

LOMLOE and



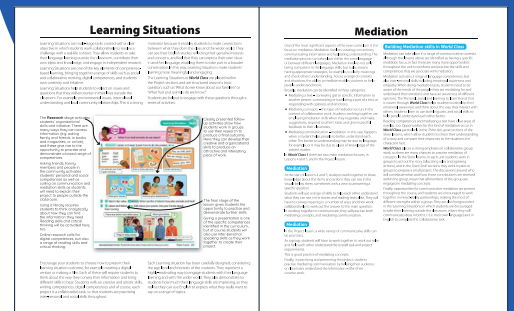
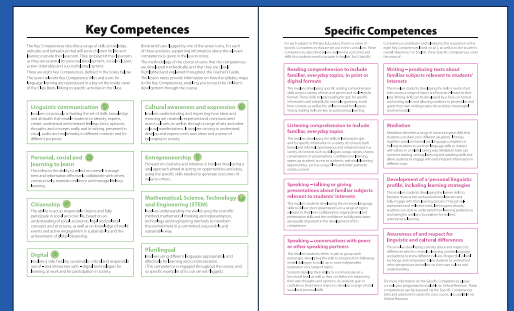
How is *World Class* aligned to the LOMLOE?

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**.

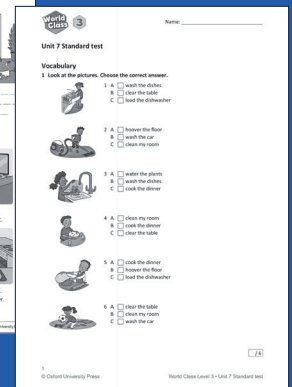
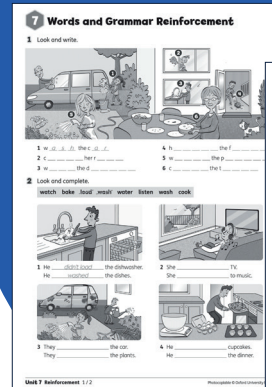
Learning Situations are one of the key elements of **competence-based learning**, bringing together a range of skills, such as **social and collaborative working, digital competences** and students' **own creativity and initiative**.

- Learning Situations in *World Class* 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**.
- **Learning Situations** foster autonomous learning habits such as research and exchange of ideas and encourage students' critical thinking as they must use their initiative to complete the task.
- Learning Situations with clearly indicated **stages and objectives**, ensure students use **creative and artistic skills, writing competences, digital competences** and **inter-personal and social skills** throughout each **collaborative task**.
- **Accompanying notes in the teacher's guide** with **suggestions and indications** to save preparation time and facilitate application in class.



INCLUSION AND MIXED ABILITY CLASSES

- *World Class* offers a variety of **multisensory activities**, enabling students to learn through seeing, hearing, doing, and touching with **clear and explicit instructions** for all activities.
- 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**.
- The  feature in Lesson 4 encourages students to **accept and understand difference**.
- **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 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.



COMPETENCE-BASED LEARNING

- *World Class* is supported by a competence-based methodology which ensures that the Key Competencies are developed.
- **Activity rubrics** are often based on the competencies and include tasks to develop critical thinking skills, which encourage **learner autonomy**.
- **Challenges** that require students to **work collaboratively** and cognitively challenge themselves.
- **Icons within the Class Book** indicating the key competencies practised in each unit, with accompanying **notes in the teacher's guide**.
- **Competency-based assessment rubrics**, and **specific competences tests** to facilitate the implementation of LOMLOE in the classroom.

Key Competences

The Key Competences describe the range of skills, knowledge and attitudes that will ensure that students are able to learn to learn, to be socially responsible, to be active and to be resilient. They are the result of the process of learning and are developed over time.

The Key Competences are defined in the following way:

1. **Linguistic communication** is the ability to use language as a means of communication and to understand and use it in different contexts.

2. **Cultural awareness and expression** is the ability to understand and appreciate the diversity of cultures and to express oneself in different cultural contexts.

3. **Personal, social and learning to learn** is the ability to manage one's own learning and to be a responsible and active citizen.

4. **Entrepreneurship** is the ability to identify and create opportunities and to manage them in a sustainable way.

5. **Mathematical, Science, Technology and Engineering (STEM)** is the ability to understand and use mathematical, scientific, technological and engineering methods to solve problems in a sustainable way.

6. **Digital** is the ability to use digital technologies and to be a responsible and active citizen in a digital society.

7. **Citizenship** is the ability to understand and use the rights and responsibilities of a citizen and to be a responsible and active citizen.

8. **Fluorilingual** is the ability to understand and use different languages and to be a responsible and active citizen in a multilingual society.

Name: _____

Specific Competences test: Listening, Reading, Writing

Listening (SC1)

1. Listen to children talking on the radio. Write A, B or C.

1. What is it? _____

2. What is it? _____

3. What is it? _____

vs Listen again. Who is it? Circle Dan, Lily or Anita.

1. I have fun with my brother. _____

2. I read a book. _____

3. I chat to my friend. _____

Reading (SC1)

3. Look at the activities. Read *My favourite day*. Circle Joe, Sara or Mia.

1. Joe / Sara / Mia _____

2. Joe / Sara / Mia _____

3. Joe / Sara / Mia _____

My favourite day

Joe
I like to go to school. I love my school. I like to go to school. I like to go to school. I like to go to school.

Sara
My favourite day is Friday. I go to school in the morning. After school I go to the library. I like to read books. I like to read books. I like to read books.

Mia
Soccer is my favourite day. I like to play soccer in the morning. I like to play soccer in the morning. I like to play soccer in the morning.

	Cultural Awareness and Expression		Citizenship
	Mathematical, Science, Technology and Engineering (STEM)		Linguistic communication
	Entrepreneurship		Personal, Social, and Learning to Learn
	Digital		

1.2 Review

1. Find, circle and write.

1. Find, circle and write.

2. Read. Then circle the odd one out.

1. pen pencil rubber 4. student door board tin

2. rabbit nose teddy ball 5. like pencil board game board

3. purple two ten eight 6. pink blue teacher red

3. Read and number.

1. I've got a book. I haven't got a kite. 3. I haven't got a book. I've got a kite.

2. I've got a skateboard. I haven't got a skipping rope. 4. I haven't got a skateboard. I've got a skipping rope.

4. Write.

1. What is it? _____

2. What is it? _____

3. What is it? _____

5. Write 'I've got' or 'I haven't got'.

1. I have a book. _____

2. I have a kite. _____

3. I have a ball. _____

4. I have a board. _____

5. I have a tin. _____

6. I have a game. _____

7. I have a red. _____

8. I have a teacher. _____

My progress

I can talk about classroom objects.

I can ask and answer 'What is it?'

I can talk about toys.

I can use 'I've got' and 'I haven't got'.

My effort

1. I can talk about classroom objects.

2. I can ask and answer 'What is it?'

3. I can talk about toys.

4. I can use 'I've got' and 'I haven't got'.

Continuous assessment

What is continuous assessment?

Continuous assessment is a process of evaluating students' learning and progress over time. It is a form of assessment that is ongoing and provides feedback to both students and teachers.

How can I implement continuous assessment in my teaching?

Continuous assessment can be implemented in a variety of ways, including:

- **Formative assessment:** This involves using a variety of techniques to assess students' learning and progress during the learning process. Examples include quizzes, class discussions, and peer reviews.
- **Summative assessment:** This involves using a variety of techniques to assess students' learning and progress at the end of a unit or course. Examples include tests, projects, and presentations.
- **Self-assessment:** This involves encouraging students to reflect on their own learning and progress. Examples include self-reflection journals and peer reviews.
- **Portfolio assessment:** This involves collecting and evaluating students' work over time. Examples include portfolios of student work and portfolios of student projects.

Why is continuous assessment useful?

Continuous assessment is useful for a number of reasons:

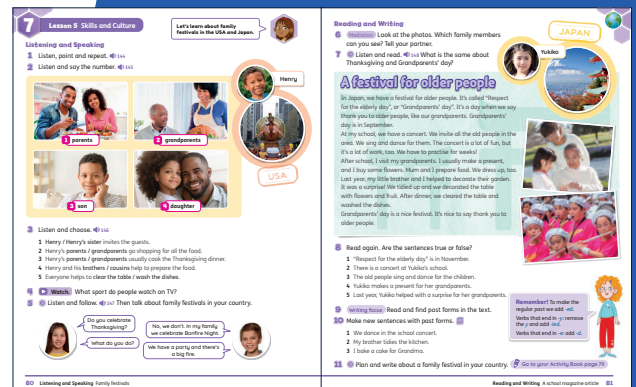
- **It provides feedback to students:** Continuous assessment provides students with ongoing feedback on their learning and progress, which helps them to identify areas for improvement and to take action to improve their learning.
- **It provides feedback to teachers:** Continuous assessment provides teachers with ongoing feedback on their students' learning and progress, which helps them to identify areas for improvement and to take action to improve their teaching.
- **It encourages student autonomy:** Continuous assessment encourages students to take responsibility for their own learning and progress, which helps them to develop self-regulation skills and to become more independent learners.
- **It promotes a growth mindset:** Continuous assessment promotes a growth mindset, which is the belief that intelligence and ability can be developed through effort and practice.

CONTINUOUS ASSESSMENT

- **Full assessment package** with cumulative termly exams reviewing the content of every other unit.
- **Notes on continuous assessment** in the classroom with **information and suggestions** for implementation in the classroom.
- **Self-assessment resources**, progress activities & review sections at the end of each unit to make students aware of their progress at all times.
- **Review sections at the end of every core unit** 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.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- *World Class* has a **strong focus on interculturality**, seeking to include **authentic, real-world content**, with cultural lessons about different countries around the world and activities that **prepare students to be global citizens**.
- In all **stories**, students are invited to relate to, care for and care about diverse settings and characters.
- *World Class* transfers **useful, practical English language to a range of different areas of the curriculum** (maths, science, art, geography, etc.) wherever they are relevant.
- **Cross-curricular projects** include **themes related to the environment and its care**, encouraging students to gradually become responsible citizens.
- **Team Task! activities** encourage students to work together to use the language they have learned in the lesson. They **activate global skills** such as creativity, critical thinking, communication and collaboration.



7 Lesson 8 Skills and Culture

Let's learn about family festivals in the USA and Japan.

Listening and Speaking

1 Listen, point and repeat. 40:10

2 Listen and say the number. 40:14

3 Listen and choose. 40:18

1 Henry / Henry's sister invites the guests.
2 Henry's parents / grandparents go shopping for all the food.
3 Henry's parents / grandparents usually cook the Thanksgiving dinner.
4 Henry and his brothers / cousins help to prepare the food.
5 Everyone helps to clear the table / wash the dishes.

4 Watch. What sport do people watch on TV?

5 Listen and follow. 40:22 Then talk about family festivals in your country.

Reading and Writing

6 Look at the photos. Which family members can you see? Tell your partner.

7 Listen and read. 40:24 What is the same about Thanksgiving and Grandparents' day?

A festival for older people

In Japan, we have a festival for older people. It's called "Respect for the elderly day," or "Grandparents' day." It's a day when we say thank you to older people, like our grandparents. Grandparents' day is in September.

All my school-age have a concert. We invite all the old people in the area. We sing and dance for them. The concert is a lot of fun, but it's a bit of work, too. We have to practice for weeks!

After school, I visit my grandparents. I usually make a present, and I buy some flowers. Mum and I prepare food. We draw up, too. Let me see my little brother and I helped to decorate their garden. It was a surprise! We filled up and we decorated the table with flowers and fruit. After dinner, we cleaned the table and washed the dishes.

Grandparents' day is a nice festival. It's nice to say thank you to older people.

8 Read again. Are the sentences true or false?

1 "Respect for the elderly day" is in November.
2 There is a concert at Kubo's school.
3 The old people sing and dance for the children.
4 Kubo makes a present for her grandparents.
5 Last year, Kubo helped with a surprise for her grandparents.

9 Writing Task! Read and find past forms in the text.

10 Make new sentences with past forms.

1 We dance in the school concert.
2 My teacher rides the kitchen.
3 I take a cake for Grandma.

11 Plan and write about a family festival in your country. 40:30 Go to your Activity Book page 79.

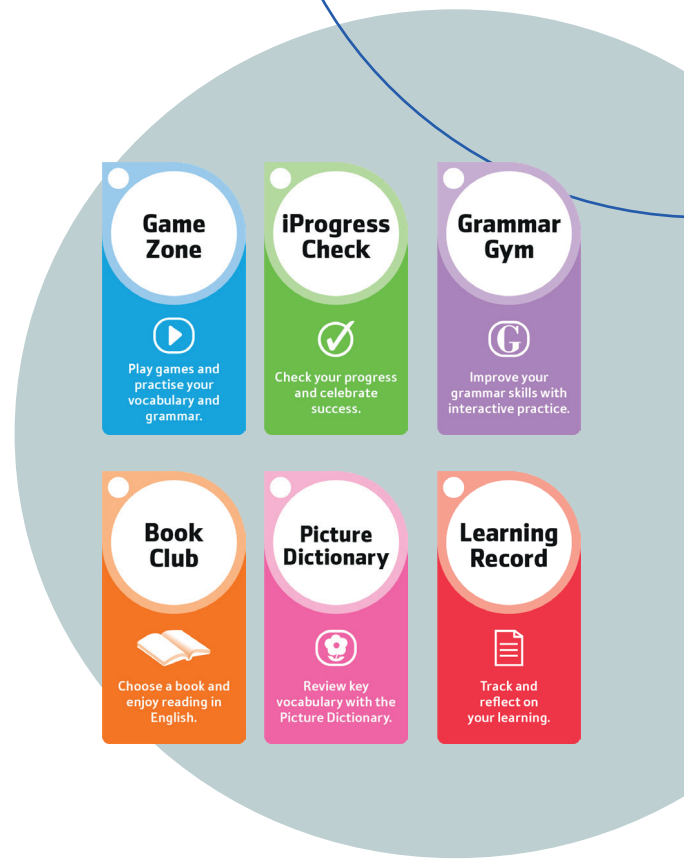
Remember! To make the regular past we add -ed. Verbs that end in -y remove the y and add -ed. Verbs that end in -e add -d.

80 Listening and Speaking Family Festivals

Reading and Writing A school magazine article 81

DIGITAL SKILLS DEVELOPMENT

- World Class promotes digital literacy through facsimiles of webpages, online forums, blog posts, emails, online messages, etc for students to learn how to derive information from online data and to communicate safely and effectively.
- 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.



4 **Mediation** Take turns to describe a new path through the maze in 3.

OK. First, you have to invite guests.

OK. What's next?

MEDIATION

- **Three 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.

Team Task 5 Make a map of an island.

Project 3&4

1 Listen and read. Learn how to do the project. 102

1 Make a list of places in nature. 2 Write adjectives. Match them to the places. 3 Imagine you are explorers on a new island. Give it a name.

4 Choose and draw six places on the map of your island. 5 Write a description. What was there? What could you do? 6 Plan and practise your presentation.

2 Watch. Remember one detail about the island.

3 Mediation Listen and follow. 103 Then talk to the class about your map.

This is Mango Island!

It's a new island. We want to tell you all about it.

We're explorers!

SCIENTIFIC SPIRIT

- **Collaborative projects in the units and Learning Situations in the Team Task 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.**
- **Cross-curricular projects** include themes related to different areas, clearly guided.