

LOMLOE and Key ^{2nd edition}

How is Key 2e 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.

- Key 2e incorporates regular **Learning Situations** in every unit, allowing students to collaborate and solve real-life problems.
- **Clear objectives and carefully staged project tasks** guide students to reflect on issues and questions that they will encounter outside the classroom.
- **Learning situation evaluation rubrics** in the Programaciones help teachers to assess the specific competences in alignment with regional legislation. Challenge)

Learning situation Helping your local community

Explore and research

- In groups, discuss all the different ways young people can help in their local community. Take notes about your ideas. You could make a mindmap or a table to organize your ideas.**
- Find out what initiatives already exist in your area. Each team member should choose one idea from Step 1. Do some research online, or interview local people. Find out the following information:**
 - to where a project already?
 - What does it do?
 - What do local people need?
 - How could you help and get involved?

Analyse

- Hold a team meeting and take turns to present your research. Collect all your information together.**
- Discuss the following in your team:**
 - Are you going to make a video or a podcast?
 - Are you going to include all the projects you researched in Step 2, or just focus on one?
 - What information about your community projects are you going to include in your podcast / video?
 - Are you missing any key information?
 - Finally, decide and allocate roles on the project (for example, writing scripts, presenting, doing interviews, editing).

Create

- Now do the following:**
 - Record / film a first draft of each section
 - Show it to the rest of the team.
 - Share and give feedback.
 - Then compile a final draft of your work. Check your scripts and re-record any parts if necessary.

TEAM UP!

Sharing constructive feedback. Give feedback positively and with respect. Constructive feedback shouldn't be negative. It aims to make the whole team and project better. Try to give and receive feedback with openness.

KEY PHRASES

Giving feedback & receiving feedback

The works really well...
I really like the part when...
Perhaps we should change...
I think (this) works better than (that).
Let's try doing this part again.
Yes, that's a good idea.
Yes, I see your point.

Share

- Show your video / podcast to the other teams in your class. Discuss these questions:**
 - How clearly is each community project explained?
 - How well presented is the podcast / video?
 - What have you learnt from this project?

Reflect

- Read and score yourself 1-3 for each sentence.**

① very satisfied ② satisfied ③ not satisfied

Knowledge: I know how to work collaboratively.
Skills: I can do research and present ideas to the team.
Attitudes: I can give feedback sensitively.

Mediation Relaying information verbally

TASK

You are learning about environmental problems at school. You attended class last week, but your friend Amanda was ill and missed an important topic. She wants to know about the topic before the next lesson. Using the notes you took in the lesson, record a voice note for Amanda and summarise the contents of the lesson.

Read the Mediation strategy. In pairs, discuss what kind of language would be appropriate for teenagers in this situation.

KEY SKILL

Mediation strategy (relaying information verbally)

When we relay information, we need to do the following:

- Select information and make notes
- Decide which information our audience / listener needs - don't give too much!
- Transmit the information in a clear, structured way - use your notes to help you
- Use suitable language for your target audience

Look at the notes below from the lesson last week. Select the information you want to tell Amanda about. Then compare your ideas in pairs.

Environmental issues in the Mediterranean Sea

Why is the Mediterranean important?

- language of history: includes Egyptian building the pyramids, Greek democracy, Roman learning
- home to 500 million people in 21 countries
- many cities, including Sicily, Greece, Israel, Rhodes, Cyprus, Crete, Corsica, Malta
- home to 38 species of fish, including sharks, ray
- home to 38 species of marine mammals, including dolphins and seals
- also marine reptiles (sea turtles) and amphibians (frogs)

Dangers and threats:

- plastics (e.g. the Bay of Marcellino)
- chemicals
- climate change - extreme heat
- overfishing

Results:

- numbers of fish declining (down 34% in 50 years)
- almost species of whale and dolphins close to endangered (including killer whales, pilot whales, bottlenose dolphins and common dolphins)
- sea turtle numbers (only loggerhead turtles doing well)
- polluted beaches (e.g. Larnaca)
- lower tourism
- rising unemployment

Action:

- publicize: use less plastic (especially plastic bottles), clean up beaches (like litter and waste home)
- recycle more
- fish less
- eat vegetarian food

Practice your voice notes in pairs. Did your partner include all the important information?

Record your voice note. Listen back to it. Is there anything you could improve? Share your voice notes in small groups.

MEDIATION

- Regular **mediation lessons** in a variety of formats develop students' written and oral mediation skills and help to incorporate mediation into the English classroom
- Downloadable mediation packs at B1 and B2 levels with accompanying assessment rubrics provide extra practice

INCLUSIVITY

In *Key 2e*, different ways of learning and diversity in the classroom are catered for so that all students can achieve their learning objectives.

- **Flexible component offer** - choose what best suits your class's needs
- **Support & Extend + Online Practice** - graded vocabulary and grammar (three levels of difficulty) with clear reference pages
- Grammar clearly presented in the unit and consolidated in the **Grammar Workshop** at the end of the Student's Book
- **A strong video offer** (3-4 per unit) caters for different learning styles
- Possibility of adapting the exams to the needs of the students with the **Test Generator**, at two levels of difficulty (Standard & Challenge)



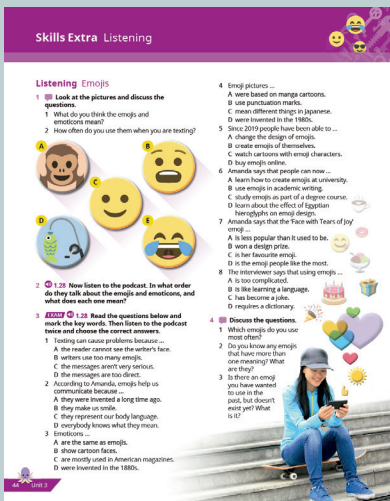
Student Book



Support & Extend



Exam trainer



COMPETENCE-BASED LEARNING

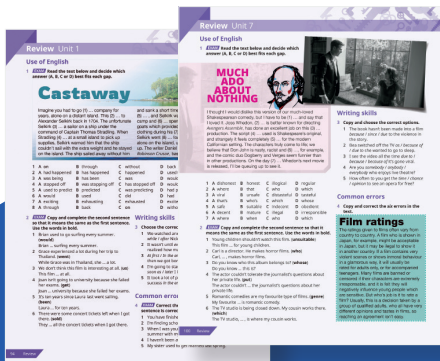
Key 2e is a competence-focused course with practical objectives that also offers comprehensive EBAU exam preparation in all components.

- **Skills extra lessons** in every unit provide further opportunities to practice target grammar and vocabulary in the context of the four skills, including lessons based around authentic documentaries.
- **Flipped classroom videos** in every grammar lesson develop the Learning to Learn competence
- **Communication lessons** teach students practical vocabulary and expressions, developing their oral fluency and helping them put classroom English to use in real-life situations.
- **Progress reviews** encourage learners to use vocabulary and grammar in a practical context.

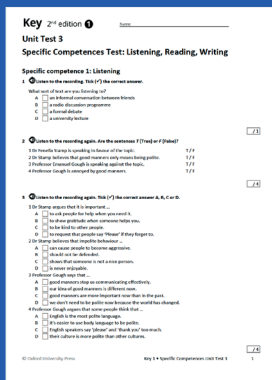
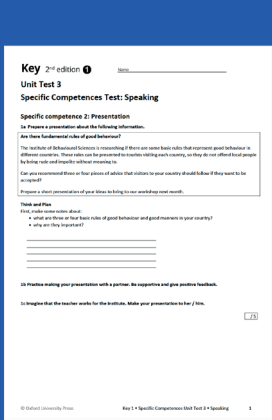
DIGITAL COMPETENCE DEVELOPMENT

Key 2e is based on a blended methodology, giving students the possibility to develop their digital competence through the use of a range of digital components.

- **Blended Solution:** access to digital books with the purchase of the print version.
- **Online Practice** in the Exam Trainer and the Support & Extend books provides extra practice of grammar, vocabulary, the skills, as well exam preparation for regional university entrance exams.



Review pages



CONTINUOUS ASSESSMENT

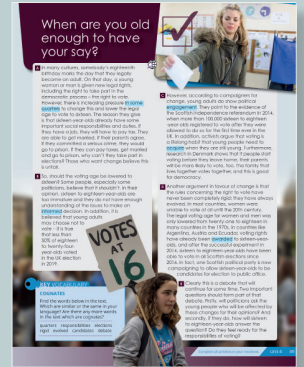
Key 2e offers the possibility of carrying out continuous assessment using digital and print resources.

- The **Test Generator** allows you to create tests at two levels of challenge, tailored to your students' needs.
- Progress tracking in the **digital gradebook**
- Review pages
- **Self-assessment** activities in the Exam Trainer and Support & Extend
- **Progress Reviews** in the Support & Extend
- **Specific competences tests**

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

Topics linked to the United Nations Sustainable Development Goals are covered throughout *Key 2e*, expanding and challenging students' perspectives.

- Reading texts cover authentic and engaging topics that inspire students to think critically about the world around them.
- **Skills Extra videos** feature **documentary footage from ITN productions** and focus on relevant, thought-provoking topics inspired by **UNSDGs**. This includes fast fashion and the environment, gender equality and unconscious bias in society.



Googleable Reading texts



Strategy boxes

SCIENTIFIC SPIRIT

The scientific spirit is developed in *Key 2e* through exposure to real and authentic topics, the encouragement of a curious attitude, development of critical thinking skills and a focus on maintaining an open mind and gathering sufficient information before developing a robust opinion on a certain topic. Students can also read a variety of authentic and Googleable topics in the Student's Book, Support & Extend and the Exam Trainer, some of them cross-curricular, that help to expand students' knowledge of other subjects in English.

- Googleable Reading texts encourage independent research
- Skills Extra video lessons feature questions that ask students for opinions, and project-style tasks
- Strategy boxes in the Student's Book, Support & Extend and the Exam Trainer develop critical thinking
- Cross-curricular Reading and Listening texts weave scientific topics into the English classroom