

Student's Book B2+					Macmillan ESDC Program Global Citizenship Framework		
Unit	Page	Section	Exercise	Lesson Outcomes	Domain	Standard	Learning Outcome
1	10	Great learners, Great thinkers	2-3	Thinking about the importance and benefits of clubs, societies and teams  Students watch a video about two individuals who have made a positive difference to their community and model what it is to be a global citizen.	Global Knowledge	Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.	Identify what it is to be a global citizen through specific examples.
2	18	Critical thinkers box	7	Students discuss what they have learnt about global views on a safe age for learning to drive and critically evaluate their opinions and those of others on driver safety and age.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
2	22	Great learners, Great thinkers	2-3	Thinking about ways of lessening our negative impact on the environment  Students learn about individuals who are using biofuels to lessen the negative impact of driving on the environment.	Global Knowledge	Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.	Identify what it is to be a global citizen through specific examples.
2	23	Great learners, Great thinkers	5a-5b	Thinking about ways of lessening our negative impact on the environment  Students consider ways they can take action at home and at school to lessen the negative impact of waste on the environment.	Global Attitudes and Action	Student is actively encouraged to exercise their responsibility as a global citizen through modelling tasks.	Identify and take positive action in the community.

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2	26	Developing writing	1-3	Writing an opinion essay Students consider the advantages and disadvantages of banning cars from city centres and develop their opinion on the topic.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
2	27	Developing writing	4-8	Writing an opinion essay Students develop their written communication skills by writing an opinion essay about restricting video games.	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.
2	27	Developing writing	7	Writing an opinion essay Students develop their own ideas for an opinion essay about restricting video games.	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate independent thinking.
2	27	Developing writing	8b	Writing an opinion essay Students develop their self-evaluation skills by using a checklist to evaluate their opinion essay about restricting video games.	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate an ability to self-evaluate.
1-2	31	Collaborative Project 1	1-2	Environmental initiatives in your country Students identify and present information on an initiative in their country to improve the environment.	Global Attitudes and Action	Student is actively encouraged to exercise their responsibility as a global citizen through modelling tasks.	Identify and take positive action in the community.

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1-2	31	Collaborative Project 1	1-4	Environmental initiatives in your country  Students develop their collaborative skills by assigning tasks appropriately to different members.	Global Skills	Student acquires the skills to be a collaborative citizen.	Demonstrate an awareness of group dynamics.
1-2	31	Collaborative Project 1	1-4	Environmental initiatives in your country  Students develop their collaborative skills by researching and presenting their project as a group.	Global Skills	Student acquires the skills to be a collaborative citizen.	Demonstrate an ability to make necessary compromises to accomplish a goal.
1-2	31	Collaborative Project 1	4	Environmental initiatives in your country  Students develop their oral presentation skills through a group presentation about an environmental initiative.	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.
1-2	31	Collaborative Project 1	2	Environmental initiatives in your country  Students evaluate and then select an appropriate medium (eg a poster, video message, leaflet) to deliver their group presentation.	Global Skills	Student acquires the skills to be a questioning citizen.	Apply appropriate media and technologies to different contexts.

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4	47	Developing vocabulary	1-5	Using compound nouns and adjectives  Students read about the pros and cons of plastic, learning about ways to reduce plastic pollution, and then consider their own views and those of their classmates on the subject.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
4	47	Developing vocabulary	4-5	Using compound nouns and adjectives  Students ask and answer a question about government cutbacks in spending in their country or region, giving their opinion.	Global Attitudes and Action	Student is encouraged to actively question societal or governmental priorities, whether national or global, in the context of global issues and challenges and the need to address these.	Question social or governmental priorities and articulate personal viewpoint.
4	48-49	Great learners, Great thinkers	1-6	Learning about new developments in science and thinking about their implications  Students learn about a controversial scientific innovation and consider its advantages and disadvantages.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
4	48-49	Great learners, Great thinkers	4-5	Learning about new developments in science and thinking about their implications  Students develop their thinking skills by weighing up the pros and cons of an argument before reaching a decision.	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate independent thinking.

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4	49	Great learners, Great thinkers	6	<p>Learning about new developments in science and thinking about their implications</p> <p>Students develop their critical thinking skills by reading a text and listening to arguments before making an informed decision.</p>	Global Skills	Student acquires the skills to be a questioning citizen.	Evaluate decisions critically.
4	52	Developing writing	1-9	<p>Writing a for-and-against essay. Using a range of lexis to talk about causes, reasons and results</p> <p>Students develop their critical thinking skills by considering the advantages and disadvantages of controversial issues in the field of biomedical technology.</p>	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
4	52	Developing writing	6-7	<p>Writing a for-and-against essay. Using a range of lexis to talk about causes, reasons and results</p> <p>Students develop their analytical skills by learning and practising the language of cause and effect.</p>	Global Skills	Student acquires the skills to be a questioning citizen.	Demonstrate an understanding of cause and effect.
4	52	Developing writing	9a	<p>Writing a for-and-against essay. Using a range of lexis to talk about causes, reasons and results</p> <p>Students develop their written communication skills by writing a for-and-against essay.</p>	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.

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4	52	Developing writing	9b	<p>Writing a for-and-against essay. Using a range of lexis to talk about causes, reasons and results</p> <p>Students develop their self-evaluation skills by using a checklist to evaluate their writing.</p>	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate an ability to self-evaluate.
3-4	57	Collaborative Project 2	1-5	<p>A world-changer from your country</p> <p>Students research and present information about a global citizen who has made a positive contribution to the world.</p>	Global Knowledge	Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.	Identify what it is to be a global citizen through specific examples.
3-4	57	Collaborative Project 2	1-4	<p>A world-changer from your country</p> <p>Students develop their collaborative skills by assigning tasks appropriately to different members.</p>	Global Skills	Student acquires the skills to be a collaborative citizen.	Demonstrate an awareness of group dynamics.
3-4	57	Collaborative Project 2	1-4	<p>A world-changer from your country</p> <p>Students develop their collaborative skills by researching and presenting their project as a group.</p>	Global Skills	Student acquires the skills to be a collaborative citizen.	Demonstrate an ability to make necessary compromises to accomplish a goal.

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3-4	57	Collaborative Project 2	2	<p>A world-changer from your country</p> <p>Students evaluate and then select an appropriate medium (eg a poster, video message, leaflet) to deliver their group presentation.</p>	Global Skills	Student acquires the skills to be a questioning citizen.	Apply appropriate media and technologies to different contexts.
3-4	57	Collaborative Project 2	3	<p>A world-changer from your country</p> <p>Students focus on distinguishing facts from opinions when carrying out research for their project.</p>	Global Skills	Student acquires the skills to be a questioning citizen.	Distinguish true/false information.
3-4	57	Collaborative Project 2	4	<p>A world-changer from your country</p> <p>Students develop their oral presentation skills through a group presentation about a world-changer.</p>	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.
5	58	Critical thinkers box	8	<p>Use a range of lexis to talk about minor offences and punishments. Reading for gist and specific information; inferring the meanings of words from context</p> <p>Students read about the response of a police force and a government to some social challenges and give their opinion about the approaches adopted.</p>	Global Attitudes and Action	Student is encouraged to actively question societal or governmental priorities, whether national or global, in the context of global issues and challenges and the need to address these.	Question social or governmental priorities and articulate personal viewpoint.

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5	62-63	Great learners, Great thinkers	1-6	Thinking about police work and the causes of crime amongst young people  Students read a text on this controversial topic and listen to the arguments of others before presenting their own opinions.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
5	62	Great learners, Great thinkers	4	Thinking about police work and the causes of crime amongst young people  Students read a text on this controversial topic and prepare their own ideas individually before taking part in a group discussion.	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate independent thinking.
5	63	Great learners, Great thinkers	6	Thinking about police work and the causes of crime amongst young people  Students develop their collaborative skills by working together to reach a group consensus.	Global Skills	Student acquires the skills to be a collaborative citizen.	Demonstrate an ability to make necessary compromises to accomplish a goal.
5	63	Great learners, Great thinkers	6	Thinking about police work and the causes of crime amongst young people  Students develop their communicative skills by presenting their arguments to the rest of the class.	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.



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5	63	Great learners, Great thinkers	4-6	Thinking about police work and the causes of crime amongst young people  Students analyse the reasons for crime amongst young people and suggest solutions to the problem.	Global Skills	Student acquires the skills to be a creative citizen.	Identify a problem and provide an innovative solution.
5	64	Listening	1-3	Listening for specific information  Students learn about surveillance technology and consider the advantages and disadvantages, giving their own opinion.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
5	65	Developing speaking	1-7	Having a debate  Students learn about surveillance technology in the classroom and debate the pros and cons of it, arguing both sides and then giving their personal opinion.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
5	65	Developing speaking	6	Having a debate  Students learn to respect and present two sides of an argument.	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to build and develop empathy with others.
5	65	Developing speaking	7a	Having a debate  Students develop their oral communication skills by taking part in a debate.	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.

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5	65	Developing speaking	7b	Having a debate  Students develop their critical thinking skills by presenting their own opinion on the topic which may differ from that of the group.	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate independent thinking.
5	66	Developing writing	2	Writing a letter of complaint  Students read 3 texts about teenagers and their behaviour in society, evaluate the arguments and present their own responses.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
5	66	Developing writing	2-3	Writing a letter of complaint  Students develop their critical thinking skills by questioning the arguments presented in two reading texts and identifying the bias displayed both for and against young people.	Global Skills	Student acquires the skills to be a questioning citizen.	Identify biases.
5	66	Developing writing	4	Writing a letter of complaint  Students develop their critical thinking skills by questioning the arguments presented in a letter and analysing the strength and validity of them.	Global Skills	Student acquires the skills to be a questioning citizen.	Identify premises and evaluate conclusions.

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5	67	Developing writing	10a	<p>Writing a letter of complaint</p> <p>Students develop their written communication skills by writing a letter of complaint responding to suggestions that students take little interest in the environment.</p>	Global Skills	Student acquires the skills to be a communicative citizen.	Demonstrate an ability to communicate effectively in a cross-cultural setting.
5	67	Developing writing	10b	<p>Writing a letter of complaint</p> <p>Students develop their self-evaluation skills by using a checklist to evaluate their own writing of a letter of complaint.</p>	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate an ability to self-evaluate.
6	74	Great learners, Great thinkers	4	<p>Thinking about new solutions for building homes in the 21st century</p> <p>Students develop their creative thinking skills by individually presenting ideas for an eco-friendly home.</p>	Global Skills	Student acquires the skills to be a creative citizen.	Demonstrate independent thinking.
6	74-75	Great learners, Great thinkers	4-6	<p>Thinking about new solutions for building homes in the 21st century</p> <p>Students learn about eco-homes and consider ways they could minimise the environmental impact of their home and school.</p>	Global Attitudes and Action	Student is actively encouraged to exercise their responsibility as a global citizen through modelling tasks.	Identify and take positive action in the community.

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6	74-75	Great learners, Great thinkers	4-6	Thinking about new solutions for building homes in the 21st century  Students develop their collaborative skills by working in groups to discuss and explain their ideas for eco-friendly houses.	Global Skills	Student acquires the skills to be a collaborative citizen.	Demonstrate an ability to make necessary compromises to accomplish a goal.
6	75	Great learners, Great thinkers	6	Thinking about new solutions for building homes in the 21st century  Students discuss the challenges of designing an eco-friendly home and present creative solutions.	Global Skills	Student acquires the skills to be a creative citizen.	Identify a problem and provide an innovative solution.
6	76	Listening	1-4	Listening for specific information  Students learn about homelessness and consider different ways to fight it.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.
6	77	Developing speaking	1-7	Discussion questions  Students practise discussing a range of social issues, listening to and evaluating the opinions of others as well as presenting their own arguments.	Global Attitudes and Action	Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.	Critically examine opinions on a controversial issue, including their own.

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6	77	Developing speaking	3-5	<p>Discussion questions</p> <p>Students listen to the opinions of others on a variety of topics and evaluate the arguments given and respond with their own ideas and examples.</p>	Global Skills	Student acquires the skills to be a questioning citizen.	Identify premises and evaluate conclusions.
7	90	Listening	1-4	<p>Listening for specific information</p> <p>Students learn about the cocoa bean trade and some of the potentially negative ecological and social implications of buying chocolate.</p>	Global Attitudes and Action	Student encounters their complicity in negative global outcomes. This can include, as an extension of the self, national complicity, too.	Identify personal complicity in negative outcomes, interpersonal and global.
8	96	Reading	5-9	<p>Understanding coherence and sequence; inferring the meanings of words from context</p> <p>Students read about a global citizen who is trying to draw attention to the need to protect Antarctica.</p>	Global Knowledge	Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.	Identify what it is to be a global citizen through specific examples.