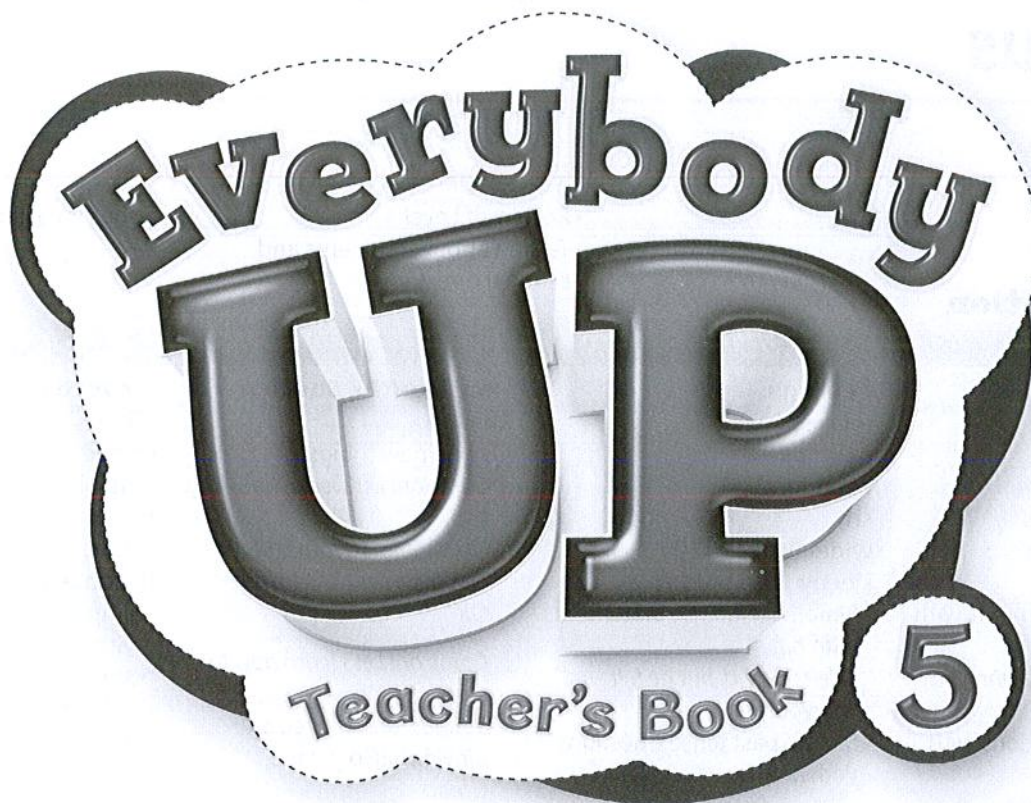




Kathleen Kampa
Charles Vilina

OXFORD UNIVERSITY PRESS
SAMPLE COPY

Table of Contents

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

OXFORD
UNIVERSITY PRESS

Syllabus

Welcome

- Review of Level 4
- Talking about continents and cardinal directions

Africa is east of South America.

Unit 1 Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: act in a play learn how to dive ride a roller coaster read a lot of books win a competition sleep late • Simple past statements with <i>when</i> <i>He acted in a play when he was on vacation.</i> • Simple past questions with <i>when</i> <i>What did she do when she was on vacation?</i> <i>She acted in a play.</i>	Feelings: relaxed nervous confident shy wide-awake sleepy • Simple past tense statements with <i>but</i> <i>I felt relaxed, but he felt nervous.</i> • Simple past tense questions with <i>how</i> <i>How did you feel when you rode the roller coaster?</i> <i>I felt relaxed, but she felt nervous.</i>	Reading: The Surfing Lesson • Trying new things <i>Come on! Let's learn how to surf.</i> <i>No, thanks. I'd rather play video games.</i> OK. <i>Come on! Let's learn how to surf.</i> <i>Sounds fun. I'm tired of playing video games.</i> Great! Be brave.	Travel and Trade: silk goods difficult ruler return become famous • Simple past tense questions with <i>what</i> <i>What did Marco Polo do when he was 17?</i> <i>He traveled on the Silk Road.</i>



Unit 2 Camping

Lesson 1	Lesson 2	Lesson 3	Lesson 4
In the Woods: study insects identify trees pick wild strawberries find animal tracks explore a cave collect leaves • Questions in past continuous tense, with answers in simple past tense <i>What was she doing in the morning/afternoon?</i> <i>She was studying insects.</i> • Questions and answers in past continuous <i>Was he studying insect in the morning/afternoon?</i> <i>Yes, he was. / No, he wasn't.</i> <i>He was identifying trees.</i>	Making Camp: set up the tent build a campfire roast fish tell stories put out the campfire look at the stars • Past continuous statements with simple past tense statements <i>She was setting up the tent when I arrived at the campsite.</i> <i>When I arrived at the campsite, she was setting up the tent.</i> • Past continuous questions and answers <i>What were you doing when you saw the deer?</i> <i>I was setting up the tent.</i>	Reading: The Cave • Asking for help with directions <i>Which way is the campsite?</i> <i>It's that way.</i> <i>Thanks a lot!</i> <i>Which way is the campsite?</i> <i>Sorry, I don't know.</i> <i>Thanks, anyway.</i> Be helpful.	Plants: oxygen seed size root underground stem • Questions with <i>these/those</i> <i>Which parts of the plant are these?</i> <i>Those are the seeds.</i> • Questions with <i>do</i> <i>What do they do?</i> <i>They grow and become new plants.</i>



Review 1 Units 1 and 2



How Scouting Started

Unit 3 Class Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Planning a Party: order pizzas bake cupcakes bring fruit juice choose the music make decorations buy balloons • Simple future tense with <i>will</i> for intention <i>I'll order pizzas for the party.</i> <i>We'll order pizzas for the party.</i> • Simple future tense with <i>will</i> for prediction <i>What will he do?</i> <i>He'll order the pizzas.</i>	Starting a Party: pour the juice serve the pizzas set up the music blow up the balloons put up the decorations put out the cupcakes • Simple future tense questions with <i>will</i> <i>Will she pour the juice?</i> <i>Yes, she will.</i> <i>No, she won't.</i> • Simple future tense questions with <i>who</i> <i>Who will pour the juice?</i> <i>They will.</i>	Reading: It's Not Safe • Talking about planning a party • Talking about traffic safety <i>We're out of juice. Could you get some more?</i> <i>Sure, no problem.</i> <i>Thanks.</i> <i>We're out of juice. Could you get some more?</i> <i>I can't right now. I'm busy.</i> <i>That's OK.</i> <i>Let's walk across the highway.</i> <i>We'll get there faster.</i> <i>It's not safe.</i> Be Safe.	Celebrations: celebrate seasons tradition delicious child samba parade • Simple future tense questions with <i>will</i> <i>What will people in Japan do in the spring?</i> <i>They'll celebrate Children's Day.</i>



Unit 4 The Amazon Rainforest

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Comparisons: colorful macaw plain egret dangerous jaguar friendly river dolphin energetic spider monkey calm sloth • Comparatives with long and short adjectives <i>The macaw is more colorful than the egret.</i> • Questions with comparatives <i>Is the macaw more colorful than the egret?</i> <i>Yes, it is. / No, it isn't.</i>	Comparisons: easy puzzle comfortable sandals cheap bracelet difficult puzzle uncomfortable sandals expensive bracelet • Superlatives with long and short adjectives <i>This puzzle is the easiest one here.</i> <i>These sandals are the most comfortable ones here.</i> • Questions with superlatives and which <i>Which puzzle is the easiest?</i> <i>This puzzle.</i> <i>Which sandals are the most comfortable?</i> <i>These sandals.</i>	Reading: A New Snowboard • Comparing and describing things <i>I want that one.</i> <i>How about this one instead?</i> <i>It's cheaper.</i> <i>I want that one.</i> <i>Good choice!</i> Be patient.	Biomes: natural community freshwater desert forest grassland tundra • Questions with superlatives and which <i>Which biome is the biggest?</i> <i>The ocean.</i>



Unit 5 Busy Students

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Activities: wash my hair take a shower floss my teeth check my calendar pack my schoolbag iron my clothes • Adverbs of frequency <i>I always wash my hair before I go to bed.</i> • Questions with <i>do</i> and adverbs of frequency <i>Do you wash your hair before you go to bed?</i> <i>Yes, I always do. / No, I rarely do.</i>	Adverbs: slowly quickly carefully carelessly quietly loudly • Questions with <i>how</i> and adverbs of manner <i>How is she walking?</i> <i>She's walking slowly.</i> • Questions with <i>is</i> and adverbs of manner <i>Is he walking slowly or quickly?</i> <i>He's walking slowly.</i> <i>I felt relaxed, but she felt nervous.</i>	Reading: The Recital • Talking about meeting commitments • Getting better at something through practice <i>Are you ready for your recital?</i> <i>No, I'm not. I still need to practice.</i> <i>Are you ready for your recital?</i> <i>Yes, I think so. I practiced all week.</i> Be responsible.	Your Health: successful exercise possible balanced meal habit early • Questions with <i>how</i> and adverbs of frequency <i>How often do you go for a walk?</i> <i>I go for a walk twice a week.</i>

Unit 6 Making Things

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Quantities: a cup of flour a half cup of water a quarter cup of salt a tablespoon of cooking oil a teaspoon of baking soda a drop of food coloring • Questions with <i>how</i> , and count and non-count nouns <i>How much flour does he need?</i> <i>He needs a cup of four.</i> • Questions with <i>do</i> , and count and non-count nouns <i>Does he have enough flour?</i> <i>Yes, he does. / No, he doesn't.</i>	Supplies: aprons toothpicks paper clips cardboard masking tape modeling clay • Questions with <i>how many/ how much</i> and count and non-count nouns <i>How much cardboard do we have?</i> <i>We have six sheets of cardboard.</i> <i>How many aprons do they have?</i> <i>They have a few/a lot of aprons.</i> <i>How much cardboard do they have?</i> <i>They have a little/a lot of cardboard.</i>	Reading: Where's the Parthenon? • Forgetting and remembering where you put things <i>Did we bring the map?</i> <i>I don't remember.</i> <i>I remember. It's under the seat.</i> <i>Did we bring the map?</i> <i>I'm not sure.</i> <i>Never mind, I found it.</i> Be prepared.	The Pyramids: take farmer artisan move pull site • Questions with <i>how many</i> and count and non-count nouns <i>How many people did it take to build the Great Pyramid of Giza?</i> <i>It took around thirty thousand people.</i>

Review 3 Units 5 and 6



Rules for Running

Unit 7 World Travel

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Countries: India Italy Kenya New Zealand the UK Peru • Present perfect statements with <i>been</i> <i>I've been to India. I've never been to Italy.</i> • Present perfect questions with <i>been</i> <i>Have you ever been to India?</i> <i>Yes, I have./No, I haven't.</i> <i>Has she ever been to India?</i> <i>Yes, she has./No, she hasn't.</i>	Experiences: go rafting ride a camel climb a mountain hike in a rainforest see the pyramids go scuba diving • Present perfect with irregular verbs <i>He has gone rafting, but he hasn't ridden a camel.</i> <i>He has gone rafting, but he hasn't ridden a camel.</i> • Present perfect questions <i>Has he gone rafting before?</i> <i>Yes, she has./No, she hasn't.</i>	• Making new friends • Sharing interests <i>Do you like skateboarding?</i> <i>I'm not very good at it.</i> <i>Could you show me how?</i> <i>Sure!</i> <i>Do you like skateboarding?</i> <i>Yes, I do.</i> <i>Cool! Let's go skateboarding after school.</i> Be friendly.	 Explorers: high reach British leave grateful lead • Past tense <i>What happened in 1924?</i> <i>George Mallory and Andrew Irvine tried to reach the top of Mount Everest.</i>

Unit 8 Computers

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Using Computers: turn on the computer turn off the computer turn up the volume turn down the volume long in to the website log out of the website • Present perfect statements with <i>just and yet</i> <i>I've just turned on the computer.</i> <i>I haven't turned on the computer yet.</i> • Present perfect questions with <i>yet</i> <i>Has he turned on the computer yet?</i> <i>Yes, he has./No, he hasn't.</i>	Using Computers: upload the photos print the photos download the music play the music write the email send the email • Present perfect statements <i>She's already uploaded the photos, but she hasn't printed them yet.</i> <i>He's already written the email, but he hasn't sent it yet.</i> • Present perfect questions <i>Has she uploaded the photos yet?</i> <i>Yes, she's uploaded them.</i> <i>No, she hasn't uploaded them.</i>	Reading: Just a Minute • Sharing the family computer <i>Are you almost done with the computer?</i> <i>Just a minute, I haven't finished downloading these songs yet.</i> <i>OK. Let me know when you're done.</i> <i>Are you almost done with the computer?</i> <i>Yes, I just finished. Go ahead and use it.</i> <i>Thanks!</i> Be fair.	 Energy: energy source wind turbine electricity dam solar panel • Present perfect questions and answers <i>What have scientists designed to use wind energy?</i> <i>Scientists have designed wind turbines that use strong winds to make energy.</i>

Review 4 Units 7 and 8



An Interview with Cliff Jackson

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.

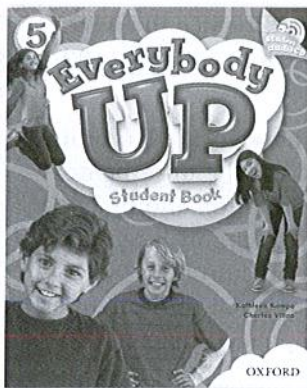
Testing



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.

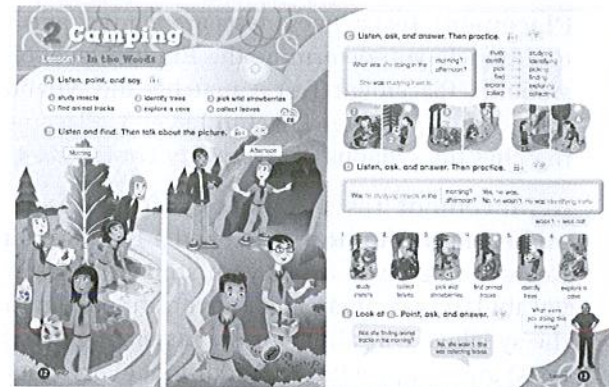
The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

Components



Student Book

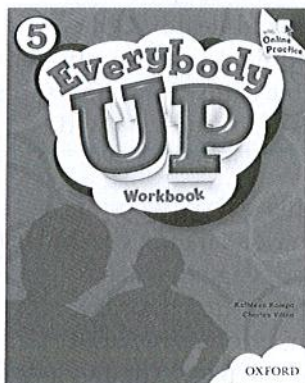
- Eight units with four lessons per unit
- Four reviews and bonus skills lessons (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

Included in the Student Book with Audio CD Pack

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



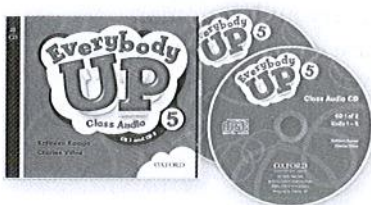
Workbook

- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Grammar Guide at the back for grammar tips and extra practice



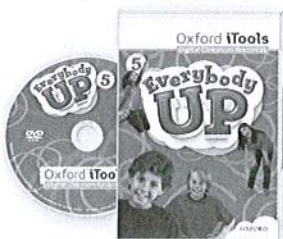
Class Audio CDs

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



iTools

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



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 a reading and writing or listening and speaking skills activity. 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. New words are in blue.

Lesson 4: The final lesson in each unit teaches six 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. A reading skills tip is included in each lesson to help students with expository texts.

Review and Skills 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 Skills Bonus, a lesson that teachers can use to present and review a reading passage that includes newly learned vocabulary and grammar. The reading and its activities are designed to practice, reinforce, and assess reading, writing, listening, and speaking skills.

Everybody Up Icons



Pair or
group work



Student Audio CD



Class Audio CD



Test Center
Audio Track



Math



Health



Art

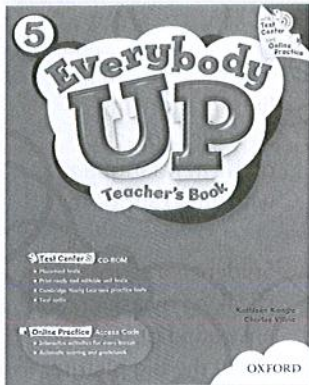


Social
Studies



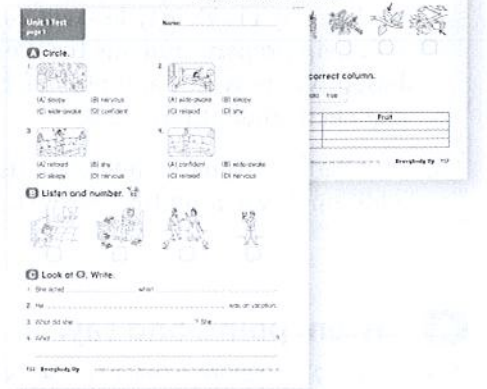
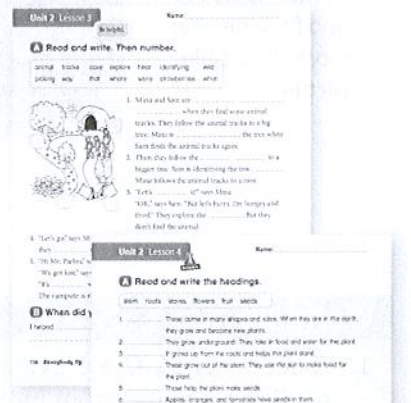
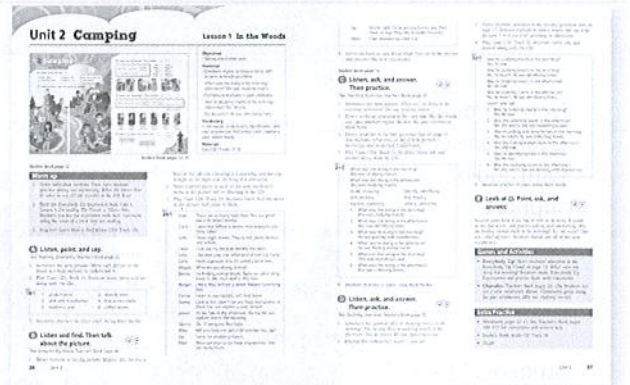
Science

School Subject Connection (CLIL)



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
 - Word list



Test Center

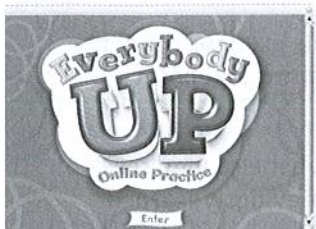
CD-ROM included with the Teacher's Book

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

Online Practice

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

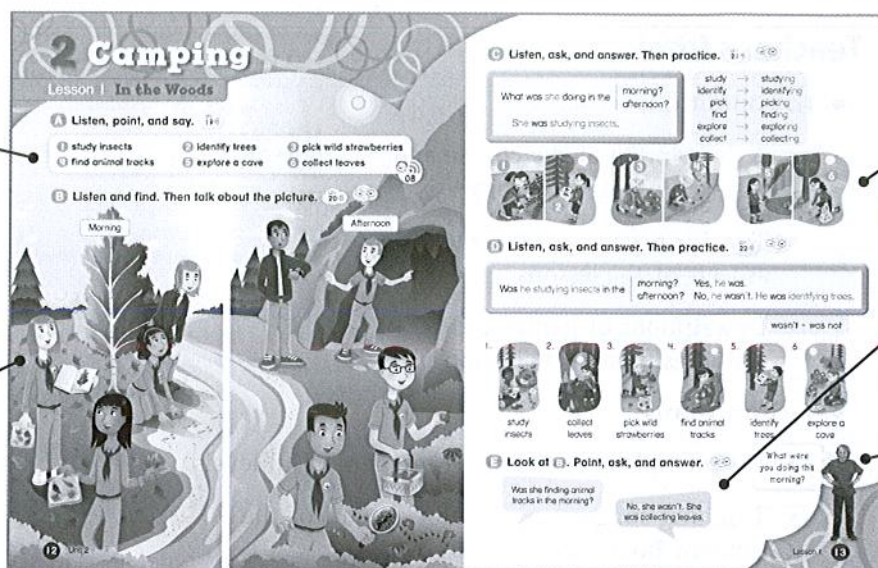
- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.euonlinepractice.com



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. 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. Write words and phrases on the board and 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 word 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.

B Listen and find. Then talk about the picture.

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, 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 1.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern in pairs, 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.

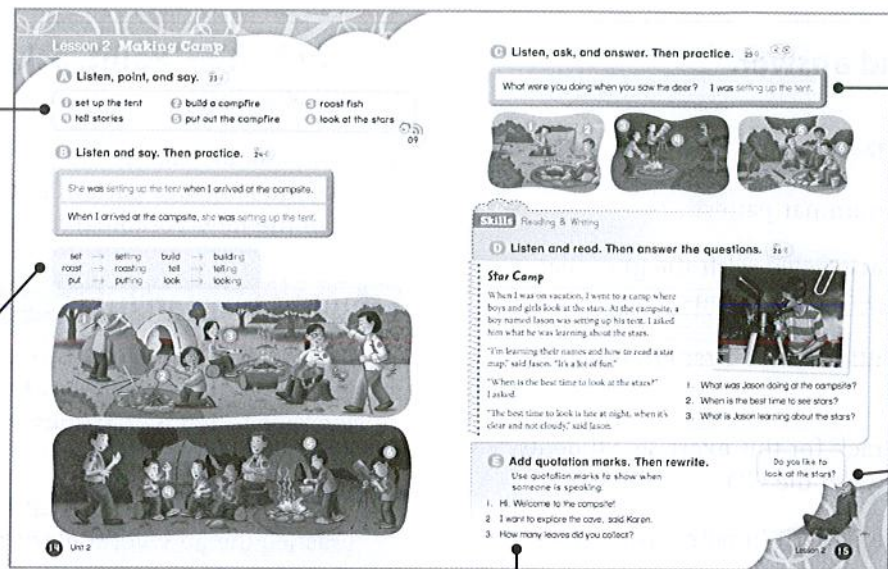
Games and Activities

- **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. If a game or activity is suggested, use it as additional warm up for Lesson 2, or elicit the Everybody Up Expression from the previous lesson. Have students practice the expression with their classmates.

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write the words or phrases on the board and help students understand them. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Point to the words on the board 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.

Skills Listening & Speaking

Listening and speaking lessons are included in odd numbered units.

D Listen and read. Then answer the questions.

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

1. Students read the questions and answers on their own.
2. Play the Class CD track for this exercise. Students listen and circle the answers.
3. Play the CD again and have students check their answers.
4. Check answers together.

E Exercise varies.



Students work together, using the book to ask and answer. Encourage students to use all the language in this lesson, as well as previously learned language. See individual units.

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Students read the title, examine the picture, and say what they think the reading will be about.
2. Play the Class CD track for this exercise. Students listen and read along with the recording.
3. Read the questions aloud to the students. Students say and write the answers to the questions using the book.
4. Check answers together.

E Exercise varies.



1. Students complete the exercise using the writing rule presented in this activity.
2. Read each sentence aloud with the class as students complete the activity.
3. Check answers together.

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. 270

The Cave

Danny and Mike are studying insects when they find some animal tracks. They follow the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's explore it!" says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.

The boys walk for a long time. They start to worry, but then Mike sees a way out.

"Look, Danny!" says Mike. "We should go back to the campsite."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear something behind them.

"Hi, Danny. Hi, Mike!" says Emma. "Where were you all day?"

"Emma!" the boys shout.

"If you're lost," says Mike, "Which way is the campsite?"

"It's that way," says Emma. "Walk on with you."

"Thanks a lot! Is it far?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!

Be helpful.

B Who said it? Read and circle.

1. "Which way is the campsite?"
a. Mike
b. Julie
c. Emma

2. "Let's explore it!"
a. Emma
b. Danny
c. Julie

3. "We'll go with you!"
a. Julie
b. Mike
c. Danny

4. "Is it far?"
a. Danny
b. Emma
c. Mike

C Sing. 271

Which Way Is the Coffee Shop?

Which way is the coffee shop?
It's that way.
Thanks a lot!
Which way is Mexico?
Sorry, I don't know.

Which way is the city zoo?
It's over there.
We'll go with you.
Thank you! Thank you! Thank you!
Thanks a lot!

D Listen and say. Then act. 272

Which way is the campsite?
It's that way.
→ Thanks a lot!
→ Sorry, I don't know.
→ Thanks, anyway.

Which way is your house?
→ Thanks a lot!

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. If a song, game, or activity is suggested, use it as additional warm up for Lesson 3, or elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.

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. Introduce the new words from the reading. Write each word on the board and have students work in groups or pairs to guess the meaning using context clues.
3. Play the Class CD track for this exercise. Students listen 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.
5. Exercise varies. See individual units.

B Exercise Varies.

1. Explain that students will read the sentences and complete the *True* or *False* or multiple choice exercise.
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 21.

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 science.

Words are clearly presented with audio support.

Students listen to and read cross-curricular passages including new vocabulary and clear visuals.

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.

and say the vocabulary aloud until students can produce the new vocabulary on their own.

2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
3. Students practice saying the new vocabulary on their own, using their books.

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. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4, or elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.

B Listen and read.

1. Students preview the reading by discussing the pictures and the reading title.
2. Play the Class CD track for this exercise. Students listen along with the CD.
3. Play the track again. Students listen and read along.
4. Students read the passage on their own.
5. Students read the passage aloud, alone or in small groups.

C Answer the questions.

1. Explain that students will read the sentences and answer them. Read each question aloud with the class.

A Listen, point, and say.

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

1. Introduce the new vocabulary words or phrases by writing them on the board. Point to the board