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PANORAMIC

TEACHER'S GUIDE

with Digital Pack

A2

KELLY PHILLIPS

PANORAMIC

TEACHER'S GUIDE

A2

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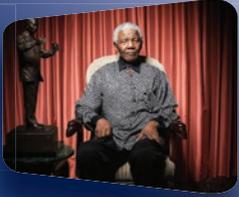
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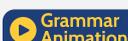
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Introducing *Panoramic*

Panoramic is a new three-level course for upper-secondary school students working towards the INVALSI, Cambridge, and Oxford Test of English exams, and has been developed to give them the tools they need for exam success. But more than that, *Panoramic* inspires your students to learn by exploring a variety of topics from different viewpoints, with a focus on authentic, engaging material and global skills. This is blended with a strong syllabus to prepare your students for academic success.

Panoramic offers you and your students:

- Real-world stories with high impact photos and videos develop students' awareness of global issues.
- Transferable skills and strategies to prepare students for academic studies and the world of work.
- Citizenship and real-world tasks with activities related to the UN Sustainable Development Goals to prepare students for living and working in the world today.
- Extensive exam practice in each unit to prepare students for INVALSI, Cambridge and Oxford Test of English exams and additional INVALSI and Cambridge exam banks to provide extra exam support.
- Grammar introduced in context to support students' understanding of natural English.
- Vocabulary from the Oxford 3000™ and 5000™ to ensure students learn the most important words in English.
- Unit Opener, Culture, Speaking, and Grammar Animation videos allow students to gain a real-world insight and develop language skills.

Panoramic also offers professional development through methodology support. This consists of a range of resources to maximise your teaching effectiveness; they can be found here: www.oxfordenglishhub.com

The Oxford English Learning Framework: the right foundations for every classroom

What is the Oxford English Learning Framework?

The Oxford English Learning Framework (OxELF) is a set of tools aligned to the CEFR, which inform our course and assessment materials. Our authors and editors use these tools to create learning materials that lay the right foundations for every classroom, enabling you to maximise each student's potential. OxELF was developed in consultation with our expert panel and it represents OUP's view of the best way to learn a language.

OxELF is composed of a range of tools that are designed to ensure that OUP's English language courses:

- are consistently levelled to the CEFR
- are informed by evidence-based theories of language learning
- support learners in meeting CEFR learning objectives in the most effective way possible

The framework is flexible, allowing course materials to be developed that meet a variety of teacher and learner needs, cater to mixed abilities, and take local contexts into account. The resources are used by course developers to develop and produce material at the right level of challenge for learners. They focus on the essential elements of language acquisition: grammar, vocabulary, pronunciation, and the four skills – reading, writing, listening, and speaking. They can be used by themselves or adapted to conform with requirements from external sources (e.g. ministry syllabus criteria or international and national exam specifications).

The OxELF resources

Grammar

The approach to grammar in *Panoramic* is based on the OxELF grammar syllabus which recommends at which level to teach which grammar point for the first time, ensuring that grammar acquisition is accessible to learners.

Vocabulary

The OxELF vocabulary syllabus is based on the Oxford 3000 and Oxford 5000. This enables learners to focus on the most useful words to know at each CEFR level and acquire strategies for using them. Learning objectives relating to vocabulary development are aligned to CEFR competences such as recognising different parts of speech and recognising collocations.

Pronunciation

Pronunciation is integrated into all areas of language learning and is aligned with CEFR competences. The key goal for learners is intelligibility, focusing on the following pronunciation features: consonant sounds, consonant clusters, vowel sounds, word stress, sentence stress, intonation, and connected speech (e.g. linking words together).

The four skills

OxELF categorises reading, writing, listening, and speaking by key competences, such as understanding text structure in a reading text. These break down into specific micro-skills that are needed for learners to improve in that skill, such as recognising linking words in a reading text.

More information

To find out more about the Oxford English Learning Framework, visit <http://www.oup.com/elt/OxELF>

Key features of this course

Grammar syllabus

Panoramic is built on a robust grammar syllabus that satisfies several criteria. It is based on the CEFR-levelled OxELF grammar syllabi, whilst at the same time taking into account the grammar requirements of the INVALSI, Cambridge, and Oxford Test of English exams relevant to each level. There are three grammar points covered in each unit, introduced in the reading, listening and writing lessons, which are presented in context and integrated with the skills, and supported by Grammar Animation videos. Further grammar practice can be found in the Workbook where there is a Grammar Reference section with associated practice activities focusing on form and two pages of grammar practice per unit focusing on usage. There is additional practice in *Panoramic* Online Grammar Practice.

Vocabulary syllabus

There are up to three vocabulary sets in each unit, introduced in the reading, listening and writing lessons and fully integrated with the content. These include core vocabulary sets which introduce and practise the core vocabulary for each topic and a Vocabulary Development set which focuses on Use of English and lexical structures. There is further practice of these core sets in the Workbook. Vocabulary is recycled throughout the Student Book, Workbook and photocopiable materials. Vocabulary related to the unit topic can then be practised in *Panoramic* Online Vocabulary Practice.

Exam skills

Panoramic is built on thorough, targeted preparation for the INVALSI, Cambridge, and Oxford Test of English exams in order to equip students with the skills and experience they need to do well in their exams. Exam-style material is included in every unit, with listening, reading, and writing exam-style tasks presented through authentic English reading and listening texts, as well as speaking tasks based on presentations, debates, and general English. There are skills boxes which help students approach the exam task in each of the reading, listening, and writing lessons. The unit review lesson has Cambridge exam-style Use of English questions. Exam-style activities are clearly labelled as *I*, *P* and *O.T.E.* There is an exam practice section at the back of the Workbook to give practice of INVALSI and Cambridge exam-style papers.

The four skills

The four language skills of reading, writing, listening, and speaking are developed throughout the course with a strong focus on strategies. Every skills lesson in the course has a skills box focusing on a specific strategy and accompanying exercise, such as 'Using key words to identify the main idea' or 'Starting a sentence with an adverb'. The intention is that there is a useful takeaway with these strategies as the students will be able to apply them both in their exams and outside of the classroom. The strategies are further practised in *Panoramic* Online Skills Practice.

Stimulating topics

The topics and real-world materials that appear in *Panoramic* are designed to capture the students' interest and stimulate them to express their viewpoint. Each unit opens with a spectacular photo which is accompanied by a video interview. There are real-world reading and listening texts throughout the Student Book. These texts are indicated with an Internet icon to remind students that further research can be done on the Internet.

Video

There are three or four videos in each unit of the course. The units start with an opener video, which is a fun way to introduce and draw students into the topic and pique their interest for the lessons. Each unit opener has a large photo, which is accompanied by a video showing the photographer or expert on the subject matter talking about the photo and the story behind it, allowing students to be exposed to other people's perspectives.

The speaking video aligns with the focus of the speaking lesson. The dialogue is based on a debate, a presentation, or a general speaking dialogue, featuring a group of English secondary school pupils. The accompanying speaking task asks students to practise what they have seen in the video.

There is a culture video in every second unit with a variety of engaging topics including pets in the UK, a film school, Joseph Lister, and space travel.

The Grammar Animation videos in each unit support the grammar lessons. These can be used as part of a 'flipped classroom' approach to be viewed either before, during, or after the lesson. The animations and explanations provide a relatable context for the new grammar, making it clear and accessible for self-study, classroom presentation, or revision. These animations are also part of *Panoramic* Online Grammar Practice.

E-library

Students can access an e-library of eight graded readers, which are ideal for fluency development. Students can be encouraged to choose a title that interests them and to read outside the classroom. The graded readers can be downloaded and used offline on a wide range of devices (e.g. computer, tablet, Interactive Whiteboard) and operating systems (e.g. Windows, Mac, iOS, Android).

Development of global skills

What are global skills?

Global skills prepare students at all levels of education to become successful, fulfilled, and responsible participants in 21st century society. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process.

Global skills can be grouped into five interdependent skills clusters which are all applicable to ELT settings:

Communication and collaboration

These are closely linked: collaboration requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others.

Creativity and critical thinking

Critical thinking involves being able to analyse information and use problem-solving skills. It is a natural partner to creativity, which relies on the ability to think flexibly and generate original ideas and solutions to problems.

Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship is concerned with both the local and the global, focusing on social responsibility.

Emotional self-regulation and well-being

Learner-centred approaches in education focus on aspects of well-being such as ways of promoting learner autonomy, enhancing learners' sense of self-belief, and attending to positive learner attitudes. Other aspects of learner well-being include boosting learner motivation, developing growth mindsets, and making learners aware of effective self-regulatory strategies.

Digital literacy

Digital literacy includes the ability not only to use a diverse range of digital technologies, but to employ them in socially appropriate ways across a range of cultural contexts (see section on digital literacy on the following page).

Global skills in *Panoramic*

Throughout the course there is coverage of the sub-skills described in the previous section. This may consist of a reading or listening text on the topic, or one or two speaking activities that enable students to discuss aspects of the topic.

Many features of communicative English language teaching are suitable for the development of global skills alongside language skills. To find out more, read our position paper *Global Skills: Creating Empowered 21st Century Learners* at www.oup.com/elt/expert

Speaking

Panoramic places a strong emphasis on developing a range of active communication skills to equip students to respond confidently in different situations. Throughout the course, students have varied opportunities for speaking practice. Speaking is built into each lesson, from the stimulating, image-based unit openers that activate students' prior knowledge of a topic, to the spoken output tasks that build on what students have learned in the lesson and allow them to personalise and activate it. The *Viewpoints* feature invites students to share their perspective on a topic with their classmates.

Dedicated speaking lessons in each unit provide structured tasks and phrase banks, so that students have a clear framework to express their ideas. The speaking lessons set achievable goals and give students the tools and strategies to achieve them, whilst also providing the right language and skills that they need for their exams. The focus of the speaking lesson is on an exam-style

presentation, debate, or a general speaking dialogue presented through a video, which leads to a speaking task.

Critical thinking

What is critical thinking?

Critical thinking has been identified as an essential 21st century skill. It is one of the 'Four Cs', the others being creativity, collaboration, and communication. Developing critical thinking skills means helping students move beyond simple comprehension of information. They learn to use logic and evidence to make deductions, analyse and classify information, and solve problems. Each lesson begins with a *Think* task in which students start to think about the topic or an aspect of it. Students are encouraged to think analytically, justify their answers, and challenge other opinions. These activities run throughout the course and allow students to personalise and engage with a range of current topics. The critical thinking skills they foster allow students to approach real-world problems with a useful toolkit of skills, and helps them to navigate with confidence through the information overload that is characteristic of today's world.

Digital literacy

Digital literacy covers a very broad spectrum of skills, but it can be defined in general terms as the ability to access, use, create and share information and content, using a range of digital devices and applications in ways that show critical awareness and an understanding of what is safe and legal. Digital literacy plays a fundamental role in almost all areas of life and work in the 21st century. In a learning environment it enables and enhances a large number of activities that involve:

- communication
- presenting ideas
- finding, modifying, and creating information
- problem solving.

Social engagement also plays an important part in digital literacy; collaboration and communication skills go naturally with using digital tools in a socially engaged way.

Panoramic is a course for today's teenagers – digital natives with a strong interest in the possibilities of technology. The use of digital content throughout the course appeals to both teachers and students in its variety and flexibility of learning.

The importance of digital literacy is reflected in two main places in *Panoramic*:

- 1 In topics which cover issues such as digital footprints and fake news.
- 2 In the *Real world* tasks at the end of the Culture and CLIL lessons there is a focus on developing digital literacy through tasks that require the students to do research online, such as researching a famous person to write a biography about. This helps develop students' digital literacy by encouraging them to:
 - critically evaluate the reliability of the information on the websites that they use for their research
 - work together to decide on the best way to structure and edit the information that they find online
 - apply and extend their knowledge of digital tools for presenting their work

The digital content of *Panoramic* can also be linked to the skill of 'Viewing', which is referred to as the fifth skill, where students respond to and analyse visual content ranging from photographs, symbols, and diagrams to videos, websites, and social media. The course *programmazioni* document contains specific references to where this content can be found in the course materials.

Mediation

In *Panoramic* mediation tasks are included throughout the Student Book and at the end of each Review lesson in the Workbook.

What is mediation?

Mediation normally means negotiating in order to resolve an argument or conflict. In the English language classroom, mediation has a different meaning. In a basic sense, it is someone telling someone else about something. In a fuller sense, mediation is an aspect of communication that involves clarifying or enhancing understanding between people, for example when reporting or interpreting ideas in different ways, or when presenting information or concepts.

Developing mediation skills has acquired more importance in recent years; the CEFR now defines these skills in detail for different levels of language ability and provides can-do statements that can be adapted as learning aims for communicative activities in the classroom.

How do mediation activities work in the classroom?

A mediation task normally involves two texts, which may be either spoken or written. Students read or listen to the first text (often called the source text) and then have to change it in some way in order to explain or tell it to another person or group of people who have not had access to this information. The changed version that students speak or write is the second text (often called the mediated text).

Mediation can happen in various ways, such as changing the medium (e.g. from written to oral / aural), or the register (e.g. from formal to informal) or the purpose of the text (e.g. from information to advice).



The examples below show how these different kinds of mediation work as classroom tasks:

- Students read a text and change the information in it to a visual format (e.g. a diagram or an illustrated poster).
- Students read a text written in a formal style and write about it to a friend in an informal style.
- Students listen to a presentation and write a summary of the key points for another student.

There are mediation tasks throughout the Student Book and Workbook.

How do mediation activities enhance learning?

A shift of emphasis

While mediation activities may help students practise grammar and vocabulary from the unit, their main purpose is to help students develop their communication skills. For this reason, the emphasis is often on effective communication rather than focused practice of grammar and vocabulary in the unit.

Personalisation

When students mediate texts, they communicate in their own words ideas or information they have read or listened to. In this way, they adapt and personalise the message, making it more relevant to the person they are communicating with.

Integrated skills

Mediation activities focus on integrating receptive skills (listening and reading in the source texts) and productive skills (speaking and writing in the mediated versions).

Assessment for Learning

What is Assessment for Learning?

Assessment for Learning (AfL) is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognised by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

AfL relies on a constant flow of information between you and your students. Students provide evidence of their knowledge, understanding, and skills as they engage in learning activities. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps, and supporting learners to achieve the set objectives.

In an AfL approach, it does not need to be only you who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like. The evidence you gather for AfL does not always need to be in the form of grades or scores. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson, or you will offer a brief comment about a student's performance on a particular task. It should not only focus on aspects that students need to improve upon. It is just as important to highlight what students have achieved and are already doing well. It can therefore be useful to focus feedback on 'medals' and 'missions' – what they have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance. So, for example, after students have received feedback on an essay, you could set aside lesson time for students to redraft their work and / or set specific goals for their next essay.

Why is Assessment for Learning useful?

For students:

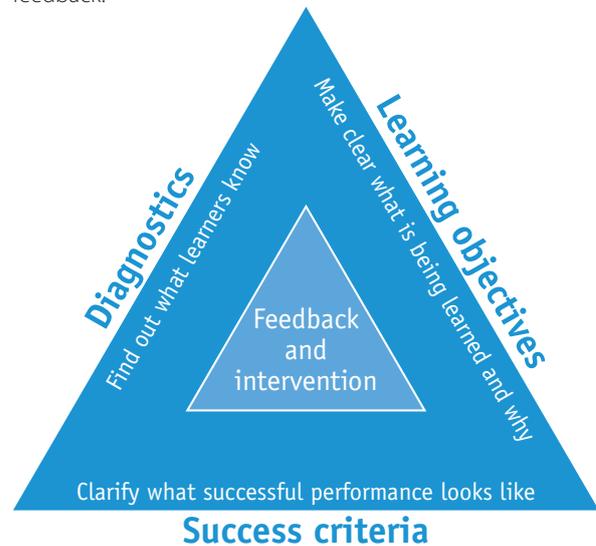
- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it, and what success looks like.
- **It is motivating.** AfL emphasises progress rather than failure, encouraging students to set goals, recognise their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For teachers:

- **It informs teaching decisions.** AfL provides valuable information about students' needs, allowing you to decide what to prioritise in your teaching.
- **It develops skills and confidence.** AfL can encourage more flexible and creative approaches to teaching and give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.
- **It enables colleagues to support each other.** AfL offers a consistent approach which you and your colleagues can implement collaboratively.

How can I implement Assessment for Learning in my teaching?

Effective implementation of AfL is grounded in three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like). As this diagram illustrates, these practices are interrelated and, together, lay the foundations for effective feedback.



The next section explains the three key practices in more detail, and shows how they can be put into practice in the classroom with examples from *Panoramic*.

Diagnostics

To be able to provide effective feedback, you need to find out what students already know and can do. You can gather this evidence in a variety of ways – not just through the diagnostic and progress tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment.

For instance, after a speaking activity, students could assess their own and each other's performance using a set of can-do statements. This, combined with your assessment, can reveal what students are already doing well and highlight specific areas for improvement.

Classroom dialogue can also provide valuable insights into students' understanding and there are a number of ways to maximise its potential as a diagnostic tool. These include:

- short warmer activities
- asking students open questions that require deeper reflection
- allowing plenty of thinking time
- exploring their answers through follow-up questions
- providing opportunities for them to ask questions themselves.

1 THINK Read the poster. Would you like to be a class representative? Why or why not?

Warmer activities help you understand what your students already know as well as what to focus on next in your lesson.

Learning objectives

Determining what students already know through diagnostics will enable you to identify appropriate learning objectives. Learning objectives tell students what they are learning in a lesson and why. This helps them understand the rationale and value of particular activities, making learning relevant.



The learning objectives for every unit are clearly identified.

You may choose to present learning objectives at the beginning of a lesson. Similarly, it can also be effective to wait until after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful, and how they might be applied.

12 ✓ CHECK & REFLECT Check your report. Did you...

- use punctuation and capital letters correctly?
- use adverbs and expressions of frequency?

Student Book reflection activity: students self-assess against the learning objectives.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognise what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

TEACHING TIP

Success criteria: Peer correction and feedback
Peer correction helps students to identify strengths and weaknesses in their own writing. It also gives them confidence to voice their opinions.
Exercise 12: Ask students to check their partner's work and give feedback for each bullet point. Remind students to be considerate and highlight positive points as well as what needs work.

Tips for success criteria.

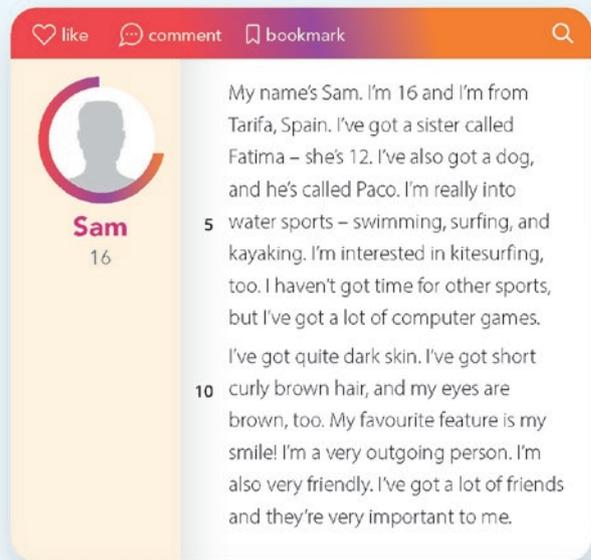
One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write a formal email you could elicit the key features of a successful formal email and why those features are important. You can then add in any key ideas they have missed.

Giving and analysing examples of what good writing looks like is another way of drawing out success criteria. The Writing lessons in the Student Book and Workbook include model texts that are an example of a successful response to the writing task.

2 READ Sam's profile for an international friends website. Correct the errors in the sentences.

- 1 Sam is really into football.

- 2 He's got a lot of books. _____
- 3 He's has got blond hair. _____
- 4 He's got blue eyes. _____
- 5 He's very shy. _____



Peer and self-assessment are also powerful ways of engaging students with success criteria. For example, once students have written their formal email, they can send it to a classmate, who then gives feedback based on the agreed success criteria.

How is Assessment for Learning different from other kinds of assessment?

Assessment for Learning is often contrasted with assessment of learning (also called summative assessment), which measures the outcomes of learning by showing where students are at a given moment in time. In reality, however, the two kinds of assessment can overlap. For example, you might give your students a summative end-of-term test to measure their achievement. If you then use their results as feedback on how they can improve, the same test can then become a tool for AfL.

Is Assessment for Learning a new approach?

In many ways, AfL reflects what most teachers have always done in the classroom. Finding out what students can do and giving them feedback are, of course, fundamental and natural aspects of good teaching. However, in an AfL approach, feedback is viewed as part of a continuous cycle of goal-setting and reflection, with each learning activity feeding into the next. The AfL framework also supports you in providing feedback in a way that is systematic and inclusive.

In what contexts can I use Assessment for Learning?

AfL can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that AfL can also be beneficial in exam-oriented contexts. Students are likely to perform better on exam tasks if they understand what skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

More information

Download our position paper *Effective Feedback: the Key to Successful Assessment for Learning* from www.oup.com/elt/expert

Course assessment

Panoramic offers a seamless learning and assessment experience, built on the principles of Assessment for Learning. With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

All test items are written to the specific learning objectives covered in the course, informed by the Oxford English Language Framework and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Most *Panoramic* tests are available in two slightly different versions (A and B) and are fully editable so that you can adapt them to match your students' needs. The course also offers dyslexia-friendly tests. Tests can be accessed via Oxford English Hub.

Diagnostic test

The diagnostic test is level specific and offers insights into your students' strengths and weaknesses. It can be used to create individual or class learning plans at the beginning of a course of study, and to inform decisions about which language areas to focus on.

Unit tests

The unit tests enable you to identify where learning has been successful in a specific unit and where remedial work is required. The content in the test reflects the language objectives within that particular unit. You and your learners will get feedback on performance in the form of explanatory answer keys. You can also download the marking criteria for speaking and writing activities, as well as supplementary exercises to support and stretch your learners.

Progress tests

The progress tests enable you to assess the progress made by students at the end of every two units. The content in the test reflects the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-year test

The end-of-year test (*prova delle competenze*) is used to summarise what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

Exam practice

Throughout your coursebook, there are regular INVALSI and Cambridge Preliminary exam practice opportunities with top exam tips for students to help them achieve their goals and to prepare for external exams.

The Oxford Test of English practice

The Oxford Test of English is a general English language proficiency test certified by the University of Oxford. Available online through a network of Approved Test Centres, it assesses understanding and communication in speaking, listening, reading, and writing across three CEFR levels: A2, B1, and B2. The Reading and Listening modules are computer adaptive, which means that the test adjusts the difficulty of questions based on the test taker's responses. This makes the test more motivating, shorter, and gives a more precise measurement than traditional proficiency tests. The Speaking and Writing modules use task randomisation, making each test an individualised experience. Further information and free practice materials are available at www.oxfordtestofenglish.com

Exercises in this book labelled as Oxford Test of English, Cambridge First, or INVALSI may vary slightly from the tasks in the actual tests, but provide familiarity with the general task type.