

Student's  
Book

2

# 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> introducing yourself, your likes and dislikes, personal information, countries and languages			
<b>1</b> <b>Screen time</b> Page 12	What makes a good story? <b>+</b> <b>Project:</b> make a storyboard of a success story about equal opportunity <b>Creativity:</b> Generating ideas together		CLC • PC • STEM • DC • CC • CE	TV, films and games Likes and dislikes: phrases <b>+</b> <i>A visit to the film studio</i> <b>MEDIATION</b>
<b>2</b> <b>That's history</b> Page 24	What can we learn from the past? <b>+</b> <b>Project:</b> create a poster about life 30 years ago where you live <b>Communication:</b> Taking turns to communicate effectively		CLC • PC • CC • CE • CCAE	Everyday objects Life events <b>+</b> <i>Living in 1927</i>
<b>3</b> <b>Aim for success!</b> Page 36	What is your idea of success? <b>+</b> <b>Project:</b> make an infographic about a person with a disability and their success story <b>Collaboration:</b> Taking on different roles		CLC • PC • CC • CE • CCAE	Success and achievements Word families: verbs and nouns <b>+</b> <i>Making a goal diary</i>
<b>4</b> <b>Spend or save?</b> Page 48	How can teenagers learn about money? <b>+</b> <b>Project:</b> make a proposal to get money for a business idea <b>Communication:</b> Communicating effectively to a group in a formal situation		CLC • PC • STEM • CC • CE	Money Adverbs <b>+</b> <i>What can you buy for €1?</i>
<b>5</b> <b>Life in a changing environment</b> Page 60	How can we improve our environment? <b>+</b> <b>Project:</b> analyse waste at your school and make proposals for change <b>Critical thinking:</b> Solving different types of problems		CLC • PC • CC • CE • CCAE	Rooms and furniture Your environment <b>+</b> <i>The nomadic life</i> <b>MEDIATION</b>
<b>6</b> <b>Give it a try!</b> Page 72	Why is it a good idea to try new things? <b>+</b> <b>Project:</b> make suggestions for a varied and active lifestyle <b>Collaboration:</b> Working together to achieve your goals		CLC • PC • STEM • DC • CC • CE	Experiences Music <b>+</b> <i>What have you done?</i>
<b>7</b> <b>My things</b> Page 84	How important are personal possessions? <b>+</b> <b>Project:</b> prepare a Me Box and make a video of yourself talking about the things in it <b>Creativity:</b> Taking the initiative		CLC • PC • CC • CE • CCAE	Describing things Adjective suffixes <b>+</b> <i>Birthday unboxing</i>
<b>8</b> <b>Be responsible!</b> Page 96	What responsibilities do teenagers have? <b>+</b> <b>Project:</b> make a proposal for the final lesson at the end of the school year <b>Critical thinking:</b> Thinking about other people's interests		CLC • PC • STEM • CC • CE • CCAE	Jobs around the home -ed and -ing adjectives <b>+</b> <i>Responsibilities</i>

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> possessive adjectives, likes and dislikes, <i>Wh-</i> questions, question words, <i>there is/are</i> , object pronouns				
(+) Present simple Adverbs and expressions of frequency Present simple and present continuous	A blog post <i>TechTime</i> <i>Creative genius</i>	A live report	(+) Expressing preferences	A review of a series <b>PLURILINGUAL COMPETENCE</b>
(+) <i>(there) was/were could</i> Past time expressions Past simple (+) <i>used to</i>	A history magazine <i>The amazing Aztecs</i> <b>MEDIATION</b>	A podcast	(+) Asking for clarification	An email to an e-pal <b>PLURILINGUAL COMPETENCE</b>
(+) Past continuous Past simple and past continuous <i>when</i> and <i>while</i>	An online article <i>Building brilliant brands</i>	A presentation <b>MEDIATION</b>	(+) Telling a story	A story <b>PLURILINGUAL COMPETENCE</b>
(+) Quantifiers: <i>a lot of (lots of), some, any, not much/many, too much/many, (not) enough</i> (+) Comparative and superlative adjectives <i>(not) as + adjective + as</i>	A magazine article <i>Turn your toys into treasure!</i>	An interview <b>MEDIATION</b>	(+) Giving advice	A note and a message <b>PLURILINGUAL COMPETENCE</b>
<i>will</i> and <i>might</i> (+) Introduction to conditionals	A newspaper report <i>Your next home might be printed!</i>	A podcast	(+) Making decisions	An advertisement <b>PLURILINGUAL COMPETENCE</b>
(+) Present perfect: affirmative and negative (+) Present perfect: <i>yes/no</i> questions <i>ever</i> and <i>never</i>	A profile <i>What's cool, Jenk?</i> <b>MEDIATION</b>	A conversation	(+) Talking about experience	An e-postcard <b>PLURILINGUAL COMPETENCE</b>
(+) Present perfect with <i>for</i> and <i>since</i> (+) Present perfect and past simple Past time expressions	A feature article <i>Virtual collections</i>	An interview <b>MEDIATION</b>	(+) Asking about lost and found objects	A personal email <b>PLURILINGUAL COMPETENCE</b>
(+) <i>have to</i> <i>will</i> and <i>be going to</i>	An online news story <i>Do girls have to help more at home?</i> <b>MEDIATION</b>	A presentation	(+) Making offers and requests	A for-and-against essay <b>PLURILINGUAL COMPETENCE</b>

Pronunciation p124 • Irregular verbs p126