

Lighthouse

Lighthouse is a six-level course for primary learners. It provides the right kind of environment for all types of students to enjoy learning English. It combines a structural grammar-based programme with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

- ★ It provides students many opportunities to understand and use the language for themselves at their own pace.
- ★ It promotes interaction through pair and group work. Pair work activities allow students to communicate with each other more effectively.
- ★ Stories contain texts which are fully developed through *Before* and *After* you read sections.
- ★ Writing skills are developed through manageable step-by-step tasks.
- ★ Spelling activities allow students to reinforce the written form of the vocabulary.
- ★ Projects are provided as an opportunity for families to get involved in the student's learning.
- ★ It promotes universal values and celebrates cultural differences through craft activities.



6

Levels

7-up

Hours a week

International Examination focus

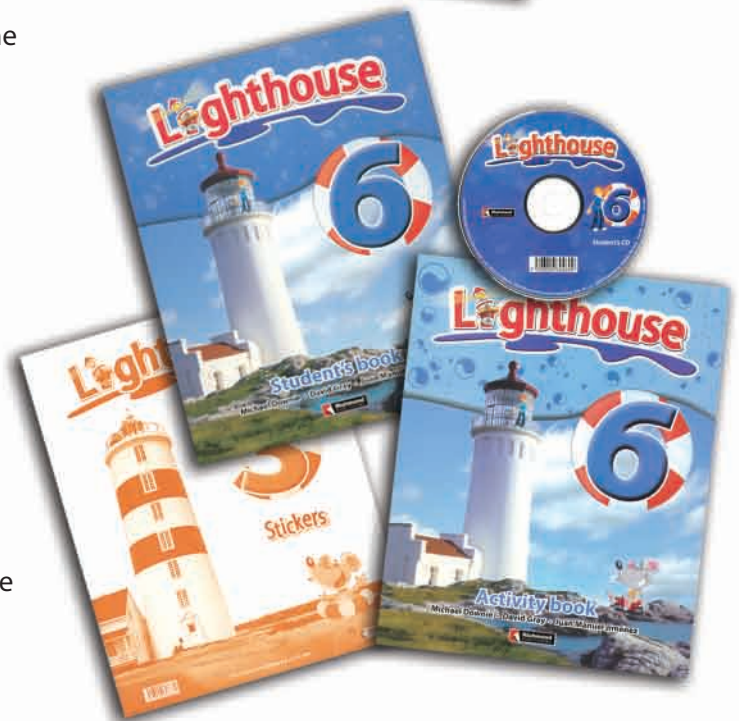
Lighthouse has been created according to the international standards proposed by the Common European Framework of Reference for Languages (CEFR) and take students from a Movers level (*Lighthouse 1, 2, 3*) to a KET level (*Lighthouse 4, 5, 6*).

- ★ **Teacher's Guide:** with easy to follow teacher's notes, which offer carefully developed lesson plans that will ensure well-balanced classes. Easily identifiable icons allow for quick identification of time and components needed for each activity.
- ★ **Posters:** with wordcards which allow teachers to practise the vocabulary in a different context from those seen in the Student's Book.
- ★ **Class CD:** which contains recordings by English native speakers of all the audio activities such as songs, chants, rhymes, dialogues and stories with tracks included in every lesson in the Teacher's Guide.
- ★ **Word kits:** encourage students to interact with new language through a variety of games and group activities.
- ★ **CD ROM:** contains Tests with Cambridge-style activities, Values activities, and a Celebrations section which fosters cooperation and teamwork. It also provides additional reading activities, board games and craft templates.



Lighthouse offers teachers the possibility to extend contents through the activities on the web page www.santillanadocentes.cl

- ★ **Student's Book:** is clearly organized and consistent and includes a picture dictionary for all new vocabulary.
- ★ **Student's Audio CD:** with recordings of all songs and chants that expose students to rhythm and help them to improve pronunciation.
- ★ **Activity Book:** provides grammar and vocabulary reinforcement of the contents covered in the Student's Book. It also offers self-evaluation tasks and a project to be done with their family.



Time to write

1 Complete the description.

vivid red  royal blue  dark green 
rich brown  bright yellow 



The introduction

Bedroom is a painting by Vincent van Gogh. It shows his bedroom. There isn't much furniture. The artist used very bright colors.

A description of the painting

On the left, there's a _____ chair. Next to the door, there's a rag hanging on a hook. On the back wall, there's a _____ window, a mirror and a landscape painting. Below the window, there's another chair next to a table. The bed is on the right with a _____ bed cover. On the right wall, there are four paintings. The door is _____. The floor is _____ and yellow.

The writer's opinions

The painting is warm and full of life. I like it a lot.

2 Describe a painting of an Impressionist artist in your notebook.

3 Complete the locations with the underlined phrases.











2 Listen to the second part of the story. 72

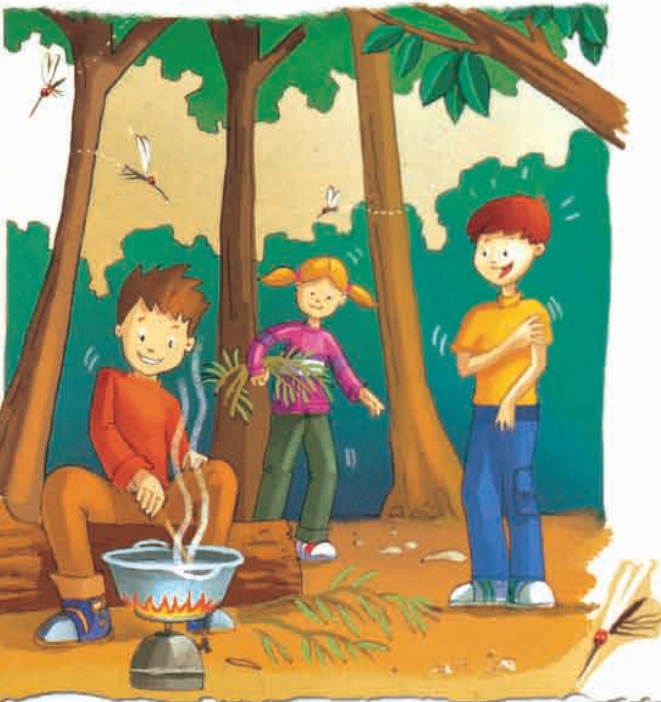
Amanda was the first to react. She ran to the edge of the stream and grabbed John's arm. Luke was right behind her. Together they helped to pull John out of the water. His clothes were all wet, but he was OK. "What happened?" his friends asked. "I stepped on a slippery rock and fell," John said. He was soaked. They sat down on the bank. It was then that he realized he didn't have his backpack. It was still in the water!

"We need to get your things," said Amanda. The backpack wasn't far away, so Luke went to get it. As John was emptying it to dry his things, he realized that one very important thing was missing. "Oh no!" he thought. "The mosquito repellent! It's not here!" He turned to the others sadly. "I'll have to go back!" "Why?" Amanda didn't understand. John explained his problem.



"I have an idea," Luke said. "We can make our own repellent." "How?" John and Amanda asked. "Well, we can make it from eucalyptus leaves. My grandpa showed me once. We passed some trees a little while ago." They started looking for the trees. Soon they collected enough leaves to make a small amount of repellent. It was late when they finished, so they decided to camp next to the stream.

As evening fell, the area was invaded by mosquitoes. They were everywhere. John rubbed plenty of the liquid on himself and hoped for the best. The next morning, he woke up early and checked for bites. Not one! He was going to be OK! The three friends had a wonderful time, and the mosquitoes didn't bother them at all. John's mom and dad came to pick them up on Sunday morning. "Did you have a good time?" John's mom asked. "We had a great time!" they answered. "No problems?" John's dad asked. The friends looked at each other and smiled. "No... everything was just fine!"



 Now read the story in groups.



After you read

Find words in the story with a similar meaning.

A product to keep insects away:

A product to carry things on your back:

To take people in a car and leave them in a place: _____

A path in the forest:

Another word for *forest* and *mountains*:

Very wet:





The lighthouse keepers' story



Before you read

Discuss with a friend.

What five objects would you take on a camping trip?




Listen to the first part of the story. 71

John was going camping with his friends Luke and Amanda. He loved camping with his mom and dad, but this was his first camping trip with friends. They were going to spend the weekend in Yosemite National Park, in California. John's mom and dad helped him pack the night before. "Do you have everything?" they asked. John looked at the items on his bed: a map, a flashlight, some clothes, some cooking equipment and a camera. "Yes, I think so!" he replied. He was really excited. "Don't forget to take some mosquito repellent, just in case," his mom reminded him. John was allergic to mosquito bites. "Sure, Mom," he smiled. "And remember to put it in your pocket when you go hiking. You'll need it if the mosquitoes are bad." "Don't worry, Mom I will," John said, as he started to put everything into his backpack.



The next day, Luke and Amanda arrived early. Soon they were all in the car and on their way. When they arrived, John's mom and dad dropped them off and helped them to take their bags out of the car. They were going to stay in a hotel near the park. "See you on Sunday!" John's dad shouted to them. "Will they be OK?" his mom asked, as she waved good-bye. "Yes, don't worry! They'll be fine!" John, Luke and Amanda watched the car disappear over a hill. They picked up their gear and started walking. They planned to camp higher in the mountains. They followed a hiking trail by a stream deep into the woods. Suddenly, there was a loud splash, and Luke and Amanda heard John shouting. They turned and saw him in the stream, waving his arms and trying to climb out of the water.

 Now read the story in groups.