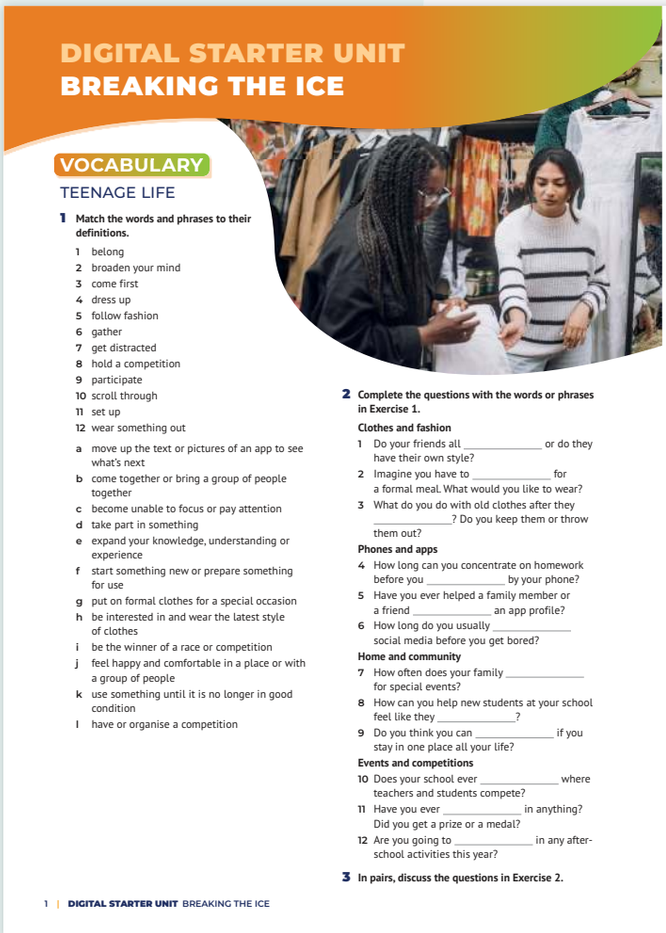
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DIGITAL STARTER UNIT
BREAKING THE ICE



DIGITAL STARTER UNIT
BREAKING THE ICE

VOCABULARY

TEENAGE LIFE

1 Match the words and phrases to their definitions.

1 belong
2 broaden your mind
3 come first
4 dress up
5 follow fashion
6 gather
7 get distracted
8 hold a competition
9 participate
10 scroll through
11 set up
12 wear something out

a move up the text or pictures of an app to see what's next
b come together or bring a group of people together
c become unable to focus or pay attention
d take part in something
e expand your knowledge, understanding or experience
f start something new or prepare something for use
g put on formal clothes for a special occasion
h be interested in and wear the latest style of clothes
i be the winner of a race or competition
j feel happy and comfortable in a place or with a group of people
k use something until it is no longer in good condition
l have or organise a competition

2 Complete the questions with the words or phrases in Exercise 1.

Clothes and fashion
1 Do your friends all _____ or do they have their own style?
2 Imagine you have to _____ for a formal meal. What would you like to wear?
3 What do you do with old clothes after they _____? Do you keep them or throw them out?

Phones and apps
4 How long can you concentrate on homework before you _____ by your phone?
5 Have you ever helped a family member or a friend _____ an app profile?
6 How long do you usually _____ social media before you get bored?

Home and community
7 How often does your family _____ for special events?
8 How can you help new students at your school feel like they _____?
9 Do you think you can _____ if you stay in one place all your life?

Events and competitions
10 Does your school ever _____ where teachers and students compete?
11 Have you ever _____ in anything? Did you get a prize or a medal?
12 Are you going to _____ in any after-school activities this year?

3 In pairs, discuss the questions in Exercise 2.

1 | DIGITAL STARTER UNIT BREAKING THE ICE



READING

1 In pairs, discuss the questions.
1 What did you do during the school holidays?
2 Have you ever been to a summer camp?

2 What kind of activities do you imagine take place at:
• a fashion camp? • a technology camp?

3 DS.1 Read and listen to Javier and Paula's experiences. Were your ideas in Exercise 2 correct?

13/19, THE BLOG WHERE TEENS TALK TEENAGE LIFE

Hot Summer, Cool Camps

Here at 13/19, we asked you to tell us about your summer-camp experiences. Here's what two readers had to say.

Summer Fit fashion camp
by Javier

I knew about sports camps, English camps, even coding camps, and I was thinking about participating in one of them this summer, when my mum's friend told me about fashion camp. I've always been interested in clothes and fashion – when I'm older, I want to be a designer – so you can imagine how excited I was to take part!

The camp wasn't in the countryside like most camps are. It took place in a beautiful old building in the centre of the city. We learned all about the process of designing clothes, from patterns and materials to different ways to cut and shape fabric. We also learned how to sew both by hand and with a machine. There were four instructors. One of them came from Italy. I really admired the way he explained everything so clearly and yet so passionately.

During the two weeks, we each had to design and make three pieces of clothing. I made a shirt, a pair of shorts and a scarf. They were pretty good, except for the shirt – I didn't put the buttons on the correct side! On the final day, we held a competition, a kind of fashion show with the clothes we'd made. I came third! I wore my shirt and shorts, but not the scarf – that's for my mum's birthday. Even the instructors dressed up for it. It was so much fun!

Teen Tech summer camp
by Paula

I'm a big fan of technology – I don't just mean using it, like my friends do. I'm fascinated by how it works as well. So, I really wanted to go to technology camp the summer before last, when one of my friends first told me about it, but I was too young, so I had to wait.

It was worth the wait! We did all kinds of things at the camp. We learned coding, set up websites, built robots, interacted with artificial intelligence. One of my favourite things was 3D printing. I made a toy for my younger brother. Well, I didn't make it, I printed it! And we had the chance to fly drones as well. It's not as easy as it looks. You have to really pay attention or you can easily make a mistake. One of the participants, a friend I got to know from Canada, got distracted and crashed his drone on the roof while he was chatting to me. The teacher wasn't very happy, but he turned it into a lesson and showed us how to repair it. I learned so much that I'm building my own drone now at home.

Sometimes my school friends think I'm a bit strange because I talk about technology all the time and I don't care about the latest trends on social media or worry about what clothes I wear, but at the camp I really felt like I belonged. I can't wait to go back next year.

4 Read the blog posts again. Who says these things? Javier (J), Paula (P) or both (B)?
1 I learned about the camp from a friend of mine. _____
2 I became friends with someone from overseas. _____
3 I made a mistake. _____
4 I did something for my family. _____
5 I looked up to someone who taught me. _____
6 I'm different to the people I know at school. _____

DIGITAL STARTER UNIT BREAKING THE ICE | 2

VOCABULARY

Warmer

Students think of an important object, activity or person in their lives. They then think of five adjectives to describe the item. Students work in small groups and take turns to tell each other the adjectives. The other people in the group have to guess what (or who) the item is.

1 1 j; 2 e; 3 i; 4 g; 5 h; 6 b; 7 c; 8 l; 9 d; 10 a; 11 f; 12 k

2 1 follow fashion; 2 dress up; 3 wear out; 4 get distracted; 5 set up; 6 scroll through; 7 gather; 8 belong; 9 broaden your mind; 10 hold a competition; 11 come first; 12 participate

Fast finishers

Fast finishers write a short (30-word) text about their own lives and try to use the target vocabulary.

READING

Warmer

Write the following items on the board: *a hairdryer, lots of shoes, books to read, tea and coffee, a pillow*. Students work in small groups and decide what the most unnecessary items to take on holiday are. When they have finished, hold a short class vote.

2

Students discuss the points briefly in pairs. Conduct whole-class feedback to elicit some of their ideas to the board for later reference.

4 1 P; 2 P; 3 J; 4 B; 5 J; 6 P

Cambridge Life Competencies Activity Cards:
To help students develop communication strategies and deepen their understanding of a text, use the activity card THE THIRD DEGREE in the Communication section of the Activity Cards for Teenage Learners, on page 41.

You could use this as an extension activity to further exploit the blog in the Digital Starter Unit.

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DIGITAL STARTER UNIT
BREAKING THE ICE

GRAMMAR

Warmer

Write five true/false sentences about yourself on the board using the present simple / present continuous and time phrases, e.g., *I often go hiking at the weekend; I'm learning to speak Arabic; I support Arsenal football club; I never drink coffee after 4 pm; I'm going home early today.*
Read the sentences to the class and ask them to decide in pairs which are true and which are false.

1 *a 2; b 3; c 3; d 1*

2 *1 do, does, don't, doesn't; 2 did, didn't; 3 be, -ing form*

3 *1 was scrolling; 2 saw; 3 was showing / showed; 4 was saying / said; 5 was having; 6 posted; 7 was; 8 clicked; 9 did not / didn't know; 10 love; 11 knew; 12 wanted; 13 am / 'm writing; 14 is / 's preparing; 15 was not / wasn't expecting; 16 do not / don't know; 17 did you do / are you doing*

Fast finishers

Ask fast finishers to write a brief reply to the writer in Exercise 3, answering the question at the end of the text.

5 *1 at; 2 in; 3 on*

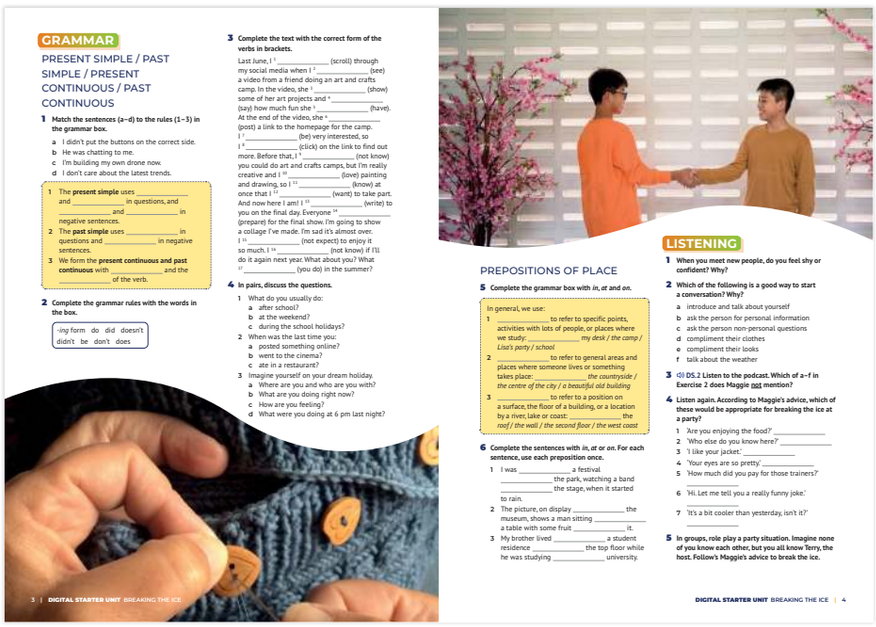
6 *1 at, in, on; 2 in, at, on; 3 in, on, at*

LISTENING

Warmer

Students work in groups and teach each other to say hello or to greet each other in as many different languages as they know.

Cambridge Life Competencies Activity Cards:
To help students interpret and extrapolate information and work with images in the Student's Book, use the activity card MOMENTS BEFORE in the Critical Thinking section of the Activity Cards for Teenage Learners, on page 16. You could use this as an alternative or an extension to the *Warmer* activity.



GRAMMAR

PRESENT SIMPLE / PAST SIMPLE / PRESENT CONTINUOUS / PAST CONTINUOUS

1 Match the sentences (a–d) to the rules (1–3) in the grammar box.

a I didn't put the buttons on the correct side.
b He was chatting to me.
c I'm building my own drone now.
d I don't care about the latest trends.

1 The **present simple** uses _____ and _____ in questions, and _____ and _____ in negative sentences.
2 The **past simple** uses _____ in questions and _____ in negative sentences.
3 We form the **present continuous and past continuous** with _____ and the _____ of the verb.

2 Complete the grammar rules with the words in the box.

-ing form do did doesn't didn't be don't does

3 Complete the text with the correct form of the verbs in brackets.

Last June, I [1] _____ (scroll) through my social media when I [2] _____ (see) a video from a friend doing an art and crafts camp. In the video, she [3] _____ (show) some of her art projects and [4] _____ (say) how much fun she [5] _____ (have). At the end of the video, she [6] _____ (post) a link to the homepage for the camp. I [7] _____ (be) very interested, so I [8] _____ (click) on the link to find out more. Before that, I [9] _____ (not know) you could do art and crafts camps, but I'm really creative and I [10] _____ (love) painting and drawing, so I [11] _____ (know) at once that I [12] _____ (want) to take part. And now here I am! I [13] _____ (write) to you on the final day. Everyone [14] _____ (prepare) for the final show. I'm going to show a collage I've made. I'm sad it's almost over. I [15] _____ (not expect) to enjoy it so much. I [16] _____ (not know) if I'll do it again next year. What about you? What [17] _____ (you do) in the summer?

4 In pairs, discuss the questions.

1 What do you usually do:
a after school?
b at the weekend?
c during the school holidays?
2 When was the last time you:
a posted something online?
b went to the cinema?
c ate in a restaurant?
3 Imagine yourself on your dream holiday.
a Where are you and who are you with?
b What are you doing right now?
c How are you feeling?
d What were you doing at 6 pm last night?

3 | DIGITAL STARTER UNIT BREAKING THE ICE

PREPOSITIONS OF PLACE

5 Complete the grammar box with *in*, *at* and *on*.

In general, we use:
1 _____ to refer to specific points, activities with lots of people, or places where we study: _____ *my desk / the camp / Lisa's party / school*
2 _____ to refer to general areas and places where someone lives or something takes place: _____ *the countryside / the centre of the city / a beautiful old building*
3 _____ to refer to a position on a surface, the floor of a building, or a location by a river, lake or coast: _____ *the roof / the wall / the second floor / the west coast*

6 Complete the sentences with *in*, *at* or *on*. For each sentence, use each preposition once.

1 I was _____ a festival _____ the park, watching a band _____ the stage, when it started to rain.
2 The picture, on display _____ the museum, shows a man sitting _____ a table with some fruit _____ it.
3 My brother lived _____ a student residence _____ the top floor while he was studying _____ university.

LISTENING

1 When you meet new people, do you feel shy or confident? Why?

2 Which of the following is a good way to start a conversation? Why?

a introduce and talk about yourself
b ask the person for personal information
c ask the person non-personal questions
d compliment their clothes
e compliment their looks
f talk about the weather

3 0) DS.2 Listen to the podcast. Which of a–f in Exercise 2 does Maggie not mention?

4 Listen again. According to Maggie's advice, which of these would be appropriate for breaking the ice at a party?

1 'Are you enjoying the food?' _____
2 'Who else do you know here?' _____
3 'I like your jacket.' _____
4 'Your eyes are so pretty.' _____
5 'How much did you pay for those trainers?' _____
6 'Hi. Let me tell you a really funny joke.' _____
7 'It's a bit cooler than yesterday, isn't it?' _____

5 In groups, role play a party situation. Imagine none of you know each other, but you all know Terry, the host. Follow's Maggie's advice to break the ice.

DIGITAL STARTER UNIT BREAKING THE ICE | 4

2

Students work in pairs and discuss the options. Remind them to think about the possible advantages and disadvantages of each option.
In most Western cultures, all of these would be appropriate ways of starting a conversation apart from asking the person for personal information (b) and complimenting their looks (e).

3 *a*

4 *1; 2; 3; 7*

5

To make the activity more memorable, suggest that students take some time to invent new personas before doing the role play. Then divide them into groups of five or six to do the role play. If you can play some appropriate music for the activity, it would add to the party vibe.

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UNIT 1
INTO THE UNKNOWN

Warmer

Write the following prompts on the board: *1 a place I'd like to explore; 2 a discovery it would be cool to make; 3 something humanity should investigate*. Students write down their ideas and then discuss in small groups, justifying their answers.

Follow-up activity

Elicit answers to the *Warmer* prompt three and write them on the board. In the same groups, students rank the ideas in order of importance.

LEARNING AIMS

Ask students which aim(s) they are most confident about achieving. On page 15 of the Student's Book, students will reflect back on the aims. Giving students the opportunity to think about the aims now will aid their reflection later.

THE CHALLENGE

On Workbook pages 10–11, find a graphic organiser to help students work through the four different stages of this Challenge.

Background Information

The photo shows someone using virtual reality to experience and explore a natural landscape. This technology gives people an opportunity to visit places they might not be able to get to in real life.

2 – Video

Before you watch

Write *researcher, diver* and *tourist* on the board and ask what kinds of exploring these people might do.

After viewing

Check students' predictions about the video (the researcher is looking for new plant species; the diver is examining a coral reef; the tourist is wandering around a new city). Students then work in pairs and discuss the questions from the video: *Will we ever stop exploring? What do you want to explore?* Take feedback from the class.
For more ideas on how to exploit the documentary, go to the Teacher's Resource Bank.



CHALLENGE 1 2 3 4

Think

Students work in pairs to make notes on their answers. Ensure all students make a written record as, if they are completing the Challenge tasks, they will need to refer back to their notes later in the unit.
Students refer to the Unit 1 Project pages in the Workbook and, while they have their discussion, complete the Stage 1 THINK section.

Background Information

There are still parts of our planet that remain unexplored, mostly because of the difficulty of getting to these places and then surviving within them for any length of time. Examples include large parts of Siberia where temperatures can reach -52 °C or mountainous regions in Bhutan that experience extreme weather conditions. We have only mapped about 26% of the ocean floor.

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UNIT 1
INTO THE UNKNOWN

VOCABULARY

Warmer

In pairs, students discuss the longest, the most exciting or the most annoying journeys or travel experiences they have had.
To support students write the superlatives on the board.

1

If your classroom doesn't have IWB, the students can do this activity on page 16 of the Student's Book.

2 *1 direction; 2 voyage; 3 curiosity; 4 expedition; 5 excursion; 6 GPS*

PRONUNCIATION

Go to the digital activities on the IWB for more detailed pronunciation rules and practice.

4 *1 direction; 2 expedition; 3 compass; 4 trek; 5 itinerary; 6 safari*

READING

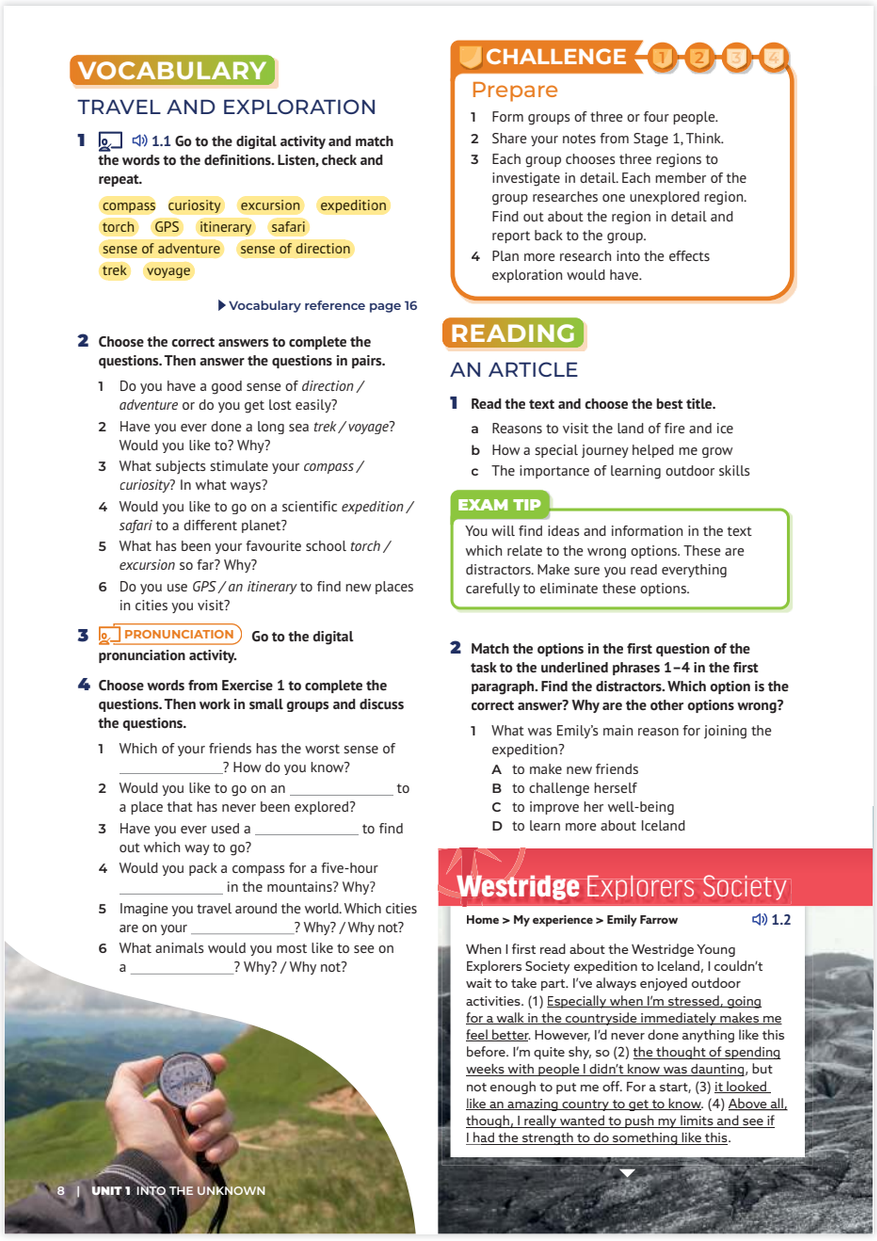
1 *b*

EXAM TIP

In Reading and Use of English Part 5, each question has four answer options to choose from. One of these is correct and the other three are distractors (options that appear possible but are wrong). Students can work out why distractors are wrong to find the correct answer by a process of elimination.

2

A 2 distractor; B 4 correct answer; C 1 distractor; D 3 distractor
A is wrong because Emily says the thought of meeting new people was daunting, as opposed to a reason for joining. C is wrong because although Emily says that going for a walk makes her feel better, she doesn't say that's a reason for joining the expedition. D is wrong because although she says Iceland 'looked like an amazing country to get to know', she does not say it is her 'main reason' for joining the expedition.



VOCABULARY

TRAVEL AND EXPLORATION

1 1.1 **Go to the digital activity and match the words to the definitions. Listen, check and repeat.**

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

▶ Vocabulary reference page 16

2 **Choose the correct answers to complete the questions. Then answer the questions in pairs.**

1 Do you have a good sense of *direction / adventure* or do you get lost easily?
2 Have you ever done a long sea *trek / voyage*? Would you like to? Why?
3 What subjects stimulate your *compass / curiosity*? In what ways?
4 Would you like to go on a scientific *expedition / safari* to a different planet?
5 What has been your favourite school *torch / excursion* so far? Why?
6 Do you use *GPS / an itinerary* to find new places in cities you visit?

3 PRONUNCIATION **Go to the digital pronunciation activity.**

4 **Choose words from Exercise 1 to complete the questions. Then work in small groups and discuss the questions.**

1 Which of your friends has the worst sense of _____? How do you know?
2 Would you like to go on an _____ to a place that has never been explored?
3 Have you ever used a _____ to find out which way to go?
4 Would you pack a compass for a five-hour _____ in the mountains? Why?
5 Imagine you travel around the world. Which cities are on your _____? Why? / Why not?
6 What animals would you most like to see on a _____? Why? / Why not?

8 | UNIT 1 INTO THE UNKNOWN

CHALLENGE 1 2 3 4

Prepare

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

READING

AN ARTICLE

1 **Read the text and choose the best title.**

a Reasons to visit the land of fire and ice
b How a special journey helped me grow
c The importance of learning outdoor skills

EXAM TIP

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

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

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

Westridge Explorers Society

Home > My experience > Emily Farrow 1.2

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

CHALLENGE 1 2 3 4

Prepare

At the planning stage of the Challenge, students may need support in allocating roles and deciding on topics.
Students refer to the Unit 1 Project pages in the Workbook and, while they have their discussion, complete the Stage 2 PREPARE section.
Remind students of the Challenge statement: *Some parts of the planet are still unexplored. However, we always impact the places we explore.*
If a group has four members, the group should choose four different regions.
Students should think about different information sources they can access, for example, online mapping tools, information websites or online documentary videos about their regions.

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3 2 C; 3 B; 4 D; 5 A; 6 C

Fast finishers

Fast finishers choose a vocabulary category from the text, e.g., *exploration skills / describing landscapes / personal emotions*. They go through the text and find as many words or phrases as they can for their chosen category.

Cambridge Life Competencies Activity Cards:
To help learners develop communication strategies to improve the quality of their conversations about topics, use the activity card THE THIRD DEGREE in the Communication section of the Activity Cards for Teenage Learners, on page 41. You can use this activity after Exercise 3 to help students get more out of the text.

4

Students discuss the questions. As an alternative approach, give one student in each pair the role of questioner. Their job is to constantly ask follow-up questions about what their partner says.

Cambridge Life Competencies Activity Cards:
To help learners consider different perspectives on a topic or idea, use the activity card PLAYING DEVIL'S ADVOCATE in the Creative Thinking section of the Activity Cards for Teenage Learners, on page 6. You could use this with the discussion in Exercise 4.



Before setting off, we did a four-day training camp. I'd expected everyone to be a beginner, but there were two guys who'd done similar expeditions before. The group leaders taught us how to put up a tent in wind and rain, and how to read a paper map and use a compass, as we wouldn't be able to rely on GPS. That came as a shock to some participants. I don't think they'd realised the expedition would go through regions without any wi-fi signal. We also did several early morning treks with our backpacks full, which is how I learned the importance of packing light. I'd taken far too much with me for just four days!

I knew a few things about Iceland's geography from school, such as the fact it's almost entirely formed from volcanic rock, but I hadn't realised it has so many different types of scenery. Parts of it look like something out of a film set on another planet. We camped near rivers that run from glaciers, crossed valleys with amazing rock formations and even climbed one of the country's many volcanoes. Being one of the extinct ones, it didn't pose any danger, although I've heard that when an active one erupts, it's an incredible thing to witness.

We also had several 'discovery days'. Instead of trekking, we stayed in one place and learned how to take scientific measurements, such as the speed of a river, the content of the soil or the amount of cloud cover. We then compared results from different locations. Even though it was more relaxing than trekking all day, it was still hard work... but it was fun to discover more about the land in a hands-on way. It almost felt as if we were real scientists from the past on a real scientific expedition, finding things out about a newly discovered land.

During the expedition, we often trekked across difficult terrain, sometimes during terrible weather, but we always went to bed feeling proud of ourselves. Even though we were completely worn out by the last day, the sense of achievement was incredible. And even though I was looking forward to telling my mum and dad all about it when I got back, I wouldn't have said no to carrying on for another few days, not least because the more I saw of Iceland, the more I wanted to get to know it even better. Nevertheless, now I'm home, it's a relief to be able to sleep late again!

I've been researching other expeditions I'd like to join. I've also given several talks about my Iceland experience. I encourage anyone with a sense of adventure to become an explorer themselves. You learn loads of cool skills with interesting people and see incredible places. I've become a lot more confident socially as well. To anyone who'd like to get involved but is in two minds about whether to go for it or not, I'd say this: even though you might not think you can do it, you absolutely can.

67

5 20 9

EXAM TASK

READING AND USE OF ENGLISH PART 5

3 **For questions 2–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

2 What surprised Emily during the training camp?
- A the timing of some of the exercises
- B the route they were going to take
- C the previous experience of some participants
- D how heavy her backpack felt

3 What does Emily say about the landscape in Iceland?
- A It reminded her of a film she'd seen.
- B She was particularly struck by its variety.
- C The volcanoes were the most impressive sight.
- D She had studied it in depth before.

4 Emily enjoyed 'discovery days' because they
- A got her interested in a new subject.
- B didn't require much effort.
- C provided a break in their routine.
- D involved doing something practical.

5 When the expedition was over, Emily felt
- A eager to extend her stay in Iceland.
- B relieved that it wasn't longer.
- C impatient to see her family.
- D too exhausted to enjoy the moment.

6 What does *in two minds* in line 67 mean?
- A unwilling to take a risk
- B unsure what something involves
- C unable to make a decision
- D uninterested in learning more

4 **Work in pairs and discuss the questions.**

1 Would you like to go on an expedition like the one in the text? Why? / Why not?
2 Where would you like to explore? Why?

UNIT 1 INTO THE UNKNOWN | 9

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UNIT 1
INTO THE UNKNOWN

GRAMMAR

1 Because Ali is late and then can't find his phone, so they end up missing the train.
2 a 3; b 1; c 4; d 2
4 1 b; 2 a; 3 a; 4 b; 5 b; 6 a
5 1 have you been doing; 2 have / 've been travelling; 3 have / 've visited; 4 have not / haven't left; 5 have / 've heard; 6 have / 've never tried; 7 have / 've decided; 8 have / 've been having; 9 have / 've been studying; 10 have not / haven't learned / learnt; 11 have / 've put away; 12 have / 've done

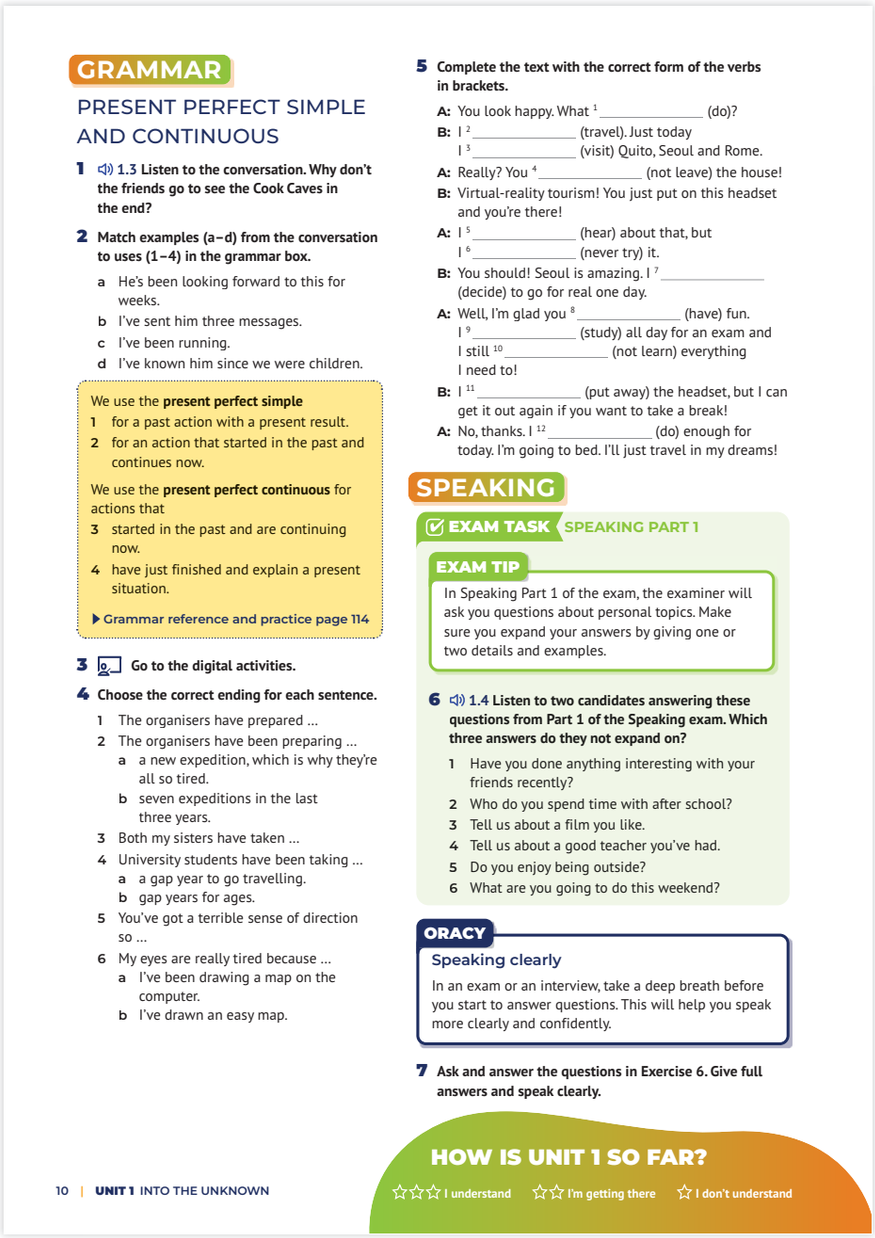
Fast finishers
Fast finishers write two more questions in the style of Exercise 4, using different ideas and verbs. Students then swap with a partner and choose the correct endings for the sentences. Encourage students to be creative and to challenge each other.

SPEAKING

EXAM TIP

Questions in Part 1 of the Speaking exam require candidates to give a personal response and are always on familiar topics, e.g., hobbies and interests, daily routines, travel, etc. Students need to remember to give appropriate-length answers that are not too short, but avoid giving memorised or over-length answers.

6 2, 5 and 6



GRAMMAR

PRESENT PERFECT SIMPLE AND CONTINUOUS

1 1.3 **Listen to the conversation. Why don't the friends go to see the Cook Caves in the end?**

2 **Match examples (a–d) from the conversation to uses (1–4) in the grammar box.**

a He's been looking forward to this for weeks.
b I've sent him three messages.
c I've been running.
d I've known him since we were children.

We use the **present perfect simple**
1 for a past action with a present result.
2 for an action that started in the past and continues now.

We use the **present perfect continuous** for actions that
3 started in the past and are continuing now.
4 have just finished and explain a present situation.

▶ Grammar reference and practice page 114

3 Go to the digital activities.

4 **Choose the correct ending for each sentence.**

1 The organisers have prepared ...
2 The organisers have been preparing ...
a a new expedition, which is why they're all so tired.
b seven expeditions in the last three years.
3 Both my sisters have taken ...
4 University students have been taking ...
a a gap year to go travelling.
b gap years for ages.
5 You've got a terrible sense of direction so ...
6 My eyes are really tired because ...
a I've been drawing a map on the computer.
b I've drawn an easy map.

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

A: You look happy. What [1] _____ (do)?
B: I [2] _____ (travel). Just today I [3] _____ (visit) Quito, Seoul and Rome.
A: Really? You [4] _____ (not leave) the house!
B: Virtual-reality tourism! You just put on this headset and you're there!
A: I [5] _____ (hear) about that, but I [6] _____ (never try) it.
B: You should! Seoul is amazing. I [7] _____ (decide) to go for real one day.
A: Well, I'm glad you [8] _____ (have) fun. I [9] _____ (study) all day for an exam and I still [10] _____ (not learn) everything I need to!
B: I [11] _____ (put away) the headset, but I can get it out again if you want to take a break!
A: No, thanks. I [12] _____ (do) enough for today. I'm going to bed. I'll just travel in my dreams!

SPEAKING

EXAM TASK SPEAKING PART 1

EXAM TIP

In Speaking Part 1 of the exam, the examiner will ask you questions about personal topics. Make sure you expand your answers by giving one or two details and examples.

6 1.4 **Listen to two candidates answering these questions from Part 1 of the Speaking exam. Which three answers do they not expand on?**

1 Have you done anything interesting with your friends recently?
2 Who do you spend time with after school?
3 Tell us about a film you like.
4 Tell us about a good teacher you've had.
5 Do you enjoy being outside?
6 What are you going to do this weekend?

ORACY

Speaking clearly

In an exam or an interview, take a deep breath before you start to answer questions. This will help you speak more clearly and confidently.

7 **Ask and answer the questions in Exercise 6. Give full answers and speak clearly.**

HOW IS UNIT 1 SO FAR?

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

10 | UNIT 1 INTO THE UNKNOWN

ORACY

Students read the Oracy tip. Highlight that candidates need to speak clearly so that the examiners can hear them and understand. Often, the examiner will sit behind the interlocutor and to the side, so candidates need to make sure they can be heard. Deeper breathing is a technique used by singers to project their voices. It also increases oxygen in the blood stream and can reduce anxiety.

HOW IS UNIT 1 SO FAR?

Ask students to reflect on what they have done in the unit so far. Have they understood everything? What have they had problems with? Are there any areas they would like to spend more time on? How well are they meeting the Learning Aims?

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UNIT 1
INTO THE UNKNOWN

READING

THINK OUTSIDE THE BOX!

Background Information
The 1950s saw the start of the Space Race between the USA and the Soviet Union, where both countries tried to achieve superiority in space flight technologies. At the time, this was seen as necessary for reasons of national security and political superiority. Today, many countries have a space programme that funds research into space exploration. In 2023, about US$117 billion was spent on space programmes (most of which, US$73.2 billion, was spent by the USA). At the same time, many countries, including the USA, have healthcare and education systems that need more funding than they currently receive.

Sustainability

Ask students to think about the impact of space exploration spending – both positive and negative – on our planet. How might this change in the future, or what might the future impact be of current policies?
Sustainability Framework for ELT: To help students think about how the issue affects people, use the activity card LOOKING FORWARD in the Knowledge section of the Teenage Learner Activity Cards, on page 18. You can use this activity to help students think about how current events and issues impact the well-being of present and future generations.

3 1 False; 2 True; 3 False; 4 Not given; 5 True

Critical Thinking

Divide the class into two groups and set a time limit, e.g., five minutes. Group A comes up with as many reasons to agree with the statement in the title as possible. Group B comes up with reasons to disagree with the statement. Put pairs of students together from each group (A and B) to discuss and compare their ideas.



READING

AN ARTICLE

1 Look at the title and the photos. What do you think are the main problems on Earth that need to be solved?

2 1.5 Now read and listen to the article and compare it with your ideas from Exercise 1.

3 Read the article again and decide if the sentences are true, false or if the information is not given.

1 The article is totally opposed to space exploration. _____
2 The resources we have available could be used in better ways. _____
3 Everything there is to know about the Earth has already been discovered. _____
4 We urgently need to understand more about the deep sea. _____
5 Space missions could be justified at some point in the future. _____

4 Critical Thinking In small groups, read the title of the article again and say whether you agree with the statement as a whole, giving your reasons.

5 In pairs, list the main problems the world faces today. Think of ways we could start to solve them using the resources and money that would be available if space missions were stopped. Present your ideas to the class.

VOCABULARY

WORLD ISSUES

1 1.6 Go to the digital activity and complete the table with the words in all three forms where possible. Listen, check and repeat.

absorb · current · developing · discovery · exploration · extinction · identify · mission · origin · poverty

▶ Vocabulary reference page 16

2 Complete the gaps with a highlighted word from the text.

1 The team's next challenge is the _____ of the caves to look for more signs of life.
2 Plants _____ water from the soil through their roots.
3 We need to act immediately. The _____ situation is dangerous.
4 Most _____ countries are to be found in Africa and Asia.
5 The family had nothing, not even a home, and lived in extreme _____.
6 Many plants and animals face _____ due to climate change.
7 The medical team have made a new _____ about the virus.

Cambridge Life Competencies
Activity Cards:
To help students use justification to create a more convincing argument, use the activity card AND HERE'S WHY in the Critical Thinking section of the Activity Cards for Teenage Learners, on page 23. You can use this activity during the ideas-generation and discussion stages of Exercise 4.

VOCABULARY

You can use the IWB to present the new vocabulary in an engaging way that promotes heads-up activity in the classroom. One approach is to nominate individual students to come up to the IWB to answer one of the questions in turn. If your classroom doesn't have IWB, the students can do this activity on page 16 of the Student's Book.

2 1 exploration; 2 absorb; 3 current; 4 developing; 5 poverty; 6 extinction; 7 discovery

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UNIT 1
INTO THE UNKNOWN

GRAMMAR

In a typical lesson, students follow a procedure like this:

- Watch the video and answer brief content questions (heads up)
- Watch the video again and complete the grammar rules in the Student's Book (heads up → heads down)
- Go to the digital activities on the IWB for more detailed grammar rules and practice (heads up and heads together)
- Come back to the page in the Student's Book for additional practice (heads down)
- Use the target language in a meaningful and personalised speaking activity (heads together).

1 – Video
She is going camping with her friends.

2 1 getting; 2 had; 3 have

Grammar Box
1 have; object; get; 2 get; infinitive

For more ideas on how to exploit the grammar vlog, go to the Teacher's Resource Bank.

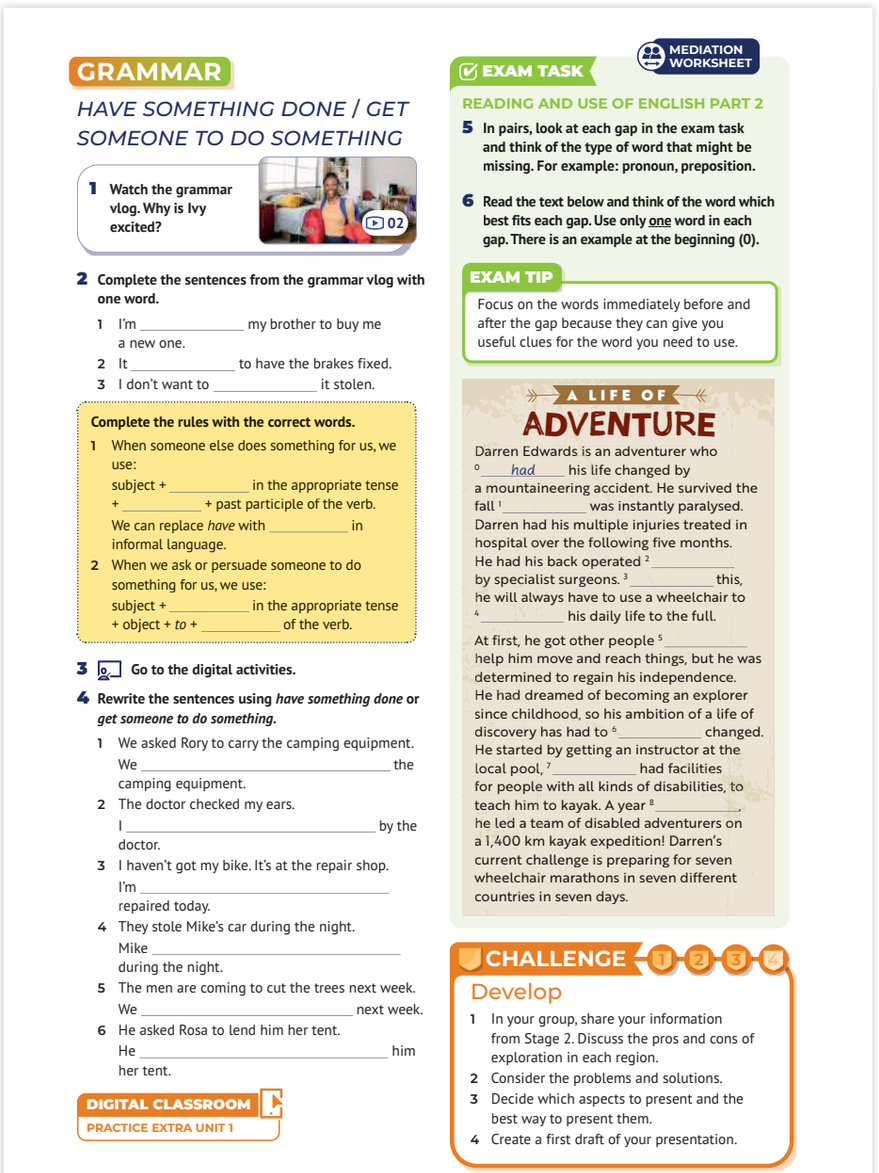
4 1 got Rory to carry; 2 got / had my ears checked; 3 having / getting my bike; 4 had his car stolen; 5 are having / getting the trees cut; 6 got Rosa to lend

MEDIATION WORKSHEET

Go to the Teacher's Resource Bank for Mediation Unit 1 worksheet.

5
Most of the words tested in Reading and Use of English Part 2 are function words, so encourage students to think about what kind of word each gap may need: pronouns, prepositions, determiners, etc. Don't give feedback at this stage.

6 1 but; 2 on; 3 Despite; 4 live; 5 to; 6 be; 7 which; 8 later / ago



GRAMMAR

HAVE SOMETHING DONE / GET SOMEONE TO DO SOMETHING

1 Watch the grammar vlog. Why is Ivy excited?

2 Complete the sentences from the grammar vlog with one word.

1 I'm _____ my brother to buy me a new one.
2 It _____ to have the brakes fixed.
3 I don't want to _____ it stolen.

Complete the rules with the correct words.

1 When someone else does something for us, we use:
subject + _____ in the appropriate tense + _____ + past participle of the verb.
We can replace *have* with _____ in informal language.
2 When we ask or persuade someone to do something for us, we use:
subject + _____ in the appropriate tense + object + *to* + _____ of the verb.

3 Go to the digital activities.

4 Rewrite the sentences using *have something done* or *get someone to do something.*

1 We asked Rory to carry the camping equipment.
We _____ the camping equipment.
2 The doctor checked my ears.
I _____ by the doctor.
3 I haven't got my bike. It's at the repair shop.
I'm _____ repaired today.
4 They stole Mike's car during the night.
Mike _____ during the night.
5 The men are coming to cut the trees next week.
We _____ next week.
6 He asked Rosa to lend him her tent.
He _____ him her tent.

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

EXAM TASK — MEDIATION WORKSHEET

READING AND USE OF ENGLISH PART 2

5 In pairs, look at each gap in the exam task and think of the type of word that might be missing. For example: pronoun, preposition.

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

EXAM TIP
Focus on the words immediately before and after the gap because they can give you useful clues for the word you need to use.

A LIFE OF ADVENTURE

Darren Edwards is an adventurer who [0] *had* his life changed by a mountaineering accident. He survived the fall [1] _____ was instantly paralysed. Darren had his multiple injuries treated in hospital over the following five months. He had his back operated [2] _____ by specialist surgeons. [3] _____ this, he will always have to use a wheelchair to [4] _____ his daily life to the full.

At first, he got other people [5] _____ help him move and reach things, but he was determined to regain his independence. He had dreamed of becoming an explorer since childhood, so his ambition of a life of discovery has had to [6] _____ changed. He started by getting an instructor at the local pool, [7] _____ had facilities for people with all kinds of disabilities, to teach him to kayak. A year [8] _____, he led a team of disabled adventurers on a 1,400 km kayak expedition! Darren's current challenge is preparing for seven wheelchair marathons in seven different countries in seven days.

CHALLENGE 1 2 3 4

Develop

1 In your group, share your information from Stage 2. Discuss the pros and cons of exploration in each region.
2 Consider the problems and solutions.
3 Decide which aspects to present and the best way to present them.
4 Create a first draft of your presentation.

EXAM TIP

A context clue might be that if the word after the gap is a past participle, the gap may need an auxiliary verb. Students should also read the whole sentence, as this can help identify contrast, etc., which may mean they need a conjunction.

CHALLENGE 1 2 3 4

Develop

Students refer to the Unit 1 Project pages in the Workbook and complete the Stage 3 DEVELOP section. Students share their research and decide what to present and how. Elicit different presentation methods, e.g., poster presentation, PowerPoint (or similar), video blog, etc. Ensure students choose an appropriate method to work with. Check their drafts.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 1
For extra grammar practice, direct students to Practice Extra for mobile-friendly grammar practice on the move or download the grammar worksheets from the Teacher's Resource Bank.

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UNIT 1
INTO THE UNKNOWN

WRITING

Warmer

Focus students on the photo at the bottom of the page. Ask students to work in pairs to think about who the people are, what their backgrounds / backstories are, where they might be planning to go, why and how they might feel as a result.

Cambridge Life Competencies Activity Cards:
To help learners interpret and draw inferences from data and think about what may have happened just before a photograph was taken, use the activity card MOMENTS BEFORE in the Critical Thinking section of the Activity Cards for Teenage Learners, on page 16. You can use this as a supplement or an extension to the *Warmer* activity above.

2 *Students' own ideas. Some possible reasons are:*
a – to travel; to see the world; to relax; to volunteer; to earn and save money for university
b – gap years can be expensive; they might forget what they learned at school before going to university; they might want to begin their careers as soon as possible

4 *1 b; 2 c; 3 a; 4 d*

5 *1 benefits; 2 drawbacks; 3 Firstly; 4 On the other hand; 5 Besides; 6 To sum up; 7 while*

6

Before students write their essays, remind them to use the structure from Exercise 4 and the phrases from Exercise 5. Check that they understand they need to include advantages and disadvantages and to give a clear answer to the question in their conclusion.

8

Remind students that the purpose of the feedback is to help make each other's writing better. When we write, we know what we are trying to communicate, but this is not always clear to other readers. Getting feedback from others can help us to understand where we are not being clear.

WRITING

A FOR-AND-AGAINST ESSAY

1 **In pairs, discuss the questions.**

1 Do you know anyone who has taken a gap year, i.e. a year off between school and university to travel, volunteer or work?
2 Would you like to take a gap year? Why? / Why not?

2 **Look at the writing task. With a partner, think of three reasons why a person:**

a should take a gap year.
b shouldn't take a gap year.

Writing task

In class, you have been discussing the advantages and disadvantages of gap years. Now your teacher has asked you to write a for-and-against essay on this statement.

All students should take a gap year between school and work or university.

Write between 140 and 190 words.

3 **Read the essay. Does the writer mention any of your ideas from Exercise 2?**

1 Many students take a gap year after finishing school and before starting work or university in order to travel or gain new experiences. There are many benefits to this, but it is not without its drawbacks either.
2 Firstly, a gap year can be a great opportunity to explore your own or other countries. Travelling alone or with friends can also help you gain confidence and become more independent. If you decide to volunteer during a gap year, it can help you gain work experience and learn skills that will be useful for life, especially when you're looking for a job.
3 On the other hand, a gap year can be very expensive. Many students also prefer to begin their university degree right away, especially if they're going to study something that takes a long time. Besides, it's also possible to travel later in life or volunteer while working.
4 To sum up, while a gap year can be a good choice for some people, nobody should feel they have to take one if they don't want to.

4 **Match paragraphs 1–4 of the essay to a–d below.**

a Arguments against the statement
b Introduction to the topic
c Arguments for the statement
d Conclusion with the writer's opinion

5 **Find words and phrases which mean the following in the essay.**

1 advantages _____
2 disadvantages _____
3 to start with _____
4 nevertheless _____
5 in addition _____
6 in conclusion _____
7 although _____

6 **Look at the writing task below. Then plan and write your essay.**

You have been discussing different types of maps in class. Now your teacher has asked you to write a for-and-against essay on this statement.

Knowing how to read a paper map is still an important life skill.

Write between 140 and 190 words.

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

1 Did you divide your essay into paragraphs?
2 Did you introduce the topic in your own words?
3 Did you give reasons both for and against the statement?
4 Did you use a variety of vocabulary to avoid repetition?
5 Did you write a conclusion based on the ideas you've discussed?
6 Did you write between 140 and 190 words?

8 **Now work in pairs. Read each other's essays and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your essay.**



Model answer

For most people that want to know how to get somewhere in a new town or city, the answer is simple. They will just pull out their phone and get directions online. So is there still a value in using paper maps?
Digital navigation tools are everywhere: in our cars, on our computers and of course on our phones. Our phone is easy to carry, it contains almost every map in the world, and digital maps can be updated quickly and easily to reflect any changes in the real world.
Paper maps, however, allow us to see the bigger picture and how the place we are in relates to everywhere else, which gives us a better understanding of our environment. There are also many places that don't receive mobile data or internet and where digital devices just won't work.
In most situations therefore, we can rely on our phones to help us out, but there are benefits to being able to read a paper map, too, and having both skills allows us to navigate effectively in any situation.

Writing Worksheets

Go to the Teacher's Resource Bank for the Writing Unit 1 worksheet.

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UNIT 1
INTO THE UNKNOWN

LISTENING

Warmer

In pairs, students come up with as many different types of holiday as they can in two minutes. Give one point for an acceptable answer. Possible types of holiday include: *activity holiday; adventure holiday; backpacking; beach holiday; camping holiday; city break; ecotourism; gap year; mini-break; package holiday; staycation; working holiday.*

EXAM TIP

In the exam, each extract is about 30 seconds long. Students may need to identify agreement, attitude, detail, function, genre, gist, opinion or purpose. They must avoid being distracted by words that appear in the incorrect answer options.

1 1 B; 2 C; 3 F; 4 E; 5 A (Not needed: D)

2

In the exam, students will hear the recording twice. After students complete Exercise 2, you may wish to play the recording again.
1 B; 2 B; 3 A; 4 C; 5 B

ORACY

Students read the Oracy tip. Highlight that showing interest encourages people in what they are saying and helps them to develop their ideas. From an exam perspective, it helps students develop good interactive communication. After students read the Oracy tip, ask them, in pairs, to discuss occasions when they have noticed people showing interest in what they say, or times when they have noticed people apparently NOT being interested, and how the body language was different.

3 1 He responds to what she says and develops the conversation.
2 She agrees with the boy and expands the topic further.

4 He answers the girl's questions; he asks a question; at the end, he sounds surprised.



LISTENING

MONOLOGUES AND DIALOGUES

EXAM TIP

In Part 1 of the Listening exam, there are eight individual extracts which are not related in any way. The extracts are either monologues or short dialogues.

1 1.7 **Listen and match the topics to the extracts. There is one extra topic.**

1 ___
2 ___
3 ___
4 ___
5 ___

A Benefits of travel
B Future plans
C Unexpected information
D Travel advice
E A new project
F Exploring the unknown

EXAM TASK LISTENING PART 1

2 You will hear people talking in five different situations. For questions 1–5, choose the best answer (A, B or C).

1 You hear a boy talking about his future.
How did his interest in his chosen career start?
A on a holiday abroad
B from seeing wildlife close-up
C from a science lesson

2 You hear two classmates discussing a lesson.
What has the lesson made the girl think about?
A how appealing exploration is
B how different today's world is
C how important understanding history is

3 You hear two friends discussing a documentary about deep-sea exploration.
What do they both agree?
A Deep-sea diving is an uninviting activity.
B The documentary was educational.
C The oceans should be explored.

4 You hear a girl telling a friend about a new activity.
What is the girl trying to do?
A Prevent her friend from getting lost.
B Help her friend prepare for a trip.
C Persuade her friend to try something new.

5 You hear a girl talking about her gap-year trip.
What has she learned from this experience?
A the importance of education
B respect for other cultures
C how to make new friends

ORACY

Showing interest

You can show interest in what someone is saying by commenting and asking for more information. Your body language can also show interest: your expression, leaning towards the speaker, smiling, nodding in agreement and making eye-contact with the speaker.

3 Listen to question 2 again and answer the questions.

1 How does the boy show he's listening to the girl?
2 How does the girl react?

4 Listen to question 4 again. How does the boy show he is actively listening to the girl?

5 Compare dialogues 2 and 4. What similarities and differences did you notice?

Think about:
- purpose of the conversation
- delivery
- B's comments.

CHALLENGE 1 2 3 4

Present

1 Make sure each member of the group has a role and knows what to do.
2 Check that you have all the material and equipment you need.
3 Each person presents both sides of the question, for and against exploration.
4 The group gives a brief summary of their opinion on exploration in general.

5

Check students' understanding of the prompts and then play dialogues 2 and 4 again. Allow pairs to compare their ideas before taking whole-class feedback.
Dialogue 2: discussing; A initiates and introduces the topics; B agrees and adds more information
Dialogue 4: explaining; A has all the information; B listens and makes short comments to show understanding and interest

CHALLENGE 1 2 3 4

Present

Students refer to the Unit 1 Project pages in the Workbook and complete the Stage 4 PRESENT section.
Encourage students to give constructive criticism and to phrase their ideas positively. When groups are presenting, give the other students in the class a task to perform to make sure they listen to their classmates' presentations. For example, they could think of two questions to ask. Conduct a language feedback slot to correct any grammar or vocabulary errors made during the presentations. Focus on errors related to the unit language first.

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