

Shining Lights

Teacher's Book **5**
— B2+ —

David Petrie

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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, guide and provide feedback to 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 lifelong 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 BREAKING THE ICE	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	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. 1 How many questions are there in this part? a There are three. b 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	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** 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.

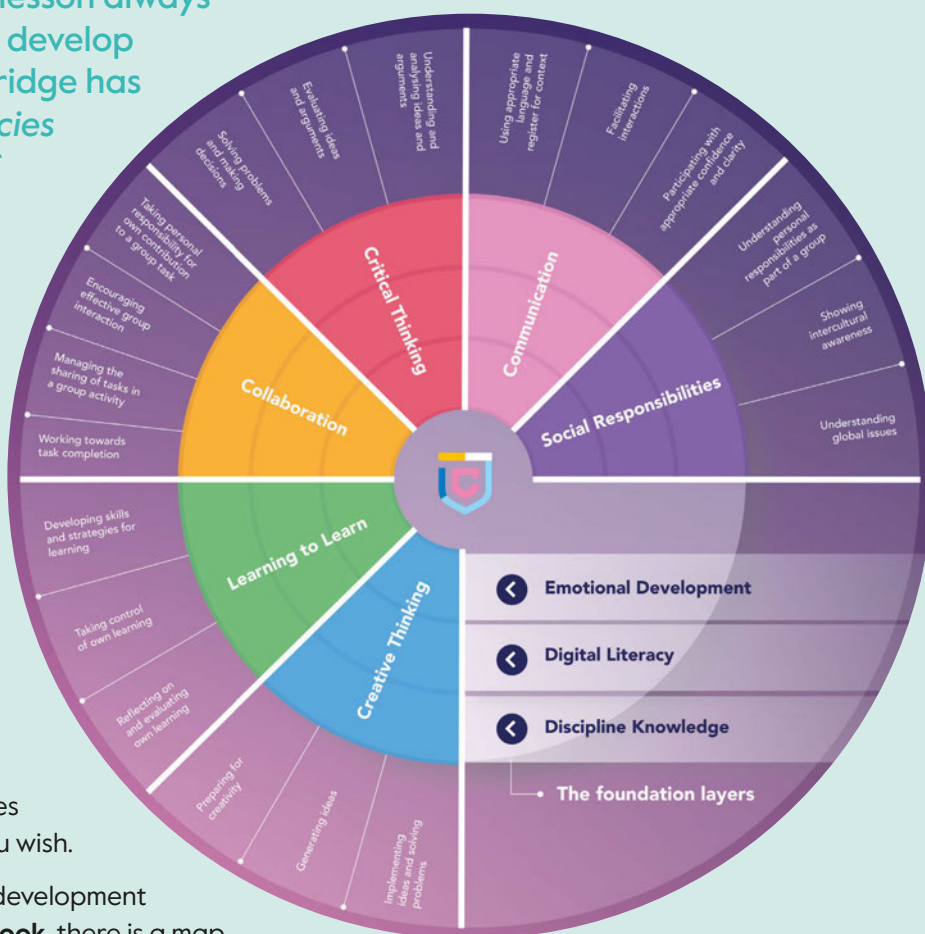
Life Competencies

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 and 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, for example, public speaking and face-to-face interactions.

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 conversations 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**: 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 into language lessons.

You can find the framework and activity cards to use in the classroom by scanning the QR code. 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. There are two further STEAM investigations in the digital units. 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.

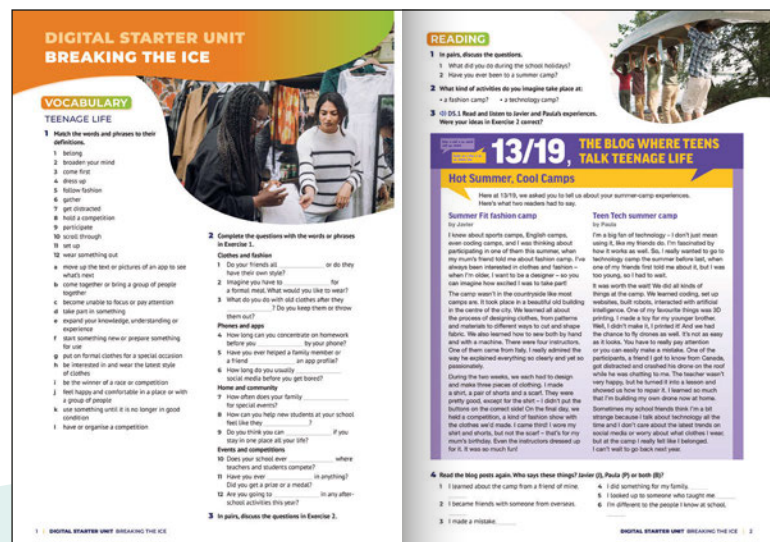
Mediation

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**, 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 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.

Oracy tips

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

VOCABULARY

MIND AND BODY

10.1 Go to the digital activity and match the words to the definitions. Listen, check and repeat.

adopt anxiety conscious depression
maintain medical regular unwind

► Vocabulary reference page 106

2 Match the pairs of words.

- | | | |
|---|------------------|--------------------|
| A | 1 stress-related | a sessions |
| | 2 maintain | b fitness |
| | 3 regular | c illness |
| | 4 mental | d a healthy weight |
| | 5 physical | e health |
| B | 1 unwind | a well-being |
| | 2 adopt | b good habits |
| | 3 suffer from | c anxiety |
| | 4 physical | d care |
| | 5 medical | e after a busy day |

EXAM TASK READING AND USE OF ENGLISH PART 1

3 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example: 0

A exited B appeared C emerged D revealed

0 A B C D

500 DAYS IN A CAVE

On 14 March 2023, extreme athlete and climber, Beatriz Flamini, ¹ from a cave, 70 metres underground. She had not seen daylight for 500 days. Why? In order to test the reactions of the body and the brain in conditions of ² isolation. Her experience is being used to assist further research into the effects of solitude on ³.

Her support team sent down regular supplies of different foods, so she had a ⁴ diet. They watched the videos she recorded to check her ⁵ and physical condition. Her perception of time was tracked, as was her ability to ⁶ normal sleeping habits without exposure to daylight.

If she suffered any ⁷ emergencies, the team was there to advise. She spent her days reading (60 books), writing, drawing, knitting and ⁸ up her fitness.

She puts her ability to ⁹ down to good preparation and intense psychological training. She admits to talking to herself and living only in the here and now.

When asked why she looked so happy as she climbed out of the cave, she replied, 'Supposing you had achieved your life's ambition, you'd be happy, too!'

- | | | | |
|-------------|-----------------|---------------|----------------|
| 1 A genetic | B human | C physical | D natural |
| 2 A results | B breakthroughs | C health care | D well-being |
| 3 A equal | B balanced | C integrated | D proportional |
| 4 A mental | B brainy | C thoughtful | D intellectual |
| 5 A defend | B secure | C develop | D maintain |
| 6 A factual | B medical | C healthy | D scientific |
| 7 A making | B saving | C keeping | D growing |
| 8 A survive | B remain | C endure | D win |

EXAM TIP

If you are not sure of an answer, choose the word you think sounds best in the sentence.

READING

A BLOG

1 In pairs, discuss the questions.

- How much exercise do you do in a week?
- What fitness activities do you enjoy/dislike? Why?
- Do you think you do enough exercise to keep fit?

2 10.2 Read and listen to the blog and choose the best title.

- A Active holidays
B Fun in the sun!
C The fitter, the better!

3 Read the blog again and answer the questions.

- What is the purpose of the blog?
- What kind of activities are recommended for the heart?
- How do bones protect parts of the body?
- Why do you think the activities mentioned improve flexibility?
- What is your opinion of this fitness plan? Would you be interested in trying it?

ORACY

Responding respectfully to one another

In a conversation, show interest in the information you are given and ask for clarification if necessary. Remember to respond respectfully to your partners' answers, using expressions like *Oh really, that's interesting!* *Please tell me more about it.* *Yes, of course!*

4 Work in small groups. Conduct a class fitness survey.

Find out about how much time students spend on physical exercise a week and which are the most popular kinds of exercise. Remember to respond respectfully to one another. Follow the steps below:

- Agree on between two and four questions to ask.
- Interview your classmates and record their answers.
- Compile the information and present the results.

School's out for summer! Now's the time to get seriously fit. Get together with a bunch of friends, follow this fitness plan and feel the difference. As long as you do at least one hour of fairly intense physical activity every single day, you will reach a higher level of fitness and general well-being!

MUSCLE STRENGTH

HOW MUCH: Three times a week is recommended for young people. Unless you've already done weight training, you'll need to find out which exercises are good for strengthening muscles. If you look online, you'll find videos and instructions to help you.

ACTIVITIES: Lifting weights and doing body-weight exercises.

BENEFITS: Strong muscles keep your body fit and protect your joints from injury. They also improve your ability to do everyday activities like climbing stairs.

CARDIO

HOW MUCH: Spend 60 minutes on cardio activity a day, in one or several shorter sessions throughout the day.

ACTIVITIES: medium intensity: walking, cycling, swimming, dancing, skateboarding and running, so you might already be doing enough aerobic exercise without realising it!

BENEFITS: Cardio workouts help to build a strong, healthy heart and maintain general fitness, providing they are done frequently.

BONE STRENGTH

HOW MUCH: At least twice a week. Bones support our bodies and enable us to move. They also provide protection for the brain, heart and other vital organs.

ACTIVITIES: Jumping, skipping, basketball, dancing

BENEFITS: We don't often think about our bones unless we break one. They are as important as muscles and need to be kept strong and healthy through exercise and diet.

FLEXIBILITY

HOW MUCH: Two to three times a week. Flexibility training completes the fitness plan. It's all about bending, stretching and your ability to move easily and quickly – something you already do in daily life if you make your bed or help with the cleaning and gardening at home.

ACTIVITIES: Yoga, tai chi, stretching, warm-up exercises, push-ups, sit-ups

BENEFITS: It improves general mobility and movement.

This summer, keep active! What's not to like? Exercise makes you mentally and physically stronger. It improves balance and coordination. You'll sleep better and have lower stress levels. You'll have more energy. You'll feel more confident.

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

If you are not sure of an answer, choose the word you think sounds best in the sentence.

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

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

MEDIATION UNIT 10
PROCESSING TEXT IN WRITING

10.1 Text processing

Read the text and answer the questions effectively.

Read the text and answer the questions. Write your answer in the space provided.

THE FIRST VACCINATION

A **Read the text and answer the questions.**

1. What is the main purpose of the text?

2. What is the main idea of the text?

3. What is the main idea of the text?

4. What is the main idea of the text?

5. What is the main idea of the text?

6. What is the main idea of the text?

7. What is the main idea of the text?

8. What is the main idea of the text?

9. What is the main idea of the text?

10. What is the main idea of the text?

B **Read the text and answer the questions.**

1. What is the main purpose of the text?

2. What is the main idea of the text?

3. What is the main idea of the text?

4. What is the main idea of the text?

5. What is the main idea of the text?

6. What is the main idea of the text?

7. What is the main idea of the text?

8. What is the main idea of the text?

9. What is the main idea of the text?

10. What is the main idea of the text?

10.2 Text processing

Read the text and answer the questions effectively.

Read the text and answer the questions. Write your answer in the space provided.

THE FIRST VACCINATION

A **Read the text and answer the questions.**

1. What is the main purpose of the text?

2. What is the main idea of the text?

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6. What is the main idea of the text?

7. What is the main idea of the text?

8. What is the main idea of the text?

9. What is the main idea of the text?

10. What is the main idea of the text?

B **Read the text and answer the questions.**

1. What is the main purpose of the text?

2. What is the main idea of the text?

3. What is the main idea of the text?

4. What is the main idea of the text?

5. What is the main idea of the text?

6. What is the main idea of the text?

7. What is the main idea of the text?

8. What is the main idea of the text?

9. What is the main idea of the text?

10. What is the main idea of the text?

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**.

Life Competencies
provide students with the opportunity to develop these important skills.

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.

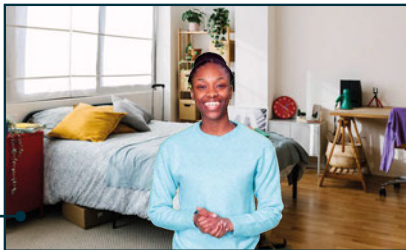
A second **Vocabulary** set is presented and presented with our blended learning digital-led approach. Vocabulary sets are informed by **English Vocabulary Profile** to ensure all words are useful and appropriate for the level.

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.

Grammar

is presented through a dynamic and teen-centred vlog.



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.

GRAMMAR GIVING ADVICE

1 Watch the vlog. What has he decided to do and why?

2 Look at sentences a-d. Then complete the grammar box with the words.

3 Go to the digital activities.

4 Complete the sentences with the correct form of the verbs in brackets.

5 Discuss with a partner. Do you agree with statements 1-6 in Exercise 4? Why? / Why not?

ORACY Making positive comments on the ideas of others

6 Work in groups of three. Go to page 127 and complete the task.

GRAMMAR ADVERBIAL CLAUSES

1 Match the underlined phrases (a-f) in the text to the adverbial clause types (1-6).

2 Add the words and phrases from the box to the examples of adverbial phrases in Exercise 1.

WRITING AN ESSAY

1 Read the essay. Does the writer agree with the statement?

2 Number the paragraphs in the correct order.

3 Read again and say what the third point is.

EXAM TASK WRITING PART 1

Write your own idea in point 3 in the notes and plan what you want to write. Dedicate a whole paragraph to it because it counts as much as points 1 and 2.

6 In your English class you have been talking about well-being. Now your English teacher has asked you to write an essay for homework. Write your essay using all the notes and giving reasons for your point of view.

7 Read your essay and revise your work. Use these questions to help you.

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

UNIT TEST 10 STANDARD TEST

Grammar

1 Complete the mixed conditionals.

2 Choose the correct options.

3 Complete the sentences with the words in the box.

4 Write or complete the missing words.

Vocabulary

1 Complete the sentences with the words in the boxes. There are two extra words in each box.

2 When you read, you need to have both mental and physical exercise.

3 Complete the sentences with the words in the box.

UNIT 10 PERSONAL MAINTENANCE

VOCABULARY MIND AND BODY

1 Choose the word or phrase that does NOT collocate with the word in bold.

2 Complete the texts with words from the box.

EXAM TASK READING AND USE OF ENGLISH PART 1

4 For questions 1-4, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

5 How many FRIENDS?

6 Complete the sentences with the words in the box.

WRITING UNIT 10 AN ESSAY

WARMER

1 Discuss these questions in pairs. Give reasons for your answers.

2 Read the essay and discuss these questions in pairs.

3 Complete the essay with the words in the box.

4 Read the essay again. Which theory does it answer?

5 Read the question below and write your essay. Write 180-200 words.

WRITING TASK

1 For these all sorts of things including going for long walks, listening, spending time in the gym, reading and even doing puzzles, I found that what works for me is to go. I'm not suggesting that everyone should do this, but I think that just putting out that different things work for different people. I've found that if I spend just ten minutes doing a few pages of a book, I feel both physically and mentally better.

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 carry out the task themselves.

Digital Pronunciation activities on Presentation Plus give students the opportunity to practice different areas of **pronunciation**.

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.

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.

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.

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

PARTICIPATING ACTIVELY IN A ROLE PLAY

1 USING THE CORRECT LEVEL OF FORMAL OR INFORMAL LANGUAGE

We have chosen to role play situation: _____
My role is: _____

Prepare how you will start and finish your role play, and the points you want to make. Make notes here.

What kind of language will you use in the role play?
contractions Y / N slang Y / N colloquial expressions Y / N

2 RESPONDING RESPECTFULLY TO ONE ANOTHER

Put the phrases in the correct category. Indicate (with a *) which ones you can use in your role play.

appreciate that... I'm afraid I can't agree with you... I'm not sure if that's true... I'm sorry to hear that... I see your point, but that's not the case... It must be tricky... Let's agree to disagree... Really? I see... Thank you for telling me this... That must have been difficult...

Expressing understanding	Expressing thanks	Disagreeing

Tip
To sound respectful or sympathetic, you need to think about the words you use, but your tone of voice is important too. Avoid speaking too loudly. Practice listening by using the phrases in a respectful or sympathetic way.

Write down some other phrases you could use to respond respectfully.

ORACY 5

3 MAKING POSITIVE COMMENTS ON THE IDEAS OF OTHERS

Complete the phrases using the words in the box.
about mean point really tell thought true what

1 Oh _____? That's interesting!
2 I see _____ you _____
3 Can you _____ me more _____ it?
4 Yes, that's _____.
5 That's a good _____.
6 Yes, I hadn't _____ of that.

Are there any other phrases that you could use?
Write them here.

After the role play
What things did you do well?

What things can you improve?

SELF-EVALUATION

I can...
- use an appropriate level of formal or informal language
- respond respectfully to my partner
- make positive comments on what my partner was saying
- participate effectively in a role play

Draw a face to show how you feel.

[illegible]

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**.

[illegible]

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

[illegible]

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 1 INTO THE UNKNOWN

LEARNING AIMS

- Skills:** discuss texts about exploration and write a for-and-against essay
- Grammar:** learn and practise the present perfect simple and continuous, *have something done* and *get someone to do something*
- Vocabulary:** learn and practise words for travel, exploration and world issues
- Critical thinking:** evaluating arguments as a whole
- Exam practice:** Reading and Use of English Part 5, Speaking Part 1, Reading and Use of English Part 2, Listening Part 1

THE CHALLENGE

Some parts of the planet are still unexplored. However, we always impact the places we explore.

You will:

- Stage 1 Think:** find out which parts of the planet remain unexplored and why.
- Stage 2 Prepare:** consider the reasons for and against further exploration.
- Stage 3 Develop:** research ways the impact could be reduced.
- Stage 4 Present:** present your suggestions.



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

- What is the boy exploring?
- Why has he chosen to explore like this?
- Why do people enjoy exploring?

2 Watch the video. In pairs, discuss the questions at the end of the video.




CHALLENGE

Think

Discuss the questions with a partner.

- Which parts of Earth remain unexplored? Why?
- What are the reasons for exploration?
- What impact might exploration have on these places?
- What are the reasons against exploration?




Documentary Grammar

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

TRAVEL AND EXPLORATION

- Go to the digital activity and match the words to the definitions. Listen, check and repeat.
 - compass curiosity excursion expedition
 - torch GPS itinerary safari
 - sense of adventure sense of direction
 - trek voyage

► Vocabulary reference page 16

CHALLENGE

Prepare

- Form groups of three or four people.
- Share your notes from Stage 1, Think.
- Each group chooses three regions to investigate in detail. Each member of the group researches one unexplored region. Find out about the region in detail and report back to the group.
- Plan more research into the effects exploration would have.

READING

AN ARTICLE

- Read the text and choose the best title.
 - a Reasons to visit the land of fire and ice
 - b How a special journey helped me grow
 - c The importance of learning outdoor skills

EXAM TIP

You will find ideas and information in the text which relate to the wrong options. These are distractors. Make sure you read everything carefully to eliminate these options.

2 Match the options in the first question of the task to the underlined phrases 1–4 in the first paragraph. Find the distractors. Which option is the correct answer? Why are the other options wrong?

- What was Emily's main reason for joining the expedition?
 - A to make new friends
 - B to challenge herself
 - C to improve her well-being
 - D to learn more about Iceland

Westridge Explorers Society

Home > My experience > Emily Farrow (1) 1.2

When I first read about the Westridge Young Explorers Society expedition to Iceland, I couldn't wait to take part. I've always enjoyed outdoor activities. (1) Especially when I'm stressed, going for a walk in the countryside immediately makes me feel better. However, I'd never done anything like this before. I'm quite shy, so (2) the thought of spending weeks with people I didn't know was daunting, but not enough to put me off. For a start, (3) it looked like an amazing country to get to know. (4) Above all, though, I really wanted to push my limits and see if I had the strength to do something like this.