

Linked Language Learning Forever!

How connections change everything

Patrick Jackson



Linked Language Learning Forever!

Patrick Jackson, OTWS 2017

Hello OSAKA! Greetings from Ireland!



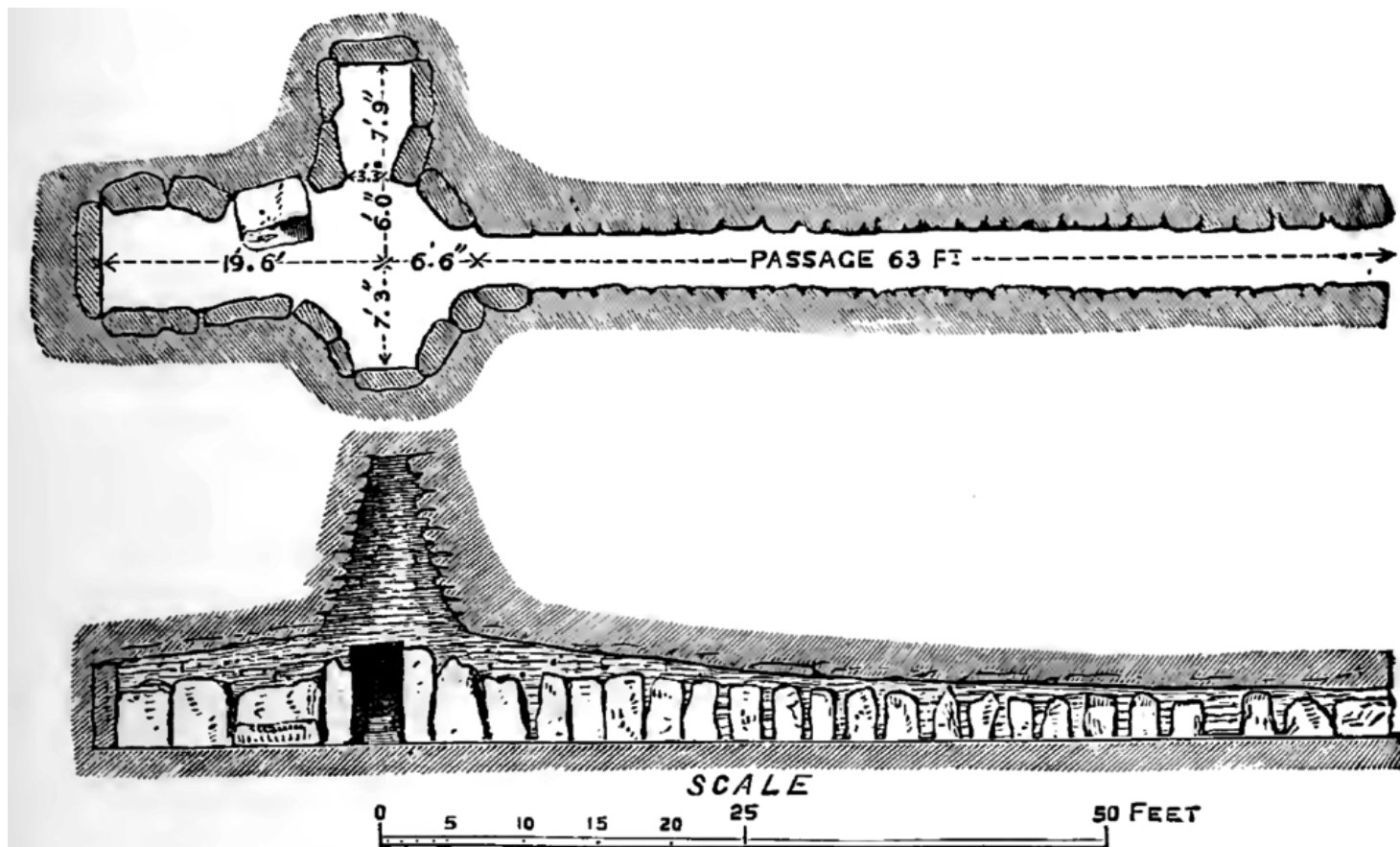
Newgrange



Newgrange



Newgrange



Plan and Section of Chamber in Newgrange Tumulus.

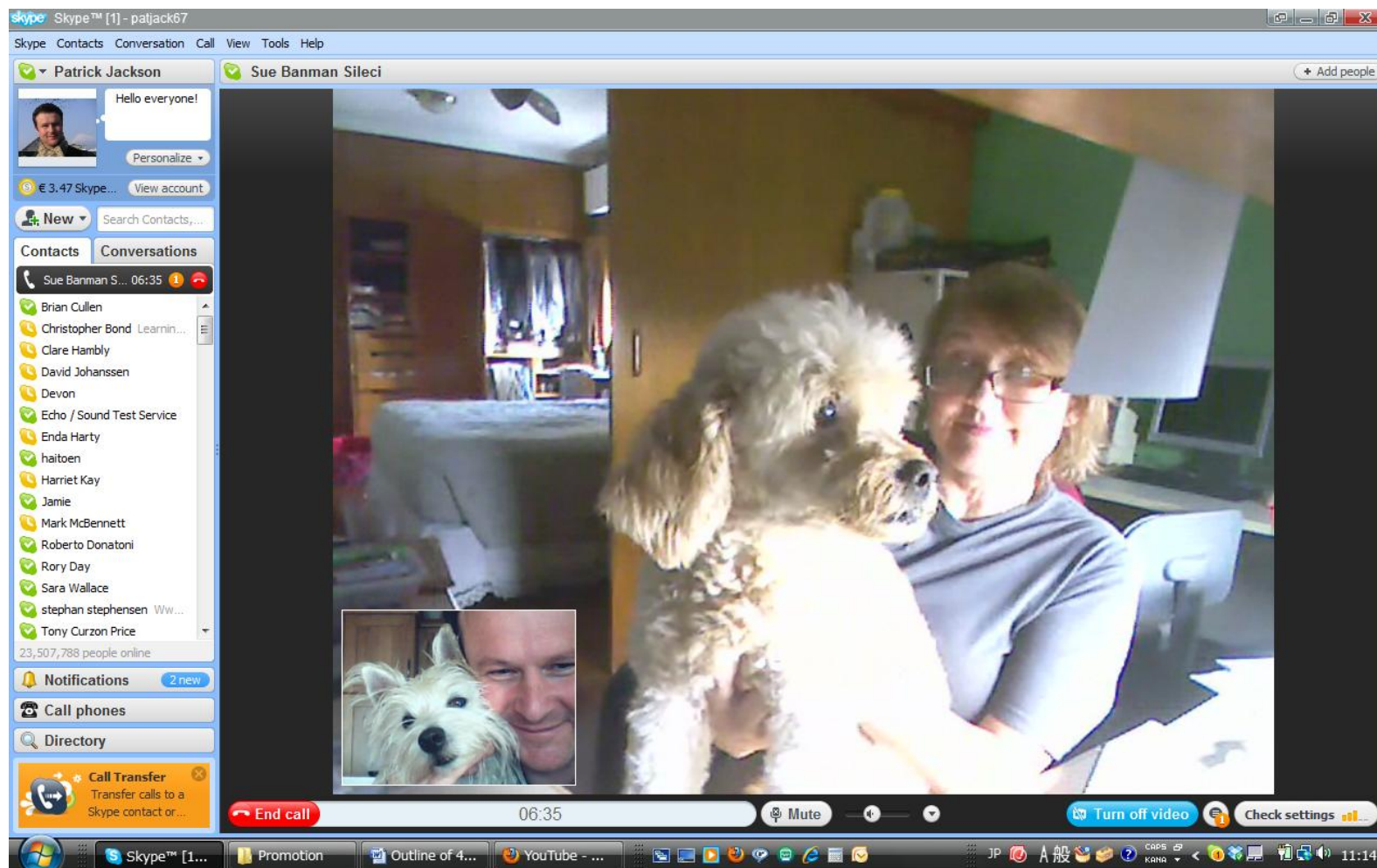
Let the light into your classroom!



By Barbara y Eugenio (Brú na Bóinne - Newgrange) [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons



Greetings from Sue and Cookie, Brazil





Greetings from the Everybody Up Team





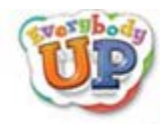
Greetings from the Everybody Up Team





Greetings from Chuck and Kathy, Japan





Everybody Up Around the World



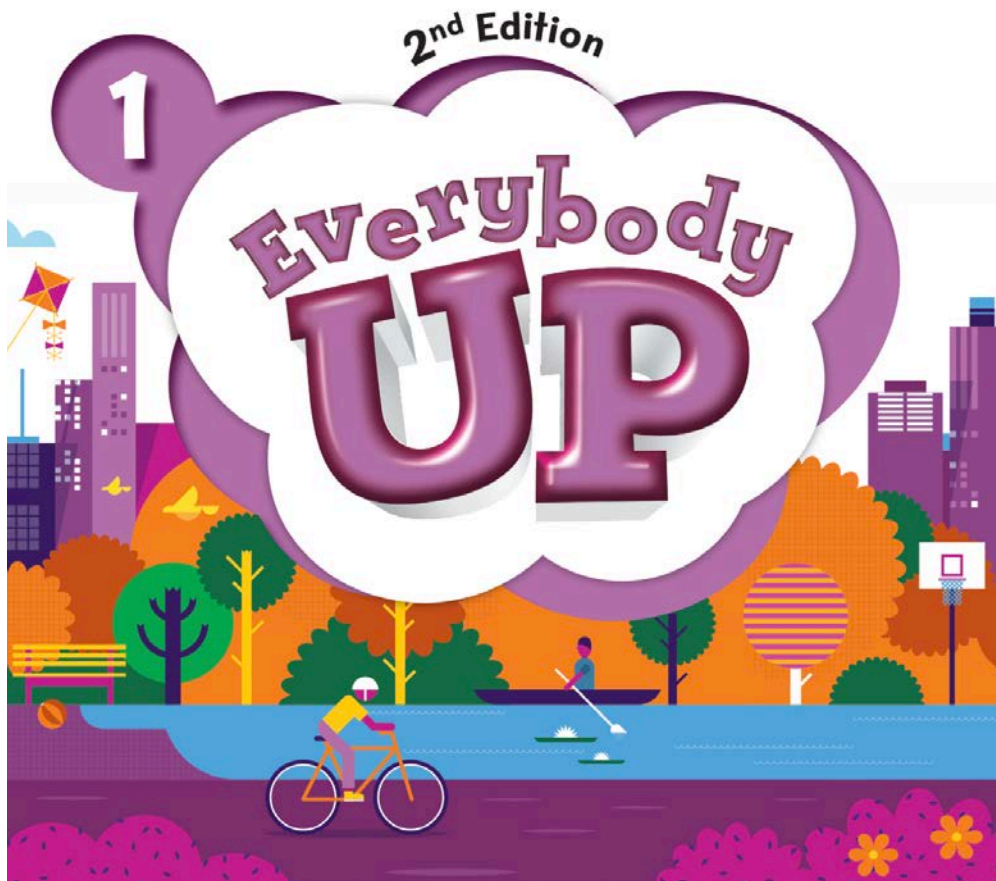
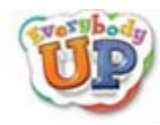


Everybody Up Around the World



Where is this?





Based
On
Linked
Language
Learning



Linked Language Learning

- ✓ Teacher – Student Links
- ✓ Personalization Links
- ✓ Teacher – Teacher Links
- ✓ Values Links
- ✓ Community Links
- ✓ Home Links
- ✓ Student – Student Links
- ✓ Musical Links
- ✓ CLIL Links
- ✓ Links to the Wider World





MINGLING ACTIVITY

- Go around the room asking people you don't already know their names.
- Find out how many letters their names have in common with yours.

For example:

Kayoko Hiroshi 1 point

Kayoko Keiko 3 points

Kayoko Yoko 4 point

It's a race to get to 15 points!



✓ Teacher – Student

Teacher Show and Tell



Your Identity



**Frostie after his
cruciate ligament
operation**



DISCUSSION ACTIVITY

- Make groups of 4–6 teachers. Try to mix with more new people!
- Tell your group about your teacher “identity”.
- What do your students know about you? What do you (and don’t you) share?



Connect With Your Passion



Keep Your Eyes Open



Wonders All Around



Realia



Touch and Talk



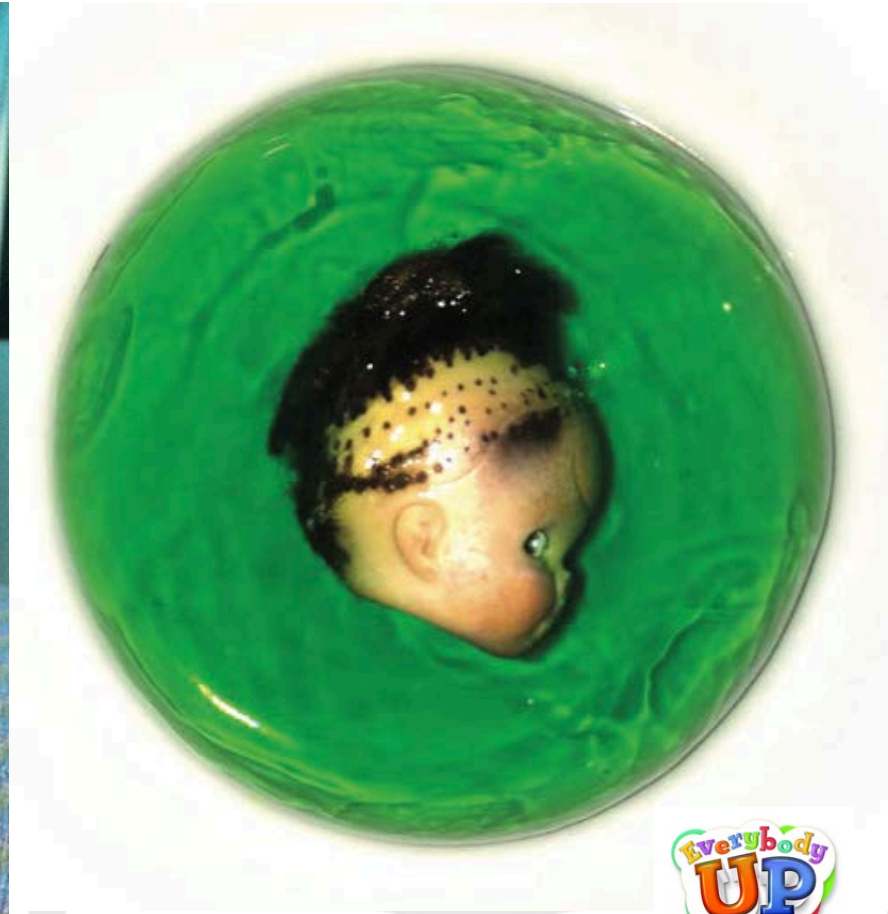
Show and Tell



Cooperative Classroom



Creative Classrooms





Community Classrooms

OXFORD
UNIVERSITY PRESS



VALENTINE PICK-UP

HOWTH BEACH CLEAN

St. Valentine's Day, Feb 14th
Meet at St Mary's Church, Howth at 12.00
(old clothes, boots, gloves etc.)

Contact: 087 1357 417

BIG

BEACH CLEAN

Saturday April 2nd - 11am
Meet on the grass opposite
St. Fintan's Church, Sutton



MAY DAY BEACH CLEAN

Sunday May 1st - 11am Meet at Sutton Dinghy Club



Community Classrooms



Let's Clean Up!

Emma and Julie want to play at the river.

Oh, no! Look at the river.
It's dirty.

Yuck! Let's go home.

The next day at school...

There are bottles in the river.

It's dirty. What can I do?

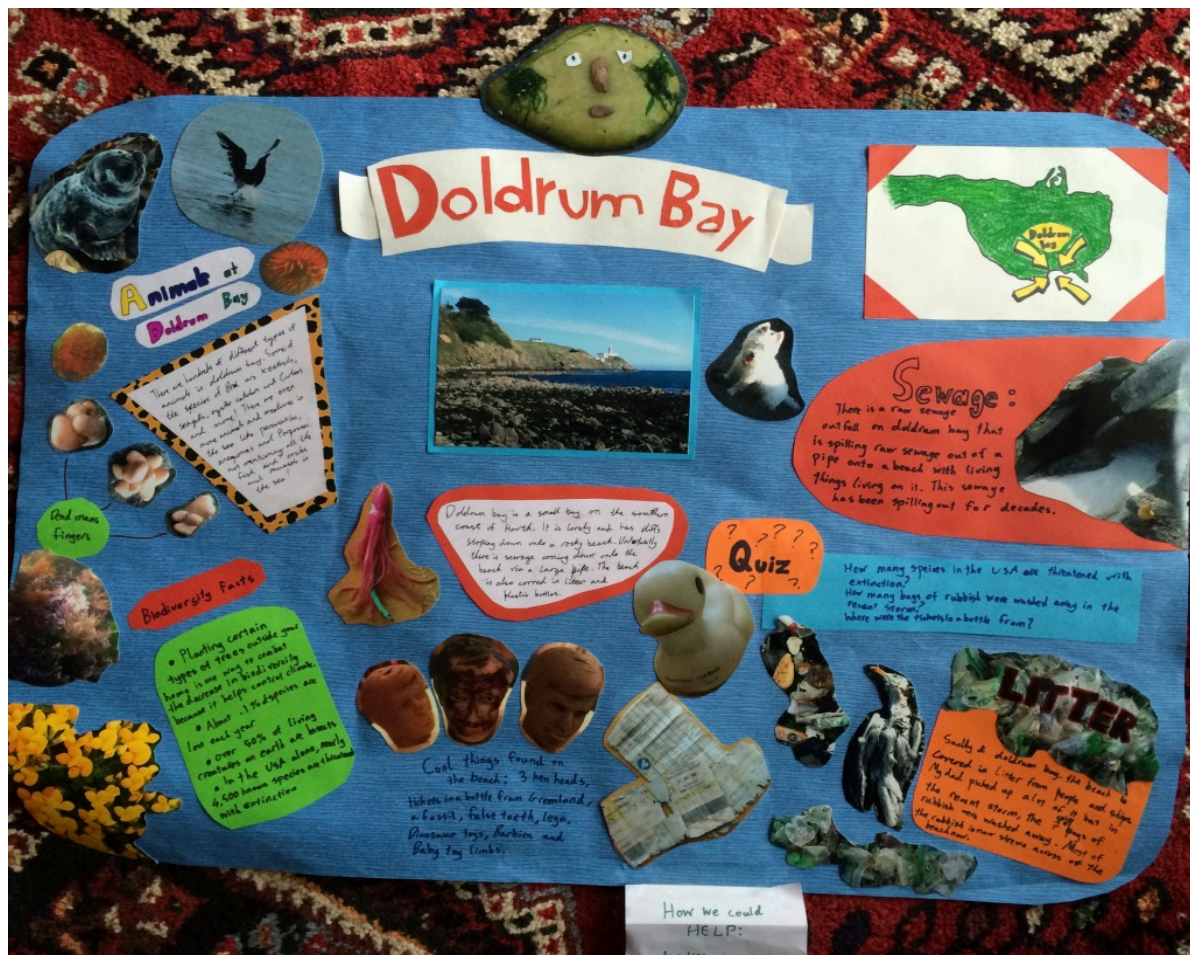
Emma and Julie are making posters.

How do you spell "Saturday"?

S-A-T-U-R-D-A-Y.



Projects




Experiments



Projects

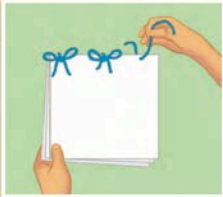
All About Me Book




Project

All About Me Book

A Make a book about you.





1. Make your book.



2. Draw a picture of you.
Write about you.




3. Draw your family.
Draw your toys.

B Listen. Then talk about your book.  

1

Who's this?


This is my sister.



2

I have two kites.

I like kites!




Home-School Link


Who's in your family?
Who isn't in your family?
Talk about your book at home.

Tip
Point to the pictures
in your book.

Project 2 **43**

Projects




Chore Chart





Project

Chore Chart

A Make a chore chart.

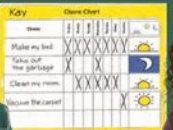




1. What are your chores? Write. When do you do your chores?
2. Do you do your chores in the morning? Draw.
3. Color your chore chart. Write your name.

B Listen. Then talk about your chart.  


What are your chores?

When do you clean your room?



I sometimes take out the garbage.

I clean my room in the morning before school.




Home-School Link

Do you help at home? What do you do? When do you help? Talk about helping at home with your family.

Tip

Smile at your partner.



Project 3 63

Projects

Menu




Project

Menu

A Make a restaurant menu.





1. Draw the food.

2. Color the food.

3. Write the names of the food.

B Listen. Then play “My Restaurant.”  

What do you want?

Do you want french fries?

I want spaghetti, please.

Yes, please.



 **Home-School Link**

What does your family like to eat? Take your menu home. Play “My Restaurant” with your family.


Tip

Show the pictures. Talk about your menu.

Project 2 43

Projects


Dream Island Poster




Project

Dream Island Poster


A Make a poster for a dream island.





1. Think about your dream island. Draw a map of an island with mountains, rivers, beaches, and towns.



2. What can you do on the island? Think of some fun vacation activities. Draw and write.



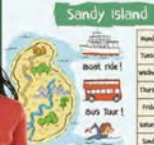
3. Think of your vacation plan on the island. What are you going to do for a week? Write your plan for each day.

B Listen. Then talk about your island.  

What are you going to do?

How are you going to get to the hotel?


Sandy Island



Monday	Swim in the ocean
Tuesday	Go on a boat tour
Wednesday	Go on a boat tour
Thursday	Swim in the ocean
Friday	Swim in the ocean
Saturday	Swim in the ocean
Sunday	Swim in the ocean

I'm going to take a boat ride.

I'm going to take a taxi.



Home-School Link

Do you want to go on a special vacation? Plan a dream vacation with your family. Where are you going to go? What are you going to take with you?

Tip
Draw your map carefully.

Project 4 83

Everybody
UP

Oxford Teaching Workshop Series 2017

Projects

Your Family Flag



Project

Your Family Flag

A Make your own flag.



1. Write your family name on your flag. What does your family like?



2. What do your parents do? What do you like? Draw.



3. Color your flag.

B Listen. Then talk about your flag.

My flag has a penguin.
I like penguins.

What does your mother like?



My flag is yellow.
It has a book.

My mother likes to read.



Tip
Say "Good job!" to your partner.

Home-School Link

What colors are on your country's flag? Where can you see the flag? What shapes does it have? Talk about flags with your family.

Project 2 **43**



✓ Student – Student Links

Video: “Values”

Susan Banman Sileci



Fun Links



Sharing Links



Exciting Links



Teaching Links



Working Together Links



✓The Friendly Classroom



Danny



Emma



Julie



Mike

✓The Friendly Classroom

I'm Great!



✓The Friendly Classroom



✓The Friendly Classroom



✓The Friendly Classroom



✓The Sharing Classroom

The Blue Paint



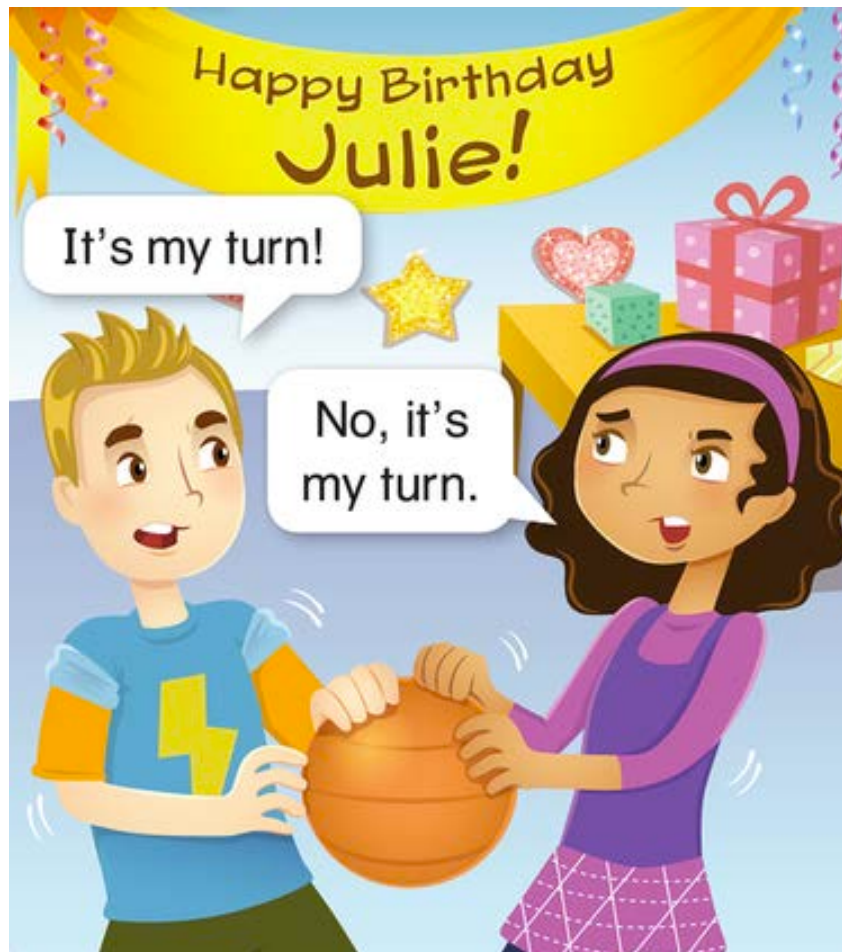
✓The Sharing Classroom



✓The Sharing Classroom



✓The Fair Classroom



✓The Polite Classroom



✓The Helpful Classroom

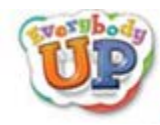




DISCUSSION ACTIVITY

- Of the 16 Core Everybody Up Values, we have mentioned “Be Helpful”, “Be Fair”. “Be Polite” and “Be Friendly”.
- With your group, discuss what you think the other 12 values are.





16 Core Everybody Up Values

be fair

be safe

be nice

be friendly

be prepared

be thoughtful

be brave

be kind

be healthy

be polite

be patient

be on time

be careful

be resourceful

be responsible

be helpful



✓The Home-School Connection





✓The Helpful Home

C Sing. CD2
27

Let's Clean Up

The living room's messy!

Let's clean up. OK!

We have fingers. We have hands.

We can clean up. Yes, we can.

The living room's messy!

Let's clean up. OK!





Animated Video: “Let’s Clean Up”



Julie Gold



“Grammy winning songwriter who feels lucky to be writing songs that make learning English fun for children all over the world.”



Julie Gold

OXFORD
UNIVERSITY PRESS



Ilene Weiss



“Ilene plays music for children in hospitals in New York. She likes creating funny songs that help them feel better.”

Super Simple Songs



“Devon and Troy
love creating
songs that help
students learn
with confidence.”

Devon Thagard





Video: Devon Thagard (Super Simple Songs)





Songs

Create a
positive
atmosphere

Balance
energy levels

Songs are a good way
to signal transitions

Easy to
remember –
STICKY!

Fun to sing
together. They
allow
everyone to
participate

Correct
Pronunciation

Movement!

Great for
review

Natural
Rhythm and
intonation of
spoken English

Variety

In-built Repetition

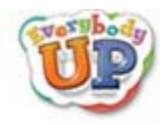
Cross-Cultural
Understanding



Red Grammer



“Red Grammer loves creating songs that make children smile.”




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I Like Chicken!

I like . I like . I like .

What's this? This is .

Uh, oh! Uh, oh! I don't like .

, , , . I like .

What's this? This is . This is .

Uh, oh! Uh, oh! Uh, oh!





Animated Video: “I Like Chicken”





DISCUSSION ACTIVITY

- With a partner, discuss how you would win the Global Song-Along with your students



✓ Props and Performances

- ◆ Students' Drawings
- ◆ Realia
- ◆ Larger Props
- ◆ Dance Routines
- ◆ Dramatic Performances





Videos: Student Entries “I Like Chicken”





Links to the Real World





8

1

2

3

Transportation

Social
Studies

4

Look at **2**.
What are those?

Those are
new buses.

Are they big?

Yes, they are.



Lesson 4 Camouflage



A Listen, point, and say.

cap 46



B Listen and say. Then listen and read.

cap 47

The caterpillar is the same color shape as the stick.

The shape and color of some insects and animals help them to be safe. They can hide from other animals.

1. Can you find the caterpillar? It's the same shape and color as the stick. Birds can't see this one.
2. This butterfly is hard to see. It's the same color and shape as the leaf. It looks like the leaf.
3. Snakes hide, too. This snake is the same color and shape as the grass. It's long, thin, and green.
4. This fish is good at hiding in the sand. It's the same color as the sand. Sharks can't find it.

C Read and circle.

1. The butterfly is the same shape as a stick. True False
2. The caterpillar looks like a leaf. True False
3. The fish is the same color as the sand. True False
4. The snake is the same color as the grass. True False

D Listen. Fill in the chart.

cap 48

snake lizard tiger in the snow on a rock
spider bird in the grass in the leaves on a flower



What is it?	snake				
Where is it?	in the leaves				
Same shape?	no				
Same color?	yes				

E Look at D. Ask and answer.



What does the snake look like?

It's the same color as the leaves.

My shirt is the same color as the grass.

Lesson 4 The Senses



A Listen, point, and say. 18

1 see

2 hear

3 smell

4 taste

5 touch

B Listen, ask, and answer. Then practice. 19

What can he see? He can see a bird.
What can she see? She can see a flower.

- a ball
- a car
- a doll
- a kite
- juice
- a bird
- a dog
- a flower
- ice cream
- pizza

1

2

3

4

5

6

7

8

9

10

C Listen. Fill in the charts. 20

- bus
- flower
- bread
- dog
- pen
- pizza

1

2

3

4

D Look at C. Point, ask, and answer.

What can she see?

She can see a pen.

What can you see?

Lesson 4 Colors



A Listen, point, and say. 33



B Listen and say. Then practice. 34

Blue and yellow make green.



C What color is it? Ask and answer.



D Look around your classroom. Find and say the colors.

Look! It's red.

Look! It's purple.

red	<input checked="" type="checkbox"/>
orange	<input type="checkbox"/>
yellow	<input type="checkbox"/>
green	<input type="checkbox"/>
blue	<input type="checkbox"/>
brown	<input type="checkbox"/>

purple	<input type="checkbox"/>
pink	<input type="checkbox"/>
white	<input type="checkbox"/>
black	<input type="checkbox"/>
gray	<input type="checkbox"/>

My backpack is green.
Blue and yellow make green.



Lesson 4 Dinosaurs



A Listen, point, and say.



B Listen and say. Then listen and read.

Some dinosaurs had **feathers**.

Dinosaurs lived millions of years ago. Some dinosaurs ate plants and some ate animals. They were all very different. What did they look like?

1. Microraptor

Some dinosaurs had feathers. They lived in trees and looked like birds.

3. Tyrannosaurus Rex

Some dinosaurs had claws. This dinosaur was six meters tall. Its claws were 25 centimeters long.

2. Diplodocus

Some dinosaurs had tails. These were some of the biggest dinosaurs. Their tails were 14 meters long.

4. Pterodactyl

Some dinosaurs had wings. They used their wings to fly. Their wings were two meters long.

C Read and circle.

- | | | |
|---|------|-------|
| 1. The Microraptor looked like a fish. | True | False |
| 2. The Diplodocus was a big dinosaur. | True | False |
| 3. The Pterodactyl had wings. | True | False |
| 4. The Tyrannosaurus Rex used its wings to fly. | True | False |

D Listen. Fill in the chart.

	Feathers	Tail	Wings	Claws
1. Quetzalcoatlus				
2. Brontosaurus				
3. Triceratops				
4. Velociraptor				

E Look at D. Point and say.

This dinosaur had a tail and wings.

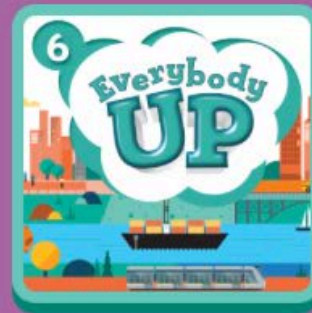
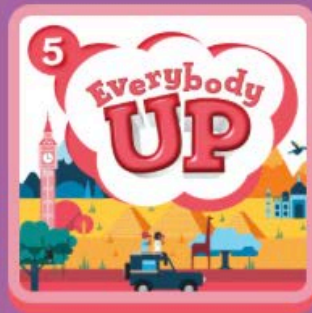
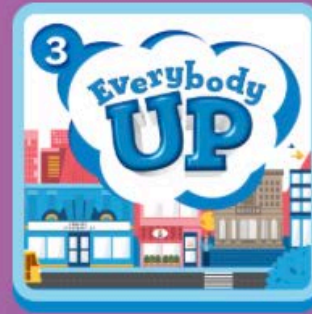
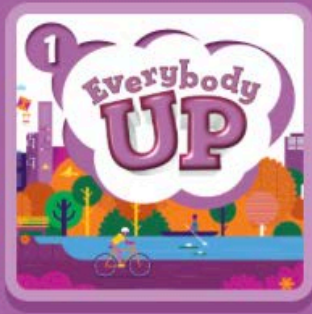
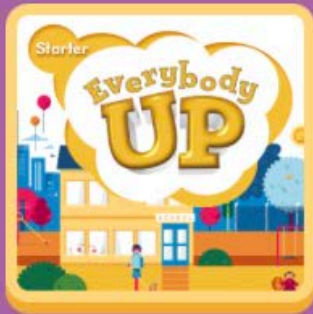
Do you have a pet?
Does it have claws?

CLIL Video: “Dinosaurs”



✓ Local + Global = Glocal Links





Thank you so much.
I wish I could be there.

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References

Sample pages, images and phrases used in this presentation are from the books below:

Jackson, Patrick; Sileci, Susan Banman; Kampa, Kathleen; Vilina, Charles. (2016).

Everybody Up: 2nd Edition Level Starter, 1, 2, 3, 4, 5 and 6. Oxford: Oxford University Press