

# Uncover **1**

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with Kathryn O'Dell

Combo A

## Student's Book



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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> (Ecuador CLIL Project pp. 122–123)</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 be 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</i>, and <i>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> (Ecuador CLIL Project pp. 124–125)</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> (Ecuador CLIL Project pp. 126–127)</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>