

Everybody UP Teacher's Book 3

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Syllabus

Welcome

- Review of Level 2
- Asking for the date

What's the date today?
It's January 1st.

Unit 1 Things to Eat

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Snacks: gum popcorn peanuts chocolate potato chips soda • Statements with <i>want</i> and quantifiers <i>I want some/don't want any gum. He/She wants some/doesn't want any gum.</i> • Questions with <i>want</i> and quantifiers <i>What do you want?</i> <i>I want some gum.</i> <i>What does he/she want?</i> <i>He/She wants some gum.</i>	Vegetables: carrot onion pepper cabbage potato tomato • Yes/No questions with <i>need</i> <i>Do you need any carrots?</i> <i>Yes, we do.</i> <i>No, we don't.</i> • Questions with <i>need</i> and quantifiers <i>What do they need?</i> <i>They need a carrot/some carrots.</i>	Story: Just Try It • Asking about a meal • Complimenting the cook <i>What's for lunch?</i> <i>Soup and salad.</i> <i>That sounds good.</i> Be healthy.	Cooking: omelet smoothie fruit salad milkshake • Statements with <i>want</i> plus an infinitive <i>I want to make an omelet.</i>



Unit 2 Around Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: park movie theater supermarket post office department store library • Questions about location with prepositional phrases <i>Where's the park?</i> <i>It's across from the movie theater.</i> <i>It's between the school and the movie theater.</i>	Things to Do: shop watch a movie borrow books mail letters buy groceries kick a ball • Present continuous questions with prepositional phrases <i>What's he/she doing at the department store?</i> <i>He's/She's shopping.</i>	Story: It's Over There! • Asking where something is <i>Excuse me. Where's the post office?</i> <i>It's over there.</i> Be helpful.	Activities: color cut glue fold • Statements with sequencers <i>First, color the house.</i>



Review 1 Units 1 and 2



Movie Day

Unit 3 People In Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Occupations: cashier librarian postal worker salesperson server vet • Simple present questions about occupations <i>Who works at the supermarket?</i> <i>Where does the cashier work?</i> <i>The cashier works at the supermarket.</i>	What People Do: make food sell things help sick animals drive buses fly planes fight fires • Questions about what people do <i>What does the cook do?</i> <i>The cook makes food.</i> • Yes/No questions about what people do <i>Does the cook make food/sell things?</i> <i>Yes, he/she does.</i> <i>No, he/she doesn't.</i>	Story: Mom's Present • Asking an item's price <i>Excuse me. How much is this sweater?</i> <i>It's \$30.</i> Bethoughtful.	 Illnesses: cold fever stomachache headache • Questions with prepositional phrases <i>What's the matter with him/her?</i> <i>He/She has a cold.</i>

Unit 4 Getting Together

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Family: parents grandparents aunt uncle cousin (m) cousin (f) • Statements with possessives <i>They're Danny's parents.</i> <i>He's/She's Danny's cousin.</i> • Questions with possessives <i>Who are they?</i> <i>They're his/her parents.</i> <i>Who's he/she?</i> <i>He's his uncle.</i> <i>She's his aunt.</i>	Things on the Table: fork knife spoon plate bowl cup • Statements with possessives <i>This fork is mine.</i> • Questions about possessions <i>Whose fork is that?</i> <i>It's mine.</i>	Story: Chopsticks • Asking how to use something <i>How do you use chopsticks?</i> <i>Like this.</i> Behelpful.	 Countries: Mexico Japan Russia Turkey • Statements with possessives <i>This is our/their flag.</i> <i>It's ours/theirs.</i>

Review 2 Units 3 and 4

Unit 5 Fun in the Park

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: tall/short old/young strong/weak girl boy woman man • Statements with comparatives <i>The girl is tall. The boy is taller.</i> • Questions with comparatives <i>Who is taller, Danny or Julie?</i> <i>Danny is taller.</i>	Adjectives: thick thin clean dirty pretty ugly • Statements with comparatives using <i>than</i> <i>The red socks are thicker than the blue socks.</i> • Yes/No questions with comparatives using <i>than</i> <i>Is the red sweater thicker/thinner than the blue sweater?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>	Story: Cool Shirt • Complimenting someone <i>Nice shirt!</i> <i>Thank you.</i> Be nice.	Adjectives: hard soft heavy light • Asking questions with comparatives <i>Which one is harder, the marble or the ball?</i> <i>The marble is harder.</i>



Unit 6 Helping Out

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Chores: make my bed clean my room do laundry walk the dog set the table wash the dishes • Statements with prepositional phrases <i>I make my bed before school.</i> • Questions with prepositional phrases <i>When does he/she make his/her bed?</i> <i>He/She makes his/her bed before school.</i>	Chores: sweep the floor take out the garbage clean the bathroom wash the car vacuum the carpet water the plants • Statements with adverbs <i>I always sweep the floor.</i> • Questions with adverbs <i>What are his/her chores?</i> <i>He/She always sweeps the floor.</i>	Story: Come Over • Inviting someone to your home <i>Do you want to come over?</i> <i>Sure. When?</i> <i>After school.</i> Befriendly.	Farm Chores: milk the cows feed the chickens pick vegetables collect eggs • Statements with adverbs and prepositional phrases <i>I always milk the cows in the morning/before school.</i>



Review 3 Units 5 and 6



Saturday Chores

Unit 7 Out and About

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: beach aquarium amusement park museum hotel pool • Questions about location with the past tense of <i>be</i> <i>Where was he/she yesterday?</i> <i>He/She was at the beach.</i> • Yes/No questions with the past tense of <i>be</i> <i>Was he/she at the beach yesterday?</i> <i>Yes, he/she was.</i> <i>No, he/she wasn't. He/She was at the aquarium.</i>	Places to Go: bookstore pharmacy toy store hair salon coffee shop flower shop • Questions about location with the past tense of <i>be</i> <i>Where were they yesterday?</i> <i>They were at the bookstore.</i> • Yes/No questions with the past tense of <i>be</i> <i>Were they at the bookstore yesterday?</i> <i>Yes, they were.</i> <i>No, they weren't. They were at the pharmacy.</i>	Story: Mike's Watch • Arranging to meet someone at a certain place and time <i>Let's meet here at five o'clock.</i> <i>OK.</i> <i>See you then.</i> Be on time.	Weather: sunny rainy cloudy windy stormy snowy • Questions with the present and past tenses of <i>be</i> <i>How's the weather today?</i> <i>It's sunny.</i> <i>How was the weather yesterday/on Monday?</i> <i>It was sunny.</i>



Unit 8 Things We Use

Lesson 1	Lesson 2	Lesson 3	Lesson 4
School Supplies: folder lunchbox water bottle dictionary calculator stapler • Questions with the past tense of <i>be</i> <i>Where was the folder?</i> <i>It was on the table.</i> <i>What was on the table?</i> <i>A folder was on the table.</i>	Art Supplies: magazine poster pencil sharpener paintbrush glue stick scissors • Statements with the past tense of <i>be</i> <i>There were some/weren't any magazines on the table.</i> • Yes/No questions with the past tense of <i>be</i> <i>Were there any magazines on the table?</i> <i>Yes, there were.</i> <i>No, there weren't.</i>	Story: Let's Clean Up! • Asking someone how to spell something <i>How do you spell "Saturday"?</i> <i>S-A-T-U-R-D-A-Y.</i> Be helpful.	Technology: cell phone laptop digital TV digital camera • Statements with the past tense of <i>be</i> <i>There weren't any cell phones in 1940. There were phones like this.</i>



Review 4 Units 7 and 8



Troy's Day

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 Test Center

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 reading 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 six new vocabulary items and two grammar points related to the unit theme, and to Lesson 1. Language presentation and practice are followed by further practice in a song or listening activity. The lesson culminates in another 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 Reading 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 Reading Bonus, a lesson which teachers can use to present and review a reading passage that includes newly learned vocabulary and grammar.

Everybody Up Icons



Pair or
group work



Student Audio CD



Class Audio CD



Test Center
Audio Track



Math



Health



Art



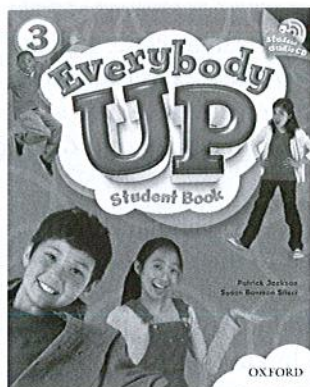
Social
Studies



Science

School Subject Connection (CLIL)

Components



Student Book

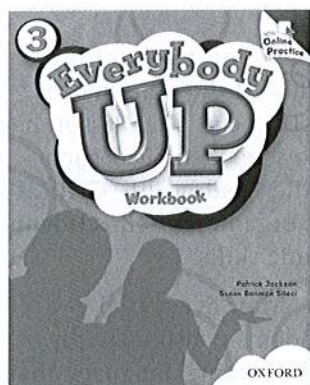
- Eight units with four lessons per unit
- Four reviews (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

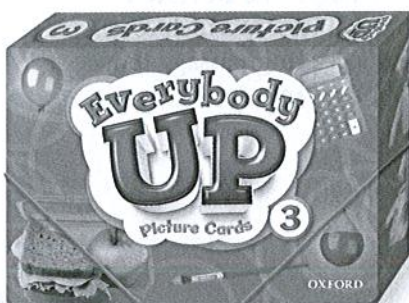
Included in the Student Book with Audio CD Pack

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



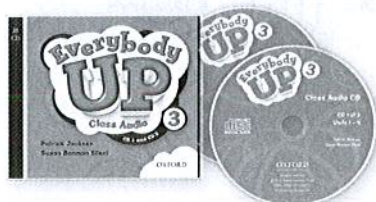
Workbook

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



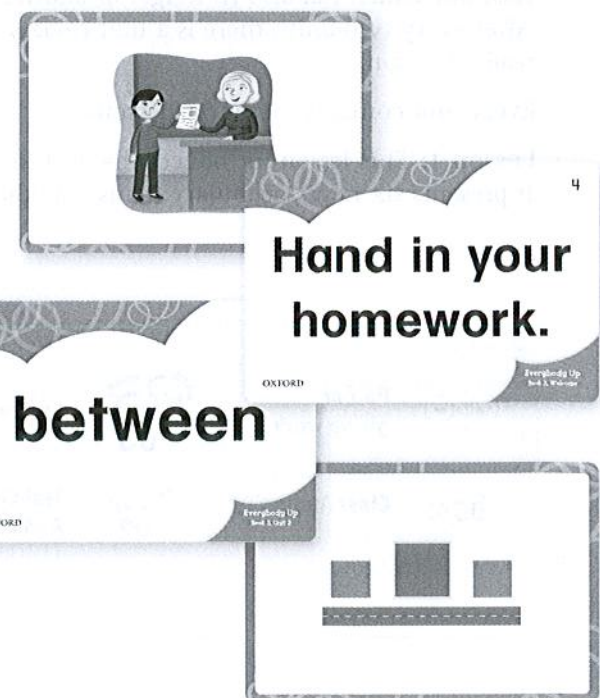
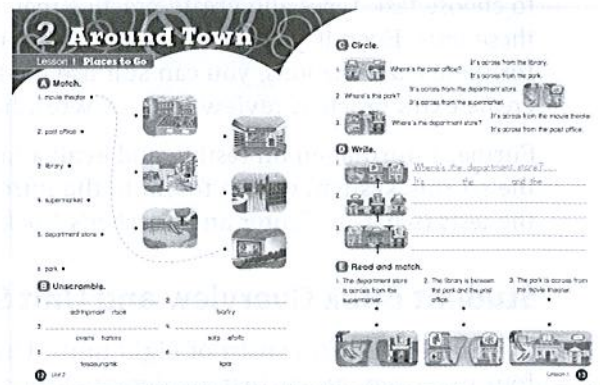
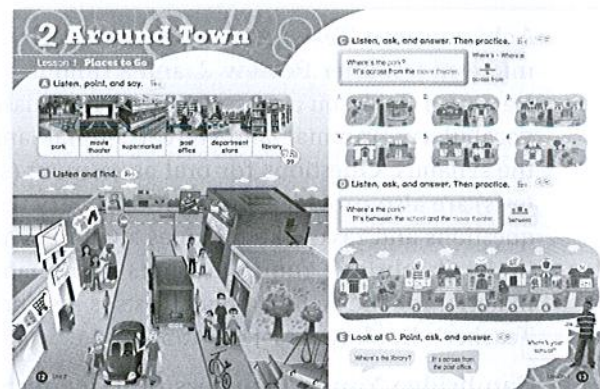
Picture Cards

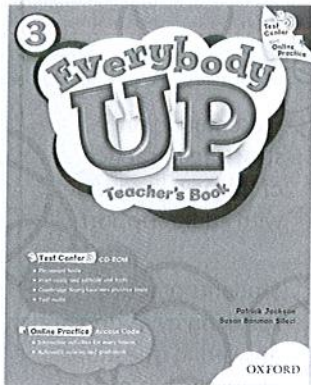
- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games
- Integrated into every Teacher's Book lesson plan



Class Audio CDs

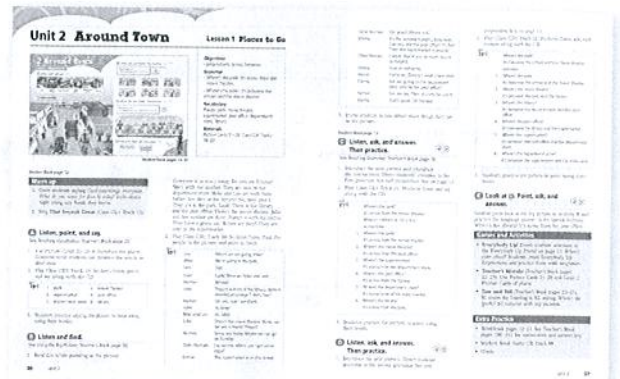
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants





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

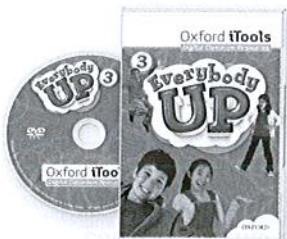
CD-ROM included with the Teacher's Book

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



iTools

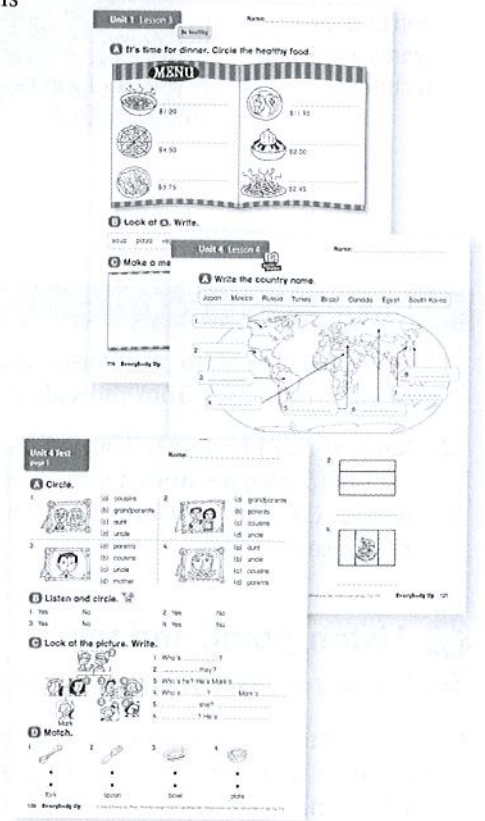
- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages, show the Picture Cards, and play audio files
- Includes interactive activities with every lesson to use in class



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.

4 Getting Together
Lesson 1 Family

A Listen, point, and say. 4-5

parents grandparents aunt uncle cousin cousin

B Listen and find. 4-5

Who are they? They're his parents. Who's he? He's his uncle. She's his aunt.

grandparents uncle aunt parents cousin cousin He! He! sister

C Look at 4. Point, ask, and answer. 4-5

Who's he? He's Danny's cousin. He likes kung fu.

Do you have cousins?

Student Book pages 30-31

Warm up

1. Greet the class. Use previously learned language to elicit responses from individual students.
2. Review any previously learned language that will help prepare students for the current lesson. Use Picture Cards to elicit student responses.

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.

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. Students practice saying the new words on their own, using their books.

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 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. They may use previously learned language.

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. Students practice the pattern, 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. Students 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 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
- Log in for  **Online Practice**

Lesson 2

New words are clearly presented with audio support.

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



Further exposure to the new language.

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

Fun personalization activities offer more speaking practice.

Student Book pages 32-33

Warm up

1. Greet the class. Use familiar language to elicit responses from 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 student practice the expression 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 on their own, using their books

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 or classroom items to elicit responses from the students.
3. If a game or activity is suggested, use it to further practice the new vocabulary.

B 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 2.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern, using their books.
6. If a game or activity is suggested, use it to further practice the grammar pattern.

C 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 2.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.

D Exercise varies.

Steps for this exercise will vary. See individual units.

E Exercise varies.



Students work together, using the book or other items as directed to practice 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 practice them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

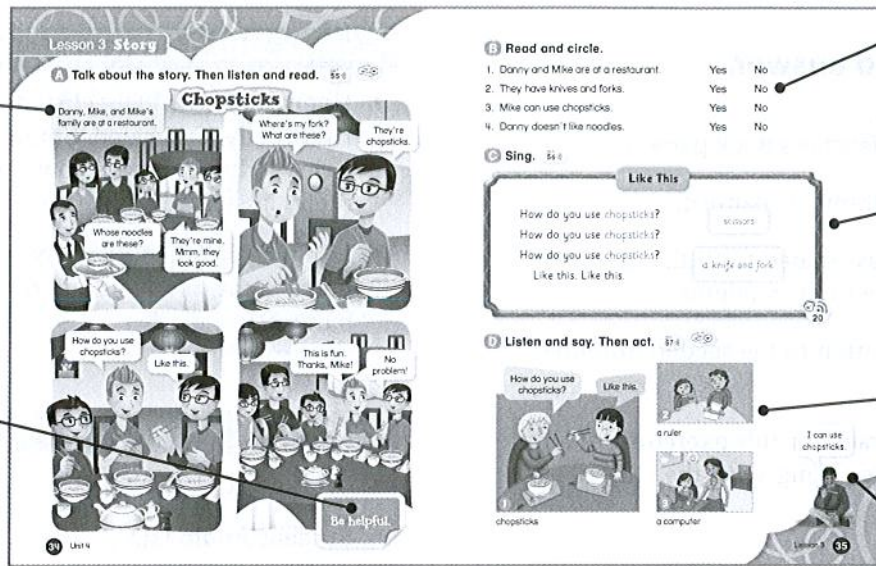
Extra Practice

- Workbook
- Student Audio CD
- iTools
- Log in for  **Online Practice**

Lesson 3

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

The story highlights a universal value.



Student Book pages 34–35

Circling activity builds reading comprehension.

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

Role plays in different contexts help students practice the conversation.

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

Warm up

1. Greet the class. Then use familiar language to elicit responses from students.
2. Review any previously learned language that will help prepare students for 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 story. Then listen and read.



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

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.
3. 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 Read and circle.

1. Explain that students will read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

C Sing.

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

1. Read the song lyrics with the students.
2. Play the Class CD track for the song. Students listen and sing along with the CD.
3. Students sing the song again, using appropriate gestures, props, or facial expressions.

D Listen and say. Then act.



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

1. Play the Class CD track for this exercise. Students listen and say along with the CD.
2. Students rehearse and act out the conversations, using gestures and facial expressions 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

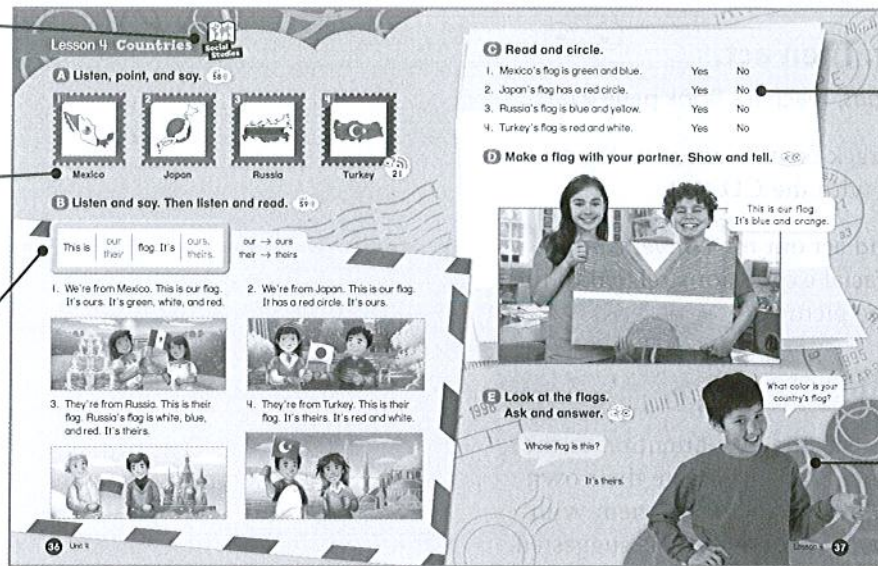
- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools
- Log in for  **Online Practice**

Lesson 4

The lesson links English to other school subjects, like social studies.

Words are clearly presented with audio support.

Structured practice of the new language.



Student Book pages 36-37

Students practice the language and concepts with critical thinking activities.

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

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. Review any previously learned language that will help prepare students for the current lesson.
3. Elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.
4. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4.

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 a game, activity, or Picture Cards to elicit responses.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. Students practice saying the new vocabulary on their own, using their books.