











Student's  
Book

3

Andalusian Edition  
with App

# We Belong

Catherine McBeth • Patricia Reilly

<b>5</b> <b>Begin to belong</b> Page 6	<b>Vocabulary:</b> activities, likes and dislikes, adjectives, the environment		
<b>1</b> <b>Young and talented</b> Page 12	Who inspires you? <b>Project:</b> Create a video about an inspiring person <b>Communication:</b> Using verbal and non-verbal communication		CLC • PC • STEM • DC • CC • CE Personal qualities Helping others <b>Project:</b> <i>Could you work in space?</i>
<b>2</b> <b>Live and learn!</b> Page 24	What's the best new skill you've ever learnt and how can you teach it to others? <b>Project:</b> Create a tutorial to teach your classmates a new skill <b>Critical thinking:</b> Finding the best solution for a problem		CLC • PC • DC • CC • CE • CCAE Skills and abilities Learning techniques <b>Project:</b> <i>Sophie's monthly update</i>
<b>3</b> <b>Staying healthy</b> Page 36	How can you improve your health? <b>Project:</b> Plan a fitness weekend and create a diary to show how successfully you carried it out <b>Creativity:</b> Evaluating different ideas		CLC • PC • DC • CC • CE • CCAE Staying healthy Healthy habits <b>Project:</b> <i>Ethan's top tips</i>
<b>4</b> <b>Science around you</b> Page 48	What makes a good invention? How can you present it? <b>Project:</b> Prepare a one-minute product pitch to ask for funding for a product you have invented <b>Communication:</b> Using persuasive language		CLC • PC • STEM • DC • CC • CE Science Describing products <b>Project:</b> <i>The perfect pitch</i>
<b>5</b> <b>Who was it made by?</b> Page 60	Who took the first selfie? <b>Project:</b> Create a timeline about the history of selfies <b>Collaboration:</b> Being flexible to reach a common goal		CLC • PC • DC • CC • CE • CCAE Describing art and photography Types of art <b>Project:</b> <i>A different kind of portrait</i> <b>MEDIATION</b>
<b>6</b> <b>Travelling the world!</b> Page 72	How can travel help us to learn about the world? <b>Project:</b> Create an itinerary for your ideal 'world-schooling' curriculum and track it on a map <b>Creativity:</b> Using visuals		CLC • PC • STEM • DC • CC • CE Transport and travelling Extreme adjectives <b>Project:</b> <i>Taking the high road</i> <b>MEDIATION</b>
<b>7</b> <b>Digital life</b> Page 84	Do we have good IT habits? <b>Project:</b> Write a questionnaire to find out about screen habits <b>Collaboration:</b> Working collaboratively to do a task		CLC • PC • DC • CC • CE • CCAE Technology Screen-life balance <b>Project:</b> <i>Question time: technology</i>
<b>8</b> <b>What's in the news?</b> Page 96	How do we know if news is trustworthy? <b>Project:</b> Report a news story in two different ways: one based on facts and the other based on opinions <b>Critical thinking:</b> Assessing the reliability of sources		CLC • PC • STEM • DC • CC • CE • CCAE Media and news Reporting verbs <b>Project:</b> <i>Fact or fiction?</i>

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
<b>Grammar:</b> present simple and present continuous, comparative and superlative adjectives, <i>was/were</i> and <i>there was/there were</i> , quantifiers <i>too, too much/many, (not) enough, a/an, some/any, much/many, a few, a lot of</i> , past simple and <i>used to</i>				
<ul style="list-style-type: none"> <li>➤ Past simple, past continuous and <i>used to</i></li> <li>➤ <i>while</i> and <i>when</i></li> <li>➤ Subject and object questions</li> </ul>	A magazine article <i>Unique strengths</i>	A radio interview <b>MEDIATION</b>	➤ Asking for and giving an opinion	A profile <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ Present perfect with <i>for, since</i> and <i>How long ... ?</i></li> <li>➤ <i>just, yet</i> and <i>already</i></li> <li>➤ Present perfect and past simple</li> </ul>	Online reviews <i>Learn new skills!</i> <b>MEDIATION</b>	A podcast	➤ Asking for information	A blog post <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ Modal verbs</li> <li>➤ Gerund and infinitive</li> </ul>	An advice page <i>Food for thought!</i> <b>MEDIATION</b>	A conversation	➤ Giving instructions	An informal email <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ Past perfect</li> <li>➤ Relative pronouns</li> <li>Defining relative clauses</li> </ul>	An online article <i>Making the world a better place</i>	A talk <b>MEDIATION</b>	➤ Checking information	A formal letter <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ The passive</li> <li>➤ The passive: questions and answers</li> </ul>	An online article <i>Smile!</i>	An audio-guide	➤ Talking about photos	An online post <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ Future tenses: review</li> <li>Future continuous</li> </ul>	An interview <i>Miro's world-schooling adventure</i>	A conversation	➤ Buying tickets	An opinion essay <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ First and second conditional</li> <li>➤ Third conditional</li> </ul>	An infographic <i>Digital DOs and DON'Ts</i> <b>MEDIATION</b>	A radio phone-in	➤ Giving advice	A report <b>PLURILINGUAL COMPETENCE</b>
<ul style="list-style-type: none"> <li>➤ Reported speech</li> <li>Reported offers, suggestions and commands</li> </ul>	An information leaflet <i>Fake news</i>	A radio news bulletin <b>MEDIATION</b>	➤ Reacting to news	A news report <b>PLURILINGUAL COMPETENCE</b>

Irregular verbs p126 • Cheat Sheets in Castilian p128

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