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Syllabus

Welcome


- Review of Level 1
- Asking about days of the week

What day is it today?
It's Wednesday.


Classroom Verbs

read write spell
come to the board open your book close your book

Unit 1 How We Feel

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Feelings: happy sad hot cold hungry thirsty • Simple present statements with <i>be</i> • Yes/No questions with <i>be</i> <i>I'm happy. I'm not sad.</i> <i>Are you happy?</i> <i>Yes, I am./No, I'm not.</i>	Feelings: sick tired bored excited • Simple present statements with <i>be</i> • Yes/No questions with <i>be</i> <i>He's/She's sick.</i> <i>Is he/she sick?</i> <i>Yes, he/she is.</i> <i>No, he/she isn't.</i>	Story: Are You OK? • Asking if someone is OK • Helping others <i>Ouch!</i> <i>What's wrong?</i> <i>My leg hurts.</i> <div>Be kind.</div>	 The Senses: see hear smell taste touch • Information questions with <i>what</i> <i>What can he/she see?</i> <i>He/She can see a bird.</i> <div>Video</div> <div>Poster</div>

Unit 2 In Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Jobs: doctor nurse teacher student pilot cook • Affirmative and negative statements with <i>be</i> • Yes/No questions with <i>be</i> <i>He's/She's a doctor.</i> <i>He/She isn't a nurse.</i> <i>Is he/she a doctor?</i> <i>Yes, he/she is.</i> <i>No, he/she isn't.</i>	Jobs: police officer firefighter bus driver soccer player • Statements with <i>be</i> • Yes/No questions with <i>be</i> <i>They're police officers.</i> <i>They aren't firefighters.</i> <i>Are they police officers?</i> <i>Yes, they are.</i> <i>No, they aren't.</i>	Story: Oh, Danny • Playing safely • Asking to borrow something <i>Excuse me.</i> <i>May I borrow your phone?</i> <i>Sure. Here you are.</i> <i>Thanks!</i> <div>Be careful.</div>	 Places: hospital school home restaurant • Information questions with <i>where</i> <i>Where's the doctor?</i> <i>He's/She's at the hospital.</i> <div>Video</div> <div>Poster</div>


 **Check Up 1** Units 1 and 2




cave, cub, girl, game, jam, jug,
hippo, hose, king, kitten, six, box

 **Project** Spinner

Unit 3 Things to Eat

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Food: soup salad spaghetti french fries steak eggs • Statements with <i>want</i> • Questions with <i>want</i> <i>What do you want?</i> <i>I want soup.</i> <i>I don't want soup.</i> <i>What does he/she want?</i> <i>He/She wants soup.</i> <i>He/She doesn't want soup.</i>	Fruit: apple banana orange peach • Statements with <i>have</i> • Questions with <i>have</i> <i>I have/don't have apples.</i> <i>He/She has apples.</i> <i>He/She doesn't have apples.</i> <i>Do you have apples?</i> <i>Yes, I do./No, I don't.</i> <i>Does he/she have apples?</i> <i>Yes, he/she does.</i> <i>No, he/she doesn't.</i>	Story: Yes, Please • Offering things to each other • Using polite expressions <i>Do you want an apple?</i> <i>Yes, please.</i> <i>No, thank you.</i> <div>Be polite.</div>	 Dairy Products: milk yogurt cheese butter • Yes/No questions about preference <i>Do you like milk?</i> <i>Yes, I do.</i> <i>No, I don't.</i> <div>Video</div> <div>Poster</div>

Unit 4 Things to Wear

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Clothes: shirt dress skirt pants socks shoes • Present continuous statements • Present continuous questions <i>What's he/she wearing?</i> <i>He's/She's wearing a white shirt and gray pants.</i>	Clothes: cap T-shirt shorts sneakers • Present continuous statements • Present continuous questions <i>What are you wearing?</i> <i>I'm wearing a red cap and green shorts./We're wearing red caps and green shorts.</i>	Story: Where's Mom? • Asking for help <i>What's your phone number?</i> <i>It's 555-0182.</i> <div>Be safe.</div>	 Clothes: hat coat sweater boots • Yes/No questions about what someone is wearing <i>Is he/she wearing a hat?</i> <i>Yes, he/she is.</i> <i>No, he/she isn't.</i> <div>Video</div> <div>Poster</div>




 **Check Up 2** Units 3 and 4






Phonics black, blob, clock, clam, flag, fly, brush, bread, crib, crayon, frog, friend

 **Project** Menu


Unit 5 Things to Do

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Actions: read write draw talk sing dance • Present continuous statements • Present continuous questions <i>What are you doing?</i> <i>What's he/she doing?</i> <i>I'm/He's/She's reading.</i> <i>I'm not writing.</i> <i>He/She isn't writing.</i>	Actions: eat drink sleep play • Present continuous statements • Present continuous questions <i>What are you/they doing?</i> <i>We're/They're eating.</i> <i>We/They aren't drinking.</i>	Story: Let's Play! • Making suggestions <i>Let's play!</i> <i>Good idea!</i> <div>Be nice.</div>	Activities: play the guitar listen to music watch TV do homework • Yes/No questions with present continuous <i>Is he/she playing the guitar?</i> <i>Yes, he/she is.</i> <i>No, he/she isn't.</i> <i>Are they playing the guitar?</i> <i>Yes, they are./No, they aren't.</i> <div> Video</div> <div> Poster</div>

Unit 6 Home

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Things at Home: bed bookshelf table sofa clock computer • Statements with prepositional phrases • Questions with prepositional phrases <i>There's a bed next to the bookshelf.</i> <i>Is there a bed next to the bookshelf?</i> <i>Yes, there is./No, there isn't.</i>	Rooms: bedroom bathroom living room kitchen • Statements about quantity and location • Questions about quantity and location <i>There's one bed in the bedroom.</i> <i>There are two beds in the bedroom.</i> <i>Are there two beds in the bedroom?</i> <i>Yes, there are./No, there aren't.</i>	Story: Surprise! • Cleaning up after yourself <i>The living room's messy!</i> <i>Let's clean up.</i> <i>OK.</i> <div>Be helpful.</div>	Numbers: 0–100 • Questions with <i>how many</i> <i>How many pencils are there?</i> <i>There are 24 pencils.</i> <div> Video</div> <div> Poster</div>

 **Check Up 3** Units 5 and 6

Phonics  **sheep, shell, chair, chin, three, think, whale, wheel, phone, photo**

 **Project** Model Room

Unit 7 My Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Time: one o'clock one fifteen one thirty one forty-five two o'clock • Stating the time of day <i>It's one o'clock.</i> <i>It's one fifteen.</i>	Meals: breakfast lunch snack dinner • Questions about time (first person) • Questions about time (third person) <i>When do you eat breakfast?</i> <i>I/We eat breakfast at seven o'clock.</i> <i>When does he/she eat breakfast?</i> <i>He/She eats breakfast at seven o'clock.</i>	Story: Time for Bed • Getting plenty of sleep <i>What time is it?</i> <i>It's eight o'clock.</i> <i>It's time for bed.</i> <div>Be healthy.</div>	<div>Health</div> Daily Routine: wake up go to school come home go to bed in the morning in the afternoon in the evening at night • Questions about schedules <i>When does he/she wake up?</i> <i>He/She wakes up at seven o'clock in the morning.</i> <div>Video</div> <div>Poster</div>

Unit 8 My Week

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Subjects: science art math P.E. music social studies • Statements of preference • Questions about preference <i>His/Her favorite subject is science.</i> <i>What's his/her favorite subject?</i> <i>It's science.</i>	Classes: karate class dance class swimming class English class • Stating schedules • Asking about schedules <i>Danny goes to karate class on Mondays.</i> <i>When does he/she go to karate class?</i> <i>He/She goes to karate class on Tuesdays.</i>	Story: A Friend • Saying good-bye • Meeting new people <i>Good-bye!</i> <i>See you!</i> <i>Bye!</i> <div>Be friendly.</div>	<div>Social Studies</div> Countries: Brazil Canada Egypt South Korea • Questions about countries of origin <i>Where's he/she from?</i> <i>He's/She's from Brazil.</i> <div>Video</div> <div>Poster</div>

Check Up 4 Units 7 and 8 **Phonics** rain, play, beach, candy, cry, pie, glue, juice

Project Day Planner

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.

With materials that are easy to understand for both teachers and students along with lesson plans offering 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.

The course is full of colorful photographs, illustrations, and videos that will help your students connect what they learn to the world outside the classroom. Students will meet real children in every lesson—the *Everybody Up* Friends—who will guide and encourage students to use English, both in and out of the classroom. Your 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.

This second edition of the series has many new or updated features, including,

- Videos
- Posters
- Projects
- Expanded Check Up reviews and student self-assessment
- Online practice
- Assessment
- More Young Learners Exam practice
- Student, teacher, and parent websites

A new Teacher's Resource Center CD-ROM has printable versions of materials previously found in the back of the Teacher's Book, expanded to include more support material than ever before.

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.

21st Century Skills: Advances in communication and technology are part of students' daily lives. Our increasingly interconnected world requires today's young students to develop strong skills in critical thinking, global communication, collaboration, and creativity. Practice and development of these skills are found throughout the course with specific focus on them at the end of each lesson.

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. Through a School Subject Connection, the last lesson of every unit builds on the grammar and vocabulary of the preceding lessons to teach new real-world content that integrates English with students' other school studies. A documentary style video and a poster depicting real-life situations are parts of this lesson that work to connect English to the world outside class.

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.

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 Check Up unit review lesson. Additionally, in Levels 1 to 6, there is a Bonus lesson and a Project. The Bonus lesson in Levels 1 and 2 features phonics. In Levels 3–6, the Bonus lesson features skills.

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 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: In Levels 1 to 6, the final lesson in each unit has a CLIL focus, opening with a video. The lesson teaches four new vocabulary items and builds on the grammar of the previous lesson. Each lesson has a cross-curricular connection to school subjects such as math, health, social studies, science, and art. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills. Lessons end with a poster exercise using vocabulary and language in new, rich visual contexts.

In the Starter Level, this final lesson is a phonics lesson focusing on introducing the alphabet letters, their sounds, and vocabulary.

Check Up: After every two units, a two-page Check Up lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the activities in the lesson, they complete a self-assessment section, rating how well they’ve learned the material and identifying areas for further practice.

Everybody Up Icons



Pair or
group work



Student Audio CD



Class Audio CD



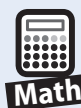
Test Audio
Track



Video



Poster



Math



Art



Health



Social
Studies



Science

School Subject Connection (CLIL)

Bonus Lesson and Project: Every two units, after the Check Up, there is a Bonus lesson and a Project. In Levels 1 and 2, the Bonus lesson features phonics, which teachers can use to present and review the letters of the English alphabet and the sounds those letters make. In Levels 3 to 6, the Bonus lesson features integrated skills with activities for reading, writing, listening, and speaking.

The Bonus lesson is followed by a Project. These projects encourage students to collaborate, communicate, and be creative in real ways through creating posters, books, artwork, and other tangible items to present and share. The projects require some basic materials and may also utilize photocopiable templates available on the Teacher's Resource Center CD-ROM. Each project includes a Home-School link that encourages students to share their work and language at home.

Assessment

Everybody Up provides all the assessment resources you need to help shape and improve your students' learning. This includes tests for establishing students' language level, for evaluating their progress in the course, and for preparing them for the *Cambridge English: Young Learners* (YLE) tests.

The Teacher's Resource Center CD-ROM contains the following tests, most of which are customizable. Testing instructions, audio files, and answer keys are also provided.

Placement Test: This test is a quick 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. Online Young Learners Placement Tests are available for purchase from OxfordEnglishTesting.com. These tests are written by international young-learner assessment experts and offer more detailed placement advice for *Everybody Up*, including CEFR Levels.

Entry Test and Entry Review Worksheets: Each level has one grammar-focused Entry Test designed to help you measure your students' levels as they begin the new book. The Entry Test allows you – and your students – to assess their understanding of the key grammar points presented in the previous level of *Everybody Up*. Based on students' strengths and weaknesses, you can assign Entry Review Worksheets to review, support, challenge,

and further assess your students' understanding of specific grammar topics.

Achievement Tests: A unit test after each unit, a midterm test after Unit 4, and a final test at the end of the level help you assess your students' mastery of the vocabulary, grammar, and conversational language. There are also speaking tests that provide a framework for assessing your students' progress in this area. In addition, every test contains questions and tasks similar to what your students will encounter in Young Learners examinations.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Cambridge English: Young Learners (YLE) Tests

In many areas, students will take the *Cambridge English: Young Learners* (YLE) tests. To help prepare for this, much of the content of *Everybody Up*, such as vocabulary items and grammar structures, serves to prepare students for these tests.

Each Student Book features eight pages of exercises practicing listening, speaking, reading and writing as they are focused on in the YLE tests.

Additionally, the Teacher's Resource Center CD-ROM contains YLE practice tests. These tests provide specific practice in the style of the actual examinations, enabling you to choose task types and create practice materials to prepare for these tests. Even if your students aren't preparing for these examinations, you can still use the tests to create extra practice, review tests, or worksheets, and to provide additional skills practice.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Other Features in the Second Edition

The proliferation of technology in our lives makes visual literacy and communication more relevant than ever before. Videos, posters, and illustrations are great support for language learners. These reinforce meaning and provide rich context for language and vocabulary. The second edition of *Everybody Up* has new illustrations, posters, and videos available throughout the course.

Reinforcing language and meaning with videos, posters, projects, and online content also gives your students more opportunity for engagement. This, in turn, boosts their motivation. An interesting video or poster can reinforce and expand on the content of the Student Book, but it also encourages students to use critical thinking. Ultimately, students are encouraged to connect what they are learning with the experiences they have outside the classroom in their daily lives.

Video

Lesson 4 of each unit features a lively video that expands the topic and cross-curricular connection in the lesson. These documentary-style videos with real-world content give students a chance to experience how the language can be used in the larger world outside the classroom.

Through a sequence of pre- and post-watching activities, students use language they have learned in meaningful activities. Repeated viewings of the videos are also a great way to reinforce pronunciation and intonation.

Posters

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in the unit's cross-curricular fourth lesson. Posters provide an opportunity for your students to connect vocabulary to new visual contexts. Posters also have a conversational feature that can be used for speaking and communication practice between classmates or in small groups.

The posters and videos share similar themes and vocabulary. They work in tandem to engage students outside their books with opportunities for critical thinking, communication, and collaboration. They also help support the CLIL lessons by bringing more real-world content into the classroom.

Projects

Projects are featured in the Student Books for Levels 1 to 6 after every two units. Project work encourages students to collaborate, communicate, and be creative in real ways with tangible results. The projects in *Everybody Up* are designed to be completed in one lesson and with easy materials that are commonly available. Students use the language they have learned in the unit in meaningful communication with their classmates, teachers, and families. In addition to specific language tips, the project pages also have a feature for sharing the project

at home as part of a Home-School link. Some projects have photocopiable templates that are available on the Teacher's Resource Center CD-ROM.

Online Practice

Students can practice at home using Online Practice. Activities are automatically graded. A new trophy room in the second edition allows you, your students, and their parents to monitor progress and identify strengths and areas for improvement in different skills areas. Another new feature allows you and your students to message anyone within your online practice class.

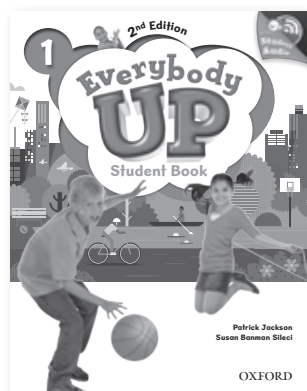
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word lists, song lyrics, and video scripts. In addition to these resources, teachers have access to poster descriptions and information, and an assessment package (also found on the Teacher's Resource Center), which includes instructions, editable tests, test audio, lesson worksheets, and Cambridge YLE practice tests.

Online Play

Online Play gives students an opportunity for fun practice with a variety of games that appeal to different learning styles and interests. With each game, students select a level of play before they start. They also unlock new levels as they progress, motivating them to keep playing and practicing.

In addition to games, Online Play has engaging downloadable resources, videos, and songs that will help students practice language from *Everybody Up* outside of the classroom.

Components



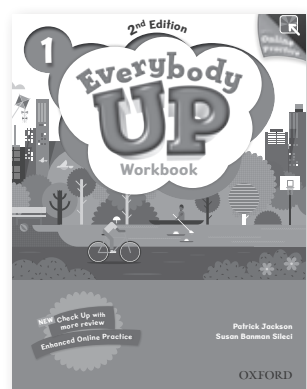
Student Book / Student Book with Student Audio CD

- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice

Student Audio CD

Included in the Student Book with Audio CD Pack

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



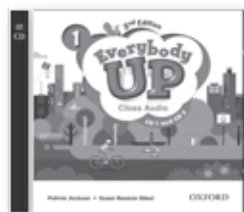
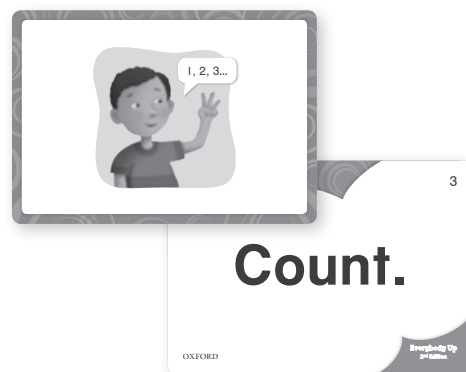
Workbook / Workbook with Online Practice

- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book



Picture Cards (Levels Starter–4)

- 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



Class Audio CDs

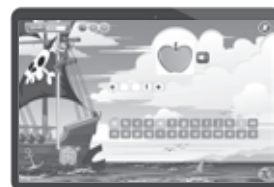
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



NEW

Online Play

- Fun and engaging reinforcement of learning points at home for students
- Contains games, video, audio, and activities
- www.oup.com/elt/student/everybodyup



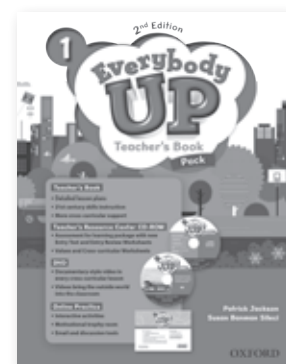
Teacher's Book Pack

Teacher's Book with Online Practice

- Course description and teaching methodology
- Overview of games and activities
- Detailed lesson plans that support teachers of all levels
- Extension activities and 21st century skills instruction

Also included:

- Workbook answer key
- Video scripts (Levels 1–6)
- Picture Card list (Levels Starter–4)
- Word list



Teacher's Resource Center CD-ROM

- New Entry Test and Entry Review Worksheets
- Customizable placement, unit, midterm, and final tests
- Cambridge YLE practice tests
- Test audio and answer keys
- Photocopiable worksheets (Starter Level: Values and Phonics; Levels 1–6: Values and Cross-curricular)
- New photocopiable resources for projects (Levels 1–6)



NEW DVD

- Starter Level: eight animated stories bring universal values to life
- Levels 1–6: eight documentary-style videos enhance and support the school subject connection



Online Practice for Students and Teachers

Access codes included in the **Workbook with Online Practice** and the **Teacher's Book Pack**. Visit www.eu2onlinepractice.com.

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room motivates students
- New email and discussion tools
- Assessment, video, audio, and other classroom resources

iTools

- Classroom presentation software
- Teachers can project Student Book and Workbook pages, show answer keys and additional resources, and play the videos and audio files
- Includes interactive activities and new grammar animations with every lesson



NEW

Poster Pack (Levels 1–6)

- Contains eight posters, one for each cross-curricular lesson
- Posters initiate and support classroom discussions around the school subject connection



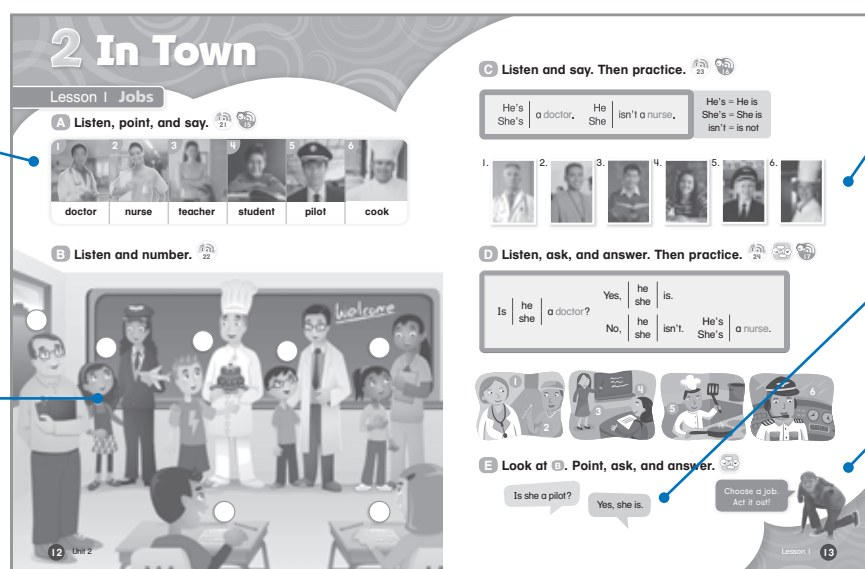
Additional Online Resources

- For Teachers: <https://elt.oup.com/teachers/everybodyup>
- For Parents: <https://elt.oup.com/parent/everybodyup>

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.



Student Book pages 12–13

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

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

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

1. Greet the class. Sing a song from the previous unit. 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. Elicit the unit language or what the Everybody Up Friend says from Lesson 4 of the previous unit. Use Picture Cards or classroom items to elicit vocabulary related to the expression or language. Have students practice the unit language with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students. If a game or activity is suggested, use it to further practice the vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. 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 number.

See *Using the Big Picture*, Teacher's Book page 24.

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 number them.
3. Invite students to talk about what else they see in the picture, using previously learned language.

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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. Practice the grammar pattern with the students. Hold up Picture Cards for the Lesson 1 vocabulary and practice the pattern for each card.
6. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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. If a game or activity is suggested, use it to further practice the grammar pattern.
6. Student pairs practice the pattern, using their books.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice