

Everybody UP

Oxford making **digital** sense

- Student Book
- Student Book with Student Audio CD of vocabulary and songs
- Workbook
- Workbook with Online Practice
- Teacher's Book with Test Center and Online Practice
- Class Audio CDs
- Oxford iTools
Digital Classroom Resources

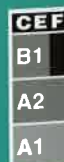
Everybody Up is a seven-level course that motivates children by linking the English classroom to the wider world.

- ★ **Children connect** with the **Everybody Up Friends**, who motivate them to speak English.
- ★ **Colorful cross-curricular lessons** in every unit provide practical links to other school subjects.
- ★ **Great songs** by award-winning songwriters keep children practicing English – even at home.
- ★ **Fun stories** from real life highlight universal values such as being kind and polite.
- ★ **Skills focus** in this level prepares children for standardized tests such as the Cambridge YLE.

www.oup.com/elt/everybodyup



Recommended Readers
Oxford Read and Discover
Level 6



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Everybody Up 6

Teacher's Book with Test Center and Online Practice

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6

Everybody UP

Teacher's Book

with
Test
Center
and
Online
Practice

Test Center CD-ROM

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

Online Practice Access Code

- ★ Interactive activities for every lesson
- ★ Automatic scoring and gradebook

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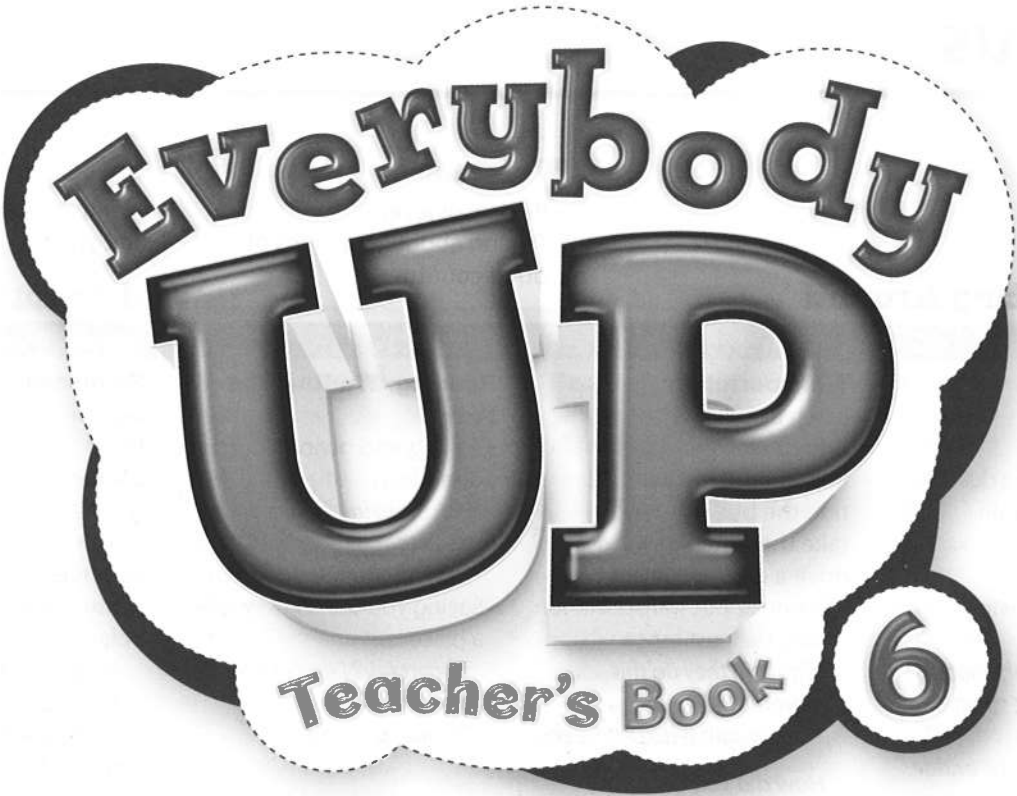
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Syllabus

Welcome

- Review of level 5
- Talking about languages of other countries

What language do they speak in Egypt?

Unit 1 Getting Around

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Directions: up the street over the bridge under the train tracks around the fountain along the river down the stairs • Asking for and giving directions <i>How do I get to the hotel?</i> <i>First walk up the street and turn right.</i> <i>Then, walk over the bridge and turn left.</i>	Transportation: catch a taxi ride the ferry take the subway ride the bus take the train drive a car • Talking about transportation using the past tense <i>What did they do this morning?</i> <i>They caught a taxi to the zoo.</i> <i>How did you get to the museum?</i> <i>We caught a taxi.</i>	Reading: Finding the Fair • Asking and giving directions <i>We're looking for the art fair. It's in that direction.</i> <i>OK. Thanks.</i> • Saying you don't know where a place is <i>The art fair? I don't know where it is.</i> <i>Thanks, anyway.</i> Be prepared.	Sightseeing: capital busy similar giant panda honor observe • Future with <i>be going to</i> for plans <i>I'm going to Meiji Shrine on Friday afternoon.</i> • Asking and saying how you will get to a place. <i>How will you get there?</i> <i>I'll take the train to Harajuku Station and walk to the shrine entrance.</i> 

Unit 2 Family Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Responsibilities: read textbooks pay bills go to bed early repair the house type a report scrub the sink • Compound sentences with <i>but</i> and <i>and</i> • Modal verb <i>have to</i> <i>I have to read textbooks, but my parents don't have to.</i> <i>I have to read textbooks, and my parents do, too.</i> <i>I don't have to read textbooks, but my son/daughter does.</i> <i>I don't have to pay bills, but my parents do.</i>	Privileges: call friends stay up late invite a friend over watch a scary movie sing karaoke have a party • Compound sentences with <i>but</i> and <i>and</i> • Modal verbs <i>can</i> and <i>could</i> <i>I can call friends on weekends, but I can't call friends on weekdays.</i> <i>My dad could call friends when he was my age, but my mom couldn't.</i>	Reading: Babysitting • Asking if something is mandatory <i>Do I have to babysit?</i> <i>You don't have to, but you should.</i> <i>OK. I will.</i> <i>Do I have to babysit?</i> <i>Yes, I'm afraid you do.</i> <i>All right, Mom.</i> Be responsible.	Basic Math: addition something order subtraction multiplication division • Asking what is the best way to do math problems <i>What kind of math should you use for the first problem?</i> <i>Addition.</i> 

Review 1 Units 1 and 2



The Busy Millers

Unit 3 Student Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Experiences: own a laptop like mystery novels belong to the judo club know your best friend be class president have a smartphone • Present perfect sentences with <i>since</i> and <i>for</i> <i>He's owned a laptop since September/for two years.</i> • Questions with present perfect <i>How long have you owned a laptop?</i> <i>I've owned a laptop since May/for six months.</i>	Experiences: live in Paris play the saxophone build websites volunteer at a soup kitchen collect comic books study ballet • Present perfect progressive with <i>since</i> and <i>for</i> <i>We've/They've been living in Paris since we/they were ten. We've/They've been living in Paris for a long time.</i> • Questions using perfect progressive <i>How long have you been living in Paris?</i> <i>Since I was ten./For five years.</i>	Reading: The Walk-a-Thon • Talking about what someone has been doing <i>I've been walking all morning.</i> <i>You must be tired.</i> <i>I sure am!</i> <i>You should take a break.</i> <i>I think you're right.</i> Be on time.	Origami: century papyrus introduce tool samurai helmet edge • Statements with present perfect • Asking about sequence of events <i>I've finished step 3. What do I do next?</i> • Imperative statements with instructions <i>For step 4, you should fold the corners up to the top again.</i> 

Unit 4 Wants and Needs

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Healthy Habits: soap perfume toothpaste hair gel shampoo cologne • Complex sentences with <i>because</i> <i>I went to the store because I needed a bar of soap/wanted a bottle of perfume.</i> • Questions with <i>why</i> <i>Why is she going to the store?</i> <i>Because she needs a bar of soap/wants a bottle of perfume.</i>	Healthy Habits: conditioner deodorant mouthwash sunscreen lotion dental floss • Complex sentences with <i>before</i> and <i>after</i> <i>You should use conditioner after you wash your hair. You should use deodorant before you go to school.</i> • Compound complex sentences with <i>while</i> and <i>so</i> <i>He ran out of conditioner while he was at camp, so he bought some more.</i>	Reading: The Talent Show • Saying it's not necessary to wait <i>Should I wait until you're ready?</i> <i>No, just go without me.</i> <i>OK. See you there.</i> Agreeing to wait and go together <i>Should I wait until you are ready?</i> <i>Yes, if you don't mind. / No, not at all.</i> Be thoughtful.	Water: cycle evaporation water vapor condensation precipitation collection • Questions with <i>what happens</i> and <i>what</i> <i>What happens after evaporation?</i> <i>Condensation.</i> <i>What is condensation?</i> <i>It's when the water vapor gets cold and becomes clouds.</i> 

Review 2 Units 3 and 4



Volunteer Day

Unit 5 Around Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: deli pet shop convenience store jewelry store pizzeria bakery • Relative clauses with <i>who</i> <i>The boy/girl who is going to the deli is my younger/older brother/sister.</i> <i>Which one is your younger/older brother/sister?</i> <i>He's/She's the one who is going to the deli.</i>	Places to Go: mall skate park sports stadium science museum art gallery arcade • Questions and answers with reported speech <i>What did he say?</i> <i>He said that he was going to the mall.</i> <i>Did she say that she was going to the mall?</i> <i>Yes, she did/No, she didn't.</i>	Reading: The Missing Card • Expressing you liked something <i>I really like the card you gave me for my birthday.</i> <i>Good. I'm glad you like it.</i> <i>I'm happy to hear that.</i> Be careful.	The Human Body: bone muscle ligament support protect tendon • Questions in the simple present <i>What do bones do?</i> <i>They support and protect your body.</i> 

Unit 6 Our Planet

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Conversation: reuse paper turn off the lights start a compost pile recycle bottles and cans shut off the water plant a garden • Sentences with the zero conditional <i>If you want to help the environment, reuse paper.</i> • Questions with the zero conditional <i>If you want to help the environment, what can you do?</i> <i>I can reuse paper.</i>	Conversation: take public transportation take reusable shopping bags use energy-saving light bulbs keep the air conditioner on low grow your own vegetables dry your clothes outside • First conditional <i>If we take public transportation, we'll conserve energy.</i> <i>He'll conserve energy if he takes public transportation.</i>	Reading: A New Bicycle • Talking with someone about what you would do <i>If I had a new bicycle, I would use it all the time.</i> <i>You would?</i> <i>Yes, of course.</i> <i>Are you sure?</i> <i>Definitely.</i> Be resourceful.	Pollution: plastic chemical harmful pollution power plant factory • Complex sentences with <i>whenever</i> <i>Whenever we throw away chemicals, we pollute the land and the water.</i> <i>Whenever we ride a bike, we protect the air.</i> 

Review 3 Units 5 and 6



Unit 7 Achievements

Lesson 1	Lesson 2	Lesson 3	Lesson 4
The Arts: Verdi's operas Picasso's paintings Shakespeare's plays Beethoven's symphonies Michelangelo's sculptures Balanchine's ballets • Statements in the present passive voice <i>Verdi's operas are performed here.</i> <i>Picasso's paintings are displayed here.</i> • Questions in the present passive voice <i>Whose operas are performed here?</i> <i>Verdi's operas are performed here.</i> <i>Whose paintings are displayed here?</i> <i>Picasso's paintings are displayed here.</i>	Engineering Projects: Erie Canal Trans-Siberian Railway Hoover Dam Seikan tunnel Taipei 101 Building Oliveira Bridge • Sentences in the past passive voice <i>The Erie Canal was completed in 1825.</i> • Questions in the past passive voice <i>When was the Erie Canal constructed?</i> <i>It was started in 1817, and it was finished in 1825.</i>	Reading: An Afternoon at the Opera • Asking if someone knows about something <i>Did you know that Aida was first performed in Egypt?</i> <i>I didn't know that./Yes, I knew that.</i> Be polite.	Engineering Projects: modern body of water daily height width underwater • Asking questions with comparisons <i>Which is higher, the Golden Gate Bridge or the Channel Tunnel?</i> <i>The Golden Gate Bridge is higher.</i> <i>Which has more daily use, the Golden Gate Bridge or the Channel Tunnel?</i> <i>The Golden Gate Bridge has more daily use.</i> 

Unit 8 Graduation Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: boring speech bored audience exciting award ceremony excited award recipients interesting performance interested guests • Sentences with adjectives with <i>-ed</i> and <i>-ing</i> • Comparing present tense with past tense and future tense <i>This year the audience is bored, but last year they were even more bored.</i> <i>The speech is boring this year, and it will be just as boring next year.</i>	Things to Do: open presents write thank-you cards send text messages hang out with friends visit relatives pose for pictures • Present progressive and present perfect progressive <i>I'm opening my presents now./I've been opening my presents all afternoon.</i> <i>What are you doing now?</i> <i>I'm opening presents.</i> <i>What have you been doing all day?</i> <i>I've been opening presents.</i>	Reading: Behind the Curtains • Finding out where someone has been <i>Where have you been?</i> <i>I was at my brother's graduation ceremony. Sorry!</i> <i>It's O.K. What are you doing now?</i> <i>Sorry. I didn't hear my phone.</i> <i>Don't worry about it.</i> Be patient.	Discovery: physicist discover graphene flake transparent carbon • Verb tense review • Asking about graphite, grapheme, and carbon. <i>Where can you find graphite?</i> <i>You can find it in a pencil.</i> 

Review 4 Units 7 and 8



Introduction

Course Description

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

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

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

Course Philosophy

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

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

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

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

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

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

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

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

Testing

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

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

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

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

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

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

Student Book Overview and Unit Structure

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

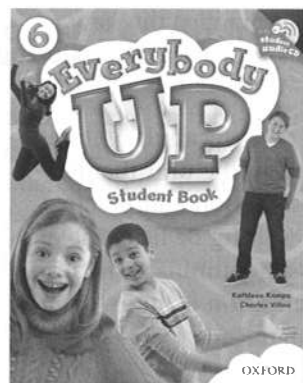


Social Studies



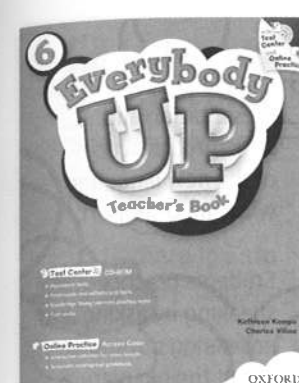
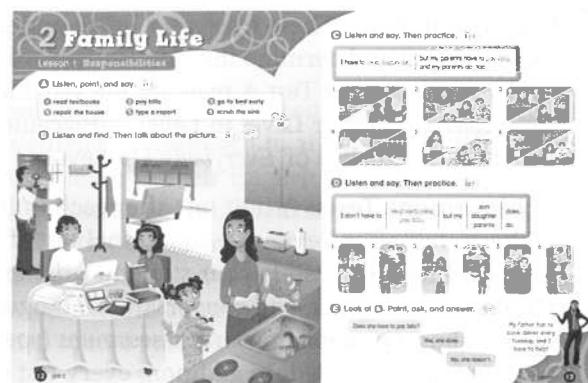
Science

School Subject Connection (CLIL)



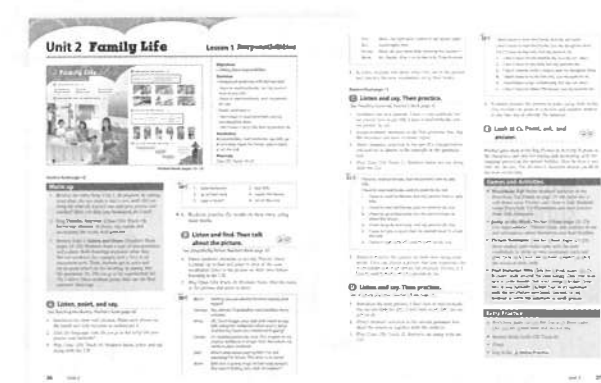
Student Book

- 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



Teacher's Book

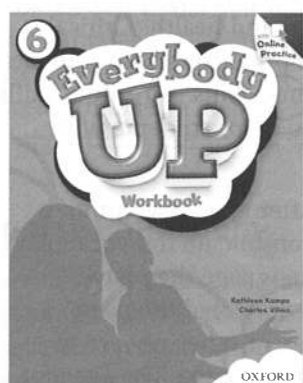
- **Introduction:**
 - A description of the course and its teaching methodology
 - Tips for teaching different aspects of the lessons
 - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
 - Detailed plans that support teachers of all levels
 - Teaching suggestions for 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



Student Audio CD

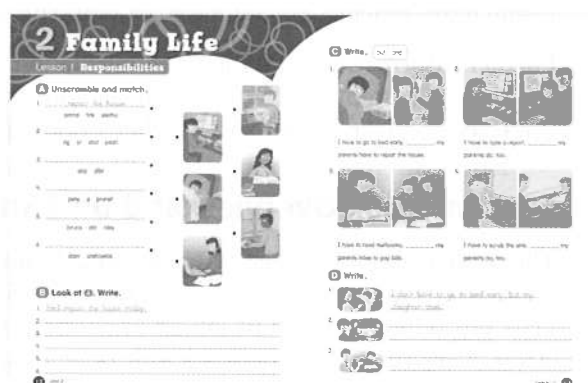
Included in the Student Book with Audio CD Pack

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



Workbook

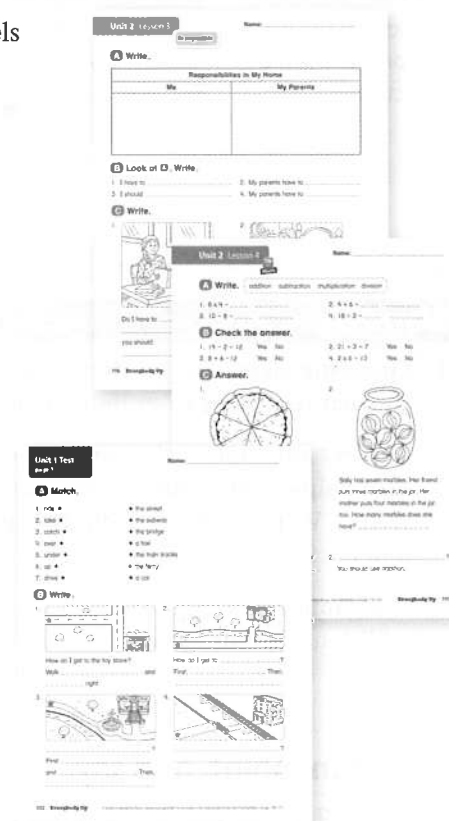
- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Grammar Guide at the back for grammar tips and extra practice



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



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



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 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. 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 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 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.

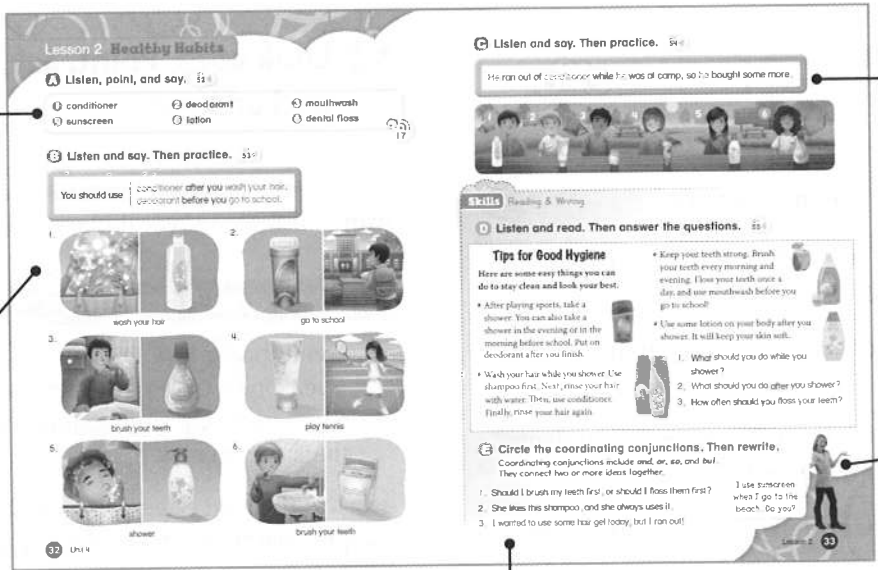
Extra Practice

- 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.



Fun personalization activities offer more speaking practice.

Student Book pages 32-33

Further exposure to the new language.

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

Warm up

- 1. Greet the class. Use familiar language to elicit responses from 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 student 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 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 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 is 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