

Kathleen Kampa
Charles Vilina

Table of Contents

Syllabus	2	Lesson Plans	32
Introduction	6	YLE Practice Answer Key and Instruction.....	114
Components.....	10	Video Scripts.....	116
Lesson Guide	12	Poster Information	119
Teaching Techniques.....	24	Workbook Answer Key	120
Games and Activities.....	28	Word List	135

OXFORD
UNIVERSITY PRESS

Syllabus

Welcome



- Review of Level 4
- Talking about continents and cardinal directions
- Practicing classroom language

Africa is east of South America.



Classroom Language

How do you say this in English?
Could you say that again, please?
May I go to the restroom?
May I get a drink of water?

Unit 1 Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: act in a play learn how to dive ride a roller coaster read a lot of books win a competition sleep late • Simple past statements with <i>when</i> <i>He acted in a play when he was on vacation.</i> • Simple past questions with <i>when</i> <i>What did she do when she was on vacation?</i> <i>She acted in a play.</i>	Feelings: relaxed nervous confident shy wide-awake sleepy • Simple past tense statements with <i>but</i> <i>I felt relaxed, but he felt nervous.</i> • Simple past tense questions with <i>how</i> <i>How did you feel when you rode the roller coaster?</i> <i>I felt relaxed, but she felt nervous.</i>	Reading: The Surfing Lesson • Trying new things <i>Come on! Let's learn how to surf.</i> <i>No, thanks. I'd rather play video games.</i> OK. <i>Come on! Let's learn how to surf.</i> <i>Sounds fun. I'm tired of playing video games.</i> Great! Be brave.	Travel and Trade: silk goods difficult ruler return become famous • Simple past tense questions with <i>what</i> <i>What did Marco Polo do when he was 17?</i> <i>He traveled on the Silk Road.</i>  Video  Poster

Unit 2 Camping

Lesson 1	Lesson 2	Lesson 3	Lesson 4
In the Woods: study insects identify trees pick wild strawberries find animal tracks explore a cave collect leaves • Questions in past continuous tense, with answers in simple past tense <i>What was she doing in the morning/afternoon?</i> <i>She was studying insects.</i> • Questions and answers in past continuous <i>Was he studying insects in the morning/afternoon?</i> <i>Yes, he was./No, he wasn't.</i> <i>He was identifying trees.</i>	Making Camp: set up the tent build a campfire roast fish tell stories put out the campfire look at the stars • Past continuous statements with simple past tense statements <i>She was setting up the tent when I arrived at the campsite.</i> <i>When I arrived at the campsite, she was setting up the tent.</i> • Past continuous questions and answers <i>What were you doing when you saw the deer?</i> <i>I was setting up the tent.</i>	Reading: The Cave • Asking for help with directions <i>Which way is the campsite?</i> <i>It's that way.</i> <i>Thanks a lot!</i> <i>Which way is the campsite?</i> <i>Sorry, I don't know.</i> <i>Thanks, anyway.</i> Be helpful.	Plants: oxygen seed size root underground stem • Questions with <i>these/those</i> <i>Which parts of the plant are these?</i> <i>Those are the seeds.</i> • Questions with <i>do</i> <i>What do they do?</i> <i>They grow and become new plants.</i>  Video  Poster

 **Check Up 1** Units 1 and 2



How Scouting Started



Project Brochure


Unit 3 Class Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Planning a Party: order pizzas bake cupcakes bring fruit juice choose the music make decorations buy balloons • Simple future tense with <i>will</i> for intention <i>I'll order pizzas for the party.</i> <i>We'll order pizzas for the party.</i> • Simple future tense with <i>will</i> for prediction <i>What will he do?</i> <i>He'll order the pizzas.</i>	Starting a Party: pour the juice serve the pizzas set up the music blow up the balloons put up the decorations put out the cupcakes • Simple future tense questions with <i>will</i> <i>Will she pour the juice?</i> <i>Yes, she will.</i> <i>No, she won't.</i> • Simple future tense questions with <i>who</i> <i>Who will pour the juice?</i> <i>They will.</i>	Reading: It's Not Safe • Talking about planning a party • Talking about traffic safety <i>We're out of juice. Could you get some more?</i> <i>Sure, no problem.</i> <i>Thanks.</i> <i>We're out of juice. Could you get some more?</i> <i>I can't right now. I'm busy.</i> <i>That's OK.</i> <i>Let's walk across the highway. We'll get there faster.</i> <i>It's not safe.</i> <div>Be Safe.</div>	Celebrations: celebrate season tradition delicious child samba parade • Simple future tense questions with <i>will</i> <i>What will people in Japan do in the spring?</i> <i>They'll celebrate Children's Day.</i> <div> Video Poster</div>


Unit 4 The Amazon Rain Forest

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Comparisons: colorful macaw plain egret dangerous jaguar friendly river dolphin energetic spider monkey calm sloth • Comparatives with long and short adjectives <i>The macaw is more colorful than the egret.</i> • Questions with comparatives <i>Is the macaw more colorful than the egret?</i> <i>Yes, it is. / No, it isn't.</i>	Comparisons: easy puzzle difficult puzzle comfortable sandals uncomfortable sandals cheap bracelet expensive bracelet • Superlatives with long and short adjectives <i>This puzzle is the easiest one here.</i> <i>These sandals are the most comfortable ones here.</i> • Questions with superlatives and <i>which</i> <i>Which puzzle is the easiest?</i> <i>This puzzle.</i> <i>Which sandals are the most comfortable?</i> <i>These sandals.</i>	Reading: A New Snowboard • Comparing and describing things <i>I want that one.</i> <i>How about this one instead?</i> <i>It's cheaper.</i> <i>I want that one.</i> <i>Good choice!</i> <div>Be patient.</div>	Biomes: natural community freshwater desert forest grassland tundra • Questions with superlatives and <i>which</i> <i>Which biome is the biggest?</i> <i>The ocean.</i> <div> Video Poster</div>

Unit 5 Busy Students

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: wash my hair take a shower floss my teeth check my calendar pack my schoolbag iron my clothes • Adverbs of frequency <i>I always wash my hair before I go to bed.</i> • Questions with <i>do</i> and adverbs of frequency <i>Do you wash your hair before you go to bed?</i> <i>Yes, I always do. / No, I rarely do.</i>	Adverbs: slowly quickly carefully carelessly quietly loudly • Questions with <i>how</i> and adverbs of manner <i>How is she walking?</i> <i>She's walking slowly.</i> • Questions with <i>is</i> and adverbs of manner <i>Is he walking slowly or quickly?</i> <i>He's walking slowly.</i>	Reading: The Recital • Talking about meeting commitments • Getting better at something through practice <i>Are you ready for your recital?</i> <i>No, I'm not. I still need to practice.</i> <i>Are you ready for your recital?</i> <i>Yes, I think so. I practiced all week.</i> <div>Be responsible.</div>	 Your Health: successful exercise possible balanced meal habit early • Questions with <i>how</i> and adverbs of frequency <i>How often do you go for a walk?</i> <i>I go for a walk twice a week.</i> <div>Video</div> <div>Poster</div>

Unit 6 Making Things


Lesson 1	Lesson 2	Lesson 3	Lesson 4
Quantities: a cup of flour a half cup of water a quarter cup of salt a tablespoon of cooking oil a teaspoon of baking soda a drop of food coloring • Questions with <i>how</i> , and count and non-count nouns <i>How much flour does he need?</i> <i>He needs a cup of four.</i> • Questions with <i>do</i> , and count and non-count nouns <i>Does she have enough flour?</i> <i>Yes, she does. / No, she doesn't.</i>	Supplies: aprons toothpicks paper clips cardboard masking tape modeling clay • Questions with <i>how many/ how much</i> and count and non-count nouns <i>How much cardboard do we have?</i> <i>We have six sheets of cardboard.</i> <i>How many aprons do they have?</i> <i>They have a few/a lot of aprons.</i> <i>How much cardboard do they have?</i> <i>They have a little/a lot of cardboard.</i>	Reading: Where's the Parthenon? • Forgetting and remembering where you put things <i>Did we bring the map?</i> <i>I don't remember.</i> <i>I remember. It's under the seat.</i> <i>Did we bring the map?</i> <i>I'm not sure.</i> <i>Never mind, I found it.</i> <div>Be prepared.</div>	 The Pyramids: take farmer artisan move pull site • Questions with <i>how many</i> and count and non-count nouns <i>How many people did it take to build the Great Pyramid of Giza?</i> <i>It took around thirty thousand people.</i> <div>Video</div> <div>Poster</div>

 **Check Up 3** Units 5 and 6


 **Skills Bonus** Rules for Running

 **Project** Poster

Unit 7 World Travel

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Countries: India Italy Kenya New Zealand the UK Peru • Present perfect statements with <i>been</i> <i>I've been to India. I've never been to Italy.</i> • Present perfect questions with <i>been</i> <i>Have you ever been to India?</i> <i>Yes, I have./No, I haven't.</i> <i>Has she ever been to India?</i> <i>Yes, she has./No, she hasn't.</i>	Experiences: go rafting ride a camel climb a mountain hike in a rain forest see the pyramids go scuba diving • Present perfect with irregular verbs <i>He has gone rafting, but he hasn't ridden a camel.</i> <i>He has gone rafting, but he hasn't ridden a camel.</i> • Present perfect questions <i>Has he gone rafting before?</i> <i>Yes, she has./No, she hasn't.</i>	Reading: A New Friend • Making new friends • Sharing interests <i>Do you like skateboarding?</i> <i>I'm not very good at it.</i> <i>Could you show me how?</i> <i>Sure!</i> <i>Do you like skateboarding?</i> <i>Yes, I do.</i> <i>Cool! Let's go skateboarding after school.</i> <div>Be friendly.</div>	 Explorers: high reach British leave grateful lead • Past tense <i>What happened in 1924?</i> <i>George Mallory and Andrew Irvine tried to reach the top of Mount Everest.</i> <div>Video Poster</div>

Unit 8 Computers

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Using Computers: turn on the computer turn off the computer turn up the volume turn down the volume log in to the website log out of the website • Present perfect statements with <i>just</i> and <i>yet</i> <i>I've just turned on the computer.</i> <i>I haven't turned on the computer yet.</i> • Present perfect questions with <i>yet</i> <i>Has he turned on the computer yet?</i> <i>Yes, he has./No, he hasn't.</i>	Using Computers: upload the photos print the photos download the music play the music write the email send the email • Present perfect statements <i>She's already uploaded the photos, but she hasn't printed them yet.</i> <i>He's already written the email, but he hasn't sent it yet.</i> • Present perfect questions <i>Has she uploaded the photos yet?</i> <i>Yes, she's uploaded them.</i> <i>No, she hasn't uploaded them.</i>	Reading: Just a Minute • Sharing the family computer <i>Are you almost done with the computer?</i> <i>Just a minute, I haven't finished downloading these songs yet.</i> <i>OK. Let me know when you're done.</i> <i>Are you almost done with the computer?</i> <i>Yes, I just finished. Go ahead and use it.</i> <i>Thanks!</i> <div>Be fair.</div>	 Energy: energy source wind turbine electricity dam solar panel • Present perfect questions and answers <i>What have scientists designed to use wind energy?</i> <i>Scientists have designed wind turbines that use strong winds to make energy.</i> <div>Video Poster</div>

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



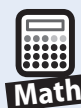
Test Audio
Track



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: In Levels 1 to 6, 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

In Levels 1 to 6, 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.

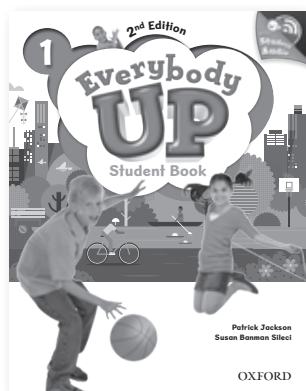
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word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



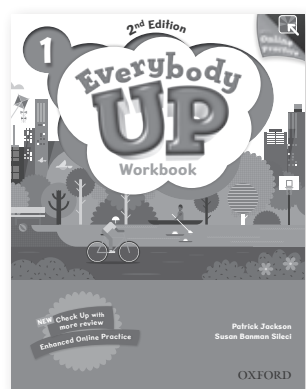
Student Book / Student Book with Student Audio CD

- 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



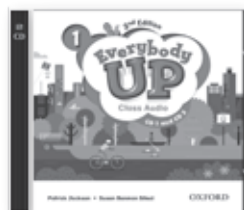
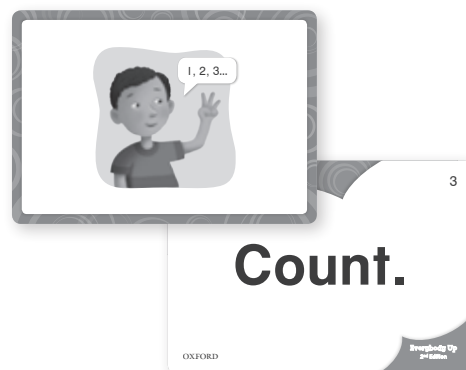
Workbook / Workbook with Online Practice

- 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

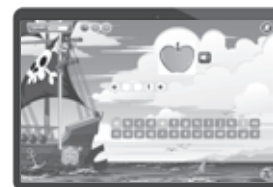
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



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



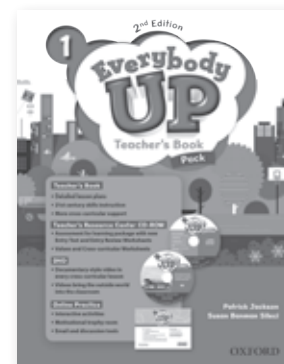
Teacher's Book Pack

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



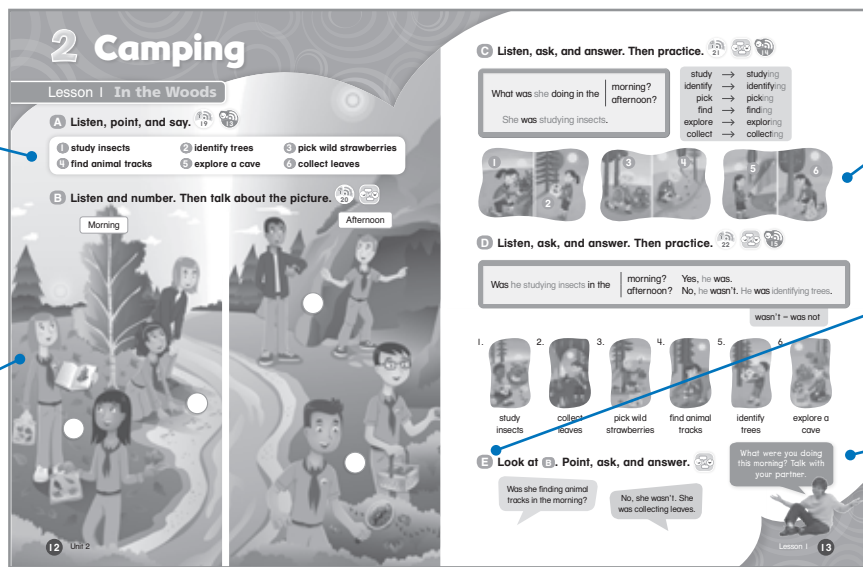
Additional Online Resources

- 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.

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

Student Book pages 12–13

Warm up

1. Greet the class. Use previously learned language to elicit responses from individual students.
2. Review any previously learned language that will help prepare students for the current lesson. Write words and phrases on the board and elicit student responses.
3. If a game or song is suggested, use it as additional warm up for Lesson 1.

A Listen, point, and say.

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

1. Introduce the new vocabulary words or phrases by writing them on the board. Point to the board and say the vocabulary aloud until students can produce the new vocabulary on their own.

2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use word cards or classroom items to elicit responses from the students.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. Students practice saying the new words on their own, using their books.

B Listen and number. Then talk about the picture.



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

1. Direct students to the big picture and focus discussion on areas of the picture suggested in the lesson notes.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and number them.
3. Students check their answers. 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. Students practice the pattern in pairs, 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. Students practice the pattern in pairs or individually, using their books.

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



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

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 and activities to further practice the new vocabulary and grammar patterns.

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice