

Student's  
Book

1

# We Belong

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## Unit









## SDGs and Learning situations

## SUSTAINABLE DEVELOPMENT GOALS

## Key

## Competences

## Vocabulary

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

Learning situation graphic organisers p108 • Grammar GOAT p112

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

Pronunciation p124 • Irregular verbs p126