

Shining Lights

Teacher's Book

2

B1

David Petrie

CONTENTS

WELCOME TO <i>SHINING LIGHTS</i>	page 4
USING <i>SHINING LIGHTS</i>	page 12
DIGITAL STARTER UNIT	page 25
UNIT 1: Sport for all	page 27
UNIT 2: Friends forever	page 37
UNIT 3: Getting around town	page 47
UNIT 4: Happy holidays	page 57
UNIT 5: In the city	page 67
DIGITAL REVIEW 1	page 77
UNIT 6: Good food, good mood	page 85
UNIT 7: Tackling technology	page 95
UNIT 8: Is it a crime?	page 105
UNIT 9: Smart shopping	page 115
UNIT 10: It's show time!	page 125
DIGITAL REVIEW 2	page 135
STEAM INVESTIGATIONS	page 143
GRAMMAR PRACTICE ANSWER KEY	page 149
WORKBOOK ANSWER KEY	page 150
STUDENT'S BOOK AUDIOSCRIPT	page 158
WORKBOOK AUDIOSCRIPT	page 168

Welcome to *Shining Lights*

Official
Cambridge
Exam
Preparation

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 & Train²	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	Student's book
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.	Resource Bank
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. 1 How many questions are there in this part? 2 There are three. 3 Yes, but the maximum is 35 words.	Practice a complete exam to check progress and exam-readiness	Preparation for exam day experience allowing for test scenarios tailored to the students' needs	

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 photocopyable so you can use them as handouts for your class.

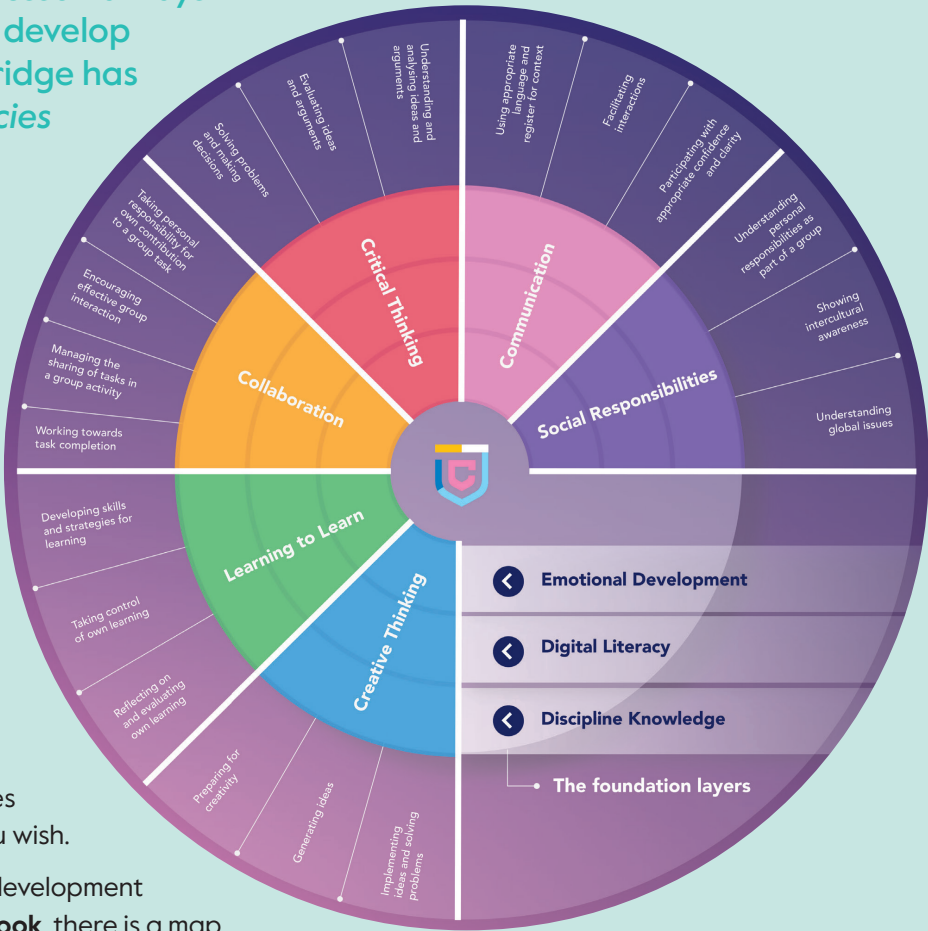
Life Competencies

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 and 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.

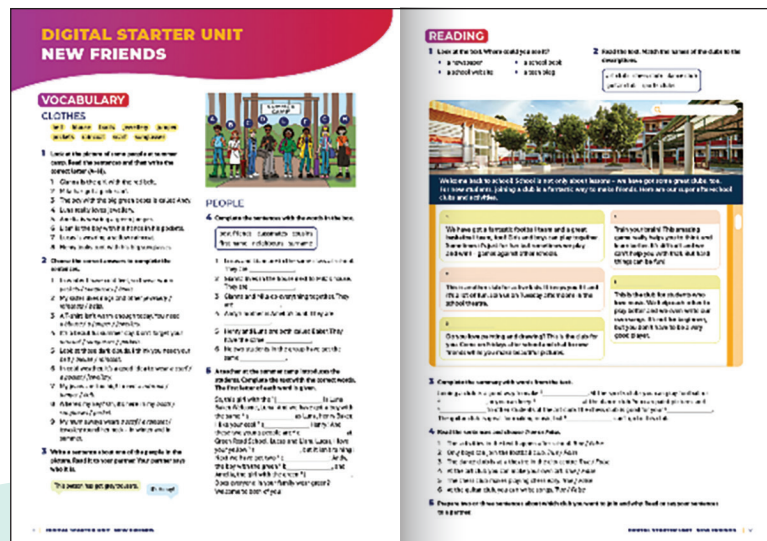
Mediation

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.

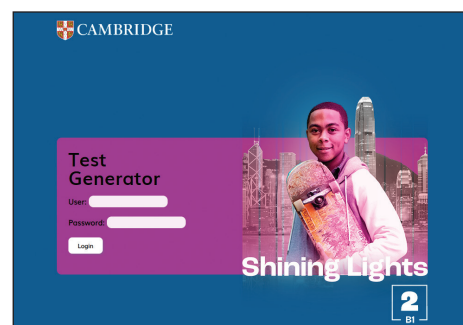


Using Shining Lights

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**.

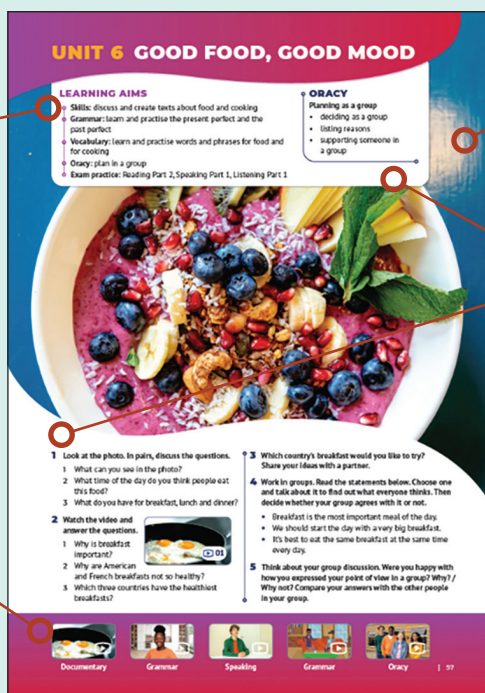
In all the even-numbered units ...

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.

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 images Show previous

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.

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.

TaylorT @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 'peanut / herb butter and strawberry jelly sandwich. Sweet and 'salty / spicy. I'd eat it again!

Immy @Immy22
Last year, I had 'garlic / sour and honey soup. I loved it! It was absolutely 'delicious / tasty. 🍴

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

Nora @holly04
I've just eaten a Thai curry burger. I liked the fresh green 'herbs / tuna, but it was a little too 'spicy / delicious for me. 🍴

Imran @imr71
Have you ever tried 'tuna / pancake fish with banana sauce? It looks strange and it's yellow, but it's quite 'sour / spicy! I liked it.

Kaisha @KaRa
Chicken and apple 'pancake / peanut is nice. The apples were '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! 3 What's ____ final decision?
2 Should we ____? 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.

G 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!

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!

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

O 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.

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!

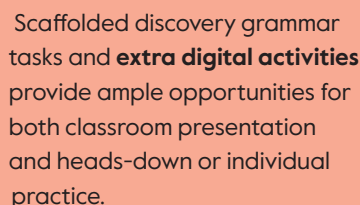
5 **Collaboration** Work in groups. Explain your answers in Exercise 4. Who do you think explained the best? Why?
6 Which of the restaurants would you choose to go to with your friends? Why?
7 Work in groups. Imagine one of the teenagers from Exercise 4 came to your town for the weekend. They want to 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.

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



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.

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

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.

MEDIATION UNIT 6

PROCESSING TEXT / EXPLAINING DATA IN SPEECH / WRITING

READING **Activity**

1 Read the text and answer 1–5.

2 Read the text and answer 6–10.

3 Read the text and answer 11–15.

4 Read the text and answer 16–20.

5 Read the text and answer 21–25.

6 Read the text and answer 26–30.

7 Read the text and answer 31–35.

8 Read the text and answer 36–40.

9 Read the text and answer 41–45.

10 Read the text and answer 46–50.

11 Read the text and answer 51–55.

12 Read the text and answer 56–60.

13 Read the text and answer 61–65.

14 Read the text and answer 66–70.

15 Read the text and answer 71–75.

16 Read the text and answer 76–80.

17 Read the text and answer 81–85.

18 Read the text and answer 86–90.

19 Read the text and answer 91–95.

20 Read the text and answer 96–100.

21 Read the text and answer 101–105.

22 Read the text and answer 106–110.

23 Read the text and answer 111–115.

24 Read the text and answer 116–120.

25 Read the text and answer 121–125.

26 Read the text and answer 126–130.

27 Read the text and answer 131–135.

28 Read the text and answer 136–140.

29 Read the text and answer 141–145.

30 Read the text and answer 146–150.

31 Read the text and answer 151–155.

32 Read the text and answer 156–160.

33 Read the text and answer 161–165.

34 Read the text and answer 166–170.

35 Read the text and answer 171–175.

36 Read the text and answer 176–180.

37 Read the text and answer 181–185.

38 Read the text and answer 186–190.

39 Read the text and answer 191–195.

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41 Read the text and answer 201–205.

42 Read the text and answer 206–210.

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92 Read the text and answer 456–460.

93 Read the text and answer 461–465.

94 Read the text and answer 466–470.

95 Read the text and answer 471–475.

96 Read the text and answer 476–480.

97 Read the text and answer 481–485.

98 Read the text and answer 486–490.

99 Read the text and answer 491–495.

100 Read the text and answer 496–500.

101 Read the text and answer 501–505.

102 Read the text and answer 506–510.

103 Read the text and answer 511–515.

104 Read the text and answer 516–520.

105 Read the text and answer 521–525.

106 Read the text and answer 526–530.

107 Read the text and answer 531–535.

108 Read the text and answer 536–540.

109 Read the text and answer 541–545.

110 Read the text and answer 546–550.

111 Read the text and answer 551–555.

112 Read the text and answer 556–560.

113 Read the text and answer 561–565.

114 Read the text and answer 566–570.

115 Read the text and answer 571–575.

116 Read the text and answer 576–580.

117 Read the text and answer 581–585.

118 Read the text and answer 586–590.

119 Read the text and answer 591–595.

120 Read the text and answer 596–600.

121 Read the text and answer 601–605.

122 Read the text and answer 606–610.

123 Read the text and answer 611–615.

124 Read the text and answer 616–620.

125 Read the text and answer 621–625.

126 Read the text and answer 626–630.

127 Read the text and answer 631–635.

128 Read the text and answer 636–640.

129 Read the text and answer 641–645.

130 Read the text and answer 646–650.

131 Read the text and answer 651–655.

132 Read the text and answer 656–660.

133 Read the text and answer 661–665.

134 Read the text and answer 666–670.

135 Read the text and answer 671–675.

136 Read the text and answer 676–680.

137 Read the text and answer 681–685.

138 Read the text and answer 686–690.

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.

[illegible]

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.

GRAMMAR
PAST PERFECT

1 Watch the grammar animation. What did Greg get for his sister's birthday?

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

Past perfect
We use the past perfect to show the order of two 'present' / past events.
It was Jenny's birthday on Saturday but I had forgotten to buy a present!
I realised later I hadn't eaten any breakfast.
Use the 'past simple' / 'past perfect' for the event that happened first. Use the 'past simple' / 'past perfect' for the event that happened later.

► Grammar reference and practice page 119

3 Go to the digital activities.

4 Join each pair of sentences to make one long sentence. Use the past perfect with **and**, **because**, **but** or **so**.

- She added too much sugar, so it was very sweet.
- He was hungry. He forgot to bring any money.
- He arrived at 5 pm. The cafe closed at 4.30.
- He didn't follow the recipe. It tasted horrible!
- I didn't book a table. We waited in a queue.

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 6

5 Imagine that there have been lots of food disasters. Complete the sentences.

- The pizza was dry because he hadn't ...
- The chicken wasn't ready on time because she had ...
- He didn't eat any lunch because ...
- My cat had eaten half my sandwich so I ...
- He had put in too much salt and ...

6 Think about a food disaster in your life. What happened? Why? Write a short paragraph.

ORAL
Supporting someone in a group
In group decision tasks, show if you agree with someone when they are talking. This makes it quicker to reach a decision. You can use phrases like 'I'm right or I'm wrong'. Body language is a good way to show support too. Nod to show that you agree or smile to show that you like an idea.

7 Work in groups. Follow the steps below.

- Take turns to share your food disasters from Exercise 4.
- Listen that you are going to write a funny one on an article called *Our top food disaster story!* Together, decide which is the best story from Exercise 4.
- As you discuss which story to choose, show support for people that you agree with.
- Tell the class which story you have chosen.

8 **WRITING** Write the food disaster story that you chose in Exercise 7. Try to make it as entertaining as possible.

WRITING
A SUMMARY

1 Work in pairs. Is it important to learn about gardening and cooking at school? Why? / Why not?

2 Read the article and complete the timetable.

Monday	Subject	What do we learn?
Tuesday		
Wednesday		
Thursday	English	cooking methods
Friday		

3 Read the summary of the article. Complete it with the phrases in the box.

The article starts with ... It also mentions the key idea is ... which is about ...

From school to plate' is an article ... a school food project ... the year and place that the Edible Schoolyard project started. ... the classes the students have, which help them learn about gardening and cooking. The young people learn a lot and the teachers want other schools to do projects like this too. ... that if we change our ideas about school we can also help the environment.

4 Complete the tips for writing a summary with the words and phrases in the box.

basic information In one sentence main points problem tell a partner two or three underline

TIPS FOR WRITING A SUMMARY

PLANNING

- I've got the key words.
- Write down three or four ...
- but don't copy full sentences.
- ... about the article in 20 seconds.

WRITING

- Start with '...' like the title.
- Then, write the '...' issue in the article.
- Next, write '...' main points.
- Lastly, '...' summarise the most important idea of the article.

From SCHOOL to PLATE

Have you ever grown your own food and served school lunch to your classmates? In the USA, only one percent of school students have. The Edible Schoolyard is a project started by a chef in a California school in 1995. We met with some of the students and they explained the project.

On Monday we had lessons about traditional farming with our happy teachers. The next day we had a biology class about soil and seeds. Next month we'll start planting vegetables. It's harder than PE, says Leo, aged 12.

In their chemistry lessons on Wednesday they learn about cooking methods to make healthy meals. Mila, 15, tells us that her favourite day is Thursday. That's when we create recipes for next week's lunch menu. We can be creative. The teenagers also work in the kitchen on Friday. We cook for 150 people - that's a lot of calculating and we need huge pans! I've learned a lot about maths says Oliver, aged 13.

The teachers here have written to the government to ask all schools to include gardening and cooking projects on their curriculum. They are convinced that if we change how we think about school subjects, we can help the planet and learn useful things at the same time.

UNIT 6 GOOD FOOD, GOOD MOOD 63

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.

GRAMMAR STANDARD
Future Tenses

1 Match sentences (A-D) to the correct future tense rules (1-4).

- predicting the future based on what we see or know now ... C
- a general prediction about the future ... D
- talking about something that's already been decided ... A
- deciding to do something while speaking ... B

A Electric cars will be very popular one day.
B I'm on the bus now. It'll be there in five minutes.
C Look at those clouds! It's going to rain later.
D We're going to meet our friends in the park.

2 Decide if the verbs in bold should use will (W) or be going to (G) in the future. Then circle the correct form of the verbs.

- I see a doctor about the **teeth** out on my forehead. (G) will go (G) going to see
- Have a good night's sleep and you **feel** better in the morning. (G) will feel / am going to feel
- He catches a cold if he doesn't wear a coat in this weather. (G) is going to catch / will catch
- You take some medicine for that awful cough. (W) will you take / Are you going to take
- They **not** listen to their mother. They're such naughty children! (W) aren't going to listen / won't listen

3 Circle the correct words in each sentence.

- What time **will you** you will come to my house later?
- Let's meet at my house at 7 pm and then we'll be going to catch the bus into town.
- Yesterday, I hurt my ankle playing football. I am not going / won't be able to play in Saturday's tournament now.
- He bought a beautiful bouquet of flowers because he **will go** / is going to visit his grandma.
- I'm going to buy / I'll go and buy some medicine for this terrible headache I've got.

4 Match the sentences (1-4) to the correct responses (A-F).

- I've got a sore throat. ... D
- It's sunny today. ... A
- Do you think we'll live forever? ... E
- Emma's got a high temperature. ... C
- What time is your hospital appointment? ... F
- When're you going on holiday this year? ... B

A I think she's going to get the flu.
B No, we won't. We'll have to do one day.
C I'll just check.
D I'll get you some medicine at the pharmacy.
E He's going to go back to Spain.
F Yeah! We're going to go to the beach.

5 Correct the mistakes in bold in each sentence.

- You're going to feel better if you drink too hot honey and lemon drink. You'll
- This laptop idea is too fast for me. I think I'll
- They'll win the match on Sunday.
- Are you going to help me carry these bags, please?
- He hasn't studied at all. He won't pass the exam!

6 Complete the sentences with the correct future form of the verbs in brackets.

- I predict scientists **will find** a cure for the cold within the next ten years. (find)
- I'm going to the doctor's because I **hurt** my back lifting some heavy boxes. (go)
- Come and let's go to the cafe and I **show** you all about it. (show)
- Join **medicine** at university when he finishes school. (study)
- My sister has a broken thumb! She's really upset because she **is competing** next week. (not play)
- You've got a fever, a headache and a cough. I think you **should** see the doctor. (go)

UNIT 1 SPORT FOR ALL

VOCABULARY
SPORT

1 Complete the crossword using the clues.

Across

- You need skates, a stick and a helmet to play this game on ice.
- This is also called free running.

Down

- In this sport you sail across the water, standing on a board.
- A game like football, but you throw the ball instead of kicking it.
- You need special breathing equipment to do this underwater sport.

2 Choose the correct answers.

- I'm not very good at roller skating / athletics. I'm a really slow runner!
- I like going / horse riding. I often do it in my bedroom, with online video tutorials.
- I've never tried jogging / horse riding because it costs a lot of money.
- I want to try individual / paddleboarding. I like individual sports more than team sports.
- I went roller skating / diving once, but was terrible! I fell over a lot.
- We did paddleboarding / gymnastics in PE yesterday. Lots of jumping and running. It was fun!

3 Tick the sentences that are true for you.

4 Read the text that a student wrote about their classmates. Choose the correct answer, A, B or C.

I asked my classmates about the sports in the student's book. Most of them ... jogging, usually in the summer. It's free, teenagers love that! Some also ... athletics, there is an after-school club here. In winter, about a third of them ... ice-hockey. It's common here in Kazakhstan. A few know how to ... parkour, those are people who are also good at gymnastics! And of course, everyone has ... horse riding at least once, there are so many horses here. Not many classmates ... roller skating, just me and my friends Zaima and Iara! The skates are quite expensive. Lastly, because we don't live near a river or a sea, nobody ... windsurfing, but we would all like to try it!

5 **DISCUSS** Write the noun to describe the person who does each sport.

- an athlete ...
- a diver ...
- a gymnast ...
- a handball ...
- a horse rider ...
- a jogger ...
- a paddler ...
- a roller skater ...
- a diver ...
- a windsurfer ...

WRITING UNIT 6
A SUMMARY

WARMER

- Discuss these questions with a partner.
- What is a summary?
- Why are summaries useful?
- Can you think of examples of where you find summaries in everyday life?

2 Put the steps for writing a summary (a-d) in order.

- Then, write the issue the article talks about.
- Lastly, in one sentence, summarise the most important idea of the article.
- Next, mention two or three main points.
- Start with basic information like the title of the article.

3 Read Part 1 of the article and then complete the summary with the words and phrases in the box.

THE FARM PROJECT - PART 1

A year ago, our school started an exciting project to create a small farm where students could grow food for the school kitchen. The goal was to teach us about how to grow healthy food in a way that is good for the environment. I have been working on the project from the start, and I'd like to describe our progress so far.

We have grown many different types of fruit and vegetables on the farm and we also have fruit trees. Growing these crops has been hard work, but it has been a fun thing to do.

One of the best things about the project has been how it has brought different students together. We have also worked with farmers in the area, who have kindly taught us many things.

Summary
The article ... is about a school's project to start a small farm growing food. The writer ... how students ... a variety of fruits and vegetables. Two positions ... how the project has brought students and teachers together and also how it has taught students to understand their own food.

4 Underline ...

WRITING TASK

5 Read Part 2 of the article and underline the key words.

THE FARM PROJECT - PART 2

However, some parts of the project have been more difficult. One of the biggest challenges has been protecting the fruit and vegetables from insects without using chemicals that are bad for the environment.

Another challenge has been the limited space available, which has meant that we have had to plan our planting carefully. We have also had to deal with unexpected weather conditions, such as heavy rain, which has affected the size and quality of some of our crops.

Despite these challenges, the school farm project has been a huge success. It has provided us with valuable hands-on experience in farming methods that are not bad for the planet, and has helped us develop important skills such as working in teams and problem-solving. It has also given us a deeper understanding of where our food comes from and how it is produced.

In the future, I hope that the project will continue to be a success, providing even more opportunities for students to learn about growing food.

6 Write a summary of the whole article.

- Rewrite the first part of the summary with correct information.
- Add your own summary of the second part.

Useful language
The writer believes ... deal with pests
are mentioned ... find solutions to problems
face challenges ... manage your time

Checklist

- Have you included the main ideas of the article?
- Have you expressed the ideas in a different way?
- Have you used the present perfect and past tense?

26 / 114

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activities provide both exam type and standard listening practice.

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.

ORACY GROUND RULES

- Look at the memes. Do you feel this way in class discussions? What do you do in these situations? Discuss with a partner.
 - Talking to your classmates in a lesson
 - Talking to your teacher
 - Talking to your friends
- When at school, there are rules we follow. What rules can you think of for how to behave in these situations?
 - Talking to your classmates in a lesson
 - Talking to your teacher
 - Talking to your friends
- How talk to each other about how you shouldn't behave in the situations in Exercise 2.
- What other behaviours make it difficult to have discussions? Discuss with a partner.
- Look at the advice for group discussions. Work in a group and decide on the three most important rules.
 - Ask everyone to turn for their ideas.
 - Ask people to say only their best idea.
 - Be respectful of other people's ideas.
 - Change your mind if you hear a better idea than yours.
 - Give reasons for your ideas if people criticise them.
 - Look at people who are talking to show you are listening.
 - Make sure the group agrees after talking.
 - Talk about all the ideas you have before deciding.
 - Think about the good and bad points of your ideas.
 - Try to build on what other people say.

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ORACY UNIT 6 PLANNING AS A GROUP

- Look at the photos. Match the food items in the photos to the words in the box. Circle the words you don't know in a dictionary.

bananas, carrots, grapes, pears, peas, sweet potatoes, stuffing, Yorkshire pudding
- Read the blog post. Why does the writer say that it is their favourite meal?

My favourite meal is my mum's meat chicken lunch. What I love is that, this is what we would have for lunch on Sunday. It's not every weekend, but usually at least once a month, my mum would be in the kitchen and cooking from about 10 o'clock in the morning, getting everything ready so we could all sit down together as a family and eat it up.

When I got older and went to university, every time I came home to visit, this is what she would make for me. I think I used to love it because it was so nice and I didn't get to see her as often as I would like. My mum is 80 years old, but when we go to visit, this is still what she makes for us.
- What is your favourite meal and why? Discuss with a partner.
- Look at the words and phrases in the box. Put them into the correct categories.

A second thing to think about... And... Another reason is... Cool idea! He/She's right. I agree with what she/says... I think so too... It's time for us to... Let's decide now... On top of that... Should we vote? What's our final decision? You're right!

Phrases for deciding as a group	Phrases for listing reasons	Phrases for supporting someone in a group
- Imagine you have been asked to plan a celebration meal for a group of people visiting your town from another country. Choose one dish from your country or local area that is famous or important. Make a list.
 - You should agree on seven dishes to include, and in which order to present the dishes.
 - Think of other things you might do with the meal – are there any well-known drinks you could include? Any stories or legends?
 - Will you play music or important music from your country or area? When will you have the meal?
- Briefly present your ideas to the class.
 - Work in your groups from Exercise 6. Review the ideas of your discussion and discuss the questions.
 - How did you feel during the discussion?
 - Were you all effective at using the phrases from the box?
 - What went well during the discussion?
 - What could you improve for future discussions?
 - What would you want to see happen?

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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.

PLACEMENT TEST

Grammar

- Complete each sentence with one word.
 - You _____ how to go to the party if you feel lost.
 - We're not allowed _____ use phones in the exam.
 - I've got it _____ good friends, but not many.
 - Gina is a café _____ you can get great cakes.
 - Koko is someone _____ always makes me laugh.
 - What film _____ you want to see tonight?
- Choose the correct options.
 - I don't meet Lisa _____ 10 years ago.
 - I don't know what that word means.
 - My sister hated / hates coffee and never drinks it.
 - This time last year, we were / were in Greece.
 - She had / have a great time at the weekend.
- Correct the underlined mistakes.
 - Do you need help me with my homework?
 - Do you enjoy play your new game?
 - You ought eat in here. It's not allowed.
 - We must go – our train is here.
 - I'm sorry, I can't help you. I haven't got good time.
- Put the words in brackets into the correct form.
 1. I was _____ very happy last year. (happy)
 2. I was _____ to go out, so I stayed at home. (want)
 3. _____ the police when I was a child. (play)
 4. _____ to go out, so I stayed at home. (not want)
 5. _____ the police when I was a child. (play)
 6. _____ to go out, so I stayed at home. (not want)
 7. _____ the police when I was a child. (play)
 8. _____ to go out, so I stayed at home. (not want)

5 Write questions with your using the words in brackets.

- _____ ? (where / live)
- _____ later? (what / go out)
- _____ yesterday? (do / any sport)
- _____ last night? (what / see)
- _____ Chinese food? (ever / have)

Vocabulary

- Complete the words.
 - My favourite school subject is h _____ I love learning about the past.
 - There's a new sleeping _____ if you go camping.
 - There's an art _____ in the city, with lots of famous paintings.
 - Do you like a _____ action film?
 - I have met TV shows, except a _____ opera.
 - We're going to a pop _____ next week.
 - I'm a bit of a _____, showing people around my city.
 - I'm a bit of a _____, I've got a good sense of direction.
- Complete the sentences with the correct word.

bin, charger, headphones, screen, sofa

 - Please put your rubbish in the _____.
 - I love relaxing on the _____ at home.
 - I have my laptop _____ for my phone?
 - The battery is low.
 - That music is very loud. Can you turn it _____?
 - I dropped my phone and broke the _____.
- Complete each sentence with one word.
 - We often _____ shopping at the supermarket.
 - Do you _____ time with friends at the weekend?
 - My friend _____ me, sometimes _____ to music or play video games.
 - I hope I don't fail my exam – I want to _____ it.
 - I want to _____ in the club, that's what I want to do.

PLACEMENT TEST

6 Complete the sentences with the correct words.

- I've got a _____ I need to use a pencil soon. (rough / smooth / soft / hard)
- I've got a _____ and it's difficult for me to speak or eat. (lower / shoulder / throat)
- It's very cold outside, so please wear a _____ around your neck. (belt / jumper / scarf)
- I like this coat because it's got lots of _____ I can put things in. (boots / rucksacks / pockets)
- We took a boat to a small _____ and had a walk around. (island / lake / river)
- Our train is _____ 3. (right / platform / station)

10 Choose the correct words.

- This ring is made of metal / plastic. It's silver.
- It's very dangerous / safe to go walking in the mountains in bad weather. Do Don't do it!
- This room is very dirty / tidy. You worked hard!
- We live near a large modern city, so it's usually very noisy / quiet when we open the windows.
- This is a modern / traditional building, made last year.
- Artists are creative / happy, and are always full of ideas.

11 Read the article. Do you want to join our club? Choose True or False for each sentence.

- The club hasn't started yet. True / False
- The club is open to anyone. True / False
- The club has enough members. True / False
- The writer thinks that e-sports are as good as, or better, than traditional sports. True / False
- The best player from the school is now a member of the club. True / False

12 Find words in the article to complete the sentences.

- The school has a club where people can play video games and e-sports. (1) _____
- I can join, no matter how old they are. The club only has _____ at the moment, but would like more.
- There are _____ between e-sports and normal sports. E-sports are like a _____ as well as their body. There will be a big _____ in the future and the club would like to find some good players to take part.

13 Lee is writing to his friend, Elia. Complete the email with the correct words in the box. There are three extra words.

and because but dear goodbye in so thanks

Elia,

We've moved into our new apartment! I'm going to have a party soon. I can show everyone I want to be a member. I have a lot of my furniture and I can have the party on the 15th instead. That's a Saturday. I will be at 6 o'clock. My address is 24 Elm Street. Let me know if you want to come!

Lee

14 Write an email, inviting a friend to a party. Write about:

- Start the email.
- Explain why you are having the party.
- Invite your friend.
- Say when and where the party is.
- Get the email.

TOTAL SCORE _____/100

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REVIEW 1 UNITS 1 & 2

GRAMMAR 1

- Martin messages his friend Jay asking for help. Choose the correct answers to complete his message.

Hey Jay, how are you? I'm doing 'You know' I don't often don't sometimes ask for help, but I 'want' to writing to ask you for some help. I know you 'normally' never have football practice on Saturday mornings, but if you 'have' on having any free time this Saturday, let me know if you 'want' to meet at a sports centre at the weekend and we need some people to help. Let me know!
- Jay decides to call Martin and ask about it. Choose the correct word from the box to complete the conversation. There are three extra words you don't need to use.

are aren't at bit isn't really soon with writing

Jay: Hey Martin, I started a meet but it was _____ long. I decided to call _____.

Martin: Hey Jay, I know what you mean. I find that _____ long times _____ hurts my fingers.

Jay: So, what do you need help _____? I don't need to be a _____ big event.

Martin: Well, I'll be a charity sports day. I need someone to take tickets at the door. I think I can do that. It's the morning _____.

Jay: Yes, it's from nine to twelve.

Martin: OK. Let's talk about it more later. We can _____ coming to practice, aren't you?

Martin: Yes, see you tonight.

VOCABULARY 1

- Martin and Jay arrive at the sports day. Complete the sentences.

Jay: What sports are there? People are going to ask me, and I don't know.

Martin: Well, over there is the tennis _____.

Jay: _____, where they play tennis, of course. And, next to that is the football _____.

Jay: That's right there.

Martin: Yes, that one. You can also see a red dirt _____ that goes around the field. That's for all the _____ events, like the 100 m and 500 m race.

Jay: Where do the _____ and their coaches wait before their team? I want to see my brother. He's the gymnastics _____.

Martin: Oh, and sorry I sound so 'this' _____ last year, he won three medals!
- Martin misses the phone but returns to an audio message. Complete the message.

Hi Martin, can you please come over to the park area with an extra '_____ who is '_____ about his skills, but the rules say we need to be safe. Then 'to find someone to fix the handball '_____.

Jay: I have a hole in it. After that, go to the school _____ and bring some small tennis _____.

Martin: Yes, that's one of the things to do. These ones are too big. Lastly, think about where we could do the '_____.

Jay: We need a nice quiet area. See you next to the '_____ skating area in ten minutes!

Martin: Oh, and sorry I sound so 'this' _____.
- Choose the correct answers to complete Martin's message.

Hi Jay, I'm 'happy' 'juggling' 'horse-riding' 'travelling' around looking for tickets and 'helping' the army 'may' 'have' 'me'. I'm happy that you 'say' 'get to know the 'coach' 'champions, but really you 'did' 'you see the 'how' 'along' 'how' 'side' 'engaging' the 'head to break' 'up' 'down' 'light' 'light' 'hazy' 'hazy' 'commenting' on that 'and' 'it's also 'good' 'for' 'me'.

* I'd made friends with the people working in the food area – they're good people to know. I'd like to food, do you want to 'meet' 'get up later to get pizza?' 'keep' 'to' 'in touch' 'text' and let me know.

GRAMMAR 2

- Write one word in each gap to complete the text.

SPECIAL REPORT
LOCAL SPORTS DAY

This weekend, children, teenagers and adults are here together for a charity sports day. So far the day has included a variety of sports activities and people of all ages _____ taking part. If you enjoy watching sports, _____ at home, tickets are still available _____ last year. Each year the school uses the money to give help to young people who need help paying for sports classes. The organizers say that in fifteen years they have hardly _____ needed to say no to a young person who wanted a class. With this money that can continue.

This event shows that the people in this town are some of the _____ generous in the country. It's great to see that we can help the lives of others more than just _____, but we can help a lot.
- Put the words in order to make questions. Then answer them. Use full sentences.
 1. you / What / sports / interested / are / is?
 2. What / competitors / you / happening / famous / this / sports / month?
 3. Telly / What / often / watch / sport / does / together / sport?
 4. in / to / team / is / being / important / is /?
 5. sport / to / watch / most / the / boring / is / what?

SELF-ASSESSMENT

- Look back at your work in Units 1 and 2.
 - Present simple and present continuous
 - Comparatives and superlatives
 - Gerunds
 - Adverbs of frequency
 - Adverbs of degree
 - Question tags and questions with prepositions
- Tick the area of grammar that you feel most confident about.
 - ☐ Present simple and present continuous
 - ☐ Comparatives and superlatives
 - ☐ Gerunds
 - ☐ Adverbs of frequency
 - ☐ Adverbs of degree
 - ☐ Question tags and questions with prepositions
- Tick the area of grammar that you need to work on more.
 - ☐ Present simple and present continuous
 - ☐ Comparatives and superlatives
 - ☐ Gerunds
 - ☐ Adverbs of frequency
 - ☐ Adverbs of degree
 - ☐ Question tags and questions with prepositions
- Write the area of grammar that you think you will use most in future.
 - ☐ Present simple and present continuous
 - ☐ Comparatives and superlatives
 - ☐ Gerunds
 - ☐ Adverbs of frequency
 - ☐ Adverbs of degree
 - ☐ Question tags and questions with prepositions

VOCABULARY 2

- Read the article. For each question, choose the correct answer.

SPORT
KEEPS US TOGETHER

Sports bring people together, helping them to _____ friends and learn about each other. Whether sports are confident and happy to be the team leader or _____ and prefer to be a team player, sports let you show your skills and build relationships.

In sports, it's not only about winning or losing. It's about the people you get to _____ the most being teammates, serious competitors, and _____ athletes who tell you what you are good at and bad at. Sometimes, teammates argue, but that's normal. Don't forget to be a team player. Sports often make you feel like you're part of a team, and that's a great feeling.

Sports often help to _____ out and have fun. This is just as important as success.
- Write these sentences in your language in class, compare with a partner.
 - Always wear a helmet to play ice-hockey. It's dangerous.
 - For some sports, like chess, you need to be clever.
 - Playing sports can help you to be confident.
 - Sport can help you to get to know new people.
 - I miss my old coach.
 - Let's meet up at the gym.
- Look back at your work in Units 1 and 2.
 - Tick the vocabulary group that you enjoyed learning about the most.
 - Tick the vocabulary group that you need to work on more.
 - Write the vocabulary group that you think you will use most in future.

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 cumulative 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.

- What are the people in the photo doing?
- How many people of your age do this? Why?

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



CHALLENGE 1

Think

Form groups and discuss these questions.

- Why do we need to know about digital literacy?
- How can we learn to be digitally literate?
- 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.

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.

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 **not** possible.

- Don't log off / upload / post a video if you ...
- When you install / scroll down / log off an app, remember ...
- I think some people edit / upload / drag too many of their photos because ...
- Only post / delete / install a comment on a website if ...
- 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?

- I spent two hours scrolling through photos yesterday.
- I have to log (on / off) my phone at dinner time – it's rude to use it.
- I know someone who doesn't upload paragraphs that they find online – they just copy and paste them into their work.
- Sometimes, I can't edit to different websites because I don't remember my passwords.
- Once, I deleted the wrong homework to the class platform. Oops!
- By mistake, I once posted 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 2

Prepare

- Form groups of three or four people.
- Share your ideas from Stage 1.
- Choose one area of digital literacy that you think people need the most help with.
- 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.



68 | UNIT 7 TACKLING TECHNOLOGY