

# Unit Walkthrough

We Belong Student's Book 1

SDGs provide the context for the unit themes and the task for the optional end-of unit Learning Situation.



We Belong presents target vocabulary in a clear, visual way to help students acquire new vocabulary by linking the concept to the written word.



- 1 Read the words in the box. Which ones can you see in the photos?
- 2 Read the descriptions. Match 1-7 to photos A-H.  
1 Mickey, a red hoodie, jeans and white trainers  
2 Jenna, a blue top, leggings and trainers  
3 Emma, a white top, a scarf, jeans and flat boots  
4 Collection Z, a brown sweater, boots, a pink hat and sunglasses  
5 Maya, purple tights and a green sweater  
6 Collection J, brown sandals, blue shorts, boots and a red scarf  
7 Zanna, pink shoes, a white top and grey leggings

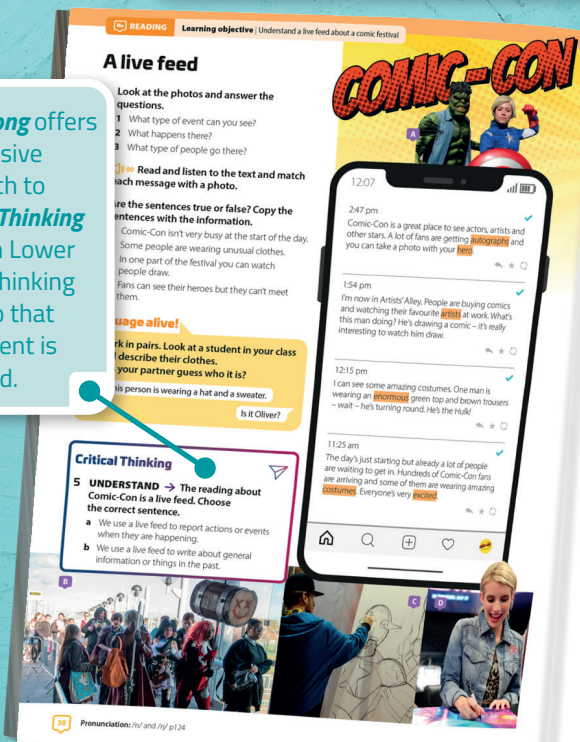
Language alive!  
6 Work in pairs. Talk about the clothes in the photos.  
I like this photo, because I like wearing trainers.  
I don't like this photo, because I don't like wearing hoodies.

Access your Digital Student's Book and have fun with vocabulary.

We Belong has 4 videos per unit (Video Skill videos, grammar presentation videos, speaking model videos, learning situation videos) to keep students motivated.

The unit begins with Videos Skills, unit topic-related videos to engage students with the content that follows.

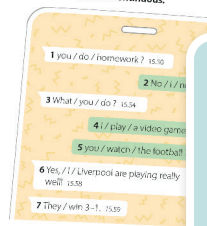
Competency-based approach to grammar: the heading shows the grammar structure in use to familiarise students with its correct use.



We Belong offers an inclusive approach to Critical Thinking through Lower Order Thinking Skills so that no student is excluded.



Grammar presentations videos and detailed grammar tables make grammar accessible to everyone in the class.



The Grammar GOAT at the end of the Student's Book offers reinforcement and challenge activities, catering for multi-level classes.



**Language Alive!** boxes encourage students to personalise new language through short communication activities which include support so that all students can carry them out without difficulty.

**Achievable mediation activities.** The workbook includes a **Mediation Skills section** which provides guided support for each of the mediation tasks.

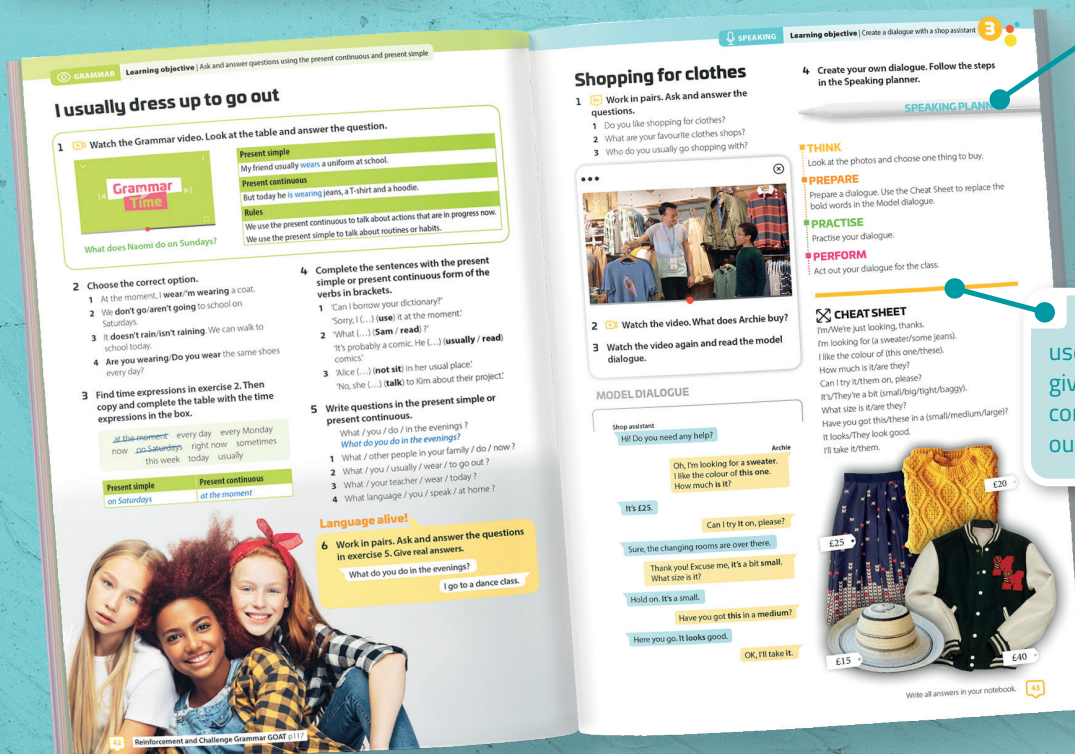


Each unit includes a **digital game** so that students are motivated and enjoy learning.

**Celebrities for Good** showcases well-known faces relevant to teens who play a positive role in society and that today's teens can identify with.



**Functional language** is presented through **videos** of real-life situations, easy-to-follow model dialogues and a step-by-step **Speaking Planner** to make the production task accessible to everyone.



**Cheat sheets** with useful language give all students confidence to carry out their task.

# We Belong

Annotated model texts highlight language and writing tips for each genre so that students know what is expected from them.

The step-by step *Writing Planner* provides a guided framework to written production. The Workbook offers further support and space to carry out each piece of writing.

The *Cheat Sheet* column includes a summary of the unit content, and is a useful aid for the Writing or as further reference.

Also available in Spanish at the back of the book!

*Kahoot!* activities offer a fun and inclusive way of revising unit content.

**Model Text:** A description of a photo showing a family riding bikes in a park. The text is annotated with tips like 'Use the present continuous to say what's happening in the photo' and 'Use the connector because for reasons why you do something'.

**Writing Planner:** A structured guide for writing a description of a photo, including sections for THINK, PREPARE, WRITE, and REVISE, with specific questions and instructions.

**Cheat Sheet:** A reference section containing grammar rules (Present continuous, Present simple), spelling rules, and a vocabulary list of clothing items.

Every optional end-of-unit *Learning Situation* aligns with a UN Sustainable Development Goal, providing real-world context for students to apply the knowledge acquired throughout the unit.

An annotated project model included tips on aspects of language covered in the unit to develop each learning situation successfully.

The learning situation begins with a *unit-related question* that will have to be answered throughout the project.

**Learning Situation:** WE BELONG TO... The world's culture and traditions. Why do people dress up? Project: make a mini-book about traditional clothes.

**Project Skills:** Learning situation: Describe clothes in another country or region. Cross-curricular topic: The world around me. Language: Use the present simple and continuous and vocabulary from the unit. Creativity: Use your imagination and think of original ideas.

**THINK:** Read the page from a mini-book in the Model project on p47. Which of these things can you see? (List of items like title, information about the country or region, etc.)

**CREATE:** Look at the Learning situation graphic organisers on p109. Then make your mini-book. Use the tips in the Creativity box.

**PLAN:** Work in pairs. Choose a region of your country, or another country.

**PRESENT:** Exchange your mini-book with another pair. What new things do you learn about traditional clothes?

**Model Project:** Traditional costumes in Bolivia. Different regions of Bolivia have different costumes. Traditional clothes often tell us what region someone comes from. The highlands are a region in the west of Bolivia. The traditional costume there has a lot of colours. People wear it for festivals and on special occasions.

**CHEAT SHEET:** Evaluation rubrics checklist. Copy the checklist and write ✓ or ✗.

- Task: Did you follow the four steps: Think, Plan, Create and Present?
- Creativity: Did you use your imagination and think of original ideas?
- Content: Did you include key information about traditional clothes?
- Language: Did you describe clothes with the present simple and present continuous?
- Presentation: Did you include the sections in exercise 2 in a clear way?

A *Video* showing teenagers presenting the project boosts students' confidence before starting their own.

Clearly defined steps to carry out and present each project with confidence.

The *Cheat Sheets* serve a dual purpose: listing the characteristic aspects of each project and a checklist for self-assessment.