

Everybody UP Teacher's Book 4

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Table of Contents

Syllabus.....	2	Worksheet Instructions	112
Introduction	6	Worksheets	114
Components.....	8	Test Instructions	130
Lesson Guide.....	10	Tests	132
Teaching Techniques.....	20	Test Answer Key.....	156
Games and Activities	22	Picture Card List.....	159
Lesson Plans	26	Word List.....	160
Workbook Answer Key	100		

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Syllabus

Welcome

- Review of Level 3
- Talking about measurement.

There are one thousand grams in a kilogram.

Unit 1 Fun Outdoors

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Camping: climb hike canoe fish grill hamburgers watch birds • Questions with <i>what</i> <i>What does he/she like doing?</i> <i>He/She likes climbing.</i> • Yes/No questions with <i>do</i> <i>Does he/she like climbing?</i> <i>Yes, he/she likes it a lot.</i> <i>No, he/she doesn't like it at all.</i>	Sports: ski snowboard ice skate in-line skate skateboard surf • Simple present statements with <i>is/isn't</i> <i>He's/She's good at skiing.</i> <i>He/She isn't good at skiing.</i> • Yes/No questions with <i>is</i> <i>Is he/she good at skiing?</i> <i>Yes, he's/she's very good at it.</i> <i>No, he's/she's not very good at it.</i>	Reading: The Skating Lesson • Trying something new <i>I'm not very good at ice skating.</i> <i>Don't worry. I can help you.</i> Be brave.	Safety: wear a helmet put on sunscreen wear a life jacket fasten your seatbelt • Time clauses with <i>when</i> <i>When you go snowboarding, always wear a helmet.</i> 

Unit 2 Land and Sea

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Animals and Insects: hippopotamus gorilla panda butterfly caterpillar bee • Regular comparatives with <i>than</i> <i>The hippopotamus is bigger than the panda.</i> • Regular superlatives <i>The hippopotamus is the biggest.</i> • Questions with <i>which</i> and the superlative <i>Which one is the smallest?</i> <i>The bee is the smallest.</i>	Sea Creatures: eel seal dolphin squid whale shark • Comparisons with <i>as (adjective) as</i> <i>The eel is/isn't as long as the seal.</i> • Yes/No questions with comparisons <i>Is the eel as long as the seal?</i> <i>Yes, it is./No, it isn't. It's shorter.</i>	Reading: The Best Cap • Asking for a specific item using <i>which</i> <i>Which one would you like?</i> <i>I'd like the longest one, please.</i> Be thoughtful.	Weight and Length: lizard beetle crab octopus • Questions with <i>How much</i> <i>How much does the lizard weigh?</i> <i>It weighs 150 kilograms.</i> • Questions with <i>How long</i> <i>How long is the lizard?</i> <i>It's 3 meters long.</i> 

Review 1 Units 1 and 2

Reading  A Camping Trip

Unit 3 Appearance

Lesson 1	Lesson 2	Lesson 3	Lesson 4
What We Look Like: short hair shoulder-length hair long hair straight hair curly hair wavy hair • Questions with <i>what</i> (3rd person) <i>What does he/she look like?</i> <i>He/She has short, black hair and brown eyes/glasses/a beard.</i> • Questions with <i>which</i> (3rd person) <i>Which one is your brother/sister?</i> <i>He's/She's the one with short, straight, black hair and brown eyes/glasses/a beard.</i>	Accessories: watch necklace earrings sunglasses gloves belt • Questions with <i>what</i> <i>What does the watch/do the earrings look like?</i> <i>It's/They're new and black.</i> • Questions with <i>which</i> <i>Which watch/gloves does he/she want to wear?</i> <i>He/She wants to wear the black one/ones.</i>	Reading: The School Play • Wishing someone good luck <i>Good luck with the play.</i> <i>Thanks. You, too.</i> Be kind.	 Camouflage: stick leaf grass sand • Comparisons with <i>the same (color)/(shape)</i> as <i>The caterpillar is the same color/shape as the stick.</i>

Unit 4 Getting Together

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Sports: baseball basketball volleyball golf tennis table tennis • Simple past statements with known regular verbs and new nouns <i>He/She played baseball yesterday.</i> • Questions with <i>what</i> <i>What did he/she do yesterday?</i> <i>He/She played baseball yesterday.</i>	Activities: practice the piano use the computer talk on the phone help my parents visit my friend work on a project • Simple past questions with <i>what</i> and time expressions (1st person) <i>What did you do last weekend?</i> <i>I practiced the piano.</i> <i>Did you practice the piano on Monday?</i> <i>Yes, I did./No, I didn't.</i>	Reading: The Baseball Game • Offering assistance <i>I can't find my glove.</i> <i>Don't worry. You can borrow mine.</i> Be prepared.	 Ancient Rome: stone clay glass metal • Simple past questions with <i>what</i> (3rd person plural) • The verb <i>use</i> with the infinitive <i>to make</i> <i>What did they use to make homes in Rome?</i> <i>They used stone.</i>

Unit 5 A Day Out

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Food and Drink: noodles curry sushi lemonade grape juice tea • Known irregular verbs with new foods <i>He/She ate noodles. He/She drank lemonade.</i> • Verbs with prepositions for and with <i>What did he/she eat for lunch?</i> <i>He/she ate noodles.</i> <i>What did he/she drink with lunch?</i> <i>He/She drank lemonade.</i>	Things to Do: go bowling take a picture see a parade have a picnic get a haircut buy clothes • Questions with <i>what</i> and <i>when</i> + irregular verbs <i>What did he/she do yesterday?</i> <i>He/She went bowling.</i> <i>When did he/she go bowling?</i> <i>He/She went bowling yesterday.</i>	Reading: The Missing Backpack • Helping someone find something <i>What happened?</i> <i>I lost my backpack.</i> <i>Let's look for it together.</i> Be helpful.	Dinosaurs: feather tail claw wing • Past tense statements • Some with plural nouns <i>Some dinosaurs had feathers.</i>

Unit 6 Being Creative

Lesson 1	Lesson 2	Lesson 3	Lesson 4
The Arts: sing songs make movies write stories design clothes paint pictures make models • Simple present questions with <i>like</i> and infinitive to <i>What does he/she like to do in his/her free time?</i> <i>He/She likes to sing songs.</i> <i>Does he/she like to sing songs in his/her free time? Yes, he/she does. No, he/she doesn't.</i> <i>He/She likes to make movies.</i>	Making Things: cook dinner bake cookies make jewelry make a card knit a scarf play music • Preposition <i>for</i> + object pronouns <i>He/She cooked dinner for him/her/them.</i> <i>What did he/she cook for him/her/them?</i> <i>He/She cooked dinner for him/her/them.</i>	Reading: Good Neighbors • Being kind to someone in need of assistance <i>Could you carry these bags for me?</i> <i>Sure. No problem.</i> Be helpful.	Types of Art: painting photograph mosaic sculpture • Simple present statements • Preposition <i>of</i> for subject matter <i>This is a painting of a bedroom.</i>

Review 3 Units 5 and 6



Hobby: Making Models

Unit 7 Things to Be

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Careers: actor artist musician game designer journalist scientist • Future time expression <i>when + questions with what/want + to be</i> <i>What do you want to be when you grow up?</i> <i>I want to be an actor.</i> <i>What does he/she want to be when he/she grows up?</i> <i>He/She wants to be an actor.</i>	The Future: go to space fly a helicopter work with animals drive a race car explore the jungle travel the world • Future time expression <i>when + questions with what</i> • <i>Want + to do</i> <i>What do you want to do when you're older?</i> <i>I want to go to space.</i> <i>What does he/she want to do when he's/she's older?</i> <i>He/She wants to go to space.</i>	Reading: Space Museum • Reading and obeying signs <i>What does that sign mean?</i> <i>It means you can't run here.</i> Be patient.	 In Space: space shuttle space station space suit Earth • Statements with <i>have to/don't have to</i> <i>Astronauts have to/don't have to take the space shuttle to get to the space station.</i> <i>Astronauts have to/don't have to wear a space suit in the space station.</i>

Unit 8 On Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: take a boat ride see a show go on a bus tour ride a horse swim in the ocean stay in a hotel • Future questions with <i>going to + do/take</i> <i>What's he/she going to do on vacation? He's/She's going to take a boat ride.</i> <i>When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.</i>	Things for a Trip: swimsuit towel money tent flashlight sleeping bag • Future questions with <i>what; going to + take</i> <i>What's he/she going to take with him/her? He's/She's going to take a swimsuit.</i> <i>Are they going to take swimsuits with them? Yes, they are./No, they aren't.</i>	Reading: Vacation Plans • Talking about vacation plans; saying good-bye <i>Bye. Have a great time!</i> <i>Thank you. See you next month.</i> Be thoughtful.	 Transportation: taxi ferry subway gondola • Future questions with <i>how + going to + get</i> <i>How's he/she/going to get to the department store?</i> <i>How are they going to get to the department store?</i> <i>He's/She's/They're/ going to take a taxi.</i>

Review 4 Units 7 and 8



Vacation Time

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 reading 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



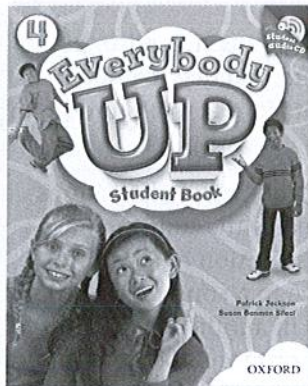
Social
Studies



Science

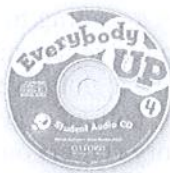
School Subject Connection (CLIL)

Components



Student Book

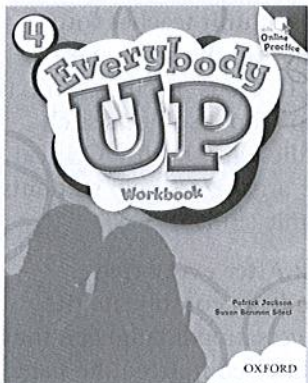
- Eight units with four lessons per unit
- Four reviews (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

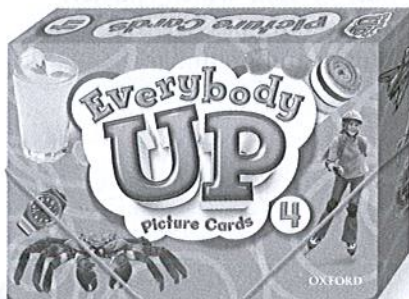
Included in the Student Book with Audio CD Pack

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



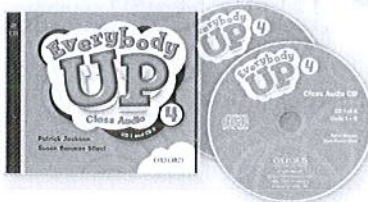
Workbook

- 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



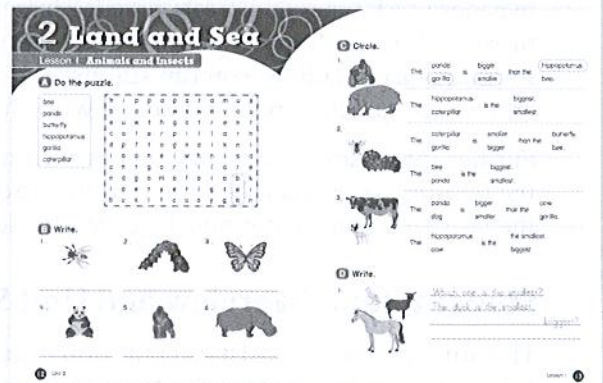
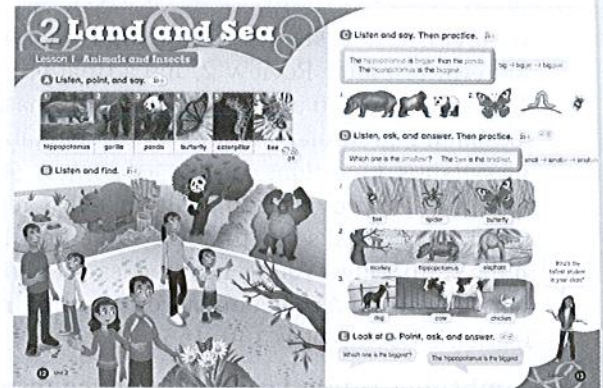
Picture Cards

- 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

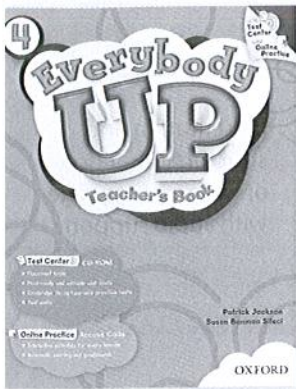
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



Work with your group.

work on a project





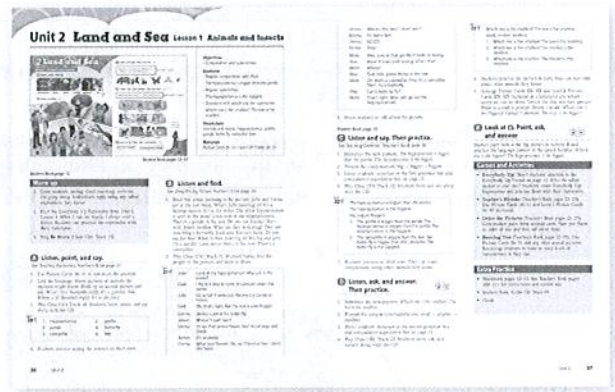
Teacher's Book

• 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



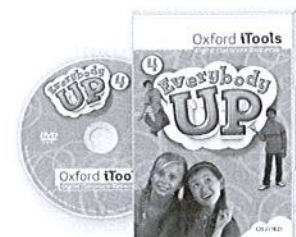
iTools

- 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

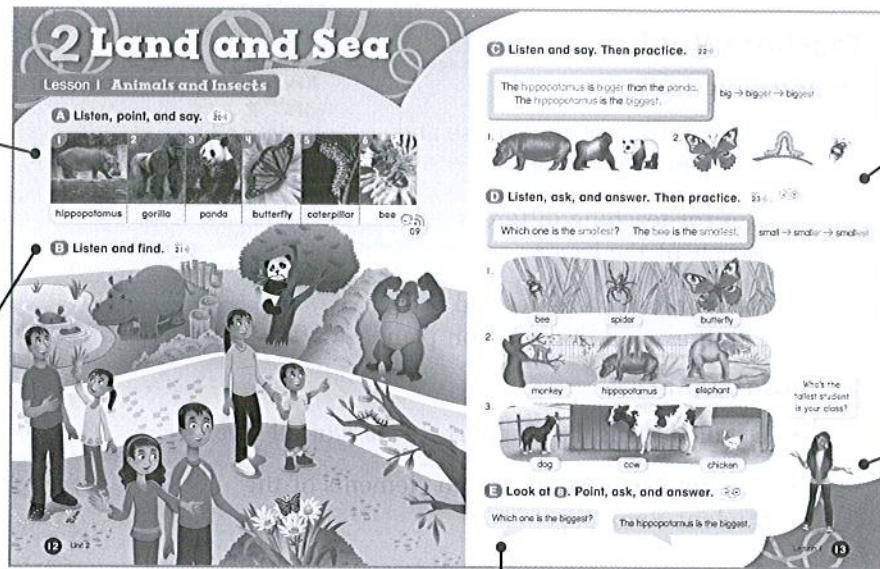
- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.euonlinepractice.com



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

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

Student Book pages 12-13

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.
3. If a game or song is suggested, use it as additional warm up for Lesson 1.

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. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. Students practice saying the new 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.

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 on their own, 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 in pairs, using their books.

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



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

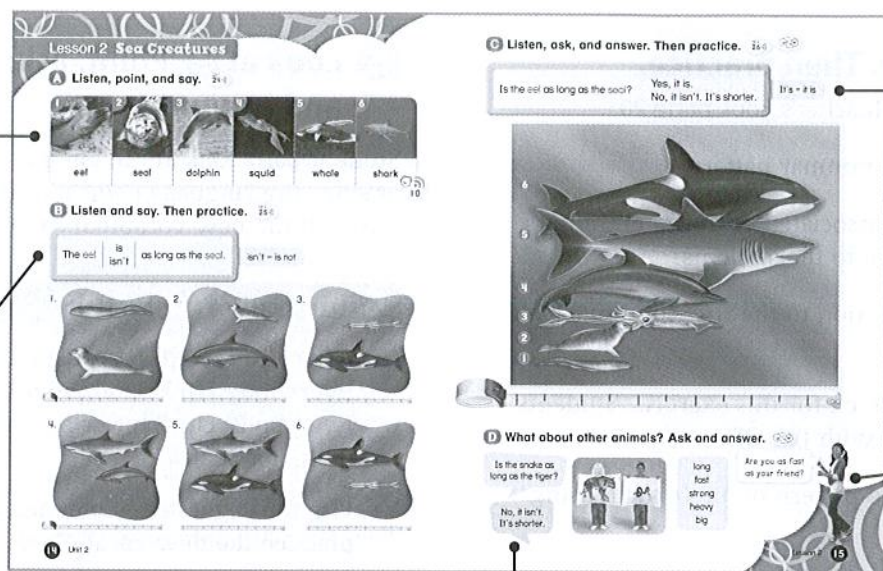
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates.
- Use the suggested games and 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 14-15

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 and elicit student responses.
3. Elicit the Everybody Up Expression from the previous lesson. Have student practice the expression with their classmates.
4. If a game or activity is suggested, use it as additional warm up for Lesson 2.

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.
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.

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 on their own, using their books.
6. If an 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.
5. Students practice the pattern in pairs, using their books.

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 and 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.

Lesson 3 Reading

A Talk about the story. Then listen and read.

Mike and Leo are at the aquarium with their mom.

OK, boys. Here's some money.

Which one would you like?

Thanks, Mom.

I'd like the biggest one, please.

I'd like the smallest one, please.

Mike's dad is at work.

Wow! What about Dad? He likes caps.

Do you like it, Dad?

Thanks, boys! This is the best cap!

Which one would he like?

Be thoughtful.

B Read and circle.

1. Mike wants the biggest T-shirt. True False
2. Leo wants the smallest T-shirt. True False
3. Mike and Leo buy a book. True False
4. Their father likes the cap. True False

C Sing.

Which One Would You Like?

Which skateboard would you like? I'd like the biggest one, please.

Which one would you like? I'd like the biggest one, too!

Which skis would you like? I'd like the longest ones, please.

Which ones would you like? I'd like the longest ones, too.

D Listen and say. Then act.

Which one would you like? I'd like the longest one, please.

longest

fastest

Who's the fastest runner in your class?

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.

Student Book pages 16–17

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. Students practice the expression 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 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 *True* if the sentence is correct or *False* 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 the 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 gestures or facial expressions as appropriate.

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 practice them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games and 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 math.

Words are clearly presented with audio support.

Structured practice of the new language.

Lesson 4 Weight and Length

A Listen, point, and say. 50

lizard beetle crab octopus

B Listen, ask, and answer. Then listen and read. 51

How much does the lizard weigh? It weighs 150 kilograms.

How long is the lizard? It's 3 meters long.

weight = length =

Animals and insects have many shapes and sizes. Some creatures are very small and some are very big. These creatures are big!

1. The Komodo dragon is a very big lizard. It's 3 meters long and it weighs 150 kilograms.

2. The Goliath beetle is the world's largest insect. It weighs 100 grams and is 10 centimeters long.

3. The Spider crab is the world's largest crab. It weighs 19 kilograms. Its legs are about 2 meters long.

4. The giant Pacific octopus is the biggest octopus in the world. It weighs 50 kilograms and is 5 meters long.

C Read and circle.

1. The lizard weighs 100 grams. True False

2. The beetle is 10 centimeters long. True False

3. The crab isn't as long as the lizard. True False

4. The octopus weighs 50 kilograms. True False

D Listen. Fill in the chart. 52

eel	snake	tiger	bear
... meters	... centimeters	... meters	... meters
... kilograms	... grams	... kilograms	... kilograms

E Look at D. Ask and answer. 53

How long is the eel? It's 2 meters long.

How much does it weigh? The eel weighs 18 kilograms.

How much do you weigh?

Student Book pages 18–19

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.