



How **GREAT THINKERS**

Powered by Gateway

is aligned with the LOMLOE requirements

Competency-based learning and problem solving



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Diversidad e inclusión



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Competency-based learning and problem solving



How

GREAT THINKERS

is aligned with the LOMLOE requirements

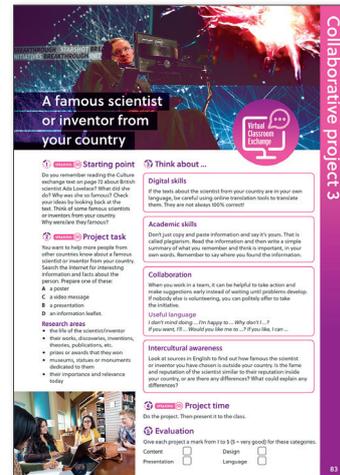
Great Thinkers includes **competency-based learning**:



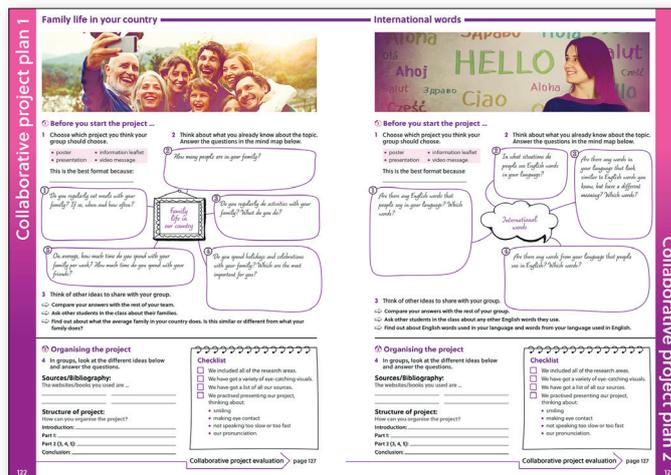
Every other unit contains a **project** with intercultural topics in which students are encouraged to use their creativity and knowledge gained throughout the previous two units.



Collaborative Project Plan sections in the Workbook offer step-by-step planning (brainstorming, organization, checklist) to help students complete the projects.



Student's Book B1+



Workbook B1



The **Collaborative Project Evaluation section** encourages students to evaluate the content, language, design and presentation of their projects, as well as the effort put in and their level of collaboration. To conclude, students are encouraged to reflect on their areas of improvement for future projects.



Student's Book A2



Strong focus on diversity and inclusion with a view to promoting equality



How

GREAT THINKERS

is aligned with the LOMLOE requirements

Great Thinkers has a strong focus on **diversity** and **inclusion** with a view to promoting **equality** in the classroom. It does this through:



Whole Class participation

- Projects
- Great Thinkers, Great Learners sections
- Video documentaries



Video documentaries



Personalised support

- Flipped Classroom videos
- Reach Higher sections
- Grammar Savvy sections
- Test Generator for differentiated assessment
- Accessible Reading texts
- Star-rated Workbook activities
- Tests at two levels
- Extra grammar practice at two levels



Teacher's Resources

- Teaching Tips for mixed ability
- Support videos
- Additional and Mixed Ability activities
- Teacher's App



Student's Book B1+



Student's Book B1



Grammar videos



Flipped Classroom videos



Promoting gender equality



How **GREAT THINKERS** is aligned with the LOMLOE requirements

Great Thinkers promotes gender equality through:



A balance between **female and male role models**, carrying out **non-stereotypical tasks**, showcasing women who transgress predetermined social limitations.

Student's Book B1

Student's Book B1+



'Women in Science' sections (in the STEAM section of the Workbook) offer biographical information on female scientists that have contributed to the field and serve as role models to future generations of female scientists.

Workbook B1+

Great Thinkers helps students to improve their international and intercultural awareness



How

GREAT THINKERS

is aligned with the LOMLOE requirements

Great Thinkers helps students to improve their international and intercultural awareness through:



References to people from a variety of different cultures in every unit, providing students with interesting and age-appropriate real-life cultural information.

7 GET TO THE TOP!

Vocabulary in context
Read the sentences and check the words in bold in your dictionary if necessary.

- They were **astounded**.
- They were **astonished**.
- They were **amazed**.
- They were **amazed** by the results.

Reading
Alan Gassim / **Ami Vitale** / **Photographer**

ESSENTIAL GRAMMAR IN THE WORLD OF WORK
There are many ways you could use a specific set of grammar skills. Here are some examples of how you could use them in a real-world context.

Check your progress
1. Read the text again. Choose the correct answer.
2. Answer the questions.
3. Write a short paragraph about the text.

Student's Book B1

Reading
SCHOOLS WITH A DIFFERENCE
Many schools have got classrooms and tests, but not all. At Agria, there are open spaces and meeting rooms. Choose what you want to learn each day in the morning. When the school is closed, the students and teachers have to go to work. At the school, the students and teachers have to go to work. At the school, the students and teachers have to go to work.

THINK GLOBAL
My school, THINK GLOBAL, is a travelling secondary school. It has branches in different parts of the world. I study in Agria, but I can go to any of the other branches. I can go to any of the other branches. I can go to any of the other branches.

THINK ACADEMY LEARN, NEW YORK, THE US
At my school, THINK ACADEMY LEARN, we've got classes with students from different parts of the world. We have to learn to speak English. We have to learn to speak English. We have to learn to speak English.

Check your progress
1. Read the text about three different schools again. Which of the following topics are not mentioned?
2. Answer the questions.
3. Write a short paragraph about the text.

Student's Book A1+



The Culture Exchange section provides enriching cultural information while also contextualising language learnt in the unit. Students are encouraged to improve their curiosity, empathy and sense of responsibility as they learn about different cultures.

Culture exchange
A transport icon in the UK

On 10th January 1863, they (a) *used to open/ opened* the world's first underground railway in London. The first line (b) *used to/ would* have only six stations, but now the Tube (the common nickname of the London Underground) (c) *use to have/has* 11 lines and 270 stations.

During the Second World War, around 177,000 people (d) *would/usually* sleep in Underground stations at night to protect themselves and stay safe.

Of course, the Queen doesn't (e) *use to/usually* travel by underground. But in 1969 she (f) *used to become/became* the first monarch to travel on the Tube.

The first trains (g) *didn't use to/wouldn't* use electricity, they used steam. They (h) *used to start/started* using electricity in 1890. Today's Tube trains (i) *would/usually* travel over 76 million kilometres in a year, about half the distance between the Earth and the Sun!

There are 49 ghost stations on the Tube. People (j) *usually/would* catch trains there in the past, but now they are empty. Sometimes they use these stations as a film set.

Collaborative project 1 page 31

Student's Book B1+



The Collaborative Projects help students to further deepen their knowledge of other cultures and improve their critical thinking as they compare aspects of other cultures with their own, understanding cultural differences.

Collaborative project 1
An icon of transport in your country

Starting point
What facts do you remember from the Culture exchange text about the London Underground on page 31? Check your ideas by looking back at the text. Do you know any other information about the London Underground that does not appear in it?

Project task
You want to inform students from other countries about transport in your country. Search the Internet for interesting information and facts about it. It can be any type of transport (land, air, sea, space), something that made just one or two important journeys, something that is no longer used, or something that people still use today. Prepare one of these:

- A poster
- A presentation
- A video message
- A website

Research areas

- what type of transport it is
- what it was special about it
- what it started (and how it changed)
- who and how many people used it
- its development over time
- its appearance in films, books or popular culture
- any other interesting facts

Think about ...

- Digital skills**
When you find information that you want to use in your project, search for at least one other source that confirms it. Keep a record of URLs, links so that you can find the information again quickly and easily when you need it.
- Academic skills**
The more that you find on the Internet may be too long and complex to include everything. Highlight or underline the most important information and use it in your project. Don't be afraid to use easiness more direct structures when you write.
- Collaboration**
When you work in a team, decide the best way to divide the work quickly and fairly. You could all search for different information, for example. Or some people could look for information while others are responsible for preparing slides. Make sure everyone is happy with the distribution of work.
- Useful language**
Who wants to ...? / Are you happy doing ...? / Can I ...? / I'd like to ... / Can I volunteer ...? / I'd like to ...
- Intercultural awareness**
Compare the information that you find about your icon of transport from students from your country and from international (not UK!) websites. Is it the same? If not, how is it different and what could explain that difference?

Project time
Do the project. Then present it to the class.

Evaluation
Give each project a mark from 1 to 5 (+ very good) for these categories:

Content Design Presentation Language

Student's Book B1+



Educating on sustainable development and citizenship



How

GREAT THINKERS

is aligned with the LOMLOE requirements

Great Thinkers educates on sustainable development and citizenship through:



Real world topics related to **sustainability** and **citizenship**, treated in a way that is relevant and interesting to today's teens.

GREAT LEARNERS GREAT THINKERS

SUSTAINABLE FOOD SOLUTIONS

Lesson aim: To think about ways we can feed the planet in a sustainable way

Video: A different kind of school lunch

Social and emotional learning: Making decisions

1. **10min** Watch the video and answer these questions.
 1. How do you feel about eating insects?
 2. Why do you think some experts want to encourage us to eat more insects?
2. **10min** You are going to watch a video about a school that has prepared dishes with insects for school lunch. What do you think the students are going to say about eating insects before they try them? And after trying them?
3. **10min** Watch the video and check your ideas in 2a. Were your predictions right?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____

WHAT A WASTE!

Insects could be one solution to the problem of feeding the world because they help us to get the protein we need without using a lot of water, energy or land. Another solution is to be more careful about all the food we waste. When we throw food away, we are also unnecessarily sending the water, energy and land that went to produce the food. An organisation called *Love Food Hate Waste* says that in the UK we throw away one of every five bags of food that we buy. That's seven million tonnes of food a year! We need to think of different ideas that help us to throw away less food. ...and

'In the UK we throw away one of every five bags of food that we buy'

GREAT THINKERS

Generate-Sort-Connect-Elaborate

1. **10min** Work in small groups. Follow the instructions to solve the problem at the end of the text in 4.
 1. Generate ideas. Make a list of any ideas you can think of to waste less food.
 2. Sort your ideas into groups. Decide your different categories and put your ideas into their own think boxes.
 3. Connect any ideas from different categories that you think have a link.
 4. Elaborate any of your ideas by expanding them and adding them in new directions.
2. **10min** In your group, create a mind map with as many ideas for throwing away less food as possible. Start doing some of your ideas today!

GREAT LEARNERS **Active**

Great learners are active global citizens.

With problems like food waste, why is it so important to think of ourselves as all citizens of just one global community?

Learner profile page 142

Student's Book B1+

GREAT LEARNERS GREAT THINKERS

PRESERVATION

Lesson aim: To think about ways of protecting the environment

Video: Acorn thief!

Social and emotional learning: Keeping an open mind

1. **10min** Match the words (1-3) with the definitions (A-C). Then say what you think the video is about.
 - A. a small, soft, round animal
 - B. someone who steals something
 - C. a small animal with a long tail that is similar to a squirrel
2. **10min** Watch the video and answer the questions.
 1. How many chipmunks can you see in the video?
 2. Why was the chipmunk angry?
3. **10min** Watch the video again. Find five mistakes in the text and correct them.

Wig	Latest posts	Archive
THE GREAT NORTH WOODS		
In the Great North woods, there are eight million hectares of forest. It contains the ancient change oyster and fall to the ground. Under the forest there are things for animals to eat the acorns. The chipmunk is trying to find acorns. He can't find acorns that he needs to eat. He needs to eat the acorns before winter comes. A lizard steals the chipmunk's acorns. The chipmunk has three acorns to find more acorns before winter ends and the winter comes.		

GREAT THINKERS

Think-Pair-Share

4. **10min** Follow the instructions.
 1. Think of the advantages and disadvantages of acorns for one minute. Write your ideas down.
 2. Share your ideas with a partner.
 3. Take someone's point and share them with the class.
 4. Read the text about acorns. Is your opinion different now?

ARE ZOOS A GOOD THING?

Zoos are very popular with children and adults - over 700 million people visit them every year. But are they good things?

Many people say that zoos are bad because they are cruel and that animals should be free in the wild. However, other people think zoos are good because they help to protect animals.

Physical and mental health: Zoo animals often don't have much space and this means they don't do enough exercise and are stressed or unhappy.

There are arguments to favour and against zoos. However, it depends on which zoo we are talking about. Some zoos don't care for animals well but others are good, protect and care for animals well and help to save endangered species.

5. **10min** The text in 4 gives both the advantages and disadvantages for a theme and is balanced. Why is it important to try to keep an open mind on a subject?
6. **10min** The text in 4 talks about how zoos can help to save endangered animals. Can you think of other ways of protecting animals? What can young people in your country do to protect animals?

GREAT LEARNERS

Great learners think locally and globally.

In 6, you are thinking of ways to protect animals. Why is it important to do this?

Learner profile page 151

Student's Book A1+

4 FEEDING THE PLANET

Vocabulary in context

Food and meals

Describing food

1. **10min** Put these words in the correct place in the table. Use a dictionary if necessary.

Fruit	Vegetables	Meat/Fish/Seafood
avocado	butter	carrot
cherry	chips	cod
cream	crisps	lamb
lettuce	muffins	oil
olive	pancake	peas
peach	pie	plum
prawns	rice	semi-skimmed milk
spinach	sweetcorn	tuna
turkey		
2. **10min** Explain these words and give one or two examples of food that go with them. Use a dictionary if necessary.

Dairy products	Sweets/Bakery products	Other
baked	boiled	fattening
fresh	fried	frozen
greasy	juicy	processed
raw	roast	rotten
salty	spicy	starchy

boiled - cooked in very hot water, for example eggs or potatoes
3. **10min** Describe a type of food or drink. Can your partner identify it?

It's a type of meat. If you buy it fresh, you can roast it. It can also be processed. It comes from a bird that's bigger than a chicken.

Culture exchange

School food in Australia

In Australian schools, there is sometimes a (a) _____ a room where you can eat. This is a place where students can buy something for lunch, like a simple restaurant. It isn't always cheap, but you can choose what you want. If you're hungry, you can buy a warm (b) _____ like a meat pie with vegetables, or lasagne. Meat is popular in Australia and the most popular national (c) _____ are lamb or barbecued sausages. They often sell (d) _____ like burgers, pizzas, kebabs or nachos, too. If you prefer something light you can just pick up a simple (e) _____ like a sandwich, for example. There are always a variety of (f) _____ like fruit salad, cakes or ice cream. At Australian schools they usually eat just two courses. They don't usually have a (g) _____ something light to begin the meal.

Other Australian students take a (h) _____ to school, which their parents usually prepare. They take it in a box. Because of the good weather, it's popular to eat outside. There are usually lots of water fountains around the school, which they call 'bubblers'. There are often (i) _____ too. These sell drinks or packaged food, but in theory they don't sell unhealthy products.

Collaborative project 2 page 57

Use it ... don't lose it!

5. **10min** Ask and answer the questions.
 1. On a school day, what do you usually have for lunch and where?
 2. What are some typical national dishes from your country? Do you like them?
 3. Which three words from 2 best describe the food you most frequently eat?

Reach higher page 137

Student's Book B1





Great Thinkers helps students to develop a series of **digital competences** through:



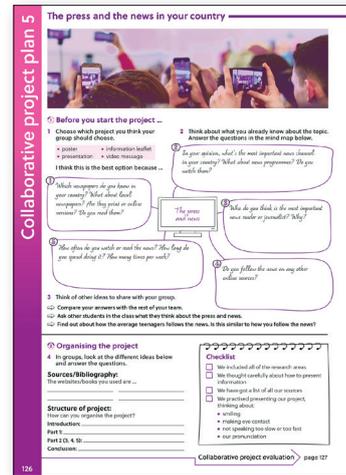
Tools and apps

The **Student's App** offers opportunities for students to continue or dive deeper into content covered in class in a different format, either on a computer, laptop or tablet with the **Digital Student's Book** or **Digital Workbook** or **Student's Resource Centre**, or on a mobile phone with **On-the-Go Practice**.



Information treatment and organisation of work and learning settings

The projects allow students to work collaboratively, incorporating technology into their work process.



Workbook B2



Interpersonal communication and collaboration

The **Virtual Classroom Exchange** encourages classes to connect with other classes with students their age across the globe via video conferencing and messaging tools, practising their language and digital communication skills.



Citizenship habits, civility and digital identify

Great Thinkers, *Great Learners* spreads and reading comprehension texts cover topics related to digital identify and their impact on society.



Student's Book B1

