

# Everybody UP

Teacher's Book

Starter

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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 |                              |     |

# Syllabus

## Welcome

- Greetings/Telling your name
- Simple present statements with *be* (1st person singular)

*Hello. I'm Julie.  
Hi. I'm Danny.*

## Unit 1 Art Class

| Lesson 1                                                                                                                                                    | Lesson 2                                                                                                                                                          | Lesson 3                                                                                                  | Lesson 4                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>School Supplies:</b><br>paper<br>glue<br>scissors<br>paint<br>• Simple present statements with <i>have</i> (1st person singular)<br><i>I have paper.</i> | <b>School Supplies:</b><br>pencil<br>pen<br>crayon<br>marker<br>• Informational questions with <i>what</i><br><i>What do you have?</i><br><i>I have a pencil.</i> | <b>Story: What's Your Name?</b><br><i>Hi. What's your name?</i><br><i>I'm Jen.</i><br><b>Be friendly.</b> | <b>Phonics:</b><br>• Identifying sounds and letters<br>A a     apple<br>B b     baby<br>C c     cat<br>D d     dog |

## Unit 2 Let's Play

| Lesson 1                                                                                                       | Lesson 2                                                                                                                                                      | Lesson 3                                                                                                                    | Lesson 4                                                                                             |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Toys:</b><br>balloon<br>ball<br>doll<br>yo-yo<br>• Identifying objects (singular)<br><i>It's a balloon.</i> | <b>Toys:</b><br>train<br>boat<br>jet<br>car<br>• Information question with <i>what</i><br>• Identifying objects<br><i>What is it?</i><br><i>It's a train.</i> | <b>Story: Hello, Good-bye</b><br>• Saying hello/good-bye<br><i>Hi! Hello!</i><br><i>Bye! Good-bye!</i><br><b>Be polite.</b> | <b>Phonics:</b><br>• Identifying sounds and letters<br>E e     egg<br>F f     friend<br>G g     girl |

## Review 1 Units 1 and 2

## Unit 3 Many Colors

| Lesson 1                                                                                                | Lesson 2                                                                                                                                                                  | Lesson 3                                                                                                                         | Lesson 4                                                        |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Colors:</b><br>red<br>blue<br>yellow<br>green<br>• Identifying colors (singular)<br><i>It's red.</i> | <b>Colors:</b><br>orange<br>purple<br>pink<br>brown<br>• Information question with <i>what</i><br>• Identifying colors<br><i>What color is it?</i><br><i>It's orange.</i> | <b>Story: I'm Fine</b><br>• Asking how someone is doing<br><i>How are you?</i><br><i>I'm fine. Thank you.</i><br><b>Be nice.</b> | <b>Phonics:</b><br>H h     hat<br>I i     insect<br>J j     jam |

## Unit 4 Counting

| Lesson 1                                                                                                               | Lesson 2                                                                                                                | Lesson 3                                                                                                                                                                                         | Lesson 4                                                                                           |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Numbers:</b><br>one<br>two<br>three<br>four<br>five<br>• Identifying numbers/<br>counting<br><i>Let's count. 1.</i> | <b>Numbers:</b><br>six<br>seven<br>eight<br>nine<br>ten<br>• Identifying numbers/<br>counting<br><i>How many?</i><br>6. | <b>Story: How Old Are You?</b><br>• Simple present statements with <i>be</i><br>• Information question with <i>how</i><br><i>I'm 6. How old are you?</i><br><i>I'm 7.</i><br><b>Be friendly.</b> | <b>Phonics:</b><br>• Identifying sounds and letters<br>K k     kite<br>L l     lion<br>M m     man |

## Review 2 Units 3 and 4

## Unit 5 Animals

| Lesson 1                                                                                                                                                                                  | Lesson 2                                                                                                                                                                                                                    | Lesson 3                                                                                                                              | Lesson 4                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Pets:</b><br>cat<br>cats<br>dog<br>dogs<br>bird<br>birds<br>rabbit<br>rabbits<br>• Identifying numbers/<br>counting<br><i>Let's count. 1 cat, 2 cats,<br/> 3 cats, 4 cats, 5 cats.</i> | <b>Farm Animals:</b><br>goat<br>goats<br>duck<br>ducks<br>cow<br>cows<br>horse<br>horses<br>• Asking and answering<br>questions with how many<br>• Identifying numbers/<br>counting<br><i>How many goats?<br/> 8 goats.</i> | <b>Story: Please Help Me!</b><br>• Polite requests with <i>please</i><br><i>Please help me.</i><br><i>Sure.</i><br><b>Be helpful.</b> | <b>Phonics:</b><br>• Identifying sounds and<br>letters<br>N n     nose<br>O o     orange<br>P p     pencil |

## Unit 6 Lunch

| Lesson 1                                                                                                               | Lesson 2                                                                                                                                                                                                                                                    | Lesson 3                                                                                                                        | Lesson 4                                                                                               |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Food:</b><br>milk<br>water<br>bread<br>candy<br>• Affirmative statements with<br><i>like</i><br><i>I like milk.</i> | <b>Food:</b><br>rice<br>beans<br>chicken<br>fish<br>• Asking questions with <i>like</i><br>• Affirmative and negative<br>statements with <i>like</i><br><i>Do you like rice?</i><br><i>Yes, I do.</i><br><i>Do you like chicken?</i><br><i>No, I don't.</i> | <b>Story: Here You Are</b><br>• Giving and receiving politely<br><i>Thank you!</i><br><i>You're welcome.</i><br><b>Be fair.</b> | <b>Phonics:</b><br>• Identifying sounds and<br>letters<br>Q q     queen<br>R r     ring<br>S s     sun |

## Review 3 Units 5 and 6

## Unit 7 Things to Do

| Lesson 1                                                                                                       | Lesson 2                                                                                                                                                                              | Lesson 3                                                                                                                          | Lesson 4                                                                                   |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Abilities:</b><br>walk<br>run<br>skip<br>jump<br>• Expressing ability with <i>can</i><br><i>I can walk.</i> | <b>Abilities:</b><br>swim<br>dance<br>wink<br>sing<br>• Asking questions with <i>can</i><br><i>Can you swim?</i><br><i>Yes, I can.</i><br><i>Can you wink?</i><br><i>No, I can't.</i> | <b>Story: Let's Dance</b><br>• Inviting friends to play.<br><i>Let's dance.</i><br><i>OK! Let's dance.</i><br><b>Be friendly.</b> | <b>Phonics:</b><br>• Identifying sounds and letters<br>T t teacher<br>U u up<br>V v violin |

## Unit 8 My Body

| Lesson 1                                                                                                | Lesson 2                                                                                                                                                                              | Lesson 3                                                                                                                      | Lesson 4                                                                                              |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>My Face:</b><br>ears<br>eyes<br>mouth<br>nose<br>• Expressing ability<br><i>I can touch my ears.</i> | <b>My Body:</b><br>clap my hands<br>stomp my feet<br>swing my arms<br>shake my legs<br>• Asking and answering about ability<br><i>What can you do?</i><br><i>I can clap my hands.</i> | <b>Story: Oops!</b><br>• Expressing concern/being polite<br><i>Oops! I'm sorry.</i><br><i>That's OK.</i><br><b>Be polite.</b> | <b>Phonics:</b><br>• Identifying sounds and letters<br>W w woman<br>X x fox<br>Y y yo-yo<br>Z z zebra |

## 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)** in levels 1 to 6 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.

Every unit contains these four lessons:

**Lesson 1:** This lesson introduces the unit topic. It presents four new vocabulary items, and then contextualizes them in a large illustrated scene. It also presents the grammar point, followed by a song for further practice. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

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

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

**Lesson 4:** The fourth lesson introduces phonics. Students sing *The Alphabet Song* and learn three to four new letters, their shapes, sounds, and a word that begins with each sound. This is followed by two fun activities that offer practice in recognizing and forming letter shapes.

**Review:** After every two units, a review lesson helps students consolidate the vocabulary, grammar, and functional 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 bottom of the page.

### Everybody Up Icons



Pair or  
group work



Student Audio CD



Test Center  
Audio Track



Class Audio CD



Math



Art



Health



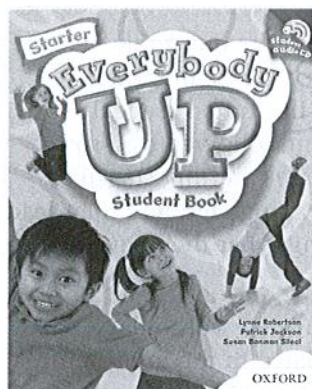
Social  
Studies



Science

School Subject Connection (CLIL)

# Components



## Student Book

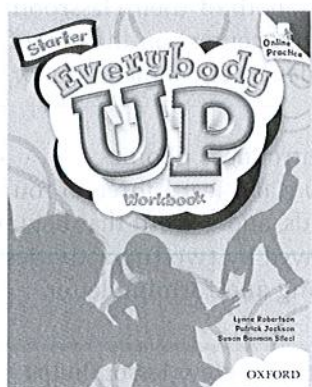
- Eight units with four lessons per unit
- Four reviews (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



## Student Audio CD

Included in the Student Book with Audio CD Pack

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

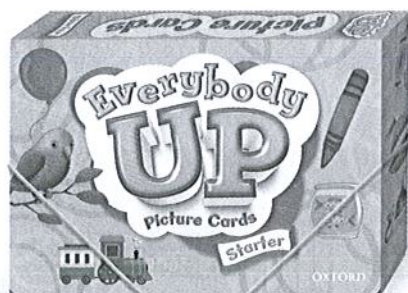


## Workbook

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

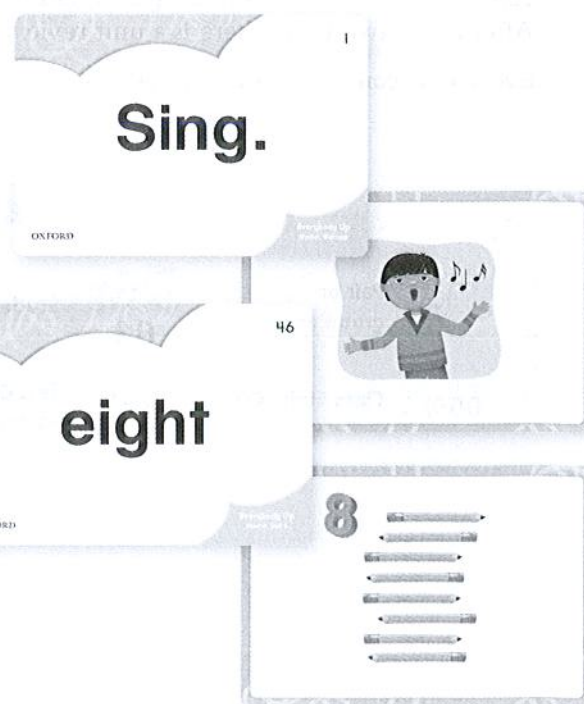
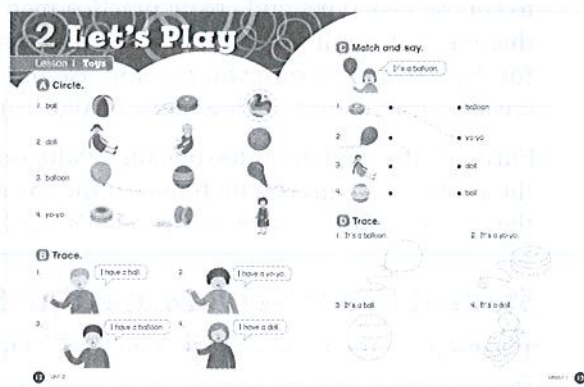
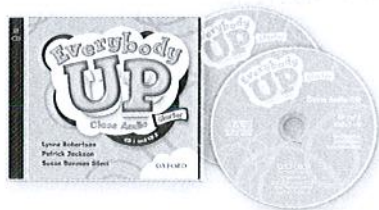
## Picture Cards

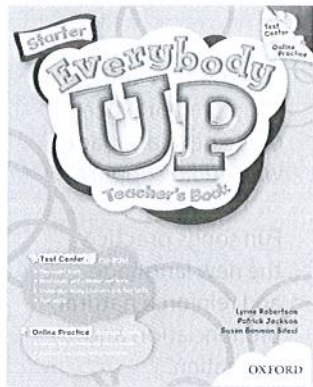
- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games
- Integrated into every Teacher's Book lesson plan



## Class Audio CDs

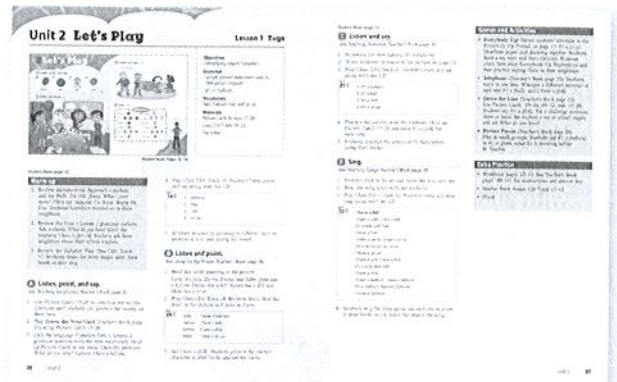
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants





## Teacher's Book

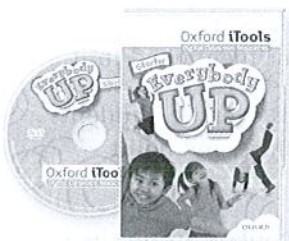
- **Introduction:**
  - A description of the course and its teaching methodology
  - Tips for teaching different aspects of the lessons
  - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
  - Detailed plans that support teachers of all levels
  - Teaching suggestions for all elements of the Student Book page
  - A consistent, step-by-step approach designed to help students learn effectively
  - Ideas for extension activities
- **Also included in the Teacher's Book:**
  - Worksheets and tests with teaching notes and answer keys
  - Workbook answer key
  - Picture Card list and word list



## Test Center

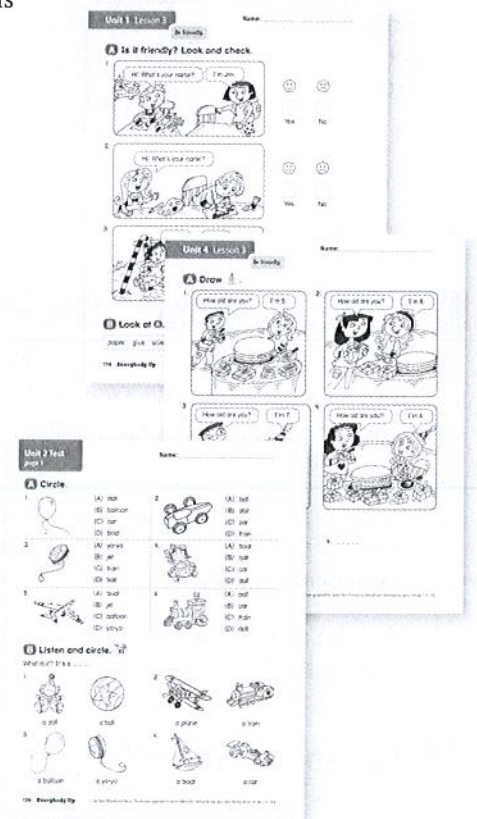
CD-ROM included with the Teacher's Book

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



## iTools

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



## Online Practice

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

- Interactive activities for every lesson
- Automatic scoring and gradebook
- [www.euonlinepractice.com](http://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.

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

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 language from the previous unit to elicit responses from individual students. Then have students practice the language in pairs.
2. Review the language from the previous unit, using a game, activity, or Picture Cards to elicit student responses.
3. Use the suggested games or activities to further review the previous units.

## A Listen, point, and say.

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

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

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

## B Listen and point.

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

1. Read a short passage about the picture while pointing to the people and items mentioned in it.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and point to them.
3. Students practice the new vocabulary, using their books.

## **C Listen and say.**

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

1. Introduce the new grammar pattern.
2. Direct students' attention to the picture.
3. Play the Class CD track for this exercise. Students listen and say along with the CD.
4. Practice the grammar pattern with the students. Hold up the suggested Picture Cards and practice the pattern for each card.
5. Students practice the sentences by themselves, using their books or realia.

## **D Sing**

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

1. Students look at the art and name the items they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.
4. Students sing the song again, pointing to items in their book or around the room.

## **Games and Activities**

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

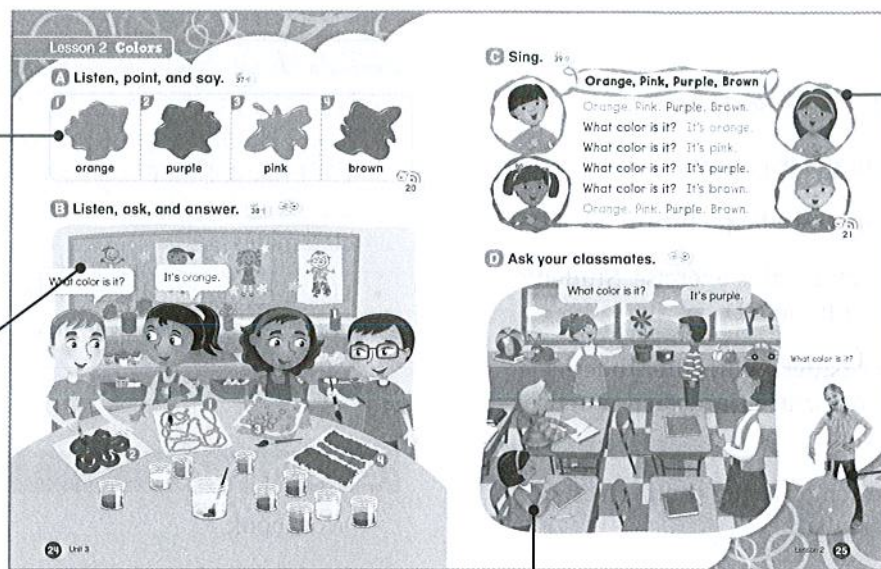
## **Extra Practice**

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

# Lesson 2

New words are clearly presented with audio support.

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



Fun personalization activities offer more speaking practice.

Student Book pages 14–15

## Warm up

1. Greet the class. Students then circulate and greet each other using previously learned language.
2. Review the language from the previous lesson to elicit student responses.
3. Play the suggested game or activity, or elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions with their classmates.

4. Students practice the words by pointing to items around the classroom or in their books.

## B Listen, ask, and answer. Then practice.



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

1. Introduce the new grammar pattern.
2. If the grammar includes a contraction, present that language to the students.
3. Direct students' attention to the picture. Students talk about what they see.
4. Play the Class CD track for this exercise. Students listen, point to the items in the picture, and say along with the CD.
5. Student pairs practice the questions and answers using their books.

## A Listen, point, and say.

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

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.

### **C Sing.**

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

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



### **D Exercise varies.**

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

### **Games and Activities**

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

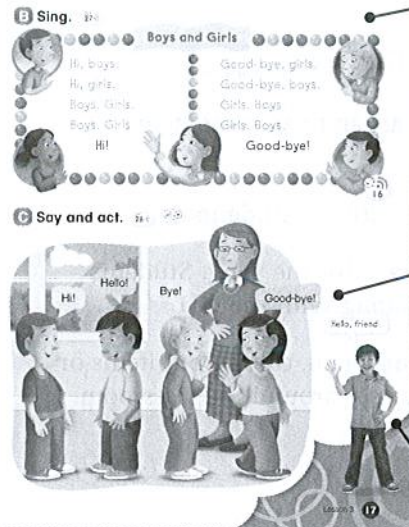
### **Extra Practice**

- Workbook
- Student Audio CD
- iTools
- 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.



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. Greet individual students by name. Students then practice greeting each other.
2. Review language from the previous units, using a game, activity, or Picture Cards to elicit student responses.
3. Elicit the Everybody Up Expression from the previous lesson. Have students practice the expression with their classmates.

## A Look and listen.

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

1. Students look at the art and name the character and objects they see.
2. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.
3. Read the words aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.
4. Put students in groups. Assign roles and have groups read the story.

## B Listen and number.

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

## C Sing.

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

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen, point to the pictures, and sing along with the CD.

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

### **D Say and act. / Ask and answer.**

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

- Play the Class CD track for this exercise. Student pairs listen and say along with the CD.
- Students act out the conversation.

### **Games and Activities**

- Everybody Up!** Direct students' attention to the lower right corner of the page and the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further review the story.

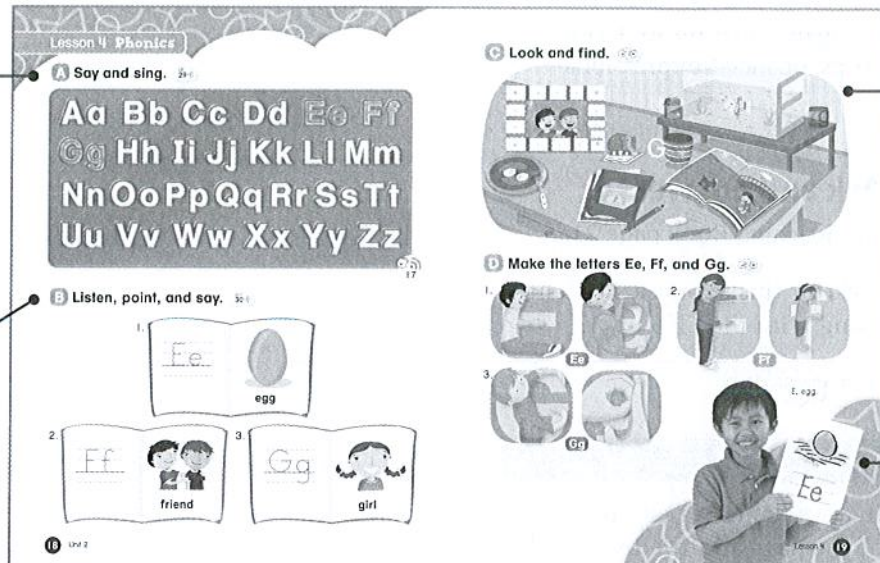
### **Extra Practice**

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

# Lesson 4: Phonics

Students review the English alphabet by singing along with the alphabet song.

Students listen to and repeat the phonics sounds and words.



Students learn to identify the shapes of new letters by finding them in a picture.

Students engage with their Everybody Up Friend in an extension activity.

Student Book pages 18-19

## Warm up

1. Greet the class. Elicit responses from the students. Students then practice greeting each other.
2. Review language from the previous units, using a song, objects, or Picture Cards to elicit student responses.
3. If a game or activity is suggested, use it for further review.

## A Say and sing.

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

1. Students look at the art and name the letters they know.
2. Introduce the new letters. Continue until students can produce the letter names on their own.
3. Play the Class CD track for this exercise. Students listen and then sing along with the CD.
4. Divide the class into groups and play the CD again. Students stand when they sing their letter. Change letters so each group gets a turn to sing each letter.

## B Listen, point, and say.

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

1. Use Picture Cards to introduce the new words. Continue until students can produce the words on their own.
2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.

## C Look and find.



1. Students point to the picture and describe what they see. Encourage students to use previously learned language.
2. Say the name of a letter or new word. Students point to the item in their books.
3. Students do the activity in pairs.
4. Point to the book and say the name of each item in the art. Students raise their hand if the word starts with the new letters.