

How is *Life Vision* 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.



- *Life Vision* includes **4 learning situations per level**, with **clearly indicated** stages within the each project lesson.
- Learning Situations are incorporated into the **Vision 360° lessons** which are developed around the **exploration of a 360° image**. Students are encouraged to explore an interactive 360° image, complete a series of comprehension exercises, and work collaboratively in the final project task.
- **Accompanying notes in the Teacher's Guide** with **suggestions** and **indications** to save preparation time and facilitate application in class.

MEDIATION

5 MEDIATION Work in small groups. Create an infographic with the title: *Five things you need to know about avocados*. Use the information in Ex 2 and find one new piece of information online. Then show and explain the infographic to the class.

12 THINK & SHARE Which of the festivals in this lesson seems most interesting to you? Why?

- **Three mediation specific tasks** per unit to ensure the development of essential skills such as summarising, explaining and translating.
- Downloadable mediation pack and evaluation rubrics on Oxford Premium
- **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.

INCLUSION AND MIXED ABILITY CLASSES

- **Grammar and Vocabulary Booster sections** at the end of the Student's Book provide further consolidation.
- **Grammar Worksheets at three levels of difficulty** (Basic, Standard & Challenge) for mixed ability classes.
- **Tests at three 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, video, 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.
- Life Vision provides regular opportunities for students to work collaboratively, with four Vision 360° project per level. Project work is a very inclusive way of working. **Students work collaboratively**, and each student can take on **a different role depending on their strength, participating at their level.**



COMPETENCE-BASED LEARNING

- *Life Vision* 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.

CONTINUOUS ASSESSMENT

- Regular project works helps you to evaluate your students continuously. In *Life Vision*, all projects are **accompanied by assessment rubrics** that evaluate the LOMLOE specific competencies.
- **Full assessment package** with **cumulative End of term** and **End of Year tests**.
- **Self-assessment sections** within the tests.
- **iProgress check** and **Learning Record** in the **Active Learning Kit**, encourage students to learn independently and track their own progress.

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 **Vision 360° lessons**.
- **Vision 360° lessons** include themes related to **the environment and its care**, encouraging students to gradually become responsible citizens.
- **Worksheets focussing on Culture** are available on **Oxford Premium**. Culture tasks help students relate aspects of their experience to other cultures, developing awareness, appreciation and tolerance of others.

3 CULTURE Parks in Perth and London

1 Work in pairs. Look at the photos and answer the questions.

- What kind of places are these? What are the people doing?
- What are the health benefits of these places?
- Why do you think these people are here? How do you think they feel?
- Would you have spent time in a place like this?

2 Listen to a conversation between a man and a woman. What activities are mentioned?

3 Listen again. Are the statements true (T), false (F) or not mentioned (NM)?

- The speaker does exercise in the park every day.
- The speaker does not spend too much time in the park.
- You can go swimming in the park at any time of the year.
- Mainly adults play team games in the park.
- The 'challenge' in the park is to find a path for a month.
- You don't have to go to watch the play.
- Read the description of a park in London. What do you find most appealing about the park?

Hyde Park
There are 3,000 parks in London, but Hyde Park is the most famous because it was established in the 16th century. It was the largest of the parks in London and was built by King Henry VIII in 1535. It is one of the largest parks in the world. It is a public park and is open to all. It is a green space in the heart of London. It is a place where people can go to relax and enjoy the outdoors. Hyde Park has several lakes. The most famous is the Serpentine Lake. It is a beautiful lake with a path around it. There are many trees and flowers in the park. It is a great place to go for a walk or a picnic. Hyde Park is a very popular park in London. It is a place where people can go to enjoy the outdoors and the city. Hyde Park is a beautiful park with many trees and flowers. It is a great place to go for a walk or a picnic. Hyde Park is a very popular park in London. It is a place where people can go to enjoy the outdoors and the city.

4 Choose the correct answer, A, B or C.

- Why is Hyde Park famous?
 - It was built by Henry VIII.
 - There are many lakes in the park.
 - It has been in lots of books, series and films.
- How does the writer think about the lake?
 - She thinks it is boring.
 - She thinks it is very nice.
 - She does not like it very much.
- Why does the writer say the children 'might not be suitable for children'?
 - Because it is only for adults.
 - The children might be in traps children shouldn't touch.
 - The children are always running.
- What does the author think of the striped blanket?
 - The blankets are better than blankets.
 - They are cheap and nice.
 - They are a symbol of Hyde Park.
- Which lake is best to visit the park?
 - Lake on the Serpentine.
 - It is not mentioned.
 - Lake on the Serpentine.

5 Discuss the questions.

- What do you like to do in the park?
- How do you feel about it?
- What can you see around you?
- What can you see around you?

6 **WORK IN GROUPS** Work in small groups. Imagine you are sitting in a park. Discuss the questions.

- What do you see?
- How do you feel?
- What can you see around you?
- What can you see around you?

7 Imagine you are one of the people in the photos in Ex 1. Write a blog post (100–150 words) about your experience.

8 **WORK IN GROUPS** Imagine you have a presentation to give at an event in your local park. Discuss the questions.

- What kind of event will you organize?
- How do you describe it to the event?
- How do you advertise the event?

9 **WORK IN GROUPS** Design a poster to advertise your park event. Use the questions you discuss in the class. This makes a classroom display of your posters.

Life Vision Pre-Intermediate: Culture worksheet 1 OXFORD UNIVERSITY PRESS

Level	Unit	Vision 360° Lesson	Topic number	UN Sustainable Development Goal(s)	Description
Elem (A2)	1	Another world - Learn about a butterfly and create a butterfly about a butterfly	1020-21	SDG 3: Good health and well-being SDG 11: Sustainable cities and communities SDG 15: Life on land	Students explore what life and work is like inside a butterfly and then create an informational leaflet about it to share with their class.
Elem (A2)	3	A busy town - Learn about technology and communication and present an idea for a new video game	1046-47	SDG 3: Good health and well-being	Taking time to relax and still out is important for everyone's well-being. In this project students explore social media and communication. They then learn more about technology and present an idea for a video game.
Elem (A2)	5	Building Street, London - Learn about the life of an artist and create a sketchbook	1072-73	SDG 11: Sustainable cities and communities	What makes a town interesting to visit? Students explore history in the London area. They learn about the life of an artist. Students then create a digital sketchbook about a street artist and use it to communicate as a project group.
Elem (A2)	7	A visit to the museum - Learn about the Ancient Egypt and create a secret language for your project group	1098-99	SDG 11: Sustainable cities and communities	Students get to explore a museum in Zagreb and learn about life in Ancient Egypt. They then need to create a secret language and use it to communicate as a project group.
Pre-Int (B1)	1	Having a hand - Learn about tourism and create a blog with recommendations for tourists	1020-21	SDG 11: Sustainable cities and communities SDG 12: Responsible consumption and production SDG 13: Climate action SDG 15: Life on land	The lesson shows the impact that tourism has on an island community and students learn how to be responsible tourists. In this project students explore social media and communication. They then learn more about tourism and create a blog with recommendations for tourists. The final project task is to create a travel blog about the place where they live with recommendations for tourists.

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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.
- **Vision 360° lessons** have a specialised focus on digital skills and contain additional tasks where students can search for more information on the internet.
- **Googleable texts** encourage students to research a variety of different topics outside the classroom.
- **Active Learning Kit** with multiple sections to develop different aspects of digital competence, with a gamified format to increase student motivation



Think & share

6 **EXAM** Read the quote. Answer the questions.

Follow your dreams, work hard, practise and persevere. Make sure you eat a variety of foods, get plenty of exercise and maintain a healthy lifestyle.
Sasha Cohen, American figure skater

- 1 How is your lifestyle different from what Sasha Cohen suggests?
- 2 What advice would you give to someone whose diet is rather unhealthy and who doesn't like sport?
- 3 What do you think is the most important part of a healthy lifestyle?

7 **THINK & SHARE** Discuss in pairs.

- 1 Did you learn anything new from the article? What was it?
- 2 Imagine you and your friends had to make an experiment to check the information in the article. What would you do? What would your experiment look like?

SCIENTIFIC SPIRIT

- Collaborative project work with Vision 360°, 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.**
- Students get to **explore an interactive 360° image autonomously**, placing them at the centre of their learning and inviting them to research a topic in a safe space.
- Many projects contain **cross-curricular elements** that cover **different areas of social and natural science** in the English classroom.
- Throughout the units are activities **'Think and Share'** which help **develop student's critical thinking.**