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Syllabus

Welcome

- Review of Level 2
- Asking for the date

What's the date today?
It's January 1st.


Classroom Verbs

Study for a test.
Take a test.


Check your homework.

Hand in your homework.

Unit 1 Things to Eat

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Snacks: gum popcorn peanuts chocolate potato chips soda • Statements with <i>want</i> and quantifiers <i>I want some/don't want any gum. He/She wants some/doesn't want any gum.</i> • Questions with <i>want</i> and quantifiers <i>What do you want?</i> <i>I want some gum.</i> <i>What does he/she want?</i> <i>He/She wants some gum.</i>	Vegetables: carrot onion pepper cabbage potato tomato • Yes/No questions with <i>need</i> <i>Do you need any carrots?</i> <i>Yes, we do.</i> <i>No, we don't.</i> • Questions with <i>need</i> and quantifiers <i>What do they need?</i> <i>They need a carrot/some carrots.</i>	Story: Just Try It! • Asking about a meal • Complimenting the cook <i>What's for lunch?</i> <i>Soup and salad.</i> <i>That sounds good.</i> <div>Be healthy.</div>	 Cooking: omelet smoothie fruit salad milkshake • Statements with <i>want</i> plus an infinitive <i>I want to make an omelet.</i> <div>Video</div> <div>Poster</div>

Unit 2 Around Town


Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: park movie theater supermarket post office department store library • Questions about location with prepositional phrases <i>Where's the park?</i> <i>It's across from the movie theater.</i> <i>It's between the school and the movie theater.</i>	Things to Do: shop watch a movie borrow books mail letters buy groceries kick a ball • Present continuous questions with prepositional phrases <i>What's he/she doing at the department store?</i> <i>He's/She's shopping.</i>	Story: It's Over There! • Asking where something is <i>Excuse me. Where's the post office?</i> <i>It's over there.</i> <div>Be helpful.</div>	 Activities: color cut glue fold • Statements with sequencers <i>First, color the house.</i> <div>Video</div> <div>Poster</div>

 **Check Up 1** Units 1 and 2




 **Project** Recipe Card

Unit 3 People In Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Occupations: cashier librarian postal worker salesperson server vet • Simple present questions about occupations <i>Who works at the supermarket?</i> <i>Where does the cashier work?</i> <i>The cashier works at the supermarket.</i>	What People Do: make food sell things help sick animals drive buses fly planes fight fires • Questions about what people do <i>What does the cook do?</i> <i>The cook makes food.</i> • Yes/No questions about what people do <i>Does the cook make food/sell things?</i> <i>Yes, he/she does.</i> <i>No, he/she doesn't.</i>	Story: Mom's Present • Asking an item's price <i>Excuse me. How much is this sweater?</i> <i>It's \$30.</i> <div>Be thoughtful.</div>	 Illnesses: cold fever stomachache headache • Questions with prepositional phrases <i>What's the matter with him/her?</i> <i>He/She has a cold.</i> <div>Video</div> <div>Poster</div>

Unit 4 Getting Together


Lesson 1	Lesson 2	Lesson 3	Lesson 4
Family: parents grandparents aunt uncle cousin (m) cousin (f) • Statements with possessives <i>They're Danny's parents.</i> <i>He's/She's Danny's cousin.</i> • Questions with possessives <i>Who are they?</i> <i>They're his/her parents.</i> <i>Who's he/she?</i> <i>He's his uncle.</i> <i>She's his aunt.</i>	Things on the Table: fork knife spoon plate bowl cup • Statements with possessives <i>This fork is mine.</i> • Questions about possessives <i>Whose fork is that?</i> <i>It's mine.</i>	Story: Chopsticks • Asking how to use something <i>How do you use chopsticks?</i> <i>Like this.</i> <div>Be helpful.</div>	 Countries: Mexico Japan Russia Turkey • Statements with possessives <i>This is our/their flag.</i> <i>It's ours/theirs.</i> <div>Video</div> <div>Poster</div>

 **Check Up 2** Units 3 and 4




 **Project** Your Family Flag

Unit 5 Fun in the Park

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: tall/short old/young strong/weak girl boy woman man • Statements with comparatives <i>The girl is tall. The boy is taller.</i> • Questions with comparatives <i>Who is taller, Danny or Julie? Danny is taller.</i>	Adjectives: thick thin clean dirty pretty ugly • Statements with comparatives using <i>than</i> <i>The red socks are thicker than the blue socks.</i> • Yes/No questions with comparatives using <i>than</i> <i>Is the red sweater thicker/thinner than the blue sweater?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>	Story: Cool Shirt • Complimenting someone <i>Nice shirt!</i> <i>Thank you.</i> <div>Be nice.</div>	 Adjectives: hard soft heavy light • Asking questions with comparatives <i>Which one is harder, the marble or the ball?</i> <i>The marble is harder.</i> <div>Video</div> <div>Poster</div>

Unit 6 Helping Out




Lesson 1	Lesson 2	Lesson 3	Lesson 4
Chores: make my bed clean my room do laundry walk the dog set the table wash the dishes • Statements with prepositional phrases <i>I make my bed before school.</i> • Questions with prepositional phrases <i>When does he/she make his/her bed?</i> <i>He/She makes his/her bed before school.</i>	Chores: sweep the floor take out the garbage clean the bathroom wash the car vacuum the carpet water the plants • Statements with adverbs <i>I always sweep the floor.</i> • Questions with adverbs <i>What are his/her chores?</i> <i>He/She always sweeps the floor.</i>	Story: Come Over • Inviting someone to your home <i>Do you want to come over?</i> <i>Sure. When?</i> <i>After school.</i> <div>Be friendly.</div>	 Farm Chores: milk the cows feed the chickens pick vegetables collect eggs • Statements with adverbs and prepositional phrases <i>I always milk the cows in the morning/before school.</i> <div>Video</div> <div>Poster</div>

 **Check Up 3** Units 5 and 6






 **Project** Chore Chart

Unit 7 Out and About

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: beach aquarium amusement park museum hotel pool • Questions about location with the past tense of <i>be</i> <i>Where was he/she yesterday?</i> <i>He/She was at the beach.</i> • Yes/No questions with the past tense of <i>be</i> <i>Was he/she at the beach yesterday?</i> <i>Yes, he/she was.</i> <i>No, he/she wasn't. He/She was at the aquarium.</i>	Places to Go: bookstore pharmacy toy store hair salon coffee shop flower shop • Questions about location with the past tense of <i>be</i> <i>Where were they yesterday?</i> <i>They were at the bookstore.</i> • Yes/No questions with the past tense of <i>be</i> <i>Were they at the bookstore yesterday?</i> <i>Yes, they were.</i> <i>No, they weren't. They were at the pharmacy.</i>	Story: Mike's Watch • Arranging to meet someone at a certain place and time <i>Let's meet here at five o'clock.</i> <i>OK.</i> <i>See you then.</i> <div>Be on time.</div>	 Weather: sunny rainy cloudy windy stormy snowy • Questions with the present and past tenses of <i>be</i> <i>How's the weather today?</i> <i>It's sunny.</i> <i>How was the weather yesterday/on Monday?</i> <i>It was sunny.</i> <div>  Video  Poster </div>

Unit 8 Things We Use

Lesson 1	Lesson 2	Lesson 3	Lesson 4
School Supplies: folder lunchbox water bottle dictionary calculator stapler • Questions with the past tense of <i>be</i> <i>Where was the folder?</i> <i>It was on the table.</i> <i>What was on the table?</i> <i>A folder was on the table.</i>	Art Supplies: magazine poster pencil sharpener paintbrush glue stick scissors • Statements with the past tense of <i>be</i> <i>There were some/weren't any magazines on the table.</i> • Yes/No questions with the past tense of <i>be</i> <i>Were there any magazines on the table?</i> <i>Yes, there were.</i> <i>No, there weren't.</i>	Story: Let's Clean Up! • Asking someone how to spell something <i>How do you spell "Saturday"?</i> <i>S-A-T-U-R-D-A-Y.</i> <div>Be helpful.</div>	 Technology: cell phone laptop digital TV digital camera • Statements with the past tense of <i>be</i> <i>There weren't any cell phones in 1940. There were phones like this.</i> <div>  Video  Poster </div>

 **Check Up 4** Units 7 and 8



 **Project** Brochure

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 six 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.

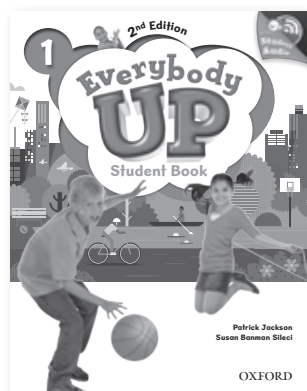
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word 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



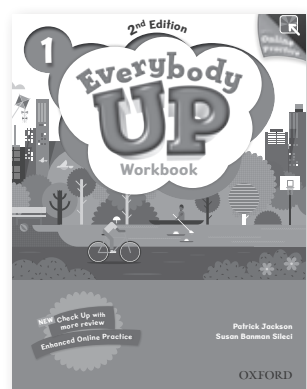
Student Book / Student Book with Student Audio CD

- 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



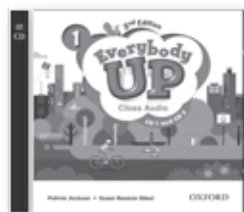
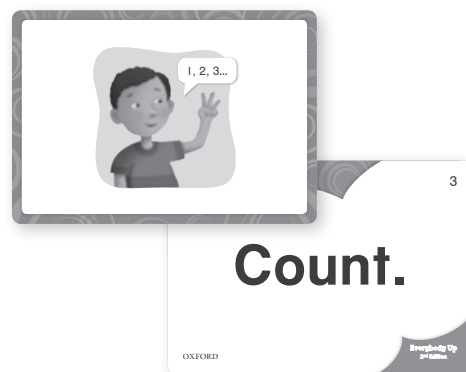
Workbook / Workbook with Online Practice

- 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

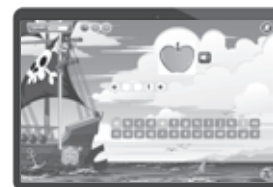
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



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



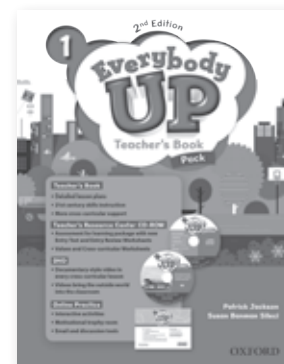
Teacher's Book Pack

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.

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.

Student Book pages 32–33

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 (or 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 first grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen and say or listen, ask, and answer 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.

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