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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.*



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the MCE Cambridge
Lower Secondary
International English
website

Cambridge Lower Secondary International English

BROCHURE

**Beyond Basics,
Reimagine Education**

*We are working with Cambridge International Education
towards endorsement of this series.*

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

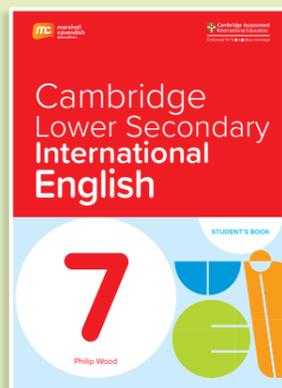
The series is built upon a consistent structure that guides students in learning the different skills in every unit and adopts a 'whole-part-whole approach,' where the text is central to the learning of the various English language skills. Lessons are linked to real-life activities and situations for 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).

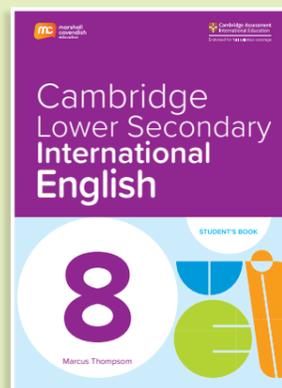
What's in Our Package?

Student Book

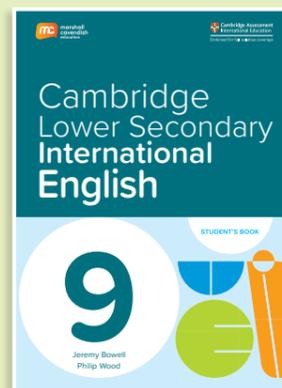
Print and Enhanced eBook



Stage 7
ISBN: 9789815089721



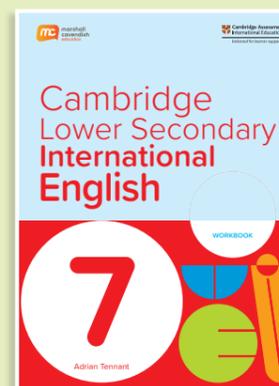
Stage 8
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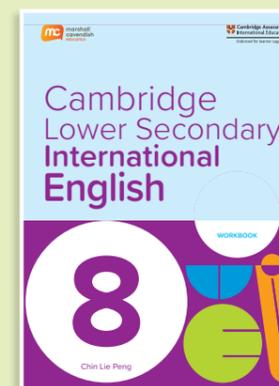
Stage 9
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Workbook

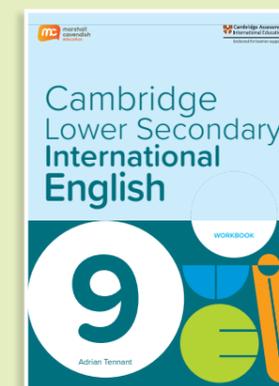
Print and Enhanced eBook



Stage 7
ISBN: 9789815089752



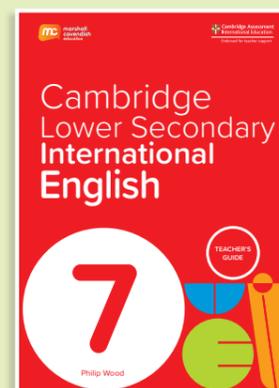
Stage 8
ISBN: 9789815089776



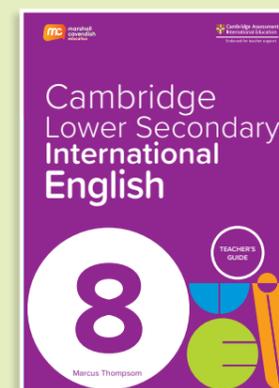
Stage 9
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Teacher's Resources

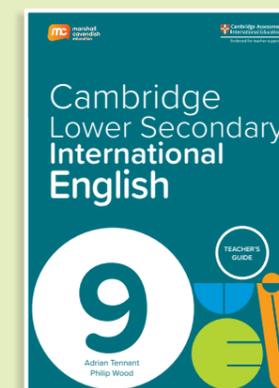
eBook



Stage 7
ISBN: 9789815089790



Stage 8
ISBN: 9789815089783



Stage 9
ISBN: 9789815089806

Additional Digital Resources*

Available on **mc EduHub**

- 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 resources)
- Presto teacher's dashboard platform

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

Unique blend of Cambridge and Singapore pedagogy to provide a uniform and seamless lesson flow to aid students in learning and teachers in lesson delivery



In the series, each book contains 11 units (+ Starter Unit) based on themes, supplemented with additional resources. Each of these units contains 9 core sections and 1 optional, which represents approximately 9 to 10 hours of lesson content, totalling about 100 teaching hours per book. Each section/lesson has a clear focus on a certain skill, as well as the integration of several related skills.

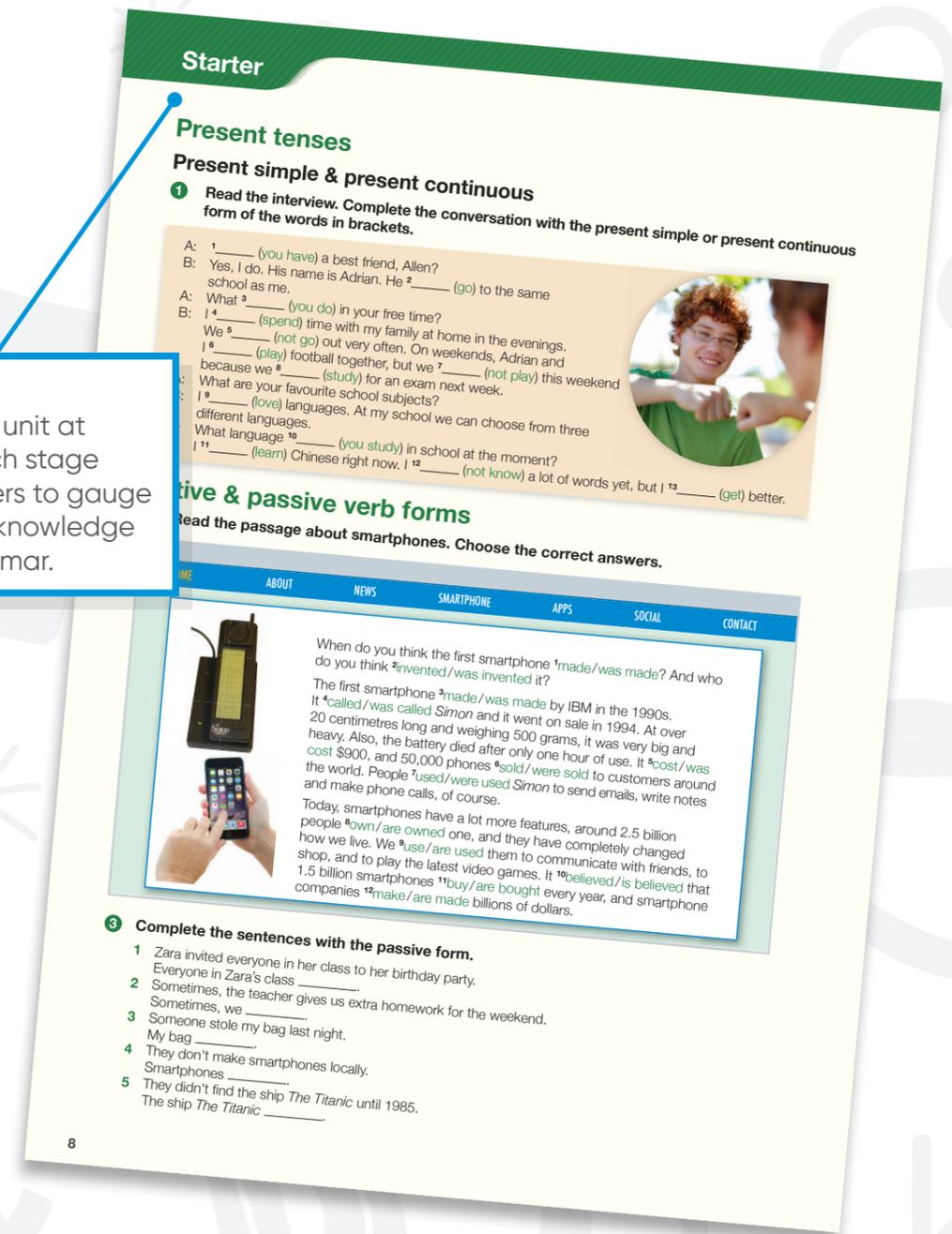
Every lesson starts with a Unit Opener with an authentic video or audio track with speaking activities to introduce key ideas, activate prior knowledge, and kick-start class discussion.

1. Unique blend of Cambridge and Singapore approach to learning English as a Second Language, to provide a uniform and seamless lesson flow, to aid students in learning and teachers in lesson delivery.

2. Real-life, contextual learning of English through a functional approach.

3. Embedded technology at point of use for user convenience and accessibility.

Starter Unit
A short revision unit at the start of each stage enables teachers to gauge students' prior knowledge of English grammar.



Unit Opener

Each of the 11 theme-based units opens with an authentic video clip or an audio track to kick start class discussion.

Digital English Campus*

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

Reading

The theme-based reading texts become progressively more challenging through each Student Book and are specially chosen to be age-appropriate and engaging. Pre-reading tasks stimulate thinking around the theme. An audio recording of the text enables students to listen as they read thereby developing both reading and listening skills.

The image shows two pages from a student book. The left page is the unit opener for 'Friends forever' (p. 14), featuring a 'How we met' audio track and listening exercises. The right page is 'Vocabulary 1 Describing a good friend' (p. 15), which includes student profiles for Karen, Carl, Hassan, Anita, and Sarawan, each with their age, location, interests, and future goals. It also contains a 'Work in groups' activity and 'Discuss the questions'.

The image shows two pages from a student book. The left page is 'Teen to teen' (p. 16), a reading text about a website for teenagers, with sections A, B, C, and D, and a glossary. The right page is 'Advice' (p. 17), featuring a 'Teen problems' section with a website interface and a 'Discuss the questions' section.

Speaking 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.

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.

A **glossary** accompanies each reading text and contains explanations to support understanding of challenging words.

Comprehension questions check understanding. Discussion and personalisation questions give students the opportunity to relate the text to their own experiences.

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Real-life, contextual learning of English through a functional approach

Grammar is learnt in context with example sentences taken from previous learnings.

The series provides a myriad of opportunities for students to contribute ideas, reason and think critically, reflect, and develop important life skills. These opportunities are contextualised and can be seen in reading, speaking, and writing activities where they can engage to work individually, in pairs or groups, to collaborate, discuss their ideas and concretise their thoughts through scaffolded questions.

Language focus 1 Present perfect

Affirmative & negative sentences

| | | |
|---------------|---------------|-------------------|
| I/You/We/They | have/ haven't | + past participle |
| He/She/It | has/ hasn't | |

Questions

| | | |
|------|-----------------|-------------------|
| Have | + I/you/we/they | + past participle |
| Has | + he/she/it | |

Short answers

| Affirmative | | Negative | |
|-------------|---------------|----------|---------------|
| Yes, | I/You/We/They | No, | I/You/We/They |
| | has | | hasn't |
| | He/She/It | | hasn't |

We use the **present perfect** with **for** and **since** to talk about something that began in the past and has lasted up to the present time.

We also use the **present perfect** with the adverbials:

- so far** – to talk about something that hasn't happened from the start and on until now.
- lately** – to talk about repeated actions that have happened in the near past, or so that has not happened for some time.
- all my life** – for all her life, all the time to talk about things that have been true and still are now.

Tip box
Some words need spelling changes. (e.g. happy → happiness).

Tip box
We use **far** with an amount of time from when a state began, and with the point in time a state began.

Language focus 1, 2 and 3
Grammar notes and examples are presented in tables for ease of understanding. These are followed by a range of practice and reinforcement exercises.

Language focus 2 Abstract nouns

Abstract nouns describe ideas rather than things we can see, hear or touch. Many abstract nouns are made with the suffixes **-ship**, **-hood**, **-ment**, **-ity** and **-ness**.

| Noun | Suffix | Abstract Noun |
|--------|--------|---------------|
| friend | + ship | friendship |
| child | + hood | childhood |

| Verb | Suffix | Abstract Noun |
|-------|--------|---------------|
| enjoy | + ment | enjoyment |

| Adjective | Suffix | Abstract Noun |
|-----------|--------|---------------|
| popular | + ity | popularity |
| happy | + ness | happiness |

Tip box
I think I'm losing my friendship.
I just want to have a little enjoyment in my life.
I don't understand the reason for his popularity.

Language focus 3 Asking questions

We can ask questions in many different ways. In most questions we have an auxiliary verb (**do**, **be** or **have**), or modal verb (**will**) before the subject of the question.

| Verb tense | Example |
|--------------------|--|
| Present simple | Do you have a favourite book? Does she have a happy ending? |
| Present continuous | What are you doing at the weekend? |
| Future simple | When will the train arrive? |
| Past simple | Why didn't she respond to my messages? |
| Past continuous | What were you doing when I called? |
| Present perfect | Has Aqsa sent you a text lately? |

Usually, questions ask for information about the object of a sentence, but sometimes the question word asks for information about the subject.

| | | |
|------------------|-----------------------|--------------------|
| Object question | What did Phil lose? | He lost his phone. |
| Subject question | Who lost their phone? | Phil lost it. |

We do not use an auxiliary verb in subject questions.

Tip box
We often use **have you ever** to ask about a general experience in the past. We then use follow-up questions in the past simple.

Have you ever been to another country?
When did you go? Who did you go with? What did you do there?

Vocabulary 2 Friendships

1 Read about Abi's best friend. Then complete the sentences with the words and phrases in bold.

My Older Brother
My older brother is my best friend because we **get on well**. He always **stands up** for me and doesn't let anyone harm me. I often **share secrets** with him and he won't tell anyone. He **doesn't** let anyone harm me. Of course we sometimes **argue** and **fall out**. Then we stop talking and **always depend** on him. He's really nice and we quickly **make up**. He's leaving home to go to university soon. I'll miss him, but he'll call home regularly so we can **keep in touch**. Sometimes he'll visit so we can **hang out** together again.

2 Read about how four people feel about their friends. Choose the correct answers.

3 Listen to the words and repeat them. Take note of your intonation.

4 Complete the questions with the phrases in the box.

keep in touch fall out get on
hang out make up stand up for
depend on argue share secrets

Vocabulary 2
This additional vocabulary section further builds students' breadth and range of vocabulary, as well as their visual literacy skills through the use of attractive and stimulating photographs.

Listening Stories about friends

1 Look at the photos. Imagine you are in these places. Discuss the questions.

2 Read the descriptions of three novels. Match the descriptions (1-3) to the photos (a-c).

3 Listen to three friends discussing their favourite novels. Match the descriptions (1-3) in exercise 2 to their titles.

4 Listen again. What are the characters like? Choose the correct answers.

5 Now listen again. Answer the questions.

6 Discuss a book you have enjoyed.

Listening
The topic of the audio track is introduced through engaging photographs so that students think and speak before they listen. They also develop their comprehension, inferring and critical thinking skills by discussing the follow-up questions.

Other opportunities to help students develop life skills such as self-reflection, and metacognition, are also presented in the self-check section.

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

Speaking Compliments



1 Discuss the questions.

- When did you last give someone a compliment? Why did you give it?
- What was the best compliment that you received? Why did you receive it?
- How do you feel when you receive a compliment?
- What effect would giving compliments have in your family and friendship group?

2 Listen to Sara and Maria having a conversation. Choose what they compliment each other on.

| | | |
|-----------------|-------------------|-------|
| clothes | volleyball skills | hair |
| family | phone | shoes |
| Maths knowledge | | |

Useful phrases

Giving a compliment

- Well done on (passing the exam).
- I think you did really well.
- I love / like your (jacket).
- It looks great.
- It really suits you.
- You're good at (tennis).

Receiving a compliment

Thank you. / Thanks very much.
That's kind of you to say.
Do you think so? Thanks!

3 Listen again. Complete the sentences with phrases in the Useful phrases box.

1 I think you _____ winning the volleyball match.
2 I think you _____ your hair.
3 I _____ it _____ you.
4 That style _____ Maths.
5 You're _____ Maths.

4 Complete the table with your answers in exercise 3.

| Ability | Appearance |
|--|------------------------|
| Well done on winning the volleyball match! | I like your new shirt! |

5 Listen to five sentences with some of the Useful phrases. Repeat the sentences that you hear. Pay attention to intonation and word stress.

6 Work in pairs. Take turns to give and receive compliments on each other's

- abilities and skills.
- personality.
- belongings.

Your new glasses really suit you, Imran.
That's kind of you to say.

Useful phrases from the recorded model are practised in pairs or groups.

Writing What makes a good friend?



1 Discuss the questions.

- What does it mean to be a good friend?
- Do you think good friends need to share the same interests? Why? Why not?

Subskill

Developing an argument

Introduction
Introduce the essay topic. Explain what you are going to write about in the essay.

Main paragraphs
For each paragraph, write one opinion in a topic sentence to answer the essay's question. Then use examples and explanations to support your opinion.

Conclusion
Repeat the reasons you have mentioned in the essay using fewer words.

2 Read the first part of Adnan's essay on what makes a good friend. Complete the topic sentences (a-b) with the opinions (1-2).

1 a true friend should never lie to you
2 a good friend tries to understand your feelings

3 Write an essay on this topic 'What makes a good friend?'

- Make notes. Write down three opinions. Use a few explanations and examples to support these opinions.
- Think of a suitable introduction.
- Write the essay using your notes.

Paragraph 1: Introduction (explain what the essay is about.)
Paragraph 2: (first opinion + supporting details)
Paragraph 3: (second opinion + supporting details)
Paragraph 4: (third opinion + supporting details)
Paragraph 5: Conclusion (repeat ideas from paragraphs 2-4)

4 Check your essay in exercise 4. Have you used

- a suitable introduction?
- clear topic sentences and supporting details?
- correct punctuation and spelling?
- correct grammar and vocabulary?

What Makes a Good Friend?

... In this essay, I will give my opinion about what makes a good friend.

In my opinion, _____. For example, everybody in my class passed a test except me last month. They were very excited, but my friend understood that I was sad. He tried to make me feel happy again. He is an example of a good friend because he doesn't just think about himself.

In addition, _____. Some people only say nice things, but a real friend tells the truth even when it is difficult to hear. For example, my best friend is always honest with me. For this reason, I always trust him.

Workbook p. 14

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

Tip box
Tips on punctuation are provided to help students in their writing tasks.

Self-Check A

1 Complete the article with five of the sentences below. There are three extra sentences.

Do we really need a best friend?

Do you have a best friend? Some people have one person they trust and do everything together with, but a lot of us have several friendships. Research shows that it is normal not to have a single best friend, but to have a small group of close friends. **a**

We usually make strong friendships during our childhood and teenage years. During this time in our lives, we learn skills to communicate and get on well with other people. A best friend helps you learn these skills. **b** This is because they can help us learn how to get on with people with different interests and personalities.

2 For example, perhaps you prefer playing a sport with one friend, but you like chatting with another friend. As a result, we learn to enjoy the company of different people for different reasons.

But it is also important to have friends who you are not very close to, especially when you move to another town or city. **3** You can first try and get to know more people by joining a sports or social club. It will be easier for you to make new, close friends when you already know a large group of people. You should then spend time getting to know some of these people better.

4 Firstly, it is helpful to be a good listener, and to ask questions about his or her life and interests. Secondly, give a compliment. You should always be honest, but always look for something positive to say. **5** Social media is great for catching up with lots of people, but if you want to develop a close, real-life relationship with someone, you will have more success by hanging out face to face.



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Self-Check
A self-check section for each unit allows students to further revise what they have learnt, monitor their own progress, and identify areas of difficulty that need further study.

Round-up
Exercises are provided here for extra practice to reinforce language skills, grammar, and vocabulary covered in the unit.

Round-up

1 Match the words and definitions.

| | | |
|-----------|--------------|---------------|
| ambitious | depend on | fall out |
| hang out | honest | keep in touch |
| loyal | stand up for | stubborn |

1 a strong feeling to be achieve something
2 refusing to change opinions
3 always supporting somebody
4 always telling the truth
5 spend time in a place
6 communicate regularly with somebody
7 need somebody for support
8 defend or protect somebody
9 end a friendship because of an argument

2 Complete the sentences with the correct form of the words in parentheses.

1 We _____ (know) each other all our lives.
2 _____ (not / write) anything on my blog lately.
3 She _____ (always / want) to travel abroad.
4 I had a big _____ (argue) with my brother this morning, but we made up later.
5 Do you think we have more _____ (happy) when we're children or when we reach _____ (adult)?
6 My best friend and I have very different _____ (personal) from me, but we still have a great _____ (relation).
7 What _____ (you / ever / see) a tiger in the wild?
8 Who _____ (you / do) next weekend?
9 Who _____ (go) to the cinema last weekend?

3 Work in pairs. Ask and answer the questions from exercise 3.

1 A: Who was your very first friend?
B: My first friend was Min. I've known her _____ my life.
A: Where _____ you / meet?
B: She lived in my 'neighbour _____ and we hung out together all the time. I don't see her any-more.
A: Why? What _____ (happen)? Did you fall _____?
B: No, we're still friends. She moved to another town, and we still keep in _____ . But I miss her.



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Further opportunities are also present in the Workbook for students to practise and consolidate their language skills.

Project 3 Pet care

1 Read an excerpt from a manual about caring for a pet iguana. Then answer the questions.

- Where can you keep an iguana?
- What kind of equipment do you need for it?
- What does it eat?

Caring for your Iguana

Space to live
Iguanas can live in a cage or any enclosed area. It must be two to three times the length of your pet. For example, if you have a 50 cm long iguana, the area should be 100 to 150 cm long. Don't forget that they can grow much bigger so you will need to find a larger space for them in the future.

Temperature
Iguanas like it warm and humid. The average temperature should be 27°C, but they also need "basking spots" with temperatures up to 35°C.

Equipment
Iguanas like climbing so get some branches and rocks that they can use to explore their cage. They also need a hot lamp to create a basking spot.

Diet
There should always be a bowl of fresh water available for your iguana. Don't forget to feed your pet fresh vegetables daily and a little fruit, once a week. It mustn't eat meat. Meat will make it sick.

2 Work in pairs. You are going to write a manual about looking after an unusual pet. Brainstorm ideas for unusual pets. Then choose an animal that you think is interesting.

3 Find information about what your unusual pet needs. Add notes to the mind map.

4 Write a manual for your pet. Find pictures to decorate it, and include information about:

- how much space your pet needs.
- temperature it should be kept at.
- its diet.
- other special needs.

5 Give a presentation to the class about looking after your unusual pet. Then discuss the questions.

food and water
What does your pet need?
equipment
temperature

Project
The theme-based projects encourage collaboration, personalisation, and the development of life-long learning skills such as problem solving, research, and critical thinking, as well as Content Language and Integrated Learning (CLIL).

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

Unit 3

Reading (pp. 42-43)

1 What do these numbers refer to in the blog?
2 3 5 6 7 800

2 Work in pairs. Without referring to Jack's blog, tell your friend what you remember about each place. Check your answers by reading the blog again.

| Tram | |
|--------------|------------------|
| Departure: | every 10 minutes |
| Travel time: | 20 minutes |
| Tickets: | \$1.50 |

| Ferry | |
|--------------|----------------------------|
| Departure: | 7:30 am, 9:30 am, 10:30 am |
| Travel time: | 35 minutes |
| Tickets: | \$2.00 |

| Taxi | |
|--------------|------------|
| Departure: | any time |
| Travel time: | 10 minutes |
| Tickets: | \$10-15 |

3 Read the blog entry and choose the correct answers.

Language focus 1 (pp. 44)

Prepositions of movement

1 Read the blog entry and choose the correct answers.

Canada, May 19th
After a long, difficult journey, my family and I have finally arrived in Canada. We nearly missed our flight because the taxi went **round/over/through** the city centre and the traffic was terrible. Then, when I was getting **away from/along/out of** the taxi, I dropped my passport **across/to/under** the car! Luckily, the driver found it, so we ran **across/into/over** the airport and just managed to catch our flight.

2 Later when we were flying **along/over/through** the Pacific Ocean, the pilot said that we had to change direction and fly **along/through** it. It took ages!

3 We're at the hotel now. We're going to meet in a restaurant **round/across/over** it, then I'm going to walk **into/along** the river for some fresh air.

Language focus 3 (pp. 49)

Comparative and superlative adverbs

1 Complete the sentences with comparative or superlative adverbs. Use the correct form of the words in brackets.

- The train arrived far **(early)** than I expected.
- I ran the **(fast)** 100 metres in the last competition.
- If I'm going to play basketball, I need to learn to jump **(high)**.
- I had to read **(fast)** to find the information I needed.
- The moon shines **(brightly)** when it is full.

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.

2 Clean and green

Vocabulary 1 How green are you?

1 Choose the correct words to complete the phrases.

- _____ gifts (reduce/unwanted strain/resources)
- lacking the necessary _____ (biodegradable/conservate)
- _____ energy (recycle/conservate)
- _____ old newspapers (unwanted/biodegradable)
- made of _____ material (resources/strain)
- under great _____ in size (reduce/recycle)

2 Find words in the word search to complete the sentences. Look down (↓) or across (→).

- Let's help to conserve the environment by buying and using only what we need, so that we put less of a _____ on it.
- Even though something might be _____ by you, it's possible that someone else could have a use for it.
- We should teach children about why it's important to _____ what we have, so that we will continue to have enough for the future.
- In an effort to be more environmentally friendly, Jack decided to _____ the amount of waste he produced.
- If we are to complete this project on time, we will have to request for additional _____.
- While it's easy for us to buy and throw things away, we mustn't forget that some of those are not _____ and will stay on Earth for a long time.
- Instead of throwing our rubbish away, we should try to _____ it.

3 Your friend wants some advice about how to be more green in her daily life. Write five pieces of advice using some of the words in exercise 1.

You should ...
You shouldn't ...

Word search grid:
P R S U T N M D R E R C Z Z T
Y X C R E C Q N Y Q E Q I P I
H P H E D Y L U N W A N T E D
B I O D E G R A D A B L E R I
O J K U T X E K L A J L D E A
M W T C Y O C G Y J U B X S C
R X P E E G Y N Z G D T I O O
H Y S J S A C S G H A S R U N
U D W F Y A L P T B W W V R S
L O S I Q I E D M B H L N C E
Q M T N P C O N S B O P U E R
B X Z P Y Y N Y H K J N L S V
M Z A G L L K S Z G J G J E E
R S I X K X H S G Y N U R N G
Z H N W J J M D Z T G F J E E

Workbook
For further learner support alongside the Student's Book, the Workbook offers a range of activities to consolidate language skills, grammar, and vocabulary from each lesson.

Unit 1

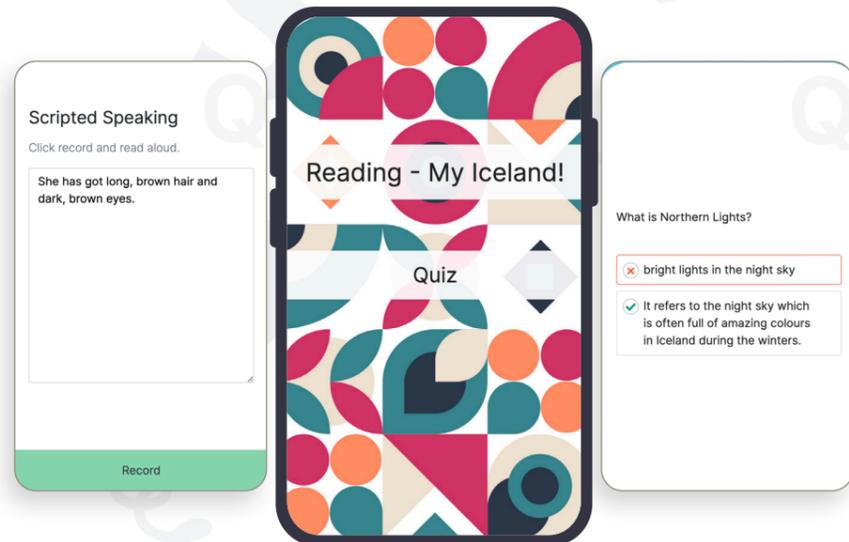
Unit 1 p.14 Friends forever

In this unit, the following learning objectives are covered from the Cambridge Lower Secondary Curriculum Framework:

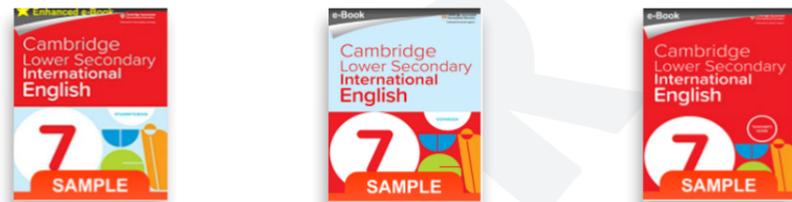
| | | |
|---------|--|--|
| 8Lm.01 | Understand, with little or no support, the main points of short and extended talk. | (Unit opener p.14, Vocabulary 1 p.15, Listening p.21, Speaking p.22) |
| 8Ld.02 | Understand, with little or no support, specific information, and detail in short and extended talk. | (Unit opener p.14, Listening p.21, Speaking p.22) |
| 8Lo.03 | Understand, with little or no support, the detail of an extended talk. | (Listening p.21) |
| 8Lo.01 | Recognise the opinions of the speaker(s) in short and extended talk. | (Listening p.21, Speaking p.22) |
| 8Sc.01 | Begin to develop a clear descriptive account or narrative, expanding and supporting main points with details and examples. | (Speaking p.22) |
| 8Sc.03 | Pronounce words and phrases clearly; generally use intonation and place stress at word, phrase and sentence level appropriately. | (Vocabulary 2 p.19, Speaking p.22) |
| 8Sc.04 | Produce and maintain stretches of language with relative ease, allowing for occasional hesitation and reformulation. | (Vocabulary 1 p.15, Listening p.21, Speaking p.22) |
| 8So.01 | Express, with little or no support, opinions and reactions and justify points of view. | (Unit opener p.14, Vocabulary 1 p.15, Listening p.21, Speaking p.22) |
| 8Wca.02 | Generate ideas, plan, write, edit and proofread extended texts, with little or no support. | (Unit opener p.14, Vocabulary 1 p.15, Listening p.21, Writing p.24) |
| 8Wca.04 | Use mostly accurate written language, with occasional mistakes, and begin to correct their own errors. | (Vocabulary 1 p.15, Listening p.21, Speaking p.22, Writing p.24) |
| 8Wor.03 | Use, with little or no support, appropriate layout for a range of written genres. | (Language focus 1 p.18, Language focus 3 p.23) |
| 8Wc.02 | Express opinions, with little or no support, and develop coherent arguments, supported by reasons, examples and evidence. | (Writing p.24) |
| 8Rm.01 | Understand, with little or no support, the main points of short and extended texts. | (Reading pp.16-17) |
| 8Rm.02 | Read an increasing range of extended fiction and non-fiction texts with confidence and enjoyment. | (Reading pp.16-17) |
| 8Rd.01 | Understand, with little or no support, specific information and detail in short and extended texts. | (Reading pp.16-17) |
| 8Rd.02 | Understand, with little or no support, the detail of an argument in short and extended texts. | (Reading pp.16-17, Writing p.24) |
| 8Ro.01 | Recognise the opinions of the writer(s) in short and extended texts. | (Reading pp.16-17, Writing p.24) |
| 8Ug.01 | Use a range of verb forms to ask questions to develop ideas and extend understanding. | (Language focus 3 p.23, Round-up p.25) |
| 8Ug.02 | Use a wide range of present simple active forms and a range of passive forms. | (Language focus 3 p.23, Round-up p.25) |
| 8Ug.03 | Use a wide range of past simple active forms and a range of passive forms. | (Language focus 3 p.23, Round-up p.25) |

The **Teacher's Guide** offers support for the programme and includes answers to the Student's Book and Workbook, as well as transcripts for listening exercises, plus notes and advice for every lesson.

Embedded technology at point of use for user convenience and accessibility*



Video or Listening icons are situated on the opening left hand page of each unit to activate students' curiosity and learning as well as prior knowledge. These clips can be called out by scanning the page using mobile devices, such as mobile phones or iPads, which makes accessing the resources seamless and convenient. This can be easily accessed via MCE's learning platform, MCEduHub. There is also audio recording of the texts for students to play, listen and learn.



Different students speak with an array of different accents. To cater to this diversity, the series aims to make learning and practising English speaking more personalised. By using an AI-driven software, the series has incorporated a personalised assessment to help every student achieve accuracy and clarity in their pronunciation as they speak. This will be graded according to the Common European Framework of Reference for Language (CEFR) standards.

These opportunities are clearly defined at point of use found in the Student Book eBook. Students can playback and listen to their recording so that they can analyse and improve their pronunciation. In addition, the AI platform will generate new questions from content found in the book for extra practice and differentiation, which can be auto graded.

The Teacher's Guide supports seamless delivery of lesson content both in class and online through the MCEduHub platform. Suggested answers to every question and activities are provided within the lesson plans for ease and convenience for teachers.

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

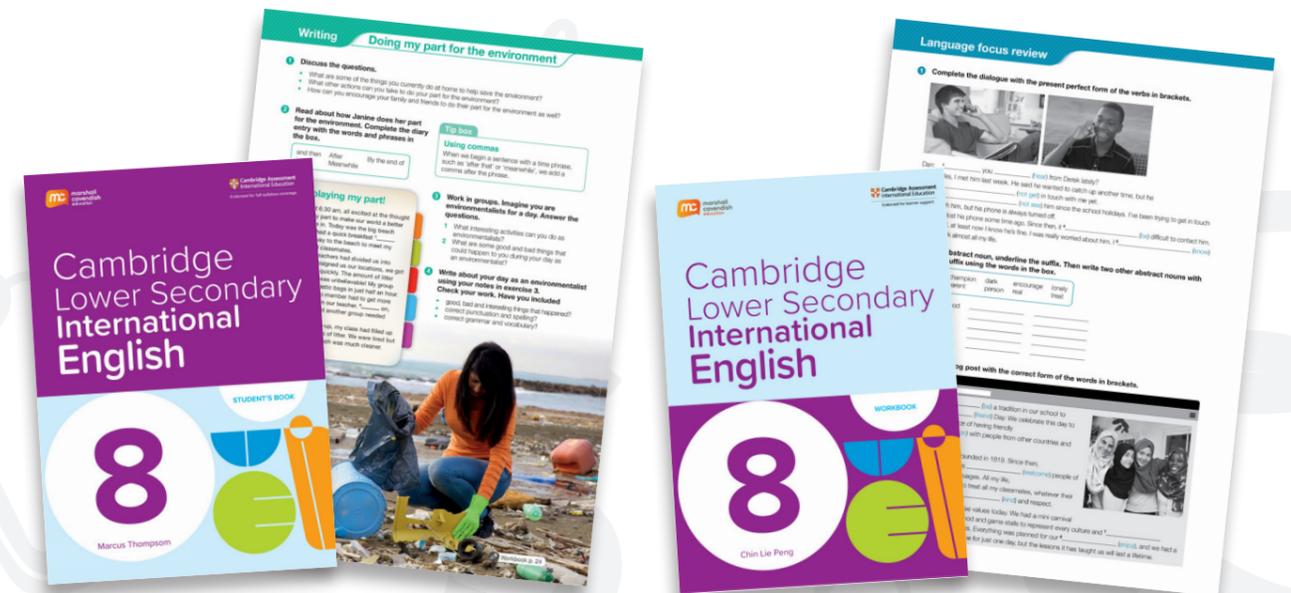
A suite of digital resources to facilitate effective learning and teaching*

In lieu of how the post-Covid world has transformed the way lessons are now being carried out, our series provides a comprehensive solution to cater for various learning and teaching scenarios. Apart from the usual lesson delivery within a classroom, teachers can elect to conduct lessons online or a hybrid lesson without any disruptions.

For Students

The suite of digital learning materials includes the Student Book, enhanced eBooks and Workbook eBooks. These eBooks are annotatable so that students can scribble, take notes, or write their answers and save them for viewing later. The AI-driven speaking platform embedded in the Student eBook comes with immediate feedback; this functionality caters to the speaking needs of every student and allows them to make progress in speaking independently without the frequent need for teacher intervention.

As the AI-driven speaking platform comes with immediate feedback, this functionality allows every student to make progress in speaking independently without the need for frequent teacher intervention. Students are then able to become independent self-directed learners without being overly reliant on their teacher's help.



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For Teachers

Besides the Student Book enhanced eBook and Workbook eBook, the suite of digital teaching resources also includes the editable Lesson Overview, Lesson Plans, answers to the Student Book and Workbook, as well as the audio transcripts for the listening and speaking lessons.

This suite of teaching resources allows for flexibility and customisation depending on the needs of the students. Additionally, the teacher's account contains a dashboard where they can track and monitor students' speaking progress. All these teaching resources are aimed at helping teachers reduce their workload and are easily accessible via MCEduHub, anytime and anywhere.

The **Teacher's Guide** consists of the following:

Unit 1

Unit 1 p.14 Friends forever

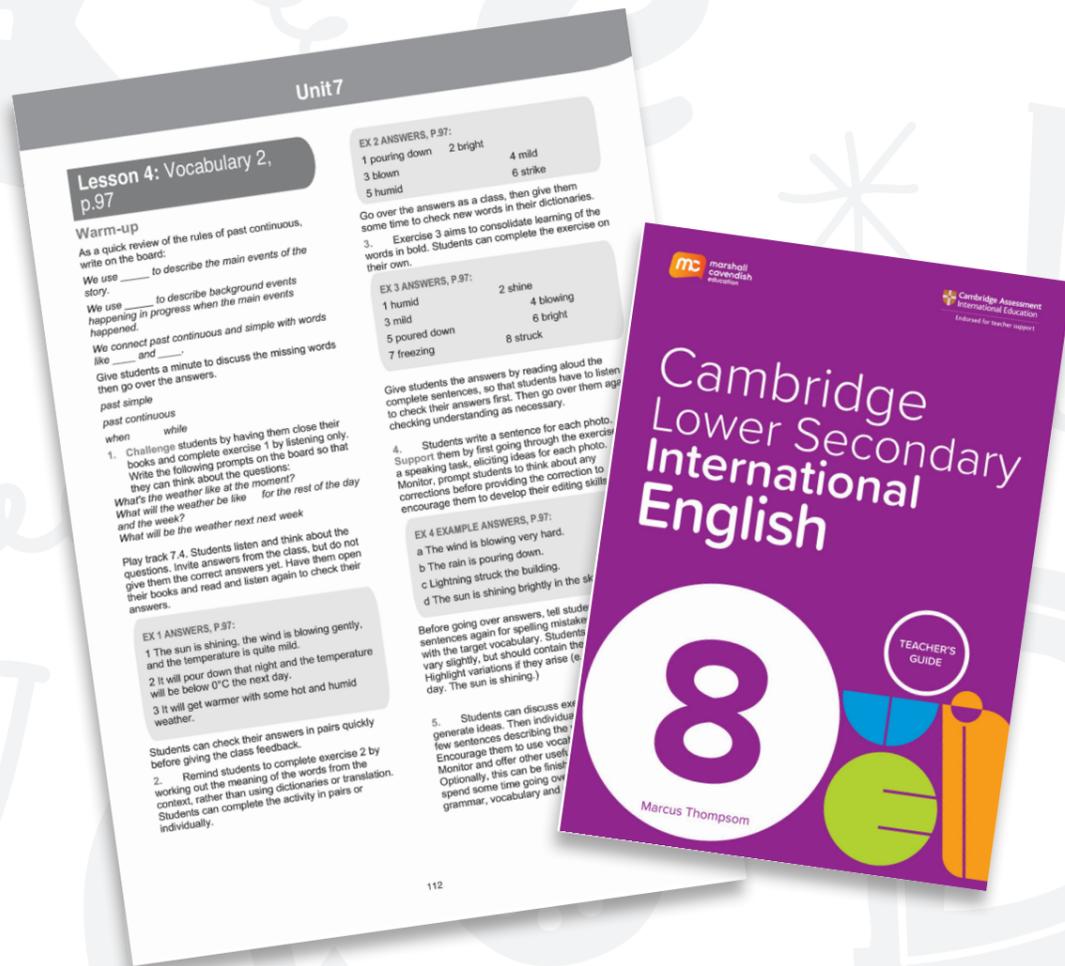
In this unit, the following learning objectives are covered from the Cambridge Lower Secondary Curriculum Framework:

| | | |
|---------|--|--|
| 8Lm.01 | Understand, with little or no support, the main points of short and extended talk. | (Unit opener p.14, Vocabulary 1 p.15, Listening p.21, Speaking p.22) |
| 8Ld.02 | Understand, with little or no support, specific information, and detail of short and extended talk. | (Unit opener p.14, Listening p.21, Speaking p.22) |
| 8Ld.03 | Understand, with little or no support, the detail of an argument in short and extended talk. | (Listening p.21, Speaking p.22) |
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| 8Sc.04 | Produce and maintain stretches of language with relative ease, allowing for occasional hesitation and reformulation. | (Speaking p.22) |
| 8Sc.05 | Use mostly accurate spoken language, with occasional mistakes, and begin to correct their own errors. | (Unit opener p.14, Vocabulary 1 p.15, Reading pp.16-17, Vocabulary 2 p.19, Listening p.21, Writing p.24) |
| 8So.01 | Express, with little or no support, opinions and reactions and justify points of view. | (Vocabulary 1 p.15, Listening p.21, Speaking p.22, Writing p.24) |
| 8Wca.02 | Generate ideas, plan, write, edit and proofread extended texts, with little or no support. | (Language focus 1 p.18, Language focus 2 p.20, Language focus 3 p.23) |
| 8Wca.04 | Use mostly accurate written language, with occasional mistakes, and begin to correct their own errors. | (Writing p.24) |
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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.

Editable Lesson Notes
 Provide warm-up and lesson ideas with prompts for differentiated instructions to help teachers deliver lessons effectively and efficiently with minimal preparation.

Warm-up
 Before the lesson, research online quotes about the unit's topic, Friendship. Choose one that you think will be appropriate for your students and generate interest. For example, *Walking with a friend in the dark is better than walking alone in the light* (Helen Keller), or *A friend is someone who knows all about you and still loves you* (Elbert Hubbard).
 Begin the lesson by writing a quote on the whiteboard... Ask students to think about the importance of friendships to them. Then, tell them to think for a minute about a word or phrase that describes what is important in a friendship. Tell them they can write the words in their first language if they cannot think of the English words, and that you will help them translate.
 Support less confident students by arranging them into small groups to share their ideas. Monitor the groups. If students need an English word to express their ideas, give them the word. Then choose someone from each group to share examples with the class.
 Write the words and phrases on the whiteboard. Spend a few minutes explaining any new language that students may have generated. Explain that choosing a language to learn can potentially help them commit it to long-term memory.



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Suggested answers are provided for quick and easy reference. Values are also highlighted in the lesson notes to aid teachers in the teaching of Social and Emotional skills.

Unit 1

Modi: In my neighbourhood almost all the kids were a couple of years older or younger than me. Nobody was my age. But that changed when I was 7 years old. It was a Saturday afternoon and I was at home watching a boring film on TV. There was a knock on the door of our apartment. My mum answered it and I heard a kid's voice. Curious, I got up and went to see who it was, and there was a kid there about my age. He said his family moved into an apartment on the next floor, and he wanted to see if there was anyone in the neighbourhood he could be friends with. I was really happy and we immediately became great friends. I invited him in and we played video games for the rest of the day.

EX 1 ANSWERS, P.14:
 1 football
 2 telling jokes
 3 video games

EX 2 ANSWERS, P.14:
 1 We both stopped crying and looked at each other for a minute. [✓]
 2 I just started school and I didn't know anybody there. [✓]
 3 She wasn't very friendly at first.

EX 1 ANSWERS, P.14:
 Kasim
 Rana
 Modi

EX 2 ANSWERS, P.15:
 1 honest
 2 caring
 3
 4 loyal
 5 confident
 6

Unit 1

Workbook answers

Vocabulary 1

Exercise 1
 1 honest
 2 confident
 3 ambitious
 4 caring
 5 hard-working
 6 loyal
 7 stubborn
 8 sympathetic

Exercise 2
 1 caring
 2 stubborn
 3 honest
 4 loyal
 5 sympathetic
 6 hardworking
 7 confident
 8 ambitious

Exercise 3
 Student's own answer

Reading

Exercise 1
 Student's own answers

Exercise 2
 Sara and her best friend: homework after school, sleepover
 Ali's classmates: playing games and sports

Exercise 3

| | Sad Sara | Alli-all-alone |
|---|----------|----------------|
| 1 | ✓ | |
| 2 | | ✓ |
| 3 | ✓ | ✓ |
| 4 | | ✓ |
| 5 | ✓ | |
| 6 | ✓ | ✓ |

Exercise 4
 1 sleepover
 2 lately
 3 hurt
 4 loner
 5 ignore
 6 interests

Exercise 5
 1 Ben Hayden
 2 During their primary school days
 3 She said unkind things about Sara's appearance. She sometimes did not reply to questions in pairs and she immediately became their answers with

Sara's text messages.
 4 He is too shy.
 5 He will meet other students with the same interests.

Exercise 6
 Student's own answer

Language focus 1

Exercise 1
 1 b
 2 b
 3 c
 4 a
 5 c
 6 c

Exercise 2
 1 has had
 2 haven't travelled
 3 have been
 4 has kept
 5 haven't come across
 6 has bought

Exercise 3
 1 saw - seen
 2 for - since
 3 make - made
 4 far - so far
 5 has - have
 6 since - for

Vocabulary 2

Exercise 1
 1 get on
 2 hang out
 3 share secrets
 4 argue
 5 make up
 6 fall out
 7 depend on
 8 stand up for

Exercise 2
 1 e
 2 a
 3 h
 4 f
 5 b
 6 d
 7 c
 8 g
 9 i

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

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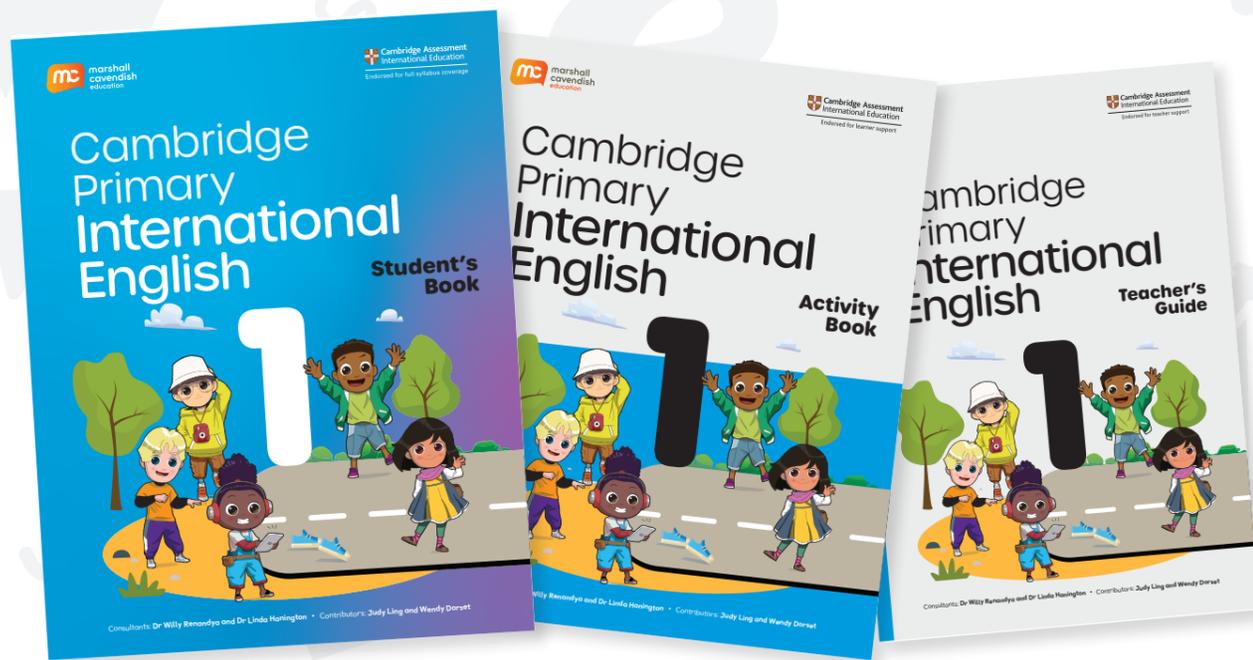
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The **Marshall Cavendish Education (MCE) Cambridge Primary International English** series is aligned to the new Cambridge Primary English as a Second Language curriculum framework (0057). The series combines tried-and-tested methodologies alongside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

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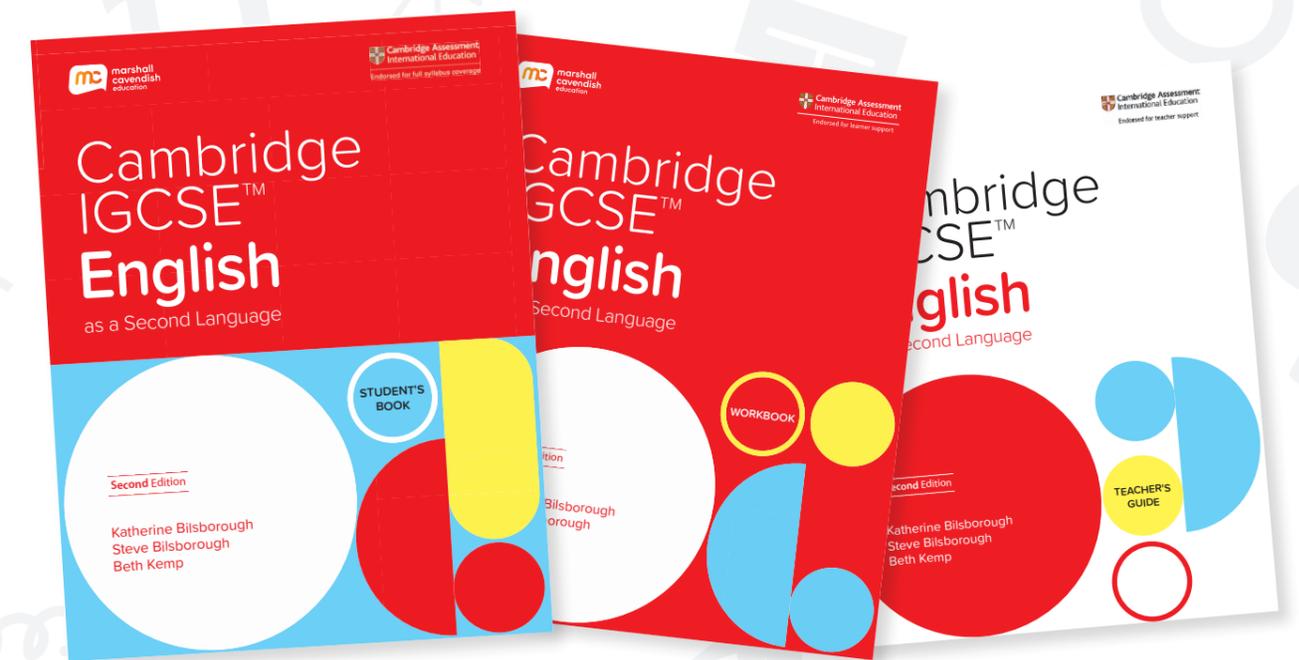
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as a Second Language

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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.

This series is endorsed by Cambridge International Education.