



As a leading Asian education solutions provider, Marshall Cavendish Education has a strong history of delivering comprehensive and innovative educational solutions based on in-depth research.

Our print and digital solutions are specially developed for educators and learners for whom English is not the first language. We believe that every learner can succeed regardless of English language proficiency or learning readiness. Hence, our programmes allow for customisation, flexibility and offer plenty of enrichment support and resources.

Marshall Cavendish Education is also an endorsement partner of Cambridge Assessment International Education and is uniquely poised to bring greater choice to educators in Asia and beyond.

The *Marshall Cavendish Education Cambridge IGCSE™ English as a Second Language* series is designed for learners studying the 0510/0511 syllabus. The series focuses on building strong communication skills and linking language to life.

### MCE Cambridge IGCSE™ English as a Second Language

- Designed for learners studying the full 0510/0511 syllabuses for examinations from 2023
- Endorsed by Cambridge Assessment International Education
- Produced by a team of subject experts
- For Cambridge schools worldwide

### Series architecture

- Student's Book
- Workbook
- Teacher's Guide
- e-Book (Including audio recordings)\*

\*These resources have not been through the Cambridge International endorsement process.

# Cambridge IGCSE™ English as a Second Language Brochure

**We Deliver MORE  
in the New Normal**

**Marshall Cavendish Education Pte. Ltd.**

Times Centre, 1 New Industrial Road, Singapore 536196

MCEducation.com

marketing@mceducation.com

All information presented is accurate at time of print.

A member of the  
**Times Publishing Group**

This **Marshall Cavendish Education Cambridge IGCSE™ English as a Second Language series** is designed to support students following the 0510/0511 syllabuses.

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.

This series helps to equip students for the modern world by including a unit on 21st century skills such as media literacy and using social media productively. The units also include a focus on values. For example, a discussion may be about personal development, or building links with the wider community. Alternatively, students may be prompted to discuss issues and ideas which will highlight the purpose or worth of a task in relation to future employment. This kind of reflection will help students become future-ready.

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.



**1** Units structured according to how we use language in real-life situations

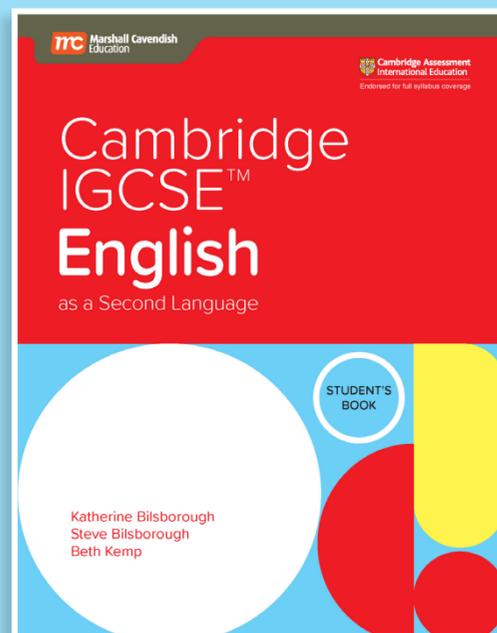
**2** Highly visual with relatable real life contexts and photos

**3** Builds communication skills and links language to life

## What's in Our Package?

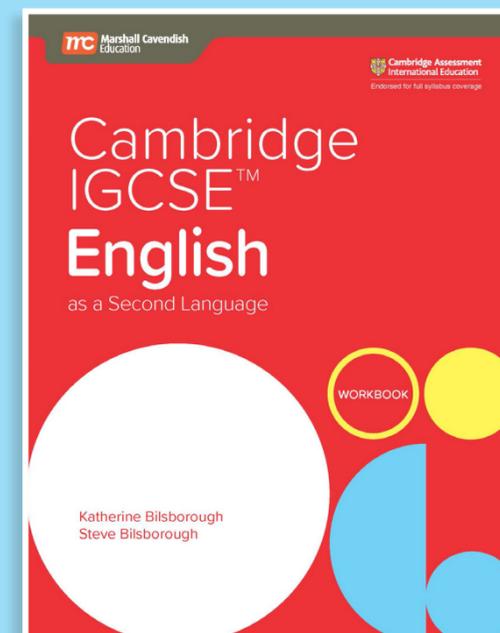
### Student's Book

ISBN 9789814941525



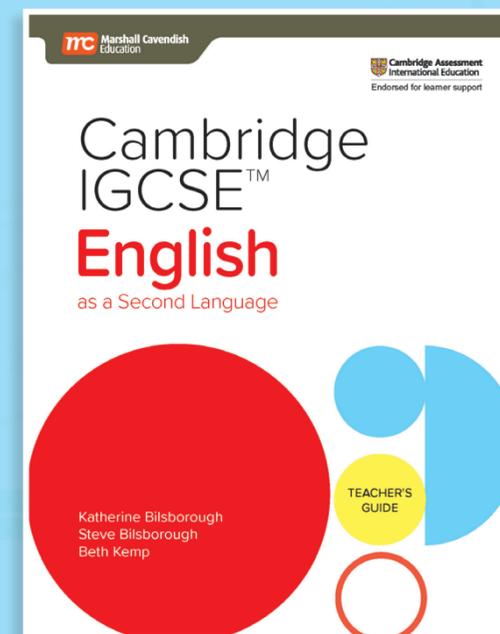
### Workbook

ISBN 9789814941532



### Teacher's Guide

ISBN 9789814941549



### Digital Resources

- eBook (contains all the audio recordings)



# UNIT 15

### Well-rounded Themes

Units are structured according to functions we use language for. i.e. informing, complaining, persuading, negotiating, explaining, etc.

## Expressing Opinion 2: Using English to critique and review

### Unit Opener

Each unit opener starts with a list of learning objectives linked to specific sections in the unit for targeted teaching and learning.

#### In this unit you will learn to:

- recognise and interpret language used to review and critique
  - review items, events and products using appropriate structures and vocabulary
  - recognise vocabulary and phrases expressing shades of opinion
  - use comparisons as a way of expressing and fine-tuning opinions
- Additionally, you will have the opportunity to practise:**
- discussing items, events, arts and media products to review them
  - listening in a variety of contexts where reviews might be found
  - reading a range of texts that review products, arts and events



**VALUES**  
In this unit, you will have many opportunities to practise giving your views. Appearing confident in these views will help you to come across well, so make sure that you think through what you want to say before starting. It is always easier to show confidence when you have properly considered your point.

### Values

Students find the purpose and make connections between language skills learnt and the wider world.

### Lesson Heading

Language lessons are structured according to the specific skill focus of the lesson.

### Warm-up

Before each lesson, suggested activities help recall and build contextual knowledge using relevant vocabulary.

### Focus on Skills

Useful strategies are provided in the form of advice for students to take note of.

**UNIT 1** **READING 1**

**Warm-up**

1. With a partner, discuss:

- How can we find out about the lives of other people?
- Think of a famous person from your country. What do you know about them?
- Have you ever read a biography?

**Scanning**

2. Before reading in detail, scan the biography and quickly find out what job the person does.

**Language Focus**

**Verbs followed by an infinitive**

Some verbs are usually followed by an infinitive. An infinitive is a verb with 'to'. For example, 'to be'.

- He decided to be a writer.
- Alu refused to give himself up.
- He chose to live in the USA.

Common verbs that are followed by an infinitive include:

decide	agree	choose	threaten
want	refuse	prefer	learn
promise	plan	arrange	expect
offer	fail	hope	intend

4. Using the given words, write sentences in your notebook.

- Yesterday / he / decide / join / drama club
- Sorry / I / promise / study / harder next time
- They / arrange / meet / six o'clock
- When / I / finish school / expect / go / university
- Next weekend / I / want / go / trip

**Connect**

5. Complete the sentences in your notebook.

- Next year I hope ...
- Right now I want ...
- At the weekend I expect ...
- When I finish studying I intend ...
- When I am an adult I promise ...
- Next summer I plan ...

6. Compare your sentences with a partner. Discuss what is similar and what is different about your hopes and plans.

### Focus on Language

Explanations and clarifications of specific language points are given, to provide support and context.

### Language Focus

Grammar is taught explicitly with clear explanations, contextualised examples, and plenty of practice.

Unit 18 – a unit dedicated to exploring 21st century skills, such as media literacy and using social media productively

**Focus on Values**

encourages reflection and personal development, to help students become ready to take their place within their community and also as global citizens.

**Connect**

Opportunities for students to reflect and collaborate, to make links between language skills learnt and personal experiences.

**UNIT 18 LIFE SKILLS**

**Warm-up**

1 With a partner, discuss each of these life skills. Talk about how each skill could help you in your future career.

social skills productivity leadership initiative flexibility

2 Match the skills from Exercise 1 to the statements.

I'm good at getting my I don't mind what timetable I work to. I don't need my boss

3 Listen again and choose from the list A–F which opinion each speaker expresses. Use the letters only once. There is one extra letter that is not needed.

A This employer wants employees who will do things without being told by a boss.  
 B This employer wants employees who are good at talking to customers.  
 C This employer wants employees who are qualified in the field of human psychology.  
 D This employer wants people who can motivate members of their team.  
 E This employer wants workers who can manage their time well and achieve objectives.  
 F This employer wants people who can adapt to changing situations.

**Discussion**

3 With a partner, discuss:

1. Think of a job you'd most like to do. Give a brief job description.
2. What do you think makes a good boss?
3. What's the best way for a business to recruit staff in your opinion?
4. Who do you know with good time management skills?
5. How should a shop assistant deal with customers?

**Language Focus**

**Verb + preposition**

We use lots of verb + preposition collocations when we talk about work. Look at these examples.

- I need a person who can **respond to** changes.
- We **depend on** staff with excellent social skills.
- My company **deals with** customers.
- You should **apply for** the job.
- We **specialise in** customer care.

Other examples include: *adapt to, concentrate on, help with, work for, participate in.*

4 Think of local, national or international businesses that you know. List them. Then, make sentences about them using these prompts.

1. They specialise in ...
2. They deal with ...
3. In the future they might need to adapt to ...

**Connect**

7 Look at the list of life skills in Exercise 1 and talk to a partner about:

1. Which life skills do you think you already have? Give examples of experiences that illustrate these skills.
2. Which life skills do you need to develop? Share ideas about how you could do this.

**Vocabulary Bank**

job description  
 perform a task  
 a boss  
 a senior member of staff  
 set/achieve objectives  
 take risks  
 entrepreneur  
 competitive market  
 recruit (staff)  
 time management  
 deal with (customers)

**Additional Practice**

Comprehensive exam-style questions with marks indicated are found at the end of every unit for more skill refinement and practice to be examination ready.

**UNIT 15 ADDITIONAL PRACTICE**

**Writing**

**MUSEUM**

Your class has been on a trip to a museum and your teacher has asked you to write a review for your class blog. Describe the experience and give your opinion of the museum. Here are two comments from other students on the trip:

The trip was a bit rushed. I wanted to spend more time in the art exhibition.

It was great to see real objects from history! The information about them was really useful.

The comments may help to get you thinking, or you can use your own ideas. Write 100–150 words. Up to 6 marks will be given for the content of your review and up to 6 marks for your use of language. [Total: 12]

Write 150–200 words. Up to 8 marks will be given for the content of your review and up to 8 marks for your use of language. [Total: 16]

**Speaking**

'Holidays rarely live up to our expectations.'

Discuss this topic. Use the following ideas to help you extend the conversation:

- a holiday you have taken recently or in the past
- your best and worst holiday experiences
- your ideal holiday would be like

**UNIT 11**

Describing compromises reached; reported speech

**Language Focus**

**Reported speech**

When we report offers that other people have made, we change *'I'* to *'he'*. So *'I'll do it'* becomes *He said he'd do it.* (He said he would do it.) Here are some more examples:

'I'll carry the shopping home.' He said he'd carry the shopping home.  
 'I'll lay the table for lunch.' She said she'd lay the table for lunch.  
 'I'll clean the bathroom.' He said he'd clean the bathroom.

4 With a partner, take turns to report the offers in the speech bubbles, using He or She.

1 'I'll tidy the living room.'  
 2 'I'll mop the floor.'  
 3 'I'll wash the dishes.'  
 4 'I'll do the ironing.'

**Writing a report**

An informal report has the following structure:

1. It states what the report is about.
2. It presents the facts.
3. It makes recommendations.

5 Use your notes to write a report based on the information in Exercise 4 on page 328. You can copy Part 1 of the report on page 328. When you finish, compare your report with a partner's.

6 Write a report based on the information in the Language Focus box.

**Glossary**

accessories (n): additional clothing such as a scarf  
 after sun (n): a lotion to put on when you have sunburn  
 agenda (n): an underlying motive or intention  
 amateur (adj): unprofessional or unskilled  
 ambiguity (n): the quality of being unclear or having multiple interpretations, unclear  
 application (n): a written request for a job  
 artificial (adj): not real  
 assume (v): to think something without proof  
 audiobook (n): a book that you listen to and is read aloud and recorded  
 audition (n): a trial to check suitability for a job  
 automation (n): the state of things being done by themselves, without human control  
 awkward (adj): out of place or clumsy

B-movie (n): a low budget film  
 blueprint (n): a design plan  
 boarding school (n): a school where the students live in term time  
 briskly (adj): quickly and with purpose  
 buff (n): a type of over-the-head scarf that can be stretched worn in a variety of ways  
 bulldog clip (n): a strong metal fastener that holds things together

campfire (n): a small fire for cooking and warmth  
 carbon footprint (n): the amount of greenhouse gases emitted by a person or organisation  
 activities carried out by a person or organisation  
 catchy (adj): interesting and easy to remember  
 cello (n): a large stringed musical instrument, played with a bow (like the violin), but the cello standing on the floor  
 chairperson (n): the person who runs a meeting  
 checklist (n): a list of items or tasks to be done  
 chrome (n): a shiny metal-like material  
 chronological order (n): ordered by time  
 cinematography (n): the actual capturing of a film  
 civilisation (n): all human society  
 clarify (v): to make something clear  
 coat (n): a layer  
 compostables (n): things that can be broken down organically  
 compromise (v): to come to an agreement  
 concept (n): an idea or design  
 concern (n): an important issue  
 concession (n): a compromise  
 consensus (n): an agreement

**STUDY SKILLS**

You can use different colours to record new language. Copy the examples in the Language Focus box. Use different colours for the key parts of the sentences. For example: *I'll* (blue) *carry* (red), *He said* (green) *he'd* (green) *carry* (red).

**Glossary Words**

Vocabulary that is indicated in blue can be found, along with accompanying definitions, in the Glossary section of the student book.

**Extended Content**

Students can focus on the course they are taking with extended content indicated with an 'E'.

**Study Skills**

Advice on how to categorise similar and related language skills for efficiency of revision.

**Habits and attitudes; adverbs of frequency and time**

- 3 Write three sentences about either your reading or media consumption habits using adverbs or adverbial phrases from the Language Focus box.
- Note-making**
- 4 Read the opening extract from a film review in a national newspaper. Make notes on the following aspects from the film review; you should make three notes about each aspect:
- people involved in the film
  - qualities of the film.

**Trapped on Pine Mountain comes out ahead of the competition**

The heart-warming family tale about a group of kids who get stuck in a snowy forest after rushing off to help the main character's dad has a strong opening weekend. Kiara, the nine-year-old main character, played beautifully by newcomer Suzume Tanaka, is endearing and easy for the audience to get behind. Her little gang of friends are also well cast and help to drive the story along, as well as being talented young actors who I am sure we will see more from in the near future.

Trust me, your kids will enjoy those scenes, but you will also be able to take a nostalgic pleasure in them. As you might expect from a film with 'Pine Mountain' in the title, the setting is spectacular, and the cinematography makes the most of this. There are some stunning panoramic shots as well as some marvellously close-up angles where the kids are, indeed, trapped.



The director, Paul Stanhope, is known for such family-friendly hits as *The Shadows Move* and *One More Goal*. Fans of these and those looking for something to keep the whole family engaged will not be disappointed. *Trapped on Pine Mountain* has the perfect balance of action and clever witty dialogue. Some of the lower key scenes between the child characters are hilarious – and not in a silly, slapstick way, but in an innocent way that perfectly captures the joy of childhood friendships.

**Writing a review**

- 5 You have been asked to contribute a review for your school's newspaper. You can choose to review a film, TV or streaming series. You are writing for an audience of your peers. You should be recommending a title for people to watch. Aim to include key features such as comparisons, specialist language and address your reader directly. Write between 100–150 words.
- 6 Write between 150–200 words.
- Connect**
- 6 Compare your answers to the reading survey with a partner's answers. Discuss the questions:
1. Do you have similar habits and tastes?
  2. What about your tastes in media (e.g. film, series, games) – what are both of your preferences in these areas?
  3. Are they similar to your tastes in books?
  4. Do you have any thoughts on the idea that people don't always have the same kinds of tastes in media as they do in books?

**Vocabulary Bank**

costume  
 make-up  
 setting  
 cast/casting  
 dialogue  
 special effects  
 CGI (computer-generated imagery)  
 visual effects

Workbook

Differentiation of Activities

Three-level icons differentiate tasks to select what level of challenge they prefer from simple to more challenging.

**UNIT 11**  
**SPEAKING 1**  
**Buying and selling**

1. Circle the correct words to complete the sentences.

- I accepted his **offer / deal** because it was a good price.
- I couldn't **pay / afford** a new TV so I bought a second-hand one for \$20.
- I asked him to bring the price **low / down** but he refused.
- The best **price / cost** she could offer was \$100.
- That guitar is much too **cheap / expensive** for me because I haven't got much money.
- She wasn't **accepting / willing** to negotiate the price with me.

2. Draw lines to match the words to make phrases.

1. It's a	be serious
2. I accept	the price down
3. I'll shake	you \$20.
4. I'll give	price.
5. I'll make you	deal.
6. I'm willing to bring	too expensive.
7. The best I	your offer.
8. You can't	an offer.
9. I'm afraid that's	can do is \$25.
10. That's a fair	on it.

3. Imagine you are selling a laptop. You want to sell it for \$100 but you'll accept \$75. Complete the dialogue using the prompts. [That is unacceptable. Express your surprise.]

A: Hi, I'm calling about the laptop. In the advertisement it says \$100 but that's too expensive for me. Would you accept \$50?  
B: 1. \_\_\_\_\_  
A: OK, I understand. I'll make you an offer of \$65. [That is still too low. Explain why the price is fair.]  
B: 2. \_\_\_\_\_  
A: Could you bring your price down a bit? [Suggest \$80]  
B: 3. \_\_\_\_\_  
A: How about if you meet me half-way? Would you be willing to sell it for \$72.50? [Make a last offer of your lowest price.]  
B: 4. \_\_\_\_\_  
A: OK. It's a deal.

**UNIT 11**  
**WRITING 1**  
**Negotiating by email**

1. In your notebook, rewrite the email by ordering the sections below. Remember to include any additional punctuation needed.

- All the best
- As I said in Berlin, we have a flexible pricing policy, and I can offer you a 10 percent discount on a large order.
- Claude Fowler
- Dear Hans
- Don't hesitate to get in touch if you need more information about specific products.
- Further to our conversation, I'm pleased to send you a link to the new products on our website.
- I look forward to hearing from you.
- It was a pleasure to meet you at the international trade fair in Berlin.

2. Complete the email reply using the words in the box.

in kind must on put when will willing

Dear Claude,  
Thanks for sending me the link. I (1) \_\_\_\_\_ say I'm very impressed with the quality of products (2) \_\_\_\_\_ offer. As I explained (3) \_\_\_\_\_ we met, we are extending our sports facilities next year and we are interested (4) \_\_\_\_\_ buying new high-range equipment. Before I (5) \_\_\_\_\_ in an order, I'd like to ask whether you'd be (6) \_\_\_\_\_ to increase the discount to 20%. I'd like to remind you that we (7) \_\_\_\_\_ be spending more than \$300,000.  
Very (8) \_\_\_\_\_ regards,  
Hans

3. Write an email replying to Hans from Claude. Refer to the points raised in Hans' email. Explain that you can't increase the offer to 20 percent but offer 15 percent. Add any of your own ideas.

**UNIT 8**  
**LISTENING AND SPEAKING 2**  
**Vocabulary**

1. Use the clues to complete the crossword.

**Across**

- Nationality of a person from Chile
- Language spoken in Brazil
- Nationality of a person from Turkey
- Nationality of a person from Morocco

**Down**

- Nationality of a person from Canada
- Nationality of a person from Peru
- Language spoken in Belgium
- Language spoken in Vietnam
- Language spoken in Japan
- Nationality of a person from Algeria
- Nationality of a person from Egypt
- Language spoken in South Korea
- Language spoken in Kuwait

**Learning English**

1. Match the two halves of the dialogues. Draw lines.

- If you read every day, you learn new words.
- If you don't study, you feel anxious.
- How can I remember all the information?
- Recording yourself speaking is a good idea.
- Why don't you come to French classes with me?

a. Because I'm no good at languages.  
b. You could try writing it in a diagram.  
c. That's true but reading is difficult.  
d. I know! That's why I always study.  
e. Not for me, I hate the sound of my voice.

**UNIT 8**  
**SELF EVALUATION**

1. Complete the dialogue using the picture prompts.

A: How is your English so good?  
B: I do something to practise every day.  
A: Really? What do you do?  
B: (1) \_\_\_\_\_  
A: That's a good idea!

B: And (2) \_\_\_\_\_  
A: Great! Do you (3) \_\_\_\_\_  
B: Not really but (4) \_\_\_\_\_  
A: Anything else?  
B: Yes, (5) \_\_\_\_\_

How do you feel about the work you have done in each skill in this unit? Tick the boxes.

	☹️ found most of this challenging	😐 found some parts of this challenging	🙂 Good, I'm ok with this	😊 I'm very confident with this
Reading				
Writing				
Listening				
Speaking				

**Language**

Think about the language and grammar points you used in this unit. Write in the boxes.

I would like to spend more time working on \_\_\_\_\_

I am pleased with my progress in \_\_\_\_\_

**Self-Evaluation**  
An evaluation checklist at the end of each unit allows students to gain self-awareness and reflect on their learning and progress.

**Various Activity Types**  
Students are well-equipped and exposed to practices of language and skills are presented in different contexts.

**Embedded Professional Development**  
Short explanations, found within the lesson notes, rationalize why each activity or question prompt is important or useful for student learning.

**Negotiating: Using English for bargaining and compromise**

In this unit, students will learn to:

- recognise language used to negotiate (R1, R2, R3, R4, L1, L2, L3, L4)
- use and inseparable phrasal verbs (W3, S3)
- use simple for spontaneous decisions (W3, S3)
- use small (W1, W2, W3, W4, W5)

Students will have the opportunity to practise:

- write an email and a report (W1, W2, W3, W4, W5)
- scan a range of texts (R1, R2, R3, R4)
- use prompts to read the information being confident when negotiating.
- use writing and selling but in fact it happens in many different situations in everyday life.

**1: Reading 1**  
confident when you have to negotiate and reach an agreement. Why (not)? Which negotiations are easiest/most important to reach a compromise?

Student Book pages 181 - 198  
Workbook pages 82 - 89

**Scanning**  
3. Students read the article and answer the question orally.

**ANSWERS:**  
Preparation, Discussion, Clarification, Bargaining, Implementing the agreement.

**Study Skills**  
Ask students to read the Study Skills advice and then complete this short exercise.  
Write the word photo on the board. Then ask: What words can we make from this root? Write a list on the board as students make suggestions. Help where necessary by asking students to think of a person, an adjective, etc. Suggested words: photograph, photographic, photographer, photogenic, photography, photographed, photographable, unphotographable, unphotographed, re-photograph.

**Reading comprehension**  
4. Students work individually to answer the questions about the article. They compare their answers with a partner before checking as a whole class.  
**Support** by doing the exercise orally around the class. Ask different students to provide answers.

**Student Book notes**

5. with a handshake or a contract  
6. discuss = talk over, organise/solve = sort out, find = come across, support = back up, explain = point out

5. Students make notes under two headings related to negotiation. Encourage Extended students to develop their opinion. Then they compare their notes in pairs or groups of three. Encourage them to make precise notes but to be careful not to leave out any of the key information.

**Support** by eliciting a few of the missing notes orally around the class and writing some notes on the board. Build in a thinking stage so students are aware of the importance of choosing key words to express the main points.

**SUGGESTED ANSWERS:**  
What is negotiation?  
• A way of settling differences peacefully  
• It exists in all spheres of our lives  
The five stages of negotiation:  
• Preparation  
• Decide what you want to achieve  
• Think about what both sides want  
Discussion  
• Sort out the practical details  
• Listen carefully  
Clarification  
• Explain advantages (with support)  
• Establish common ground  
Bargaining  
• Make compromises  
• Reach an agreement or walk away  
Implementing the agreement  
• Agree on obligations  
• Work out an action plan for implementation

Ask: How can we remember whether a phrasal verb is separable or inseparable?  
Accept a few suggestions. Then ask students to read the Study Skills advice in the side bar about making a note of phrasal verbs they learn.  
6. Students rewrite the sentences using an object pronoun for the underlined words.  
**Support** by allowing students to work with a partner.  
**Challenge** by asking students to close their books after the exercise and to try and remember the original sentences.

**ANSWERS:**  
1. We can talk it over.  
2. We came across it by chance.  
3. She pointed them out.  
4. Can you pick her up from the airport?  
5. We'll look into it tomorrow.  
6. Go and look for him - the meeting starts in five minutes.

**WORKBOOK**  
Students have further reading practice on page 8 of the Workbook. They read a text about how to be a negotiator and complete a comprehension task in the exercise to practise the phrasal verbs from the Student Book.

**Lesson 2: Listening 1**  
Write a list of objects on the board that teenagers of 15 might spend money on. For example: t-shirt, mobile phone, trainers, a hair cut, pizza, can of cola, headphones, CDs, etc.  
Ask: How much do these things cost? Do they always cost the same? Who decides on the price?  
Encourage students to share their ideas.

**Values**  
Ask: Have you ever negotiated the price of something? Encourage students to share their ideas and experiences. Then ask them to read the Values side bar about how negotiating is perceived in different cultures.

**Warm-up**  
1. Ask students to discuss the three questions with a partner before asking a few pairs to share their ideas with the rest of the class.  
2. Students look quickly at the three advertisements and decide what is for sale in each one. Ask a volunteer to provide the answers orally.

**Answers and Transcripts**  
Reference material for both student book and workbook to adjust and plan lessons according to learning needs.

**Support and Challenge**  
Suggested activities for both learner support and additional stretch.

UNIT	CONTENT
1	<b>Informing 1:</b> Using English to share personal information
2	<b>Expressing Opinion 1:</b> Using English to express personal taste
3	<b>Requesting 1:</b> Using English to obtain goods and information
4	<b>Explaining 1:</b> Using English to provide reasons
5	<b>Instructing 1:</b> Using English to explain how to do something
6	<b>Persuading 1:</b> Using English persuasively
7	<b>Informing 2:</b> Using English to give practical information
8	<b>Advising 1:</b> Using English to share experiences
9	<b>Complaining 1:</b> Using English to express dissatisfaction
10	<b>Instructing 2:</b> Using English to make plans and give instructions
11	<b>Negotiating:</b> Using English for bargaining and compromise
12	<b>Requesting 2:</b> Using English to make formal requests
13	<b>Explaining 2:</b> Using English to explain complex ideas
14	<b>Complaining 2:</b> Using English to express ideals
15	<b>Expressing Opinion 2:</b> Using English to critique and review
16	<b>Persuading 2:</b> Using English to influence others
17	<b>Advising 2:</b> Using English to warn and prepare
18	Using English in the 21st Century

You may also be interested in:

# ENGLISH Ahead

**Suitable for** Pupils of English as a Second Language

**Grade** 7-9

**Age** 12-15

English Ahead is based on Cambridge Lower Secondary English as a Second Language Curriculum Framework (1110) for Stages 7, 8 and 9, while also drawing on other national syllabuses.

It aims to improve reading, writing, speaking and listening skills, build a rich vocabulary, and develop greater grammar accuracy. In addition, opportunities for discussion encourage students to think critically, and develop life-long learning skills.

The series is designed for students entering at CEFR Low B1 and exiting at CEFR low B2.



	CEFR
English Ahead 3	Low B2
English Ahead 2	B1
English Ahead 1	Low B1

*This series has not been through the Cambridge International endorsement process.*