

Uncover

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Student's Book

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with Kathryn O'Dell



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Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)	
1 Welcome Back! pp. 2–11	<ul style="list-style-type: none">Classroom objectsColorsInstructions	<ul style="list-style-type: none">Simple present of <i>be</i>Subject pronounsImperatives Grammar reference p. 106	<ul style="list-style-type: none">Important announcements	<ul style="list-style-type: none">Learning a new language	
2 My World pp. 12–21	<ul style="list-style-type: none">Personal itemsCountries, nationalities, languages	<ul style="list-style-type: none">Possessive adjectives, 's, s'Question words Grammar reference p. 107	<ul style="list-style-type: none">Making new friends	<ul style="list-style-type: none">Meeting and greeting	
3 People in My Life pp. 22–31	<ul style="list-style-type: none">Family and friendsDescribing people	<ul style="list-style-type: none"><i>have</i>Comparative adjectivesPossessive pronouns Grammar reference p. 108	<ul style="list-style-type: none">A computer game	<ul style="list-style-type: none">On the phone	
4 It's My Life! pp. 32–41	<ul style="list-style-type: none">Daily routinesAfter-school activities	<ul style="list-style-type: none">Simple present statementsSimple present questionsAdverbs of frequency Grammar reference p. 109	<ul style="list-style-type: none">Podcast interviews about after-school activities	<ul style="list-style-type: none">Asking for information	
5 School Days pp. 42–51	<ul style="list-style-type: none">Places at schoolSchool subjects	<ul style="list-style-type: none"><i>can</i> for abilityObject pronounsVerb + <i>-ing</i> form (gerund) for opinions Grammar reference p. 110	<ul style="list-style-type: none">A student's experience at a performing arts school	<ul style="list-style-type: none">Asking for and giving permission	

Unit 1–5 Review Game pp. 52–53

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none">A poster with classroom rules	<ul style="list-style-type: none"><i>It's a New School Year</i>Reading to write: <i>Computer Club Rules</i>Culture: <i>Picture It!</i>	<ul style="list-style-type: none"><i>Anuj's First Day</i><i>How do you spell your name?</i><i>Zhin Yan: A Gymnast</i>	<ul style="list-style-type: none"><i>a</i> vs. <i>an</i>Rising intonation in <i>yes/no</i> questionsSingular form of <i>be</i> for groups	<p>I can . . .</p> <ul style="list-style-type: none">identify classroom objects and colors.identify people in my school.give and follow instructions.ask for help learning English.talk about a school club.
<ul style="list-style-type: none">A personal profile	<ul style="list-style-type: none"><i>Jessica Watson – A Teenage Sailor!</i>Reading to write: <i>Meet the Team</i>Culture: <i>Our World in a Box</i>	<ul style="list-style-type: none"><i>The Yellow Ferrari</i><i>What's your name? Where are you from?</i><i>Young Scientists</i><i>The Land Down Under</i> (CLIL Project p. 116)	<ul style="list-style-type: none">Using demonstratives <i>this, that, these</i>, and <i>those</i> in introductionsFalling intonation in <i>Wh-</i> questionsCapital letters with countries, nationalities, and languagesConjugation of <i>be</i> after plural possessives	<p>I can . . .</p> <ul style="list-style-type: none">identify personal items.talk about my favorite things.ask and answer questions about people's background and nationality.meet, greet, and introduce people.choose things for a time capsule.
<ul style="list-style-type: none">A description of a person	<ul style="list-style-type: none"><i>A Very Big Family!</i>Reading to write: <i>My Best Friend</i>Culture: <i>Diwali</i>	<ul style="list-style-type: none"><i>Robot Fighters</i><i>What's your phone number? What's your email address?</i><i>My Siberian Family</i>	<ul style="list-style-type: none">Using <i>It's . . .</i> to identify yourself on the phoneWord stress with comparative adjectivesNot using <i>more</i> with comparative adjectives ending in <i>-er</i>	<p>I can . . .</p> <ul style="list-style-type: none">identify my family members and friends.talk about my family.compare people.talk on the phone.talk about festivals.
<ul style="list-style-type: none">A blog post about your routine	<ul style="list-style-type: none"><i>Times Around the World</i>Reading to write: <i>Madison's Blog</i>Culture: <i>It's a New Year!</i>	<ul style="list-style-type: none"><i>Ali's Day</i><i>What do you do after school?</i><i>La Quinceañera</i><i>Mars</i> (CLIL Project p. 117)	<ul style="list-style-type: none">Irregular spellings of third person simple present formDifferent sounds of third person simple present forms: /s/, /z/, /iz/Position of adverbs of frequency	<p>I can . . .</p> <ul style="list-style-type: none">talk about my daily routine.talk about things I do and don't do.ask and answer questions about routines and activities.ask questions for more information.discuss a special occasion.
<ul style="list-style-type: none">An email asking for permission	<ul style="list-style-type: none"><i>Kung Fu School</i>Reading to write: <i>Using the Computer Lab</i>Culture: <i>A Do-It-Yourself School</i>	<ul style="list-style-type: none"><i>Kung Fu School</i><i>Can you use your cell phone at school?</i><i>Tobilay's School Day</i>	<ul style="list-style-type: none">Different vowel sounds for <i>can</i> and <i>can't</i><i>Well</i> vs. <i>good</i>	<p>I can . . .</p> <ul style="list-style-type: none">identify places at my school.talk about my abilities.express opinions about school subjects and activities.ask for and give permission.discuss interesting or unusual things about schools.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 Time to Eat! pp. 54–63	<ul style="list-style-type: none">FoodMore foodMeals	<ul style="list-style-type: none"><i>a/an</i><i>some/any</i> with countable and uncountable nouns<i>there is/are</i><i>much, many, and a lot of</i> Grammar reference p. 111	<ul style="list-style-type: none">A conversation about after-school snacks	<ul style="list-style-type: none">Ordering food
7 Animal World pp. 64–73	<ul style="list-style-type: none">AnimalsAction verbs	<ul style="list-style-type: none">Present continuousSimple present vs. present continuous Grammar reference p. 112	<ul style="list-style-type: none">Conversations at a zoo	<ul style="list-style-type: none">Asking for and giving directions
8 City Life pp. 74–83	<ul style="list-style-type: none">Places in townTransportation placesPrepositions of place	<ul style="list-style-type: none">Simple past of <i>be</i><i>there was/were</i>Simple past statements with regular and irregular verbs<i>ago</i> Grammar reference p. 113	<ul style="list-style-type: none">A report on a school trip	<ul style="list-style-type: none">Sharing exciting news
9 Fun and Games pp. 84–93	<ul style="list-style-type: none">Sports and activitiesClothes	<ul style="list-style-type: none">Simple past <i>yes/no</i> questions and short answersSimple past <i>Wh</i>-questions Grammar reference p. 114	<ul style="list-style-type: none">A conversation about a skateboard competition	<ul style="list-style-type: none">Expressing interest
10 Vacation: Here and There pp. 94–103	<ul style="list-style-type: none">WeatherMonthsSeasonsLandforms	<ul style="list-style-type: none"><i>be going to</i>Superlative adjectives Grammar reference p. 115	<ul style="list-style-type: none">A conversation about a trip to Ecuador	<ul style="list-style-type: none">Making suggestions

Unit 6–10 Review Game pp. 104–105

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none">An article about a special meal	<ul style="list-style-type: none">Art You Can Eat!Reading to write: Let's Celebrate!Culture: Chino Meets Latino	<ul style="list-style-type: none">Fishing in JapanWhat do you usually have for lunch?DabbawallasMountains of Rice (CLIL Project p. 118)	<ul style="list-style-type: none">Linking vowel sounds with anNot using much in affirmative sentences	I can . . . <ul style="list-style-type: none">identify different kinds of food.ask and answer questions about food.talk about quantities of food and meals.order food in a restaurant.talk about food and culture.
<ul style="list-style-type: none">A description of an animal	<ul style="list-style-type: none">Animal Actions QuizReading to write: All about HipposCulture: Huskies: The Inuit's Best Friend	<ul style="list-style-type: none">Shark Attack!Do you like going to museums?Animals in the CityChameleons (CLIL Project p. 119)	<ul style="list-style-type: none">Irregular plural words for animalsDifferent g sounds: goingVerbs usually used in the simple present, not the present continuous	I can . . . <ul style="list-style-type: none">identify different animals.ask and answer questions about animals' actions.talk about my favorite zoo animal.ask for and give directions.talk about how animals help people.
<ul style="list-style-type: none">An email about a place	<ul style="list-style-type: none">PompeiiReading to write: My trip to PueblaCulture: Getting Around in Hong Kong	<ul style="list-style-type: none">Rome: Ancient and ModernWhere do you usually go with your friends?Crossing Cities	<ul style="list-style-type: none">Different sounds for -ed endings: /t/, /d/, /ɪd/Using were after singular subjects when they're part of a list	I can . . . <ul style="list-style-type: none">talk about places in my city or town.ask and answer questions about the past.describe past events and activities.share exciting news and experiences.talk about transportation and how I get to school.
<ul style="list-style-type: none">A biography of an athlete	<ul style="list-style-type: none">Sumo GiantsReading to write: A Teen AthleteCulture: Ye Olde English Faire	<ul style="list-style-type: none">The PalioWhat's your favorite sport and why?The Bowler	<ul style="list-style-type: none">Using some words for sports as both nouns and verbsReduction of did you to /dɪdʒə/Using did (not do) in past tenseWh- questions	I can . . . <ul style="list-style-type: none">identify different sports and activities.ask and answer yes/no questions about past events.ask and answer Wh- questions about past events.express interest in what someone is saying.talk about traditional sports events.
<ul style="list-style-type: none">An email about a vacation	<ul style="list-style-type: none">Wish You Were HereReading to write: My Trip to BrazilCulture: Canada: Land of Surprises	<ul style="list-style-type: none">City of WaterWhere do you like going on vacation?Alaska!Big Art (CLIL Project p. 120)	<ul style="list-style-type: none">Reduction of going to to /gənə/Remembering the apostrophe in let's	I can . . . <ul style="list-style-type: none">talk about weather, seasons, and months.discuss vacation plans.describe different landforms and places to visit.make suggestions.share interesting facts about my country.