



CAMBRIDGE



Shining Lights

Student's Book
with Interactive eBook

6

C1

Niamh Humphreys Helen Tiliouine

Unit	Grammar	Vocabulary	Skills	
DIGITAL STARTER UNIT 				
UNIT 1 Part of the art  page 7	Present simple and present continuous  Present perfect	Leisure collocations Arts adjectives	☒ Reading and Use of English Part 1 ☒ Reading and Use of English Part 8 Reading: Think outside the box: AI – the end of writers and artists? ☒ Listening Part 3 Speaking Presentation ☒  Writing Part 2	
UNIT 2 Tell me a story  page 17	Narrative tenses  <i>used to, be used to</i> and <i>would</i> <i>Wish</i> and <i>if only</i>	Books and stories Adjectives with suffixes	☒ Reading and Use of English Part 5 Listening: Think outside the box: an interview ☒ Listening Part 4 ☒ Speaking Part 3 ☒ Reading and Use of English Part 3 ☒  Writing Part 1	
UNIT 3 Other side of the coin  page 27	Modal verbs – Review  Modal verbs in the past	Personal finance Phrasal verbs	☒ Reading and Use of English Part 6 Listening: Think outside the box: a conversation ☒ Reading and Use of English Part 2 Listening: A success story Speaking: Bartering ☒  Writing Part 2	
UNIT 4 You live, you learn  page 37	Passives review  Causatives	Study and exams Education – verbs and verb phrases	Reading: An article: Degrees that show you can study anything Reading: Think outside the box: The end of specialisation? ☒ Reading and Use of English Part 4 ☒ Listening Part 2 ☒ Speaking Part 4 ☒  Writing Part 2	
UNIT 5 Being me  page 47	Gerunds and infinitives  Participle clauses	Personality Negative prefixes	☒ Reading and Use of English Part 7 Listening: Think outside the box: An interview Listening: an interview ☒ Speaking Part 1 ☒ Writing Part 2	
DIGITAL REVIEW 1 				
UNIT 6 Let's celebrate!  page 57	Conditionals review  Inverted conditionals	Celebrations Describing celebrations	Reading; Marking milestones Reading: Think outside the box: Happy Birthday! Happy what? ☒ Reading and Use of English Part 4 ☒ Listening Part 3 ☒ Speaking Part 2 ☒ Writing Part 2	
UNIT 7 Futurology  page 67	Plans and predictions in the past  Future continuous and future perfect	Adjectives with dependent preposition Idioms	☒ Reading and Use of English Part 5 Reading: Think outside the box: Farther faster? The future of travel ☒ Reading and Use of English Part 2 ☒ Listening Part 1 ☒ Speaking Part 3 Writing: a story	
UNIT 8 Wild planet  page 77	Reported speech – structures with <i>that</i>  Reported speech – structures without <i>that</i>	Adjectives with prefixes The animal kingdom	☒ Reading and Use of English Part 3 ☒ Reading and Use of English Part 7 Listening: Think outside the box: an interview ☒ Listening Part 4 ☒ Speaking Part 2 ☒ Writing Part 2	
UNIT 9 Travel bug  page 87	 Inversion for emphasis Fronting	Travel – collocations and phrases Travel idioms	☒ Reading and Use of English Part 1 ☒ Reading and Use of English Part 8 Reading: Think outside the box: Space holidays – by train? Listening: A Dialogue ☒ Speaking Part 4 ☒  Writing Part 2	
DIGITAL REVIEW 2 				
Grammar reference and practice page 112 Pair work page 123 Irregular verbs page 126				

	Oracy	Employability Skills	Sustainability	STEAM
	 Giving a presentation Using your voice effectively Structuring what you want to say Engaging your audience in different ways	Innovation and Problem Solving Engage actively with ideas and challenges		Art and Design, Technology Can AI-generated art replace human creativity?
	Giving reasons for your opinions	Critical Thinking and Decision Making Identify gather and organise relevant information	Exploring sustainability: Urban Canvases Broaden discussion and include underrepresented voices Knowledge: Talk about ways of gaining knowledge	
	Negotiating Facilitating a positive environment Identifying strong and weak arguments Using language for persuading	Emotional Intelligence Monitor and reflect in own emotions		Maths, Technology How can young people develop money skills?
	Managing your time Using formal or informal language Confidently participating in a range of discussions	Innovation and Problem Solving: Implement, present and explain ideas and solutions	Exploring sustainability: But the good news is... Generate hope in self and others Values: Understand how beliefs and values affect sustainability	
	A moderated discussion Agreeing on ground rules Using active listening skills Asking a range of questions	Collaboration and Teamwork: Manage the distribution of tasks		
Biology, Physics				
	Utilising gestures and body movements	Leadership and Global Citizenship: Demonstrate understanding of an organisation's values and culture	Exploring sustainability: Green Festivals Explore sustainable alternatives Innovation: Consider what festivals can teach us about living in our world in the future	
	Speaking at a public meeting: Using rhetorical devices Maintaining a confident posture Speaking at an appropriate pace and using pauses	Communication: Identify the need for different communication styles in different contexts		
	Formal and informal language Challenging constructively	Leadership and Global Citizenship: Take the initiative to address issues or pursue opportunities	Exploring sustainability: A school pledge Recognise the potential for collective action to enact and amplify change Transformation: Talk about taking action to protect the environment	Environmental science, Biology Should gardening be on the school curriculum?
	Holding a fish bowl discussion: Using a range of linguistic devices Giving reasons to support your opinions Respecting and building on the views of others	Collaboration and Teamwork: Respond constructively to others		
Art and Design, Technology				
Digital classroom: Practice Extra				

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Helen Tiliouine

UNIT 1 PART OF THE ART

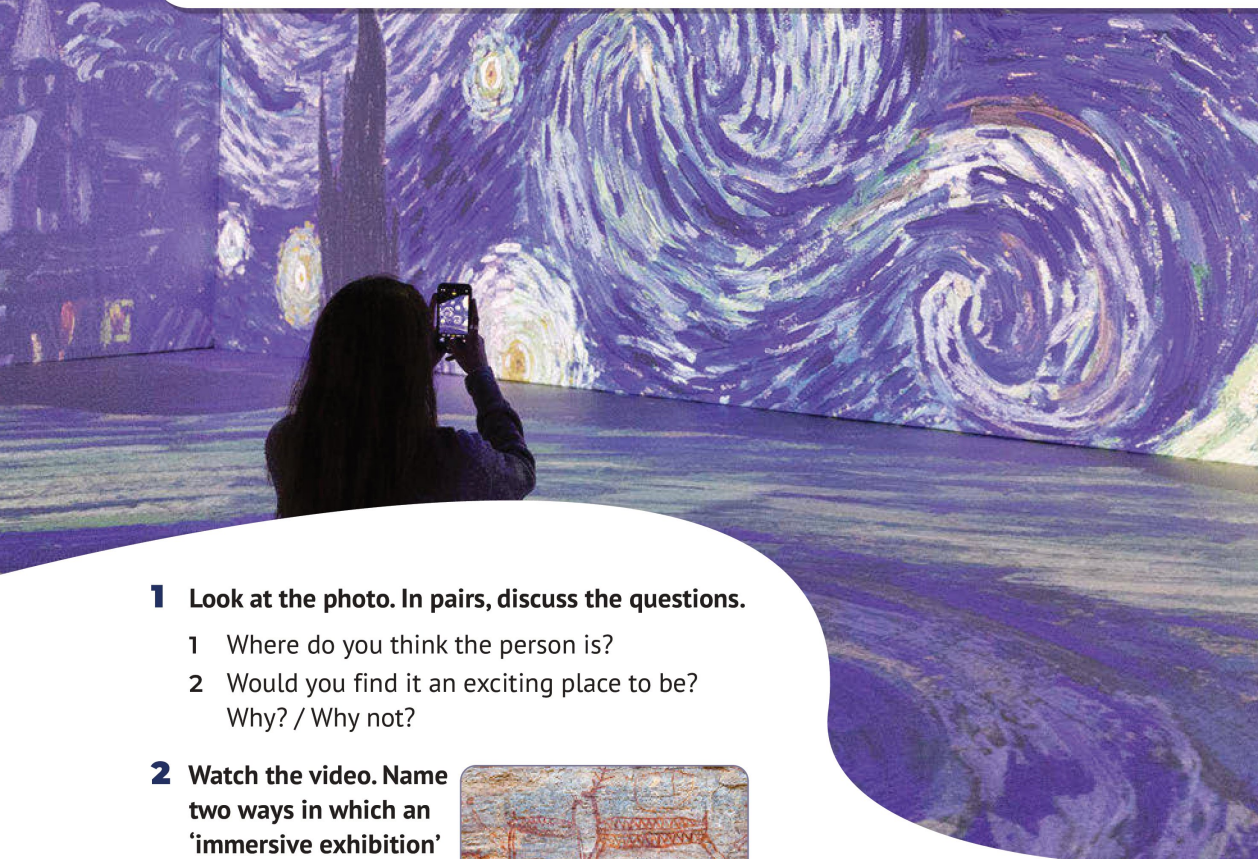
LEARNING AIMS

- **Skills:** discuss and create texts about different kinds of arts
- **Grammar:** review the present simple, present continuous and present perfect, and learn new uses
- **Vocabulary:** learn and practise words and phrases for leisure and the arts
- **Oracy:** give an engaging presentation
- **Innovation and Problem Solving:** engage actively with ideas and challenges
- **Exam practice:** Reading and Use of English Part 1 and Part 8, Listening Part 3, Writing Part 2

ORACY

Giving a presentation

- using your voice effectively
- structuring what you want to say
- engaging your audience in different ways



Documentary



Grammar



Writing

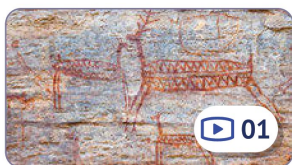


Oracy

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

- 1 Where do you think the person is?
- 2 Would you find it an exciting place to be? Why? / Why not?

2 Watch the video. Name two ways in which an 'immersive exhibition' could bring you closer to great works of art.



3 Work in groups. Read the statements below. Choose one to discuss, then decide whether your group agrees with it or not.

- To really appreciate a work of art, you have to see the original.
- Art is for everyone, so admission to museums and galleries should always be free.
- Art is only interesting for some people. Not everyone needs to learn about it.

4 Think about your group discussion. Answer the questions. Then compare your answers with the other people in your group.

- 1 Did you learn anything new or surprising during the discussion?
- 2 Did you change your mind about anything?
- 3 Did everyone have a chance to speak?

VOCABULARY

LEISURE COLLOCATIONS

1 Go to the digital activity. Match the collocations to the definitions.

- | | | |
|--------------------|-----------------------------|----------------|
| an art enthusiast | a family gathering | a flying visit |
| a keen participant | a hilarious comedy | |
| the perfect venue | quality time | a social whirl |
| a total flop | an unforgettable experience | |

2 Work in pairs. Answer the question.

What other nouns could follow these adjectives?

- | | | |
|-------------|-----------|-----------------|
| • keen | • social | • unforgettable |
| • hilarious | • quality | |

3 Discuss the questions on page 123 in pairs.

READING

SHORT TEXTS

- 1 Read the short texts in which four teenagers talk about art in their lives. What kind of art does each person produce?
- 2 Look at question 1 in the exam task in Exercise 5. Which words do you need to focus on when you're looking for the answer to the question?
- 3 Read text A again. Salma says, 'I don't find it easy, despite having done it for so long.' This refers to both difficulty and time. Does this mean that A is the answer to question 1? Why? / Why not?
- 4 Read texts B–D again. Which text refers to difficulties and to time? Is this the answer to question 1?

EXAM TRAINING

READING AND USE OF ENGLISH PART 8

EXAM TIP

Underline the important words in each question to help you find the answers more quickly.

- 5 Now answer questions 2–5. In pairs, compare your answers. Which parts of the text gave you the correct answer in each case?

For questions 1–5, choose from the people (A–D). The people may be chosen more than once.

Which person

sometimes struggles to make time for their hobby?

☐ 1

moves rapidly from one project to another?

☐ 2

disapproves of some people's behaviour?

☐ 3

appreciates those who assist them?

☐ 4

admits that they often ruin things?

☐ 5

- 6 What do you think of the kind of art that Salma, Oscar, Marion and Hakim do? Have you ever done anything similar? If not, would you like to try?

1.1

THE ART IN MY LIFE

Four people describe how they bring art into their lives.

A SALMA

I make cakes, but not the usual kind. Mine represent everyday objects, like shoes or food cans. They're incredibly realistic. I have to say, I don't find it easy, despite having done it for so long. I know I can also be rather clumsy. I'm forever dropping spoons onto cakes I've almost finished, and unless I'm completely focused, the result can be a total flop. I could do with an assistant, really! Some people say my hobby might turn into a profitable business, but I'm not so sure!



B OSCAR

I'd never thought of myself as artistic until I saw an exhibition of sculptures made from things people had thrown away. It was an unforgettable experience and inspired me to create my own artworks from plastic waste. As soon as I complete one, I post images of it online, hoping to make other teenagers more aware of environmental issues. Some of my friends are continually getting their coffee in single-use cups. I think they should know better. Preventing the destruction of the planet is everyone's responsibility.



C MARION

My life is my art, and my art is my life! I rap about stuff happening around me and my emotions in response to it. Once I finish a rap, I move straight on to something else, and I won't let anyone hear my work until I'm totally satisfied it's good enough. Some people love giving advice and that's fair enough, but I just don't want to hear it! It would spoil things for me by interrupting my thought processes and introducing ideas that didn't come straight from my own heart!



D HAKIM

I'm rubbish at painting and drawing, but I bring art into my life through gardening. I know not all gardens are works of art, but I'm hoping to turn my family's small garden into one. For me, it's all about design, planning everything so colours and shapes end up in harmony. Luckily, my parents are keen participants in this project. I can't always devote myself to it as much as I should, though. Apart from schoolwork, I often get caught up in the social whirl, going to parties rather than gardening!



GRAMMAR

PRESENT SIMPLE AND PRESENT CONTINUOUS

1 Look at the painting. Do you know the name for this style of art? Can you name any of the painters known for this style?

2 1.2 Listen to two friends who have met by chance on the street and answer the questions.

- 1 Where is the boy going?
- 2 What mistake does the girl think he has made?

3 Look at the examples from the listening. Then choose the correct answers to complete the rules in the grammar box.

- She's always telling me I should see the originals.
- As soon as you walk in, you're in another world.
- I advise you to sit down in each room.

Present simple and present continuous

We use the ¹ *present simple / present continuous* with adverbs such as *always* and *forever* to indicate disapproval.

'Performative' verbs like *advise* and *apologise* describe things we do by saying them. They are mostly used in the ² *present simple / present continuous*.

In time clauses with conjunctions like *as soon as*, *once* or *by the time*, the verb form is usually the ³ *present simple / present continuous*.

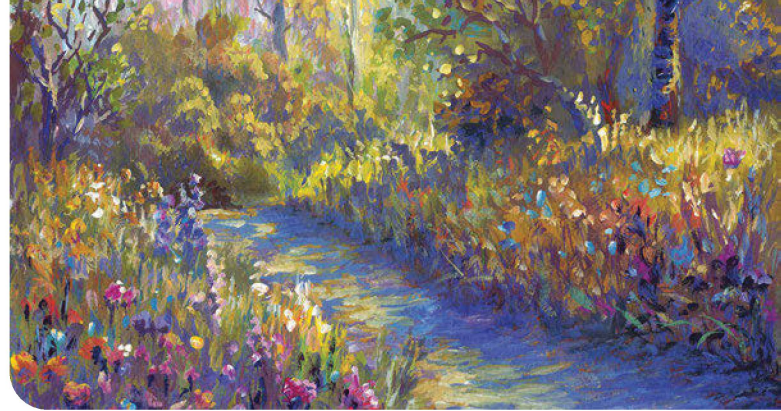
► Grammar reference and practice page 112

4 Go to the digital activities.

5 Choose the correct options to complete the text.

Taylor
@TaylorT · Follow

I have a weekend job at the big art gallery in our town. We always need more staff in summer, and ¹ *I recommend / I'm recommending* the job for students who want to work just for a few weeks. When ² *you start / you're starting*, you get a lot of support. Once ³ *you know / you're knowing* what you're doing, you can work at the ticket desk or in the exhibition rooms. ⁴ *I advise / I'm advising* you to choose the exhibition rooms if you can. People at the ticket desk ⁵ *constantly complain / are constantly complaining* about the security checks. ⁶ *I admit / I'm admitting* that it's not nice when security guards look inside your bag, but we have to make sure the artworks can't be damaged. By the time visitors ⁷ *get to / are getting to* the exhibition spaces, they're happy again. It's an amazing gallery. ⁸ *I always bore / I'm always boring* my poor friends by talking about the artworks for hours. But really, they're great!



6 Complete the sentences with things that are true for you. In pairs, compare your sentences.

- 1 I'm forever ...
- 2 I admit that ...
- 3 After I finish my homework, ...
- 4 I always feel happy by the time ...

7 Think of someone you know with a habit that you disapprove of or that can be annoying. Write three sentences about the person and their habit. Say why you think they do it.

He/She's always/forever/constantly ...

ORACY

Using your voice effectively

If you want people to be interested in what you are saying, you need to sound interested yourself. Make sure to stress important words and use intonation to convey your attitude. Speak as loudly as you need to so that everyone can hear you clearly.

8 1.3 Listen to two people talking about photography. Which of these three criteria does each person achieve?

- stresses important words
- uses intonation to convey interest
- speaks loudly enough

9 Make notes about an artistic or art-related activity you enjoy. Work in groups. Stand up and tell your group about the activity for one minute. When everyone has spoken, vote on which activity sounds most enjoyable.

STRETCH! Find out more about performative verbs. Make a list of ones you know or can find, and write the forms that come after them, e.g. *recommend* + noun (*I recommend the exhibition*); *recommend* + -ing form (*I recommend going early*); *recommend* + that (*I recommend that you get your tickets today*).

Write some example sentences with the verbs.

HOW IS UNIT 1 SO FAR?

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



AI *the end of writers and artists?*

BY SYED BLACKWELL

People have been telling me that my job is endangered by AI. I'm not convinced. This article is entirely human-generated, and as a writer of opinion pieces, I know that matters. I find AI-generated texts hackneyed. How could they be anything else? AI is currently limited to imitating content that humans have already created, so it can't produce original ideas. AI texts can be a bit disjointed, too, failing to flow in a naturally coherent way.

I'm a novelist as well as a journalist and I want my novels to be moving, in some cases even harrowing. This involves asking the reader to empathise with credible characters. They must be normal but not tedious. The plot should be gripping but not too far-fetched. I don't think a machine can manage that delicate balance.

I wouldn't let AI write for me, but some of my articles have been illustrated with computer-generated images. I'm told by photographers that AI-generated images are unconvincing, but as a less visual kind of person, I admit that I don't see the difference. I've heard musicians say that AI-generated music is overrated, too. Like AI texts, it can never be groundbreaking. I take the point, but I do think I've already enjoyed AI music without even noticing what it was.

So, if I don't mind consuming AI images and music, why should readers care who – or what – wrote a text? Will they notice the difference? This will be the first time I've admitted it: I'm getting worried.

I've just booked theatre tickets. Now there's an art form that can't be taken over by AI. I'll always be able to tell the difference between a human actor and a computer-generated one. Won't I?



READING

AN OPINION PIECE

1 **1.4** Read and listen to the opinion piece from a newspaper. How does the writer's attitude to AI-generated texts change towards the end of the article?

2 Answer the questions in your own words.

- 1 Why does the writer think that AI can't write a truly original text?
- 2 Why is it important to him that the characters in his novels are believable?
- 3 In what way does he allow AI to be used in connection with his work?
- 4 Why do many visual artists feel annoyed about pictures created by AI?
- 5 What makes the writer start to worry towards the end of the article?
- 6 Why do you think he ends the article with a question?



3 **Innovation and Problem Solving**
Imagine you are an artist, musician or actor. Write a comment of about 60–80 words in response to the article. Explain why you *are* or *are not* worried about AI replacing you in your job.

VOCABULARY

ARTS ADJECTIVES

1 Go to the digital activity. Match the words to the definitions.

disjointed far-fetched gripping
groundbreaking hackneyed harrowing
moving overrated tedious unconvincing

2 Complete the sentences with the words in Exercise 1. More than one answer may be possible.

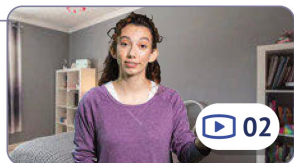
- 1 This is a(n) _____ book. I cried tears of joy at the wonderful ending.
- 2 What a(n) _____ film! I forgot about everything else while I was watching it.
- 3 Sorry, but that's a(n) _____ story. I don't believe a word of it.
- 4 The plot is pretty _____. I've read many similar stories, but I still quite enjoyed it.
- 5 This play is _____. Everyone says it's great, but it isn't!
- 6 The article is _____, which makes it hard to read.
- 7 Nobody has made a film like this before. It's _____.
- 8 I fell asleep during the interview with the novelist. Sorry, but it was a(n) _____ conversation.

3 Work in pairs. Think about a book you have read or a film you have seen. Make notes on it using some of the words in Exercise 1. In pairs, tell each other your opinions.

GRAMMAR

PRESENT PERFECT

- 1** Watch the grammar vlog. Why is Ellie nervous? Why is her brother even more nervous?



- 2** Look at the examples from the grammar vlog. Choose the correct answers to complete the rules in the grammar box.

- I've been on podcasts before, but I haven't been on TV.
- This will be the first time he's exhibited them.
- Honestly, he hasn't been sleeping!

Present perfect

We use the present perfect ¹ *simple / continuous* for things that have happened once or on a specified number of occasions.

We use the present perfect ² *simple / continuous* for activities and situations that started in the past and are ongoing or have just finished.

We use the present perfect ³ *simple / continuous* after *this will be the first / second ... time* to say whether or how often we have already done something that we are going to do soon.

► Grammar reference and practice page 112

- 3** Go to the digital activities.

- 4** Complete the conversation with the correct form of the verbs in the box. Use the present perfect simple or present perfect continuous.

do hear perform play
prepare take part tell write

Ahmed: Hi Leo. I haven't seen you for a while. What ¹ _____ you _____?

Leo: I ² _____ for an 'open-mic' evening next week.

Ahmed: Oh, an open-mic evening. I ³ _____ of them. Anyone can go on stage and perform, right?

Leo: Yes! I ⁴ _____ some rap lyrics and they're nearly finished. I want to perform the song, but I'm nervous.

Ahmed: Will this be the first time that you ⁵ _____ on stage?

Leo: Well, I ⁶ _____ my guitar at some small concerts, but rapping feels a bit scarier!

Ahmed: I'm sure it does! ⁷ _____ your friend Mia ever _____ in an open-mic event? She tells really funny stories.

Leo: Yes, and she'll be there next week. It won't be the first time that she ⁸ _____ a story on stage. She's not nervous at all!

- 5** Complete the sentences with your own ideas.

- 1 I've often ...
- 2 I've never ...
- 3 Recently, I've been ...
- 4 This will be the first time that ...

ORACY

Structuring what you want to say

You have probably learned language to help you structure a longer presentation. Sometimes you have only a short time for a speech or mini presentation. One thing you can do to structure your speaking time is to think of questions you will answer in a logical order. For example:

- What (are you going to talk about)?
- Why (is it interesting)?
- How (do you feel about it)?

Using three questions will help you to give even a short speech a beginning, a middle and an end.

- 6** Work in groups. You have one minute to talk about something you have been doing a lot recently. Use an idea below or one of your own. Think of three questions you will answer. Make notes and then talk to your group for one minute.

- doing a sport
- listening to a kind of music/song/podcast
- reading/learning about ...
- studying
- talking about ... with your friends/family

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 1



WRITING

A REVIEW

1 In pairs, discuss the questions.

- 1 When did you last read a review? What was it of?
- 2 How many different things can you think of that people read or write reviews of?
- 3 Have you ever reviewed anything online? If so, what was it?
- 4 Do you think it's a good idea to read reviews of exhibitions, films or TV programmes before seeing them? Why? / Why not?

2 Look at these sentences from different reviews. What do you think is being reviewed in each case?

a It isn't for everyone, but I've only had it for three days and already can't do without it.

b Their early energy and originality is somehow missing here.

c They're so comfortable, I never want to take them off!

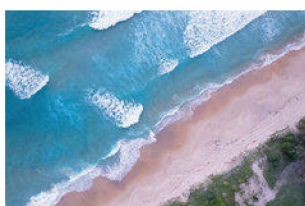
d Any weaknesses in the plot were made up for by a spectacular ending.

e Book as soon as you can for an unforgettable experience!

3 Which features (1–9) would you expect in shorter online reviews (e.g. of products) or longer reviews on websites or in magazines (e.g. of films, shows or books)? Some could appear in both types of review.

- 1 very informal language _____
- 2 personal opinions _____
- 3 practical information _____
- 4 more neutral or formal language _____
- 5 complex sentences _____
- 6 a clear structure _____
- 7 a lot of exclamation marks _____
- 8 an attempt to engage the reader _____
- 9 a variety of language _____

4 In pairs, look at the pictures. Tell each other what you think of them.



5 In pairs, discuss the questions.

- 1 Do you like going to art exhibitions? Why? / Why not?
- 2 Are you interested in seeing artworks by people who aren't already famous? Why? / Why not?

6 Read the exam task. In pairs, discuss what the art show could consist of and where a show like this could be put on at your college.

A student art show has just opened at your college. You have been asked to write a review of the show for the college website. You should include your opinions on the artwork on display, as well as the choice of venue, and say who you would recommend the show to.

Write your **review**.

7 Look again at the exam task in Exercise 6. Who do you have to write the review for? What three things are you asked to do in your review?

8 Read the model answer, ignoring the underlining and *italics*. What does the writer like about the show? What do they dislike?

COLLEGE art show

I was ¹ pleased to be invited to the opening evening of our college art show. I'm sure I wasn't the only student who had been looking forward to it for some time. The first thing that struck me on arrival was how much space there is for all the artworks. In my view, the college sports hall really is the perfect venue.

For me, the paintings are what really makes the show ² good. I was, *sadly / frankly*, ³ surprised by what our fellow students have achieved, especially as some are still only in their first year here. There are also many other artworks deserving of visitors' attention, including some ⁴ beautiful sculptures by Jo Smith.

To my mind, *hopefully / unfortunately*, some of the video art is ⁵ boring and *surprisingly / interestingly* hackneyed. I realise it is unfair to expect to see groundbreaking work at every college exhibition, but as this is the first time that video art has appeared in an exhibition at this college, I had hoped to see something more gripping.

All in all, however, this is a fantastic show. Without a doubt, no one at the college should miss such a wonderful opportunity to see what the talented students in our art department have been working on. Students' families and friends are likely to love it, too!