

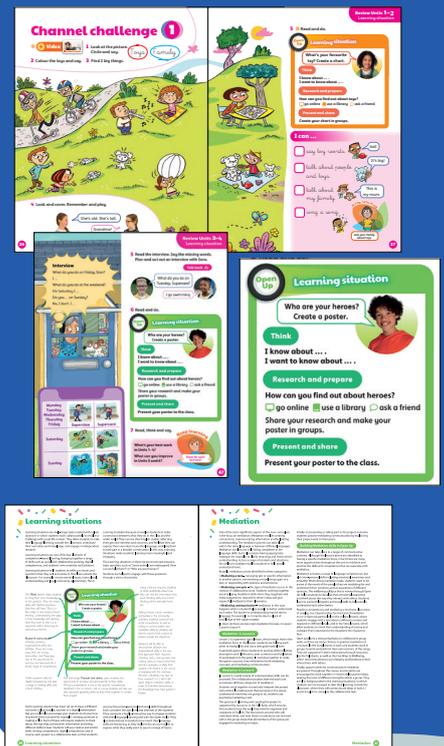
How is *Open Up* aligned to the LOMLOE?

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**. They allow students to take their **language learning outside the classroom**, contribute their **own ideas and knowledge**, and **engage in independent research**.

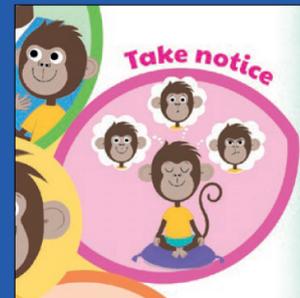
Learning Situations are one of the key elements of **competence-based learning**, bringing together a range of skills, such as **social and collaborative working, digital competences** and students' **own creativity and initiative**.

- The Learning Situations in *Open Up* are structured around a topic question, and help students to reflect on issues and questions that they will encounter in their lives outside the classroom
- **Accompanying notes in the teacher's guide** with **suggestions** and **indications** to save preparation time and facilitate application in class. Further information and rubrics in the Programaciones to ensure learning situations are evaluated through specific competences.



INCLUSION AND MIXED ABILITY CLASSES

- *Open Up* puts the **wellbeing of students at the heart of the course** with its integrated wellbeing syllabus.
- The tasks in *Open Up* aim to **engage and include all students** allowing for **different kinds of involvement** and response in a shared task.
- Notes in the teacher's guide, both suggestions and indications within the **teacher's notes to adapt the lessons to the situation in every classroom.**
- **Collaborative work within all units:** projects and activities to encourage joint learning of different skills in the classroom.
- **Tests and worksheets at different levels of difficulty,** and a **Test generator** to personalise the tests even further if necessary.
- **Content in different formats** to cater for **different learning styles** in the classroom, with text, videos, grammar animations, and in-page and digital games 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.
- **Essential edition of the Activity Book with simplified activities** so that all students can follow the class at the same pace, with **tailor-made materials.**



EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- Informative and child-focused world culture topics are presented first on **video** by the Channel children who introduce a **short documentary-style report** submitted by children from around the world.
- The **wellbeing focus** aims to help children understand that **care for others** can extend from those closest to us to the local community and the wider world. For this reason, it also **features care for the environment** as part of its approach to wellbeing, encouraging students to recognize the steps that we can take to protect and conserve our planet.
- **Projects in Open Up** bring together the themes and learning from each unit and they present an opportunity to **develop and practise a range of communication skills** enabling students to work on developing **Key Competences and Specific Competences**.



Martial arts Lesson 4 Culture Unit 4

Video 1 Which activities are in the video?
 taekwondo swimming karate football

2 Look and say what you see.

3 0:22 Listen and read. Match. Say the number and the letter.

1 Lots of children learn martial arts. This is Da-geun. He's learning taekwondo. He's a beginner. He's got a white belt. His teacher is helping him. His teacher is very good at taekwondo. He's got a black belt.

2 I do taekwondo at the weekend. Liam and Katy do taekwondo at the weekend too. They've got red belts. Now, look, Katy is doing a high kick. She's shouting too.

3 Martial arts are very energetic and they can make you feel strong and brave. They can help you feel calm, too. These girls are very quiet and still.

4 Read, choose A or B and say true sentences. Then write.

1 Da-geun has got a
 A white belt. B black belt.
 2 His teacher has got a
 A red belt. B black belt.
 3 Taekwondo comes from
 A Japan. B Korea.
 4 Liam and Katy do taekwondo
 A on Mondays. B at the weekend.
 5 Martial arts can help you feel
 A calm. B shy.

5 What do you like about martial arts? Think of more ideas and say.

They're energetic. You can kick and shout.



Eva's busy day Lesson 5 Story & Vocabulary Unit 5

Video 1 0:20 Listen, point and repeat.
 before school at school at break at lunch time in the morning at the afternoon

2 0:54 Listen and read. What is Eva's new favourite activity?
 1 What are the children in the class doing?
 2 What are the children in the class doing?
 3 What are the children in the class doing?
 4 What are the children in the class doing?
 5 What are the children in the class doing?

3 Make true sentences for Eva. Match and say. Make true sentences for you.

4 How do Eva and her friends feel? Share ideas and say.

happy excited surprised
 tired bored nervous

SUSTAINABLE DEVELOPMENT GOALS

The United Nations' 2030 Agenda for Sustainable Development provides a shared blueprint for peace and prosperity. At its heart are the 17 Sustainable Development Goals (SDGs). For more information about the SDGs, please visit: <https://sdgs.un.org/goals>.

Each Open Up Book includes projects, reading texts, vocabulary sets and Culture lessons, which promote and raise awareness of many of the SDGs. Below is a correspondence chart, which identifies and describes the specific activities and related goal(s).

Level	Unit	Lesson	Page number	Activity	UN Sustainable Development Goal	Description
CB1	1	4 Culture	9	5	11 - Sustainable Cities and Communities	Students design eco-friendly transport.
CB1	1	5 Story	11	Wellbeing focus	3 - Good Health and Well-Being	Students explore how they can help others and the importance of this.
CB1	2	4 Culture	19	5	3 - Good Health and Well-Being	Students think about how to keep in touch with others.
CB1	2	5 Story	21	Wellbeing focus	3 - Good Health and Well-Being	Students start talking notice of their feelings.
CB1	3	4 Culture	31	5	15 - Life on Land	Students explore how to care for small pets.
CB1	3	5 Story	33	Wellbeing focus	3 - Good Health and Well-Being	Students discover the benefits of taking care of pets.
CB1	4	4 Culture	41	4	12 - Responsible Consumption and Production	Students think critically about keeping the beach clean and putting rubbish in the bin.
CB1	4	5 Story	43	Wellbeing focus	3 - Good Health and Well-Being	Students consider the importance of appreciating what they have.
CB1		Classed challenge 2	49	5 Learning situation	15 - Life on Land	Students create a mind map that shows how to care for a pet.
CB1	5	4 Culture	53	Take part	3 - Good Health and Well-Being	Students learn about eating healthy food.
CB1	5	5 Story	55	Wellbeing focus	3 - Good Health and Well-Being	Students explore empathy and how to connect with other people's feelings.

OPEN UP 1

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COMPETENCE-BASED LEARNING

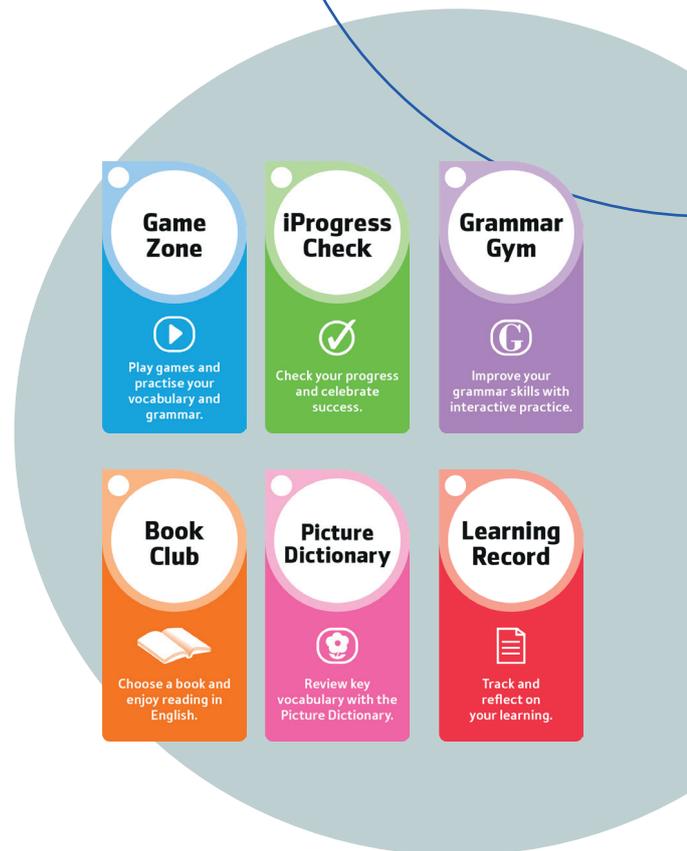
- The **methodology** of the course ensures that the **Key Competences** are developed **methodically**. They are **clearly highlighted** in the **Class Books** and explained throughout the teacher's notes.
- **Activity rubrics** are often **based on the competences** and include tasks to develop critical thinking skills, which encourage **learner autonomy**.
- **Challenges** that require students to **work collaboratively** and cognitively challenge themselves.
- **Competency-based assessment rubrics**, and **specific competences tests** to facilitate the implementation of LOMLOE in the classroom.

CONTINUOUS ASSESSMENT

- Full assessment package with **cumulative termly exams** reviewing the content of every other unit.
- Clear objectives set out for each lesson.
- Notes on **continuous assessment** in the classroom with **information and suggestions** for implementation in the classroom.
- **Self-assessment resources**, progress activities and games at the end of each unit to make students aware of their progress at all times.
- **Review sections every two units** giving an extra opportunity to revise the content.
- **Self-assessment sections within the tests.**
- **Active Learning Kit with iProgress Check and Learning Record**, which encourage students to learn independently, and with **gradebook** to track their progress.

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.
- **Active Learning Kit** with different areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.



Game Zone

Play games and practise your vocabulary and grammar.

iProgress Check

Check your progress and celebrate success.

Grammar Gym

Improve your grammar skills with interactive practice.

Book Club

Choose a book and enjoy reading in English.

Picture Dictionary

Review key vocabulary with the Picture Dictionary.

Learning Record

Track and reflect on your learning.



Open Up Learning situation

How do you care for your pet? Create a mind map.

Think
I know about ...
I want to know about ...

Research and prepare
How can you find out about pets?
go online use a library ask a friend

Present and share
Create your mind map in groups.

MEDIATION

- **Two mediation activities** per unit to ensure the development of this language skill in the classroom.
- **Teaching notes in the teacher's book with explanations** to make teaching as easy as possible.
- **Many communicative activities within the units** involving the reinterpretation and communication of a message by the learners.

SCIENTIFIC SPIRIT

- Collaborative projects at the end of each unit and Learning Situations in the Chanel Challenge sections organised in such a way that **students have to take on different roles** and carry out tasks such as **research, data analysis, reinterpretation and presentation of information and self-assessment.**
- Projects and Learning Situations with **cross-curricular content** include **themes related to the environment and its care** as well as **employing the scientific spirit.**