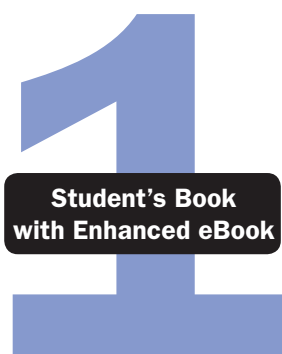


# Uncover

Ben Goldstein • Ceri Jones  
with Kathryn O'Dell



CAMBRIDGE  
UNIVERSITY PRESS



**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom  
One Liberty Plaza, 20th Floor, New York, NY 10006, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India  
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9781107493032](http://www.cambridge.org/9781107493032)

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

20 19 18 17 16 15 14

Printed in Poland by Opolgraf

*A catalog record for this publication is available from the British Library*

ISBN 978-1-107-49303-2 Student's Book with Enhanced eBook

Additional resources for this publication at [www.cambridge.org/uncover](http://www.cambridge.org/uncover)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Art direction, book design, layout services, and photo research: QBS Learning  
Audio production: John Marshall Media

# Acknowledgments

Many teachers, coordinators, and educators shared their opinions, their ideas, and their experience to help create *Uncover*. The authors and publisher would like to thank the following people and their schools for their help in shaping the series.

## In Mexico:

María Nieves Maldonado Ortiz (Colegio Enrique Rébsamen); Héctor Guzmán Pineda (Liceo Europeo); Alfredo Salas López (Campus Universitario Siglo XXI); Rosalba Millán Martínez (IIPAC [Instituto Torres Quintero A.C.]); Alejandra Rubí Reyes Badillo (ISAS [Instituto San Angel del Sur]); José Enrique Gutiérrez Escalante (Centro Escolar Zama); Gabriela Juárez Hernández (Instituto de Estudios Básicos Amado Nervo); Patricia Morelos Alonso (Instituto Cultural Ingles, S.C.); Martha Patricia Arzate Fernández, (Colegio Valladolid); Teresa González, Eva Marina Sánchez Vega (Colegio Salesiano); María Dolores León Ramírez de Arellano, (Liceo Emperadores Aztecas); Esperanza Medina Cruz (Centro Educativo Francisco Larroyo); Nubia Nelly Martínez García (Salesiano Domingo Savio); Diana Gabriela González Benítez (Colegio Ghandi); Juan Carlos Luna Olmedo (Centro Escolar Zama); Dulce María Pascual Granados (Esc. Juan Palomo Martínez); Roberto González, Fernanda Audirac (Real Life English Center); Rocio Licea (Escuela Fundación Mier y Pesado); Diana Pombo (Great Union Institute); Jacobo Cortés Vázquez (Instituto María P. de Alvarado); Michael John Pryor (Colegio Salesiano Anáhuac Chapalita)

## In Brazil:

Renata Condi de Souza (Colégio Rio Branco); Sônia Maria Bernal Leites (Colégio Rio Branco); Élcio Souza (Centro Universitário Anhaguera de São Paulo); Patricia Helena Nero (Private teacher); Célia Elisa Alves de Magalhães (Colégio Cruzeiro-Jacarepaguá); Lilia Beatriz Freitas Gussem (Escola Parque-Gávea); Sandra Maki Kuchiki (Easy Way Idiomas); Lucia Maria Abrão Pereira Lima (Colégio Santa Cruz-São Paulo); Deborah de Castro Ferroz de Lima Pinto (Mundinho Segmento); Clara Vianna Prado (Private teacher); Ligia Maria Fernandes Diniz (Escola Internacional de Alphaville); Penha Aparecida Gaspar Rodrigues (Colégio Salesiano Santa Teresinha); Silvia Castelan (Colégio Santa Catarina de Sena); Marcelo D'Elia (The Kids Club Guarulhos); Malyina Kazue Ono Leal (Colégio Bandeirantes); Nelma de Mattos Santana Alves (Private teacher); Mariana Martins Machado (Britannia Cultural); Lilian Bluvol Vaisman (Curso Oxford); Marcelle Belfort Duarte (Cultura Inglesa-Duque de Caxias); Paulo Dantas (Britannia International English); Anauã Carmo Vilhena (York Language Institute); Michele Amorim Estellita (Lemec – Lassance Modern English Course); Aida Setton (Colégio Uirapuru); Maria Lucia Zaorob (CEL-LEP); Marisa Veiga Lobato (Interlúngua Idiomas); Maria Virgínia Lebrón (Independent consultant); Maria Luiza Carmo (Colégio Guilherme Dumont Villares/CEL-LEP); Lucia Lima (Independent consultant); Malyina Kazue Ono Leal (Colégio Bandeirantes); Debora Schisler (Seven Idiomas); Helena Nagano (Cultura Inglesa); Alessandra de Campos (Alumni); Maria Lúcia Sciamarelli (Colégio Divina Providência); Catarina Kruppa (Cultura Inglesa); Roberto Costa (Freelance teacher/consultant); Patricia McKay Aronis (CEL-LEP); Claudia Beatriz Cavalieri (By the World Idiomas); Sérgio Lima (Vermont English School); Rita Miranda (IBI – [Instituto Batista de Idiomas]); Maria de Fátima Galery (Britain English School); Marlene Almeida (Teacher Trainer Consultant); Flávia Samarane (Colégio Logosófico); Maria Tereza Vianna (Greenwich Schools); Daniele Brauer (Cultura Inglesa/AMS Idiomas); Alessandra Cierno (Colégio Santa Dorotira); Helga Silva Nelken (Greenwich Schools/Colégio Edna Roriz); Regina Marta Bazzoni (Britain English School); Adriano Reis (Greenwich Schools); Vanessa Silva Freire de Andrade (Private teacher); Nilvane Guimarães (Colégio Santo Agostinho)

## In Ecuador:

Santiago Proaño (Independent teacher trainer); Tania Abad (UDLA [Universidad de Las Americas]); Rosario Llerena (Colegio Isaac Newton); Paúl Viteri (Colegio Andino); Diego Maldonado (Central University); Verónica Vera (Colegio Tomás Moro); Mónica Sarauz (Colegio San Gabriel); Carolina Flores (Colegio APCH); Boris Cadena, Vinicio Reyes (Colegio Benalcázar); Deigo Ponce (Colegio Gonzaga); Byron Freire (Colegio Nuestra Señora del Rosario)

The authors and publisher would also like to thank the following contributors, script writers, and collaborators for their inspired work in creating *Uncover*:

Anna Whitcher, Janet Gokay, Kathryn O'Dell, Lynne Robertson, and Dana Henricks

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

Unit 1–5 Review Game pp. 52–53

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

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

Unit 6–10 Review Game pp. 104–105

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