



# Light Up




## 2

A stylized lightbulb graphic. The bulb is a large circle with a thick gray border. Inside the circle is a smaller white circle containing the number '2'. The base of the bulb is represented by three horizontal bars of decreasing width, stacked vertically.

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# COMPONENTS

## STUDENT'S BOOK AND WORKBOOK

- › Six units + a LIGHTING UP unit
- › Pronunciation alerts 
- › Pay attention boxes 
- › Grammar boxes
- › Your turn! 
- › **Games** section
- › **Go for it!** section presenting the unit final Project
- › **My learning record** for self-assessment at the end of each unit
- › **CLIL** section every two units
- › **Round-off** section every two units
- › Workbook aligned with the Student's Book – provides additional practice on grammar, vocabulary, and skills to consolidate what was taught in each unit

## TEACHER'S BOOK

- › Rationale for the selected teaching approach (cognitive-functional)
- › View of language
- › *Planificación anual*
- › Detailed teaching notes for every lesson, including ideas for further practice and cultural references to favour a better use of the images in the units
- › Pronunciation boxes with varied ideas to integrate phonology into the lesson
- › Workbook answer key
- › Audio scripts
- › Reference to ways to make the classroom inclusive (IC)
- › Ideas and suggestions to approach ESI (Comprehensive Sexuality Education)
- › Ideas and suggestions to approach SEL (Social and Emotional Learning)
- › Ideas and suggestions to help Ss to develop 21<sup>st</sup> Century Skills
- › Attainment targets (AT) to cater for diversity and different learning rhythms
- › Photocopiable Unit Tests, Progress Tests and a Diagnostic Test

## ONLINE

- › FREE Digital Book: the complete Student's Book section with audios embedded
- › MEL (MyEnglishLab): interactive Workbook activities with instant correction and free writing activities, which can be corrected by the teacher

## STUDENT'S SITE

- › Extra Grammar and Vocabulary activities (one downloadable worksheet per unit)
- › Extra Reading and Writing activities (one downloadable worksheet per unit)

## TEACHER'S SITE

- › Photocopiable Unit tests A & B (one per unit)
- › Photocopiable Progress tests A & B (one every two units)
- › Photocopiable Diagnostic test (one per level)

# OVERVIEW OF THE STUDENT'S BOOK

## LIGHTING UP!

In this introductory unit, we intend to help Ss to build confidence in what they already know and to make the necessary associations and connections that will enable them to learn a foreign language. This is a stage where Ss

can develop critical thinking skills. Any teacher can help them to develop self-awareness and self-confidence by encouraging Ss' risk-taking.

## THE STRUCTURE OF A UNIT

### › ACTIVATE

Each unit starts with a double spread **Activate** section where the unit **goals** are listed for Ss' reference. A set of images and some textual references will be the starting point for class discussions and / or self-reflection upon the main topic presented. Ss will face the challenge to look in detail and identify certain features, to establish connections or to categorise elements by resorting to the previous knowledge they bring into the classroom.

Teachers are not expected to be controllers / transmitters of knowledge in the teaching and learning process, but to be facilitators / enablers responding to Ss' needs. All challenges are meant to make Ss aware of what they need to learn and therefore to trigger motivation. Ss will start by activating what they already know, which might help them to acquire new knowledge. Then, they will spot the new lexis, grammar and phonology, and learn to incorporate these. Through interactions with the content and help from their teacher and peers, Ss will design their own way to approach new concepts.

Closing this section, a preview of the final project is introduced in the **Think it up!** box. It will lead Ss to prepare for the final project. This way, Ss will know in advance what they are expected to do by the end of the unit. As the unit develops, they will also find suggested instructions to advance their projects in the **In action!** boxes.

### › READING

There is a wide range of interesting and up-to-date content presented in varied text types, such as: blog entries, social networks, magazine and newspaper online articles, interviews and diaries. Ss will identify different genres by analysing the format of the realia presented. They will also be encouraged to draw meaning from context in order to grasp content as well as to select different reading strategies, e.g. skimming and scanning to anticipate or predict ideas presented in the text.

Analogy and opposition are some hints that will help Ss to develop both learning and productive strategies which will enhance autonomy in the teaching and learning process.

All the texts introduce topics that offer opportunities to reflect upon values and beliefs, helping Ss to develop their social and emotional skills.

### › VOCABULARY

This page is devoted to working systematically on vocabulary. The lexical items, which have been introduced in context in the **Reading** section, are focused to aid memorisation and internalisation. Ss will develop awareness of lexical categories which, in turn, are closely related to grammatical categories, intonation, stress and rhythm.

### › GRAMMAR

This section has been designed to introduce and practise main grammar points. Ss will be asked to observe, compare, contrast and make connections. This is why the **Grammar** boxes offer blank spaces for them to complete. Ss will always be encouraged to work out the presented structures by analysing the hints provided in each section. They will also be prompted to discover the hidden patterns and then use them in contextualised exercises. Further explanation of 'how' and 'when' the structures are used is given to support Ss' discovery. Some **Pay attention!** boxes will warn Ss about issues that might lead them to making mistakes.

### › LISTENING AND SPEAKING

This section presents situations that enhance lexis, grammar and phonology in preparation for the listening task. Ss look for details which serve as hints to interpret the contexts in which conversations or speech take place. Ss will always be exposed to authentic speech, but adapted to their pace according to the level of proficiency. The series follows a spiral approach, so all topics presented in the audios are closely related to the target vocabulary and grammar introduced in each unit.

After solving each listening task, Ss are asked to interact in pair or groups. Clear communication goals involve Ss in real communication activities by resorting to the linguistic content introduced in the unit, and also by reusing content from previous units.

The selection of topics based on Ss' interests provides the necessary motivation to engage them in communication activities. It also helps them to develop their language proficiency while taking part in meaningful communication tasks.

## › WRITING

Our view of writing is not constrained to teaching how to write 'end products'. We consider writing as a means to learning, and this perspective is present in all sections of the book. Nevertheless, it is worth noting that in every **Writing** section there are boxes which provide Ss with useful tips to approach or achieve accurate writing. A model text is always provided for Ss to start by trying parallel writing. Both formal and informal pieces are presented and analysed. The communicative purpose is never left behind. Ss are expected to write for real communication.

Ss approach writing from a **process writing** perspective as a step towards autonomy. They are provided with **feedback** to enable them to edit their work either on their own or working through **peer assessment**. The final product is presented to the class or corrected by the teacher.

## › GO FOR IT!

As mentioned before, the final project is presented in the **Think it up!** box at the end of the **Activate** section for Ss to know what they are expected to do by the end of the unit. This anticipates Ss how the linguistic content of the unit will help them to achieve their final aim.

Every final project's aim is to pose a challenge to the student and focuses their attention on real communication rather than on accuracy. Ss will be learning linguistic content while communicating in real-life contexts.

The projects also give Ss a chance to use ICT (Information and Communication Technology), because the ability to use technology is a prerequisite in today's world.

The oral presentations in front of their classmates and teacher help Ss to become self-aware and develop self-control, essential for their social and emotional learning.

## › MY LEARNING RECORD

This section helps Ss to work on self-assessment. It presents a grid with the expected outcomes and the possibility to grade their advance as 'Very well', 'I can manage' or 'I need to revise'. These categories imply that Ss' results are not numerical. They are self-evaluating their performance from a qualitative perspective. This practice aims at empowering Ss in their learning process until they are able to learn on their own. In order to achieve this aim, Ss need to be critical about their efforts and outcomes.

## › CLIL

Even though we follow a cross-curricular approach – and all units develop topics that can be associated with other school subjects – every two units, a CLIL section has been integrated to offer Ss the opportunity to work on extensive reading. Topics have been carefully selected to fit Ss' interests. They are updated and appealing to promote reading for pleasure while reinforcing reading comprehension skills.

Once the text has been read, Ss are encouraged to reflect on how they deal with the issues presented in their everyday life.

## › ROUND OFF

Every two units, Ss will be provided with an assessment page to self-assess their proficiency in the use of language as meaningful communication in context. This page offers exercises by which Ss will test their skills to use the linguistic content practised in the units. Ss will use vocabulary they have learned but, since the topics presented are not exactly the same as the ones introduced in the units, they will also be able to approach the language experimentally. They will perceive themselves as capable of using language in context to express what they actually want to say.

Since most of the exercises are contextualised, Ss will reinforce their knowledge of the linguistic contents while they make authentic use of language.

## › GAMES

In order to add some fun to the learning process, there are four pages with games at the end of the Student's Book. The first two pages present games to practise contents introduced in the different units. The other two pages have board games to round off the first three units with the former and the second three units with the latter. These activities can be used by pairs or small groups, helping teachers to focus on Ss who need more attention while the fast-finishers go on practising using enjoyable material.

Ss will find a **Your turn!** box at the end of some tasks which will help them to reflect on some special issues and to personalise learned content.

A pair-work icon invites Ss to work on authentic interaction since they will be exchanging real information while they personalise the new knowledge they acquire.

**Remember** boxes highlight some features of English that might lead to confusion or to mistakes which could be prevented.

## › WORKBOOK

The integrated Workbook at the end of the Student's Book provides further intensive and discrete point practice which helps Ss to reinforce the linguistic content presented in each unit. Therefore, classroom time can be used to focus mostly on comprehension and interaction tasks. Nevertheless, even though all the activities are suitable for self-study, they could also be used in class. This is possible because the Workbook follows the same order as the Student's Book, so the activities can be intermingled through the teaching process.

The listening comprehension section can be given as homework because Ss can access the audio files from the **MyEnglishLab** platform. In this way, each S will have the possibility of working at their own pace. The correction of the exercises can be used as a rounding-off activity in class.

# OVERVIEW OF THE TEACHER'S BOOK

The Teacher's Book introduces the rationale which underlies the series. It provides plenty of suggestions to improve and vary classroom activities. A description of the teaching intention of each lesson is developed in all units. In this way, it is a real teacher companion in the process of teaching and learning. Besides, the book presents cultural information which facilitates discussion of the images in the **Activate** section. It also provides answers to the exercises in the order they appear in the Student's Book.

The Teacher's Book also offers teaching tips on classroom management, warm-up activities and further extra practice for most lessons. There are also **Pronunciation** tips to integrate phonology in the **Language** lesson as a way to help teachers to implement a cognitive-functional teaching perspective.

## ATTAINMENT TARGET (AT)

We know that each S is unique and learns at their own pace. Not all Ss will achieve the same level of proficiency at the same time. Ss should be encouraged to understand that errors are not a bad thing but steps towards better learning. In this section basic attainment targets, as well as possible errors, are presented to accompany the teaching and learning process.

## COMPREHENSIVE SEXUALITY EDUCATION (ESI)

This section offers some hints to help learners to reflect and finally make informed decisions as regards issues related to human development, identity, relationships, gender diversity, society and individual rights. Every unit deals with topics which can serve as a basis for the discussion of these issues.

## CULTURE AWARENESS (CA)

Language and culture are tied together. Understanding a language demands our understanding of the culture in which it develops. This section aims at highlighting similarities and / or differences between Ss' own culture and that of English-speaking people for a better comprehension of the language under study. Reflecting on these issues will help Ss perceive different views of the world and to respect them.

## LANGUAGE AWARENESS (LA)

Part of Ss' construction of knowledge demands reflection about how English and Spanish compare. The identification of the similarities and differences between the native language (Spanish) and the language they are studying (English) will help them incorporate the new linguistic concepts and lessen the risk of interference of their mother tongue in their use of English. On certain occasions, discussions will help Ss understand that there are different kinds of English and Spanish used by native and non-native speakers and that they are all to be respected.

## 21<sup>ST</sup> CENTURY SKILLS

### > Information and Communication Technology Literacy (ICT Literacy)

The units present a project which can be completed using ICT. Ss are guided to surf the internet safely and use different applications to prepare their presentations and to display their productions. This practice will eventually enable Ss to make use of ICT to carry out surveys, fill in forms, create and interpret infographics, design slideshows and videos, and to insert audio files.

### > Critical Thinking

Ss need to develop critical thinking to be able to understand the world and their interlocutor's second thoughts. The units present challenges for Ss to solve by reading contexts, observing images, finding hints in texts and pictures, interpreting intonation and body language. They will have to solve the tasks individually, then exchange ideas in pairs or small groups and finally discuss their answers with the whole



class. This progressive approach to general discussions will give them the opportunity to develop their own thinking. As they exchange ideas with more peers, they will become aware of how much they have to think before taking a decision because they will have to support their own views.

› **Creativity**

The 21<sup>st</sup> century presents individuals with new challenges, which are the result of new developments. Many tasks Ss are presented with pose the kinds of challenges whose answers or solutions will not be found in books or videos. This will help Ss to find their own way out by using their creativity.

› **Individual and Social Responsibility**

Ss have to work on projects throughout the units. They will divide and share responsibilities. This experience will help them to develop awareness of how individual responsibility impacts on group results. At the same time, they will perceive how working together provides individual Ss the necessary help for everybody to reach the outcome together successfully.

› **Communication**

Communication implies not only speaking but also listening, reading and writing. By means of tasks presented in the course, Ss will learn to communicate meaningfully and to respect each other's points of view. They will understand that we have to accept other people's opinions even when we disagree with them. They will learn turn-taking and register, among other communication features that will help them get their messages across.

› **Collaboration**

Ss will collaborate to complete projects and to achieve aims. They will experience success and failure together and will learn not to blame others when the results might not be as expected.

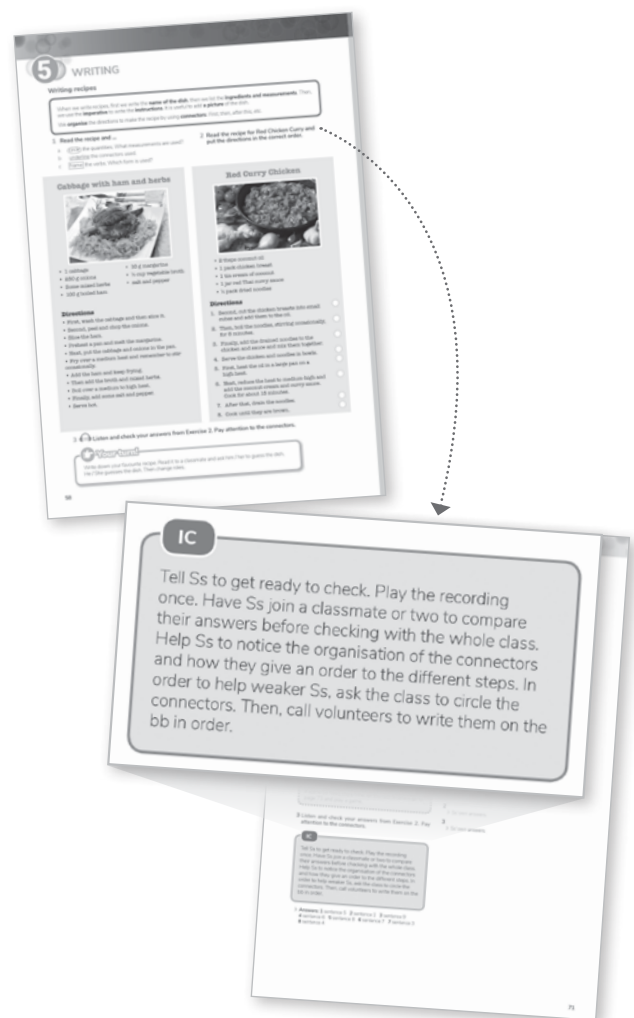
**INCLUSIVE CLASSROOM (IC)**

Individuals see reality according to their own experiences. It is only natural that different perspectives are expressed in classroom discussions. This section offers some hints as regards how to help Ss to respect other classmates' views. They should see differences as a possibility to grow. They don't need to share perspectives but to respect differences.

A relevant difference that can be noticed among Ss is the degree of difficulty that each S has to learn English. Some tips are offered to help slower Ss, to avoid their feeling embarrassed in front of their classmates.

**SOCIAL AND EMOTIONAL LEARNING (SEL)**

Teachers are not instructors who transmit knowledge. We are educators. This implies that we address the whole person when we teach. It is important we help Ss to acquire academic knowledge, but it is not enough. If Ss do not know how to establish positive relationships in society, they are bound to fail no matter how knowledgeable they are. On the other side, a person who may have difficulties in learning something can succeed if he / she knows who to join, how to ask for help and when he / she needs to do so. These are skills that our Ss will be able to develop if we understand that education goes beyond the transmission of information in the classroom. The Teacher's Book gives many tips on how to include social and emotional learning in everyday interactions. Ss will develop their self-awareness and awareness of others which, together with empathy, will facilitate their enriching interaction with the world.



# METHODOLOGICAL RATIONALE

## OUR VIEW OF LANGUAGE

**Light Up** is a five-level series conceived to help Ss to learn English from a cognitive-functional view of language, integrating syntax, lexis and prosodic features (stress, intonation and rhythm) to build meaning in context.

Any change in meaning implies a change in grammar, and prosodic features add to the communicative intention of the speaker in a particular context, i.e. a particular intonation can express different meanings according to the context in which it is used.

Communication is the primary function of language, which has an impact in the form that language takes, and grammar is important as long as it serves this purpose. We logically think of language in use.

When we understand a language, we also understand our conceptual world. The notion of concept refers to a person's idea of the world around. Conceptualization is dynamic because we reconstruct our concepts as we interact with other people's views.

## OUR VIEW OF THE TEACHING AND LEARNING PROCESS

The series proposes a learning-centred stance, in which Ss are guided to discover how much of their learning they are able to construe by themselves.

It focuses on meaningful use of language. Thus, the aim of the series goes beyond the idea of teaching rules of use. From a reflective approach to learning, it aims at educating learners, providing them opportunities to think critically, reflect and develop self-awareness and empathy.

The guiding principle is to help Ss to develop communication and collaboration skills. This demands, first of all, that they clearly understand what they want to express. Secondly, that they are aware of the possible impact of what they want to say on others, as well as that they are able to put their ideas into words so that people understand exactly what they mean.

From the very beginning, the units present a wide variety of images to activate Ss' recall of concepts they are already acquainted with. Some of these concepts will be transferred to the second language context and others will just serve as a trigger for reflection.

Ss' interests, learning styles and stages of cognitive development are paramount to decide on the tasks set for them. The process of discovering on their own is

considered a means to develop memorable learning, so tasks enhance Ss' skills for making connections and drawing conclusions. The possibility to reflect upon their own experiences and to review their own beliefs about everyday issues is also encouraged. Ss will be able to acknowledge how much they are doing well, how much they might change and how much they will have to accept as different choices to interact with other people. This practice allows social and emotional learning to be interwoven with contents. Even though language study in each unit provides Ss with the necessary tools to develop accuracy, the focus is placed on enhancing Ss' participation in authentic and meaningful discussion.

Following a spiral approach towards learning, the series facilitates Ss' recycling of linguistic contents and the acquisition of new knowledge. Ss will practise linguistic content systematically while they get engaged in significant tasks.

The final projects introduced as a goal at the beginning of each unit facilitate the negotiation between teachers and Ss as regards planning details and assessment methods. At the same time, they aid Ss in taking responsibility for their own learning process while group cohesion is developed by working together to achieve a common aim.

# PEDAGOGICAL PROPOSAL

## 21<sup>ST</sup> CENTURY SKILLS

We are aware of the fact that nobody 'owns' knowledge because it develops so fast that we need to update information every day. Companies hire workers who are ready to work in collaboration with others, who are good at communicating and who have their minds open to discard knowledge they thought was right and to incorporate new knowledge instead. Even though we cannot deny the value of acquired information, we have to accept that knowing how to access information might sometimes be more useful than having information ourselves.

Every unit has a final project which Ss will have to complete in groups and every member of the group has to work in order to achieve the final goal. This practice enhances collaboration, creativity, communication, critical thinking, and individual and social responsibility.

Ss will develop group cohesion while they work together,

lesson by lesson, to achieve a common aim. These projects are slide shows, poster or poem presentations, drama activities, videos etc., which demand **digital literacy** and **multimodal communication skills**.

Ss will also gain proficiency at using ICT, which is important for their future development. However, if Ss don't have access to technological devices or connectivity, they can produce their Project resorting to poster presentations, cards, dramatizations and the like. The aim of this stage is to help learners perceive how they can communicate their own ideas in the new language.

There are many problem-solving situations in the units so that Ss develop their critical thinking while they discover correlations, make connections and find core issues working individually, in pairs or groups.

## SOCIAL AND EMOTIONAL LEARNING

Teaching in this 21<sup>st</sup> century poses a serious demand on teachers: we have to educate. We are not only transmitting knowledge. As stated above, we would not be able to 'own' knowledge as it develops so fast. We should focus on helping Ss to become successful citizens of this world, which demands the development of self-awareness and interpersonal awareness as well as individual and social responsibility.

**Light Up** is meant to help teachers and learners to work on Social and Emotional Learning (SEL).

The topics and tasks presented aim at enhancing **experiential learning**. Our identity has been described as a three-layered cake: the bottom is formed by personality characteristics that have been genetically transferred, or which have been

developed at very early stages of our cognitive development. The upper layer shows the everyday attitudes and behaviour that can be easily modified by instructions and decisions taken at the moment we act. The middle layer is the one we address.<sup>1</sup> It is the area ruled by **emotional intelligence** and which can be modified on the basis of experiences. Here we can help Ss to **reflect** and **take informed decisions**. They can learn to **know themselves in depth** and thus establish a better **relationship with others**.

There are many instances in which Ss can develop social awareness, and relationship skills which will guide them into self-management and responsible decision-making.<sup>2</sup> There is advice on how to deal with this in every unit.

## COMPREHENSIVE SEXUALITY EDUCATION (ESI)

Comprehensive Sexuality Education (ESI) emphasizes a holistic approach to human development and sexuality. According to UNESCO documents, sexuality education provides young people with the knowledge, skills and efficacy to make informed decisions about their sexuality and lifestyle.<sup>3</sup>

This issue is considered as part of the context of emotional and social development. We understand that the provision of information alone is not enough so we will try to give adolescents the opportunity to acquire essential life

skills and develop positive attitudes and values. ESI is an approach that recognises and promotes: human rights; knowledge, values and skills necessary for HIV prevention; and gender equality.

This section offers some hints to help learners to reflect and finally make informed decisions as regards issues related to human development, identity, relationships, gender diversity, society and individual rights. Every unit deals with topics that can serve as a basis for the discussion of these matters.

<sup>1</sup> SPARROW and KNIGHT (2006) Applied EI. The Importance of Attitudes in Developing Emotional Intelligence. TJ International Ltd, Padstow, Cornwall, UK

<sup>2</sup> BOWKET and PERCIVAL (2011) Coaching Emotional Intelligence in the Classroom. Routledge New York, NY.

<sup>3</sup> <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-sexuality-education.pdf> [accessed 2019-05-07].

## INCLUSIVE CLASSROOM (IC)

There are many instances in which Ss discuss issues that might be perceived differently. They are used to help Ss to develop empathy and respect for others' points of view. They will understand that we do not need to share perspectives to accept them. We can go on thinking the same and acknowledge others' right to have a different opinion.

Another issue we care about is the lower level of proficiency some Ss might have. Ss will work on peer assessment and small-group assessment before sharing with the whole class. This practice grants weaker Ss the opportunity to understand the topic and solve tasks individually first, with the help of a peer later and within a small-group sharing after that.

## ATTAINMENT TARGETS (AT)

The aim of a lesson will always be to enable Ss to become proficient and effective at using the English language. Nevertheless, some priorities are established so that teachers can consider proficiency degrees to assess Ss.

Not all Ss will reach the highest standard, but they will be considered to have achieved the aim if their performance is comprehensible in interaction. This is clearly stated in the Teacher's Book.

## ASSESSMENT

We try to help Ss to become independent learners, so that they go on learning when they come to the end of their school careers. This requires that they can be critical about their achievements. To aid this process, Ss have the possibility to work on **peer assessment**.

Ss are also encouraged to carry out self-assessment. There is a **My learning record** grid at the end of each unit where they can check what they can do with the contents learned.

This grid is not based only on grammar points, but it also pinpoints functions of language, which may allow for

some grammatical inaccuracies. It also includes social and emotional skills, which adds an instance of reflection about personal growth.

Besides, there is a **Self-check** page at the end of every unit in the Workbook. Ss can confirm what they have learned. Doing all the tasks will help Ss to review what they have learned before they do the end of unit test.