

2

Everybody

UP

Teacher's Book



 **Test Center**  CD-ROM

- ★ Placement tests
- ★ Print-ready and editable unit tests
- ★ Cambridge Young Learners practice tests
- ★ Test audio

Patrick Jackson
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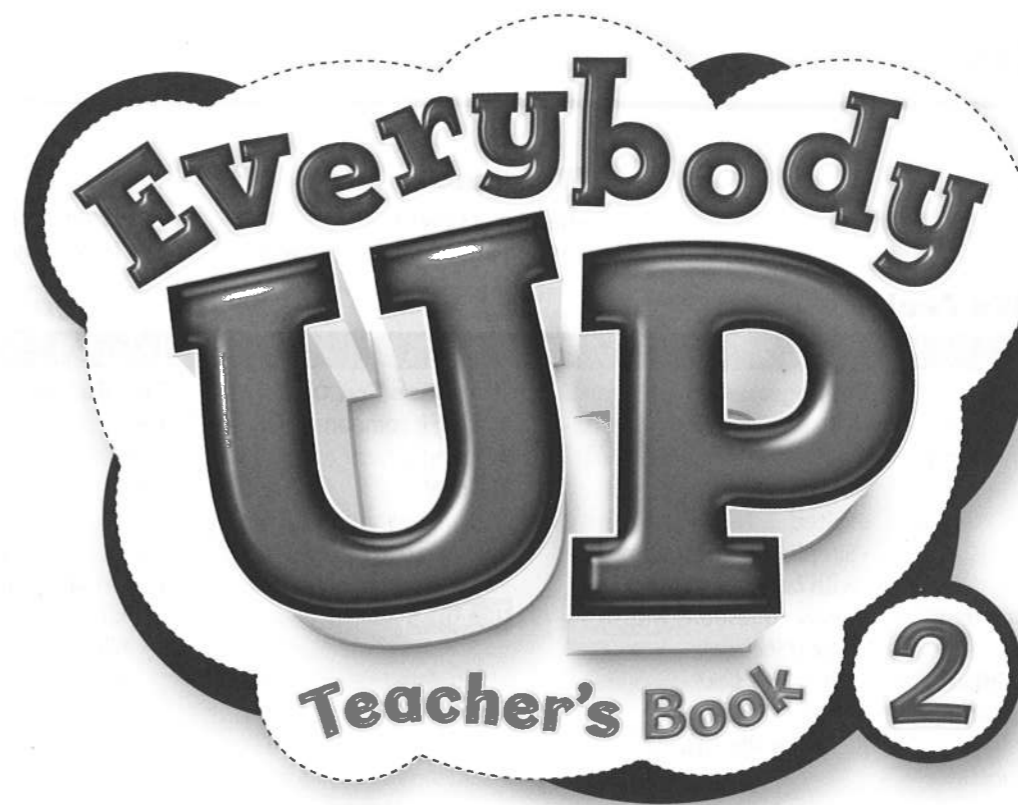
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Syllabus

Welcome

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

What day is it today?
It's Sunday.

Unit 1 How We Feel

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



Unit 2 In Town

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



Review 1 Units 1 and 2



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

Unit 3 Things to Eat

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



Unit 4 Things to Wear

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




Review 2 Units 3 and 4




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

Unit 5 Things to Do

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


Unit 6 Home

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


Review 3 Units 5 and 6

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

Unit 7 My Day

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

Unit 8 My Week

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

Review 4 Units 7 and 8

Phonics  rain, play, beach, candy, cry, pie, glue, juice

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.

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

With Student Book pages that are clear and easy to understand for both teachers and students, and Teacher's Book Lesson Plans that offer 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.

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.

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. The last lesson of every unit builds on the grammar and vocabulary of the preceding lessons and teaches new real-world content that integrates English with students' school studies.

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 each 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.

Testing

The *Everybody Up* Test Center gives you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

Placement Tests: These tests are a quick and accurate 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.

Achievement Tests: A unit test after each unit, a midterm test after Review 2, and a final test after Review 4 help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. Questions for oral assessment (speaking tests) are also provided. In addition, every test contains questions and tasks like the ones students will encounter in the Cambridge Young Learners examinations. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 130–155).

Cambridge Young Learners practice tests: These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the tests (see Test Center and Teacher's Book, page 130).

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 unit review and a bonus phonics lesson.

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 two grammar points 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: The final lesson in each unit teaches four new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical-thinking activities and graphic organizers help students practice age-appropriate academic skills.

Review and Phonics Bonus: After every two units, a review lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the page, teachers can add a sticker, a star, or other reward to the 'Award' space at the top of the page. The Review is followed by the Phonics Bonus, a lesson which teachers can use to present and review the letters of the English alphabet and the sounds those letters make.

Everybody Up Icons



Pair or group work



Student Audio CD



Class Audio CD



Test Center Audio Track



Math



Art



Health

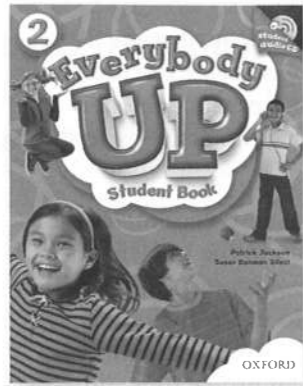


Social Studies



Science

School Subject Connection (CLIL)



Student Book

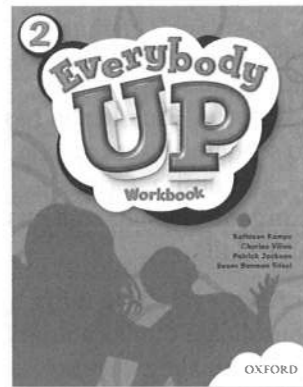
- Eight units with four lessons per unit
- Four reviews and bonus phonics lessons (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

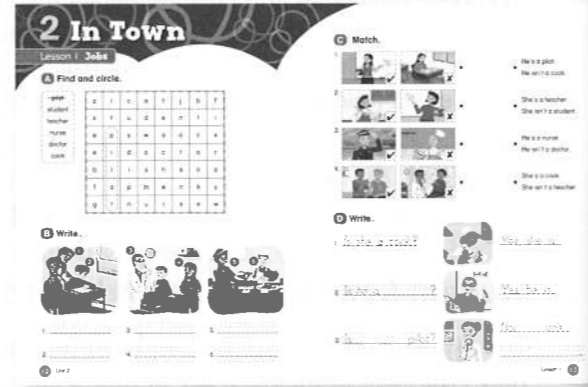
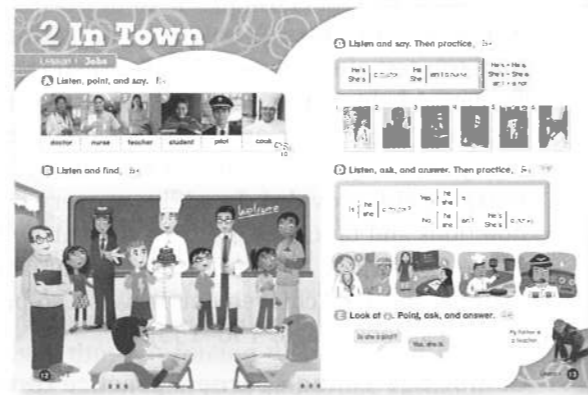
Included in the Student Book with Audio CD Pack

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



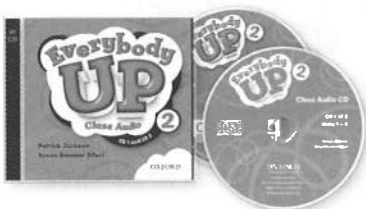
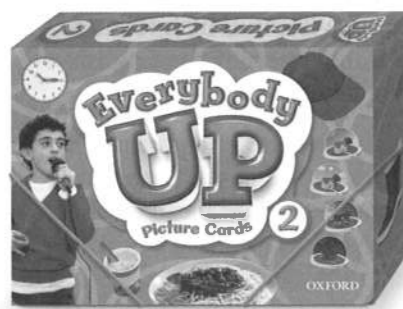
Workbook

- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary at the back for vocabulary and writing practice



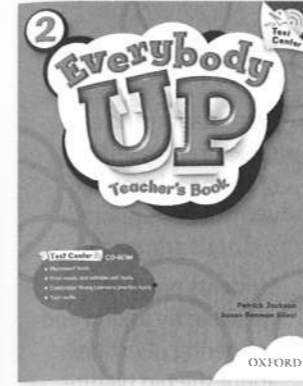
Picture Cards

- 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
- Integrated into every Teacher's Book lesson plan



Class Audio CDs

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



Teacher's Book

• Introduction:

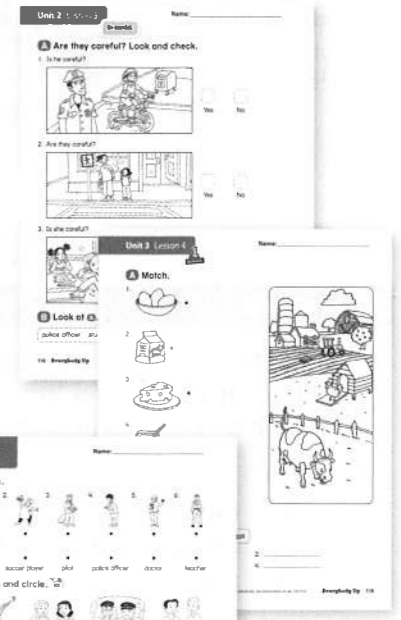
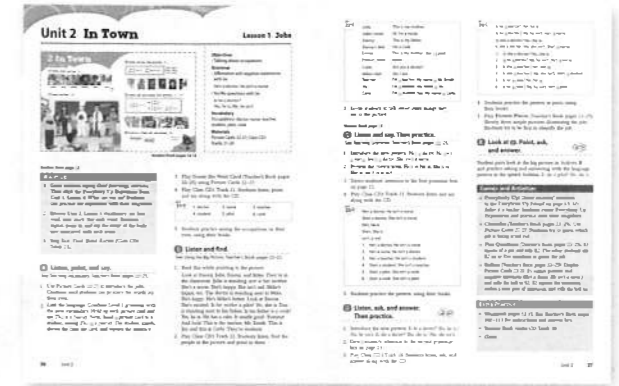
- A description of the course and its teaching methodology
- Tips for teaching different aspects of the lessons
- Descriptions of games and activities used in the lesson plans

• Lesson Plans:

- Detailed plans that support teachers of all levels
- Teaching suggestions for all elements of the Student Book page
- A consistent, step-by-step approach designed to help students learn effectively
- Ideas for extension activities

• Also included in the Teacher's Book:

- Worksheets and tests with teaching notes and answer keys
- Workbook answer key
- Picture Card list and word list



Test Center

CD-ROM included with the Teacher's Book

- Placement tests
- Print-ready and editable unit tests
- Cambridge Young Learners practice tests
- Test audio



iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages, show picture cards, and play audio files
- Includes interactive activities with every lesson to use in class

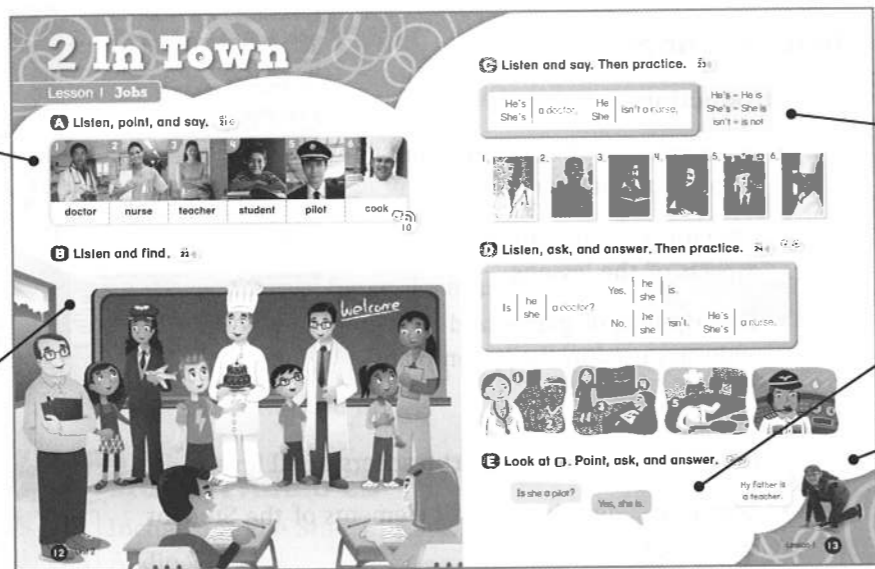


Website

- www.oup.com/elt/everybodyup



Lesson Guide Lesson 1



Student Book pages 12-13

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.

Warm up

1. Greet the class. 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 an activity or Picture Cards to elicit student responses.
3. Use the suggested game or activity to further practice previously learned language.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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. Students practice the words on their own, using their books.

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

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 point to 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 20.

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 by themselves, using their books.

D Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

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



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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

- Workbook
- Student Book Audio CD
- iTools

Lesson 2

New words are clearly presented with audio support.

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

Fun personalization activities offer more speaking practice.

Fun songs help students practice the new language and reinforce natural pronunciation and intonation.

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

Student Book pages 14-15

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review the language from the previous lesson to elicit student responses.
3. Use the suggested activity to further review the language from the previous lesson.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words, using their books.

B Listen and say. Then practice.

See *Teaching Vocabulary*, Teacher's Book page 20.

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 2.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern, using their books.

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. Direct students' attention to the second grammar box in Lesson 2.
3. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
4. Students practice the pattern in pairs, using their books.
5. If a game or activity is suggested, use it to further practice the grammar pattern.

D Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Students look at the art and name the items they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.
4. Students sing the song again, calling out items or pictures of items they see around the classroom.

E Exercise varies.

Student pairs use the book or other items as directed and practice using the language pattern in the speech bubbles. Encourage students to use all the language in this lesson, as well as previously learned language.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

- Workbook
- Student Audio CD
- iTools