



Light Up

STUDENT'S BOOK + WORKBOOK



María Alicia Maldonado | Lavaughn John

CONTENTS

Reading & Vocabulary

Grammar

Lighting Up!
page 4

- Personal information
- Exchange programme advice
- Recipes

1

Learning Styles
page 6

Workbook page 76

Everybody can learn
Article in a school magazine

- The learning process – collocations
- Learning styles and activities

- Present Continuous
- Present Simple
- Present Conditional
- *can / can't / could / couldn't*

2

Crazy Dreams
page 16

Workbook page 82

A terrifying night?
A true story

- Accidents at home
- Reacting to accidents
- Feelings

- Indefinite pronouns: *someone / something / somewhere*
- Past Continuous
- *while / when*

CLIL LEARNING STRATEGIES page 26

3

Travelling around the World
page 28

Workbook page 88

Living on Wheels
A travelling magazine article

- Talking about the weather: *thunder / snow / wind / rain / sun / fog / cloud / storm /*
- Experiences

- Present Perfect Simple – *have / has + past participle*
- Past Simple and Present Perfect Simple
- Word formation – adjectives from nouns and verbs

4

Mind or Heart?
page 38

Workbook page 94

Who's in control?
Extract from a book

- Feelings: *raging / delighted / sad / satisfied / disappointed / energetic / terrified / cheerful*
- Common health problems: *sore throat / stiff neck / temperature / toothache*

- *must / mustn't*
- *have to / don't have to*
- *mustn't or don't have to?*
- *should / shouldn't*
- Present Conditional: *when / if*

CLIL GEOGRAPHY page 48

5

Why Worry?
page 50

Workbook page 100

Astrology
Astrology web page

- Household problems and repairs
- Actions – collocations: *Understand someone's needs / find a way / put ideas into action / offer your help / lend a hand / need to make a choice / have a good chance / make financial connections / accomplish a task / get along with someone / succeed in something / break a promise*
- Idioms: *leave (someone) out of pocket / lose your temper / push your opinions on (someone) / reach a dead end / find oneself in the doghouse*

- Future with *will*
- *might / might not*
- Expressing opinions and hopes: *I think / I don't think / I hope*
- Conditional type 1: *If + Present Simple + will / won't + infinitive without to*
- Future with *going to*

6

Social Responsibility
page 60

Workbook page 106

Papelnonos. When age is not a problem
An interview in an online newspaper

- World problems: *racism, famine, war, flooding, bullying, loneliness / abandonment, poverty, disease, illiteracy, ill-treatment*
- Taking action: *adopt, do, donate, organise, collect, serve, sponsor, raise, respect, run*
- Things you can donate

- Present Perfect Simple with *for – since*
- *How long ...?*
- Present Perfect Simple and Past Simple

CLIL SCIENCE page 70

Games page 72

Listening & Speaking

Writing

Project

English is useful!

- Why do we have to study English?
- Speak English with different accents
- chat online

Different kinds of English

- Official English
- General English
- ESP / EAP / ELF

The little police girl

- Listening to and retelling a story

At the police station

- Pickpocket
- Robbery

Write your pen friend's profile

- Rules to write paragraphs
- Conjunctions: *and*, *but*, *or*, *so*, *because*

Improving your learning styles

- Slide presentation

Write a story

- Story organisation
- Use of narrative tenses

A different story

- Write and narrate a strange story or dream

ROUND OFF page 27

Exciting personal experiences

- I've had the most frightening and wonderful experience.
- Alicia is the most admirable sportswoman I've ever seen.
- He was the nicest celebrity I've ever met.

Interview with an incredible woman

- Tell us a bit about yourself.
- Have you ever thought of retiring?

Describe an interesting person's lifestyle

- Descriptive paragraph

A special lifestyle

- Group slide presentation

The best counsellor ever!

- What's the matter?
- You shouldn't worry so much.
- You are both nice girls.
- You always give me the best advice.

How emotions affect our health

- Are you feeling under the weather?
- You'll have the time of your life!

Types of poems

- Haiku / cinquain / acrostic / shape

Speaking our hearts

- Write and recite a poem

ROUND OFF page 49

I've never won anything!

- Don't tell me you're selling something again!

Numerology on the radio

- Do you really believe in numerology?
- If you leave your ego aside ...
- You might even make friends with a rival!
- ... don't let it go to your head.

A letter to my future self

- Writing tips

My ideal world

- Group slide presentation

Interview with a successful person

- What more can I ask for?
- I haven't failed any subjects.
- I've introduced them into the world of science and ...
- I couldn't be happier!

Design a poster

- Reinforcing ideas with design and pictures

A successful person

- PechaKucha presentation

ROUND OFF page 71



Light Up

To register for MyEnglishLab

Your course comes with resources on **MyEnglishLab**.

To access MyEnglishLab, via the Pearson English Portal:

Go to english.com/activate.

Create an account.

Enter the access code below and click **activate**.

Access Code

This access code can only be used once. Do not buy this book if the protective cover has been removed.

Course ID

If you are using MyEnglishLab as part of your course, your teacher will give you a Course ID. Write this in the box below.

Need Help?

Go to english.com/help for support with:

- Creating your account
- Activating your access code
- Checking technical requirements

LIGHTING UP!

1 Look at the picture and answer.



- 1 Who are these people?
- 2 Where are they?
- 3 Why is the boy talking to the man?

2  Listen to the conversation to check your answers.

3  Join a classmate and make a list of possible questions Mr Porfin is going to ask Joaquín.

4 Read Joaquín's answers and write Mr Porfin's questions. Are these questions on your list?

Mr Porfin	1 _____?
Joaquín	Joaquín Geneyro.
Mr Porfin	2 _____?
Joaquín	Yes, G – E – N – E – Y – R – O.
Mr Porfin	Right. ³ _____?
Joaquín	I'm going to be fifteen next month.
Mr Porfin	4 _____?
Joaquín	On 10 th May.
Mr Porfin	5 _____?
Joaquín	I have two favourite subjects, really. English and Biology.
Mr Porfin	6 _____?
Joaquín	Yes, I love doing parkour in the park.
Mr Porfin	_____ dangerous?
Joaquín	Yes, a bit. But it is also exciting!
Mr Porfin	7 _____?
Joaquín	I have a sister, her name's Alicia.
Mr Porfin	8 _____?
Joaquín	My bedroom, because all my favourite things are there.
Mr Porfin	9 _____ when you finish school?
Joaquín	I'm going to study Law.
Mr Porfin	10 _____ about our programme?
Joaquín	I read a leaflet at school.
Mr Porfin	Thanks for coming, Joaquín. I'll call you.

5  Listen again and check. Join a classmate and practise the dialogue.

6 Read the dialogue and find:

1 a plan

2 a true fact

3 a preference

4 a request

5 a past fact

6 a reason

7 Read part of the exchange programme leaflet and discuss what you *should* / *shouldn't* do when you travel as an exchange programme student.

DO'S

DON'TS

AND

AT THE HOST FAMILY'S HOME:

- Be polite.
- Help with the chores.
- Adapt to the family's routine.

- Don't play music too loudly.
- Don't stay out too late at night.

Your turn!

Join a classmate and discuss.

Think of a special dish you could prepare for your host family. Write the recipe and share it with your class.

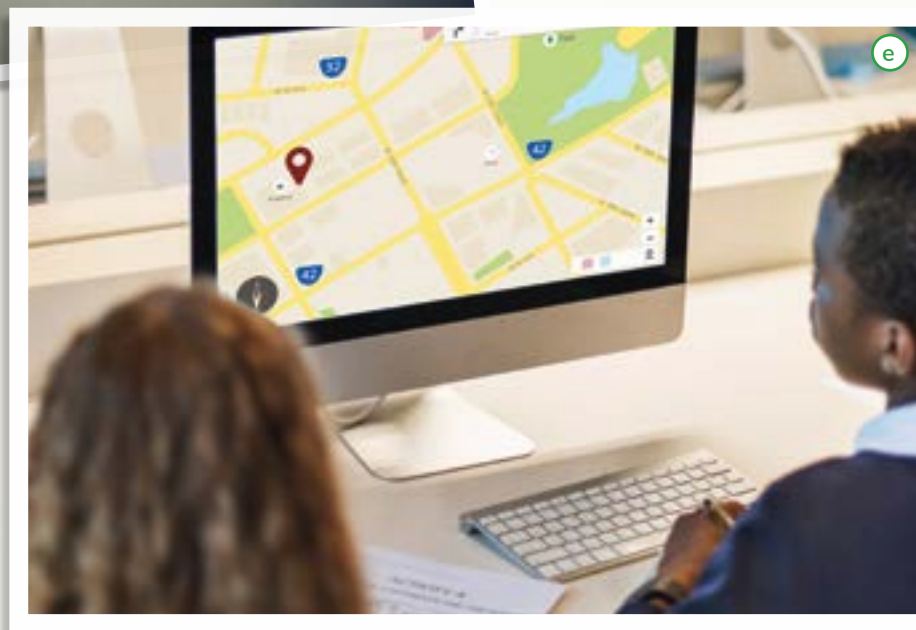
Learning Styles

Goals

- › Talk about different learning styles
- › Read and learn about learning styles
- › Use the Present Continuous to describe actions happening now
- › Use the Present Simple to describe habitual actions
- › Use Present conditionals and *can* / *can't* / *could* / *couldn't* to talk about learning styles
- › Listen and learn about the kinds of English spoken around the world
- › Write an online profile
- › Project: A presentation about learning styles

1 Everybody can learn, but each person learns differently. Look at the pictures. Join a classmate and discuss which learning styles you see.





2 Look at the pictures and find:

- 1 someone using his / her ears to learn.
Explain how.
- 2 someone using his / her eyes to learn.
Explain how.
- 3 someone using his / her body to learn.
Explain how.

4 Match the quotes to the pictures.

- 1 "I like working with other students."
- 2 "If I hear it, I remember it."
- 3 "I don't work well with others."
- 4 "I remember better if I read or look at things"
- 5 "I learn by doing."



3 Look at the pictures again. Which students are working ...

- 1 alone? _____
- 2 with others? _____



Think it up!

- You are going to prepare a presentation on learning styles.
- You are going to give advice to people with different learning styles about how to improve their learning.

1 Look at the text and choose the correct option.

- | | | |
|-------------------------|---|-----------------------------------|
| 1 Who is this text for? | 2 What is the writer's attitude towards learning? | 3 Where would you read this text? |
| a students | a negative | a In a school magazine |
| b parents | b neutral | b In a scientific magazine |
| c teachers | c positive | c In a newspaper |

EVERYBODY CAN LEARN

It is how we learn that makes the difference. What do you know about your learning style?

by Alicia Ines Gechi

Each learner is unique and has more than one learning style. But we generally have one style that is the strongest. Knowing how we learn helps us to improve each day.

a

Some people learn by doing. They learn best when their body is involved in the learning process. If you move your hands around a lot and are constantly moving, you are a / an _____.



e



Some learners prefer using reason and logic to understand cause and effect. They can also recognise patterns easily. If you enjoy classifying and grouping information together, and organising agendas and itineraries, you are a / an _____.

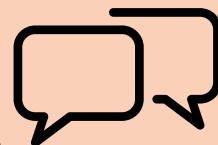
b



Some people prefer speaking and writing. They like learning through tongue twisters and rhymes. If you enjoy writing, speech and drama classes, you are a / an _____.

f

Some learners learn best through interactions with other people. They are usually good at identifying the source of communication problems. If you are good at reading other people's emotions, facial expressions and group dynamics, you are a / an _____.



c

Some learners think in pictures and patterns rather than words, and are good at understanding maps and graphs. If you like taking notes in different colours and creating diagrams and pictures, you are a / an _____.



g



Some learners prefer to work alone and be independent. They are often good at reflecting and keeping a learning journal. If you choose to use self-study techniques and can find connections between what you already know and new material, you are a / an _____.

d



Some learners think in sounds and learn by listening. They think chronologically and perform well in oral exams. If you identify notes, rhythms and tones, and remember complete conversations, you are a / an _____.

2 Read the text and match the following learner types to the corresponding paragraphs.

- | | | |
|---|----------------------------------|-------|
| 1 | solitary / intrapersonal learner | _____ |
| 2 | physical / kinaesthetic learner | _____ |
| 3 | auditory / musical learner | _____ |
| 4 | verbal / linguistic learner | _____ |
| 5 | social / interpersonal learner | _____ |
| 6 | visual / spatial learner | _____ |
| 7 | logical / mathematical learner | _____ |

3 Read again and write T (true), F (false) or DS (doesn't say).

- | | | |
|---|--|-------|
| 1 | Physical / kinaesthetic learners practise judo. | _____ |
| 2 | Logical / mathematical learners identify patterns easily. | _____ |
| 3 | Visual / spatial learners are good at reading maps. | _____ |
| 4 | Social / interpersonal learners learn best by communicating with other people. | _____ |
| 5 | Everybody learns in the same way. | _____ |



In action!

- You can now identify the different learning styles.
- You can link them with different activities in the classroom.

The learning process – collocations

1 Circle the correct options.

- 1 It is important to **take / learn / identify** notes to study later.
- 2 Everybody **is / does / learns** good at something.
- 3 Solitary learners **read / get / use** self-study techniques.
- 4 You should **find / keep / understand** a learning journal to **look / find / start** connections between what you already know and what is new.
- 5 You can **write / see / read** facial expressions to identify emotions better.
- 6 Kinaesthetic learners **enjoy / practise / learn** by doing.
- 7 When you **understand / take / keep** cause and effect, you remember facts better.

Learning styles and activities

2 Write the missing letters and match the activities to the learning styles.



1

P _ _ _ TE _ _ _



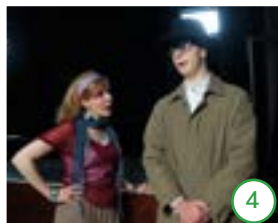
2

L _ _ _ T _ _ N _ _ N _ _



3

S _ _ LV _ _ _ _
PU _ _ _ LES



4

RO _ _ _ -P _ _ _ YI _ _ _



5

M _ _ MOR _ _ _ _ NG

- a logical / mathematical
- b solitary / intrapersonal
- c auditory / musical
- d physical / kinaesthetic
- e social / interpersonal



3 Listen to 3 people talking about their learning styles and write A, B or C next to the activities each prefers. There is one extra activity.



- 1 concentrate _____
- 2 ICT _____
- 3 learn by doing _____
- 4 memorising _____
- 5 move _____
- 6 PE _____
- 7 study alone _____
- 8 talk _____
- 9 touch _____
- 10 work with others _____

Your turn!

Join a classmate and discuss.

What's your learning style? What do you prefer doing? Is there anything you enjoy doing that is characteristic of another learning style? Tell the class.

In action!

- Now you have a list of preferred classroom activities and how they link with your learning style.
- Find some more examples.

Present Continuous

We use the **Present Continuous**:

- to describe what is happening now.
E.g. *I'm reading now / at the moment / right now.*
- to describe what is happening in a picture.
E.g. *What is your mum doing in this photo?*

1 Look at the picture and complete the sentences. Use the correct form of the verbs in the box.



do put up show speak take touch

- The teacher _____ to the class.
- The girl at the front of the class _____ notes.
- What _____ the boy on the left _____? He _____ his head.
- Why _____ those two students _____ their hands? They _____ that they want to say something.

Present Simple

We use the **Present Simple**:

- for things we habitually do.
E.g. *We always ride our bikes to school.*
- for things we do on special occasions.
E.g. *She blows out candles for her birthday.*
- for things we don't expect to change.
E.g. *I live in Argentina.*
- for feelings.
E.g. *Do you enjoy learning by doing?*
- for things that are always true.
E.g. *The sun doesn't shine at night.*



I **usually study** with a friend.
She **doesn't always enjoy** working alone.
They **are often** at home in the evening.
He **goes** to the gym **twice a week**.

2 Complete the text with the correct form of the verbs in the box. There is one extra verb.

be get hate help love not like want

Albert ¹ _____ a very good student. He always ² _____ excellent grades. He ³ _____ working with others and he often ⁴ _____ his classmates. What ⁵ _____ he _____ doing? Memorising. He ⁶ _____ being like a parrot.

Present Simple and Present Continuous

3 Look at the table and complete the text about the Bertrand family.

	every day	today
Mr and Mrs Bertrand	open their office at 8 a.m.	not go to work
Alexandra	prepare breakfast	leave earlier
Francisco	take the bus to school	walk to school with friends
Gastón, the exchange student	live in France	arrive in an hour

Mr and Mrs Bertrand ¹ open their office at 8 a.m. every day, but today they ² aren't going to work. Alexandra ³ _____, every day but today she ⁴ _____. Francisco ⁵ _____ every day, but today he ⁶ _____. Gastón, the exchange student, ⁷ _____ and he ⁸ _____ to stay with the family for a month.