |
| Lesson 2                  | <b>Grammar:</b> Be going to – affirmative, negative and questions   | Reading: Chatzone Speaking: Asking and answering questions about holiday plans Study technique: Learning English during the summer holiday   |  |
| Lesson 3                  | Grammar: Present continuous for future arrangements – affirmative, negative, questions and short answers; Prepositions of time Vocabulary: Party activities         | Listening: Telephone conversations and making plans Pronunciation: New words Speaking: Asking and answering questions about arrangements   |  |
| Everyday<br>English       |   | Making suggestions Listening: A dialogue Pronunciation: Intonation in suggestions Speaking: Making suggestions   |  |
| Writing                   |   | Reading: An invitation Writing: An invitation to a party; A reply to the invitation  |  |
| Language G<br>Progress Ch | uide Revision of vocabulary and grammar from Unit 9 Self-assessment   |  |  |
| Time Out!                 | Vocabulary: Holiday activities  | Speaking: Talking about holiday activities Reading and listening: A pop song Summer Holiday  |  |
|                           |   |  |  |

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Mini-Dictionary page 143

Extra Activities page 130 Irregular Verbs page 151 Grammar Summary page 131