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Lower Secondary
International
English website

Cambridge Lower Secondary International English

BROCHURE

**Beyond Basics,
Reimagine Education**



Overview

The MCE Cambridge Lower Secondary International English series for Stages 7, 8 and 9 is aligned with the Cambridge Lower Secondary English as a Second Language curriculum framework (0876).

The series combines the curriculum framework from Cambridge International Education with the Singapore approach and is designed to provide a blended programme offering real-life contextual learning to develop confident users of English.

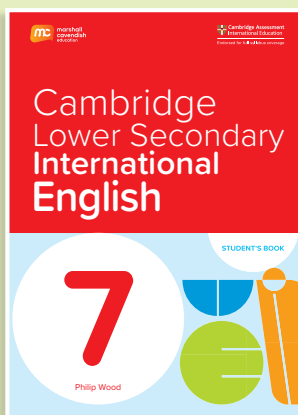
The series is built upon a consistent structure that guides students in learning the different skills in every unit and adopts a 'whole-part-whole approach', where the text is central to the learning of the various English language skills. Lessons are linked to real-life activities and situations for students to develop and acquire life skills and there are numerous opportunities for students to facilitate Social Emotional Learning (SEL). The series also comes embedded with technology to further support teaching and learning.

The Singapore approach has contributed to the repeated success of Singapore students in the international assessment programme, Progress in International Reading Literacy Study (PIRLS).

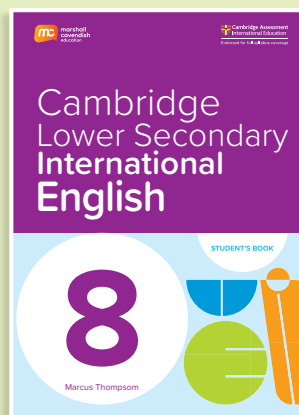
What's in Our Package?

Student's Book

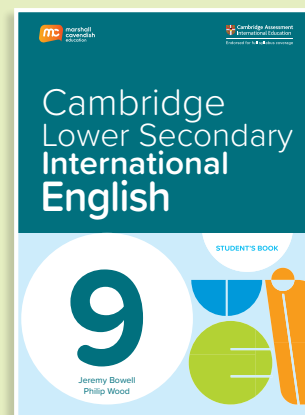
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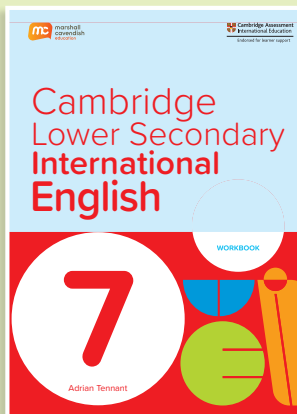
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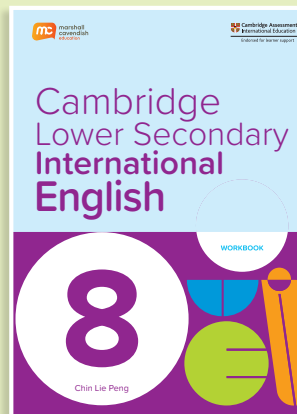
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Workbook

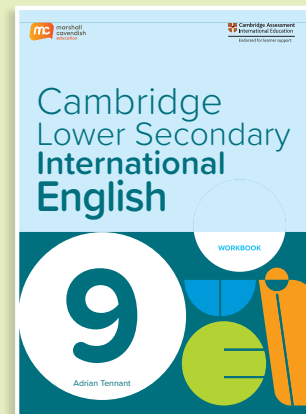
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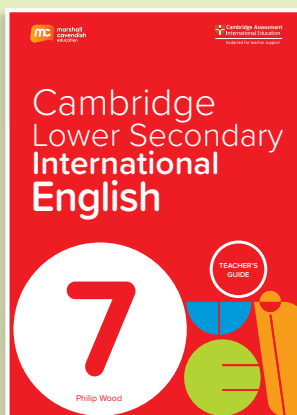
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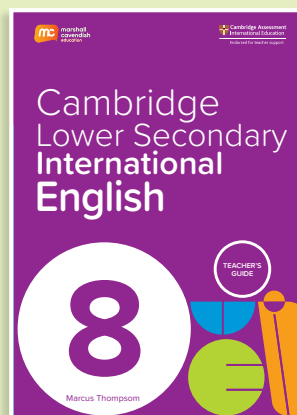
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Teacher's Guide

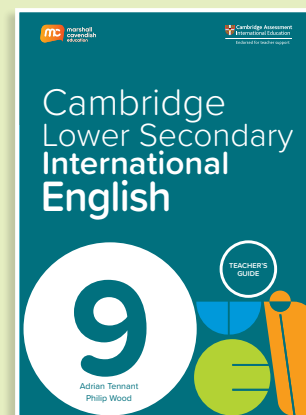
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Stage 8
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Stage 9
ISBN: 9789815089806

Additional Digital Resources*

Available on **mcEduHub**

- Teacher's Guide eBook
- Downloadable and Editable lesson plans and SOWs in Word/PDF
- Suggested answers to all questions in Student's Book and Workbook within lesson plans
- Audio and Video Clips found in Student's enhanced eBook (also found in Teacher's Guide)
- Digital English Campus teacher's dashboard platform
- Lesson Powerpoint slides
- Theme-based projects for cross-disciplinary learning
- Worksheets for lesson extension in every unit



*These resources will not go through the Cambridge International Education endorsement process.

**Why
choose**

MCE Cambridge
Lower Secondary
International English

- 1. Unique blend of the curriculum framework and Singapore methodology for successful learning of English.**
- 2. Enables students to gain confidence in preparation for their assessments.**
- 3. Provides unparalleled ease of use and convenience for both students and teachers.**

Unique blend of the curriculum framework and Singapore methodology for successful learning of English by students

This series seamlessly combines the Cambridge Lower Secondary English as a Second Language (0876) curriculum framework with proven teaching methodologies employed in Singapore, specifically designed for non-native English speakers. This unique blend of the curriculum framework from Cambridge International Education and Singapore methods ensures a highly effective English learning experience for non-native learners.

Every stage contains 11 theme-based units, supplemented with additional resources. Each unit has a consistent structure that contains 9 core lessons and 1 optional lesson, which represent approximately 9–10 hours of lesson content. Each lesson has a clear focus on a certain skill, as well as the integration of several related skills. Each book covers about 100 teaching hours.

Contents

UNIT	OPENER	VOCABULARY 1	READING	LANGUAGE FOCUS 1	VOCABULARY 2	LANGUAGE FOCUS 2	LISTENING	SPEAKING	LANGUAGE FOCUS 3	WRITING	ROUND-UP
1 My Life!	pp. 14–15 A teenage girl	pp. 16–17 Free-time activities	pp. 18–19 Hello from Iceland!	p. 20 Present simple (1)	p. 21 Personality adjectives	p. 22 Present simple (2)	p. 23 All about me	p. 24 Describing people	p. 25 Pronouns	p. 26 An acrostic poem	p. 27
2 Hello There!	pp. 28–29 How do you communicate?	pp. 30–31 Mobile life	pp. 32–33 Emojis	p. 34 Present continuous (1)	p. 35 Feelings	p. 36 Present continuous (2)	p. 37 Voice messages	p. 38 Making arrangements	p. 39 Participle adjectives; adjectives + prepositions	p. 40 Formal vs informal emails	p. 41
pp. 42–43 Self-Check A											
3 Food Glorious Food!	pp. 44–45 What is a food staple?	pp. 46–47 World food	pp. 48–49 A celebration	p. 50 Articles	p. 51 Describing food	p. 52 some and any	p. 53 Sweet treat	p. 54 Surprise surprise!	p. 55 Compound nouns; compound adjectives	p. 56 A message	p. 57
4 Nice Weather!	pp. 58–59 What's your favourite season?	pp. 60–61 Weather watch	pp. 62–63 Typhoon	p. 64 Past simple	p. 65 Types of weather	p. 66 Past continuous vs. past simple	p. 67 An interesting holiday!	p. 68 Story time	p. 69 Gerunds and infinitives	p. 70 A story	p. 71
pp. 72–73 Self-Check B											
5 Animal World	pp. 74–75 Mammals	pp. 76–77 Animal classification	pp. 78–79 Animal survivor	p. 80 can and could	p. 81 Habitats	p. 82 Quantifiers	p. 83 National animals	p. 84 Adapt and survive	p. 85 must / have to / should	p. 86 Animals in danger	p. 87
6 I Have a Dream	pp. 88–89 Goals and dreams	pp. 90–91 Jobs	pp. 92–93 Success and failure	p. 94 will and be going to	p. 95 Positive qualities	p. 96 Modal verbs of possibility	p. 97 Christine Ha	p. 98 My goals and dreams	p. 99 Relative pronouns / Non-defining relative clauses	p. 100 Someone that I admire	p. 101
pp. 102–103 Self-Check C											
7 Going Places!	pp. 104–105 On the move	pp. 106–107 Travelling abroad	pp. 108–109 The lost city	p. 110 Present perfect + ever / never	p. 111 Holiday activities	p. 112 Prepositions of position	p. 113 Escape the cold!	p. 114 Describing places	p. 115 Prepositional verbs and phrasal verbs	p. 116 An amazing place	p. 117
8 A World of Colour	pp. 118–119 It's a wonderful world	pp. 120–121 Colour your world	pp. 122–123 Dyes and designs	p. 124 Past simple vs. present perfect	p. 125 Colour idioms	p. 126 some-, any-, every- and no-	p. 127 How we see colours	p. 128 Discussing a project	p. 129 The passive: Present simple and past simple	p. 130 A colour poem	p. 131
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9 What a Bargain!	pp. 134–135 Fast fashion	pp. 136–137 At the shops	pp. 138–139 A street market	p. 140 Zero, first and second conditionals	p. 141 Describing objects	p. 142 Comparatives: Adjectives	p. 143 Don't do this online!	p. 144 A debate	p. 145 Comparatives: Adverbs / Expressions of degree / as ... as	p. 146 A shoppers' paradise?	p. 147
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pp. 178–181 To Build a Fire pp. 182–185 Toomai of the Elephants pp. 186–189 Leonardo da Vinci pp. 190–193 The Innocents Abroad pp. 194–197 All Cogia											

Every lesson starts with a Unit Opener with an authentic video or audio track, accompanied by engaging activities designed to introduce key concepts, activate prior knowledge and initiate class discussions. These openers encourage and motivate students to learn, fostering an environment that is active and enjoyable.

Unit Opener

Each of the 11 theme-based units open with an authentic video clip or an audio track to kick-start class discussions. These resources can be opened by scanning the QR code.

MCE Cambridge Lower Secondary International English Student's Book

Unit 4
Nice Weather!

Scan!

Do you agree with this quote?
'When the weather is hot, keep a cool mind. When the weather is cold, keep a warm heart.'

In this unit, you will:

- learn weather adjectives
- read about the only desert in Europe
- use the past simple
- learn vocabulary that is related to types of weather
- use the past continuous
- listen to an account of an interesting holiday
- tell a story
- use gerunds and infinitives
- write about an experience where the weather plays a role

What's your favourite season?

1 Listen to four people talking about the weather in their country. Write their favourite season.

- 1 Lewis (Edinburgh, Scotland)
- 2 Mani (Pattaya, Thailand)
- 3 Ethan (Sydney, Australia)
- 4 Jacques (Grenoble, France)

2 Discuss the questions in pairs.

- How many seasons are there in your country? When are they?
- Do you like the weather where you live? Why?
- What's your favourite time of the year? Why?

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Learning Outcomes

Learning outcomes are clearly defined before students start on the chapter to ensure consistency, which creates a purposeful and efficient learning environment.

Activities

Activities on the unit opener page introduce key vocabulary and facilitate class discussions. Probing and stimulating questions encourage students to think critically and bring their prior knowledge and opinions about the theme to the discussion.

In every unit, there is explicit teaching of grammar and other English language skills (reading, vocabulary building, writing etc.) in a step-by-step manner. This helps to reinforce students' learning of the respective skill strands.

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Language focus 1

Past simple

be			
Affirmative	Negative	Questions	Short answers
I/He/She/It was .	I/He/She/It wasn't .	Was I/he/she/it?	Yes, I/He/She/It was . Yes, You/We/They were .
You/We/They were .	You/We/They weren't .	Were you/we/they?	No, I/He/She/It wasn't . No, You/We/They weren't .

Other verbs			
Affirmative	Negative	Questions	Short answers
I/You/He/She/It/We/They wanted ...	I/You/He/She/It/We/They didn't want ...	Did I/you/he/she/it/we/they want ?	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

To form the past simple affirmative of verbs, we usually add **-ed**, e.g. **wanted** if the verb ends in **-e**, we just add **-d**, e.g. **telephoned**. For other spelling rules for regular past simple verbs, see Workbook page 58. A lot of common verbs have an irregular form in the past simple affirmative, e.g. **go** → **went**. For a list of irregular verbs, see Workbook pages 115–116.

Apart from the verb **be**, all verbs, both regular and irregular, form the negative and questions in the same way.
Negative: **I didn't go**. You **didn't have**. We **didn't see**, etc.
Questions: **Did she have**? **Did we begin**? **Did they drink**? etc.

We use the **past simple** to talk about an action or a situation that began and ended in the past.

But the really big surprise **came** this morning. (an action in the past)
My dad **worked** in Dubai for three years. (a situation in the past)

- 1 Complete the diary entry with the past simple form of the verbs in the box.

play not/be (x3) rain give be get up lose not/catch not/know arrive

Dear Diary,

I'm sorry to say that yesterday ¹ _____ a good day! ² _____ late, so I ³ _____ the bus to school. I ⁴ _____ at school 15 minutes late for the first class and Mr Atkins ⁵ _____ us a really difficult surprise test and I ⁶ _____ any of the answers! Unfortunately, in the afternoon, things ⁷ _____ better! I ⁸ _____ football and we ⁹ _____ 4–0. What's more, it ¹⁰ _____ all the time and I ¹¹ _____ completely wet at the end of the match. I hope tomorrow's better!



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Language Focus

Grammar notes and examples are presented in tables for ease of understanding. These are followed by a range of practice and reinforcement exercises.

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Language focus 2

Past continuous vs. past simple

Past continuous

We form the **past continuous** with **was/were** + the **-ing** form of the verb.

Affirmative	Negative	Questions	Short answers
I/He/She/It was looking .	I/He/She/It wasn't looking .	Was I/he/she/it looking ?	Yes, I/He/She/It was . Yes, You/We/They were .
You/We/They were looking .	You/We/They weren't looking .	Were you/we/they looking ?	No, I/He/She/It wasn't . No, You/We/They weren't .

We use the past continuous to describe an action that was in progress at a particular time in the past.
The ship **was moving** up and down.
I **was thinking** of the passengers.

While + Past continuous

Past continuous: Describes the background to an action in the past
Past simple: Describes an action in the past

We sometimes use **while** to introduce the background.

While it was raining [background], the people **woke up** [action].

We sometimes use **when** to introduce an action.
I was travelling in Spain [background] **when** I **saw** the flowers in the desert [action].

- 1 Complete the article with the past continuous form of the verbs in brackets.

What ¹ _____ (happen) around the world yesterday at 12 am Greenwich Mean Time?
It was afternoon in Abha in Saudi Arabia and Saif ² _____ (drink) a cold glass of Saudi Champagne (apple juice mixed with a fizzy drink). Jeff and Brian in Cape Town ³ _____ (have) lunch at a café, but the food wasn't very good, so they ⁴ _____ (not enjoy) it very much. Aulia and Bulan in Bali, Indonesia, ⁵ _____ (cook) dinner. Neil and his family in Wellington, New Zealand, ⁶ _____ (not cook) dinner; they ⁷ _____ (go) to bed. At the same time, people in Boston, USA, ⁸ _____ (get) up and they ⁹ _____ (look) at the snow outside. In the same country, but in a different time zone, José in Los Angeles ¹⁰ _____ (not do) anything because he ¹¹ _____ (sleep).

- 2 Complete the sentences with **when** or **while**, and the past simple or continuous form of the verbs in brackets.

- When/While Jack and I _____ (walk) along the street, we _____ (see) an accident.
- _____ (you play) a video game **when/while** I _____ (phone) you?
- When/While I _____ (get) home, everyone _____ (play) a board game.
- When/While you _____ (chat) to your friends, I _____ (do) all the washing-up!
- It _____ (not snow) **when/while** we _____ (start) to climb the mountain.

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AI-Driven activities*

This icon signals extra activities that use AI-driven platforms to generate questions and mark answers. Use the eBook to access all online assessments. The answers are marked automatically so learners can get immediate feedback on their learning progression.

*These resources will not go through the Cambridge International Education endorsement process.

Authentic texts are used in vocabulary sections, so students learn key vocabulary in real-life contexts. For maximum visual engagement, the text is given plenty of space where students can learn key vocabulary.

Vocabulary

An engaging reading text based on the theme of the unit enables students to encounter key vocabulary in context. A wide range of text types and engaging photographs generate students' interest.

Vocabulary 1

World food



3.2

1 Read and listen to the text about typical dishes around the world. Match the photos (a–d).

What is a typical dish in your country?

HOME | ABOUT US | CONTACT



1 Parvin, Pakistan

A typical dish in Pakistan is **dal**. It's made from cooked **lentils** fried with **tomatoes**, **chilli peppers** and different **spices**. It also contains salt and sometimes **lemon juice**. We usually eat it with **rice**.

2 Dan, England

In Britain, we often have roast meat and vegetables on Sunday. It's called **roast** – and it's very **sweet** and **sour**. It's made with **flour**, **eggs** and **milk**. We cook it in a very hot oven. It's delicious!

3 Arief, Indonesia

In Indonesia, people sell **kuah bakso** on the streets. That's **soup** with **meatballs**. The meatballs are usually made from minced meat with one or two eggs, **salt**, **pepper**, **garlic**, **onions** and flour. You cook them in boiling water.

4 Claudia, Ecuador

In my country, people who live on the coast often eat **ceviche**. It's **raw fish** in a sauce of onions, **chilli peppers**, **lemon juice** and **lime juice**. It's great to eat on a hot day!

Vocabulary 2

Describing food



3.5

1 Read the restaurant reviews below. Which restaurant would you like to go to? Why?



The Sushi Palace

This is the number one place for sushi in New York! The sushi with **cooked** fish is very good but the sushi with **raw** seafood is spectacular!



The Curry House

If you like curry, you'll love this restaurant. You can choose between very **hot** curries (like vindaloo) and **mild** curries (like chicken korma).



Beijing Surprise

The dish to order here is the superb **sweet and sour** chicken – the best I've ever had. Most of the food on the menu is very **tasty**, although some dishes are a little **bland**.



Vic's Clean and Green

Vic's was the first vegetarian restaurant in the city and it's still the best. All the food is from local farms, and so it's super-fresh and tasty! And everything's perfectly cooked: not too **hard** and not too **soft**.

2 Choose the correct adjectives.

- 1 Ron: Boiled potatoes don't taste of anything! They're really hard / bland!
Gary: I agree. I prefer carrots: they're very tasty / mild.
Is the rice ready?
2 Nell: No, it's still sour / hard. In a few minutes it'll be nice and soft / raw.
Andy: My mouth is on fire! This curry's so cooked / hot!
3 Sam: Really? My curry's quite mild / tasty.
Liam: Ugh! This yoghurt is very sour / hard!
4 Charlie: If you put some honey in it, it'll be tasty / sweet.
Will: Waiter, this fish is soft / raw!
5 Joe: Yes, sir. It's Japanese sashimi. Sashimi is never sour / cooked.
Waiter:



3.6

3 Write the words you hear. Be careful with the spelling.



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MCE Cambridge Lower Secondary
International English Student's Book

MCE Cambridge Lower Secondary International English Student's Book

Although there is a main skill or language focus in each lesson, the lessons always incorporate an integrated skills approach. The associated subskills are embedded within the section. This approach facilitates the all-round development of the necessary skills to improve the language abilities of students.

MCE Cambridge Lower Secondary International English Student's Book

Speaking

Surprise surprise!



1 Listen to the conversation between Tom and Liam. Answer the questions.

- 1 What does Liam want to do?
- 2 Where do they decide to have the event?
- 3 Who does Tom need to talk to first?
- 4 How many people do they decide to invite?
- 5 Who chooses the people that are invited?



2 Choose the correct words. Then listen and check your answers.

- 1 What for/about organising a surprising party?
- 2 Why do/don't you invite David to your house on Saturday?
- 3 Do/Should I make a list of people to invite?
- 4 We'll all be there, but/because he won't know!

Useful phrases

Planning an event

Discussing plans

- Why don't we/you ... (have a party)?
- Shall I/we ... (invite a lot of people)?
- How about/What about ... (inviting all your friends/a picnic)?
- I'll ... (speak to them).
- What do you think?

Responding to ideas

- That's a nice idea!
- Great!
- That sounds good.
- I'm not sure about that.

Expressing contrast

- but (We'll all be there, but he won't know.)
- although (I'll ask my mum and dad, although I'm sure they'll say yes.)

3 Rewrite the suggestions with the words in brackets. Use the expressions in the Useful phrases box to help you.

- 1 Shall we bring lots of food to the party? (how about)
- 2 Why don't we give David a present? (shall)
- 3 How about ordering some pizzas for the party? (why don't we)
- 4 Shall we buy a birthday cake? (what about)
- 5 Why don't we go to the cinema afterwards? (shall)

Subskill

Working as a group

- Participate and make suggestions (Why don't we ...? How about ...?).
- Ask other people for their ideas (What do you think?).
- Listen to other people and don't interrupt them.

4 Work in groups. You want to organise a surprise birthday party for a good friend. Discuss the points below. Use the Useful phrases to help you.

- where it will be
- who to invite
- what food and drinks to have
- what present to give
- how to make it a surprise.



Speaking

Students listen to a recording of the speaking model to familiarise themselves with the target language. They engage in pair work and group work to develop their speaking skills.

Writing

A writing model and scaffolded questions provide students with a guide for their own writing.

Writing

A message

1 Read the message. Then number points (a–f) in the order they appear (1–6).

Hi Beth,
It's my birthday next Saturday and I'm having a meal at my house. My dad's cooking sweet and sour chicken! We're eating at 7 o'clock in the evening. Can you come?
I don't want a present, so don't worry about that!
Please reply soon!
Hugs and kisses,
Sandra

Write a message.

- | | |
|---------------------------|--------------------------------|
| — a saying goodbye | — d a request |
| — b a question | — e saying hello |
| — c why Sandra is writing | — f information about the meal |

2 What tense are the underlined verbs? Why?

- | | |
|---|-------------------------------|
| 3 Match the words and phrases on the left to similar ones on the right. | |
| 1 Hi | a Are you free then? |
| 2 Can you come? | b All the best |
| 3 Please reply soon. | c Hello |
| 4 Hugs and kisses | d Please get back to me soon. |

Subskill

Writing a message

When you write a message, organize the information clearly. This helps the other person to understand. Start each topic on a new line. Say hello at the beginning and goodbye at the end with appropriate phrases.

4 Do the writing task below.

- You want to see your English-speaking friend, Will, next weekend. Write him a message. In your message, you should:
- suggest something to do;
 - give a reason for your suggestion;
 - ask Will for his opinion.

Write 35–45 words.

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Useful phrases

from the recorded model are practised in pair or groups.

Subskill

Tips on the topic are provided to help students in their writing tasks.

Grammar is taught in context using example sentences from previous lessons within the same unit. This approach allows students to make connections and understand the relevance of grammar within real-world situations, fostering deeper comprehension and application.

Language focus 1

Present simple (1)

Affirmative		
be	have got	Other verbs*
I am ('m)	I/You/We/They have got	I/You/We/They live
You/We/They are ('re)	He/She/It has got ('s got)	He/She/It lives

*The following verbs add -es after he, she and it: gogs, does, teaches, watches, catches, finishes, washes, kisses.

Negative		
be	have got	Other verbs
I am not ('m not)	I/You/We/They have not got (haven't got)	I/You/We/They do not live (don't live)
You/We/They are not (aren't)	He/She/It has not got (hasn't got)	He/She/It does not live (doesn't live)

We usually use the contracted forms ('m, 're, 's, 've, n't) except in formal writing. We use the present simple to talk about routines and permanent situations or facts. I **play** handball for my school team. It **doesn't get** light till 11 o'clock the following morning!

1 Choose the correct answers.

Kelvedon Sports Centre
Customer reviews

Tony ★★★★★
This 'is/are a fantastic place! It 's/'s got many facilities for lots of different sports. I sometimes 'eat /eating in the cafeteria here too, and the food's great!

Ella ★★★★★
The instructors 'not / don't help much and they 'aren't / don't very friendly. They 'don't / doesn't think about customers!

Roy ★★★★★
I 'play / plays tennis here and my sister 'go / goes swimming. It's a great place!



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2 Complete Play's blog with the present simple form of the verbs in the box.

spend be not give
have got not speak

Play's blog Five facts about me and my family!

- I _____ from Bangkok.
- My friends and I _____ a lot of time on social media.
- Our teachers _____ us a lot of homework.
- My dad _____ English.
- My mum _____ seven sisters!

3 Tell your partner about different people in your family. Use the verbs in the box to help you. Use the affirmative or negative form of the verb.

get up work drive like
listen play eat have got

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MCE Cambridge Lower Secondary International
English Student's Book

The consistent structure, as well as the explicit teaching of grammar and other language skills in every unit, facilitates the successful learning of English by students.

Enables students to gain confidence in preparation for their assessments

Our series offers abundant opportunities for students to learn and practice language skills through a diverse range of exercises. By engaging with these activities, students gain familiarity with various question types, enhancing their confidence and proficiency in language skills.

Reading

Theme-based reading texts in each Student's Book progressively increase in difficulty and are carefully selected for age appropriateness and engagement. Pre-reading tasks prompt critical thinking about the theme. With accompanying audio recordings, students can simultaneously listen and read, enhancing both reading and listening skills effectively.

Reading

Typhoon

- 4.3 1 Read and listen to the extract from the story *Typhoon*. Put the events in the correct order (1–6).
- ___ a The captain talks about his job.
 - ___ b Jukes explains why he is worried.
 - ___ c Jukes decides to talk to the captain.
 - ___ d The storm arrives.
 - ___ e The captain explains why he doesn't want to change direction.
 - ___ f The captain doesn't understand why Jukes is there.

Joseph Conrad was a famous writer. He lived from 1857 to 1924. He wrote long stories, which were published into novels. Many of his novels are about life at sea. This is an extract from a story called *Typhoon*. A typhoon is a big storm with very strong winds.

Before the typhoon

The ship was moving up and down, and from side to side. When the sea became calm, Jukes said, "Maybe a bad storm is coming. Maybe not—but we need to change direction. I'm going to the captain."

The captain was in his room. He was reading a book. "What's the matter?" he asked.

"The sea's getting worse."

"Yes," replied Captain MacWhirr. "Is there a problem?"

"The ship's moving a lot," Jukes said, feeling stupid. "Yes, I know! What do you want?"

Jukes didn't speak. Finally, he replied, "I was thinking of the passengers."

"Passengers?" wondered the captain. He looked confused.

At last, Jukes said, "Perhaps we should change direction."

"Is there any wind?" the captain asked.

"No, sir. But something bad is coming."

"Maybe, I'm reading this book, Jukes. It's about storms at sea. The man says that, in our position, we need to change direction. But I can't do that. It means that we travel 300 miles more. That's very expensive."

Jukes was amazed. The captain never usually spoke much.

"Anyway," continued the captain, "Is the man right? You can't know about a storm until it arrives."

"A strong wind is coming, for sure," answered Jukes. "Very good" said Captain MacWhirr, angrily. "A storm is a storm, Mr. Jukes. I'm the captain, and a big ship like ours must deal with it."

The captain closed his eyes. He was tired. Suddenly, he heard a loud sound. What was that? Wind? He opened his eyes. Everything in his room was moving violently from side to side.

- 2 Read the extract again. For each question, choose the correct letter a, b or c.

- 1 What does Jukes think?
 - a The weather is very bad now.
 - b Bad weather is coming.
 - c Perhaps bad weather is coming.
- 2 When Jukes speaks to the captain, what does he do?
 - a In the end, he tells the captain what he is thinking.
 - b He doesn't give his real opinion.
 - c He immediately gives his real opinion.
- 3 Why doesn't the captain want to change direction?
 - a It's too late.
 - b It costs a lot of money.
 - c The ship will arrive late.
- 4 What does the captain think of the man's opinion?
 - a He's right.
 - b He's wrong.
 - c Maybe he's right, maybe he's wrong.
- 5 How does the captain first know that the storm is starting?
 - a He sees something.
 - b He hears something.
 - c He feels something.

- 3 Imagine that Jukes describes his conversation with the captain. What does he say?

A I talked to the captain and he's very worried about the storm. We're changing direction!

B The captain doesn't agree with me. So, we're going to have a big problem very soon.

C The captain doesn't know what to do. He's reading a book about storms and trying to decide.



Listening

Sweet treat

- 1 Look at the photo in the recipe. Discuss the questions.
- What ingredients do you think the dessert contains?
 - What do you think it tastes like?

Apple crumble

Level of difficulty: ¹easy / ²medium / ³hard

Serves: ⁴three / ⁵four / ⁶five people

Preparation time: ⁷50 / ⁸60 / ⁹70 minutes

Ingredients

- Three ¹⁰big / ¹¹sweet / ¹²sour apples
- 175 grams of ¹³rice / ¹⁴biscuits / ¹⁵flour
- ¹⁶*125 / ¹⁷135 / ¹⁸155 grams of sugar
- 110 grams of ¹⁹cold / ²⁰sweet / ²¹warm butter
- A little ²²garlic / ²³salt / ²⁴pepper

Method

- Step 1 Peel and cut the apples into ²⁵_____ pieces. Put them in the baking dish. Then add ²⁶_____ grams of sugar and mix well.
- Step 2 Put the flour and ²⁷_____ of the sugar (110 grams) in a bowl. Mix with a pinch of ²⁸_____. Now add the cold butter. Mix everything together with your ²⁹_____ until it feels like wet breadcrumbs.
- Step 3 Spread the crumble mixture on top of the ³⁰_____ in the dish.
- Step 4 Put the baking dish in the oven for ³¹_____ minutes. Use a sharp knife to check if the apples are soft.
- Step 5 Serve with ³²_____.



- 2 Listen to part one (1–8) of the recipe. Choose the correct answer.
- 3 Listen to part two (9–18) of the recipe. Complete it with the correct word.

Listening

Engaging photographs introduce the audio track topic, encouraging students to think and speak before listening. Follow-up questions promote comprehension, inference, and critical thinking skills, fostering lively discussions and deeper understanding.

Listening

An interesting holiday!

- 1 Listen to Leo telling a friend about his holiday. Put the pictures (a–d) in the correct order (1–4).



Subskill

Listening for specific information

- When you answer questions on a listening text:
- Read all the questions carefully before you listen.
 - Underline the words that contain the key ideas in each question.
 - Pay special attention to the question words.
- For example, *what* asks about a thing, *who* asks about a person, etc.
- While you are listening, focus on the key ideas in the questions.
 - Be careful! Very often, you don't hear exactly the same words as in the question (e.g. the question says *historic town* and you hear *old place*).

- 2 Choose the correct answers.

- What was the campsite like?
 - It was in a very good location.
 - They could see mountains but the campsite was small.
 - It had great views and there was plenty of space for the tents.
- How many people were on the holiday?
 - three
 - four
 - five
- When did the storm start?
 - at 10 o'clock
 - at 11 o'clock
 - at 12 o'clock
- Where did Leo and his brother sleep on the first night?
 - in their tent
 - in a tent they borrowed
 - in a car
- What was the weather like for the rest of the holiday?
 - dry
 - clear and sunny
 - constant rain
- How did the holiday end?
 - well
 - badly
 - suddenly

- 2 Read and listen to adjectives a–i in the web quiz in Exercise 1. Underline the stressed syllable in each adjective. Then practise saying them.

Subskill

Word stress

In English, when we say words with more than one syllable, we place more emphasis on one of the syllables. This is called word stress and it is a very important part of English pronunciation.

- 3 Complete the dialogues with your answers in exercise 3.

- Joe: My parents have given me \$50 for my birthday!
Sam: Wow! They're _____! I only got \$10!
- Andy: You're so _____! You've eaten the last chocolate in the box!
Conor: I don't think that's a very _____ comment! You had all the others!
- Ryan: What do you think of my design for the school project?
Hassan: It's fantastic! You're very _____!
- Dan: You don't talk much when you're in a big group. Why's that?
Neil: I'm quite _____, really.
- Vincent: Where have you hidden my pen? It's not _____! I have to do my homework.
Kevin: I was just joking! Don't be so _____. Here it is.



Workbook p. 9

Workbook tab

Directs students to the exact page of the assignment to be completed in the Workbook.

Self-Check and Round-up sections include exercises to familiarise students with various question types. These exercises consolidate learning and enhance preparedness for their assessments, promoting confidence and proficiency.

Self-Check B

1 Complete the five conversations. Choose the correct answers.

- What was the weather like?
a I liked it. b It was foggy. c It was soft.
- Would you like to try the fishball soup?
a I'll take it. b I like it. c Yes, please.
- Is it cold outside today?
a Yes, it is. b No, I'm not. c I'm wearing a jacket.
- Have you got any rice?
a No, I haven't. b Yes, please. c Yes, I want some.
- Where did you go on holiday?
a Yes, I did. b We went to Europe. c No, we didn't.

2 Complete the email to a friend with the words in the box.

a are but having is it many the went were

Hi Harry,

We are staying in a nice hotel opposite a beach but I am not ¹ much fun at the moment. The weather has been really bad. On the first day, there was ² big storm with thunder and lightning, so we didn't leave ³ hotel all day. The next morning, the weather looked sunny, so my brother and I ⁴ to the beach. While we ⁵ swimming in the sea, it started raining again. And it ⁶ still raining now, one week later! There just aren't ⁷ fun things to do around here when the weather's wet. The TV says the weather will be better in a couple of days, ⁸ we're going home then.

Anyway, ⁹ you enjoying your holiday? I hope ¹⁰ is better than mine.

Bye,
Xavier

Self-Check

The Self-Check section in each unit enables students to review their learning, monitor progress, and pinpoint areas needing further study. This promotes autonomy and reinforces understanding, enhancing overall learning outcomes.

Round-up

1 Read the article on p. 62. Choose the correct answers.

- How many people are talking?
a one
b two
c three
- Where is Juke?
a in the water
b on a boat
c in the captain's room
- What does the captain want to do?
a stop the ship
b face the storm
c change the ship's direction
- How do you describe what the captain sees in his room?
a no movement
b little movement
c great movement

2 Complete the text with the past simple or past continuous form of the verbs in the box.

wait expect not know rain read intend not have pay arrive want know

It ¹ when Jack began ² in London. While he ³ for his luggage at the airport, he ⁴ the messages on his phone. He ⁵ a message from Mr Finn but he ⁶ one. Mr Finn was a mysterious man. What ⁷? Why ⁸ Jack a million dollars to come to United Kingdom? Jack ⁹ the answer but he ¹⁰ one thing: he ¹¹ to find out.

Choose the correct answers.

We got into the boat and 'at first/before the weather was fine. 'Until/Soon, it started to get windy, however, and after a 'while/period, the boat started to move from side to side. 'Quickly/ suddenly, there was a lot of thunder and lightning and it began to rain hard! One or two people were crying. 'because/so the captain said, 'Don't worry. This weather is normal at sea.' In the end/final the storm stopped and the sun appeared, 'but/so it was a very frightening experience.

Complete the dialogue with the correct punctuation.

What's wrong ¹ _____
ard: I'm very angry with you ² _____
I don't understand ³ _____ Why are you angry with me ⁴ _____
ard: You promised not to tell my secret ⁵ _____ I can't forgive you ⁶ _____

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Round-Up

Extra practice exercises are included to reinforce language skills, grammar, and vocabulary covered in the unit, offering students additional opportunities for mastery and confidence-building.

Extended reading 2

A classic novel

The Adventures of Tom Sawyer

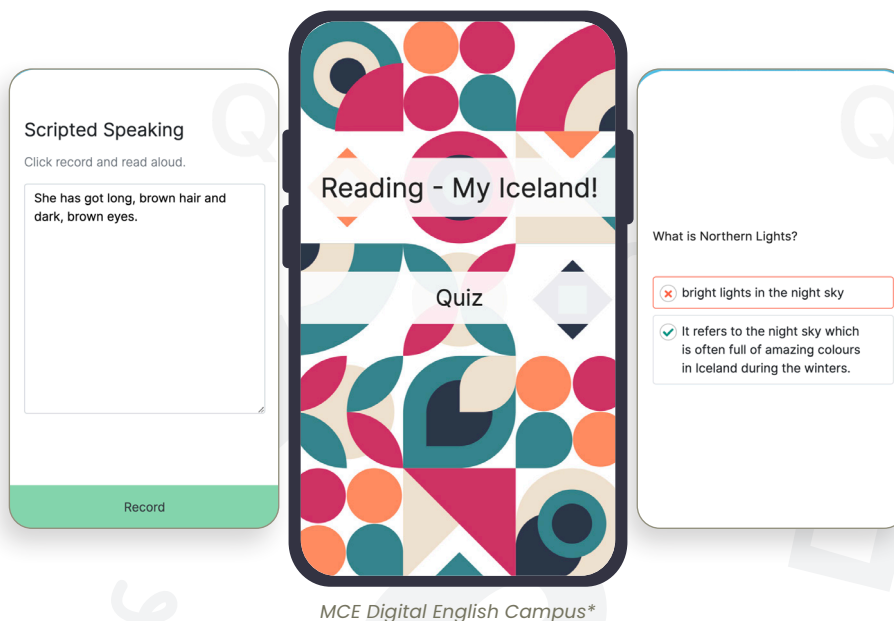
by Mark Twain

Mark Twain (1835–1910) is one of the best-known writers in American history. He wrote several novels about the characters Tom Sawyer and Huckleberry Finn which are considered to be classic novels today. *The Adventures of Tom Sawyer* was published in 1876. It tells the story of Tom Sawyer, a young boy growing up in a small town next to the Mississippi River in the USA. Tom lives with his Aunt Polly. One day he gets into a fight with a new boy in the town. When his aunt finds out, she decides to punish him. So the following Saturday, she makes Tom paint the fence outside their home.



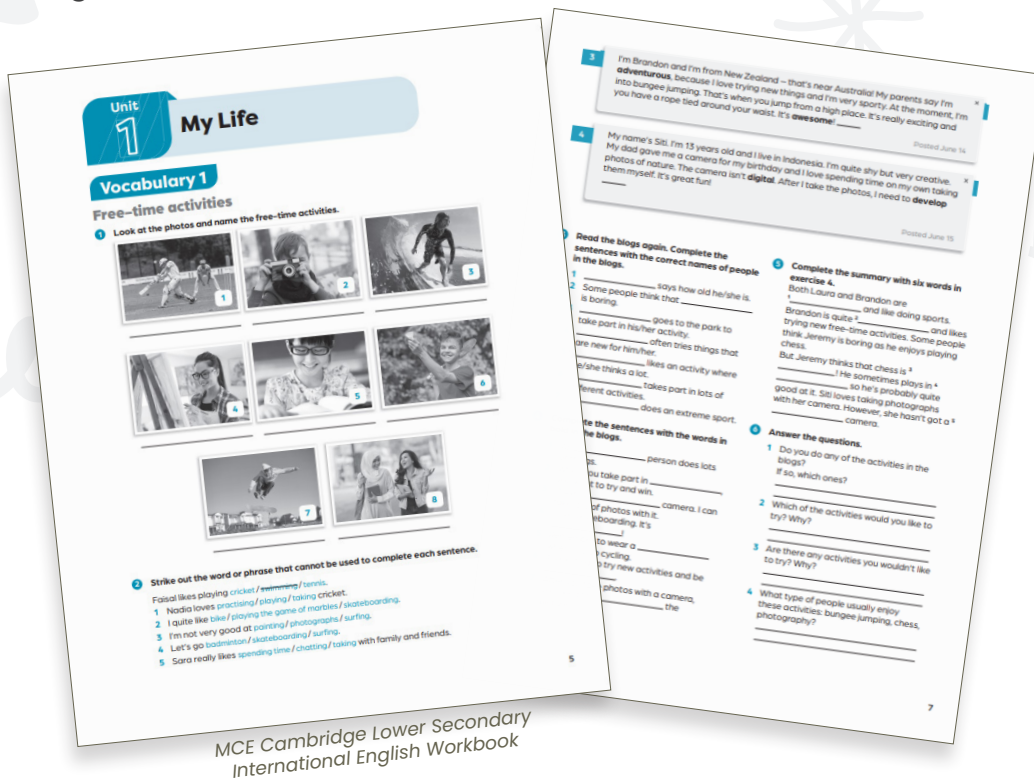
Extended Reading

Authentic fiction and non-fiction texts of various genres encourage you to read for pleasure and fluency, which further supports language and literacy development.



MCE Digital English Campus*

Students benefit from additional practice through an AI-driven platform that auto-generates questions and worksheets. Instant feedback fosters familiarity and enhances learning outcomes, empowering students to progress confidently in mastering the content.

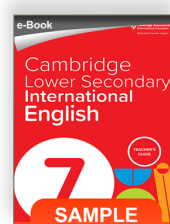
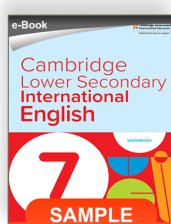
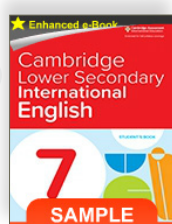
MCE Cambridge Lower Secondary
International English Workbook

The Workbook offers additional activities and exercise questions for students to practice and reinforce language skills, ultimately boosting their confidence in English proficiency through consolidation and application.

By incorporating the above into the series, students will be able to develop confidence in their preparation for their assessments.

*These resources will not go through the Cambridge International Education endorsement process.

Provides unparalleled ease of use and convenience to students and teachers

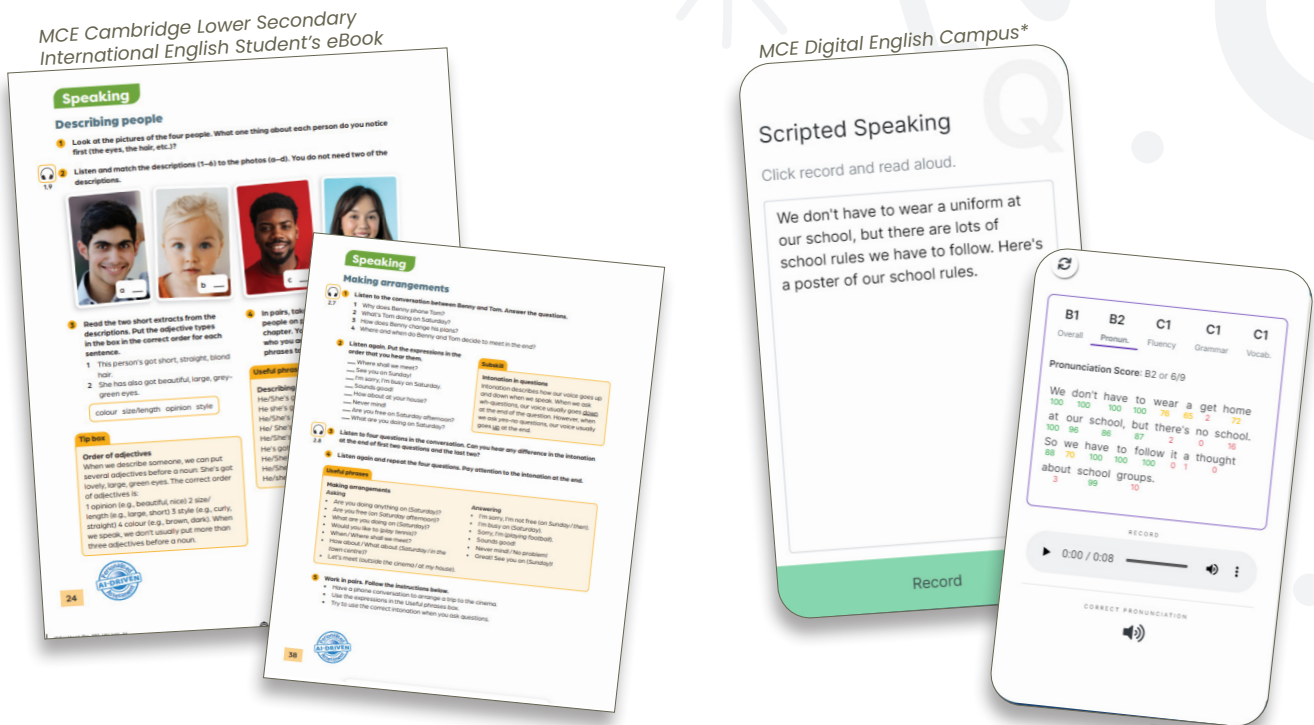


In our Student's eBook, video and audio clips can be accessed seamlessly by scanning the page with a mobile device like a tablet or phone, ensuring convenient resource accessibility for learners.



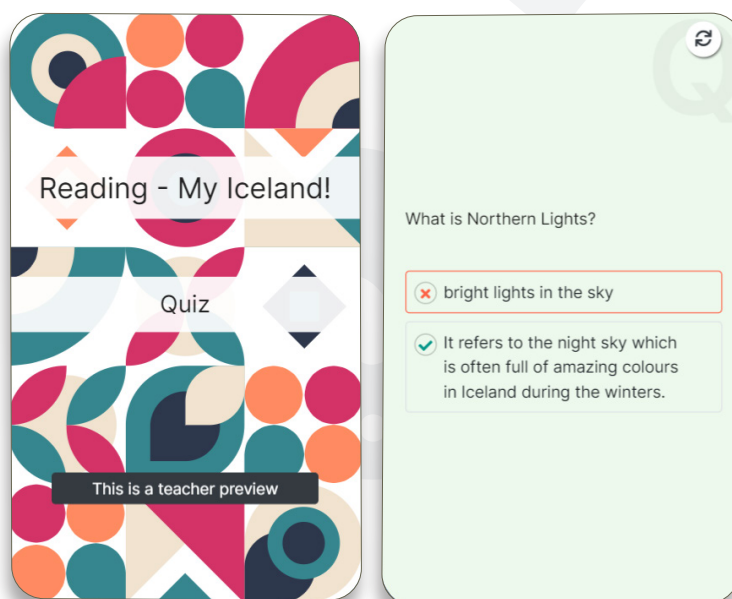
Icons for video or listening are placed on the outer edges of relevant pages in each unit to pique students' curiosity and engage prior knowledge. Accessing audio and video clips is convenient through MCE's digital learning platform, MCEduHub. In addition to audio clips for listening lessons, there are clips for reading passages, vocabulary, and speaking, enriching students' reading and listening skills.

Students can practice reading aloud and speaking skills, graded according to CEFR standards on an AI-driven platform. Clear opportunities are outlined in the Student's eBook, allowing students to playback and analyse their recordings to improve pronunciation and speaking proficiency.



To accommodate diverse accents, our series prioritises personalised learning and practice of English speaking. Through an AI-driven platform, personalised assessments are provided, ensuring accuracy and clarity in pronunciation, graded according to CEFR standards, to support each student's individual progress.

In addition, the AI-driven platform can generate new, auto-graded questions from the content within the book, offering additional opportunities for practice and assessment.



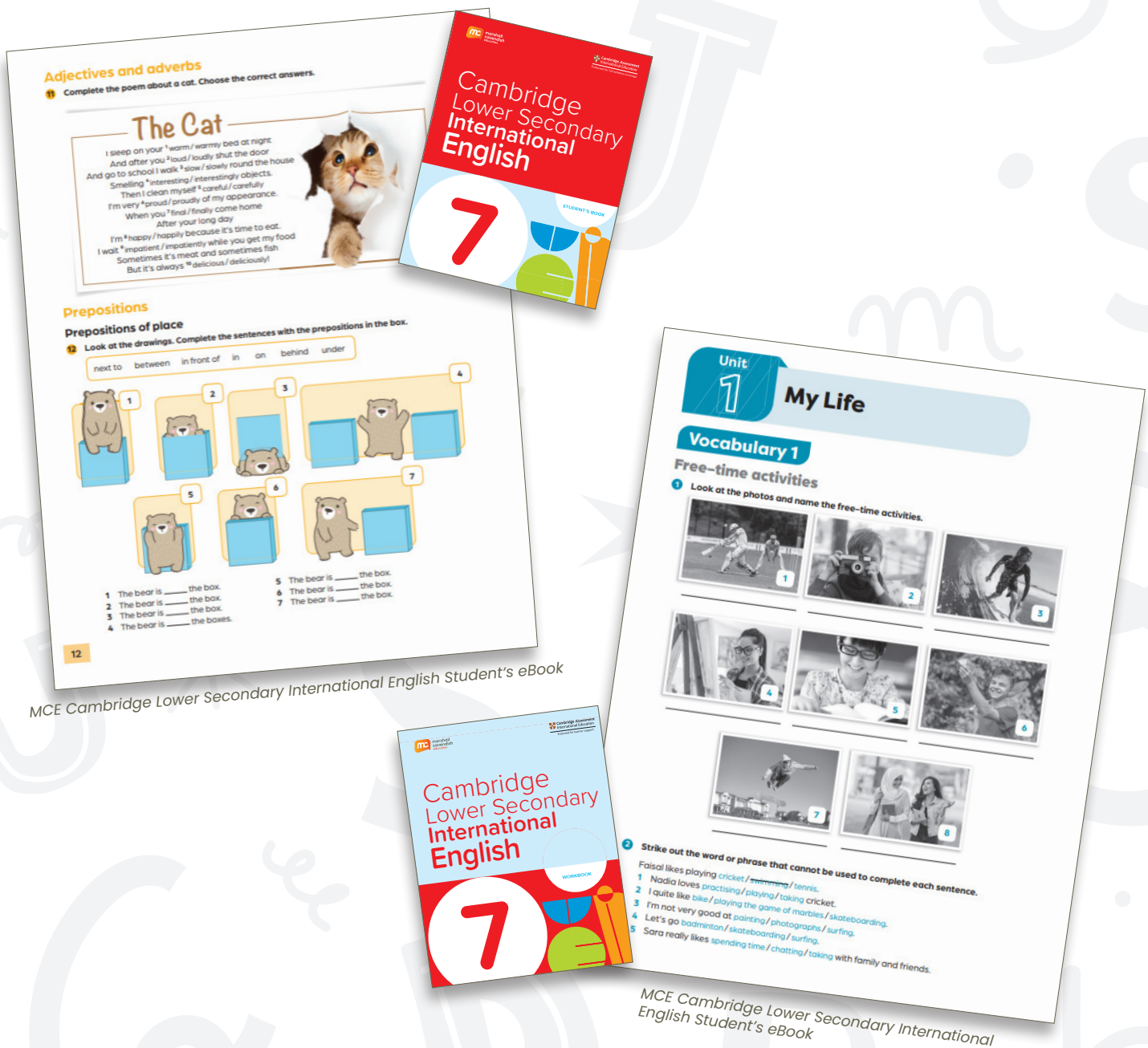
MCE Digital English Campus*

*These resources will not go through the Cambridge International Education endorsement process.

Given the transformative impact of the post-COVID world on lesson delivery, our series offers a comprehensive solution adaptable to various teaching and learning scenarios. Teachers can seamlessly conduct lessons in traditional classroom settings, online environments, or hybrid formats, ensuring continuity and flexibility without disruptions.

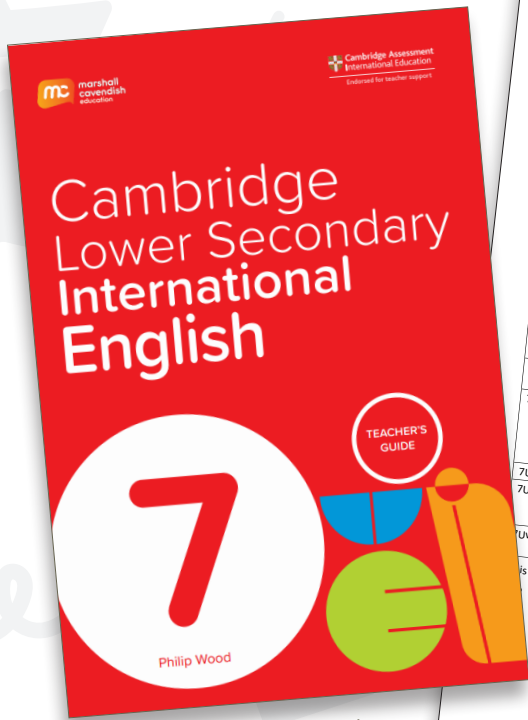
For Students

The digital learning suite comprises the Student's Book, enhanced eBooks, and eWorkbook. These eBooks are annotatable, enabling students to scribble, take notes, or write answers, which can be saved for later viewing. Additionally, the AI-driven platform embedded in the Student's eBook provides immediate feedback, allowing students to independently enhance their speaking skills with less reliance on teacher intervention.



For Teachers

In addition to the Student's eBook and eWorkbook, our digital teaching resources encompass editable Lesson overviews, Lesson Plans, Student's Book and Workbook answers, and audio transcripts for listening and speaking lessons. This suite allows flexibility and customisation to meet student needs. Moreover, a teacher's account on the AI-driven platform enables progress tracking. These resources aim to streamline lesson preparation and support both experienced and developing teachers, accessible anytime, anywhere via the portal.



Unit 2 Hello There! p.26

In this unit, the following learning objectives are covered from the Cambridge Lower Secondary English as a Second Language Curriculum Framework:

7Ld.02	Understand, with little or no support, most specific information and detail of short and extended talk.	SB: Unit opener pp.28–29, Listening p.37
7Sc.02	Ask questions to find out detailed information and to clarify meaning and opinion on a wide range of topics and respond accordingly.	SB: Speaking p.38
7Sc.03	Pronounce most words and phrases clearly; generally use intonation and place stress at word, phrase and sentence level appropriately.	SB: Vocabulary 2 p.35, Speaking p.38
7Wca.03	Use, with support, style and register appropriate to a range of written genres.	SB: Writing p.40
7Wor.02	Link, with support, sentences and paragraphs into coherent, extended text using a range of connectives.	WB: Writing p.24
7Wor.03	Use, with support, appropriate layout for an increasing range of written genres.	SB: Writing p.40
7Wc.02	Express opinions, with support, and begin to develop arguments, supported by reasons, examples and evidence.	SB: Writing p.40
7Rm.01	Understand, with little or no support, most of the main points of short and extended texts.	SB: Reading pp.32–33, Writing p.40
7Rd.01	Understand, with little or no support, most specific information and detail in short and extended texts.	WB: Reading pp.16–17, Writing p.24
7Rd.03	Deduce meaning from context, with little or no support, in short and extended texts.	SB: Reading pp.32–33, Writing p.40
7Ro.01	Recognise, with little or no support, the opinions of the writer(s) in short and extended texts.	WB: Reading pp.16–17, Writing p.24
7Ug.01	Use an increasing range of verb forms to ask questions to develop ideas and extend understanding.	SB: Reading pp.32–33, Vocabulary 2 p.35
7Ug.04	Use an increasing range of present continuous forms.	SB: Writing p.40
7Ug.07	Use a range of future forms.	SB: Speaking p.38
7Ug.12	Use a range of participle adjectives and a limited range of compound adjectives and comparative structures to indicate degree (e.g. <i>not as...as, much...than</i>).	WB: Language focus 1 p.18
7Uv.01	Use an increasing range of dependent prepositions following reading about the use of emojis	SB: Language focus 1 p.34, Language focus 2 p.36, Speaking p.38, Round-up p.41

This unit encourages students to reflect on how to use mobile phones in a productive way.

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Student's book pages 28–43
Workbook pages 15–24

Unit overview of learning objectives

Help teachers in lesson preparation by outlining all the learning objectives in the unit, and where the skills are covered in the relevant pages of the Student's Book and Workbook.

Digital teaching resources*

The Teacher's Guide consists of the following:

Editable Lesson Notes

Provide warm-up and lesson ideas, suggestions in the various activities and skills found in the unit, with prompts for differentiated instructions to help teachers deliver lessons effectively and efficiently with minimal preparation.

Warm-up

Go through the bullet points listed in the lesson summary to preview the lesson with the class. Then, tell students to discuss the opening photo and the quote.

Introduce the theme of unit 1 by writing the phrase *My life* on the whiteboard. Invite different students to come to the whiteboard, and write the first words that come to their minds when they read the phrase. Show interest, saying, *Tell me more*, to encourage them to briefly explain why they thought of their chosen words. Words that students may write are *family, school, hobbies, food, sport, music, my house, my bedroom, the weekend, my town, my clothes, etc...*

Support students who do not understand all the words written on the whiteboard by discussing their meanings, wherever required.

Values

You can use the idea of pen pals to discuss with the class the advantages of having friends from different countries. Explain to them that having a pen pal gives us the chance to learn about new cultures and broaden our horizons. Tell them that life can be more interesting and richer if we can see beyond our immediate surroundings.

- Have students complete exercise 3 either individually or in pairs. Help them by drawing their attention to the bold words in the text on page 16.

Challenge students to add more hobbies or free-time activities to both columns of the table. (Possible activities are *going swimming, playing video games, going shopping, playing football, etc...*)

Optional: Explain that we use the word *play* with musical instruments and also with most sports (*play the piano/the violin, play football/golf/basketball*).

EX 3 ANSWERS, P.17:

You can do this on your own.	You always do this with other people.
taking photos	playing cricket
skateboarding	spending time with family and friends
reading books	chatting
surfing	playing badminton
painting	

Suggested answers to Student's Book and opportunities for Social Emotional Learning (SEL)

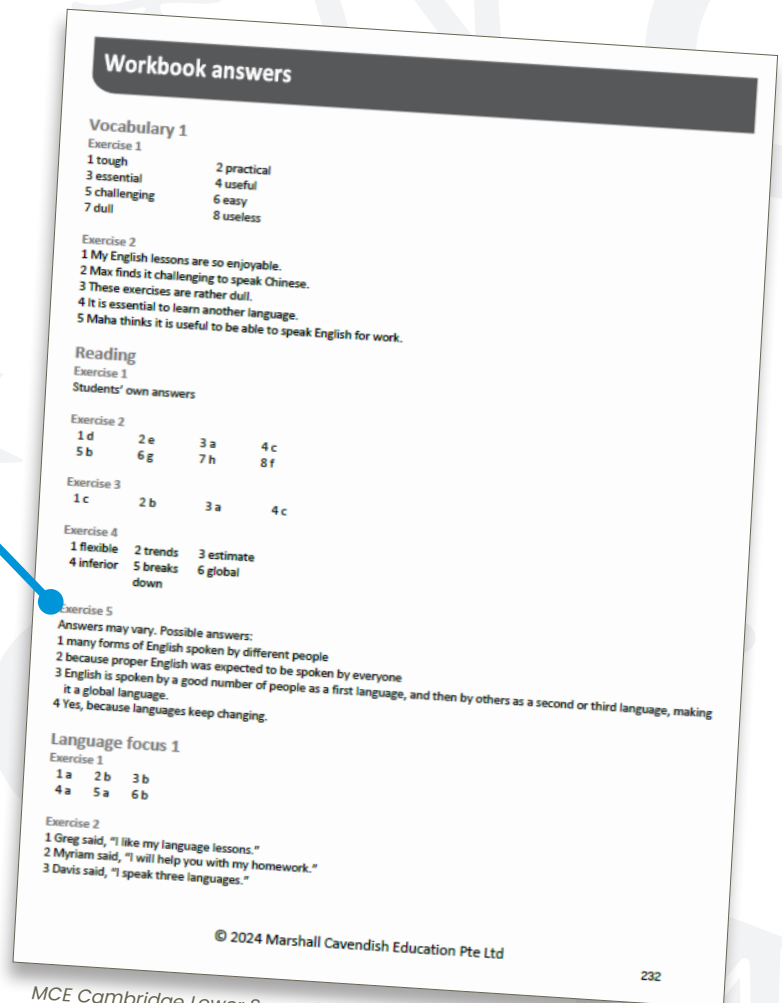
Answers to exercise questions in the Student's Book are conveniently located alongside lesson notes for instant reference. Additionally, values are explicitly addressed to support teachers in teaching Social and Emotional skills effectively.

MCE Cambridge Lower Secondary
International English Teacher's Guide

*These resources will not go through the Cambridge International Education endorsement process.

Answers to Workbook exercises

Suggested answers to questions in the Workbook are found at the end of the chapter to facilitate the marking of students' assignments.



MCE Cambridge Lower Secondary International English Teacher's Guide

Lesson-by-Lesson PowerPoint slides

These are aligned to the learning materials found in the Student's Book to support teachers in lesson delivery. They cover all learning objectives in the unit and are fully editable, based on the lesson needs and requirements.



Digital English Campus Teacher's Dashboard platform

Enables teachers to monitor students' progress and performance in the AI-driven autogenerated assignments/worksheets. Teachers can obtain reports on individual student's speaking abilities. By gaining insights to every student's performance, teachers are able to prescribe remedial actions, especially for weaker students.

*These resources will not go through the Cambridge International Education endorsement process.

Project 1

A students' zone

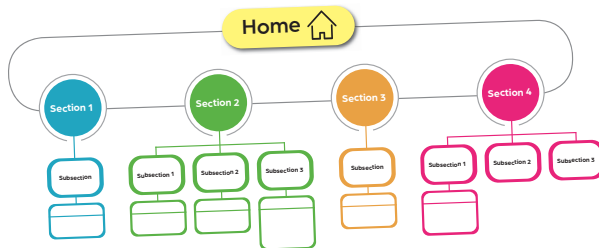
- 1 Work in groups. You are going to design a students' zone as part of your school website. Discuss what type of information will be useful or interesting for students visiting the site. Use these ideas to help you.

- work produced by students: stories, paintings
- school clubs: information / opinions (sport, drama, theatre, public speaking, science ...)
- school trips
- study tips
- advice for new students
- school uniform
- exam timetable
- free-time section (reviews of books, video games ...)



- 2 Decide on the structure of the students' zone.

- 1 Use your ideas from exercise 1 to help you decide what sections and subsections to include in the students' zone.
- 2 Write a clear plan that shows the sections and subsections.



- 3 Decide on the design of the home page.

- 1 Will the tabs (the main sections) be shown horizontally across the page or vertically down the page?
- 2 What background colour will you use?
- 3 What text or photos will you include?
- 4 Decide on a logo and font for the students' zone.

- 4 Design the home page on a computer and print it in colour.

- 5 Present your project to the class.
 - the home page (from exercise 3)
 - the plan (from exercise 2).

MCE Cambridge Lower Secondary International English Student's Book

Theme-based projects

The theme-based projects present opportunities that help foster collaboration, personalisation, and development of other lifelong skills such as problem-solving, research, critical thinking, as well as Content Language and Integrated Learning (CLIL).

Finished?

Unit 1

Reading (pp. 16–17)

- 1 Answer the questions without looking at the blog. Then read it again and check your answers.
 - 1 Where is Iceland?
 - 2 How do you spell the name of the capital?
 - 3 Which city is the capital very different from?
 - 4 How old are Katrin and her brothers?
 - 5 What adjectives describe Katrin's two brothers?
 - 6 What are Katrin's hobbies?
 - 7 How many hours a day is it dark in the summer in Iceland?
 - 8 When the Northern Lights appear, what does the sky look like?

- 2 Complete the sentences with information from the blog.

- 1 Iceland isn't a _____ island.
- 2 The school handball team is very _____.
- 3 Katrin's _____ than Jon.
- 4 Horses in Iceland are _____ and _____.
- 5 The days are very _____ in the summer but very _____ in the winter.
- 6 Lots of tourists visit Iceland to see the _____.

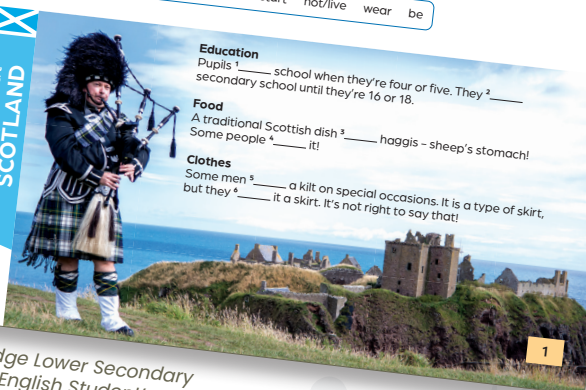
Language focus 1 (p. 180)

Present simple (1)

- 3 Complete the fact file with the present simple form of the verbs in the box. There are two extra verbs.

not/call say not/finish not/like start not/live wear be

Facts about SCOTLAND



Education
Pupils ¹ _____ school when they're four or five. They ² _____ secondary school until they're 16 or 18.

Food
A traditional Scottish dish ³ _____ haggis – sheep's stomach!
Some people ⁴ _____ it!

Clothes
Some men ⁵ _____ a kilt on special occasions. It is a type of skirt, but they ⁶ _____ it a skirt. It's not right to say that!

Finished?

These exercises further challenge and stretch students once they have completed the unit.

MCE Cambridge Lower Secondary International English Student's Book

*These resources will not go through the Cambridge International Education endorsement process.

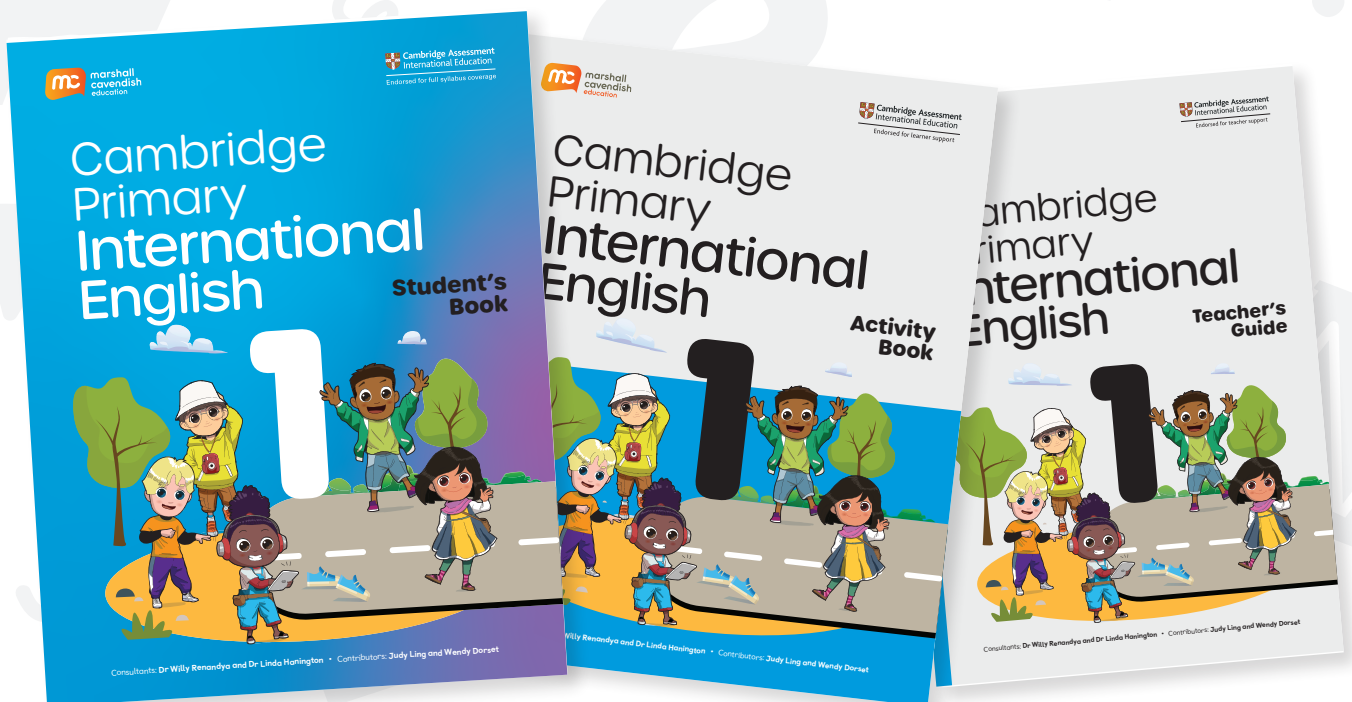
Other Products

You may also be interested in:

MCE Cambridge Primary International English

Stage 1 – 6 | Age 7 – 12

Scan here to learn more!



The Marshall Cavendish Education (MCE) Cambridge Primary International English series is aligned to the new Cambridge Primary English as a Second Language curriculum framework (0057). The series combines tried-and-tested methodologies alongside more recent practices, placing stories at the heart of the learning.

The stories and texts spark learner's curiosity, reduce learning anxiety, motivate learners to learn, provide context for their learning and ensure that language practice is meaningful. The many stories and non-fiction tests in the series are supported by rich visuals, to captivate learner's interest and to support understanding.

The series follows an active learning approach, with plentiful opportunities for singing, rhymes, role play and projects. The series includes a range of supporting resources customisable for both online and face-to-face learning, to consistently deliver outstanding learning and teaching experiences.

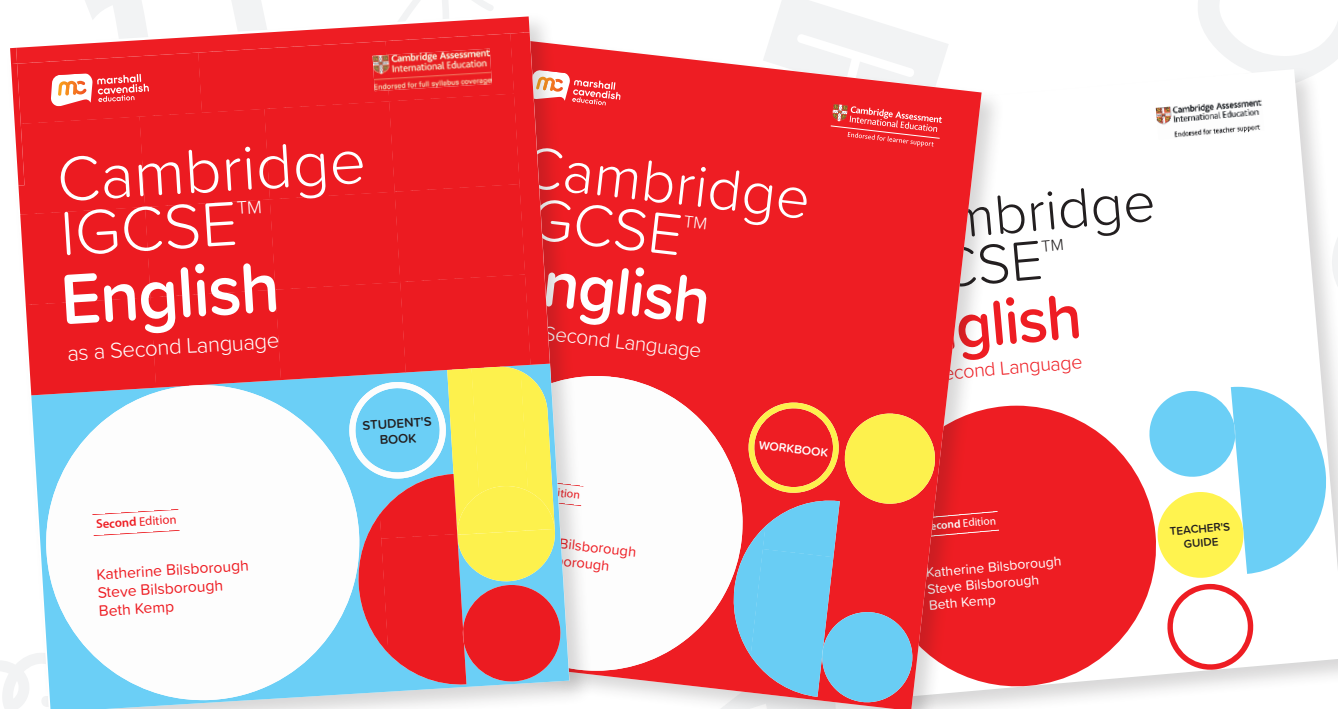
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MCE Cambridge IGCSE™ English

as a Second Language

Grade 11 – 12 | Age 16 – 18

Scan here to learn more!



The Marshall Cavendish Education Cambridge IGCSE™ English as a Second Language 2nd Edition series is designed to support learners studying the Cambridge IGCSE and IGCSE (9–1) English as a Second Language syllabuses (0510/0511/0991/0993) for examination from 2024.

The series focuses on building communicative competence and linking language to life. The units are carefully structured according to the various functions that we use language for, such as informing, explaining, persuading, and giving opinions. By learning language in this way, students will build strong communication skills, based around real world contexts that they can relate to.

Thorough coverage of language skills and grammar, as well as a focus on exam preparation, means that students will gain a solid grounding in English before moving on into higher education.

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MCE makes world-class educational content more accessible through a seamless experience that integrates both print and digital resources. We provide holistic and end-to-end solutions customised to the school's requirements, with professional development to help educators implement the curriculum.

We've worked with ministries, policymakers, educators, and parents in over 90 countries, designing education solutions in 14 languages for Pre-K to 12. MCE is the only Asia-based publisher that is an endorsement partner of Cambridge International Education.

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Series Architecture

- Student's Book (Print and Enhanced eBook*)
- Workbook (Print and eBook*)
- Teacher's Guide

**These resources will not go through the Cambridge International Education endorsement process.*