

LOMLOE and SYNCHRONIZE

How does *Synchronize* respond to the LOMLOE?

INCLUSION AND MIXED ABILITY CLASSES

- A **5-level secondary series** allowing **flexibility** regarding the level at which you want to start and finish English in ESO.
- **Integrated project work promotes inclusivity** in the classroom. **Students work collaboratively**, and each student can take on a **different role depending on their strength** and participating at their own level.
- **Project Builders** are small collaborative tasks integrated into each lesson. They **allow the completion** of the final project of the unit in a **progressive and gradual way**. **This innovative approach makes project work achievable for all**.
- **Graded exercises in the Workbook**. The difficulty level of each exercise is marked with one, two or three stars according to the challenge that the exercise provides (basic, standard and challenge respectively).
- **Grammar Reference & Practice section** at the end of the Student's Book provides further practice and support in the form of **deductive tables** on the page and additional activities.
- A set of **Essential Worksheets on Oxford Premium** with extra language support at basic level for large mixed ability classes.
- **Content delivered in multiple formats** to cater to **different learning styles** in the classroom. Text, video, grammar animations, infographics, and interactive exercises on 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 for different learning styles**, and with a **variety of topics** to ensure engagement and enable learning at each student's individual pace.



COMPETENCE-BASED LEARNING

- *Synchronize* 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

CONTINUOUS ASSESSMENT

- With *Synchronize*, **continuous assessment** can be carried out **through projects** that are integrated within each unit. All projects are **accompanied by assessment rubrics** that evaluate the specific competences of the LOMLOE.
- **Full assessment package** with **cumulative End of term** and **End of Year tests**.
- **Self-assessment sections** within the tests.
- **Reflections Log** in the Project Log encourages students to reflect on their learning and become **aware of their progress** at all times.
- **Multiple opportunities** throughout the unit for the teacher to **continuously assess students**, for example the **Project Log** 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.

iProgress Check



Check your progress and celebrate success.

Learning Record



Track and reflect on your learning.

Project Log Create a healthy and tasty menu for a food stall

Reflections Log Here are my thoughts:

I know ... I say ... I can see ...

Our presentation

Our group ...

My feelings about my role in this project: excited nervous happy

Next time, try to ...

Teacher comments:

- **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 Classbook

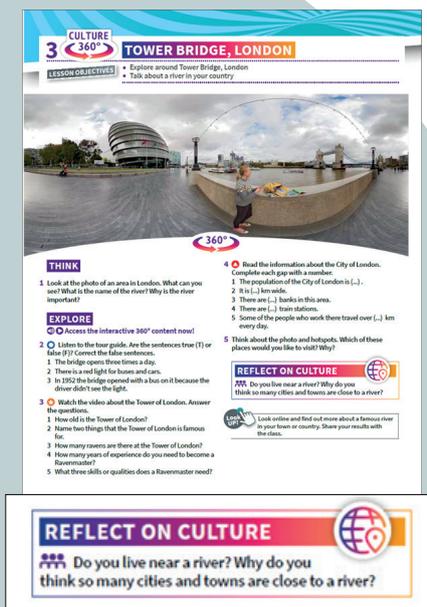
LEARNING SITUATIONS

- In *Synchronize*, all projects are learning situations. They are **multi-stage tasks** created with a **clear objective** in which students work collaboratively to **resolve a challenge with a real-life context**.
- **Helps students to reflect** on issues and questions that they will encounter in their lives outside the classroom. For example, environmental issues, intercultural understanding and local community relationships.
- **Accompanying notes in the Teacher's Guide** with **suggestions and indications** to save preparation time and facilitate application in class.



EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- Topics related to the **United Nations Sustainable Development Goals** and **Global Citizenship** are covered through reading texts, as well as in the **Culture 360° lessons**.
- **Culture 360° lessons** with a focus on **interculturality**. They encourage students to gradually become responsible citizens.
- The **Reflect on Culture** section in the **Culture 360° lessons** includes discussion questions which focus students on the cultural angle of the lesson and encourage them to apply it to their own experience.
- There are **five culture lessons per level** and can be found at the end of the Student's Book.
- **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**.



3 CULTURE 360° TOWER BRIDGE, LONDON

LESSON OBJECTIVES

- Explore around Tower Bridge, London
- Talk about a river in your country

THINK

1. Look at the photo of an area in London. What can you see? What is the name of the river? Why is the river important?
2. Read the information about the City of London. Complete each gap with a number.
3. The population of the City of London is [...].
4. It's [...]. km wide.
5. There are [...]. banks in this area.
6. There are [...]. train stations.
7. Some of the people who work there travel over [...]. km every day.

EXPLORE

Access the interactive 360° content now!

1. Listen to the tour guide. Are the sentences true (T) or false (F)? Correct the false sentences.
 1. The bridge opens three times a day.
 2. There is a red light for buses and cars.
 3. In 1952 the bridge opened with a bus on it because the driver didn't see the light.
2. Watch the video about the Tower of London. Answer the questions.
 1. How old is the Tower of London?
 2. Name two things that the Tower of London is famous for.
 3. How many ravens are there at the Tower of London?
 4. How many years of experience do you need to become a Ravenmaster?
 5. What three skills or qualities does a Ravenmaster need?

REFLECT ON CULTURE

Do you live near a river? Why do you think so many cities and towns are close to a river?

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.
- **'Look Up' exercises** invite students to search or more information on the internet.
- **Googleable texts encourage students to research** a variety of different topics further.
- **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**.



3  **MEDIATION** Imagine you are visiting this café with a vegetarian friend. Your friend doesn't speak English. Explain what food your friend can choose in your own language.

SHARE AND REVIEW

- 1**  Look back at your Project Builders 1–5 for this unit. Check that you have:
- 1** A type of food for your stall.
 - 2** A range of dishes with some healthy food.
 - 3** Dishes for people with special diets.
 - 4** Some interesting food combinations.
 - 5** A flyer for your stall.

MEDIATION

- **Three mediation specific tasks** per unit to ensure the development of essential skills such as summarising, explaining and translating.
- **Collaborative project work creates a natural environment for mediating concepts to occur.** By being aware of their role that they are assigned and by contributing to teamwork, **all students are facilitating collaboration** with other members of the group. *Synchronize* students get this opportunity regularly.
- **Teaching notes in the teacher's guide with explanations** to make teaching mediation as easy as possible.

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.
- Collaborative project work and Project Builders, organized in a way that **students can take on different roles** and perform tasks such as **research, data analysis, reinterpretation and presentation of information, and self-assessment**.
- Many projects contain **cross-curricular elements** that cover **different areas of social and natural science** in the English classroom.

PROJECT BUILDER 2

Choose some balanced food ideas for your menu.

Workbook **Project Log** p20

- 13  Look at your menu sections from Project Builder 1. Think of two or three dishes for each section of the menu.
- 14  Discuss the questions.
- 1 Has your menu got any fruit or vegetables?
 - 2 What about protein and carbohydrates?
 - 3 How can you make your menu healthier?

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3  **Project** Plan a campaign to raise awareness of an environmental issue

Log it! 3 **Practise talking about our campaign**

Things get better... In 100 years... Things don't improve...

4 **Log it!** **Find out about ways to help**

Research organisations and groups involved in your issue. What work do they do?

Who cares about our issue?	What work do they do?	What can people do?

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