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# Syllabus

## Welcome

- Review of Level 5
- Talking about languages of other countries
- Practicing classroom language


What language do people speak in Egypt?  
They speak Arabic.

## Classroom Language


How do I get to the auditorium?  
Which units will be on the exam?

Will you be my partner for the project?  
When is the report due?


## Unit 1 Getting Around

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Directions:</b> up the street over the bridge under the train tracks around the fountain along the river down the stairs • Asking for and giving directions <i>How do I get to the hotel?</i> <i>First, walk up the street and turn right.</i> <i>Then, walk over the bridge and turn left.</i>	<b>Transportation:</b> catch a taxi ride the ferry take the subway ride the bus take the train drive a car • Talking about transportation using the past tense <i>What did they do this morning?</i> <i>They caught a taxi to the zoo.</i> <i>How did you get to the museum?</i> <i>We caught a taxi.</i>	<b>Reading: Finding the Fair</b> • Asking and giving directions <i>We're looking for the art fair. It's in that direction.</i> <i>OK. Thanks.</i> • Saying you don't know where a place is <i>The art fair? I don't know where it is.</i> <i>Thanks, anyway.</i> <div>Be prepared.</div>	 <b>Sightseeing:</b> capital busy similar giant panda honor observe • Future with <i>be going to</i> for plans <i>I'm going to Meiji Shrine on Sunday afternoon.</i> • Asking and saying how you will get to a place. <i>How will you get there?</i> <i>I'll take the train to Harajuku Station and walk to the shrine entrance.</i> <div>Video Poster</div>


## Unit 2 Family Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Responsibilities:</b> read textbooks pay bills go to bed early repair the house type a report scrub the sink • Compound sentences with <i>but</i> and <i>and</i> • Modal verb <i>have to</i> <i>I have to read textbooks, but my parents don't have to.</i> <i>I have to read textbooks, and my parents do, too.</i> <i>I don't have to read textbooks, but my son/daughter does.</i> <i>I don't have to pay bills, but my parents do.</i>	<b>Privileges:</b> call friends stay up late invite a friend over watch a scary movie sing karaoke have a party • Compound sentences with <i>but</i> and <i>and</i> • Modal verbs <i>can</i> and <i>could</i> <i>I can call friends on weekends, but I can't call friends on weekdays.</i> <i>My dad could call friends when he was my age, but my mom couldn't.</i>	<b>Reading: Babysitting</b> • Asking if something is mandatory <i>Do I have to babysit?</i> <i>You don't have to, but you should.</i> <i>OK. I will.</i> <i>Do I have to babysit?</i> <i>Yes, I'm afraid you do.</i> <i>All right, Mom.</i> <div>Be responsible.</div>	 <b>Basic Math:</b> addition something order subtraction multiplication division • Asking what is the best way to do math problems <i>What kind of math should you use for the first problem?</i> <i>Addition.</i> $1 + 13 + 6 + 3 + 2 = 25$ <div>Video Poster</div>




## Unit 3 Student Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Experiences:</b> own a laptop like mystery novels belong to the judo club know your best friend be class president have a smartphone • Present perfect sentences with <i>since</i> and <i>for</i> <i>He's owned a laptop since September/for two years.</i> • Questions with present perfect <i>How long have you owned a laptop?</i> <i>I've owned a laptop since May/for six months.</i>	<b>Experiences:</b> live in Paris play the saxophone build websites volunteer at a soup kitchen collect comic books study ballet • Present perfect progressive with <i>since</i> and <i>for</i> <i>We've/They've been living in Paris since we/they were ten. We've/They've been living in Paris for a long time.</i> • Questions using perfect progressive <i>How long have you been living in Paris?</i> <i>Since I was ten./For five years.</i>	<b>Reading: The Walk-a-Thon</b> • Talking about what someone has been doing <i>I've been walking all morning.</i> <i>You must be tired.</i> <i>I sure am!</i> <i>You should take a break.</i> <i>I think you're right.</i> <div>Be on time.</div>	 <b>Origami:</b> century papyrus introduce tool samurai helmet edge • Statements with present perfect • Asking about sequence of events <i>I've finished step 3. What do I do next?</i> • Imperative statements with instructions <i>For step 4, you should fold the corners up to the top again.</i> <div>Video Poster</div>




## Unit 4 Wants and Needs

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Healthy Habits:</b> soap perfume toothpaste hair gel shampoo cologne • Complex sentences with <i>because</i> <i>I went to the store because I needed a bar of soap/wanted a bottle of perfume.</i> • Questions with <i>why</i> <i>Why is she going to the store?</i> <i>Because she needs a bar of soap/wants a bottle of perfume.</i>	<b>Healthy Habits:</b> conditioner deodorant mouthwash sunscreen lotion dental floss • Complex sentences with <i>before</i> and <i>after</i> <i>You should use conditioner after you wash your hair. You should use deodorant before you go to school.</i> • Compound complex sentences with <i>while</i> and <i>so</i> <i>He ran out of conditioner while he was at camp, so he bought some more.</i>	<b>Reading: The Talent Show</b> • Asking about waiting for someone <i>Should I wait until you're ready?</i> <i>No, just go without me.</i> <i>OK. See you there.</i> <i>Should I wait until you are ready?</i> <i>Yes, if you don't mind. / No, not at all.</i> <div>Be thoughtful.</div>	 <b>Water:</b> cycle evaporation water vapor condensation precipitation collection • Questions with <i>what happens</i> and <i>what</i> <i>What happens after evaporation?</i> <i>Condensation.</i> <i>What is condensation?</i> <i>It's when the water vapor gets cold and becomes clouds.</i> <div>Video Poster</div>


## Unit 5 Around Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Places to Go:</b> deli pet shop convenience store jewelry store pizzeria bakery • Relative clauses with <i>who</i> <i>The boy/girl who is going to the deli is my younger/older brother/ sister.</i> <i>Which one is your younger/ older brother/sister?</i> <i>He's/She's the one who is going to the deli.</i>	<b>Places to Go:</b> mall skate park sports stadium science museum art gallery arcade • Questions and answers with reported speech <i>What did he say?</i> <i>He said that he was going to the mall.</i> <i>Did she say that she was going to the mall?</i> <i>Yes, she did/No, she didn't.</i>	<b>Reading: The Missing Card</b> • Expressing you liked something <i>I really like the card you gave me for my birthday.</i> <i>Good. I'm glad you like it.</i> <i>I'm happy to hear that.</i> <div>Be careful.</div>	<b>The Human Body:</b>  bone muscle ligament support protect tendon • Questions in the simple present <i>What do bones do?</i> <i>They support and protect your body.</i> <div> Video  Poster</div>

## Unit 6 Our Planet




Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Conservation:</b> reuse paper turn off the lights start a compost pile recycle bottles and cans shut off the water plant a garden • Sentences with the zero conditional <i>If you want to help the environment, reuse paper.</i> • Questions with the zero conditional <i>If you want to help the environment, what can you do?</i> <i>I can reuse paper.</i>	<b>Conservation:</b> take public transportation take reusable shopping bags use energy-saving light bulbs keep the air conditioner on low grow your own vegetables dry your clothes outside • First conditional <i>If we take public transportation, we'll conserve energy.</i> <i>He'll conserve energy if he takes public transportation.</i>	<b>Reading: A New Bicycle</b> • Talking with someone about what you would do <i>If I had a new bicycle, I would use it all the time.</i> <i>You would?</i> <i>Yes, of course.</i> <i>Are you sure?</i> <i>Definitely.</i> <div>Be resourceful.</div>	<b>Pollution:</b>  plastic chemical harmful pollution power plant factory • Complex sentences with <i>whenever</i> <i>Whenever we throw away chemicals, we pollute the land and the water.</i> <i>Whenever we ride a bike, we protect the air.</i> <div> Video  Poster</div>

 **Check Up 3** Units 5 and 6




 **Skills Bonus** A Healthy Club

 **Project** TV Commercial

## Unit 7 Achievements

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>The Arts:</b> Verdi's operas Picasso's paintings Shakespeare's plays Beethoven's symphonies Michelangelo's sculptures Balanchine's ballets • Statements in the present passive voice <i>Verdi's operas are performed here.</i> <i>Picasso's paintings are displayed here.</i> • Questions in the present passive voice <i>Whose operas are performed here?</i> <i>Verdi's operas are performed here.</i> <i>Whose paintings are displayed here?</i> <i>Picasso's paintings are displayed here.</i>	<b>Engineering Projects:</b> Erie Canal Trans-Siberian Railway Hoover Dam Seikan Tunnel Taipei 101 Building Oliveira Bridge • Sentences in the past passive voice <i>The Erie Canal was completed in 1825.</i> • Questions in the past passive voice <i>When was the Erie Canal constructed?</i> <i>It was started in 1817, and it was finished in 1825.</i>	<b>Reading: An Afternoon at the Opera</b> • Asking if someone knows about something <i>Did you know that Aida was first performed in Egypt?</i> <i>I didn't know that./Yes, I knew that.</i> <div>Be polite.</div>	<b>Engineering Projects:</b>  modern body of water daily height width underwater • Asking questions in the past passive voice <i>When was the Channel Tunnel constructed?</i> <i>It was started in 1988, and it was finished in 1994.</i> • Asking questions with comparisons <i>Which is higher, the Golden Gate Bridge or the Channel Tunnel?</i> <i>The Golden Gate Bridge is higher.</i> <div>  <b>Video</b>  <b>Poster</b> </div>

## Unit 8 Graduation Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Adjectives:</b> boring speech bored audience exciting award ceremony excited award recipients interesting performance interested guests • Sentences with adjectives with -ed and -ing • Comparing present tense with past tense and future tense <i>This year the audience is bored, but last year they were even more bored.</i> <i>The speech is boring this year, and it will be just as boring next year.</i>	<b>Things to Do:</b> open presents write thank-you cards send text messages hang out with friends visit relatives pose for pictures • Present progressive and present perfect progressive <i>I'm opening my presents now./I've been opening my presents all afternoon.</i> <i>What are you doing now?</i> <i>I'm opening presents.</i> <i>What have you been doing all day?</i> <i>I've been opening presents.</i>	<b>Reading: Behind the Curtains</b> • Finding out where someone has been <i>Where have you been?</i> <i>I was at my brother's graduation ceremony. Sorry!</i> <i>It's O.K. What are you doing now?</i> <i>Sorry. I didn't hear my phone.</i> <i>Don't worry about it.</i> <div>Be patient.</div>	<b>Discovery:</b>  physicist discover graphene flake transparent carbon • Verb tense review • Asking about graphite, grapheme, and carbon. <i>Where can you find graphite?</i> <i>You can find it in a pencil.</i> <div>  <b>Video</b>  <b>Poster</b> </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 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



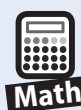
Test Audio  
Track



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:** 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.

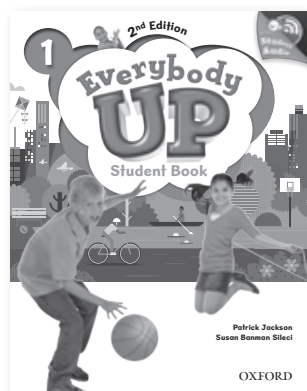
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable wordlists, song lyrics, and video scripts. In addition to these resources, teachers have access to poster descriptions and information and the 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



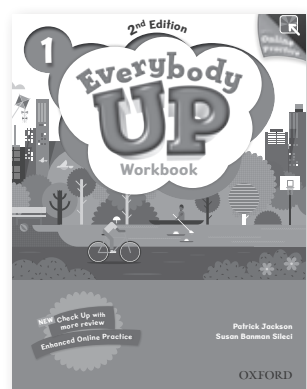
## Student Book / Student Book with Student Audio CD

- 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



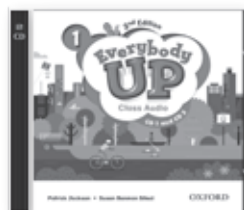
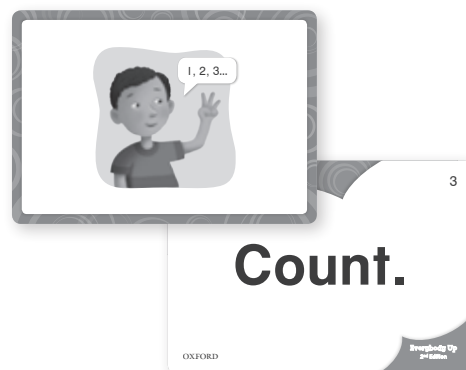
## Workbook / Workbook with Online Practice

- 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)



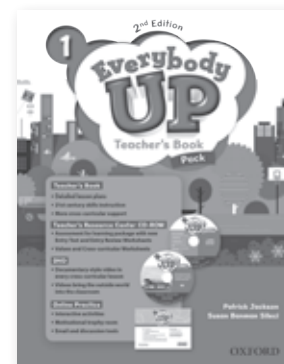
## Teacher's Book Pack

### 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

## 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)

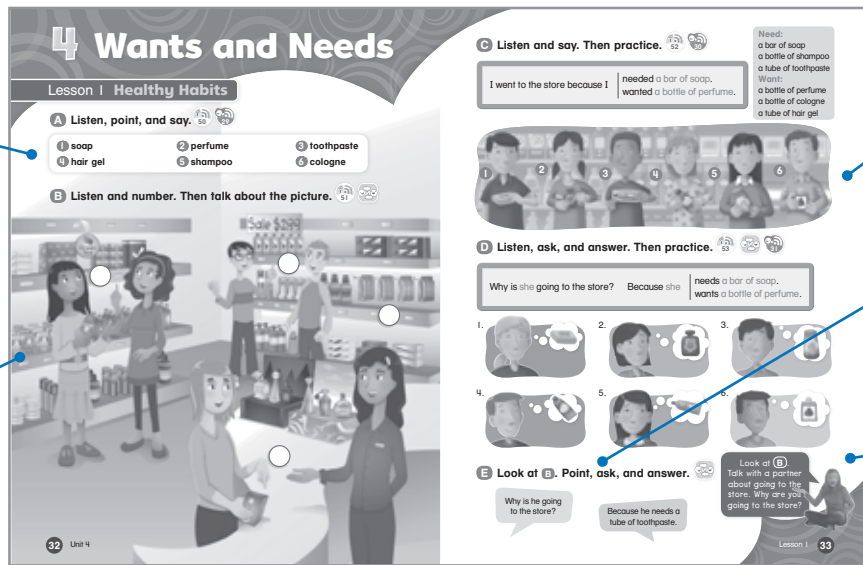
- Contains eight posters, one for each cross-curricular lesson
- Posters initiate and support classroom discussions around the school subject connection



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