



# Shinine S

# Workbook with Digital Pack



Vicki Anderson





# Shining Lights



Vicki Anderson

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# UNIT 1 INTO THE UNKNOWN

#### VOCABULARY

#### TRAVEL AND EXPLORATION

**1** Put the words in the correct categories.

compass curiosity excursion expedition torch GPS itinerary safari sense of adventure sense of direction trek voyage

- 1 Three words for journey ...
  - to see animals: \_\_\_\_\_
  - on foot:
  - by sea: \_\_\_\_\_
- 2 A plan or schedule of a journey:
- **3** Two ways to explore ...
  - for a short time: \_\_\_\_
  - for a longer time: \_
- 4 Two important qualities for an explorer:
  - •
- **5** Two ways to navigate ...
  - using satellites: \_
  - using this with a map: \_
- 6 A person without this finds it easy to get lost:
- 7 Something to help you see in the dark:

# **2** Choose the correct answers to complete the text.

In the Age of Exploration, Spain and Portugal sponsored <sup>1</sup> *expeditions / safaris* to new lands. In 1492 Christopher Columbus, an Italian sailor with a great <sup>2</sup> *GPS / sense of adventure*, sailed west from Spain to find a new sea route to East Asia. He used a <sup>3</sup> *compass / torch* to navigate west across the Atlantic Ocean. After 33 days he reached the Bahamas, which he thought was Asia, or 'the Indies'.

Pedro Álvares Cabral, a Portuguese sailor, didn't have a good <sup>4</sup> sense of direction / trek. In 1500 he went on a(n) <sup>5</sup> excursion / voyage to India, but sailed too far southwest and became the first European to reach Brazil. He didn't have the <sup>6</sup> curiosity / itinerary to explore either: he only stayed a few days and then sailed back. **3 STRETCH!** Write the words for travel and exploration with the correct verbs. Use *a* or *an* where necessary. Then complete the sentences.



- 1 I went on a(n) \_\_\_\_\_\_ to some Greek ruins for my history class. We went by coach.
- My brother doesn't possess a great
   \_\_\_\_\_\_. He never wants to travel anywhere new or exciting.
- **3** In the 21st century, people on expeditions to the Antarctic navigate using \_\_\_\_\_\_, so they never get lost.
- 4 My dad has always wanted to go on a
  \_\_\_\_\_\_ to Everest base camp in the Himalayas.
- 5 Last night we had no electricity in our street and I had to do my homework using a \_\_\_\_\_.
- 6 My great-grandparents went on a \_\_\_\_\_\_ to South Africa in a passenger ship. It took them seven weeks!

#### READING

Read the first paragraph of the blog post. Is the writer: a) on a sailing holiday b) studying on a ship c) almost at the end of his voyage?



#### **By Nico Rossi**

Hi there! Today it's my turn to write the blog on the ship's website. We've been on this amazing ship for four long months already, which means that we've reached the end of the first semester, and we're at the halfway stage of our study voyage. I'm really proud of the way I've adapted to living and studying at sea, and I've discovered a sense of adventure I never knew I had. In this blog post, I want to look back at this unbelievable experience. As you may remember, we set off from Amsterdam, in the Netherlands. The first couple of weeks were quite challenging. We had to absorb a lot of new information.

a lot of new information. There was a new daily routine on a boat to get used to, with people I'd never met before, as well as lots of nautical words to learn – some of them in Dutch! The crew are amazing, but right from the start we were learning how to sail the ship, how to navigate with GPS, and how to participate in night watch, when we take it in turns to look after

the boat at night. I wasn't expecting that!

We also had to do galley duty – helping with the cooking in the ship's kitchen. Of course, because there are lots of students, we didn't do all of those things all the time. Some students had more sailing experience, so they showed people like me, with none, what to do, which was great. I'm a lot more confident now than I ever thought I'd be.

I'm sharing this adventure with 59 other high-school students from all over the world. We're a really international bunch. On board we generally speak English, but most people speak two or even three languages! We have free time to relax every day, with activities in the evening to have fun and socialise. I've been helping to organise disco nights (I love dancing!), and there are karaoke and film nights, too. Definitely one of the best things about this experience is making friends. On a ship you really get to know people, especially if you're on galley duty or night watch together.

Our studies are often linked to the history, culture and geography of the places we visit on the voyage. This semester we've visited Lisbon, València, Agadir, Dakar, Recife and Paramaribo. We've stopped in each place for a few days to go on excursions to cultural or historical sites and talk to local people. It's a great way to learn. I've also been studying oceanography, which I now plan to continue at university. The classes are small, and we're encouraged to develop the curiosity to discover things independently, as well as participate in group work. I'm so lucky to have this opportunity!

Just as I was settling down to my life on board, there was a bad storm in the Atlantic Ocean, and lots of us got seasick. Thankfully it was the only time it happened to me, and it didn't last long. The ship is big and weighs about 600 tons, but some of the waves were huge, so it was quite scary. Of course, the crew are used to storms and stayed relaxed. They told us that the ship had been built to cope with bad weather, so there was nothing to worry about. Since then, the sea has been mostly calm. Although we've had a couple more storms, they weren't as violent as the first one.

Now we've arrived in Barbados for a short break before we start our second semester. The itinerary looks exciting. I never want this adventure to end!

#### C EXAM TASK

#### READING AND USE OF ENGLISH PART 5

- **2** For questions 1–6, read the text and choose the answer (A, B, C or D) which you think fits best according to the text.
  - 1 In the first paragraph Nico explains ...
    - A that he's never written a blog before.
    - B how quickly the first part of the voyage has gone.
    - **C** why he feels a sense of achievement.
    - **D** how incredible the experience has been.
  - 2 What does Nico say about the first two weeks?
    - A He learned all his sailing knowledge from the crew.
    - **B** He was surprised how quickly he had to do things.
    - **C** He found it hard to learn to sail in Dutch.
    - D He found working with other students stressful sometimes.
  - **3** What does Nico tell us about the other students?
    - A They are not all fluent English speakers.
    - **B** A few speak more than one language.
    - **C** They like doing the same social activities.
    - **D** Working together has helped to develop friendships.
  - 4 How has studying on the ship helped Nico?
    - A He has realised that working alone is the best way to learn.
    - **B** He has been able to decide what he wants to study later on.
    - **C** He has developed his skills by doing projects with local residents.
    - **D** He has learned the reasons for visiting places on the voyage.
  - **5** What does Nico say about bad weather at sea?
    - A It didn't cause him big problems with seasickness.
    - **B** He wasn't concerned about it thanks to the size of the ship.
    - **C** There were quite a few severe storms during the voyage.
    - **D** The crew members were unable to keep everyone calm in the first storm.
  - 6 In the blog Nico says ...
    - A he has learned a lot about himself on the voyage.
    - **B** he feels overwhelmed by the amount of work on the ship.
    - C he still needs to decide what to do when he leaves school.
    - D he thinks the voyage has helped him feel more confident about travelling.

#### GRAMMAR

#### PRESENT PERFECT SIMPLE AND CONTINUOUS

#### **1** Choose the correct answers.

- 1 Jon's *tried / been trying* to book the flights several times, but the website keeps crashing.
- 2 What have you *done / been doing*? You're covered in mud!
- **3** She's *decided / been deciding* where to go for her gap year Suriname!
- 4 We've *trekked / been trekking* for hours but I still can't see the village. I think we're lost.
- **5** Oh no! I've *lost / been losing* my passport. I need it tomorrow. Have you *seen / been seeing* it?
- 6 My cousin has *sailed / been sailing* across the Atlantic Ocean single-handed. He arrives in Saint Lucia in a couple of days.
- 7 I've *prepared / been preparing* for the expedition all day so I'm very tired.
- 8 Archaeologists have *found / been finding* an ancient city hidden deep in the rainforest of Ecuador.

# **2** Complete the text with the correct form of the verbs in brackets.

This is the best camping trip I (ever go) on, although we have to carry all our equipment, and 2 (realise) I brought too much! We 3 (walk) through the national park for five days now, and we have another ten days left. It's beautiful! The team leader <sup>4</sup> \_ (use) a map and compass to navigate. She's very good at it and (not get) lost yet! we <sup>5</sup> 6 (learn) how to make a campfire - it was a lot easier than I thought! Yesterday was a long, hard walk, so today we (relax) by a lake, and my friend Jaqui<sup>8</sup> (catch) a fish for supper tonight.



# **3** Complete the sentences with the correct form of the verbs in the box. The same verb may be used more than once.

decorate discover explore get paint run visit windsurf

- Scientists \_\_\_\_\_\_ new chemical elements since 800 BCE. So far they \_\_\_\_\_\_\_ between 92 and 98 naturally occurring elements – they don't all agree if they are all natural!
- 2 I'm having a great time in Marrakech! For the last couple of days I \_\_\_\_\_\_ the walled medieval city and the souks. There's so much to see and buy. My sense of direction isn't very good, and I \_\_\_\_\_\_ completely lost twice so far.
- 3 We \_\_\_\_\_ our new house. We \_\_\_\_\_ the living room and the kitchen, but we've still got the bedrooms to do.
- 4 Steve Evans \_\_\_\_\_ marathons since he was 18. He has completed over 1,000 of them, many in under 3 hours. But the world record holder is Christian Hottas, who \_\_\_\_\_\_ 3,162 marathons all over the world!
- 5 My gap year across Asia has been amazing. I \_\_\_\_\_\_\_Vietnam and Laos, and now I'm in Thailand. The water sports here are amazing. I \_\_\_\_\_\_\_all day and I think I'm finally getting better at it!

#### HAVE SOMETHING DONE / GET SOMEONE TO DO SOMETHING

# **4** Put the words in the correct order to make sentences.

- 1 painted / skateboard / had / her / She /.
- 2 his parents / the trip / to / He / pay for / got / .
- 3 the GPS / you / your car / on / Have / had / fixed / ?
- 4 take / I / a friend / got / the photos / to / .
- 5 to / couldn't / anyone / help / get / her / She / .
- 6 stolen / outside the gym / his bike / He / from / had /.

- **5** Complete the sentences using *have something done* or *get someone to do something* and the words in brackets.
  - 1 Kai \_\_\_\_\_\_ in the shopping centre. (his phone / fix)
  - 2 I always \_\_\_\_\_ my hair. She's good! (Jenni / cut)
  - **3** Amalia decided to \_\_\_\_\_\_ for the party. (her nails / do)
  - 4 The runners \_\_\_\_\_\_ them in the race. (their friends / sponsor)
  - 5 We \_\_\_\_\_\_ our cat when we're away. (our neighbours / feed)
- **6 (b) Creative Thinking** Write five sentences using the ideas from the box with *have something done* or *get someone to do something*. Then write one more using your own idea.

fix / my bike help me / do my homework listen to / my presentation paint / my room teach me / a skateboard trick watch / my bag

#### **EXAM TASK** READING AND USE

#### READING AND USE OF ENGLISH PART 2

7 Read the text below and think of the word which best fits each gap. Use only <u>one</u> word in each gap. There is an example at the beginning (0).

# Cycling across Canada to support

Brianna Haines <sup>0</sup> has attempted to cycle across Canada not once but <sup>1</sup> In 2022 she decided to cycle from Vancouver to Halifax to raise money <sup>2</sup> a cancer research charity. She was close to reaching her destination when she <sup>3</sup> her ride cut short by a traffic accident. She broke her arm, so she was to finish the ride. Even so, she raised over \$20,000. This year Brianna is trying \_\_, and this time she wants to get 5 her name in the record books. On this attempt she has got two friends <sup>6</sup> \_\_\_accompany her in a camper van for extra road safety, and so far she is making good progress. In <sup>7</sup> to break the world record, she needs to get to Halifax in 15 days. Brianna has<sup>8</sup> cycling for ten days already, and is confident she will achieve it.

#### VOCABULARY

#### WORLD ISSUES

#### **1** Complete the vocabulary.

- 1 a \_ s \_ r \_ (carbon dioxide)
- **2** m \_ s \_ i \_ n (to Mars)
- **3** (extreme) p \_\_ v \_\_ r \_\_ y
- **4** d \_ v \_ l \_ p \_ n \_ (countries)
- **5** i \_\_ e \_\_ t \_\_ f \_\_ (new species)
- 6 (space) e \_\_ p \_\_ o \_\_ a \_\_ i \_\_ n
- **7** c \_\_ r \_\_ e \_\_ t (situation)
- **8** o \_\_ i \_\_ i \_\_ (of the universe)
- **9** (scientific) d \_\_ s \_\_ o \_\_ e \_\_ y
- **10** e \_ t \_ n \_ t \_ o \_ (of animals)

# **2** Complete the news items with vocabulary from Exercise 1.

A UN forum is taking place this month in Ghana. Representatives from many <sup>1</sup>\_\_\_\_\_ countries have been discussing the <sup>2</sup>\_\_\_\_\_ economic situation, and recent efforts to reduce <sup>3</sup>\_\_\_\_\_, particularly in rural areas, have been successful.

An international conference has been looking at several new ways to <sup>4</sup> \_\_\_\_\_\_ carbon dioxide from the atmosphere, in the same way that plants do. Leading climate scientists have been trying to <sup>5</sup> \_\_\_\_\_ cheaper and more efficient methods. This approach is urgent to prevent the <sup>6</sup> \_\_\_\_\_\_ of thousands of plants and animals in the next few years.

The European Space Agency has		
launched a spacecraft on a new		
voyage of 7	today.	
Its <sup>8</sup>	is to continue	
the <sup>9</sup>	of our solar	
system, and send back information		
to help scientists understand the		
10	of this part of the	
universe.		

#### WRITING

#### A FOR-AND-AGAINST ESSAY

### **1** Read the task. Then read the essay below. Does the writer agree or disagree with the statement?

Your teacher has asked you to write a for-andagainst essay about the following topic.

All teenagers should do a survival course organised by their school.

In my country, few teenagers <u>have the</u> <u>opportunity to go</u> on a survival course in the wild. Should we get schools to organise these courses?

Excursions in the wild involve learning how to find food and water, avoid dangers and develop a sense of direction without GPS. Survival courses teach these skills, as well as how to deal with problems. Above all, these courses help young people to discover new abilities. If teenagers, who are maybe used to having things done for them, go into the wild without adults, they have the chance to take responsibility for themselves and develop a sense of adventure.

However, getting schools in big cities to organise courses could be difficult. What's more, many teenagers might be scared. Another drawback is that perhaps it's more important to teach students skills they can use in everyday life, such as how to cook or manage their money, than how to survive in the wild. Personally, I think a short course would be of

benefit, not for the skills themselves, but to challenge teenagers in a different environment, and in the process increase their confidence and independence.

#### **2** Read the essay again and answer the questions.

- 1 Has the writer included both for and against points about the statement?
- 2 Where does the writer explain their opinion?
- **3 (b) LANCUAGE FOCUS** Read the essay again and <u>underline</u> all the phrases which use the infinitive with *to*, like the example in the first line.

- **4** Write sentences by putting the words in order and adding *to*.
  - 1 know / a / l don't / use / how / compass
  - 2 chance / abroad / He had / travel / the
  - 3 is / important / new skills / learn / It
  - 4 better job / She / a / me / get / helped
  - 5 impossible / survival course / for them / It / do / is / a
- **5** Read the task in Exercise 7 and plan your essay. Write your ideas in the table.

Paragraph 1	
Introduction	
Paragraph 2	
Arguments for	
Paragraph 3	
Arguments	
against	
Conclusion	
What you think	
and why	

- **6 (critical Thinking** In your essay, choose the most important reasons for and against the statement. Check that your conclusion reflects these.
- 7 Your teacher has asked you to write a for-andagainst essay about the following topic.

All students should be taught to drive as part of the school curriculum.

Write 140-190 words.

#### SELF-EVALUATION

#### Check your writing:

Content: Have you included arguments		
for and arguments against?	😕 😀 🙄	
Communication: Have you explained		
your ideas clearly, in a way the		
reader can understand?	😕 😀 🙄	
Organisation: Have you used		
paragraphs correctly?	😕 😀 🙄 🙄	
Language: Have you used the		
infinitive with to correctly?	8 😄 🙄 😳	
infinitive with to correctly?	$\mathfrak{S} \boxdot \mathfrak{S}$	

#### LISTENING

- Read the exam tip below. Then look at the first situation in Exercise 2 and answer the questions.
  - 1 What is the context sentence?
  - 2 What is the question?
  - **3** How many options do you need to read before you listen?

#### EXAM TIP

In this part of the exam you should focus on one situation at a time. Each situation is introduced with a context sentence (also written on the question paper). After that, you will have enough time to read the question and the possible answers carefully.



#### 🕑 EXAM TASK 🔹 LISTENING PART 1

- 2 <▷ 1.1 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).
  - 1 You hear a boy talking about his gap-year plans. What does he say about them?
    - A He'll probably go travelling with friends.
    - **B** He received a helpful suggestion from a stranger.
    - C He wants to work for the whole year.
  - **2** You hear two young people talking about a local community project.

What is the project trying to do?

- A involve schoolchildren in identifying animals
- B encourage people to visit a local wildlife centre
- **C** research the wildlife that people can see in the area
- **3** You hear a girl giving a presentation in class. What does she explain in the introduction?
  - A which bee species are in danger
  - B the consequences of the current system of food production
  - C how farmers can change how they grow their crops to help bees
- 4 You hear a book reviewed on the radio.What does the man say about the book?
  - A It helps you appreciate how tough exploration can be.
  - **B** It includes maps showing how the ice is reacting to climate change.
  - **C** It explains why the explorers hope to repeat the trek.

- 5 You hear a boy explaining a holiday experience. How did he feel about it?
  - A amazed that he saw wild animals so close up
  - **B** shocked that the incident happened so fast
  - C grateful to someone else on the safari
- 6 You hear two friends discussing a documentary.What did they both find surprising?A that counter come out at right
  - A that coyotes come out at night
  - B that there are so many coyotes in modern city centres
  - **C** that coyotes are good at crossing busy streets
- **7** You hear a girl talking about getting a tent repaired.

Why is she annoyed?

- A She can't find anyone to repair it.
- **B** She would have to spend too much to repair it.
- **C** She can't find the equipment to repair it.
- 8 You hear a zoologist talking about a wildlife project in Scotland.

What does she say about it?

- A It started when red squirrels became extinct in parts of Scotland.
- **B** It is working to fight disease in grey squirrels.
- **C** It controls the grey squirrel population with the help of the public.





DEVELOP

PRESENT

 $\begin{array}{c} 6 & 6 & 6 & 6 & 6 \\ \hline \end{array}$ 

Order of speakers:

Material needed:

Our conclusions are:

**Tips for Develop** 

Put asterisks (\*) next to the points you want to present.



#### CONCLUSION

Don't forget to discuss your opinion on exploration in general. Make notes here:

**Tips for Present** 

Don't forget to present both sides of each argument! Summarise your opinion of exploration at the end.

Draw a face to show how you feel.

#### **SELF-EVALUATION**

#### I can ...

- identify reasons for and against an action. •
- identify problems and think of solutions.
- actively participate in group discussion and decision-making.
- help to produce a summary of my group's conclusions.
- present my ideas clearly.