

Everybody UP Teacher's Book 1

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Syllabus

Welcome

- Information question with *what*
- Possessive adjectives *my* and *your*

What's your name?
My name is/I'm Danny.

Unit 1 First Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
School Supplies: pen pencil eraser ruler pencil case backpack • Simple present statements with <i>be</i> (3rd person singular) • Indefinite articles <i>a/an</i> • Information question with <i>what</i> <i>What is it?</i> <i>It's a pen.</i>	School Supplies: book notebook desk chair • Affirmative and negative statements with <i>be</i> (3rd person singular) <i>It's a book. It isn't a notebook.</i>	Story: I'm Great! • Asking how someone is doing <i>How are you?</i> <i>I'm fine. Thank you.</i> Be friendly.	Shapes: circle square triangle rectangle • Yes/No questions with <i>be</i> (3rd person singular) <i>Is it a circle?</i> <i>Yes, it is. / No, it isn't.</i>



Unit 2 Art Class

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Art Supplies: paint paper chalk yarn glue tape • Demonstrative pronoun <i>this</i> • Information question with <i>what</i> <i>What's this?</i> <i>This is paint.</i>	Colors: red yellow blue white black • Information question with <i>what</i> <i>What color is it?</i> <i>It's red.</i>	Story: I Like Blue • Offering to share something <i>Let's share</i> <i>OK.</i> Be nice.	Colors: green purple orange pink gray brown • Simple present statements with <i>make</i> (3rd person plural) • Compound subjects with <i>and</i> <i>Blue and yellow make green.</i>



Review 1 Units 1 and 2



Phonics bag, bug, pop, pit, tag, top, dad, dig, mat, mud, map, nod

Unit 3 Birthday Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Numbers: one two three four five six seven eight nine ten eleven twelve • Simple present statements with <i>be</i> (1st person singular) • Information question with <i>how</i> <i>How old are you?</i> <i>I'm eight.</i>	Toys: doll dolls ball balls car cars kite kites • Information question with <i>how many</i> • Plural nouns with -s <i>How many dolls?</i> <i>One doll. / Two dolls.</i>	Story: My Turn! • Taking turns <i>It's your turn.</i> <i>Thank you.</i> Be fair.	 Toys: game marble puzzle card • Simple present statements with <i>have</i> (1st person singular) • Plural nouns with -s <i>I have one game / two games.</i>

Unit 4 Home

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Family: mother father brother sister grandmother grandfather • Demonstrative pronoun <i>this</i> • Information question with <i>who</i> <i>Who's this?</i> <i>This is my mother.</i>	Food: juice chicken fish ice cream • Affirmative and negative statements with <i>like</i> (1st person singular) <i>I like / don't like juice.</i>	Story: Cookies • Offering something to someone <i>Here you are.</i> <i>Thank you.</i> <i>You're welcome.</i> Be kind.	 Food: pizza rice cake bread • Information question with <i>what</i> <i>What's this?</i> <i>This is pizza. I like pizza.</i>

Review 2 Units 3 and 4

Phonics bat, map, bed, net, pin, bib, mop, pot, tub, nut

Unit 5 The Park

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Nature: flower tree rock river hill lake • Modal verb <i>can</i> for ability • Direct objects (S-V-O sentences) • Information question with <i>what</i> <i>What can you see?</i> <i>I can see a flower/flowers.</i>	Playtime: play soccer jump rope fly a kite ride a bike • Affirmative and negative statements with <i>can</i> for ability • Direct objects (S-V-O sentence) <i>I can / can't play soccer.</i>	Story: My Kite! • Polite requests with <i>please</i> <i>Please help me.</i> <i>Sure.</i> Be helpful.	 Animals: turtle frog spider ant • Yes/No question with <i>can</i> for ability • Direct objects in questions <i>Can you see a turtle / an ant?</i> <i>Yes, I can. / No, I can't.</i>

Unit 6 The Zoo

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Animals: monkey elephant tiger bear kangaroo penguin • Statements with prepositions of location: <i>in, on, under</i> • Definite article <i>the</i> • Information question with <i>where</i> <i>Where is the monkey?</i> <i>It's on the rock.</i>	Animals: snake giraffe lion zebra • Questions and statements with <i>be</i> (3rd person plural) • Prepositions of location: <i>in, on, under</i> <i>Where are the snakes?</i> <i>They're on the rock.</i>	Story: Where's Danny? • Apologizing <i>I'm sorry.</i> <i>That's OK.</i> Be safe.	 Abilities: run hop swim walk • Yes/No question with <i>can</i> for ability • Plurals with <i>-s</i> <i>Can zebras / penguins run?</i> <i>Yes, they can. / No, they can't.</i>

Review 3 Units 5 and 6



fan, fox, van, vet, six, sun, zap, zip, red, rug, log, lip

Unit 7 Science Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
My Body: arm hand finger leg foot toe • Demonstrative pronouns <i>this</i> and <i>these</i> <i>What's this?</i> <i>This is my arm.</i> <i>What are these?</i> <i>These are my arms.</i>	My Face: eye nose mouth ear • Yes / No questions with <i>be</i> (3rd person singular and plural) • Demonstrative pronouns <i>this</i> and <i>these</i> <i>Is this my eye?</i> <i>Yes, it is. / No, it isn't.</i> <i>Are these my eyes?</i> <i>Yes, they are. / No, they aren't.</i>	Story: I Can't See! • Excusing yourself politely <i>Excuse me.</i> <i>Sure.</i> <i>Thank you.</i> Be polite.	 Healthy Habits: wash my face wash my hands brush my hair brush my teeth • Statements with <i>can</i> for ability • Direct objects (S-V-O sentences) <i>I can wash my face.</i>

Unit 8 The Toy Store

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: old new big small long short • Demonstrative pronouns <i>that</i> and <i>those</i> • Information questions with <i>what</i> <i>What's that?</i> <i>That's an old doll.</i> <i>What are those?</i> <i>Those are new bikes.</i>	Adjectives: fast slow noisy quiet • Yes / No questions with <i>be</i> (3rd person singular and plural) • Demonstrative pronouns <i>that</i> and <i>those</i> <i>Is that a fast car?</i> <i>Yes, it is. / No, it isn't.</i> <i>Are those fast cars?</i> <i>Yes, they are. / No, they aren't.</i>	Story: Please Be Quiet • Making a polite request <i>Please be quiet.</i> <i>OK. I'm sorry.</i> <i>Thanks.</i> Be nice.	 Transportation: bus truck train boat • Comparing demonstrative pronouns <i>this</i> , <i>that</i> , <i>these</i> , and <i>those</i> <i>What's this / that?</i> <i>It's an old bus.</i> <i>What are these / those?</i> <i>They're new buses.</i>

Review 4 Units 7 and 8

Phonics

rake, vase, beef, peek, dive, lime, rose, bone, mule, cube

Introduction

Course Description

Everybody Up is a seven-level course for children learning English for the first time. It offers a clear, steady grammar progression featuring language that students can immediately use in their daily lives.

The Student Book is full of colorful photographs and illustrations that will help students connect what they learn to the world outside the classroom. Students will meet real children in every lesson, the *Everybody Up* Friends, who guide and encourage students to use English, both in and out of the classroom. Students will identify with Danny, Emma, Julie, and Mike, characters who appear in every unit and who grow up through the series, learning from the everyday situations that all children experience. Catchy, entertaining songs and chants, written and performed by award-winning musicians, will appeal to all students, making learning with *Everybody Up* fun and memorable.

With Student Book pages that are clear and easy to understand for both teachers and students, and Teacher's Book Lesson Plans that offer detailed support, *Everybody Up* is suitable for teachers of all levels of teaching experience. The syllabus is carefully structured and paced, combining step-by-step presentation with plenty of opportunity for practice.

Course Philosophy

Everybody Up aims to develop students' speaking, listening, reading, and writing skills through activities that build students' independence and confidence, leading them to really use English. To achieve this goal, the series draws from a variety of methods and techniques used in teaching English to children.

Present, practice, produce, and personalize: This pattern supports the way that children naturally learn: first receptively and then productively. In each lesson, students listen to the new language, then engage in controlled practice, and then actively produce the language. Personalization is an essential final step in the process, giving students a chance to fully integrate newly learned material by making it relevant to their own lives.

Linked Language Learning emphasizes the value of helping students connect new language to what they have already learned and to their own experiences. Linking and recycling language in this way helps students to learn and retain English more effectively and

to use English to talk meaningfully about themselves and their everyday lives.

Content and Language Integrated Learning (CLIL) uses a cross-curricular approach to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. The last lesson of every unit builds on the grammar and vocabulary of the preceding lessons and teaches new real-world content that integrates English with students' school studies.

The Communicative Approach emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson ends with an *Everybody Up* Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

Values education allows teachers to bring the wider world into the English classroom. Funny, engaging stories featuring the characters Danny, Emma, Julie, and Mike and their respective families illustrate values such as 'be polite' or 'be kind'. In the stories, the characters grow and learn from everyday situations just as real children do.

Scaffolding refers to the support that teachers give students to help them learn new material. By giving a lot of support at the beginning, and then gradually removing that support, piece by piece, teachers can help students grow more and more comfortable producing language on their own.

Testing

The *Everybody Up* Test Center gives you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

Placement Tests: These tests are a quick and accurate tool to help you determine the English level of new students. Placement Test A matches the syllabus of *Everybody Up* Starter level to Level 3. Placement Test B matches the syllabus of *Everybody Up* Levels 4 to 6.

Achievement Tests: A unit test after each unit, a midterm test after Review 2, and a final test after Review 4 help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. Questions for oral assessment (speaking tests) are also provided. In addition, every test contains questions and tasks like the ones students will encounter in the Cambridge Young Learners examinations. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 130–155).

Cambridge Young Learners practice tests: These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the tests (see Test Center and Teacher's Book, page 130).

Student Book Overview and Unit Structure

The Student Books consist of eight units. Units have four two-page lessons that are designed for a 50-minute class but which can also fit longer or shorter classes. After every two units, there is a unit review and a bonus phonics lesson.

Every unit contains these four lessons:

Lesson 1: This lesson introduces the unit topic. It presents six new vocabulary items, and then

contextualizes them in a large illustrated scene. It also presents the first two grammar points. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

Lesson 2: This lesson adds four new vocabulary items and a grammar point related to the unit theme, and to Lesson 1. Language presentation and practice are followed by further practice in a song or chant. The lesson culminates in a fun activity that allows for personalization or more open production and meaningful language use.

Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students will come to know and identify with.

Lesson 4: The final lesson in each unit teaches four new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills.

Review and Phonics Bonus: After every two units, a review lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the page, teachers can add a sticker, a star, or other reward to the 'Award' space at the top of the page. The Review is followed by the Phonics Bonus, a lesson which teachers can use to present and review the letters of the English alphabet and the sounds those letters make.

Everybody Up Icons



Pair or group work



Student Audio CD



Class Audio CD



Test Center Audio Track



Math



Health



Art



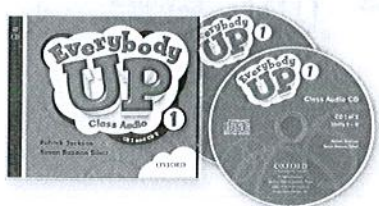
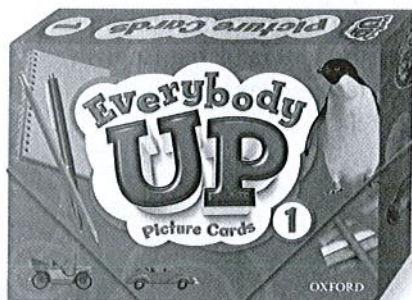
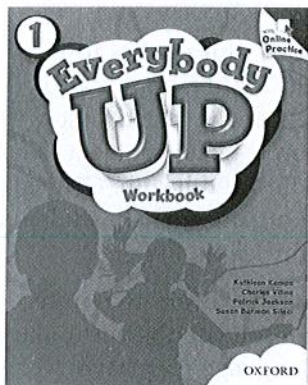
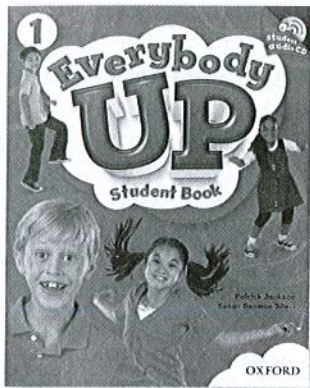
Social Studies



Science

School Subject Connection (CLIL)

Components



Student Book

- Eight units with four lessons per unit
- Four reviews and bonus phonics lessons (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review

Student Audio CD

Included in the Student Book with Audio CD Pack

- Vocabulary and songs for students to review and practice at home

Workbook

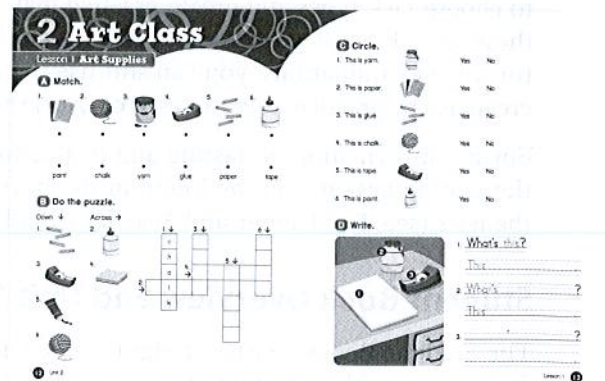
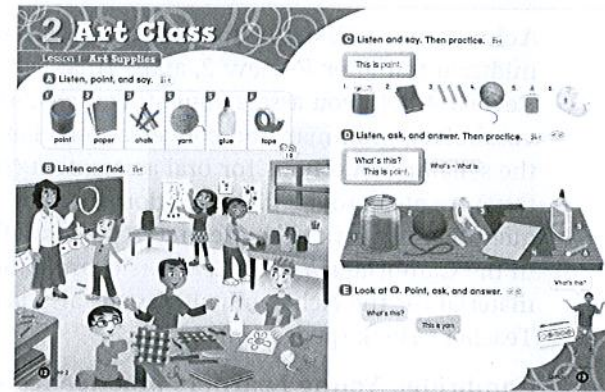
- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary at the back for vocabulary and writing practice

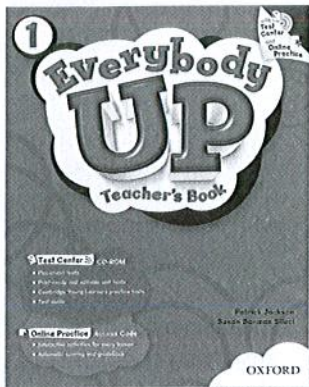
Picture Cards

- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games
- Integrated into every Teacher's Book lesson plan

Class Audio CDs

- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants





Teacher's Book

• Introduction:

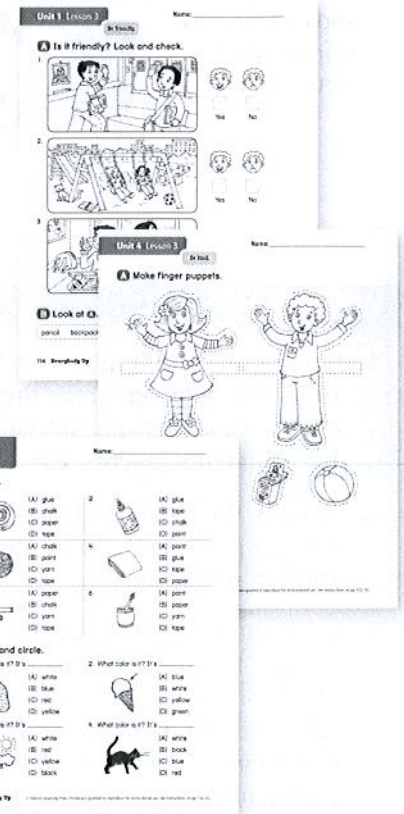
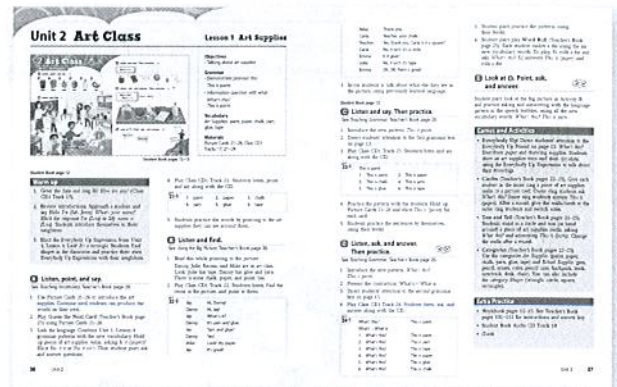
- A description of the course and its teaching methodology
- Tips for teaching different aspects of the lessons
- Descriptions of games and activities used in the lesson plans

• Lesson Plans:

- Detailed plans that support teachers of all levels
- Teaching suggestions for all elements of the Student Book page
- A consistent, step-by-step approach designed to help students learn effectively
- Ideas for extension activities

• Also included in the Teacher's Book:

- Worksheets and tests with teaching notes and answer keys
- Workbook answer key
- Picture Card list and word list



Test Center

CD-ROM included with the Teacher's Book

- Placement tests
- Print-ready and editable unit tests
- Cambridge Young Learners practice tests
- Test audio

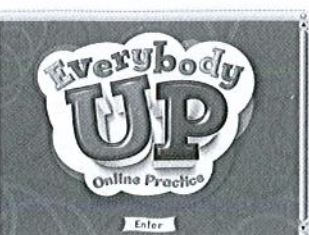
iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages, show the Picture Cards, and play audio files
- Includes interactive activities with every lesson to use in class

Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice

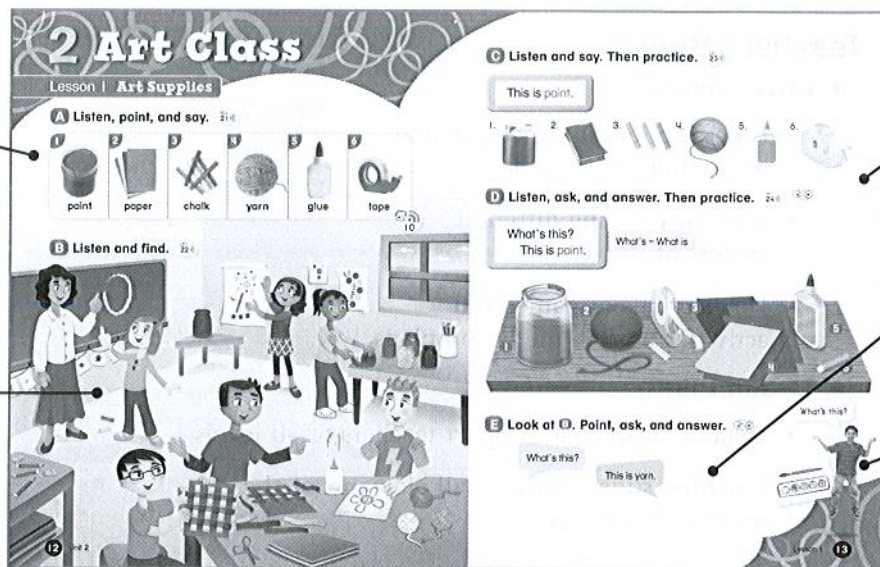
- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.euonlinepractice.com



Lesson Guide Lesson 1

New words are clearly presented with audio support.

Students listen to the characters and find the new words in the big picture.



Presentation and structured practice of the new language with audio support.

Students practice speaking by asking and answering questions about the big picture.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 12-13

Warm up

1. Greet the class. Sing a song from the previous unit. Use language from the previous unit to elicit responses from individual students. Then have students practice the language in pairs.
2. Review the language from the previous unit, using a game, activity, or Picture Cards to elicit student responses.
3. Elicit the Everybody Up Expression from Lesson 4 of the previous unit. Use Picture Cards or classroom items to elicit vocabulary related to the Expression. Have students practice their own Everybody Up Expressions with their classmates.

3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students. If a game or activity is suggested, use it to further practice the vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Have students practice the words by pointing to items they can see around them or by displaying the Picture Cards around the classroom.

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read a short passage about the picture while pointing to the people and items mentioned in it.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and point to them.
3. Invite students to talk about what else they see in the picture, using previously learned language.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. If a game or activity is suggested, use it to practice the new vocabulary.

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Practice the grammar pattern with the students. Hold up Picture Cards for the Lesson 1 vocabulary and practice the pattern for each card.
6. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the second grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
5. If a game or activity is suggested, use it to further practice the grammar pattern.
6. Student pairs practice the pattern, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

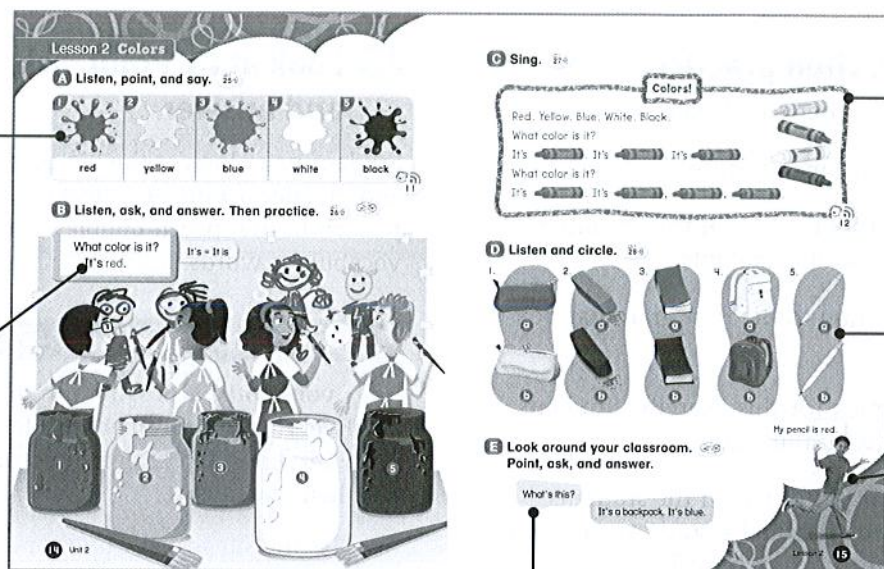
Extra Practice

- Workbook
- Student Book Audio CD
- iTools

Lesson 2

New words are clearly presented with audio support.

Presentation and structured practice of the new language with audio support.



Fun personalization activities offer more speaking practice.

Student Book pages 14-15

Fun songs practice the new language and reinforce natural pronunciation and intonation.

Further exposure to the new language.

Students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review the language from the previous lesson to elicit student responses.
3. Elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions with their classmates.

4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words by pointing to items around the classroom or in their books.

B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
5. Student pairs practice the pattern, using their books or other items.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. To reinforce the meaning of the new vocabulary, use miming or acting as suggested.
3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students.

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Students look at the art and name the items they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.
4. Students sing the song again, calling out items or pictures of items they see around the classroom.

D Exercise varies.

1. Steps for this exercise will vary. See individual units.
2. Students use the completed exercise to practice the language by interacting.

E Exercise varies.



Student pairs use the book or other items as directed and practice using the language pattern in the speech bubbles. Encourage students to use all the language in this lesson, as well as previously learned language.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

- Workbook
- Student Audio CD
- iTools

Lesson 3

Stories about the characters build students' reading skills and present useful conversational language.

The story highlights a universal value.



B Listen and number.



Sequencing activity builds reading comprehension and listening skills.

C Sing.



Fun songs practice the new language and reinforce natural pronunciation and intonation.

D Listen and say. Then act.



Role plays in different contexts help students practice the conversation.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 16–17

Warm up

1. Greet the class. Sing a song from the previous unit or use familiar language to elicit responses from students.
2. Review past vocabulary or other language related to the Lesson 3 story.
3. Elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions with their classmates.
4. If a song, game, or activity is suggested, use it as additional warm up for Lesson 3.

A Talk about the pictures. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and name the characters, colors, and items they see.
2. Students say what they think could be happening in each picture.
3. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.

4. Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.

B Listen and number.

1. Students look at each picture and say what they think is happening.
2. Play the Class CD track for this exercise. Students listen and number the pictures.
3. Play the track again so students can check their work. Then check answers together.
4. If an activity is suggested, use it to practice the language from the story.

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Students look at the art and talk about what they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.

- Students sing the song again, turning to partners and using gestures, props, or facial expressions related to the song.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

- Play the Class CD track for this exercise. Student pairs listen and say along with the CD.
- Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games or activities to further review the story.

Extra Practice

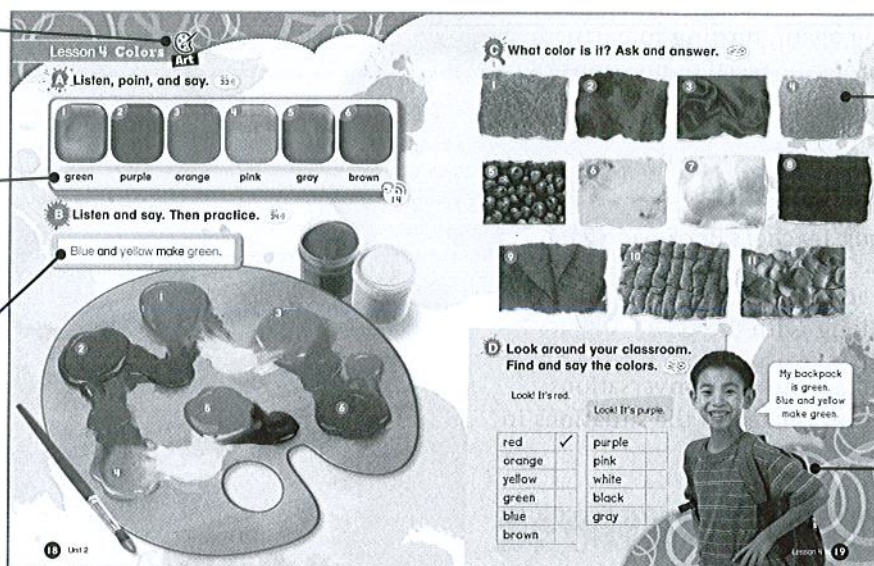
- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools

Lesson 4

The lesson links English to other school subjects, like art.

Words are clearly presented with audio support.

Structured practice of the new language.



Students practice the language and concepts with critical thinking activities.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 18-19

School Subject Connection



Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to share what they already know about the subject. Bring in materials related to the topic or have students explore it outside of the classroom. For further suggestions on how to expand on this connection, see individual units.

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Elicit the Everybody Up Expression from the previous lesson. Have students practice the expression with their classmates or create their own.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4.
4. Review conversation language from a previous lesson. Have students practice the language with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards, miming, or the students' books to elicit responses.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. If a game or activity is suggested, use it to practice the new vocabulary.