

EVOLUTION PLUS 1 CONTENTS MAP

UNIT	GRAMMAR	VOCABULARY
Unit 1 Page 4	<ul style="list-style-type: none"> Present Simple with <i>be</i> – <i>I, you</i> (affirmative and negative sentences, questions and short answers) Questions – <i>What, How</i> 	The alphabet Numbers 1–10 Occupations (1) S School subjects S
Unit 2 Page 16	<ul style="list-style-type: none"> Present Simple with <i>be</i> – <i>he, she, it</i> (affirmative and negative sentences, questions and short answers) Questions – <i>What, How, Who</i> Articles – <i>a / an</i> (1) 	Numbers 11–20 Occupations (2) S Personal possessions Maths S
Skills Plus Page 28		
Unit 3 Page 30	<ul style="list-style-type: none"> Possessive 's Questions – <i>Whose</i> Possessive adjectives – <i>my, your, its</i> Possessive adjectives – <i>his, her</i> Articles – <i>a / an</i> (2) 	School objects S Adjectives describing objects S Colours Geography
Unit 4 Page 42	<ul style="list-style-type: none"> Prepositions of place – <i>in, on, under</i> Questions – <i>Where</i> (singular) Imperatives 	Furniture S Actions (1) S Recycling
Skills Plus Page 54		
Unit 5 Page 56	<ul style="list-style-type: none"> Plural nouns Questions – <i>Where</i> (plural) Determiners – <i>this / that</i> Present Simple with <i>be</i> – <i>they, we</i> (affirmative and negative sentences, questions and short answers) Irregular plural – <i>fish, mouse</i> 	Clothes S Family (1) S Animals S Adjectives describing clothes S Clothes S
Unit 6 Page 68	<ul style="list-style-type: none"> Present Simple with <i>have got</i> – <i>he, she, it</i> (affirmative and negative sentences, questions and short answers) Present Simple with <i>have got</i> – <i>I, we, you, they</i> (affirmative and negative sentences, questions and short answers) Determiners – <i>these / those</i> 	Parts of the face S Clothes S Parts of the body S Adjectives describing personality S Plants S
Skills Plus Page 80		
Unit 7 Page 82	<ul style="list-style-type: none"> Modal verb – <i>can</i> (for ability) – <i>he, she, it</i> (affirmative and negative sentences, questions and short answers) Modal verb – <i>can</i> (for ability) – <i>I, we, you, they</i> (affirmative and negative sentences, questions and short answers) Possessive adjectives – <i>my, your, his, her, our, your, their</i> 	Actions (2) S Family (2) S Musical instruments S Adverbs describing ability Adjectives describing music
Unit 8 Page 94	<ul style="list-style-type: none"> Present Simple with <i>like</i> – <i>I, you, we, they</i> (affirmative and negative sentences, questions and short answers) Present Simple with <i>like</i> – <i>he, she, it</i> (affirmative and negative sentences, questions and short answers) 	Fruit S Food (1) S Drinks S Food (2) S
Skills Plus Page 106		
Unit 9 Page 108	Grammar review Units 1-3 Grammar review Units 4-6 Grammar review Units 7-8	Numbers 21–99 Feelings S Sports S Actions (3) S Beach sports S
Mini Play 1 – Page 120 Mini Play 2 – Page 122 Festivals – Page 124 Vocabulary Plus – Page 128 Grammar Summary – Page 138		

EVOLUTION PLUS 1 CONTENTS MAP

FUNCTIONAL LANGUAGE	PRONUNCIATION	CULTURE / CLIL
Introducing people S Asking for personal information S Giving personal information S	Sounds right! – /t/	Culture – School subjects S
Asking for information S Giving information S Expressing opinions	Sounds right! – /w/	CLIL – Maths S
Reacting to information Describing objects S	Sounds right! – /ə/	Culture – The United Kingdom
Expressing thanks S Reacting to thanks Congratulating (1)	Sounds right! – /e/	CLIL – Ecology
Agreeing and disagreeing Describing people (1) S Giving orders (1)	Sounds right! – /s/	Culture – School uniforms S
Describing people (2) S Confirming information	Sounds right! – /ð/	CLIL – Plants S
Asking for help Offering help Describing ability S	Sounds right! – /ʌ/	Culture – British music festivals
Expressing likes and dislikes S Giving orders (2)	Sounds right! – /z/	CLIL – Healthy eating S
Congratulating (2) Expressing requests S Reacting to requests	Sounds right! – /ɪ/ vs /i:/	Culture – Beach sports in Australia S

S – tematy i umiejętności wymagane na sprawdzianie szóstoklasisty zgodnie z Nową Podstawą Programową