

Student's
Book

1

Andalusian Edition
with App

We Belong

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Unit









SDGs and Learning situations

SUSTAINABLE DEVELOPMENT GOALS

Key

Competences

Vocabulary

5	Begin to belong Page 6	Vocabulary: countries and nationalities, in the classroom, family members, describing people, action verbs		
1	My school day Page 12	What is an ideal school? Project: Design an ideal school timetable Critical thinking: Making logical decisions		CLC • PC • STEM • DC • CC • CE Daily routines School subjects Project: Japanese school life
2	Free time Page 24	How important are hobbies for teenagers? Project: Do a survey about how students spend their free time Collaboration: Planning and managing tasks		CLC • PC • CC • CE • CCAE Free-time activities <i>do, go and play</i> Project: My time
3	The meaning of clothes Page 36	Why do people dress up? Project: Make a mini-book about traditional clothes Creativity: Using your imagination and thinking of original ideas		CLC • PC • CC • CE • CCAE Clothes Describing clothes Project: The art of fashion
4	The worst weather! Page 48	How does the weather affect the way we live? Project: Make a video giving weather advice about your country Communication: Active listening		CLC • PC • DC • STEM • CC • CE Weather Things to take on a trip Project: Four seasons in a week
5	There's a lot of food! Page 60	What makes a town a good place to live in? Project: Make a map showing useful places in your town Critical thinking: Considering the needs of other people		CLC • PC • DC • CC • CE • CCAE Food and drink Places in a town Project: Picnic snack ideas MEDIATION
6	Save the animals! Page 72	How can we help animals in danger? Project: Prepare a poster about endangered animals Collaboration: Listening to other people's opinions		CLC • PC • STEM • DC • CC • CE Describing animals Taking action Project: Top five animal videos
7	People we admire Page 84	What makes a hero? Project: Make a digital presentation about a female hero from the past Creativity: Using feedback to improve your work		CLC • PC • DC • CC • CE • CCAE Jobs Describing people Project: Formula 1, let's go! MEDIATION
8	It's going to be fun! Page 96	What's your idea of a good holiday? Project: Create a three-day holiday plan Communication: Communicating clearly		CLC • PC • STEM • CC • CE • CCAE Holidays Holiday activities Project: Cool summer holidays

Learning situation graphic organisers p108 • Grammar GOAT p112 • Pronunciation p124

Key competences: CLC Competence in linguistic communication • PC Plurilingual competence • STEM Competence in science, technology, engineering and maths • DC Digital competence • SOCL2L Social and personal competence and learning to learn • CC Competence in citizenship • CE Competence in entrepreneurship • CCAE Competence in cultural awareness and expression



Grammar	Reading Competence	Listening Competence	Speaking Competence	Writing Competence
Grammar: <i>be</i> (affirmative, negative and questions), possessive adjectives, possessive 's and s', <i>have got</i> , <i>can</i> for ability				
<ul style="list-style-type: none"> Present simple: affirmative and negative Present simple: <i>Yes/No</i> questions Object pronouns 	An online article <i>A day in the life of an online student</i>	A conversation MEDIATION	Working together to check answers	A blog post PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> Adverbs of frequency Likes and dislikes Present simple: <i>Wh-</i> questions 	A blog <i>Brighton Zeuner</i> MEDIATION	A radio interview	Asking for information	An informal message PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> Present continuous Present simple and present continuous 	A live feed <i>Comic-Con</i>	A live report MEDIATION	Shopping for clothes	A description of a photo PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> Comparative and superlative adjectives <i>can/can't, must/mustn't</i> 	A magazine article <i>Our amazing world</i>	Instructions MEDIATION	Making and responding to suggestions	Instructions PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> Countable and uncountable nouns <i>there is/are</i> <i>Is there ... ? Are there ... ?</i> <i>How much/many ... ?</i> 	A guidebook <i>How to eat like a local</i>	An informal conversation	Asking for directions	A description of a place PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> Past simple: <i>be</i> <i>there was/were</i> Past simple of regular verbs: affirmative and negative Past time expressions 	An article <i>The saiga and the mountain gorilla</i>	A podcast MEDIATION	Showing interest	An email PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> Past simple of irregular verbs: affirmative and negative Past simple: question forms and <i>ago</i> 	A newspaper article <i>Teen heroes rescue neighbours</i>	A podcast	Giving opinions	A biography PLURILINGUAL COMPETENCE
<ul style="list-style-type: none"> <i>will/won't</i> <i>be going to</i> 	A travel blog <i>Travel from your sofa!</i>	Phone conversations and messages MEDIATION	Making plans with a friend	An invitation PLURILINGUAL COMPETENCE

Irregular verbs p126 • Cheat Sheets in Castilian p128

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