

	Vocabulary	Grammar
Welcome unit page 4	<ul style="list-style-type: none"> school things, classroom objects personal possessions clothes 	<ul style="list-style-type: none"> <i>be, can, have got</i>: affirmative, negative, questions, short answers, <i>Wh</i>- questions <i>a, an</i>, zero article nouns with adjectives possessive adjectives, possessive 's <i>this, that, these, those</i>
Unit 1 Back to school page 8	<ul style="list-style-type: none"> school subjects places at school Pronunciation /k/	<ul style="list-style-type: none"> present simple: affirmative, negative, questions, short answers, <i>Wh</i>- questions <i>there is / there are</i>: affirmative, negative, questions, short answers
Project pages 20–21		
Unit 2 You are what you eat page 22	<ul style="list-style-type: none"> kitchen objects, cooking verbs talking about food, food choices Pronunciation /əv/	<ul style="list-style-type: none"> countable and uncountable nouns with <i>a/an, some, any, a lot of</i> <i>many/much, how many / how much</i>
Revision Units 1–2 pages 34–35		
Unit 3 My life page 36	<ul style="list-style-type: none"> healthy lifestyle household chores Pronunciation /e/ and /æ/	<ul style="list-style-type: none"> present simple: adverbs of frequency and frequency expressions present simple: <i>love, like, hate</i> + verb + <i>ing</i>
Project pages 48–49		
Unit 4 Body and mind page 50	<ul style="list-style-type: none"> body parts feelings and emotions Pronunciation /n/ and /ŋ/	<ul style="list-style-type: none"> present continuous: affirmative, negative, questions and short answers, <i>Wh</i>- questions present simple and present continuous
Revision Units 3–4 pages 62–63		
Unit 5 Animal world page 64	<ul style="list-style-type: none"> animals, adjectives to describe animals animals: parts of the body Pronunciation /ɪ/, /i/ and /aɪ/	<ul style="list-style-type: none"> regular and irregular comparative adjectives regular and irregular superlative adjectives
Project pages 76–77		
Unit 6 Now and then page 78	<ul style="list-style-type: none"> months, ordinal numbers jobs, years Pronunciation /θ/	<ul style="list-style-type: none"> past simple of <i>be</i>: affirmative and negative, past time expressions past simple of <i>be</i>: questions, short answers, <i>Wh</i>- questions
Revision Units 5–6 pages 90–91		
Unit 7 What's on? page 92	<ul style="list-style-type: none"> events and free time activities, useful verbs getting around Pronunciation /ɒ/ and /əʊ/	<ul style="list-style-type: none"> past simple of regular verbs: affirmative, negative, questions, short answers, <i>Wh</i>- questions past simple of irregular verbs: affirmative, negative, questions, short answers, <i>Wh</i>- questions
Project pages 104–105		
Unit 8 My world page 106	<ul style="list-style-type: none"> weather, seasons geographic features Pronunciation /w/ and /v/	<ul style="list-style-type: none"> the future with <i>be going to</i>: affirmative, negative the future with <i>be going to</i>: questions, short answers, <i>Wh</i>- questions
Revision Units 7–8 pages 118–119		
Extended curriculum pages 120–131 Podstawa programowa: • okolica domu • uczenie się przez całe życie • korzystanie z technologii informacyjno-komunikacyjnych • promocja i reklama • wynalazki • korzystanie z usług		

Speaking	Reading and culture	Writing	Podstawa programowa
			<ul style="list-style-type: none"> • przybory szkolne • rzeczy osobiste • odzież
<ul style="list-style-type: none"> • talking about rules and obligations 	<ul style="list-style-type: none"> • Schools in remote places 	<ul style="list-style-type: none"> • email about my school 	<ul style="list-style-type: none"> • przedmioty nauczania • szkoła i jej pomieszczenia • życie szkoły
<ul style="list-style-type: none"> • making requests and responding to them 	<ul style="list-style-type: none"> • Healthy dishes 	<ul style="list-style-type: none"> • blog post about a healthy dish 	<ul style="list-style-type: none"> • artykuły spożywcze, posiłki i ich przygotowywanie • nawyki żywieniowe • tradycje i zwyczaje
<ul style="list-style-type: none"> • making suggestions and responding to them 	<ul style="list-style-type: none"> • Youth lifestyles 	<ul style="list-style-type: none"> • blog post about my day 	<ul style="list-style-type: none"> • tryb życia • obowiązki domowe • formy spędzania czasu wolnego
<ul style="list-style-type: none"> • expressing emotions, giving advice 	<ul style="list-style-type: none"> • More than words! 	<ul style="list-style-type: none"> • message asking for help 	<ul style="list-style-type: none"> • części ciała • uczucia i emocje • tradycje i zwyczaje
<ul style="list-style-type: none"> • asking for opinions and expressing them 	<ul style="list-style-type: none"> • Projects to save endangered animals 	<ul style="list-style-type: none"> • web text about my ideal pet 	<ul style="list-style-type: none"> • rośliny i zwierzęta • części ciała zwierząt • sprzedawanie i kupowanie
<ul style="list-style-type: none"> • congratulating people, expressing wishes and replying to them 	<ul style="list-style-type: none"> • The best air and space museums! 	<ul style="list-style-type: none"> • note for a poster about an interesting person from the past 	<ul style="list-style-type: none"> • określanie czasu (daty) • zawody • uczestnictwo w kulturze
<ul style="list-style-type: none"> • asking for information about a past event and giving it 	<ul style="list-style-type: none"> • A Nigerian teenager's blog 	<ul style="list-style-type: none"> • blog post about a past event 	<ul style="list-style-type: none"> • formy spędzania czasu wolnego • środki transportu i korzystanie z nich • czynności życia codziennego
<ul style="list-style-type: none"> • making, accepting and refusing invitations 	<ul style="list-style-type: none"> • The world in colours 	<ul style="list-style-type: none"> • email about my plans and to invite a friend 	<ul style="list-style-type: none"> • pogoda, pory roku • krajobraz • wycieczki
Festivals pages 132–133		Communicative activities pages 134–135	