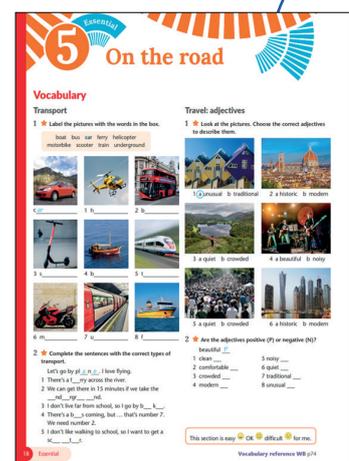
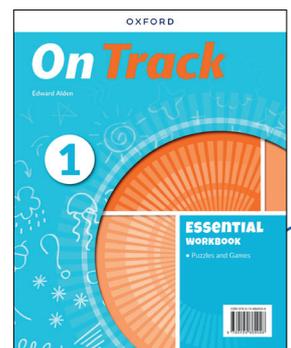
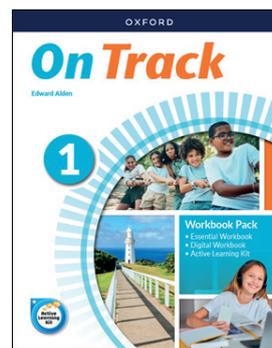


LOMLOE and *On Track*

How does *On Track* respond to the LOMLOE?

INCLUSION AND MIXED ABILITY CLASSES

- *On Track* is an easy to use and inclusive course that engages students with relatable and engaging content.
Visual presentation of target vocabulary first presented through eye-catching pictures on the page, and then worked into context through a short text.
- **Complete and clear grammar tables on the page** - help all students to follow along and **learn at their own pace**, having all the grammar they need to study on the page.
- Innovative **2 in 1 format of the Workbook** from the back cover of the main **Workbook** you can access the **Essential Workbook** of *On Track* with **basic practice for Grammar, Vocabulary and the skills**. Therefore, **all students can use the same workbook**, choosing the level that's right for them.
- **Spanish and Catalan editions of the Workbook** with **translated Grammar reference, Vocabulary reference and translated exercise rubrics in the Essential Workbook**.
- **Tests at three levels of difficulty**, and a **Test Generator** to personalise the tests even further if necessary.
- Grammar and Vocabulary worksheets at **three levels of difficulty in the Teacher's Resource Book** and downloadable on Oxford Premium.
- **Content in different formats** to cater to **different learning styles** in the classroom, with text, videos, grammar animations, infographics, and digital in the iPack and Active Learning Kit.
- **Active Learning Kit with support material in a gamified format**, which allows students to take control of their own learning, with support and **self-assessment tools**, as well as entertainment, games and readings.



- **Go Pangea** provides an **extra opportunity for collaboration** with students all around the world, **in a range of formats that will cater to different learning styles**, and with a **variety of topics** to ensure engagement and enable learning at each student's individual pace.



COMPETENCE-BASED LEARNING

- *On Track* is a **competence-focused course** with practical and achievable objectives. It develops all the **key competences** and equips students with useful **skills for real life**.
- **Key competence icons flagged** next to exercises in the Student's Book.
- **Competence-based assessment rubrics** and **specific competences tests** to facilitate the implementation of LOMLOE in the classroom.



KEY COMPETENCES  Digital  Personal, Social, and Learning to learn  Cultural awareness and expression  Entrepreneurship
 Citizenship  Mathematical, Science, Technology and Engineering (STEM)  Linguistic communication

iProgress Check



Check your progress and celebrate success.

Learning Record



Track and reflect on your learning.

5 YOUR TURN  In pairs, discuss the questions.

- 1 How do you usually get to school?
- 2 Is there a different way to get to school?

I usually walk to school. Sometimes I take a bus.

I usually go by bus. My mum sometimes takes me by car.

- **Test Generator**, an online digital resource enabling teachers to create course-related tests, customize the language focus and level of difficulty as per the needs of students, and save the tests in the My Tests section online
- teachers notes and guidance for administering all tests
- supporting material for Continuous assessment is available in the Teachers Resource Material

All tests available in editable and ready-to-use formats on the iPack, Plug and play USB or Oxford Premium as well as through the Test Generator in the Teacher's edition of the Digital Classroom

CONTINUOUS ASSESSMENT

- **Full assessment package** with **cumulative End of term** and **End of Year tests**.
- **Self-assessment sections** within the tests.
- **Self-assessment resources** in the **Workbook** to make students aware of their progress at all times.
- **Multiple opportunities** throughout the unit for the teacher to **continuously assess students**, for example with **Your Turn exercises** and **Real Talk** in the **Active Learning Kit**.
- **iProgress check** and **Learning Record** in the **Active Learning Kit**, encourage students to learn independently and track their own progress.

LEARNING SITUATIONS

- Learning Situations are **multi-stage tasks** created with a **clear objective** in which students work collaboratively to **resolve a challenge with a real-life context**.
- *On Track* has **4 learning situations per level**, in the **Options section**, with **stages clearly indicated** within the pages and the objective of the learning situation presented visually at the beginning of the lesson.
- **Accompanying notes in the Teacher's Guide** with **suggestions and indications** to save preparation time and facilitate implementation of learning situation in the classroom.

Learning situation 1 | Educational

LEARNING SITUATION
Read the text. What does your head teacher want you to do?

Young people's time
Organisations such as the OECD worry about how much the young people who spend on their own homework. They want to know if young people have enough free time to think, play, and hang out with friends. Your headteacher wants you to prepare a report about how 1st ESO students spend their time, so they can consider the balance of work versus free-time activities.

ANALYSE
3 As a group, look at the results from your survey. Make notes about these questions:
1 What is the average time students spend...
...on homework? ...on their own?...hanging out with friends?
2 What is the best visual way to show the results in a report? (a chart, an infographic, a diagram?)

CREATE
4 How have you created your report. Follow these steps:
1 Agree on the format of your report (paper, digital, presentation, etc.)
2 Agree on a design for your report and what sections it needs.
3 Agree who does what (write text, create diagrams, etc.)

TEAM UP!
Everybody has different skills and talents. When we work in groups we benefit from this. In a group project, think about how you can participate and what you can do well.

5 Draft, check, and re-draft.
1 Choose what information to include in each section. Use your notes from exercise 4.
2 Swap your work with a partner. Give feedback.
3 Listen to feedback about your work. Then write a second draft.

6 Complete the sections to make your report. Add headings, titles, and label images or diagrams.

SHARE
7 Present your report to the class. Look at the other reports and discuss what you like about them.
• How clear is the information they give?
• What do you want to do differently?

REFLECT
8 Read the statements and score yourself from 1-5.
1 very well 2 well 3 needs practice

KEY PHRASES
Making decisions
Let's include a question about...
What about an infographic?
Yes, I agree.
Maybe we can do it better!

100

Culture 1 | Homes in the UK
Learning Objective: Describe homes



MY HOUSE
Helen lives in a terraced house. Her house is small - we've got two bedrooms, a kitchen, a bathroom and a living room. She says, 'But it's got a long garden. The neighbours are lovely, and my house has got a number and a name. Its name is The White House. Lots of houses have got names in the UK.'

Jonathan
'My house is semi-detached and it's got two bedrooms,' says Jonathan. 'There's a big kitchen, a dining room and a living room downstairs, and upstairs there are two bedrooms and a bathroom. We've got a big garden and there's a garage for the car. The Eikes and my skateboard! It's a new house!'

Francesca
Francesca lives in a flat. There are lots of flats in Birmingham. Francesca's flat faces onto a balcony, but there is a fantastic view of the city from her bedroom window. Lots of people in Britain have got cars on the flat roof, she says. 'In my bedroom the carpet is pink. We haven't got a garden, but there is a park near my flat.'

Options

Watch **LEARNING OBJECTIVE** Understand 3 videos about transport

Transport in Beijing

Before you watch

- Match pictures and descriptions 1-4.
- A small vehicle with three wheels.
- Passenger car for other to drive.
- Fast and efficient - carries a lot of people.
- A fast and quiet train.

While you watch

- Watch the video. What are the things you see?

1 motor bus	5 taxi
2 train	7 car
3 car	8 train
4 taxi	9 motor bus
5 train	10 a crowded subway
- Match again. Choose the correct answers.
 - It is a fast way of transport. It can carry a lot of people. It is very crowded.
 - The subway is faster and there are no cars.
 - The train is slower than the motor bus.
 - The train is very big and it can carry a lot of people.
 - The motor bus is faster than the subway.
 - The motor bus is faster than the subway.

International English

3 Watch again. Copy and complete the text with the correct numbers.

Population of Beijing: more than 21 million

1. It is very noisy.

2. Length of the line is about 100 km.

3. The motor bus is very fast.

4. Length of subway is 100 km.

5. It is very fast and it can carry a lot of people.

6. It is very fast and it can carry a lot of people.

After you watch

- Go online and find information about transport in your own city. Write three sentences about transport in that town or city.
- Use Prepositions to compare the second town or city of transport in the country below.
- In groups, make your own video. Which features must be included? Write the words you use in your presentation.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- **Culture Lessons** extend students' knowledge of a cultural aspect of English-Speaking countries around the world. Culture tasks help students relate aspects of their experience to other cultures, developing awareness, appreciation and tolerance of others.
- There are **eight Culture lessons per level** and are found in the **Options section** at the end of the Student's Book.
- **Watch Lessons** at the end of each unit demonstrate an aspect of the unit's theme with a **cross-cultural focus, including international English vocabulary**.
- **Go Pangea** gives learners access to a world of content where they can **work collaboratively with an online international community** of students, giving them the opportunity to **learn about other cultures and exchange points of view and experiences** with students from a variety of cultures and backgrounds.

DIGITAL SKILLS DEVELOPMENT

- Blended solution with access to the digital version of the books to start familiarising pupils with digital formats, following global digitisation trends.
- Googleable texts encourage students to research a variety of different topics outside the classroom.
- Active Learning Kit with different areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.
- Access to the Go Pangea platform gives students an opportunity for real-life communication and collaboration through a global community of students which connects and engages learners as they develop skills for success in school, work and life in a safe online space.



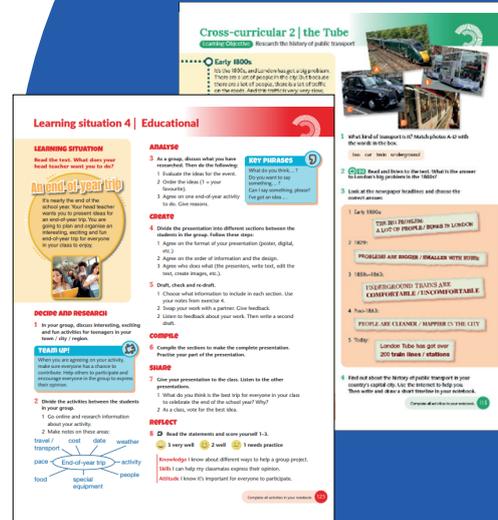
4 MEDIATION 🔄 Your friend doesn't understand English. Explain three details of the video to them in your language.

MEDIATION

- Two mediation specific tasks per unit to ensure the development of essential skills such as summarising, explaining and translating.
- One interactive mediation task per unit in the iPack.
- Teaching notes in the Teacher's Guide with explanations to make teaching mediation as easy as possible.
- Many communicative activities within the units involving the reinterpretation and communication of a message by the learners.

SCIENTIFIC SPIRIT

- Development of critical thinking and exposure to real and authentic topics that encourage students to debate different points of view and develop their own opinions.
- Learning situations in the Options section of the Student's Book provide an opportunity for collaborative project work. Students can take on different roles and perform tasks such as research, data analysis, reinterpretation and presentation of information, self-assessment.
- Cross-curricular lessons cover different areas of social and natural science in the English classroom, with visual support through accompanying videos. There are four lessons per level in the Options section.



Cross-curricular 2 | the Tube
LEARNING SITUATION Research the history of public transport

Early 1800s
By the 1800s, most cities began to get big. Roads, bridges, and canals were built to help people move from one place to another. But by the end of the 1800s, the roads had become so busy that people needed a new way to get around.

Learning situation 4 | Educational

LEARNING SITUATION
Read the text. What does your head teacher want you to do?

ANALYZE
3 As a group, discuss what you have read. Then do the following:
1 Evaluate the ideas for the event.
2 Order the ideas (1 = your favourite).
3 Agree on one idea for your activity to do. Give reasons.

KEY PHRASES
What do you think...?
I'm surprised to see...
I don't know anything about...
Can you get on that...?

CREATE
4 Choose the presentation idea different sections between the students in the group. Follow these steps:
1 Agree on the format of your presentation: poster, digital, etc.
2 Agree on the order of information and the design.
3 Agree who does what (the presenters, write text, edit the text, create images, etc.).

DECIDE AND RESEARCH
1 In your group, discuss interesting, exciting and fun activities for teenagers in your school. Why? Explain.

TEAM UP!
10 When you are agreeing on your activity, make sure everyone has a chance to contribute. Help others to participate and encourage them when the group is making their presentation.

SHARE
7 Give your presentation to the class. Listen to the other presenters.
1 What do you think is the best tip for everyone in your class to celebrate the end of the school year? Why?
2 As a class, vote for the best idea.

REFLECT
8 **CR** and the statements and score yourself 1-3:
1 I was well @ 2 well @ 1 needs practice
Knowledge I know about different ways to help a group project.
Skills I can help my classmates express their opinions.
Attitudes I know it's important for everyone to participate.

Cross-curricular 2 | the Tube
1 What kind of transport is it? Match pictures A-D with the words in the box.
Bus Car Tube Underground
2 **CR** Read and listen to the text. What is the answer to London's big problem in the 1800s?
3 Look at the newspaper headlines and choose the correct answer.
4 **CR** Listen to the audio and choose the correct answer.
5 **CR** Listen to the audio and choose the correct answer.
6 **CR** Listen to the audio and choose the correct answer.
7 **CR** Listen to the audio and choose the correct answer.
8 **CR** Listen to the audio and choose the correct answer.