CAMBRIDGE

Shining Lights

Teacher's Book 2

B1

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CONTENTS

Welcome to *Shining Lights*

Welcome to *Shining Lights*, a dynamic new blended course for secondary school students, which offers not only thorough **preparation for Cambridge English Qualifications**, but also engaging and communicative materials. *Shining Lights* is underpinned by four pillars:

Integrated Learning and Assessment	Problem-Based Learning	Life Competencies (Employability Skills)	Oracy

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

Shining Lights is an innovative course combining the use of teaching, learning and assessment methods to plan, measure and improve outcomes.

It is the latest evolution in courses from Cambridge with an exam preparation journey at its core. It empowers students and teachers to understand and unlock the learning process, by:

- building lifelong learning habits
- empowering learners through personal development
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness through a unique exam preparation journey.

As the teacher, you are the coordinator and facilitator of the student's learning environment. This course provides you with the tools and insights you need to maximise each student's performance. Learning requires multiple interactions, involving a variety of assessment steps, each in turn prompting a teacher response. The table opposite shows a selection of 'moments' throughout the course to assess, feed back and guide your learners.

Through a unique combination of the traditional and the new, you now have a learning environment offering a wealth of opportunities to assess student progress, to provide evidence of that progress and incorporate actionable feedback. *Shining Lights* combines learning and assessment as a seamless journey with a firm focus on exam success, building life-long learning habits and developing the skills your students need to be future-ready, confident world citizens.

DIGITAL CLASSROOM
PERSONALISED LEARNING

Direct the student to **Cambridge One** where you can activate targeted skills practice at the individual student's level. These powerful, innovative exercises provide new benefits to teachers and students alike.

The *Digital Classroom* Personalised Learning ensures the best possible environment for student improvement and provides additional data-driven insights for you to manage their development.

With technology, we can now combine pedagogically tested approaches with the power of rapid insights from data. This course benefits from an innovative solution to support teachers and learners. In the **Student's Book**, on the Self-Evaluation pages, look for the PERSONALISED LEARNING icon and direct your students to **Cambridge One**.*

*Teacher needs to activate in **Cambridge One**

Benefits to students:

- Skills practice at each student's precise level within the group
- Individual exercises target the individual's needs
- Reinforcement in challenging areas provides timely support
- Extension exercises maintain motivation and challenge stronger students

Benefits to teachers:

- Target individual student needs in mixed ability classes and save time
- Rich visual data across classes and groups
- Confirmation of individual and group progress
- Early warnings of possible areas requiring reinforcement
- Ensuring challenge when needed to maintain motivation

How assessment and learning work together in *Shining Lights*

Gain deep insights into learners strengths and areas for improvement through the unique combination of assessment touchpoint and learning opportunities in this course. The table below shows a selection, for a more in depth overview **visit the website by scanning the QR code**.

Example	Purpose	Action/Outcomes	
DIGITAL STARTER UNIT NEW FRIENDS	Assess class knowledge and gaps	Target areas for improvement / Understand the mix of knowledge across the group	Presentation Plus
Test&Train	Assess exam readiness and guided practice	Develop exam technique and target areas requiring reinforcement and practice	Cambridge One
DIGITAL CLASSROOM PERSONALISED LEARNING	Personalised skills practice through data driven recommendations	Self-levelling automated activities targeting individual requirements	Cambridge One
7 Read your report again and revise your work. Use these questions to help you. 1 How many phrases from Exercise 6 are in your	Peer feedback and self –assessment	Develop learning skills and self-awareness to improve analytical thinking Learners take responsibility for their own learning.	Student's book
EXAM CHECK 1 Match the questions about Reading Part 1 (1–5) to the answers (a–g). There are two answers which you don't need.	Practice a complete exam to check progress and exam-readiness	Preparation for exam day experience allowing for test scenarios tailored to the students' needs	Resource Bank

Problem-Based Learning

When asked what makes a successful lesson, teachers around the world consistently answer, 'students are engaged.' Problem-Based Learning goes to the heart of what activates and holds students' attention: the real issues and challenges they face in their own world.

In Problem-Based Learning, 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.

Shining Lights includes challenges throughout the course. In higher levels the challenges are focused around exploring sustainability. The Challenge is an issue related to the theme of the unit. For example, in a unit about city life, the challenge relates to how cities could be better places for teenagers. In a unit about shopping, the challenge relates to more sustainable consumption. What exactly the challenge is, however, is decided by the students. Letting them define the issue is key to true engagement.

The Challenge is an optional feature, and the unit will work even if you decide that it does not fit in your teaching context. If you use it, you will find its components in five boxes and extra material in the **Teacher's Resource Bank** which offers templates to help students complete their projects. Additionally, there is material in the **Workbook** where students are able to make notes about each of the challenges in the **Student's Book** supplying them with tips and space to make notes for each of the stages of the challenge.

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 issue 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.

Finally, the Challenge worksheets that students find in their **Workbooks** are also available in the **Teacher's Resource Bank**. Like everything else here, they are downloadable and photocopiable so you can use them as handouts for your class.

Life Competencies

Life Competencies are the skills students need in order to play an active role in society, and to fulfil their own potential. They are not strictly language skills, but a student-centred language lesson always integrates opportunities to develop these competencies. Cambridge has created the *Life Competencies Framework* to map some of the important life skills that students can develop as they learn a language.

Shining Lights uses this framework to define and build life skills in every unit. All the competencies in the framework are developed in this highly communicative course, but there is a more specific focus on tasks that build **critical thinking**, **creative thinking**, **collaboration**, and **learning to learn**. These are highlighted in the units so that you can be more systematic in the development of certain competencies and can refer to the framework if you wish.

To keep track of Life Competencies development as you work through the **Student's Book**, there is a map of which competencies are addressed where in the **Teacher's Resource Bank**. You'll also find suggestions for where to use the Life Competency Activity Cards that Cambridge offers along with the Life Competencies Framework.

You can visit **cambridge.org/clcf** to explore the Life Competencies Framework and download detailed booklets for each competency. Activity Cards for teenage learners are also available for downloading to use with the Life Competencies throughout the course.
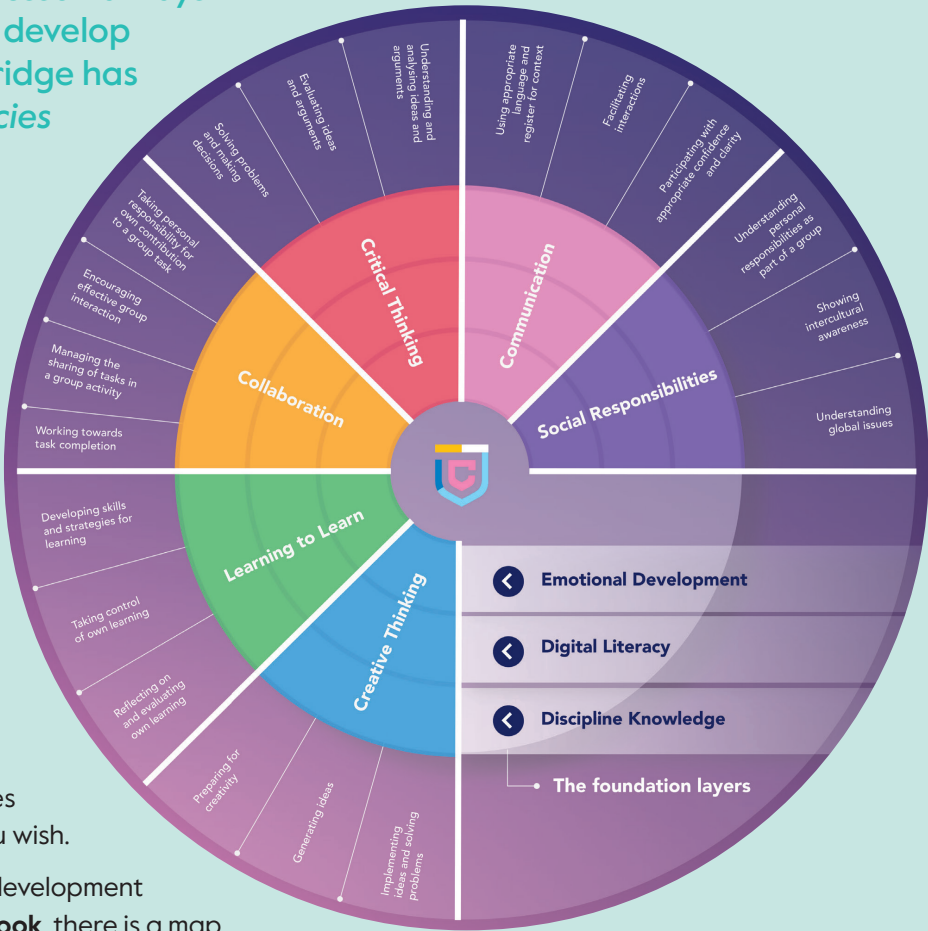
Employability Skills*

Employability Skills are developed in the higher levels of *Shining Lights*, designed to prepare students for the workplace and career success. Employability Skills are the qualities that make us suitable for paid work. This often brings to mind a specific body of knowledge, technical skills or qualifications that are appropriate for a particular position. However, there is an increasing demand from businesses for their employees to demonstrate effective core skills or soft skills. These include social skills, such as the ability to collaborate and communicate effectively with other people, higher level thinking skills and more personal emotional skills, such as personal development and self-awareness. You can find the Employability Skills Framework on **cambridge.org**

*Levels C1 and C1+ only

Oracy

What is 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 is important because we all need to know how to use talk to think effectively together. For example, active listening to the opinion of others, turn taking and the use of ground rules ensure that group work is effective and truly collaborative.

Oracy skills are not specific to any language or culture. Once acquired, they should easily transfer to other languages and situations across the curriculum.

The Cambridge approach to oracy

The unique Cambridge approach to oracy across our pre-primary, primary and secondary courses has been developed in collaboration with Professor Neil Mercer and Lyn Dawes at the University of Cambridge. The University's *Oracy Cambridge* centre serves to promote oracy in schools and in wider society by providing training and consultancy, writing government papers, organising conferences and publishing handbooks and papers.

How is oracy taught?

It is useful to think of oracy having two aspects:

- The first concerns a teacher's use of talk in the classroom to enable the interactive process of teaching and learning. In other words, the teacher's talk provides a model for learners to follow. This is called **dialogic** teaching.

- The second concerns the explicit teaching of spoken language skills to learners, helping them learn how to talk and listen actively. For instance, teachers can show learners how to ask effective questions, or how to give their opinion. This is called **oracy education**.

*oracycambridge.org

You can also see the Oracy Framework at the link above.

Learning through talk
Using talk effectively for teaching and learning

Dialogic teaching

Learning through talk

Learning how to talk

Learning how to talk
Developing children's spoken language skills

Oracy education

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 it 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 whole class 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.

Aside from these four pillars, a number of lively features keep students active and engaged.

Video

Every unit begins with a documentary video introducing the main topic. There is always something new for students to learn here, and they should also be left with some questions they would like to answer for themselves. Later in the unit there are grammar videos. These can be used in class but are also ideal for the flipped classroom.

To learn best, students need a range of input modes, and video provides memorable end enjoyable input. As well as offering the documentary and grammar videos, *Shining Lights* builds the extended oracy activities around video, and some speaking exam tasks have video models, too. In higher levels, students will watch writing videos to learn tips and tricks to improve their writing.

The **Teacher's Resource Bank** provides ideas on how to exploit each of the video strands in the course. There are useful ideas for things to do before, while and after watching them.

Blended learning

After being presented in the videos, **Grammar** is explored and practised in a mix of print and **digital** formats. After a grammar box and discovery task on the page, students find more practice in digital exercises. These can be completed on the students' devices, or you can use the **interactive whiteboard**. For more practice, students can use Practice Extra on their phones.

The **interactive whiteboard** (IWB) also plays a role in **vocabulary** building. Both of the two vocabulary pages include language presentation via the IWB, keeping heads up and everyone together, and making for an active, lively classroom.

Digital learning is a key feature in this blended course. Besides the activities above, there are also three full **digital units as from Level 1:** a short starter unit and two complete units, in the middle and at the end of the book. The two full units review language from the preceding five units. If local conditions mean that you can't use these digital components, however, *Shining Lights* still offers everything you need for your English lessons.

Sustainability

Shining Lights seeks to consciously bring **sustainability** into the language classroom. Faced with an endangered environment and unequal societies, students need to feel confident that they can help ensure a better future. Cambridge understands sustainability to have environmental, economic and social aspects, and has developed the *Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons.

You can find the framework here: along with activity cards to use in the classroom. Sustainability is at the heart of many of the *Shining Lights* **Student's Book** activities, particularly the Challenges. Care has been taken to avoid triggering fear in students, with the focus remaining on possibilities and positive change. There is always an explicit reference to sustainability on the wrap up pages. A short exercise helps generate ideas and also make clear that much of what the students have done in the unit has been about creating a more sustainable future. In higher levels, students explore sustainability in more depth.

You will see icons throughout the units, where there is a particular focus on sustainability. Extra ideas are given in the teacher's notes on how you can exploit these aspects of sustainability further.

The **Teacher's Resource Bank** provides five sustainability projects on topics related to those in the **Student's Book**. They are preceded by two pages of sustainability notes. These give information on what we mean by sustainability, how it can be brought into English lessons and why it should be.

For use with the sustainability projects and other project work, you can choose from a selection of Project Templates in the **Teacher's Resource Bank** which include a learning diary, a time-management plan, and templates for peer or teacher evaluation.

STEAM

After the final unit in the **Student's Book**, you will find STEAM (Science, Technology, Engineering, Arts and Maths) investigations. And in the digital units, as from Level 1, you will find a further two STEAM investigations. These are two-page projects where students activate and build on their knowledge of STEAM subjects. After discussion and research, they work together to present findings in a poster, a comic or a slide presentation. Like the main units in *Shining Lights*, the STEAM pages help students get to grips with their own future in a challenging but exciting world.

STEAM worksheets are provided in the **Teacher's Resource Bank** for a step-by-step approach to completing the STEAM Investigations in the **Student's Book**. They offer tips, language, diagrams and template space to help students manage and make the most of the investigations.

Mediation

The Common European Framework of Reference for Languages (CEFR) describes mediation as 'When a learner acts as a social agent who creates bridges and helps to construct or convey meaning'. When, for example, at some point, there is a communication gap which needs to be filled, a learner/one can mediate by conveying the same or a similar content using different language in order to bridge that gap.. There are many examples of where mediation practice can take place throughout *Shining Lights* and these are marked within the **Student's Book** as from Level 1, and are accompanied by mediation practice worksheets for each unit. These worksheets are available in the **Teacher's Resource Bank** and work with one of the unit's reading or listening texts. Students use key Life Competencies to analyse ideas, opinions and attitudes in the text. They might work in pairs to look at two sides of an argument, or in groups to generate creative ideas, always active in their interaction with input, never just passive consumers.

Using *Shining Lights*

Shining Lights has ten units plus three fully interactive **Extra Digital Units.** You will find these digital units in **Presentation Plus** and you can assign tasks to students in the same way as in the **Student's Book** and **Workbook**.
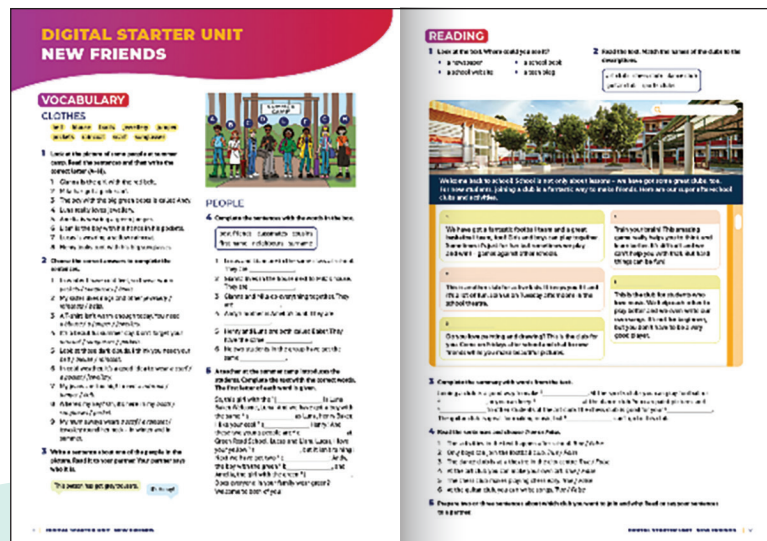
Begin the year with the **Digital Starter Unit** which activates what students already know and sets them up for a new level.
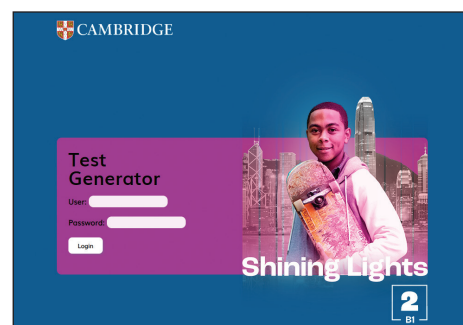
Continue by checking your students' level with the **placement test** available in the **Test Generator**.

In all the even-numbered units ...

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.
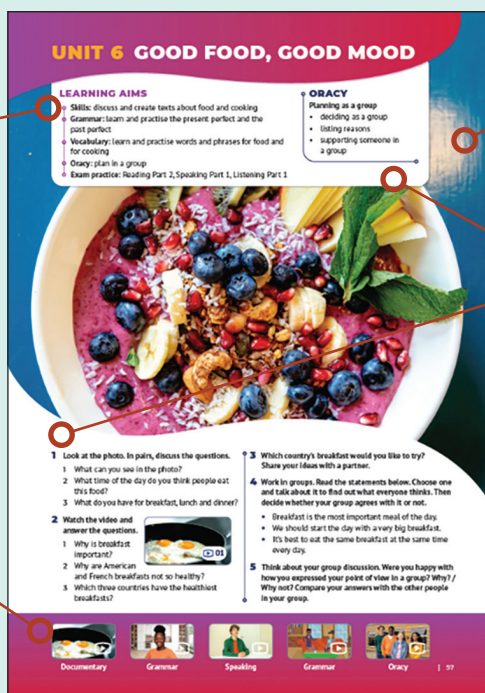
Striking images
to introduce the unit topic.

Oracy skills
are clearly set out at the top of every even-numbered unit and the learning starts right here in a group discussion to activate students' prior knowledge and encourage them to develop linguistic, cognitive, physical and social-emotional skills.

All even-numbered units conclude with **Oracy** activities, giving students the opportunity to practise and build on the skills they have developed in a guided, communicative oracy task.

Oracy tips

appear in every unit and support students to develop their communication skills more broadly, taking in aspects of verbal and non-verbal communication and social and emotional skills, for example.

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5 Match the films to the pictures.

1
2
3
4
5

comedy | science fiction (sci-fi) | thriller | animated film | romantic comedy (rom com) | action film | documentary
horror film

Show next answer   Show answers

VOCABULARY

FOOD

1 6.1 Go to the digital activity and match the words to the photos. Listen, check and repeat.

cherries   garlic   herbs   pancake
peanuts   peppers   tuna

2 6.2 Go to the digital activity and complete the sentences with the words in the box. Listen, check and repeat.

delicious   fresh   salty   sour   spicy   tasty

3 Complete the table with words from Exercises 1 and 2.

Foods	Adjectives to describe foods

4 Complete the social media post and comments with words from Exercises 1 and 2.

Taylor
@TaylorT · Follow

What's a *food mashup*? Two foods that are not normally eaten together! Which have you tried? What did you think?

David @Daveyboy
I ate the classic mashup in the photo! It's from the USA. It's a ¹ *peanut / herb* butter and strawberry jelly sandwich. Sweet and ² *salty / spicy*. I'd eat it again!

Immy @Imogen32
Last year, I had ³ *garlic / sour* and honey soup. I loved it! It was absolutely ⁴ *delicious / tasty*. 😊

Ryan @Rythomas
I've tried ⁵ *cherry / peanut* pasta! The fruit makes it taste ⁶ *sour / spicy*. Not my favourite!

Nora @Nolly04
I've just eaten a Thai curry burger. I liked the fresh green ⁷ *herbs / tuna*, but it was a little too ⁸ *spicy / delicious* for me. 😊

Imran @Im871
Have you ever tried ⁹ *tuna / pancake* fish with banana sauce? It looks strange and it's yellow, but it's quite ¹⁰ *sour / tasty*! I liked it.

Kaisha @KaiRai
Chicken and apple ¹¹ *pancake / peanut* is nice. The apples were ¹² *spicy / fresh* from the garden – yum! Meat, fruit and carbohydrate – a perfect breakfast?

5 Which food mashup from Exercise 4 would you like to try? Why? Tell a partner.

6 Create another two food mashups using words from Exercises 1 and 2.

ORACY

Deciding as a group

In a big group with many ideas and opinions, it can be difficult to make decisions. It helps when someone calls for a decision.

7 Complete the phrases to call for a decision with the words in the box.

let's   our   together   vote

1 ____ vote on this!
2 Should we ____?
3 What's ____final decision?
4 Let's decide ____.

8 Work in groups.
1 Share your food mashups from Exercise 6.
2 Decide on a mashup menu (with a starter, a main course and a dessert) for your school lunch today and tomorrow. Use phrases from Exercise 7 to help you make a decision.

9 Complete the table with food words from Exercise 4.

Countable nouns	Uncountable nouns
banana	chicken

10 Complete the quiz questions with *much* or *many*.

1 How ____ butter is in one cake?
2 How ____ burgers can a human eat in one minute?
3 How ____ tuna per week is good for us?
4 How ____ pancakes do you need to eat for the world record?
5 How ____ peanuts can make a person ill?

11 Go online to find answers to the questions in Exercise 10. Then write another two questions for your classmates using *How much* or *How many*.

▶ Vocabulary reference page 66

STRETCH! Make a list of the food that you eat in a normal week. Then make another list of food you eat on special occasions. If you don't know their names in English, use an online dictionary to find out.

READING

SHORT TEXTS

1 What restaurants or cafés do you and your friends like going to?

2 Match the underlined parts of the text about Nick to the underlined parts of texts A–C.

3 Which restaurant (A–C) is best for Nick? Why is this better than the other restaurants?

✓ EXAM TRAINING READING PART 2

EXAM TIP
When you find a text that matches the key information for a person, you then need to check the other information in the text. Look at all the texts to find matching information.

4 The people below all want to find a good restaurant. For questions 2–4, choose the correct answer.

1 Nick and his two friends want to eat outside at the weekend. They don't have that much money. They prefer something quite healthy.

2 Laura and her friend are celebrating the end of their exams. They want to eat somewhere with music or entertainment. They both love sweet foods. Neither of them eat meat.

3 Sam and his swimming team need somewhere for lunch after their competition. There are eight in the team. They can eat a lot after swimming!

4 It's Bella's birthday on Friday and she wants to go out with friends for food and drinks. She wants to invite about ten people. She doesn't like spicy food.

6.3

THE BEST RESTAURANT IN TOWN!

A NEW YORK DINER
This diner in the sports centre has big tables for up to ten people. Burgers, fries and pancakes – the classics! Try our cheap all-you-can-eat offer for students.

B PIZZA 4 U
The best and biggest pizzas in town. Many delicious and healthy vegan options available. Tables of 12 and a total of 100 seats are available. Have your celebration here!

C SUSHI PALACE
Don't eat greasy pizza or burgers, choose sushi instead! It's good for you. Call now to reserve a table on our open-air terrace. Special offer – 50% off at lunchtimes!

D HAWAIIAN DREAM
Looking for somewhere exotic? Try our lomi lomi salmon and chicken poke and finish with a coconut and cherry ice cream! Find us inside the North Mall.

E OCEAN CAFÉ
Visit us for the freshest fish and chips in town! We have fish pie, fish soup and tuna cakes too. Tables with window views across the garden!

F TAJ MAHAL CAFÉ
Travel to India for a night of chillies and lot of herbs and spices. It's a vegetarian's dream. On Thursday you can try our new dessert menu and watch some Bollywood dancing!

5 🌐 **Collaboration** Work in groups. Explain your answers in Exercise 4. Who do you think explained the best? Why?

6 Which of the restaurants would you choose to go to with your friends? Why?

7 Work in groups. Imagine one of the teenagers from Exercise 4 came to your town for the weekend. They want to try local food that is cheap but tasty. Make a weekend plan for them, saying what and where they could eat.

Digital interactive whiteboard activities

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

Exam Training

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

EXAM TIP
When you find a text that matches the key information for a person, you then need to check the other information in the text. Look at all the texts to find matching information.

Grammar

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

Think Outside the Box

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

Scaffolded discovery grammar tasks and **extra digital activities** provide ample opportunities for both classroom presentation and heads-down or individual practice.
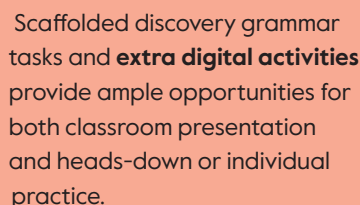
Our **Speaking Exam Videos** offer a model for students to then go on to do an exam task themselves in guided practice. There is extra communication practice in the **Teacher's Resource Bank**, where students work in pairs to carry out scaffolded tasks.

Activities from the **Student's Book** with a focus on **mediation** are highlighted and you can find extra worksheets to work on mediation skills in the **Teacher's Resource Bank**.

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

A second **Vocabulary** set is presented and practised with our blended learning digital-led approach. Vocabulary sets are informed by **English Vocabulary Profile** to ensure all words are useful and appropriate for the level.

Go to the **Grammar Reference and Practice** at the end of the **Student's Book** for more complete grammar explanations and even more practice activities.

The vocabulary builder pages in the **Workbook** offer both consolidation and extension. Some new vocabulary is offered, and students also find new words that they themselves find important

Stretch activities

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

Writing

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

Extra **Writing Worksheets** which expand on the skills needed for different writing genres are available in the **Teacher's Resource Bank**.

Peer review

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

For even more grammar and vocabulary practice, go to the **Teacher's Resource Bank** and the **Workbook**.

Listening

activities provide both exam type and standard listening practice.

Oracy skills

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

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.

Students are encouraged to notice things about how the group in the video perform, which in turn will influence how they will carry out the task themselves.

Engaging **oracy videos** provide a model of the oracy task that students will do in class.

Students are guided through the task by watching three short videos, in which the group **Plan**, **Present** and then **Discuss** how they did in the task afterwards.

Students access activities which adapt to their personal comprehension level providing a personalised learning experience and helping deal with mixed abilities. Our innovative technology means your students receive level appropriate tasks to provide reinforcement or extension, as appropriate.

In the **Workbook** an attractive spread at the end of every odd-numbered unit provides a space for students to record useful language, plan and evaluate their work as a group on the oracy task.

You will also find useful support on oracy in the **Teacher's Resource Bank**: Oracy Ground Rules worksheets, a detailed Oracy Phrase Bank, and a worksheet dedicated to each oracy section in the **Student's Book**.

Go to the **Test Generator** for editable or ready made tests to check your students' progress after each unit.

Self-assessment

features towards the end of every unit. This is presented in an easily accessible way, encouraging students to think not only about how they are doing and where they can improve, but also how they feel about their English learning.

You can also go to the **Workbook** after every two units, where you will find a cumulaive review, with vocabulary and grammar exercises focusing especially on what has been covered in the previous two units, and building on what has been done in the book up to now.

In the odd-numbered units ...

UNIT 7 TACKLING TECHNOLOGY

LEARNING AIMS

- **Skills:** discuss and create texts about technology
- **Grammar:** learn and practise the present simple passive and the causative
- **Vocabulary:** learn and practise verbs and nouns about technology
- **Creative thinking:** create a lesson plan to teach someone about digital literacy
- **Exam practice:** Reading Part 1, Speaking Part 3, Listening Part 2

THE CHALLENGE

Digital literacy is now more important than ever. You will:
- **Stage 1 Think:** find out more about an area of digital literacy.
- **Stage 2 Prepare:** decide on one area of digital literacy to teach someone.
- **Stage 3 Develop:** decide on the best way to teach it.
- **Stage 4 Present:** teach the person you have chosen to help.

1 Look at the photo. In pairs, discuss the questions.
1 What are the people in the photo doing?
2 How many people of your age do this? Why?

2 Watch the video. What are the four areas of digital literacy?

▶ 01

CHALLENGE 1 2 3 4

Think

Form groups and discuss these questions.
1 Why do we need to know about digital literacy?
2 How can we learn to be digitally literate?
3 Think about the four areas of digital literacy in the video. Think about the most important things that people need to know when they go online or use technology.

Documentary | Grammar | Speaking | Grammar

| 67

Challenge

Students have the option to work on a problem-based learning challenge related to the unit topic.

You will find the steps for completing the challenge in four Challenge boxes throughout the unit.

Think

On page 1 the challenge is presented – it is kept as broad as possible so that students can choose how they want to focus their project.

In the **Think** section students discuss the challenge. They look at various possible problems arising from the issue and start considering how they could find out more.

VOCABULARY

TECHNOLOGY VERBS

1 🖥 ◀) 7.1 Go to the digital activity and match the technology verbs to the icons. Listen, check and repeat.

charge   delete   download   drag
edit   log (on / off)   install   post
scroll (down / up / through)
switch (on / off)   upload

2 Work in pairs. Take turns to mime the actions in Exercise 1. Guess the verb to get a point. The person with the most points in 30 seconds wins.

3 Choose the word or phrase which is <u>not</u> possible.
1 Don't *log off / upload / post* a video if you ...
2 When you *install / scroll down / log off* an app, remember ...
3 I think some people *edit / upload / drag* too many of their photos because ...
4 Only *post / delete / install* a comment on a website if ...
5 At night, *switch off / charge / download* your mobile so that you ...

4 Now finish the sentences in Exercise 3 with your own ideas. Compare your ideas with a partner.

5 🔊 PRONUNCIATION Go to the digital pronunciation activity.

6 Complete the sentences with the correct form of verbs from Exercise 1. Which sentences are true for you?
1 I spent two hours *scrolling* through photos yesterday.
2 I have to ____ my phone at dinner time – it's rude to use it.
3 I know someone who doesn't ____ paragraphs that they find online – they just copy and paste them into their work.
4 Sometimes, I can't ____ to different websites because I don't remember my passwords.
5 Once, I ____ the wrong homework to the class platform. Oops!
6 By mistake, I once ____ a story on my blog that was fake news.

7 Work in pairs. Look at the sentences in Exercise 6 which are true for your partner. Ask follow-up questions to find out more information.

And what was ...?
What were you ...?
So, why did you ...?

8 Work in pairs. Student A: Choose one of the problems below. Student B: Try to help using words and phrases from Exercise 1. Then swap roles.
- Sorry that I didn't reply to your email. My email app isn't working!
  I know what to do. You need to ...
- I don't understand how to use the platform to send my teacher the homework.
- I can't take any more photos because my phone is full.
- My mum sent me an email with a strange link in it. Should I open it?

▶ Vocabulary reference page 76

⟫⟫ **STRETCH:** Use your phone or computer to do something and tell everyone what you are doing (e.g. *I am scrolling through ...*). What other technology verbs do you know in English? Use an online dictionary to find the names of any actions you don't know how to say. Teach your new words to a partner.

CHALLENGE 1 2 3 4

Prepare

1 Form groups of three or four people.
2 Share your ideas from Stage 1.
3 Choose one area of digital literacy that you think people need the most help with.
4 Each person in your group will start looking for information about this area of digital literacy. Decide where you can find information and then start your research.

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Prepare

In the next step **Prepare** students form groups and decide on a problem to solve. They make a research plan, assigning roles within the group, and start their independent research.