

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

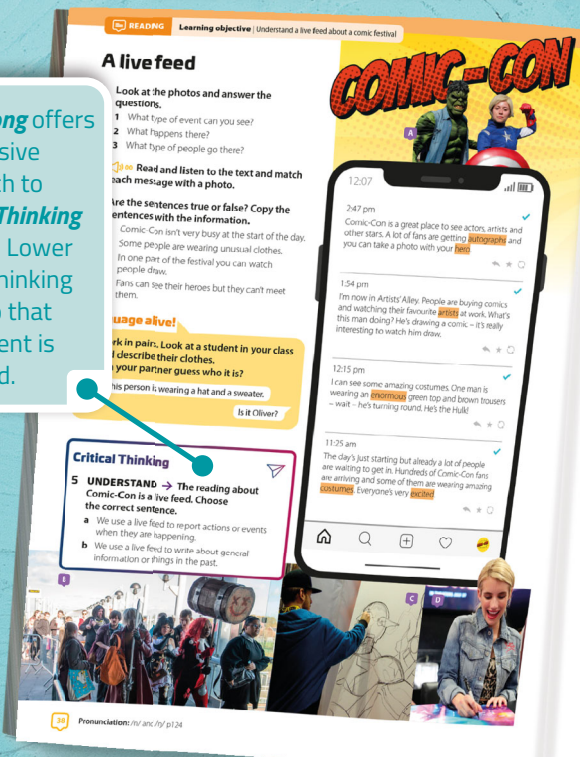
We Belong presents target vocabulary in a clear, visual way to help students acquire new vocabulary by linking the concept to the written word.



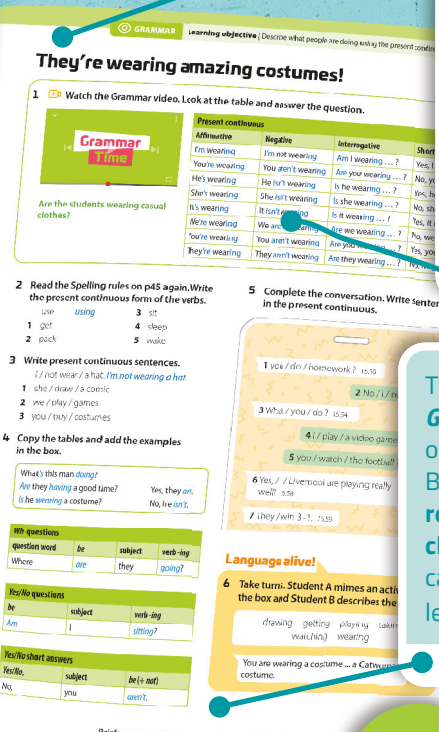
The unit begins with **Video Skills**, unit topic-related videos to engage students with the content that follows.

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.



Grammar GOAT

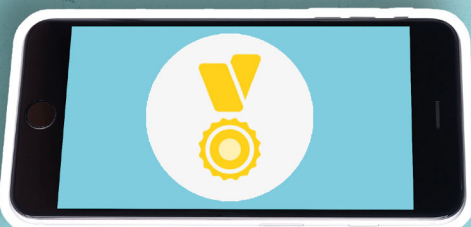
Language Alive! boxes encourage students to personalise new language through short communication activities which include support so that all students can carry them out without difficulty.

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

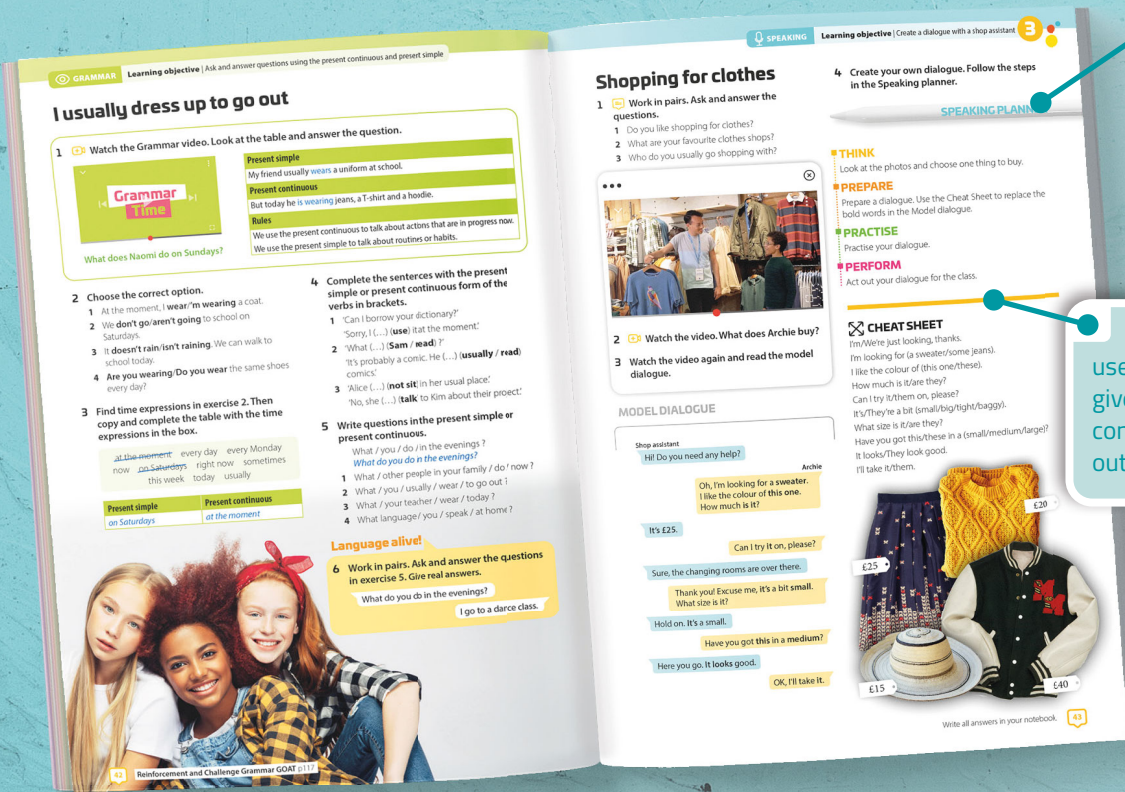


Each unit includes a **digital game** so that students are motivated and enjoy learning.

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.

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

WRITING Learning objective Write an informal message about describing a photo

A description of a photo

MODEL TEXT

In this photo, my family and I are on holiday and they're riding bikes in the park. I'm taking the photo because I'm not in it. My little sister is at the front. She's wearing a yellow hoodie. She always wears yellow because it's her favourite colour. My mum is also at the front. My mum sometimes wears casual clothes but she prefers wearing smart clothes. My mum is wearing a red T-shirt and black leggings. My brother and my uncle are at the back. They're both wearing shorts. My brother is wearing a blue T-shirt and my uncle is wearing a grey jacket. They love sport and they often go cycling together.

Sofia

1 Read Sofia's description and answer the questions.

- Where are the people in the photo?
- What's Sofia's sister's favourite colour?
- Who is wearing black leggings?
- What are her brother and her uncle both wearing?

2 Choose the correct connector.

- I often wear leggings **because** so they're comfortable.
- It's hot **because/so** I'm wearing sandals.
- I love this photo **because/so** it's funny.
- I'm at home **because/so** I'm wearing casual clothes.

3 Write your description. Use your notes and the Model text on p4 to help you.

This is a photo of ...
I'm wearing ...
I like this photo because ...

4 Do you use the present continuous correctly?
Do you use the present simple correctly?
Do you use vocabulary for clothes?
Do you use *because* and *so* for reasons and results?

GRAMMAR

Present continuous
I'm reading my favourite comic.
I'm taking photos.
Are they having a good time?
Yes, they are./No, they aren't.

We don't use the contracted form in affirmative short answers.
✓ Yes, they are. ✓ Yes, they're. ✓ Yes, I am. ✓ Yes, I'm.

Spelling rules
Most verbs: -ing
Verbs which end in -e: remove e + -ing take → taking
Some verbs which end in consonant + vowel + consonant: double consonant + -ing swim → swimming

Present simple and present continuous
We use the present simple to talk about routines or habits. We use the present continuous to talk about actions that are in progress now.

Present simple	Present continuous
We usually wear a school uniform.	We are wearing normal clothes today.
He doesn't play football on Wednesdays.	He isn't playing football today.
Do you have lunch at school?	Are you having lunch?
Yes, I do./No, I don't.	Yes, I am./No, I'm not.

Time expressions with present simple: always, sometimes, never, etc. every day/week/month/year on Mondays/Tuesdays etc. at weekends
Time expressions with present continuous: now, right now, at the moment, today, this morning/afternoon/evening, this week/month/year
Plurilingual competence How do you say these time expressions in your language?

VOCABULARY

Clothes

boots	leggings	sunglasses
coat	sandals	sweater
dress	scarf	tights
hat	shirt	top
hoodie	shoes	trainers
jacket	shorts	trousers
jeans	skirt	T-shirt

Describing clothes

baggy	long	thin
casual	old-fashioned	tight
cheap	short	trendy
comfortable	smart	uncomfortable
expensive	thick	

More review with ... **Kahoot!**
Write all answers in your notebook.

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.

P 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 PLANNER

ProjectsSkills

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.

3 Work in pairs. Choose a region of your country, or another country.

4 Make notes about the following:

- Where is the region or country?
- What are the traditional clothes for men and for women?
- When do people wear these clothes?

5 Find one or more photos or draw a picture of the traditional clothes.

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

Creativity
Use your imagination and think of original ideas.

TIPS

- Think of different ideas.
- Try different options.
- Decide what looks best.

PRESENT

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

EVALUATE

8 Use the Cheat Sheet on p47 to check your work.

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.

Men usually wear a red jacket, a white shirt, white trousers and white shoes. They often wear a hat.

Women have very colourful costumes. They wear long pink, yellow or blue skirts and a hat, and they sometimes wear boots.

In these photos, men are playing instruments and women are dancing in the street. They are wearing traditional clothes.

CHEAT SHEET

Evaluation rubrics checklist

Copy the checklist and write ✓ or X.

- 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.