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# Syllabus

## Welcome

- Review of Level 3
- Talking about measurement.

*There are one thousand grams in a kilogram.*

## Classroom Instructions

Work with your partner. Write your name at the top of the page.  
Work with your group. Write your answer on the board.

## Unit 1 Fun Outdoors

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Camping:</b> climb hike canoe fish grill hamburgers watch birds • Questions with <i>what</i> <i>What does he/she like doing?</i> <i>He/She likes climbing.</i> • Yes/No questions with <i>do</i> <i>Does he/she like climbing?</i> <i>Yes, he/she likes it a lot.</i> <i>No, he/she doesn't like it at all.</i>	<b>Sports:</b> ski snowboard ice-skate in-line skate skateboard surf • Simple present statements with <i>is/isn't</i> <i>He's/She's good at skiing.</i> <i>He/She isn't good at skiing.</i> • Yes/No questions with <i>is</i> <i>Is he/she good at skiing?</i> <i>Yes, he's/she's very good at it.</i> <i>No, he's/she's not very good at it.</i>	<b>Reading: The Skating Lesson</b> • Trying something new <i>I'm not very good at (ice-skating).</i> <i>Don't worry. I can help you.</i> <div>Be brave.</div>	<div>Health</div> <b>Safety:</b> wear a helmet put on sunscreen wear a life jacket fasten your seatbelt • Time clauses with <i>when</i> <i>When you go snowboarding, always wear a helmet.</i> <div>Video</div> <div>Poster</div>

## Unit 2 Land and Sea




Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Animals and Insects:</b> hippopotamus gorilla panda butterfly caterpillar bee • Regular comparatives with <i>than</i> <i>The hippopotamus is bigger than the panda.</i> • Regular superlatives <i>The hippopotamus is the biggest.</i> • Questions with <i>which</i> and the superlative <i>Which one is the smallest?</i> <i>The bee is the smallest.</i>	<b>Sea Creatures:</b> eel seal dolphin squid whale shark • Comparisons with <i>as (adjective) as</i> <i>The eel is/isn't as long as the seal.</i> • Yes/No questions with comparisons <i>Is the eel as long as the seal?</i> <i>Yes, it is./No, it isn't. It's shorter.</i>	<b>Reading: The Best Cap</b> • Asking for a specific item using <i>which</i> <i>Which one would you like?</i> <i>I'd like the (longest) one, please.</i> <div>Be thoughtful.</div>	<div>Math</div> <b>Weight and Length:</b> lizard beetle crab octopus • Questions with <i>how much</i> <i>How much does the lizard weigh?</i> <i>It weighs 150 kilograms.</i> • Questions with <i>how long</i> <i>How long is the lizard?</i> <i>It's 3 meters long.</i> <div>Video</div> <div>Poster</div>

**Check Up 1** Units 1 and 2






**Project** Outdoor Fun Poster

## Unit 3 Appearance

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>What We Look Like:</b> short hair shoulder-length hair long hair straight hair curly hair wavy hair • Questions with <i>what</i> (3rd person) <i>What does he/she look like?</i> <i>He/She has short, black hair and brown eyes/glasses/a beard.</i> • Questions with <i>which</i> (3rd person) <i>Which one is your brother/sister?</i> <i>He's/She's the one with short, straight, black hair and brown eyes/glasses/a beard.</i>	<b>Accessories:</b> watch necklace earrings sunglasses gloves belt • Questions with <i>what</i> <i>What does the watch/do the earrings look like?</i> <i>It's/They're new and black.</i> • Questions with <i>which</i> <i>Which watch/gloves does he/she want to wear?</i> <i>He/She wants to wear the black one/ones.</i>	<b>Reading: The School Play</b> • Wishing someone good luck <i>Good luck with the play.</i> <i>Thanks. You, too.</i> <div>Be kind.</div>	 <b>Camouflage:</b> stick leaf grass sand • Comparisons with the same (color)/(shape) as <i>The caterpillar is the same color/shape as the stick.</i> <div>  <b>Video</b>  <b>Poster</b> </div>


## Unit 4 Last Week

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Sports:</b> baseball basketball volleyball golf tennis table tennis • Simple past statements with known regular verbs and new nouns <i>He/She played baseball yesterday.</i> • Questions with <i>what</i> <i>What did he/she do yesterday?</i> <i>He/She played baseball yesterday.</i>	<b>Activities:</b> practice the piano use the computer talk on the phone help my parents visit my friend work on a project • Simple past questions with <i>what</i> and time expressions (1st person) <i>What did you do last weekend?</i> <i>I practiced the piano.</i> <i>Did you practice the piano on Monday?</i> <i>Yes, I did./No, I didn't.</i>	<b>Reading: The Baseball Game</b> • Offering assistance <i>I can't find my glove.</i> <i>Don't worry. You can borrow mine.</i> <div>Be prepared.</div>	 <b>Ancient Rome:</b> stone clay glass metal • Simple past questions with <i>what</i> (3rd person plural) • The verb use with the infinitive <i>to make</i> <i>What did they use to make homes in Rome?</i> <i>They used stone.</i> <div>  <b>Video</b>  <b>Poster</b> </div>

## Unit 5 A Day Out

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Food and Drink:</b> noodles curry sushi lemonade grape juice tea • Known irregular verbs with new foods <i>He/She ate noodles. He/She drank lemonade.</i> • Verbs with prepositions <i>for</i> and <i>with</i> <i>What did he/she eat for lunch?</i> <i>He/she ate noodles.</i> <i>What did he/she drink with lunch?</i> <i>He/She drank lemonade.</i>	<b>Things to Do:</b> go bowling take a picture see a parade have a picnic get a haircut buy clothes • Questions with <i>what</i> and <i>when</i> + irregular verbs <i>What did he/she do yesterday?</i> <i>He/She went bowling.</i> <i>When did he/she go bowling?</i> <i>He/She went bowling yesterday.</i>	<b>Reading: The Missing Backpack</b> • Helping someone find something <i>What happened?</i> <i>I lost my backpack.</i> <i>Let's look for it together.</i> <div>Be helpful.</div>	 <b>Dinosaurs:</b> feather tail claw wing • Past tense statements • Some with plural nouns <i>Some dinosaurs had feathers.</i> <div>Video</div> <div>Poster</div>

## Unit 6 Being Creative


Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>The Arts:</b> sing songs make movies write stories design clothes paint pictures make models • Simple present questions with <i>like</i> and infinitive <i>to</i> <i>What does he/she like to do in his/her free time?</i> <i>He/She likes to sing songs.</i> <i>Does he/she like to sing songs in his/her free time?</i> <i>Yes, he/she does. No, he/she doesn't.</i> <i>He/She likes to make movies.</i>	<b>Making Things:</b> cook dinner bake cookies make jewelry make a card knit a scarf play music • Preposition <i>for</i> + object pronouns <i>He/She cooked dinner for him/her/them.</i> <i>What did he/she cook for him/her/them?</i> <i>He/She cooked dinner for him/her/them.</i>	<b>Reading: Good Neighbors</b> • Being kind to someone in need of assistance <i>Could you carry these bags for me?</i> <i>Sure. No problem.</i> <div>Be helpful.</div>	 <b>Types of Art:</b> painting photograph mosaic sculpture • Simple present statements • Preposition <i>of</i> for subject matter <i>This is a painting of a bedroom.</i> <div>Video</div> <div>Poster</div>

 **Check Up 3** Units 5 and 6




 **Project** Group Story

## Unit 7 Things to Be

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Careers:</b> actor artist musician game designer journalist scientist • Future time expression <i>when + questions with what/want + to be</i> <i>What do you want to be when you grow up?</i> <i>I want to be an actor.</i> <i>What does he/she want to be when he/she grows up?</i> <i>He/She wants to be an actor.</i>	<b>The Future:</b> go to space fly a helicopter work with animals drive a race car explore the jungle travel the world • Future time expressions <i>when + questions with what</i> • <i>Want + to do</i> <i>What do you want to do when you're older?</i> <i>I want to go to space.</i> <i>What does he/she want to do when he's/she's older?</i> <i>He/She wants to go to space.</i>	<b>Reading: Space Museum</b> • Reading and obeying signs <i>What does that sign mean?</i> <i>It means you can't run here.</i> <div>Be patient.</div>	 <b>In Space:</b> space shuttle space station space suit Earth • Statements with <i>have to/ don't have to</i> <i>Astronauts have to/don't have to take the space shuttle to get to the space station.</i> <i>Astronauts have to/don't have to wear a space suit in the space station.</i> <div>Video</div> <div>Poster</div>

## Unit 8 On Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Activities:</b> take a boat ride see a show go on a bus tour ride a horse swim in the ocean stay in a hotel • Future questions with <i>going to + do/take</i> <i>What's he/she going to do on vacation? He's/She's going to take a boat ride.</i> <i>When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.</i>	<b>Things for a Trip:</b> swimsuit towel money tent flashlight sleeping bag • Future questions with <i>what; going to + take</i> <i>What's he/she going to take with him/her? He's/She's going to take a swimsuit.</i> <i>Are they going to take swimsuits with them? Yes, they are./No, they aren't.</i>	<b>Reading: Vacation Plans</b> • Talking about vacation plans; saying good-bye <i>Bye. Have a great time!</i> <i>Thank you. See you next month.</i> <div>Be thoughtful.</div>	 <b>Transportation:</b> taxi ferry subway gondola • Future questions with <i>how + going to + get</i> <i>How's he/she going to get to the department store?</i> <i>How are they going to get to the department store?</i> <i>He's/She's/They're going to take a taxi.</i> <div>Video</div> <div>Poster</div>

 **Check Up 4** Units 7 and 8



 **Project** Dream Island Poster

# 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



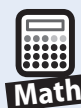
Test Audio  
Track



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](http://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.

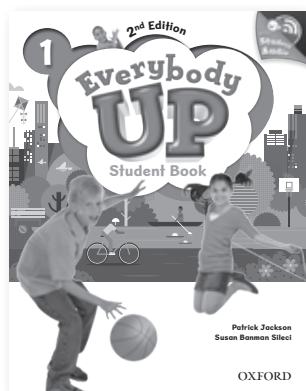
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word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



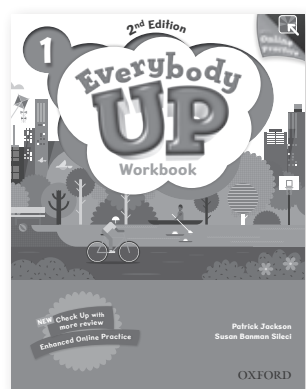
## Student Book / Student Book with Student Audio CD

- 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



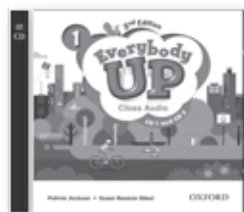
## Workbook / Workbook with Online Practice

- 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

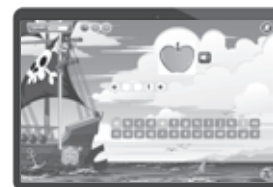
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



**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](http://www.oup.com/elt/student/everybodyup)



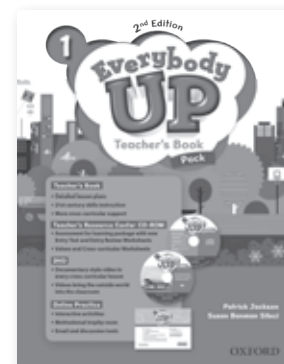
## Teacher's Book Pack

### 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](http://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

## Classroom Presentation Tool

- Engage your students in a blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector
- Complete activities as a class, and grade the answers as you go
- Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page — all with one account

## Additional Online Resources

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

### NEW

## Poster Pack (Levels 1–6)

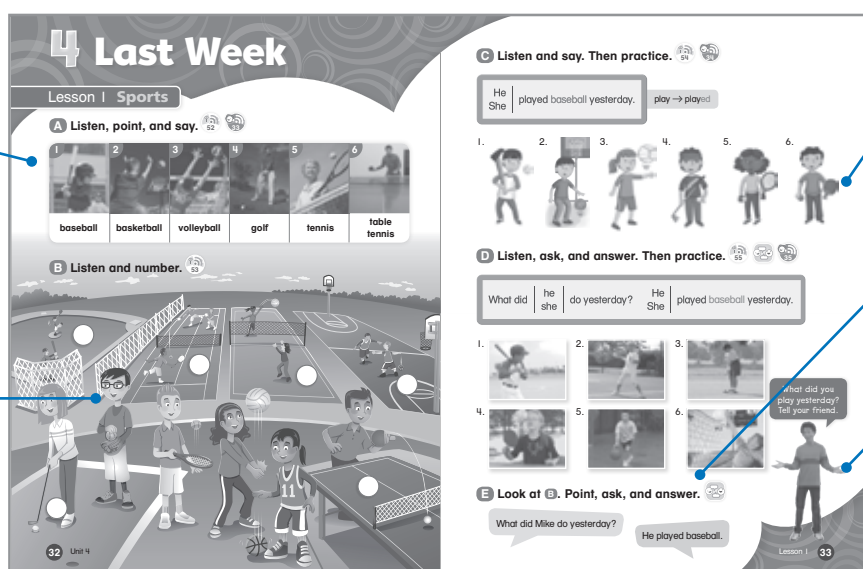
- Contains eight posters, one for each cross-curricular lesson
- Posters initiate and support classroom discussions around the school subject connection



# 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. 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.

### **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