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.

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 LEARNING FROM EXPERIENCE	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

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.

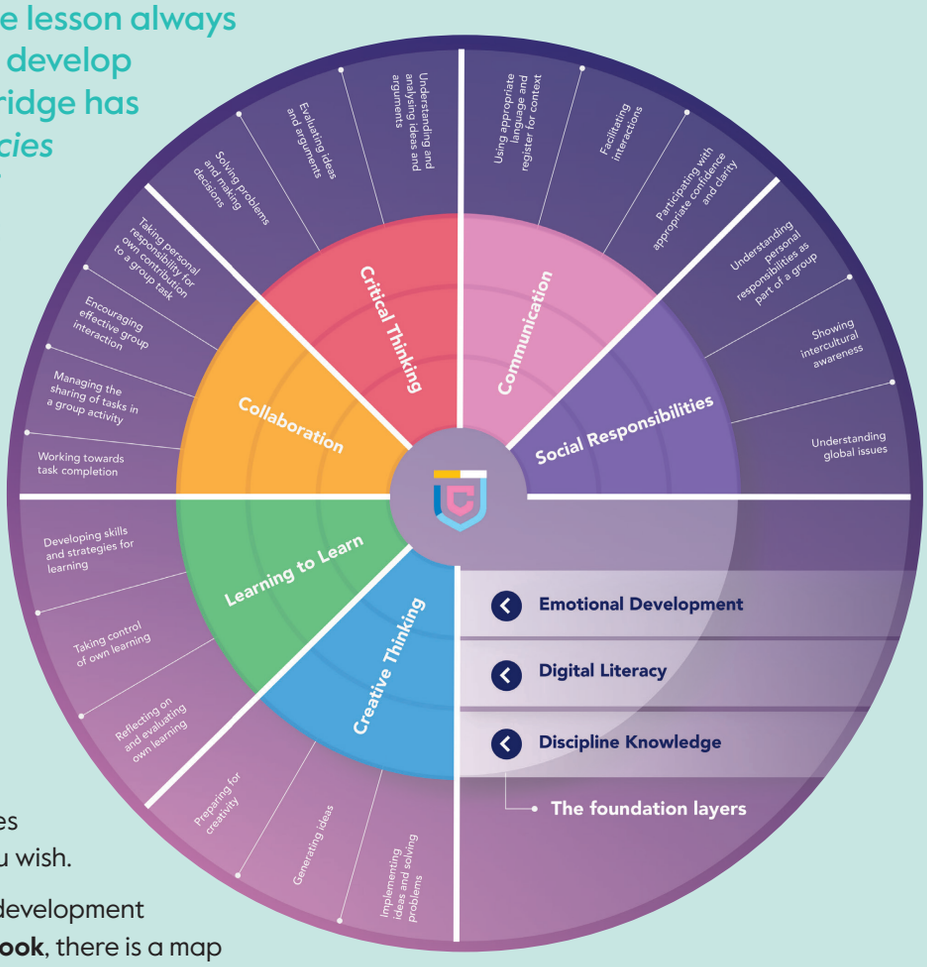
Present

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.

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

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.

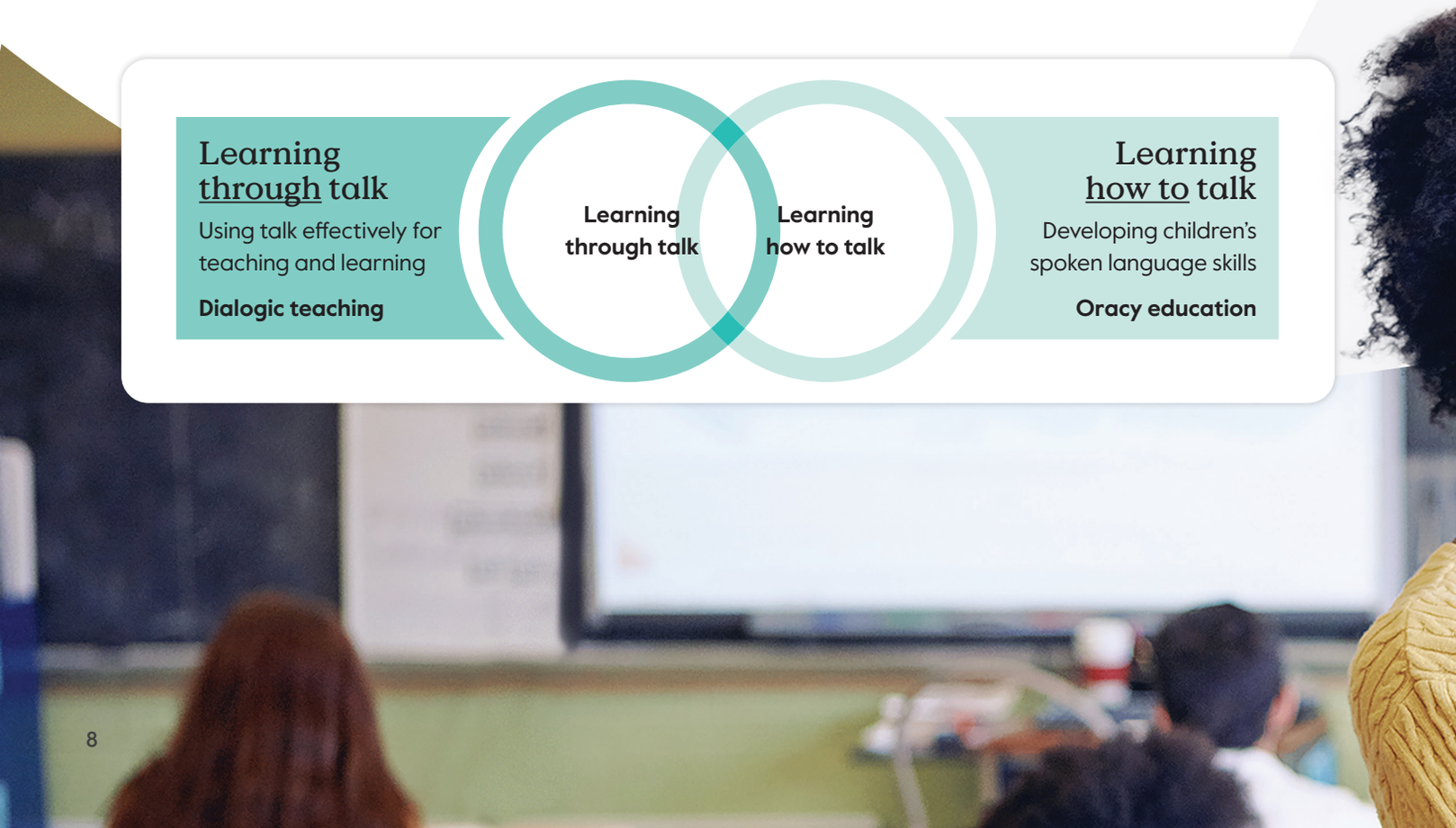
How is oracy taught?

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.



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 speaking 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.



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** (IWB). For more practice, students can use Practice Extra on their phones.

The **interactive whiteboard** 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:** 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.



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.

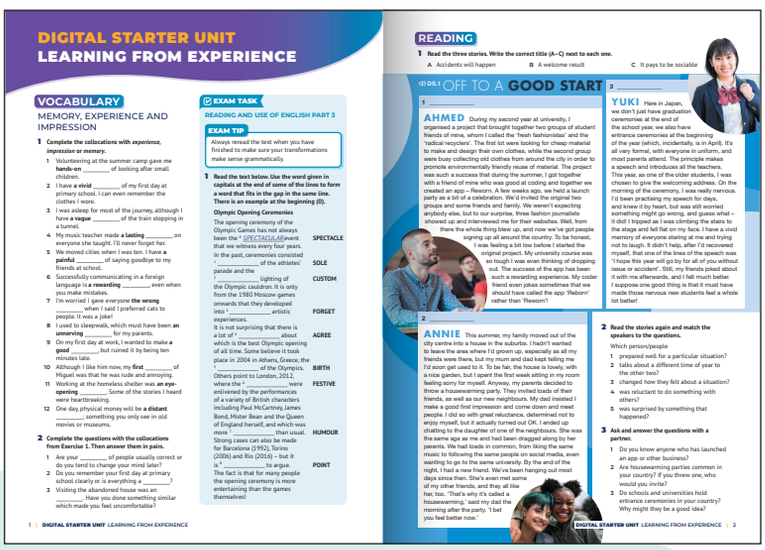
Mediation

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.

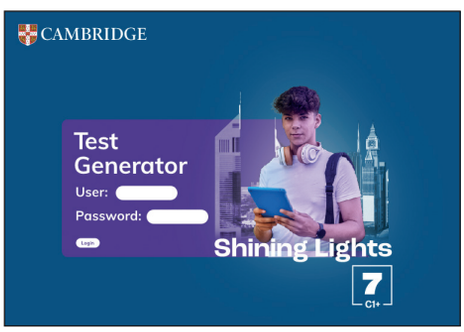


Using *Shining Lights*

Shining Lights at C1 level 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.

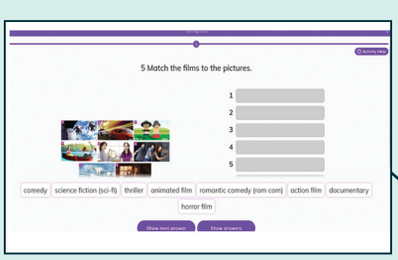


Continue by checking your students' level with the **placement test** available in the **Test Generator**.

In all the odd-numbered units ...

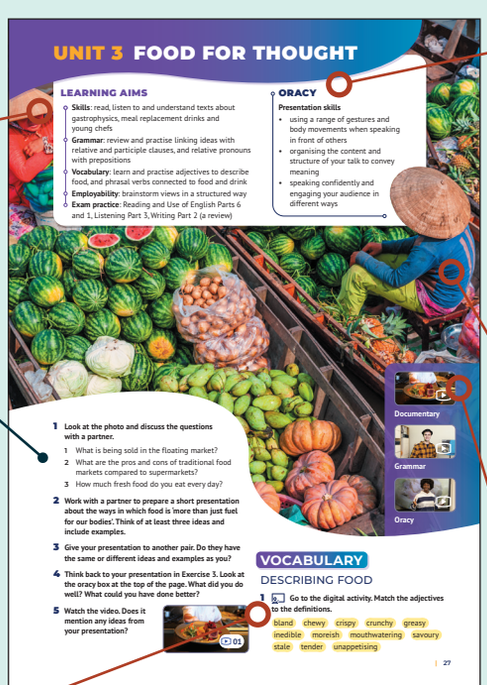
Learning Aims

showcase the skills and language that students will learn in the unit.



Digital interactive whiteboard activities

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



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.

Documentary videos

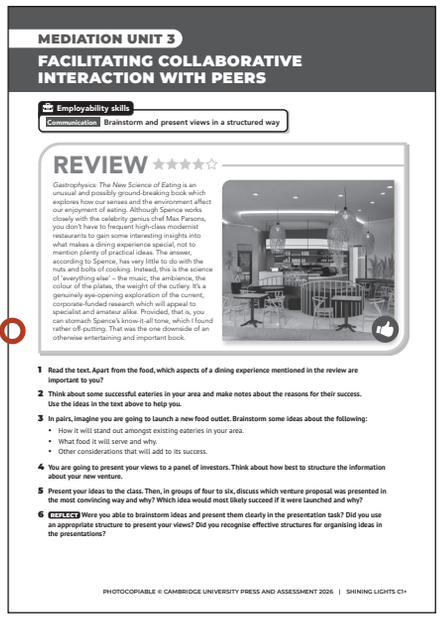
showcase the skills and language that students will learn in the unit.

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.

Exam Training

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

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 3

FACILITATING COLLABORATIVE INTERACTION WITH PEERS

Employability skills

Communication Brainstorm and present views in a structured way

REVIEW ★★★★☆

Gastrophysics: The New Science of Eating is an unusual and possibly ground-breaking book which explores how our senses and the environment affect our enjoyment of eating. Although Spence works closely with the celebrity genius chef Max Parsons, you don't have to frequent high-class modernist restaurants to gain some interesting insights into what makes a dining experience special, not to mention plenty of practical ideas. The answer, according to Spence, has very little to do with the nuts and bolts of cooking. Instead, this is the science of 'everything else' – the music, the ambience, the colour of the plates, the weight of the cutlery. It's a genuinely eye-opening exploration of the current, corporate-funded research which will appeal to specialist and amateur alike. Provided, that is, you can stomach Spence's know-it-all tone, which I found rather off-putting. That was the one downside of an otherwise entertaining and important book.

1 Read the text. Apart from the food, which aspects of a dining experience mentioned in the review are important to you?

2 Think about some successful eateries in your area and make notes about the reasons for their success. Use the ideas in the text above to help you.

3 In pairs, imagine you are going to launch a new food outlet. Brainstorm some ideas about the following:
- How it will stand out amongst existing eateries in your area.
- What food it will serve and why.
- Other considerations that will add to its success.

4 You are going to present your views to a panel of investors. Think about how best to structure the information about your new venture.

5 Present your ideas to the class. Then, in groups of four to six, discuss which venture proposal was presented in the most convincing way and why? Which idea would most likely succeed if it were launched and why?

6 METACOG Were you able to brainstorm ideas and present them clearly in the presentation task? Did you use an appropriate structure to present your views? Did you recognise effective structures for organising ideas in the presentations?

PHOTOCOPIABLE © CAMBRIDGE UNIVERSITY PRESS AND ASSESSMENT 2026 | SHINING LIGHTS C1+

EXAM TIP

Read the questions first and underline the key words. Then read Text A and underline the parts of it that relate to each question, writing the question numbers next to the section of text. Do the same for Texts B, C and D. Then decide where the answers to each question are.

2 **Choose the correct options.**

1 Although quite *savoury / bland* on its own, this soft, white Asian food brings out the flavour of whatever it's cooked with.
2 Many people eat this Italian dish with their fingers, even when it's so *chewy / greasy* that you need to keep wiping your hands.
3 This fruit might look *unappetising / mouthwatering* when it's no longer yellow, but it's still OK to eat.
4 Although soft when cooked, these *tender / crunchy* orange vegetables go great with dips when eaten raw.
5 These snacks come in many flavours and are incredibly *inedible / moreish*; it's hard to open a packet and not finish them.
6 Even if it's produced with lots of preservatives, and sliced or not, this staple food will still go *crispy / stale* eventually.

3 **Which foods are the sentences in Exercise 2 describing?**

ORACY

Using a range of gestures and body movements when speaking in front of others

Remember that body language and gestures can be as important as words. They enhance understanding at times when it might be difficult to find the exact word.

4 **Work in pairs. Take turns to describe different foods using the adjectives in Exercise 1. Remember to use body language and gestures. Can you guess the foods your partner is describing?**

5 Go to the digital activity.

6 **Work in groups. Find out how these things might differ between your culture and another culture. Report your findings to the class.**

- typical mealtimes and meals on special occasions
- taking or not taking food or drink as a gift when you're invited to eat at someone else's home
- leaving or not leaving food on your plate as a guest at someone else's home
- saying any special words before eating

READING AND USE OF ENGLISH MEDIATION WORKSHEET

CROSS-TEXT MULTIPLE MATCHING

1 **Discuss the questions with a partner.**

1 What is the best meal you've ever had? What made it so good?
2 What things, apart from taste, can affect your enjoyment of food? How?
3 Would you ever eat insects? Why? / Why not?

2 **Read the book reviews on page 29 quickly. Which ones are:**

- positive? • negative?
- both positive and negative?

3 **Work in pairs. Read the reviews again. What do the different reviewers think about the following things?**

1 How much practical use the book would have for the general reader.
2 The quality of the author's writing.
3 How society could benefit from the author's ideas.
4 The book's commercial relationship with the food industry.

EXAM TASK

READING AND USE OF ENGLISH PART 6

EXAM TIP

Read the questions first and underline the key words. Then read Text A and underline the parts of it that relate to each question, writing the question numbers next to the section of text. Do the same for Texts B, C and D. Then decide where the answers to each question are.

4 **You are going to read four extracts from reviews of a book called *Gastrophysics: The New Science of Eating* by Charles Spence. For questions 1–4, choose from the reviews A–D. The reviews may be chosen more than once.**

Which reviewer

1 expresses a different view from A on Spence's writing style? ___
2 shares B's feelings about the influence of the food industry on the book? ___
3 has a different view from all the others on how easy it would be for the general reader to apply Spence's ideas? ___
4 has the same view as A on the benefit to society of Spence's research? ___

3.1

Four reviews of

GASTROPHYSICS: THE NEW SCIENCE OF EATING

by Charles Spence

A In *Gastrophysics*, Charles Spence, an experimental psychologist, explores how the complex manipulation of smell, sound, colour, and presentation affects our experience of eating. Funded by corporate food giants and celebrity chefs, his research answers questions that you have never dreamed of asking, such as, 'Why do people drink more tomato juice on planes?', or, 'Does heavy cutlery make a meal taste better?' Spence answers these questions and more in an entertaining and reader-friendly way. There are lots of simple tips on how to make your dinner parties unforgettable, from arranging the food on a plate to make it more appetising, to altering flavours with lighting and music. There are lots of universal applications, too. By adding a touch of pink to a soft drink, manufacturers can cut the sugar content – with hugely advantageous public health implications – because we associate the colour with sweetness. Altogether a satisfying – indeed nutritious – read.

B As a professional chef and food writer, I was excited by the prospect of reading Charles Spence's latest book, subtitled *The New Science of Eating*. Not having read any of the Oxford professor's work before, I was intrigued by the esteem in which he is held among some of my colleagues. Alas, having finished the book, I am none the wiser as to why he is so popular. It's quite engagingly written, but the research it reports on could only be of interest to fellow academics in the field of psychology. There is little here of any use to the non-specialist. The 'sonic chip' experiment, which concluded that the crunchier a potato chip sounded, the fresher it seemed, was just ridiculous. The fact that most of his funding comes from giant food corporations makes one highly suspicious of this kind of 'research-as-advertising'. A few may find it entertaining. I did not.

C *Gastrophysics: The New Science of Eating*, by Oxford professor Charles Spence, is a fascinating book which will change the way you think about food. Indeed, the message of the book is that the pleasures of food lie mostly in the mind, not the mouth. Spence describes his research in light-hearted, enthusiastic prose, and there's a wealth of straightforward advice for everyone to brighten up their mealtimes. Although the book occasionally sounds like corporate marketing, at which one rightly raises a sceptical eyebrow, there is much here that is of potential use to the world in general. For example, insects are known to be a valuable source of protein, which many cultures consider inedible. However, according to Spence, if cooked until 'crispy' and presented in the right way, they could be made much more appetising – and a nutritious new food source to feed the world! Overall, an interesting and informative read which is highly recommended.

D *Gastrophysics: The New Science of Eating* is an unusual and possibly groundbreaking book which explores how our senses and the environment affect our enjoyment of eating. Although Spence works closely with the celebrity genius chef Max Parsons, you don't have to frequent high-class modernist restaurants to gain some interesting insights into what makes a dining experience special, not to mention plenty of practical ideas. The answer, according to Spence, has very little to do with the nuts and bolts of cooking. Instead, this is the science of 'everything else' – the music, the ambience, the colour of the plates, the weight of the cutlery. It's a genuinely eye-opening exploration of the current, corporate-funded, research which will appeal to specialist and amateur alike. Provided, that is, you can stomach Spence's know-it-all tone, which I found rather off-putting. That was the one downside of an otherwise entertaining and important book.



STRETCH! **In pairs, discuss what factors contribute to your enjoyment of a meal, apart from the actual food.**

Oracy tips

appear in every unit and support students to develop their communication skills more broadly, taking in aspects of verbal and non-verbal communication and social and emotional skills, for example.