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Cambridge University Press & Assessment
978-1-009-22831-2 — Shining Lights Level 6 Teacher's Book with Digital Pack
Jasmin Silver
Excerpt
More Information

Welcome to *Shining Lights*

Official Cambridge Exam Preparation

Welcome to *Shining Lights*, a dynamic new blended course for secondary school students, which offers not only thorough **preparation for Cambridge English Qualifications**, but also engaging and communicative materials. *Shining Lights* is underpinned by four pillars:

Integrated Learning and Assessment

Problem-Based Learning

Life Competencies (Employability Skills)

Oracy

How assessment and learning work together in *Shining Lights* to help teachers and students get the most out of every moment of learning.

Shining Lights is an innovative course combining the use of teaching, learning and assessment methods to plan, measure and improve outcomes.

It is the latest evolution in courses from Cambridge with an exam preparation journey at its core. It empowers students and teachers to understand and unlock the learning process, by:

- building lifelong learning habits
- empowering learners through personal development
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness through a unique exam preparation journey.

As the teacher, you are the coordinator and facilitator of the student's learning environment. This course provides you with the tools and insights you need to maximise each student's performance. Learning requires multiple interactions, involving a variety of assessment steps, each in turn prompting a teacher response. The table opposite shows a selection of 'moments' throughout the course to assess, feed back and guide your learners.

Through a unique combination of the traditional and the new, you now have a learning environment offering a wealth of opportunities to assess student progress, to provide evidence of that progress and incorporate actionable feedback. *Shining Lights* combines learning and assessment as a seamless journey with a firm focus on exam success, building life-long learning habits and developing the skills your students need to be future-ready, confident world citizens.

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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-assessment pages, look for the PERSONALISED LEARNING Assessment 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 touchpoints and learning opportunities in this course. The table below shows a selection; for a more in-depth touchpoints overview **visit the website by scanning the QR code**.

Example	Purpose	Action/Outcomes	
DIGITAL STARTER UNIT THINKING CAP ON	Assess class knowledge and gaps	Target areas for improvement Understand the mix of knowledge across the group	Presentation Plus
Test&Train	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.	Practise 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

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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 on the Exploring Sustainability pages at the end of the Student's Book, and extra material in the **Teacher's Resource Bank** which offers templates to help students complete their projects. Additionally, there is material in the **Workbook** where students are able to make notes about each of the challenges in the **Student's Book** supplying them with tips and space to make notes for each of the stages of the challenge.

Getting started

On the Exploring Sustainability pages, 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

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.

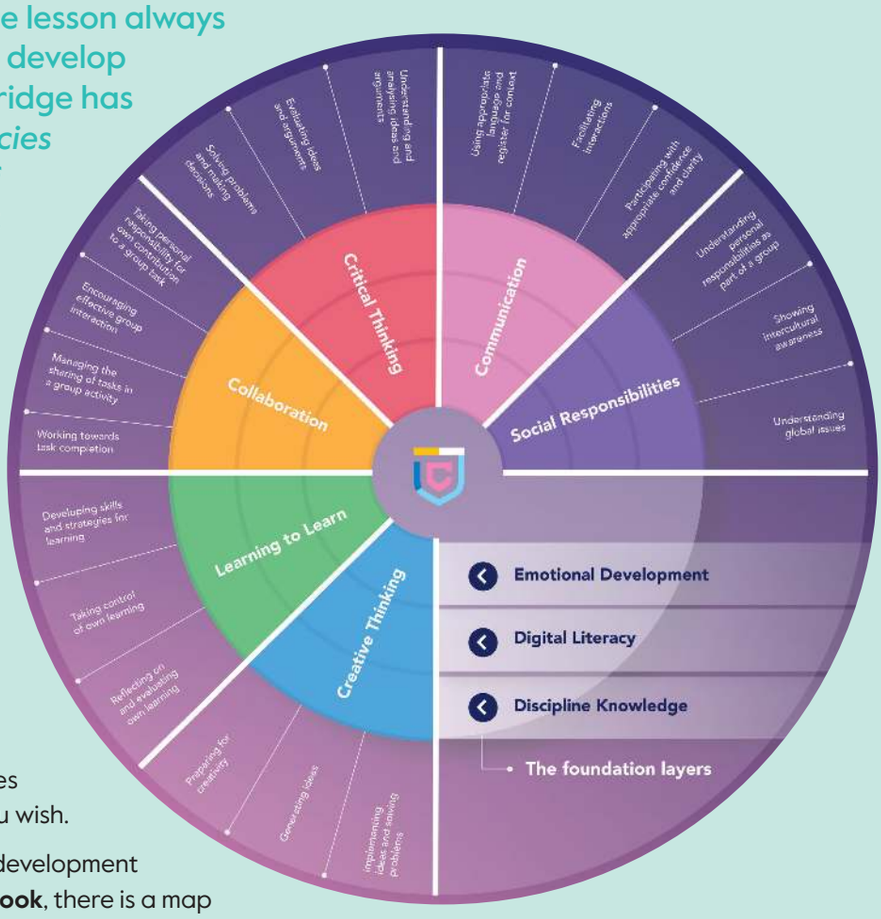
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Life Competencies

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

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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.

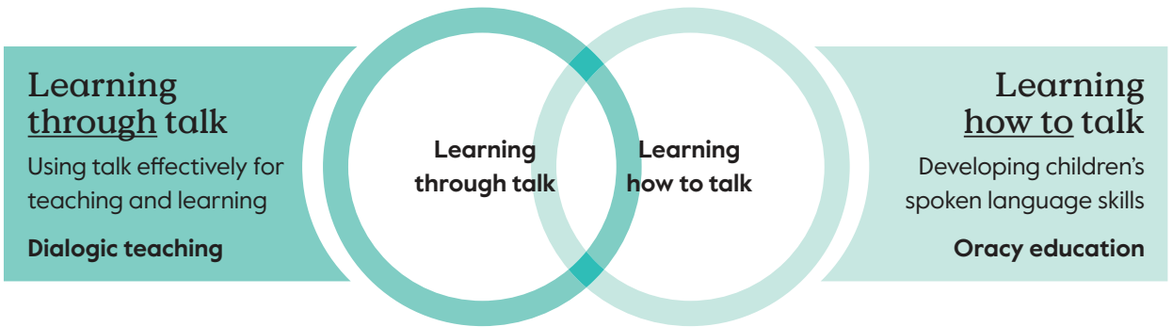
How is oracy taught?

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.



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What are the benefits of oracy?

Life skills

We need oracy at all ages in all aspects of our lives, at school, at home, at work and in our communities. Different oracy skills are needed in different situations including public speaking and face-to-face interactions for example.

We need skills such as:

- listening actively
- recognising key messages
- responding appropriately
- interpreting what someone is saying
- communicating through speech or through body language

All of these skills prepare us for what life offers us.

Educational goals

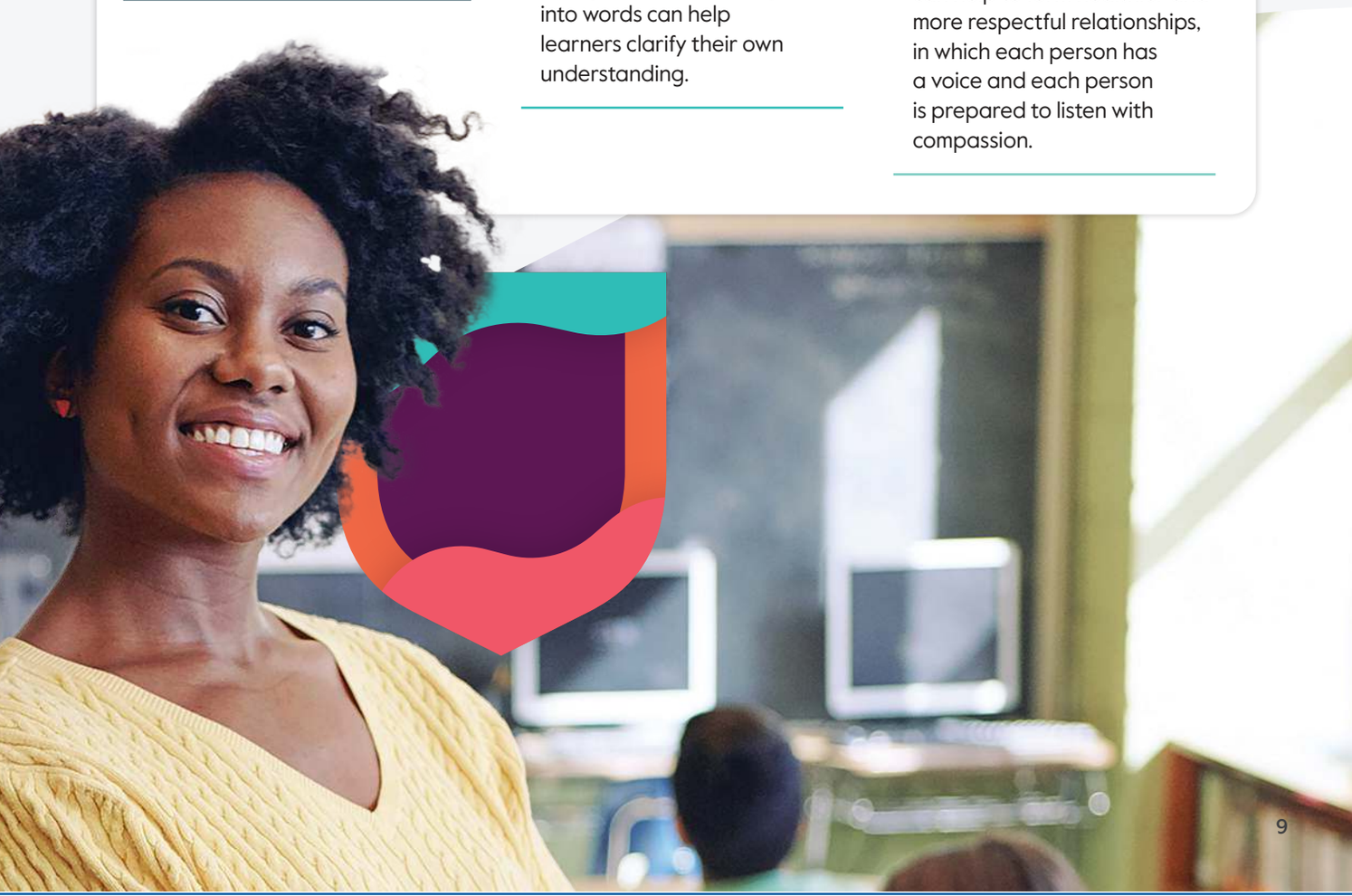
If learners know how to work in a group and collaborate, well-designed talk activities in all subjects encourage active learning:

- Listening actively to the ideas of others helps learners gain knowledge to build on their own ideas.
- Opportunities for questions or debating encourage learners to think critically.
- Developing ideas through talk provides opportunities for learners to add more into their written answers.
- Using vocabulary and terminology out loud develops learners' confidence to use it in their written work.
- Trying to put their thoughts into words can help learners clarify their own understanding.

Well-being

Research has shown that:

- Learners who are regularly and actively involved in whole-class dialogues have more positive attitudes to school.
- Learners who are offered more opportunities to engage in discussion will improve their social and emotional awareness, leading to better human connections.
- Learners who can express themselves will be better equipped to identify their emotions or perhaps have the confidence to reach out to a trusted adult when they need support.
- Learners who understand how to listen out for and express their own emotional needs can help to form healthier and more respectful relationships, in which each person has a voice and each person is prepared to listen with compassion.



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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 is a grammar video. It can be used in class but is also ideal for the flipped classroom.

To learn best, students need a range of input modes, and video provides memorable end 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 video, **Grammar** is explored and practised in a mix of print and **digital** formats. After a grammar box and discovery task on the page, students find more practice in digital exercises. These can be completed on the students' devices, or you can use the **interactive whiteboard**. For more practice, students can use Practice Extra on their phones.

The **interactive whiteboard** (IWB) also plays a role in **vocabulary** building. Both of the two vocabulary pages include language presentation via the IWB, keeping heads up and everyone together, and making for an active, lively classroom.

Digital learning is a key feature in this blended course. Besides the activities above, there are also three full **digital units as from Level 1:** a short starter unit and two complete units, in the middle and at the end of the book. The two full units review language from the preceding five units. If local conditions mean that you can't use these digital components, however, *Shining Lights* still offers everything you need for your English lessons.

Sustainability

Shining Lights seeks to consciously bring **sustainability** into the language classroom. Faced with an endangered environment and unequal societies, students need to feel confident that they can help ensure a better future. Cambridge understands sustainability to have environmental, economic and social aspects, and has developed the *Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons.

You can find the framework here: along with activity cards to use in the classroom. Sustainability is at the heart of many of the *Shining Lights* **Student's Book** activities, particularly the Challenges. Care has been taken to avoid triggering fear in students, with the focus remaining on possibilities and positive change. There is always an explicit reference to sustainability on the wrap up pages. A short exercise helps generate ideas and also make clear that much of what the students have done in the unit has been about creating a more sustainable future. In higher levels, students explore sustainability in more depth.

You will see icons throughout the units, where there is a particular focus on sustainability. Extra ideas are given in the teacher's notes on how you can exploit these aspects of sustainability further.

The **Teacher's Resource Bank** provides four sustainability projects on topics related to those in the **Student's Book**. They are preceded by five pages of sustainability notes and mapping of sustainability activities in the Student's Book. 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.

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STEAM

After the final unit in the **Student's Book**, you will find STEAM (Science, Technology, Engineering, Arts and Maths) investigations. And in the digital units, as from Level 1, you will find a further two STEAM investigations. These are two-page projects where students activate and build on their knowledge of STEAM subjects. After discussion and research, they work together to present findings in a poster, a comic or a slide presentation. Like the main units in *Shining Lights*, the STEAM pages help students get to grips with their own future in a challenging but exciting world.

STEAM worksheets are provided in the **Teacher's Resource Bank** for a step-by-step approach to completing the STEAM Investigations in the **Student's Book**. They offer tips, language, diagrams and template space to help students manage and make the most of the investigations.

Mediation

The Common European Framework of Reference for Languages (CEFR) describes mediation as 'When a learner acts as a social agent who creates bridges and helps to construct or convey meaning'. When, for example, at some point, there is a communication gap which needs to be filled, a learner/one can mediate by conveying the same or a similar content using different language in order to bridge that gap. There are many examples of where mediation practice can take place throughout *Shining Lights* and these are marked within the **Student's Book** as from Level 1, and are accompanied by mediation practice worksheets for each unit. These worksheets are available in the **Teacher's Resource Bank** and work with one of the unit's reading or listening texts. Students use key Life Competencies to analyse ideas, opinions and attitudes in the text. They might work in pairs to look at two sides of an argument, or in groups to generate creative ideas, always active in their interaction with input, never just passive consumers.



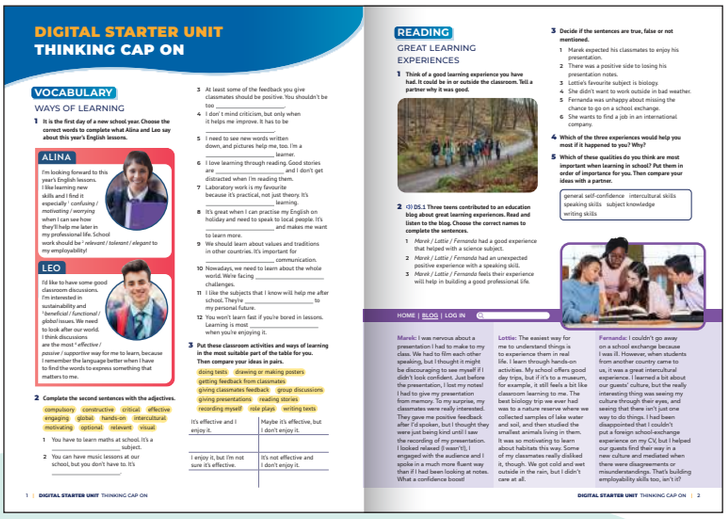
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Using *Shining Lights*

Shining Lights has nine units plus three fully interactive **Extra Digital Units**. You will find these digital units in **Presentation Plus** and you can assign tasks to students in the same way as in the **Student's Book** and **Workbook**.



Begin the year with the **Digital Starter Unit** which activates what students already know and sets them up for a new level.



Continue by checking your students' level with the **placement test** available in the **Test Generator**.

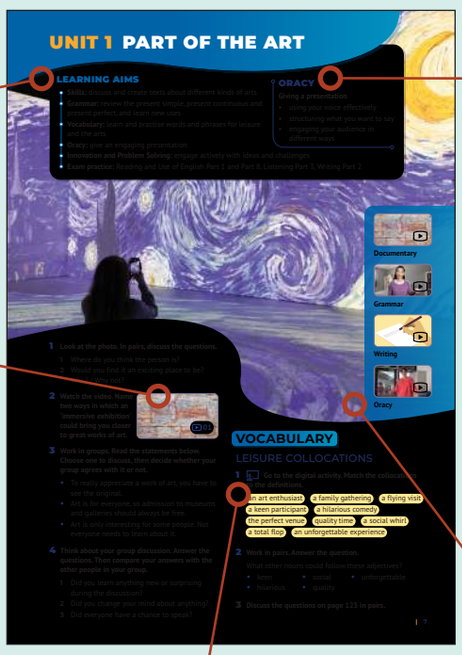
In all the odd-numbered units ...

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.



Oracy skills

are clearly set out at the top of every odd-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.

Striking images

to introduce the unit topic.

Digital interactive whiteboard activities

on **Presentation Plus** allow you to present the new **vocabulary** in a heads-up interactive activity.

All odd-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.

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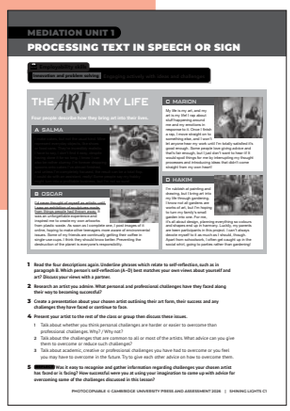
Exam Training

tasks provide guided practice of Cambridge English Qualifications tasks. Exam Tips give useful and practical advice.

EXAM TIP

Collocations are often tested in this task. The answer is the word that would usually be used in the collocation. The other options (the distractors) either would never collocate with the word in the text or would not make sense in 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**.


MEDIATION UNIT 1
PROCESSING TEXT IN SPEECH OR SIGN

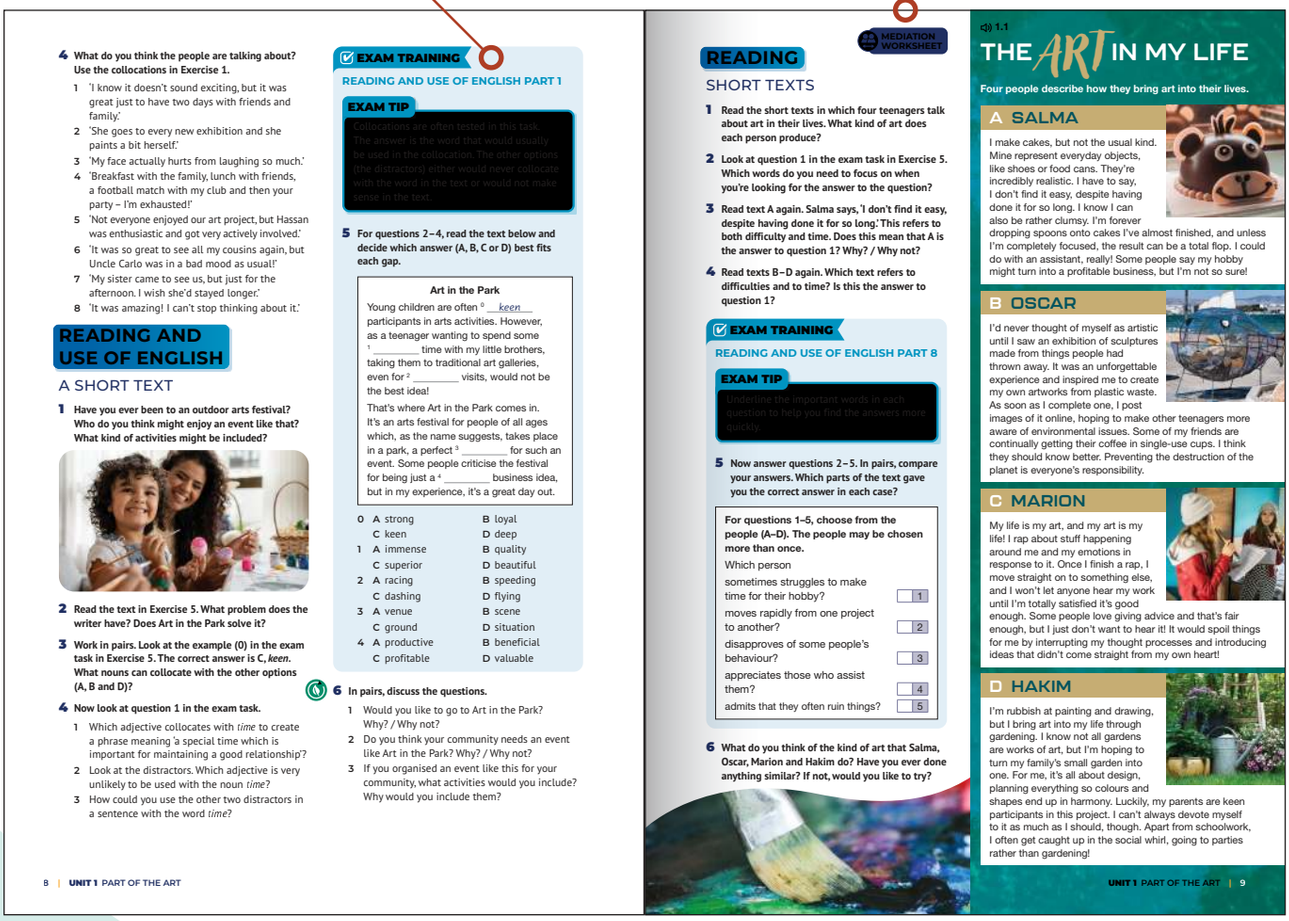
THE ART IN MY LIFE

A SALMA

B OSCAR

C MARION

D HAKIM


4 What do you think the people are talking about? Use the collocations in Exercise 1.

1 'I know it doesn't sound exciting, but it was great just to have two days with friends and family.'
2 'She goes to every new exhibition and she paints a bit herself.'
3 'My face actually hurts from laughing so much.'
4 'Breakfast with the family, lunch with friends, a football match with my club and then your party – I'm exhausted!'
5 'Not everyone enjoyed our art project, but Hassan was enthusiastic and got very actively involved.'
6 'It was so great to see all my cousins again, but Uncle Carlo was in a bad mood as usual!'
7 'My sister came to see us, but just for the afternoon. I wish she'd stayed longer.'
8 'It was amazing! I can't stop thinking about it.'

READING AND USE OF ENGLISH

A SHORT TEXT

1 Have you ever been to an outdoor arts festival? Who do you think might enjoy an event like that? What kind of activities might be included?

2 Read the text in Exercise 5. What problem does the writer have? Does Art in the Park solve it?

3 Work in pairs. Look at the example (0) in the exam task in Exercise 5. The correct answer is C, *keen*. What nouns can collocate with the other options (A, B and D)?

4 Now look at question 1 in the exam task.

1 Which adjective collocates with *time* to create a phrase meaning 'a special time which is important for maintaining a good relationship'?
2 Look at the distractors. Which adjective is very unlikely to be used with the noun *time*?
3 How could you use the other two distractors in a sentence with the word *time*?

EXAM TRAINING

READING AND USE OF ENGLISH PART 1

EXAM TIP

Collocations are often tested in this task. The answer is the word that would usually be used in the collocation. The other options (the distractors) either would never collocate with the word in the text or would not make sense in the text.

5 For questions 2–4, read the text below and decide which answer (A, B, C or D) best fits each gap.

Art in the Park

Young children are often [0] *keen* participants in arts activities. However, as a teenager wanting to spend some [1] _____ time with my little brothers, taking them to traditional art galleries, even for [2] _____ visits, would not be the best idea!

That's where Art in the Park comes in. It's an arts festival for people of all ages which, as the name suggests, takes place in a park, a perfect [3] _____ for such an event. Some people criticise the festival for being just a [4] _____ business idea, but in my experience, it's a great day out.

0	A strong	B loyal	
	C keen	D deep	
1	A immense	B quality	
	C superior	D beautiful	
2	A racing	B speeding	
	C dashing	D flying	
3	A venue	B scene	
	C ground	D situation	
4	A productive	B beneficial	
	C profitable	D valuable	

6 In pairs, discuss the questions.

1 Would you like to go to Art in the Park? Why? / Why not?
2 Do you think your community needs an event like Art in the Park? Why? / Why not?
3 If you organised an event like this for your community, what activities would you include? Why would you include them?

8 | UNIT 1 PART OF THE ART

MEDIATION WORKSHEET

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!

UNIT 1 PART OF THE ART | 9

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