3rd Edition

Everybody UP

Teacher's Guide

1

Patrick Jackson
Susan Banman Sileci

OXFORD
UNIVERSITY PRESS

Scope and sequence

	Lesson 1	Lesson 2

Welcome
page 4
	• *Hi.*
	  Hello!
		• *What's your name?*
		  I'm Danny. / My name is Danny.

1
First Day
Page 6
	School Supplies: *pen, pencil, eraser, ruler, pencil case, backpack*
	• *It's a pen.*
	• *It's an eraser.*
	• *What is it?*
	  It's a pen.
		School Supplies: *book, notebook, desk, chair*
		• *It's a book.*
		  It isn't a notebook.

2
Art Class
Page 16
	Art Supplies: *paint, paper, chalk, yarn, glue, tape*
	• *This is paint.*
	• *What's this?*
	  This is paint.
		Colors: *red, yellow, blue, white, black*
		• *What color is it?*
		  It's red.

3
Birthday Party
Page 28
	Numbers: *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve*
	• *I'm seven.*
	  How old are you?
	  I'm eight.
		Toys: *doll, dolls, ball, balls, car, cars, kite, kites*
		• *How many dolls?*
		  One doll. / Two dolls.

4 **Home** Page 38	**Family:** *mother, father, brother, sister, grandmother, grandfather* • *This is my mother.* • *Who's this?* *This is my mother.*	**Food:** *juice, chicken, fish, ice cream* • *I like juice.* • *I don't like juice.*
5 **The Park** Page 50	**Nature:** *flower, tree, rock, river, hill, lake* • *I can see a flower. / I can see flowers.* • *What can you see?* *I can see a flower. / I can see flowers.*	**Playtime:** *play soccer, jump rope, fly a kite, ride a bike* • *I can play soccer.* • *I can't play soccer.*

6
The Zoo
Page 60
	Animals: *monkey, elephant, tiger, bear, kangaroo, penguin*
	• *The monkey is in the tree.*
	• *Where is the monkey?*
	  It's on the rock.
		Animals: *snake, giraffe, lion, zebra*
		• *Where are the snakes?*
		  They're on the rock.

7
Science Day
Page 72
	My Body: *arm, hand, finger, leg, foot, toe*
	• *What's this?*
	  This is my arm.
	• *What are these?*
	  These are my arms.
		My Face: *eye, nose, mouth, ear*
		• *Is this my eye?*
		  Yes, it is. / No, it isn't.
		• *Are these my eyes?*
		  Yes, they are. / No, they aren't.

8
The Toy Store
Page 82
	Adjectives: *old, new, big, small, long, short*
	• *That's an old bike. Those are new bikes.*
	• *What's that?*
	  That's an old doll.
	• *What are those?*
	  Those are new bikes.
		Adjectives: *fast, slow, noisy, quiet*
		• *Is that a fast car?*
		  Yes, it is. / No, it isn't.
		• *Are those fast cars?*
		  Yes, they are. / No, they aren't.

Word List	pages 94–95	

Print components

FOR STUDENTS
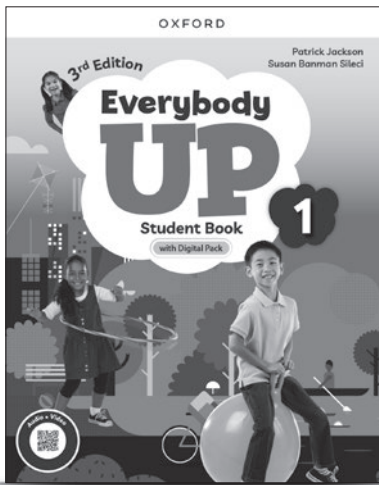
Student Book
- A two-page Starter spread
- 8 units of four lessons
- 8 end-of-unit Bonus projects
- 8 end-of-unit Check Up reviews
- 8 end-of-unit Phonics Bonus lessons
- Exam practice after every second unit
- Word list
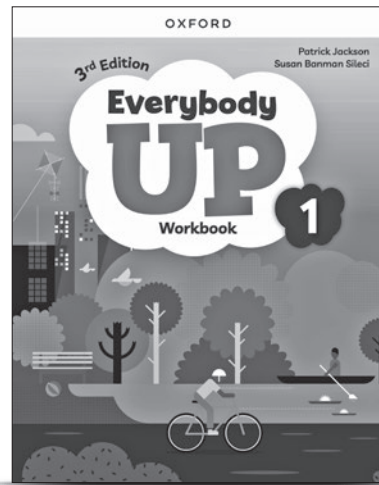
Workbook
- 10 pages of activities for each unit
- 8 end-of-unit Check Up reviews
- Picture Dictionary containing all key vocabulary

FOR TEACHERS

Teacher's Guide
- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- A Games bank with extra games and activities
- Access code for Oxford English Hub
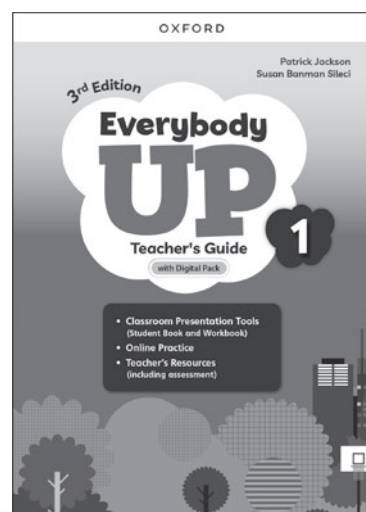
Classroom Resources Pack
- Flashcards to present key vocabulary
- One CLIL poster per unit
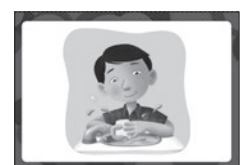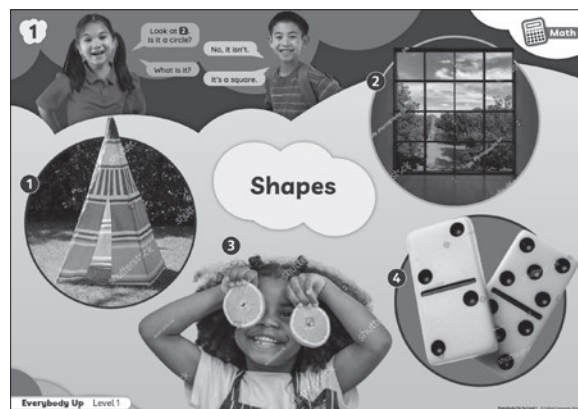
Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **www.oxfordenglishhub.com**

FOR STUDENTS

Student e-book
- A digital version of the Student Book, with audio, video and interactive activities

Workbook e-book
- A digital version of the Workbook with interactive activities

Student Online Practice
- Extra interactive homework practice with activities to practice all four skills, grammar and vocabulary

Student resources
- Course audio and video to view or download

FOR TEACHERS

Teacher's Guide
- PDF version

Teacher's Resources
- Course audio and video
- Downloadable flashcards and worksheets

Classroom Presentation Tools
Student Book
- Student Book on screen with audio, video, and answer keys
- Extra vocabulary and grammar presentations
- Interactive games
- Toggles between Student Book and Workbook

Workbook
- Workbook on screen with answer keys
- Toggle function to the Student Book

Course assessment
- Downloadable tests: entry test, unit tests, and end-of-year test
- Downloadable Exam practice worksheets

Teacher Online Practice
- Extra homework practice to assign to your students, enabling them to carry on learning outside the classroom

Professional development
- Methodology support, bite-sized training and more to maximize your teaching

About *Everybody Up*

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 third edition of the series has many new or updated features, including,

- A wealth of video, including song, story, and phonics animations
- Expanded and enhanced Phonics lessons
- Optional project work in every unit, to give flexibility for different classroom situations
- Expanded Check Up reviews and student self-assessment
- More Young Learners Exam practice
- A wealth of digital content and support material on the Oxford English Hub
- A QR code for parents and students to access materials to practice at home.

Methodology

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.

Everybody Up uses the tried and tested methodology, **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.

Global Skills

Global skills prepare students for lifelong learning and success, not only academically and professionally, but also personally. Developing these skills prepares students to become successful, fulfilled, and responsible participants in 21st century society. Global skills are desirable outcomes of learning and an enriching part of the learning process. Oxford University Press has identified skills that are especially relevant to the context of the language classroom and has grouped them into five clusters of complementary skills:

1 Communication and collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others.

2 Creativity and critical thinking

Creativity involves thinking flexibly, generating new ideas and solutions to problems. Critical thinking requires a creative mindset to look at things differently, analyze information, and draw on problem-solving skills to form a balanced judgement.

3 Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship typically addresses both the local and the global, focusing on social responsibility.

4 Emotional self-regulation and wellbeing

Focusing on students' emotional well-being helps to promote learner autonomy, enhance students' sense of self-belief, and develop positive learner attitudes.

5 Digital literacies

Digital literacies include the ability to use a range of digital technologies in socially appropriate ways across a range of cultural contexts. Learners also learn how to derive information from online data and to communicate safely and effectively.

The Global Skills activities in *Everybody Up* appear at the end of every lesson and are prompted by the language and question used by the *Everybody Up* Friend at the lower right. There is also a Global skills tip in every unit in Lesson 4.

Phonics & Literacy

Phonics teaches the relationship between letters or letter combinations and the sounds they make. The study of phonics enables students to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

In *Everybody Up*, there is a Phonics lesson in each unit in Starter and levels 1 and 2. Fun phonics songs with animated videos support the key sounds taught in the level. Starter level Phonics Bonus focuses on the initial sounds of the alphabet, level 1 focuses on short and long vowels, and level 2 focuses on consonant blends.

Content and Language Integrated Learning (CLIL)

Everybody Up 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 help students to connect English to the world outside class.

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in the unit's cross-curricular lesson. The posters provide an opportunity for your students to connect vocabulary to new visual contexts. They can also be used for speaking and communication practice between classmates or in small groups. The posters and videos share similar themes and vocabulary to that which students have learned in the CLIL lessons. 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.

To make best use of the poster, start by familiarizing students with the topic. To warm up, ask the students to read the title of the poster out loud and identify the poster's cross-curricular subject. Then, ask students to identify familiar vocabulary in the images. Prepare students for the main poster activity by briefly reviewing the relevant grammar pattern and vocabulary. Direct students to the speaking examples in the speech bubbles. Go through the speaking example together as a class. Review any other language that students might use in discussing the poster. Then ask students to practice the language with each other in pairs. When students are comfortable with the pattern, ask them to talk about the other items on the poster using the language they have learned. To follow up, have pairs present their discussion of the poster to the class. Reinforce any other relevant grammar or vocabulary to support students' learning.

Communication

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 Guide 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 followup activities to teachers, and prepares students to take the language home with them to show their parents.

Songs

The songs in *Everybody Up* are a fun way to practice new grammar and vocabulary (Lesson 2) and functional conversation language (Lesson 3). Melody and rhythm are an essential aid to memory. By singing, students are able to address fears and shyness and practice the language together in a joyful way. They are also fun and motivating and provide a good opportunity to add movement to the lessons, which is of great benefit for kinesthetic learners. The songs include a number of highlighted words which students substitute. Each song is followed by a karaoke track. Suggestions for suitable movements to accompany the song are included in the teaching notes.

All songs in **Everybody Up** *Starter* and levels *1* and *2* have an animated version which can be found on the Classroom Presentation Tool and on Oxford English Hub.

Before watching the video, or playing the audio recording of a song, pre-teach the song using the illustration and lyrics. Practice the gestures suggested in the teaching notes in the Teacher's Guide. Play the song several times, first for students to listen and enjoy the song, then for them to join in. Encourage students to use the gestures if they don't have enough confidence to sing at first. This will help to reinforce the meaning in a memorable way.

Values

Each story in lesson 3 centres on a theme which presents opportunities to foster personal growth and emotional well-being. They focus on values such as 'be polite', or 'be kind'. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives.

Projects

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative, and to talk about themselves. By working together, they learn to communicate and coordinate with others, to share responsibility and to work as a team. The benefits of project work go beyond language learning. It gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed ability classroom, project work has the additional advantage of being flexible for different levels, abilities, and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

Everybody Up provides an optional project at the end of each unit. Students create something, such as a poster, or a simple game. Then they talk about or play with their projects.

Review

Regular recycling and review of language are essential. At the end of each unit in **Everybody Up** Student Book and Workbook, there is a Check Up lesson with vocabulary and grammar activities for students to complete. To encourage students to reflect on their own learning, there is a self-evaluation feature which students can use to assess their own progress. The review pages can be used as a progress test to check that students have remembered what they have learned.

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 Resources on Oxford English Hub contain the following tests. Testing instructions, audio files, and answer keys are also provided.

Placement Test: This test is a quick tool to help you determine the English Level of new students. Placement Test A matches the syllabus of **Everybody Up** Starter Level to Level 3. Placement Test B matches the syllabus of **Everybody Up** Levels 4 to 6. Online Young Learners Placement Tests are available for purchase from OxfordEnglishTesting.com. These tests are written by international young-learner assessment experts and offer more detailed placement advice for **Everybody Up**, including CEFR Levels.

Entry Test and Entry Review Worksheets: Each level has one grammar-focused Entry Test designed to help you measure your students' levels as they begin the new book. The Entry Test allows you – and your students – to assess their understanding of the key grammar points presented in the previous level of **Everybody Up**. Based on students' strengths and weaknesses, you can assign Entry Review Worksheets to review, support, challenge, and further assess your students' understanding of specific grammar topics.

Achievement Tests: A unit test after each unit, a midterm test after Unit 4, and a final test at the end of the level help you assess your students' mastery of the vocabulary, grammar, and conversational language they have learned. 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.

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, and reading and writing, with activities modelled on those in the YLE tests.

Additionally, the Teacher's Resources contain a YLE practice test for each unit. These tests provide specific practice in

the style of the actual examinations, using taught language 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, and to provide additional skills practice.

Inclusive practices

Inclusive practices allow all learners to participate fully and achieve success, including learners with special education needs. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. *Everybody Up* aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects which allow students to demonstrate their learning in different formats
- the *Values* feature in the story in Lesson 3 encourages students to accept and understand difference
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities.

Parental involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 2 songs and listen to the Lesson 3 stories to their families at home, using the QR code. They can show their families their completed project tasks where suitable.

School blogs can be an effective way to keep parents up-to-date, as well as being highly motivating for students. If your school does not have a blog or website, you can send a regular newsletter home with students, detailing what the class has learned and what they are learning about now.

If possible, you could organize a concert or parents' afternoon where the students can perform the unit stories and the songs they have learned throughout the term. Students can make posters and tickets for this event and take them home to their families. This will give students a sense of achievement and show parents how far they have progressed in their English learning.
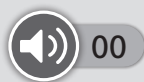
Pair or group work   **Audio**   **Video**

Art   Health   Math   Science   Social Studies

School subject connection (CLIL)

Assessment for learning

What is assessment for learning?

Assessment for learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an assessment for learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform assessment for learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for learning shouldn't focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on 'stars' and 'wishes' – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance.

Why is assessment for learning useful?

For students:

- **It improves performance.** Receiving effective feedback has a positive impact on students' achievement.
- **It deepens learning**. Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating**. Assessment for learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning**. By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For teachers:

- **It informs teaching decisions**. Assessment for learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence**. Assessment for learning can give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively**. By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

How can I implement assessment for learning in my teaching?

Assessment for learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).

Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned, and also to see where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment. After teaching a new piece of language, check students' understanding. Ask, e.g., *Time for feedback! How do you feel about (the new words we have learned)?* Below are a couple of suggestions for diagnostic tools you could try.

Traffic light cards: each child has a red, amber and green card. Red means they don't understand, amber means it's not totally clear or they feel a bit unsure about it, green means they fully understand. Ask students to hold up the card which best shows how they feel about their learning.

Thumbs up: Children can use their thumbs to show their level of understanding. 👍 means that students have a good understanding. 👎 means that students are not confident. Holding their hand flat, facing down, and waggling it from side to side means they feel a bit insecure about it.

It's important to emphasize that the students are not doing anything wrong if they don't understand something. In some instances, children might feel embarrassed to say they don't know something. Creating a culture in the classroom where children feel comfortable saying that they do not understand is critical for the success of assessment for learning.

Thinking time: It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough space for children to think.

During thinking time, encourage all of the students to consider their answer. You could allow them to work in pairs, or you could

ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard and then hold them up. This a good way to establish how many children have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

No hands up: To ensure that all of the students use their thinking time constructively, it is useful to employ a 'no hands up' approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all of the students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate a lollipop stick with their names on it. Choose a child to answer at random by pulling out a name card or lollipop stick.

Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they don't feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

Learning objectives

Students will learn better if they have a clear idea of what they are going to learn. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy to understand language. Write the objective on the board, e.g., *Today, we are learning about food*. Encourage the students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in the students' own language.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be great evidence of the students' progress.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery (e.g. making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

Giving feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students' performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these. Students should be encouraged to use a special colour pen for corrections, so they can see where they have responded to feedback.

Is assessment for learning a new approach?

In many ways, assessment for learning reflects what most teachers have always done in the classroom. However, in an assessment for learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive supportive feedback with time for reflection.

In what contexts can I use assessment for learning?

Assessment for learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that assessment for learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

More information

Download our position paper **Effective Feedback: the Key to Successful Assessment for Learning** from www.oup.com/elt/expert
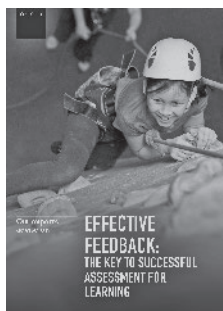
Professional development

Methodology Support

Everybody Up is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the **Everybody Up** team have selected the following topics to help you teach with confidence:

- Using Songs in Primary
- Using Video with Young Learners
- Developing Global Skills

Find out more: oxfordenglishhub.com

Position Papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our *position papers* offer practical guidance on the major issues shaping language education today. Our shorter *Focus Papers* offer insights and tips on specific topics for the classroom.

Professional Development Modules

The modules consist of short introductions to topics relevant to **Everybody Up**, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.
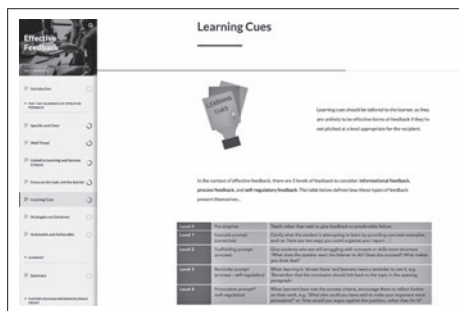

Explore Further

If you would like to develop your skills and knowledge beyond the professional development content offered with this course, we offer a range of materials from further reading to live professional development events.

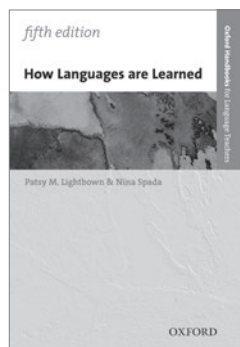Find out more: www.oup.com/elt/professionaldevelopmentonline

Professional Development Books

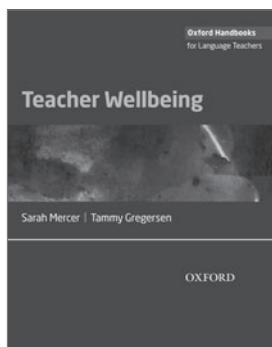Keep up with the latest insights into English language teaching through our professional development books.

Find out more: www.oup.com/elt
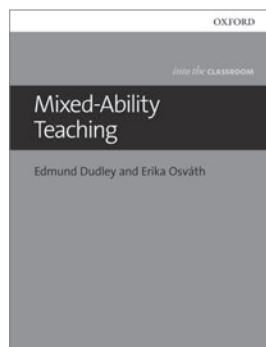
ISBN: 978-0-19-420038-7   ISBN: 978-0-19-440629-1   ISBN: 978-0-19-440563-8

Supplementary resources

Graded Readers

Here you will find additional resources for your students that best complement **Everybody Up**.

Classic Tales

Bring the magic of *Classic Tales* to your classroom. This award-winning series builds language skills and introduces young students to the joy of reading.

> Find out more: www.oup.com/elt/gradedreaders

Oxford Read and Imagine **and** Oxford Read and Discover

Enter a world of discovery and adventure – improve your English through fact and fiction.

Oxford Read and Imagine invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa, and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

Oxford Read and Discover is perfect for CLIL. Cross-curricular topics and color photos bring excitement to learning English through other subjects.

> Find out more: www.oup.com/elt/gradedreaders
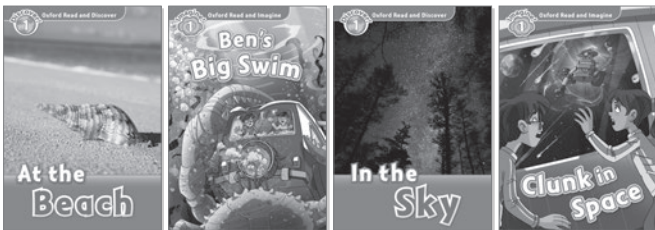
Oxford Phonics World

Oxford Phonics World can be used alongside this course as extra practice for teachers who want to focus on phonics and literacy, to give their students proficiency in reading and writing as they start learning English. The easy-to-use bank of resources ensures students become familiar with letter sounds, words and spelling.

> Find out more: www.oup.com/elt and search Oxford Phonics World

Oxford Reading Club

Oxford Reading Club is a digital library from Oxford University Press that offers a smart way to read digital Graded Readers.

Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process that helps improve all areas of learning, including listening, speaking, reading, and writing
- Use a variety of interactive features and activities, including word cards, audio with adjustable speed, and voice recording
- Look up Oxford Dictionary definitions for vocabulary development
- Track their progress in a monthly report and get study buttons the more they read.

Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- Track individual student activity and progress with the 5-step reading process, number of books read, total words read, and time spent reading
- Download a report providing a summary of each learner's reading activities.

> Find out more: www.oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

There are over 400 e-books to choose from. With each, you can:

- Slow down audio for easier listening
- Record your voice to practice pronunciation
- Make notes and highlight on screen
- Synchronize your reading across devices.

Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf

- Available at 4 Levels from A1–B2
- Track reading progress in the reading diary.

Reading Diary

Measure reading progress and award certificates to students. Track the number of books read, words read, and time spent reading.

> Find out more: www.oup.com/elt/gradedreaders

Tour of a unit

Lesson 1 introduces six new vocabulary items through a colorful illustration in the context of the unit topic. It provides vocabulary practice, as well as presentation and practice of a new language structure.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary.

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

The new grammar structure is presented in a clear table. The Classroom Presentation Tool features a video to practice the structure.


Students listen to the characters and find the new words in the big picture.

Understanding the lesson objective is an important principle of assessment for learning. See pages 10–11.

Students practice speaking by asking and answering questions about the big picture.

Using Global skills, students personalize what they have learned with the help of their Everybody Up Friend.

Workbook
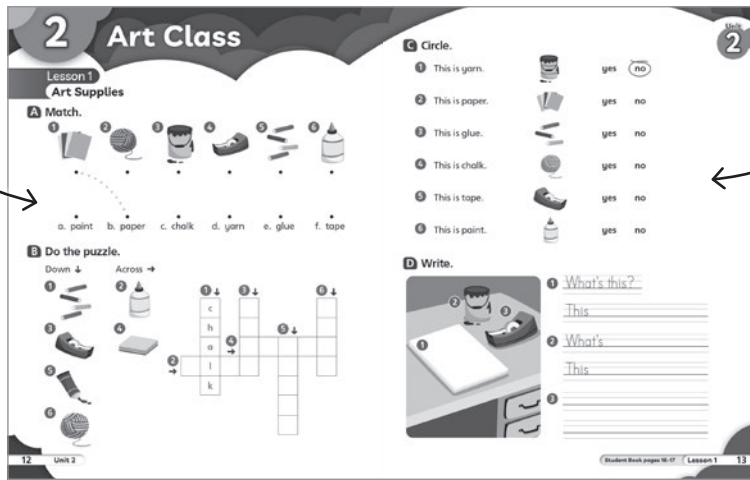
Students practice reading and writing the new vocabulary.

The vocabulary and grammar is reviewed at sentence level.

A Picture Dictionary provides a record of all key vocabulary from lessons 1, 2, and 4.

Please note: The Classroom Presentation Tool can be used to display the Student Book and Workbook with interactive answers.

Warm-up
- A warm-up activity is suggested in the teaching notes.

Lead-in
- Introduce the lesson objective. Tell the class *Today we are learning about art supplies*. Show some of the unit flashcards or point to some objects around the classroom, and invite students to guess the meaning of *art supplies*.

Student Book
- **Activity A:** Students learn six new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards from the Classroom Resources Pack. Students listen to the audio and repeat the new words, as they point to the items.

- **Activity B:** Students listen to the audio, find the items in the picture, and number them.

- **Activity C:** Introduce the new grammar pattern. If there is a tip box associated with the grammar, present that language to the students.

- Play the audio. Students listen and say, along with the audio.

- Practice the grammar pattern with the students.

- Hold up flashcards for the Lesson 1 vocabulary and practice the pattern for each card.

- Students practice the sentences by themselves, using their books.

- **Activity D:** Introduce the new grammar pattern. If there is a tip box associated with the grammar, present that language to the students.

- Play the audio. Students listen, ask, and answer, along with the audio.

- Student pairs practice the pattern, using their books.

- Use the video on the Classroom Presentation Tool, or the games or activities suggested in the teaching notes, for further practice of the grammar pattern.

- **Activity E:** Demonstrate the speaking activity with a volunteer. Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words.

- **Global skills:** draw students' attention to the *Everybody Up* Friend in the corner of the page. Demonstrate the activity with a volunteer.

Workbook
- **Activities A–B:** Students complete reading and writing activities to practice the six new vocabulary items.

- **Activities C–D:** Students complete the reading and writing activities to practice the new vocabulary at sentence level.

- The Workbook activities can be done in class if you have extra time, or they can be set as homework. The answers can be checked as a class in the next lesson. Please see pages 10 –11 for tips on how to apply assessment for learning principles when checking students' work.

Tour of a unit

Lesson 2 presents four new vocabulary items. (Five items in unit 2.) The new vocabulary is then practiced through listening and speaking activities. Lesson 2 also presents another new grammar structure. All of the new language is practiced through a motivating song.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary. Most of the new vocabulary items are presented with color photos to bring the real world into the classroom.

Fun songs practice the new language and reinforce natural pronunciation and intonation. There is an animated video available on the Classroom Presentation Tool and Oxford Hub.

Further exposure to the new language.

The new grammar structure is presented in a clear table. The Classroom Presentation Tool features a video to practice the structure.

Fun personalization activities offer more speaking practice.

Using Global skills, students personalize what they have learned with the help of their *Everybody Up* Friend.

Workbook

Students complete reading and writing activities to practice the new vocabulary and grammar structure.
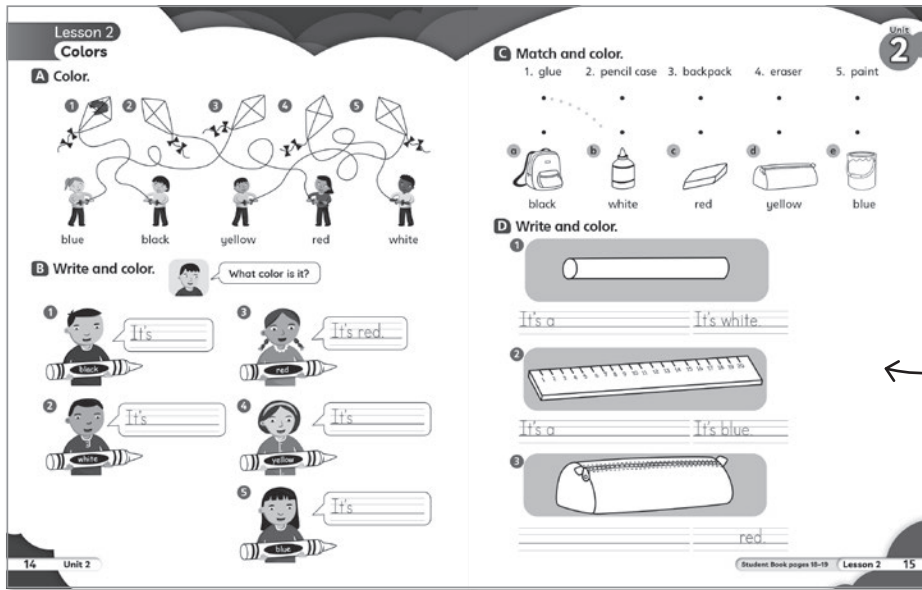
Warm-up

- Begin the lesson by reviewing the Lesson 1 vocabulary.

Lead-in

- Write *art supplies* on the board and ask students if they remember what it means.
- Introduce the lesson objective. Tell the class, in their own language, that today they will learn about colors.

Student Book

- **Activity A:** Students learn five new words which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards from the Classroom Resources Pack. Students listen to the audio and repeat the new words, as they point to the items.
- **Activity B:** Introduce the new grammar pattern. If there is a tip box associated with the grammar, present that language to the students.
- Play the audio. Students listen and say, along with the audio.
- Practice the grammar pattern with the students. Hold up flashcards for the Lesson 2 vocabulary and practice the pattern for each card.
- Students practice the sentences by themselves, using their books.

- Students listen to the example. Then they listen to the rest of the recording and complete the activity. Check answers with the class.
- **Activity C:** Students look at the pictures and name the items they see.
- Read the song lyrics with the students.
- Play the video or audio for the students to listen and enjoy the song. Then play the video or the audio again for students to sing along, using the gestures suggested in the teaching notes.
- **Activity D:** Do the example with the class, then students complete the practice activity individually, or in pairs.
- **Activity E:** Demonstrate the speaking activity with a volunteer. Then student pairs practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words.
- **Global skills:** draw students' attention to the *Everybody Up* Friend in the corner of the page. Demonstrate the activity with a volunteer.

Workbook

- **Activities A–D:** Students complete the reading and writing activities to practice the new vocabulary and grammar structure from the Student Book.

Tour of a unit

Lesson 3 consists of a cartoon story about the characters. The story builds students' reading skills and presents useful conversational language. Each story features an emotional well-being theme.

An animated version of the story is available on the Classroom Presentation Tool and Oxford English Hub.

Comprehension activity builds reading and listening skills.

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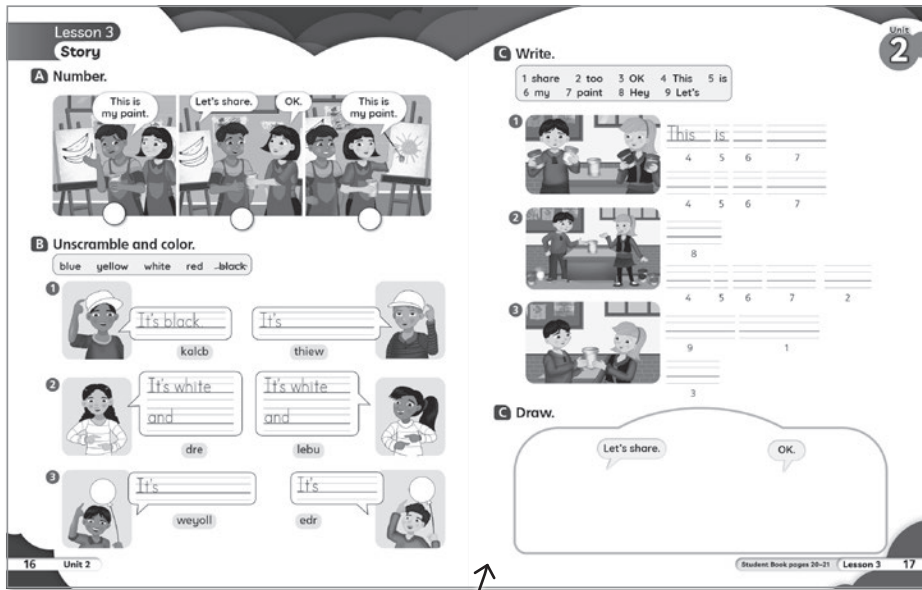

The story highlights a universal value.

Pairwork helps students practice the conversational language.

Using Global skills, students personalize what they have learned with the help of their *Everybody Up* Friend.

Students complete the reading and writing activities to practice the functional language from the story.

A worksheet exploring the value from the story is included in the Teacher's Resources.
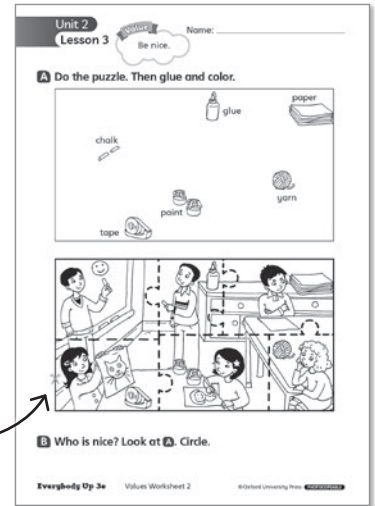
Warm-up
- Begin the lesson by playing the Lesson 2 song.

Lead-in
- Introduce the lesson objective. Students look at the Student Book and say what they think they will be doing in this lesson (reading a story). Write the title of the story on the board. Students look at the pictures and guess what the story is about. Tell the class that they're going to read a story about Mike and Danny sharing some paint.

Student Book
- **Activity A:** Introduce the story. Ask the class in their own language if they like art class. Invite students to say English words for the things they can see.
- Students watch the video or listen to the recording and follow the story. If you are using the recording, students can point to the speech bubbles in the story as they hear them.
- **Activity B:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- **Activity C:** Students look at the pictures and talk about what they see.

- Read the song lyrics with the students.
- Play the audio for the students to listen and enjoy the song. Then play the audio again for students to sing along.
- **Activity D:** Demonstrate the speaking activity with a volunteer. Then student pairs practice asking and answering with the language pattern in the speech bubbles.
- **Global skills:** draw students' attention to the *Everybody Up* Friend in the corner of the page. Demonstrate the activity with a volunteer.

Workbook
- **Activity A:** Students look at the pictures and number them in order. Demonstrate the activity with a volunteer by numbering the first picture. Then students complete the activity in pairs.
- **Activities B and C:** Students complete the reading and writing activities to practice the functional language from the story.
- Students draw a picture to demonstrate their understanding of the story value.

Tour of a unit

Lesson 4 introduces a topic which links English to other school subjects, like math and art. Students learn four new words (six in unit 2) related to the topic and watch a video. There is an optional project for students to complete, where classroom time allows.

Six new vocabulary items are presented in the context of the topic.

Video links the content to a rich visual learning experience.

Students practice the language and concepts with critical thinking activities.

A Global skills tip helps students to learn skills that they will need for their future lives.


Structured practice of the new language.

Each unit includes an optional project. An illustration of the finished project shows students what they are going to create and the model dialogue motivates students to use their English in a meaningful way.
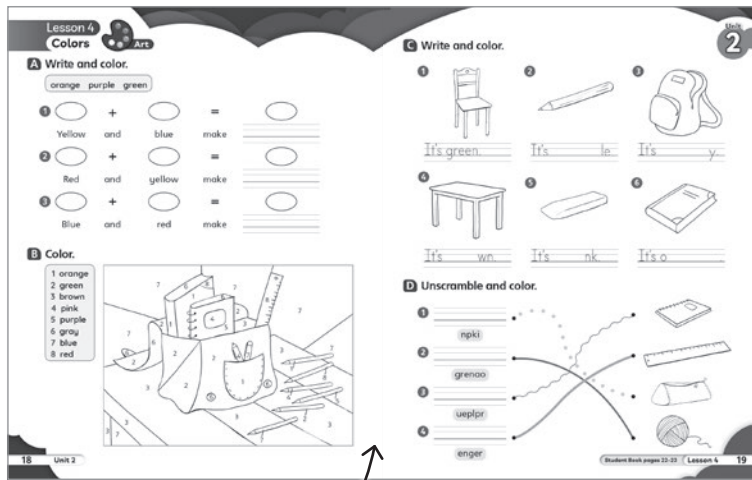
Students complete reading and writing activities to practice the new vocabulary.

Students complete the worksheet relating to the CLIL topic.
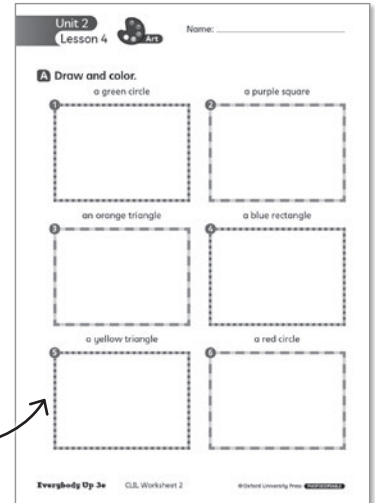
Warm-up
- Begin the lesson by playing the lesson 3 song.

Lead-in
- Ask the class to tell you the colors that they know. Point to different colored objects around the classroom and ask them to tell you the names of the colors in English, if they can. Tell the class they're going to watch a video. Ask students what they might see in the video.

Student Book
- **Activity A:** Play the video. See Video Scripts on Teacher's Guide pages xxx–xxx for reference.

- Play the video again. Pause the video and ask students questions about the video. Encourage them to answer in full sentences to practice the grammar patterns and new vocabulary.

- **Activity B:** Use the Classroom Presentation Tool interactive activity or the flashcards to present the new vocabulary. Continue until students can produce the words on their own.

- Link the language. Combine previously learned grammar patterns with the new vocabulary.

- If a game or activity is suggested in the teaching notes, use it to practice the new vocabulary.

- **Activity C:** Introduce the new grammar pattern. Direct students' attention to the grammar box.

- Play the audio. Students listen and say, along with the audio.

- Students practice the patterns, using their books or handmade picture cards. You can also use the video on the Classroom Presentation Tool for further practice.

- **Activity D:** Students complete the activity to reinforce their understanding of the CLIL topic. Demonstrate the activity with a volunteer. Students then complete the activity on their own or in pairs.

- Draw students attention to the Global skills tip. Read the tip together with the class and encourage them to say why it's important to listen when someone is speaking.

- **Activity E:** Students practice using the language pattern in the speech bubbles. Encourage students to use previously learned language, as well.

Poster
- Students identify familiar objects in the poster images. See Teacher's Guide page 7 for more information about the posters.

- Students talk about the poster using the speech bubbles as a model.

Bonus Project
- Each unit has an optional project for students to complete if there is time in class, or it could be assigned for homework.

- The speech bubble dialogue provides a model for students to talk about their completed project.

Workbook
- **Activities A-D:** Students complete the reading and writing activities to practice the new vocabulary.

Tour of a unit

The Check Up at the end of each unit offers students the opportunity to review the language they have learned in the unit. They complete the self-assessment feature to monitor their own progress. The Phonics Bonus introduces sounds to help students develop their pronunciation and reading skills. There is an animated video available on the Classroom Presentation Tool or on Oxford Hub.

Students identify vocabulary from the previous unit.

Students watch a video and listen to the phonics sounds and words. They sing along to practice the sounds.

Students check comprehension of language and grammar from the previous unit.

Students evaluate their own understanding of the previous unit and identify areas for further practice. Students assess their progress throughout the unit. See Assessment for learning pages 10–11 about the role of self-evaluation.
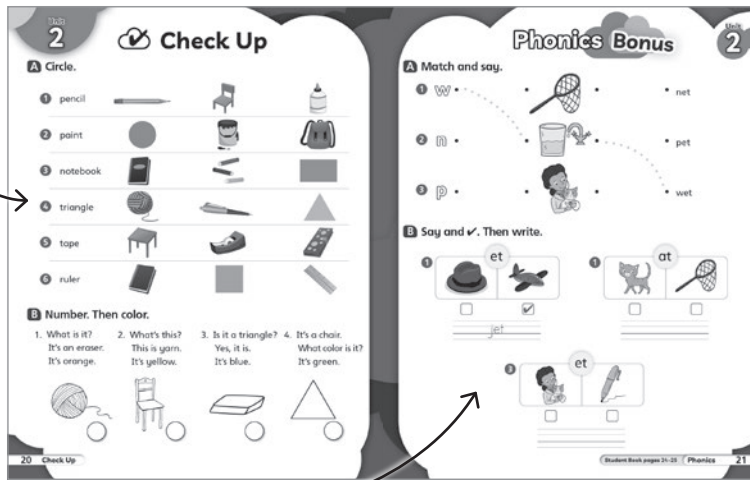
Students actively practice the new phonics sounds and words.

The Workbook provides further activities to review the language of the unit.

The Workbook provides activities to practice the phonics sounds presented in the unit.

Students complete the unit Phonics worksheet for further practice.

Check Up
Warm-up
- Begin the lesson with a flashcard game. There are suggestions in the teaching notes and in the Games Bank.

Lead-in
- Tell students they are going to try to remember what they have learned in the unit. Ask the class to tell you the topics from the unit (art supplies and colors). Ask them to tell you as many English words for arts supplies and colors as they can.

Student Book
- **Activity A:** Students listen to the audio, look at the pictures and write the number next to the correct picture. Students can compare their answers in pairs, then in groups.
- **Activity B:** Students read the questions and match the correct answers.
- Students complete the self-assessment section. They can turn back to their Student Books to check and decide how well they think they understand each of the tasks listed in the chart. You can use students' answers as informal assessment and provide extra support if needed.
- Please see Assessment for learning pages 10–11 for strategies to check how confident students feel about the language they have learned.

Phonics Bonus
Warm-up
- Begin the lesson by reviewing the sounds from the last unit.

Lead-in
- Introduce the target sound. Write the letter on the board. Say the letter and the sound it makes. Students listen and repeat.
- Drill the new sound. Point to the letter on the board, say the sound, and ask students to repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
- **Activity A:** Play the video to present the new sound. Students watch and listen. Play the video again for students to sing along.
- Link the sounds. Use the book or flashcards to review words that contain the target sound. For each word, say the target letter, the sound it makes, and then the whole word. Students repeat.
- **Activity B:** Student pairs look at Activity A, point to each item, and say the word.
- **Activity C:** Play the audio. Students listen and circle each word's target sound.
- Play the audio again so students can check their work. Then check the answers together.

Workbook
Check Up
- **Activities A and B:** Students complete the activities to review the new language they have learned.

Phonics Bonus
- **Activities A and B:** Students complete the activities to practice the new sound they have learned.