

LOMLOE and **SYNCHRONIZE**

How is *Synchronize* 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 with their own ideas and knowledge, and engage in independent research.

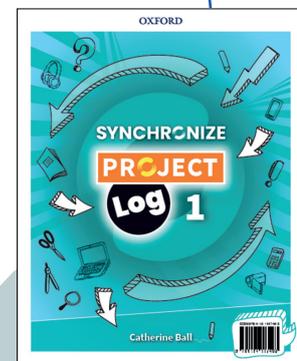
Learning Situations are one of the key elements of competence-based learning, bringing together a range of skills, such as social and collaborative working, digital competences and students' own creativity and initiative.

- In *Synchronize*, **each unit is based around a learning situation**. Students **solve real-life problems**, applying what they have learned in a practical way. **Project Builder tasks integrated** throughout every unit allow students to **gradually work towards their final project task**.
- **The learning situations encourage students to regularly reflect on** issues and questions that they will encounter in their lives outside the classroom. This includes topics aligned to UNSDGs, intercultural understanding and relationships within the community.
- **Accompanying notes in the Teacher's Guide** with **suggestions** and **indications** to save preparation time and facilitate application in class. Further information and evaluation rubrics are available on Oxford Premium and in the Programaciones to ensure learning situations are evaluated through the specific competences.



INCLUSION AND MIXED ABILITY CLASSES

- The **Essential Workbook** with **simplified activities**, available for levels 1 - 4, is an **inclusive component** designed to support students who need **basic practice of grammar, vocabulary and the skills**.
- A **5-level secondary series** gives schools the **flexibility** to choose at which level 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.
- **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.



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



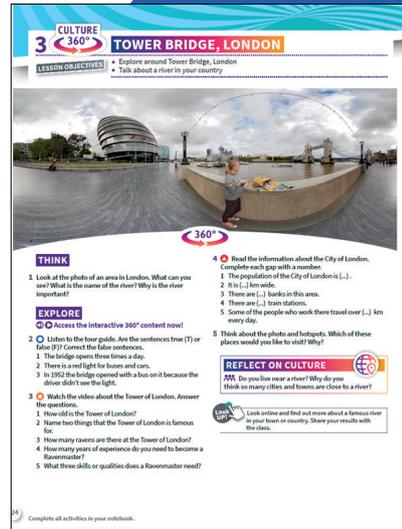
Track and reflect on your learning.

• **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

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- Topics related to the **United Nations Sustainable Development Goals** and **Global Citizenship** are covered through **Reading and Listening texts**, as well as in the **Culture 360° lessons**.
- In *Synchronize* there are five interactive Culture 360° lessons per level, focussed on interculturality. Students explore an interactive 360° image autonomously, complete a series of comprehension questions and discuss relevant issues linked to the lesson topic.



CULTURE 360° TOWER BRIDGE, LONDON

LESSON OBJECTIVES

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

THINK

- 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?
- Read the information about the City of London. Complete each gap with a number.
- The population of the City of London is (...).
- It is (...) km wide.
- There are (...) banks in this area.
- There are (...) train stations.
- Some of the people who work there travel over (...) km every day.

EXPLORE

Access the interactive 360° content now!

- Listen to the tour guide. Are the sentences true (T) or false (F)? Correct the false sentences.
 - The bridge opens three times a day.
 - There is a red light for buses and cars.
 - In 2002 the bridge opened with a bus on it because the driver didn't see the light.
- Watch the video about the Tower of London. Answer the questions.
 - How old is the Tower of London?
 - Name two things that the Tower of London is famous for.
 - How many ravens are there at the Tower of London?
 - How many years of experience do you need to become a Ravenmaster?
 - 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?

Look online and find out more about a famous river in your town or country. Share your results with the class.

Complete all activities in your notebook.



REFLECT ON CULTURE

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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://sdg.un.org/goals>

Each *Synchronize Student's 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 goals.

Level	Unit	Lesson	Page number	Requirement	UN Sustainable Development Goals	Connection
SBI 2	Year Project - Design	a web page for an invented school	pp30-31	4-4	4-4	Students design a web page for a school they have created themselves. They have the opportunity to reflect on daily routines at school, student well-being, as well as the ideal layout for a school building.
SBI 3	Year Project - Present	a sport or game with rules for beginners	pp42-43	3-3	3-3	Students create a list of sports and games that they like and have the opportunity to reflect on how these activities impact their well-being. They work together to create an advertisement.
SBI 5	Year Project - Create	a healthy and tasty menu for a food stall	pp66-67	3-3	3-3	Students learn about a variety of balanced food diets and create their own healthy menu.
SBI 6	Vocabulary - Wild weather		070	13-13	13-13	This lesson puts weather vocabulary into context through an interesting article about weather anomalies. It will encourage students to discuss the impact of climate change on the weather in different parts around the world, including where they live.
SBI 8	Year Project - Design	a poster of a city for people of your next year	pp102-103	11-11	11-11	Students discuss a city and find out about it. They present potential problems and look for solutions to these problems.
SBI 1	Culture 20F - Vegan restaurant		p125	2-2	2-2, 3-3, 12-12, 13-13	This lesson highlights the impact of meat production on the environment and presents alternative and sustainable diets that could help to reduce world hunger.

SYNCHRONIZE 1-5

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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 encourage students to research information online.
- Googleable texts flag authentic topics that students can research further.
- Active Learning Kit with multiple sections to develop different aspects of digital competence, with a gamified format to increase student motivation.



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.
- Regular mediation tasks on the iPack.
- Downloadable mediation pack and evaluation rubrics on Oxford Premium
- **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?

59

3 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 ...

Log it! 4 Find out about ways to help

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

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