

Shining Lights

English for Spanish Speakers



Shining Lights

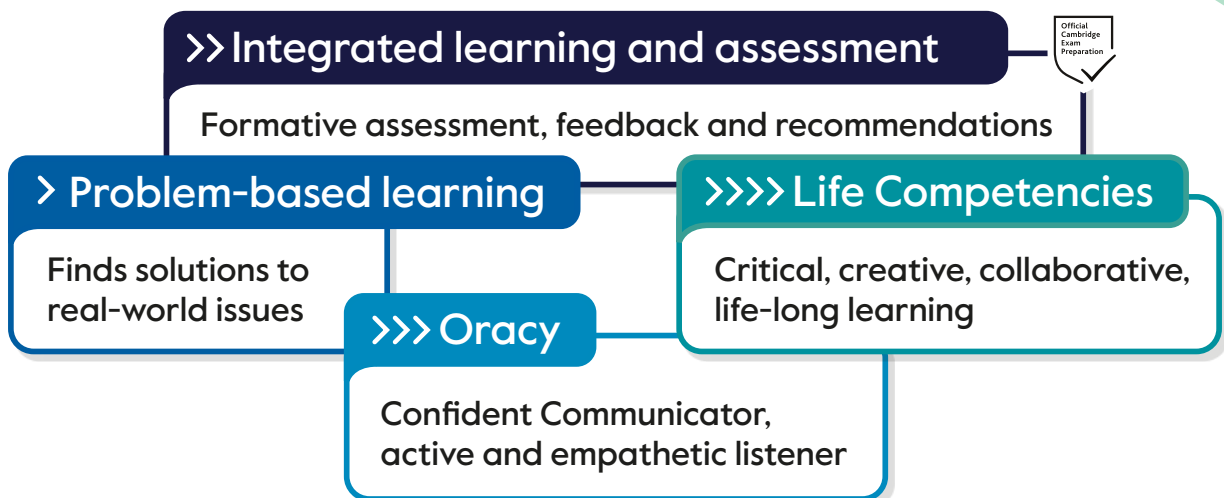
English for Spanish Speakers

Time to *Shine*



Shining Lights is underpinned
by four pillars:

With a unique learning and assessment journey at its heart, Shining Lights is a dynamic blended course for secondary school students from A2 – C1+ which provides the tools and foundations for learners to explore their full potential and stand out in academic studies, exam performance and life.



Integrated learning and assessment

Assessment and learning work together in Shining Lights to help teachers and students get the most out of every moment of learning.

There are many different types of assessment in Shining Lights:

- peer assessment
- self-assessment
- teacher assessment
- Test & Train Mini in Levels 1, 3, 5 & 7
- Personalised Learning (reading and listening)
- exam tasks and tips
- unit check ins
- Test Generator

SELF-ASSESSMENT: UNIT 4

How confident do you feel about:

- skimming a text for general understanding?
- finding detailed information in a text in Reading Part 3?
- using the past simple?
- using conjunctions?
- using words and phrases about holidays and travel?
- giving your opinions in Speaking Part 3?
- writing an email to a friend in Writing Part 1?
- making notes while you listen to a recording?
- listening actively and responding appropriately?



How do you feel about your progress in Unit 4? Tell your partner.

EXAM TRAINING WRITING PART 1

EXAM TIP

In Writing Part 1, you need to reply to an email. There are notes on the email showing you what points to include. You must include all these points.

- 5 Read this email from your English-speaking friend Noah and the notes you have made. Write your email to Noah using all the notes. Use phrases from Exercise 4.

Inbox

Hi,

I'm going to the beach with my cousins next weekend. We're going to the town that you often visit. _____

We want to stay at the hostel there. Is it good? And do you know a good place where we can have dinner on Saturday evening? It can't be too expensive! _____

Are there some good activities on the beach? I mean boats or paddle boards to rent for example. _____

I'm really looking forward to it!

Noah

Nice place!

No, because ...

Suggest ...

Tell him about ...

EXAM TRAINING READING PART 1

- 6 For each question, choose the correct answer.

1 **BOATS FOR RENT**  5.2

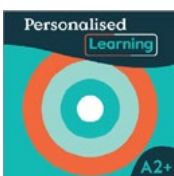
Maximum four people in a boat. Children under ten must be accompanied by an adult.

- A Only adults can rent and use the boats.
- B Children in a boat must be at least four years old.
- C Under-ten-year-olds need an adult with them on the boat.

2

Hi Kiera. I'm at the hairdresser's. If you're hungry, there's a chicken salad in the fridge. Mum.

- A Kiera's mother will eat a salad at the hairdresser's.



For more information on **Personalised Learning** see page 20.

HOW IS UNIT 10 SO FAR?

☆☆☆ I understand ☆☆☆ I'm getting there ☆ I don't understand

Shining Lights and the Key Competencies

Key competencies are a combination of knowledge, skills and attitudes designed to help young people develop tools which they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of the compulsory learning curriculum.



C1 Competence in linguistic communication



C2 Multilingual competence



C3 Mathematics, science and technology (STEM) competence



C4 Digital competence



C5 Personal, social and learning to learn competence



C6 Citizenship competence



C7 Entrepreneurship competence



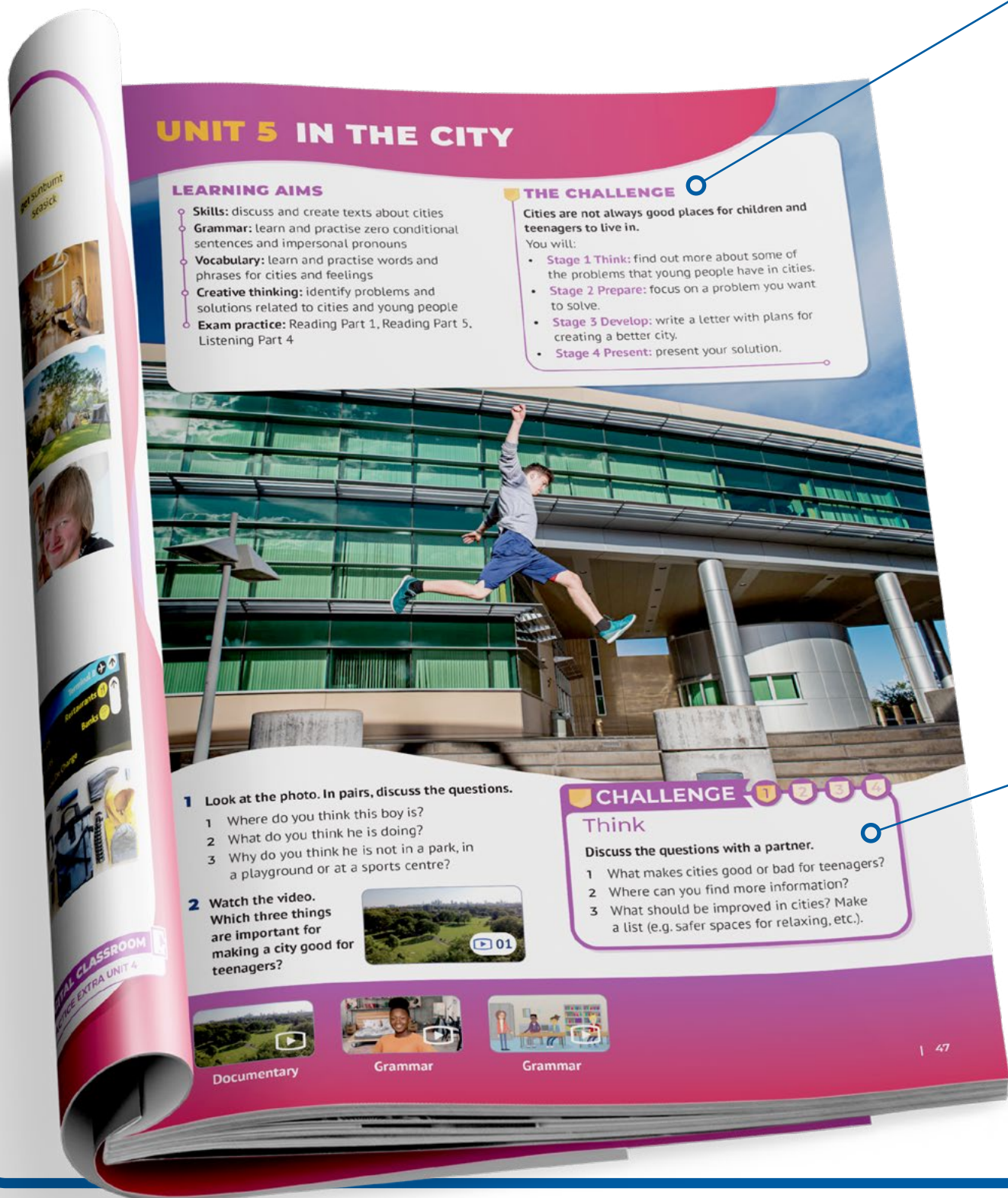
C8 Competence in cultural awareness and expression

Shining Lights has been designed to offer numerous opportunities for the development of all eight competencies and the specific competencies throughout the course. The Teacher's Book highlights all the competencies as they are covered throughout the course. Treatment of competencies in **Shining Lights** is based on the **Cambridge Life Competencies Framework** which clearly defines those found in the new curriculum.

Problem-Based Learning Situations

In Problem-Based Learning Situations, students work together to find solutions for an open ended problem. This builds **collaborative** as well as **independent-learning skills**, and develops both **critical and creative thinking**.

It also helps students learn to present a convincing argument by making sure the argument really matters to them. When they are truly engaged with their subject they will want to make others care too.



THE CHALLENGE

Cities are not always good places for children and teenagers to live in.

You will:

- **Stage 1 Think:** find out more about some of the problems that young people have in cities.
- **Stage 2 Prepare:** focus on a problem you want to solve.
- **Stage 3 Develop:** write a letter with plans for creating a better city.
- **Stage 4 Present:** present your solution.

The steps to complete the Challenge are signposted in four challenge boxes throughout the unit **Think, Prepare/Explore, Develop** and **Present**.

CHALLENGE 1 2 3 4

Think

Discuss the questions with a partner.

- 1 What makes cities good or bad for teenagers?
- 2 Where can you find more information?
- 3 What should be improved in cities? Make a list (e.g. safer spaces for relaxing, etc.).

CHALLENGE 1 2 3 4

Prepare

- 1 Form groups of three or four people.
- 2 Share your lists of things you would like to improve in a city from Stage 1.
- 3 Decide together which are the three most important things to focus on.
- 4 Each person in your group will start looking for information on how to improve one of these things. Decide where you can find information and then start your research.

CHALLENGE 1 2 3 4

Develop

- 1 In your group, share your information from Stage 2.
- 2 Make a list of the ideas you now have for making cities better for teenagers.
- 3 Choose three ideas that you would like to recommend to your local council.
- 4 Write a first draft of a letter to the local council. Say what it should do to make your town or city a better place for young people to live in.

The Challenge – at the start of each unit the main issue is stated and is kept as wide as possible so that students can choose what aspect they want to focus on.

Challenge box

At the start of the unit, the main issue is stated. It is kept as wide as possible, so that students can choose what aspect of the learning situation they want to focus on.

Think

Students think about and discuss the challenge. They look at various possible problems arising from the issue and start considering how they could find out more.

Prepare / Explore (at higher levels)

Students form groups and make a decision on the problem to be solved. They make a research plan, assigning roles within the group, and start their independent research.

Develop

Students share the information they have gathered and decide what material they want to use. They then draft a document: a letter, a presentation, a debate ... something they will present to the class in the next stage.

Present

At the end of the unit, students are asked to present their response to the Challenge, in a way most often chosen or designed by themselves.

CHALLENGE 1 2 3 4

Present

- 1 Check the first draft of your letter for language, clarity and a respectful tone. Use the checklist on page 53, Exercise 5 to help you.
- 2 Think about ways you can improve your letter and create a second draft.
- 3 Choose one person in the group to read the letter aloud to the class. Then show all the letters on a board or on the wall.

ORACY

Oracy refers to the skills and behaviours involved in using spoken language to communicate and collaborate effectively. These are not only linguistic skills, but the physical, cognitive, social and emotional skills we use when listening, speaking and working together.

ORACY

LISTENING AND RESPONDING

- listening and responding with interest
- responding with respect
- responding with understanding

1 How much time do you and your friends spend just talking? Do you like to tell each other stories about your experiences?

2 Watch some students planning a speaking activity and answer the questions.



- 1 Why do the speakers get role cards?
- 2 What are the two main roles in the activity?
- 3 What kind of questions do the students need to ask?

3 ▶ 05 Watch the students doing the activity. Which of these things does Dan do?

- responds with appropriate phrases to show interest and understanding
- listens actively (e.g. looks interested, surprised or happy)
- asks follow-up questions to show interest

4 ▶ 06 Watch the students discussing the activity they did and answer the questions.

- 1 Why did Paula sometimes stop talking?
- 2 What does Dan say people do better in real-life conversations?
- 3 Was Dan's body language good? Why? / Why not?



5 Work in groups of three. Student A: Read the situation below. Student B: Read the situation on page 126. Student C: Read the situation on page 127. Take turns to role play your situation. One student reacts and the other student makes notes on the points below. Then swap roles.

Did the student who was listening:

- react with phrases that fit the situation?
- ask follow-up questions?
- use appropriate body language?

Student A: Your holiday was fun, but the journey went wrong. Think about problems that could happen (e.g. a cancelled flight, lost baggage, delayed trains, full buses, etc.). Tell your story.

6 Give each other feedback on how well you listened and responded to each other.

ORACY

Responding with understanding

If someone feels bad, you might want to encourage them to see things more positively. However, it is also good to show that you understand their negative feelings.

ORACY

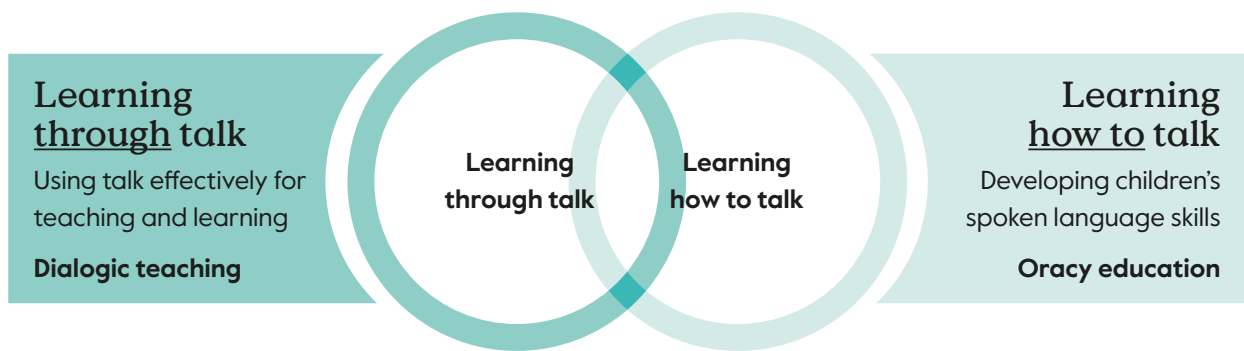
Listening and responding with interest

Active listening shows people that you are paying attention to them. To listen actively, think about what people are saying and respond. You can use expressions like *Really?*, *Oh no!* or *That sounds great!* Your face can also show how you feel about the other person's story.

ORACY

Responding with respect

You may not agree with someone, but it's important to listen to them and recognise and respect their opinions.



What are the benefits of oracy?

Life skills

We need oracy at all ages in all aspects of our lives, at school, at home, at work and in our communities. Different oracy skills are needed in different situations, including public speaking and face-to-face interactions for example.

We need skills such as:

- listening actively
- recognising key messages
- responding appropriately
- interpreting what someone is saying
- communicating through speech or through body language

All of these skills prepare us for what life offers us.

Educational goals

If learners know how to work in a group and collaborate, well-designed talk activities in all subjects encourage active learning:

- Listening actively to the ideas of others helps learners gain knowledge to build on their own ideas.
- Opportunities for questions or debating encourage learners to think critically.
- Developing ideas through talk provides opportunities for learners to add more into their written answers.
- Using vocabulary and terminology out loud develops learners' confidence to use them in their written work.
- Trying to put their thoughts into words can help learners clarify their own understanding.

Well-being

Research has shown that:

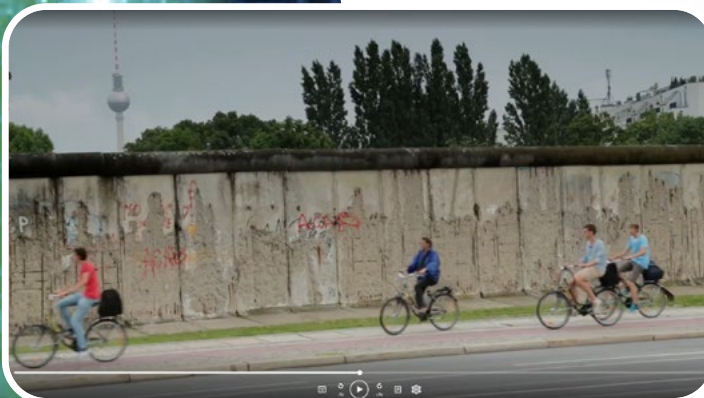
- Learners who are regularly and actively involved in wholeclass dialogues have more positive attitudes to school.
- Learners who are offered more opportunities to engage in discussion will improve their social and emotional awareness, leading to better human connections.
- Learners who can express themselves will be better equipped to identify their emotions, or perhaps have the confidence to reach out to a trusted adult when they need support.
- Learners who understand how to listen out for and express their own emotional needs, can help to form healthier and more respectful relationships in which each person has a voice, and each person is prepared to listen with compassion.

LET'S TAKE A LOOK AT A UNIT FROM **Shining Lights B1**



Learning aims

showcase the skills and language that students will learn in the unit.



Documentary videos

showcase the skills and language that students will learn in the unit.

Oracy skills are clearly set out, and the learning starts right here in a group discussion to activate students' prior knowledge.

UNIT 4 HAPPY HOLIDAYS

LEARNING AIMS

- **Skills:** discuss and create texts about travel
- **Grammar:** learn and practise the past simple and conjunctions
- **Vocabulary:** learn and practise words and phrases about holidays and travel
- **Oracy:** listen and respond in a role play
- **Exam practice:** Reading Part 3, Speaking Part 3, Writing Part 1

ORACY

Listening and responding

- listening and responding with interest
- responding with respect
- responding with understanding

1 Look at the photo. In pairs, discuss the questions.

- 1 What can you see in the photo?
- 2 Where do you think it is?
- 3 How do you think the people feel?

2 What do you need for a perfect holiday? Look at the ideas below and add one of your own. Then put the ideas in order, with your favourite first.

- good weather
- fun activities
- time to do nothing
- time with friends
- time with family

3 Watch the video. What kind of holiday looks like the most fun to you?



4 Work in groups. Read the statements below. Choose one and talk about it to find out what everyone thinks. Then decide whether your group agrees with it or not.

- Holidays are good for everyone.
- Everyone should travel abroad.
- No holiday is ever perfect.

5 Think about your group discussion. Answer the questions and compare your answers with the other people in your group.

- 1 Did people in your group listen to each other?
- 2 How do you know?

CLASSROOM
EXTRA UNIT 3



Documentary



Grammar



Grammar



Oracy

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Striking images to introduce the unit topic.

Digital interactive whiteboard activities on **Presentation Plus** allow you to present the new **vocabulary** in a heads-up interactive activity.

VOCABULARY

ON HOLIDAY

- 1  4.1 Go to the digital activity and match the collocations to the photos. Listen, check and repeat.

go sightseeing / backpacking / abroad
stay at a campsite / in a hotel / in a hostel / in a camper van
check in at the airport / to a hotel / online
get sunburnt / seasick

- 2 Complete the conversation with collocations from Exercise 1.

Jake
Online

Hii! It's great here. We're ¹ staying at a ... in our fabulous new ² ...

Lucky you! But why don't you ³ ... in a ...? You could have a comfortable room and a good bed.

That's expensive and not as much fun! Anyway, we're ⁴ ... in the city this morning and then we're going to the beach in the afternoon. 🌊

That sounds great! Be careful in the sun. Don't ⁵ ...!

I won't. And we've having a boat trip tomorrow.

Don't ⁶ ...!

You're just jealous!



- 3 Write answers to the questions below. Use collocations from Exercise 1.

- The Rees family want to travel around on their holiday. What sort of accommodation is best?
- The Smith family are on a beach holiday, but it's too cold for the beach today. What can they do?
- George won't have time to check in for his flight at the airport. What should he do?
- Susie had a great day at the beach, but her skin hurts now. What happened?
- Will went out on a fishing boat, but he'll never do it again. What do you think happened?
- Kath and Helena are having their first holiday without their parents. They don't have much money. What kind of holiday can they have and where can they stay?

Oracy tips appear in every unit and support students to develop communication skills.

- 4 Work in pairs and discuss these questions.

- What's the best kind of holiday accommodation?
- Do you enjoy going sightseeing? Why? / Why not?
- Have you ever got sunburnt or seasick?

ORACY

Listening and responding with interest

Active listening shows people that you are paying attention to them. To listen actively, think about what people are saying and respond. You can use expressions like *Really?*, *Oh no!* or *That sounds great!* Your face can also show how you feel about the other person's story.

- 5 These people are all listening to a friend's story. Match the photos to what the people are saying.

- That's so funny!
- Don't worry. Everything will be OK.
- Yuk, that sounds really horrible!
- Oh, that's fantastic news!
- What? Is that true? Oh, no!



- 6  4.2 Listen to four people telling parts of a holiday story. Respond with something suitable.

Look at my nose. I got sunburnt!

Oh, no. Poor you!

► Vocabulary reference page 46

- 7  **PRONUNCIATION** Go to the digital pronunciation activity.

STRETCH! What makes a good holiday for people your age? What about people your parents' age? Copy and complete the Venn diagram with your ideas.



READING

A MAGAZINE ARTICLE

- 1 Look at the photo of a boy called Martin. Where is he and what is he doing?
- 2 Read the article quickly. Were your ideas about Martin correct?



14-year-old Martin tells us about living full-time on a campsite

Until I was ten years old, we lived in the centre of a big city, but my parents hated it. One day, they met some people who had a hotel. The people told my parents that managing a hotel was hard work, but that didn't stop them. They saw their chance to escape to the countryside to run a hotel of their own.

Unfortunately, they couldn't find a hotel for sale, so they bought a campsite. We left our flat and a camper van became our home. For the first year I hated it but Mum and Dad really enjoyed working hard to make their dream come true. I understood why they wanted to have this life, but what about me? My friends were far away in the city and I didn't know what to do all day.

Now I love it! Winters can be a bit boring and summers are very busy, but I love being outside most of the time. The people who come to our campsite are relaxed and want to have a good time. And that's the best thing about living here. Every summer, I have new adventures. It's a good life!

- 3 Read the question and the first paragraph of the article. Choose the correct answer.

- 1 Why did Martin's parents decide to open a campsite?
 - A to make a lot of money
 - B to get out of the city
 - C to meet nice people
 - D to stop working so hard

- 4 Which phrase in the first paragraph has a similar meaning to *get out of the city*?

EXAM TRAINING READING PART 3

EXAM TIP

The information you need in the text will not use exactly the same words as in the questions, so you need to really understand the text. You should read it first for general understanding. Then read in more detail as you answer the questions one by one.

- 5 Read the article again and for each question, choose the correct answer.

- 2 How did Martin feel in the first year on the campsite?
 - A glad to be out of his flat
 - B excited for his happy parents
 - C bored without his friends
 - D confused about his parents' choice
- 3 For Martin, what is the best thing about living on a campsite now?
 - A His whole life feels like a holiday.
 - B He is always outside.
 - C There's always something to do.
 - D He meets a lot of fun people.

- 6 Look at your answers in Exercise 5 with a partner. Do you agree on which options are correct? Together, find the phrases or sentences in the article that show you the right answers.

ORACY

Responding with respect

You may not agree with someone, but it's important to listen to them and recognise and respect their opinions.

- 7 Work in pairs. Student A: Make a list of things that could be difficult about Martin's life. Student B: List the things you like about Martin's life. Then discuss the positive and negative things about the way he lives. Listen to each other carefully.

I understand what you're saying, but why ...?

I see what you mean.

Yes, but don't you think ...?

STRETCH! Work in pairs.

- Student A: Find out about the benefits for teenagers of spending a lot of time outside.
- Student B: Find out about the benefits for teenagers of living in a big city.
- Discuss your findings with each other. Which benefits do you agree with most? Why?

Exam training tasks

provide guided practice of Cambridge English Qualifications tasks. Exam tips give useful and practical advice.

Stretch activities throughout the unit encourage students to think further about the topic and offer an opportunity for guided practice for fast-finishers.

Grammar is presented through two dynamic and teen-centred videos per unit, a **grammar vlog** and a **grammar animation**.



GRAMMAR

PAST SIMPLE

1 Watch the grammar vlog. Did Tom have a good holiday?



2 Look at these examples from the grammar vlog and complete the rules in the grammar box.

- We **arrived** at eight in the evening.
- I **met** some cool people right away.
- The next day, I **didn't leave** the campsite.
- What **did** you **do** on your last break?

Past simple

We usually add ¹ *-d* or ² *...* to regular verbs to form the past simple. We use ³ *...* in questions and ⁴ *...* in negative forms.

*They **started** their journey very early, but they **didn't arrive** on time.*

Many verbs are irregular: *leave* → *left*, *spend* → *spent*, *fall* → *fell*, etc.

We use the past simple for finished activities in the past. We often use it with time expressions (*last week, yesterday*, etc.) to say when something happened.

*We **went** on holiday **last July**.*

► Grammar reference and practice page 117

3 Go to the digital activities.

4 Complete the conversation about Tom's holiday with the correct past simple form of the verbs in the box.

enjoy get go have not leave stay x2

A: Did Tom have a good holiday?

B: Yes, he did. He really ¹ *...* it.

A: ² *...* he *...* in a hotel?

B: No, he didn't. He ³ *...* on a campsite. He ⁴ *...* to the beach every day. It sounds like a lot of fun. But he ⁵ *...* some problems, too.

A: Oh, what happened?

B: He ⁶ *...* sunburnt, so he ⁷ *...* the campsite the next day!

5 **Collaboration** Work in pairs. Find out about your partner's last holiday. Write five past simple questions. Then take turns to ask, listen and understand your partner's answers. Then answer their questions.

PAST SIMPLE QUESTIONS WITHOUT DID

6 Read the questions about Tom's holiday and complete the rules in the grammar box.

- Was the campsite near a beach?
- Were the people in the next tent friendly?
- Who didn't leave the campsite?
- What happened on the boat?

Past simple questions without did

We can make questions with the past form of the verb *be*. We do this when there is no main verb.

¹ *... it a good holiday?*

² *... your friends there, too?*

We can also make questions without *did* when the question word is the subject of the question. *Who got sunburnt? (Tom got sunburnt.)*

► Grammar reference and practice page 117

7 Complete the questions in the conversation. You may or may not need *did*.

A: Where ¹ *...* on holiday?

B: I went to stay with my grandmother.

A: ² *...*?

B: Yes, it was a lot of fun! She lives on a farm.

A: How ³ *...*?

B: We got there by car.

A: ⁴ *...* the car?

B: My dad drove. I went with my parents and my sister.

A: ⁵ *...* on the farm?

B: No, my brother wasn't happy at all. Some silly things happened to him.

A: ⁶ *...* to him?

B: Well, some chickens got into his bed. And the goats ate his favourite T-shirt.

A: Oh, no. Your poor brother!

8 Work in pairs. Take turns to talk about a holiday or a trip away. Say one bad or one funny thing that happened to you. Ask questions to find out more. At least one should be a subject question.

We had tickets for the wrong train!

Oh, no! Who bought the tickets?

HOW IS UNIT 4 SO FAR?

☆☆☆ I understand

☆☆ I'm getting there

☆ I don't understand

Around halfway through the unit students can pause and reflect on how they are doing so far.

Scaffolded discovery grammar tasks and **extra digital activities** provide ample opportunities for both classroom presentation and heads-down or individual practice.

AROUND THE WORLD IN FIVE DAYS

BY KERRY AND MARK

You don't always need to cross a border to learn about other countries. You don't need baggage, a visa or foreign currency. We couldn't go away last summer so we travelled at home. It was great!

MONDAY – India

We love Indian film music, so we learned a Bollywood dance and made a film of ourselves dancing. We wanted to watch a few Bollywood films, but in the end, we only watched one. They're really long! When people go to the cinema in India, they expect it to last for a whole afternoon or evening.



TUESDAY – Japan

On Tuesday, we made our own sushi. It was hard! We were able to get the ingredients and equipment, but now we know that you need a lot of training to be a sushi chef. Some chefs in Japan say that it takes them years just to learn how to make the rice. Our rice was not very good, but in the end our sushi tasted great, anyway!

WEDNESDAY – USA

Wednesday was sports day. Well, we were in the USA! Playing team sports is an important part of the culture there. Americans say it's a way to learn about fairness and respect. We played baseball, basketball and American football in the park with friends. We didn't have the right facilities, but it was fun.



THURSDAY – Uganda

Thursday was Uganda day. Uganda is one of only a few countries where you can see gorillas in nature. There aren't many of them left in the world and we have to protect them. We're lucky – our zoo has gorillas, so we went to see them there. Now we really want to travel to Uganda and see gorillas in their natural home in the forest.

FRIDAY – Egypt

Egypt is an amazing destination and the pyramids are among the world's most famous sights. We decided to learn about hieroglyphics, the ancient Egyptian writing system. The writing looks like pictures, and sometimes the pictures describe things, but they can also be a kind of letter. We went online and found out how to read hieroglyphics. We even tried to write our own names in hieroglyphics! Try it! It was difficult, but we had fun.



MEDIATION WORKSHEET

Think outside the box reading and listening texts turn the unit topic on its head to develop students' critical and creative thinking skills.



THINK OUTSIDE THE BOX!

READING

A BLOG POST

- 1 Read the introduction to the blog. What do you think *we travelled at home* means? Read the full blog post quickly and check.
- 2 Match the statements to one of the countries in Kerry and Mark's blog.
 - 1 People go here to see exciting animals.
 - 2 This country is famous for films with music.
 - 3 This country is known for a special dish with rice.
 - 4 People visit to see huge ancient buildings.
 - 5 Some very popular sports are played here.
- 3 4.4 Read and listen to the blog. Work in pairs. Discuss the questions.
 - 1 Why did Kerry and Mark only watch one film?
 - 2 What was the hardest thing about making sushi?
 - 3 Why do people in the USA think team sports are important?
 - 4 Why is it unusual to see gorillas in nature?
 - 5 Why was it hard for Kerry and Mark to write their names on Friday?
- 4 **Creative Thinking** Next week, Kerry and Mark are planning a 'staycation' day in your country or home town. What do you think is interesting for Kerry and Mark to do? In small groups, plan Kerry and Mark's day.

VOCABULARY

TRAVEL

- 1 4.5 Go to the digital activity and match the words to the photos. Listen, check and repeat.

baggage border currency destination
equipment facilities high season
low season sights visa
- 2 Complete the postcard with words from Exercise 1.

This is a great!... I waited for hours at the ²... to show my ³..., but now I'm here and I love it! I want to see all the ⁴... The ⁵... in our hotel are great. There's even a big pool! And we can rent ⁶... for water sports. It's really busy everywhere because it's ⁷... at the moment. I'd like to come back in the ⁸..., but we're at school then. Anyway, see you soon!

► Vocabulary reference page 46

UNIT 4 HAPPY HOLIDAYS | 41

GRAMMAR BOX

This provides simple grammar explanations

Speaking Exam Videos offer a model for students to then go on to do an exam task themselves in guided practice. There is extra communication practice in the Teacher's Resource Bank, where students work in pairs to carry out scaffolded tasks.

GRAMMAR

CONJUNCTIONS

1 Watch the grammar animation. What bad things happened on Greg's journey?



2 Choose the correct answers to complete the rules in the grammar box.

Conjunctions

We use conjunctions when we put two clauses together to make a ¹ longer / shorter sentence. Conjunctions show the ² difference / relationship between the two parts of the new sentence. We took the train **so that** we could have a stress-free trip. It was a horrible drive **because** we were in a traffic jam for three hours.

We can use conjunctions to add information, or to show reasons, results, a contrast or a purpose.

► Grammar reference and practice page 117

3 Go to the digital activities.

4 Work in pairs. In your notebook, join two clauses with a conjunction to make a longer sentence. There is usually more than one correct answer.

I posted a holiday photo	but	we could go swimming every day.
We had a great holiday	so	no one liked it.
We stayed near the beach	so that	we looked for another one.
Our first hotel was horrible	although	you can learn a lot in new places.
Travelling is fun	and	the weather was terrible.

5 Think of some possible endings for these sentences. Write one for each sentence.

- 1 Buses are not the fastest way to get to a holiday destination, but ...
- 2 Not many people take their bike on holiday, although ...
- 3 Some people don't like flying because ...
- 4 I want to really enjoy my next holiday, so ...

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 4

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SPEAKING

MAKING AND RESPONDING TO SUGGESTIONS

1 Work in pairs. Look at the photos. Say which one you like best and why.



2 4.6 Read the task below. Then listen to two students talking about the photos. As you listen, make note of the phrases you hear for discussing alternatives.

A boy wants to send a photo of himself to a holiday magazine for a competition called *Happy Holidays*. Talk together about which photo he should send and why.

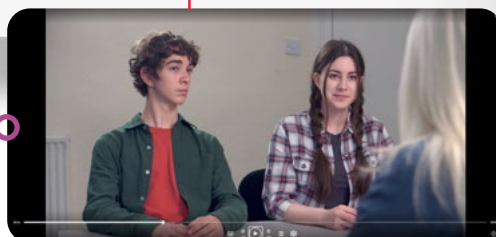
- 1 I like ... best.
- 2 I prefer ...
- 3 ... is better than ... because ...
- 4 ... is the best.
- 5 What ... do you think is best?
- 6 Let's talk about the other options / possibilities / pictures ...

EXAM TRAINING SPEAKING PART 3

EXAM TIP

It's nice if you and your partner come to an agreement in Speaking Part 3, but it isn't necessary. The most important thing is that you discuss different ideas, give your opinions and listen to your partner's opinions.

3 Work in pairs. Do the exam task on page 124.



Writing

Each **Writing** page focuses on a different text genre. Writing tasks are presented with scaffolded activities and a model text

WRITING

AN EMAIL

- 1 Work in pairs. Look at the photos. Which photo shows a hotel and which shows a hostel? Say how you know and which you would prefer to stay in.
- 2 Read the email. How many questions does Sam ask?



< Inbox 3 Messages

Hi Lindy

I'm so happy! We're going on holiday to Arizona in the USA! I know that you went there last year. Where exactly did you go?

We still need to book a place to stay. Did you stay in hotels? Do you think camping is a good idea?

We want to rent a car, but Mum is worried about driving. Was it easy to drive around Arizona?

Please write soon!

Sam

- 3 Read Lindy's reply. How many of Sam's questions does Lindy answer?

< Inbox 4 Messages

Hi Sam

That's great news! Travelling around Arizona is a lot of fun. It's a very beautiful part of the USA, with deserts and mountains, and of course, the Grand Canyon.

Your mum shouldn't worry. The roads are good and there aren't many cars. Dad enjoyed driving there.

We stayed in two hotels. One was good, but one was very old and dirty. I wanted to swim in the pool, but the water was brown! Read the reviews of a hotel before you book!

Have a good time!

Lindy

- 4 Complete the table with the phrases in the box.

I recommend ... I'm afraid it's not nice.
It's a great place. It's horrible! Lucky you!
Other ... are much better. There's a ...
Why don't you go to ...? You can find a ...

Show enthusiasm	
Say something is <u>not</u> good	
Suggest something	
Give information	

EXAM TRAINING WRITING PART 1

EXAM TIP

In Writing Part 1, you need to reply to an email. There are notes on the email showing you what points to include. You must include all these points.

- 5 Read this email from your English-speaking friend Noah and the notes you have made. Write your email to Noah using all the notes. Use phrases from Exercise 4.

< Inbox

Hi,

I'm going to the beach with my cousins next weekend. We're going to the town that you often visit. _____

We want to stay at the hostel there. Is it good? And do you know a good place where we can have dinner on Saturday evening? It can't be too expensive! _____

Are there some good activities on the beach? I mean boats or paddle boards to rent for example. _____

I'm really looking forward to it!

Noah

Nice place!

No, because ...

Suggest ...

Tell him about ...

- 6 Read your email again and revise your work. Use these questions to help you.

- 1 Does your email follow the correct structure?
- 2 Does your email include all the notes in the task?
- 3 Can you see any problems with the language (spelling, grammar, etc.)?

- 7 Now work in pairs. Read each other's emails and give feedback. Use the questions in Exercise 6 to help you. Make a note of your partner's feedback and write a second draft of your email.

Extra Writing Worksheets

which expand on the skills needed for different writing genres are available in the **Teacher Resources**.

Peer review activities encourage students to support each other in their learning and approach the writing task activities in a thoughtful way.

Listening activities provide both exam type and standard listening practice.

LISTENING A CONVERSATION

- 1 There are many reasons to travel to another country. Make a list with your class.
- 2 Look at the photo. Where do you think it was taken? Do you think it is a popular holiday destination?



- 3 4.7 Listen to a conversation between Orla and her uncle. Orla is going to the country in the photo. Answer the questions.
 - 1 What country is Orla going to?
 - 2 Why is she going there?
 - 3 How is she feeling about it at the moment?
- 4 Listen again and decide if the sentences are true or false. Correct the false sentences.
 - 1 Uncle Dave is surprised that Orla is volunteering so far away.
 - 2 He thinks it is a very bad idea.
 - 3 Orla always has a good time on holiday with her parents.
 - 4 Her parents decided that she should try volunteering.
 - 5 Uncle Dave thinks that Orla is worrying too much.

ORACY

Responding with understanding

If someone feels bad, you might want to encourage them to see things more positively. However, it is also good to show that you understand their negative feelings.

- 5 4.8 Can you remember what phrases Uncle Dave used to try to make Orla feel better? Listen to the last part of the conversation and complete the phrases he uses to encourage her.
 - 1 Don't
 - 2 I can
 - 3 You'll be
 - 4 You can
 - 5 Come
- 6 Read these situations. Would they make you nervous? Which situation would make you feel most nervous?
 - You are giving a presentation to the whole school.
 - You are travelling a long way alone on a train.
 - You are starting a new school.
 - You are acting in a school play.
 - You are playing in the final of a major sports championship.
- 7 Choose a situation in Exercise 6 or think of a situation which makes you nervous. Make notes about why. Then tell a partner. Take turns to try and make each other feel better.



Oracy skills

The oracy skills focus is clearly stated at the top of the page in each even-numbered unit.

ORACY

LISTENING AND RESPONDING

- listening and responding with interest
- responding with respect
- responding with understanding

1 How much time do you and your friends spend just talking? Do you like to tell each other stories about your experiences?

2 Watch some students planning a speaking activity and answer the questions.



- 1 Why do the speakers get role cards?
- 2 What are the two main roles in the activity?
- 3 What kind of questions do the students need to ask?

3 **05** Watch the students doing the activity. Which of these things does Dan do?

- responds with appropriate phrases to show interest and understanding
- listens actively (e.g. looks interested, surprised or happy)
- asks follow-up questions to show interest

4 **06** Watch the students discussing the activity they did and answer the questions.

- 1 Why did Paula sometimes stop talking?
- 2 What does Dan say people do better in real-life conversations?
- 3 Was Dan's body language good? Why? / Why not?



5 Work in groups of three. Student A: Read the situation below. Student B: Read the situation on page 126. Student C: Read the situation on page 127. Take turns to role play your situation. One student reacts and the other student makes notes on the points below. Then swap roles.

Did the student who was listening:

- react with phrases that fit the situation?
- ask follow-up questions?
- use appropriate body language?

Student A: Your holiday was fun, but the journey went wrong. Think about problems that could happen (e.g. a cancelled flight, lost baggage, delayed trains, full buses, etc.). Tell your story.

6 Give each other feedback on how well you listened and responded to each other.



Oracy tasks are practical and relevant to students' own lives, ensuring they are motivated and engaged in the topics. In the final video students watch the group discussing how they carried out the task, providing a model for self and peer-evaluation.

SELF-ASSESSMENT: UNIT 4

How confident do you feel about:

- skimming a text for general understanding?
- finding detailed information in a text in Reading Part 3?
- using the past simple?
- using conjunctions?
- using words and phrases about holidays and travel?
- giving your opinions in Speaking Part 3?
- writing an email to a friend in Writing Part 1?
- making notes while you listen to a recording?
- listening actively and responding appropriately?

How do you feel about your progress in Unit 4? Tell your partner.



DIGITAL CLASSROOM
PERSONALISED LEARNING

Every unit ends with a **Vocabulary Reference** page where you will find both vocabulary sets from the unit.

VOCABULARY REFERENCE

ON HOLIDAY

1 Match the words to the photos.

go sightseeing
backpacking
abroad

stay at a campsite
in a hotel
in a hostel
in a camper van

check in for a flight
to a hotel
online

get sunburnt
seasick



TRAVEL

2 Match the words to the photos.

baggage border currency destination equipment
facilities high season low season sights visa



DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 4

Digital Classroom

Assign extra vocabulary activities at your class's CEFR level in our multi-device language practice application, **Practice Extra** on **Cambridge One**. The correct answers are included so students can understand and learn from their mistakes. Students can also access **Practice Extra** themselves for self-study.

Students can build on their work in the previous units with our cross-curricular **STEAM** (Science, Technology, Engineering, Arts and Maths) investigations at the end of the **Student's Book** and in the **Digital Review** units.



STEAM INVESTIGATIONS

PHYSICS, MATHS, ARTS
Are you being watched?

1 THINK

- What other street situations can security cameras show?
- How can security cameras help the police / local community?
- What other surveillance technology do you know?



4 INVESTIGATE: How will surveillance be used in schools?

RESEARCH

- 1.1 In small groups, each choose one of the types of surveillance in Engage to research. Find out where it is used and what it is used for.
- 1.2 Share your information with the rest of your group.

112 | STEAM INVESTIGATIONS

2 ENGAGE

TECHNOLOGY AND SOCIETY

Surveillance is the use of technology to identify people or to follow their movements and behaviour. Many people think that surveillance helps to create a safe society. However, people are also worried about it. They say that some technologies give too much power to people who want to know about our lives.

Here are some examples of surveillance in our world today.

CCTV cameras record live film on the street or in buildings.

Contact tracing, for example, using apps, can be used to record where people have been and who they have had contact with.

Trackers are fitted to cars and pets. They help the police find their location if they are stolen.

Bion
ch



STEAM INVESTIGATIONS

BIOLOGY, CHEMISTRY, ARTS
Would you like to eat lab-grown meat?

1 THINK

- Do you eat meat?
- What are some problems with eating meat?
- What other foods can you eat instead of meat?



SCIENTISTS EXPLORE
NEW WAYS OF
PRODUCING MEAT



VEGAN FRIENDS EATING
ARTIFICIAL MEAT

Many people have become worried about the environmental and health **impacts** of eating meat. For example, a recent study showed that the number of people in the UK eating meat daily fell by 17% from 2011 to 2021.

Many other food types can **substitute** for meat as part of a **balanced diet**, such as tofu and beans. However, scientists have recently invented a way to produce **artificial** meat that does not hurt animals. This is called lab-grown meat.

To make lab-grown meat, **stem cells** are taken from an animal and grown in the lab.

The first artificial meat was a burger made from cow cells in 2013. In 2020, Singapore became the first country to approve artificial meat for sale in shops: chicken nuggets made in the lab.

4 INVESTIGATE: What do people think about lab-grown meat?

RESEARCH

- 1.1 In small groups, discuss which groups of people in the photos would be against the development and sale of artificial meat.
- 1.2 Write two or three opinions for and against the development and sale of artificial meat for each group.

CREATE

- 2.1 Draw a short comic with six to eight boxes using the three groups of people in the photos, and the opinions you wrote in 1.2.
- 2.2 Add a speech or a thought bubble beside each person. Write what they say or think about artificial meat.

110 | STEAM INVESTIGATIONS

Expertly crafted preparation materials

Cambridge exam preparation materials draw on the expertise of a whole team of writers, teachers, assessors and exam experts. Teams at Cambridge English create the tests and every single task in our materials has been carefully checked to be an accurate reflection of what test takers find in the test.

Official
Cambridge
Exam
Preparation

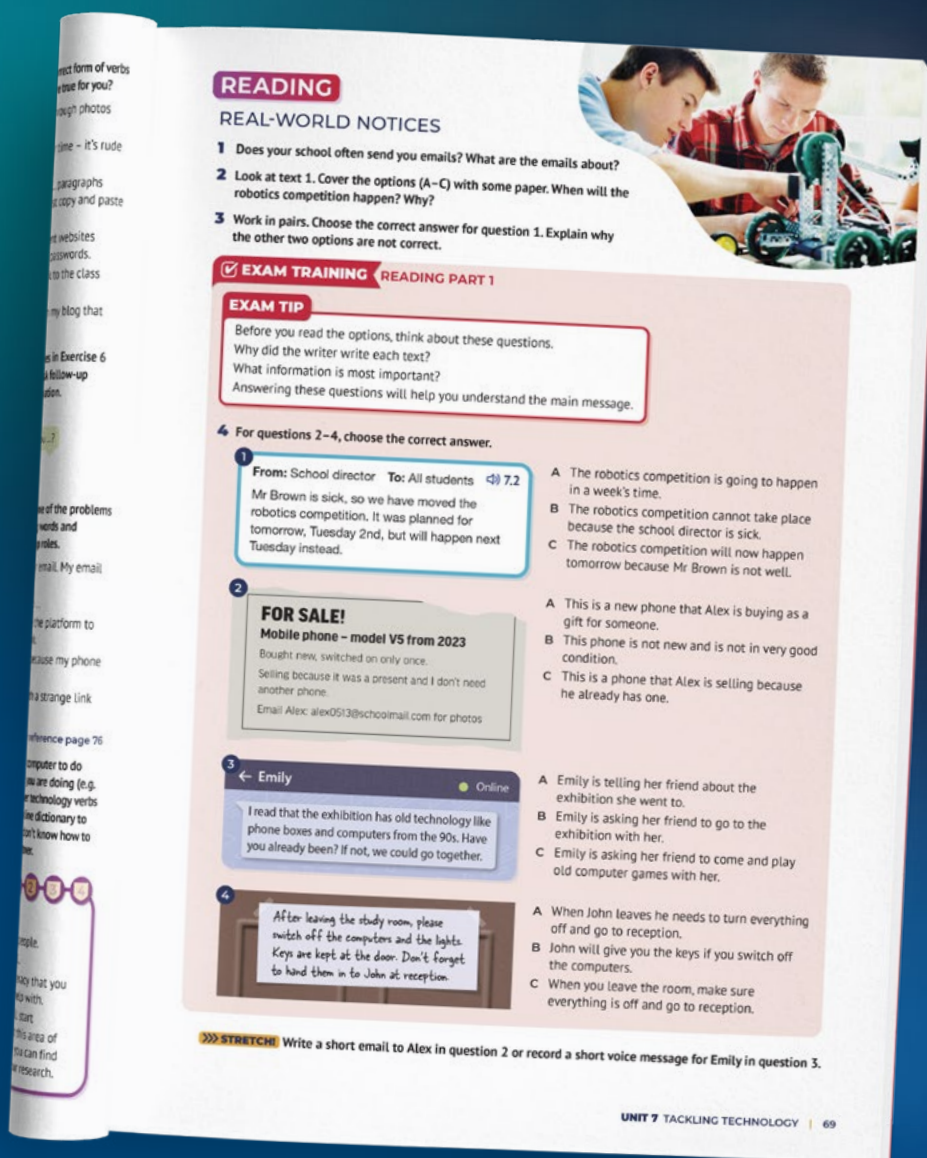
Full practice test at each level

Speaking test videos available
in teachers resources

Access to Test & Train Mini

- The first level in each pair (**A1, B1, B2, C1**) has abridged versions of exam practice tasks. Every level has complete exam practice tasks in the Workbook.

- The second level in each pair (**A2, B1+, B2+, C1+**) has complete exam tasks and covers each exam task type twice across each level. The second level in each pair also includes access to **Test & Train Mini**.



CEFR LEVELS

Cambridge English Scale	Shining Lights level	Cambridge English Qualification
180 and above	C1+	C1 Advanced
	C1	
160–179	B2+	B2 First for Schools
	B2	
140–159	B1+	B1 Preliminary for Schools
	B1	
120–139	A2+	A2 Key for Schools
100–119	A2	

The full exam practice test is also available in the Student's Resources and the Workbook has full (not abridged) exam tasks.

Presenting all your digital tools together in one place!

Shining Lights offers teachers and students a full range of digital support on **Cambridge One**.

Presentation Plus

Digital front-of-class preparation, with Interactive Student's Book and Workbook, embedded audio, video and activities, and PDF of the Teacher's Book. It also contains:

- Three extra **Digital Units**: a short starter unit and two complete units.
- Two **Digital Review units** to review the language and skills taught in the previous five units.
- Link to **Kahoot quizzes**.
- Access front-of-class **Games** by clicking on the vocabulary reference page at the end of each unit.

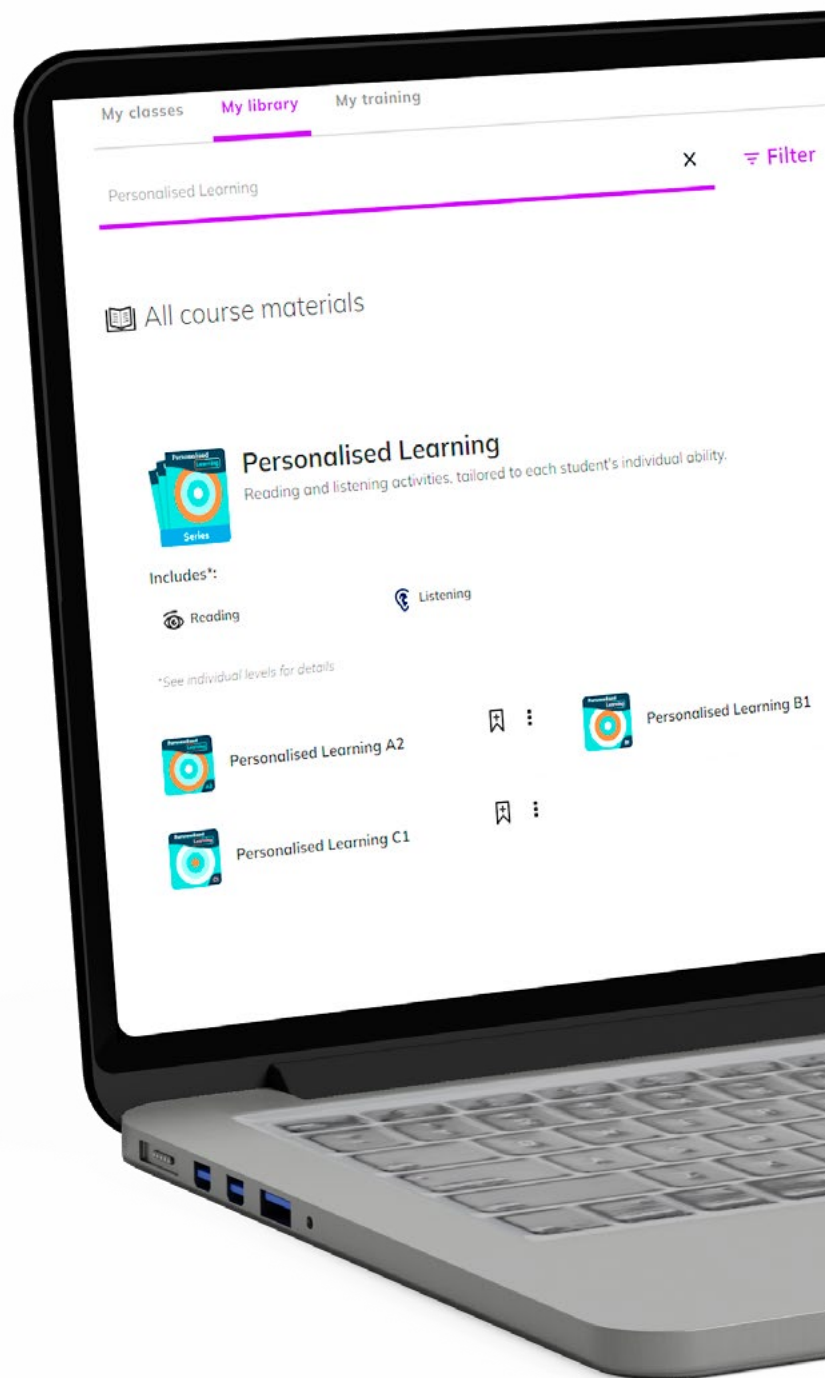
Test Generator

An easy-to-use tool to customize and create end of unit, end of term, and end of year tests, as well as placement test and exam practice tests.

Teacher's Resource Bank

A complete package with all the classroom resources teachers need:

- Grammar and vocabulary worksheets
- Oracy worksheets
- Challenge Project worksheets
- Speaking and communication worksheets
- Writing tasks and worksheets
- STEAM investigations
- Sustainability projects
- Mediation worksheets
- Literature worksheets
- Integrated Learning and Assessment
- Programaciones



Student's eBook and eWorkbook

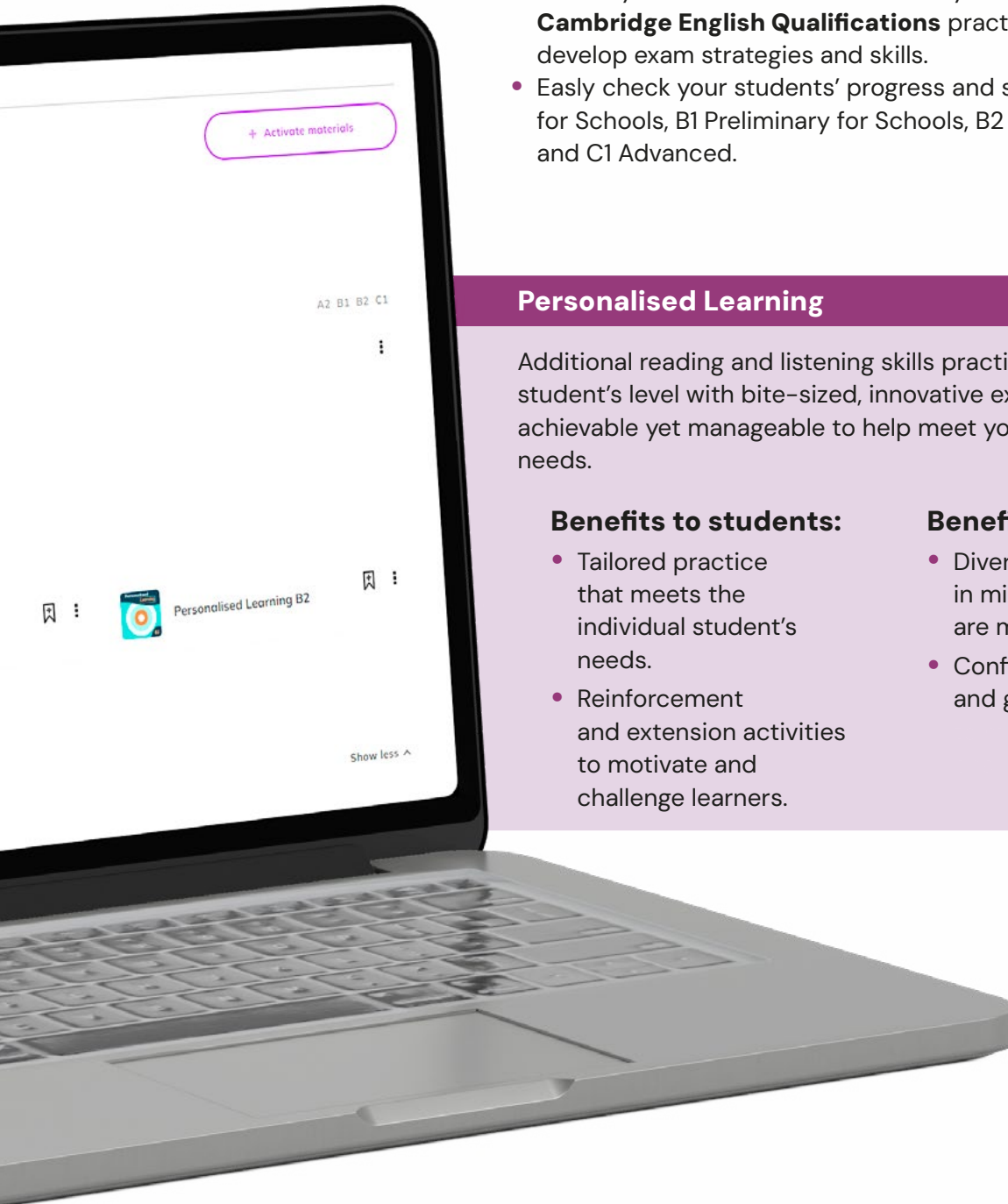
Interactive eBooks include integrated activities and the possibility to set homework, track students' progress and grade online.

Practice Extra

- Mobile-friendly platform and content.
- Bite-sized learning activities.
- Performance tracking.
- Fun games.

Test & Train Mini

- Ensure your students are exam-ready with Authentic **Cambridge English Qualifications** practice tests to develop exam strategies and skills.
- Easily check your students' progress and scores for A2 Key for Schools, B1 Preliminary for Schools, B2 First for schools and C1 Advanced.



Personalised Learning

Additional reading and listening skills practice at the individual student's level with bite-sized, innovative exercises that are achievable yet manageable to help meet your students' diverse needs.

Benefits to students:

- Tailored practice that meets the individual student's needs.
- Reinforcement and extension activities to motivate and challenge learners.

Benefits to teachers:

- Diverse students' needs in mixed-ability classes are met, saving time.
- Confirmation of individual and group progress.



Students Book with Interactive eBook

- Ten units, structured in pairs – plus three fully interactive extra digital units in Presentation Plus.
- Odd numbered units focus on Problem-based learning.
- Even-numbered units focus on Oracy.
- The eight LOMLOE Key Competencies are integrated into every unit.

Also included:

- STEAM pages.
- Grammar Reference and Practice.



Workbook with Digital Pack

- Full-colour Workbook with extra exercises and activities to practise all four language skills.
- Odd-numbered units include space to record useful language, plan and evaluate work on the oracy task.
- Additional Problem-based Learning material with tips and where students can take notes on each stage of the challenge.

Also included:

- Pronunciation practice
- Vocabulary Builder
- Pronunciation practice



Digital Student's Book and Workbook

For teachers interested in a fully digital classroom with the possibility to set homework, track students' progress and grade online. These books are hosted on **BlinkLearning**, can be used online and offline and are both multiplatform and multi-device.

Cambridge One

Digital Support

With *Shining Lights* everything you need is on **Cambridge one**.

Student's Interactive eBook

The Student's Book gives access to:

- **Interactive eBook:** an interactive version of the printed book with audio, video and online activities, with the possibility to set homework, track students' progress and grade online.

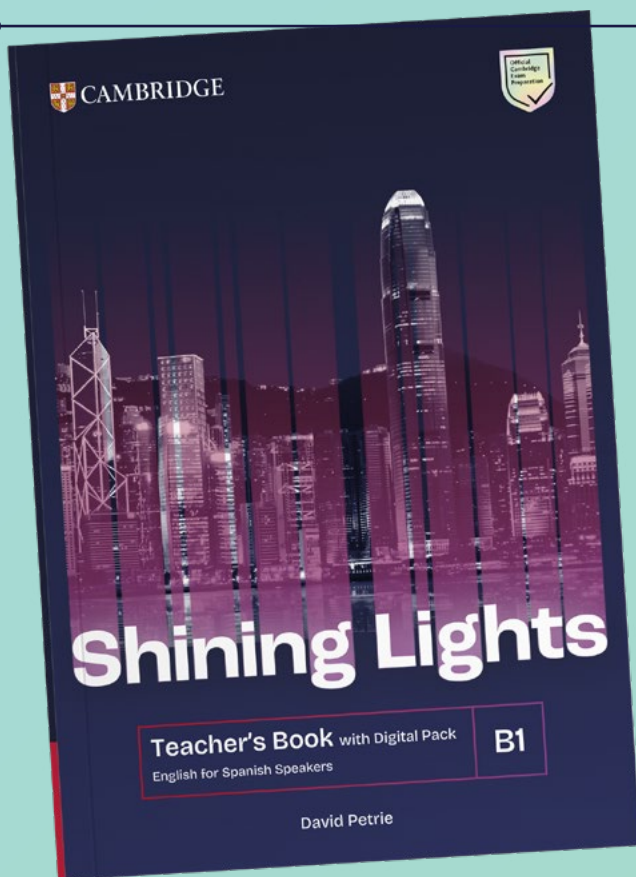
Student's Digital Pack

The Workbook includes a code with access to:

- **eWorkbook:** an interactive version of the workbook with the possibility to set homework, track students' progress and grade online.
- **Practice Extra:** online consolidation activities for grammar, vocabulary, and skills for homework or class.
- **Test & Train Mini (levels A2+, B1+, B2+ and C1+):** authentic Cambridge English Qualifications practice tests to ensure that your students are ready for their exam.
- **Personalised Learning:** additional reading and listening skills practice at the individual student's level with bite-size exercises.
- Additional **Learner Resources**.

Cambridge recommends the responsible use of technology.

TEACHERS



Teachers' Book with Digital Pack

The Teacher's Book is interleaved with the Student's Book pages and includes:

- An introduction which outlines the course content.
- An overview of the unit content and aims.
- Easy-to-find answer keys and audioscripts.
- STEAM investigation section.
- Grammar Reference and Practice Answer Key.

Teacher's Digital Pack

A code in the Teacher's Book gives access to everything that learners can see, plus:

- **Presentation Plus:** presents content with interactive activities from the Student's Book and Workbook, integrated video and audio, access to the Teacher's Book, and extra content such as Digital Units and Games. This new version also allows teachers to create assignments directly from the screen.
- **Test Generator:** an evaluation tool that allows teachers to create ready-made and fully customisable tests at three levels of difficulty. A placement test is also available to check your students' level.
- **Teacher Resources:** includes downloadable, photocopiable material to dip into depending on the needs of each class. These resources feature extra worksheets, templates, as well as audios, videos and transcripts.





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Where
your world
grows

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