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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 85 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 Assessment International Education.

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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. This series focuses on building strong communication skills and linking language to life.

MCE Cambridge IGCSE™ English as a Second Language (2nd Edition)

- Designed for learners studying for the Cambridge IGCSE and IGCSE (9-1) English as a Second Language syllabuses (00510/0511/0991/0993) from 2024
- 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 will not go through the Cambridge International endorsement process.*



Cambridge IGCSE™ English as a Second Language Brochure



Scan here to access the MCE Cambridge IGCSE™ ESL (2nd Edition) website!

2nd
Edition

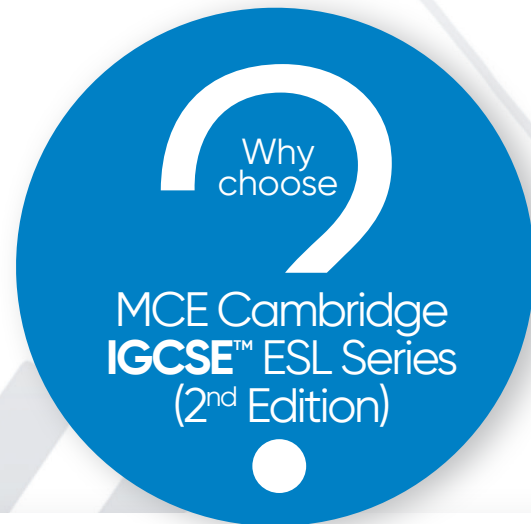
**BEYOND BASICS
RESET EDUCATION**

This **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.

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

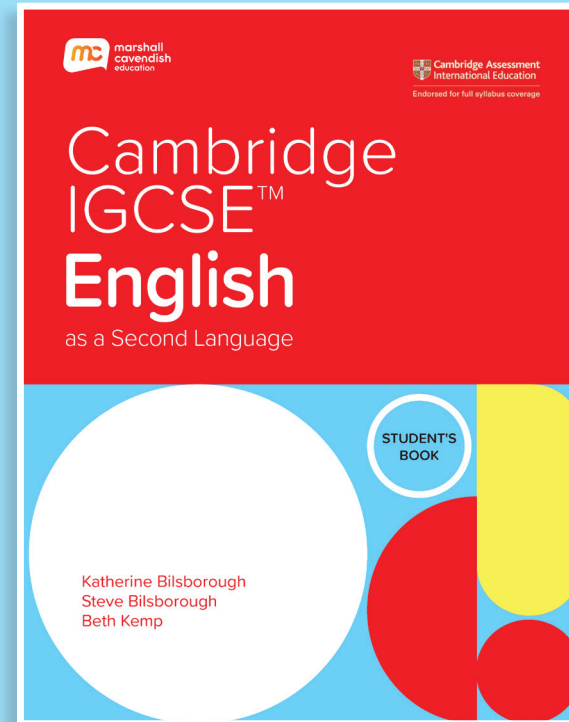
2. Highly visual with relatable real life contexts and photos

3. Builds communication skills and links language to life

What's in Our Package?

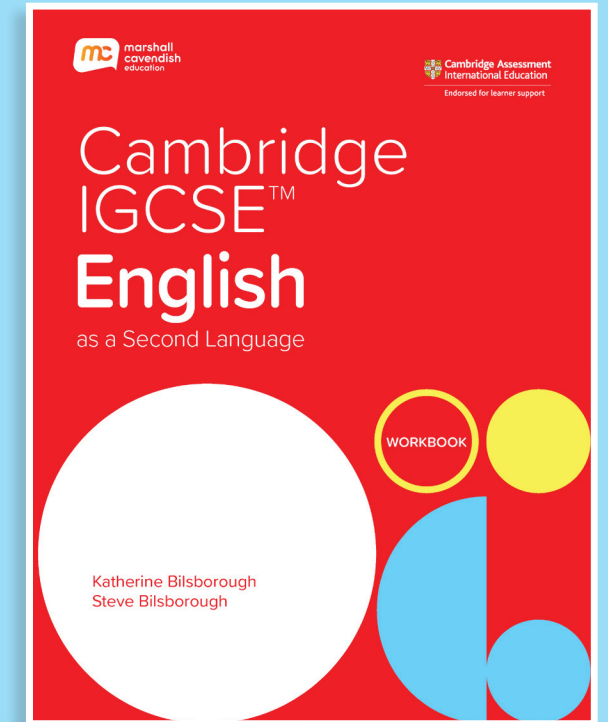
Student's Book

ISBN 9789815027716



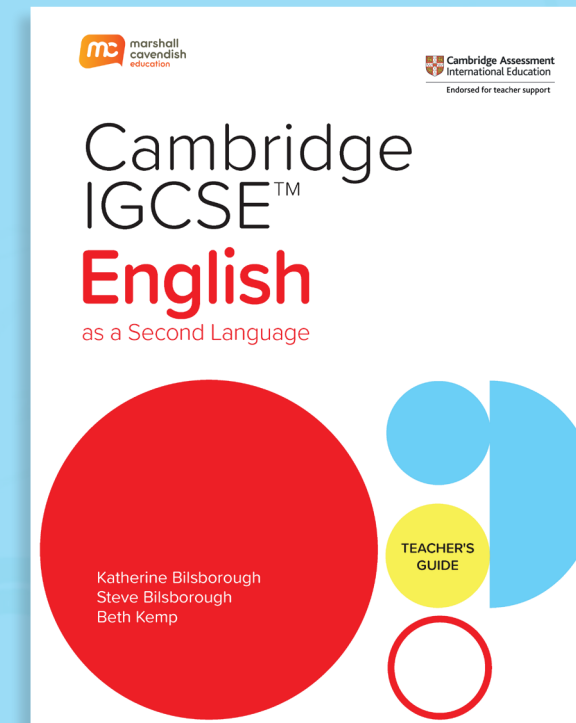
Workbook

ISBN 9789815027723



Teacher's Guide

ISBN 9789815027730



Digital Resources

- eBook (contains all the audio recordings)*

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

The second edition includes a suite of specially crafted animations* that reuse key language from the units in new contexts. Students can now enjoy a range of different styles from humorous cartoons to more formal and factual presentations and hence increase learner engagement and enhance the learning experience. Ideas for teachers on how to use the animations in class have also been included.



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

Marker Recognition Technology* allows access to all the audio, animations and word lists to enhance the learning experience.

VALUES

In this unit, you will have many opportunities to practise giving your views. Appearing confident in these views will help you to communicate well, so make sure that you are clear and confident.

Values

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

Lesson Heading

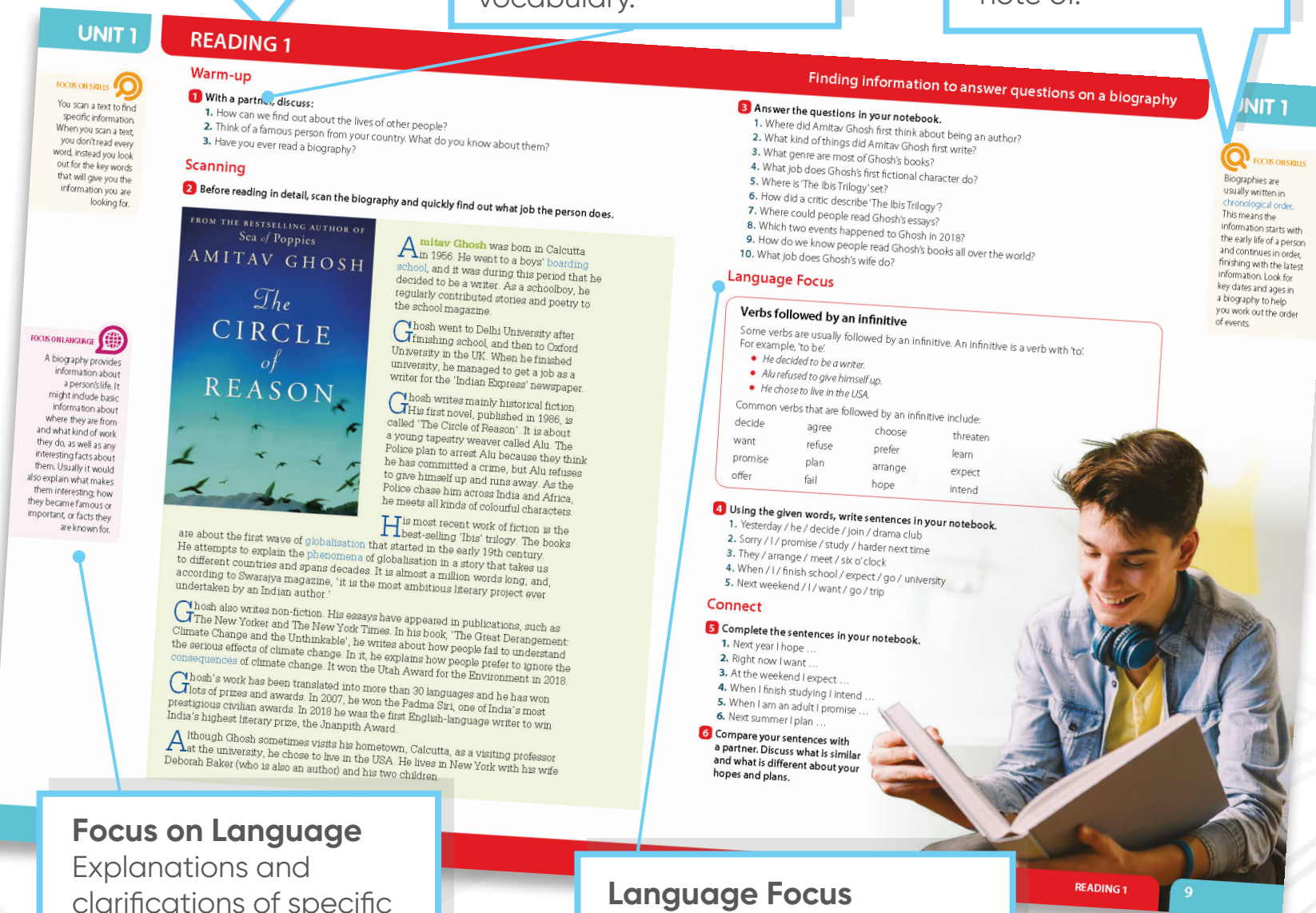
Language lessons are structured according to the specific skill focus of the lesson.

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.



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.

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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

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

Developing skills; using verbs with prepositions

4 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 people 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 needs people 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:

- Think of a job you'd most like to do. Give a brief job description.
- What do you think makes a good boss?
- What's the best way for a business to recruit staff in your opinion?
- Who do you know with good time management skills?
- 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.*

6 Think of local, national or international businesses that you know. List them.

- They specialise in ...
- They deal with ...
- 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:

- Which life skills do you think you already have? Give examples of experiences that illustrate these skills.
- 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)

UNIT 18

Additional Practice

Exam-style questions with associated marks can be found at the end of every unit for more skill refinement to be examination ready.

Language Focus

Reported speech

When we report offers that other people have made, we change 'I' to 'd. 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. 5

Writing a report

An informal report has the same structure

- It states what the report is about.
- It presents the facts.
- It makes recommendations.

5 Use your notes to write a report on in Exercise 4 on page 195.

You can copy Part 1 and Part 3, and

When you finish, compare your report group to make sure you have the

6 Write a report based on the information

Glossary Words

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

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 open to different interpretations, unclear
- application** (n): a written request for something, such as applying for a job
- artificial** (adj): not real
- assume** (v): to think something without proof
- audiobook** (n): a book that you listen to, one that has been read aloud and recorded
- audition** (n): a trial to check suitability for a job or role
- automation** (n): the state of things operating automatically, i.e. by themselves, without human contact
- 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 pupils live on site during term time
- briskly** (adj): quickly and with purpose
- buff** (n): a type of over-the-head scarf made from thin material that can be stretched worn in a variety of different ways
- bulldog clip** (n): a strong metal device for holding papers together
- campfire** (n): a small fire for cooking, made when camping
- carbon footprint** (n): the amount of carbon dioxide-producing activities carried out by a person or organisation
- catchy** (adj): interesting and easily remembered
- cello** (n): a large stringed musical instrument, usually played with a bow (like the violin), but the musician is seated with the cello standing on the floor
- chairperson** (n): the person who runs (chairs) a meeting
- checklist** (n): a list of items or tasks
- chrome** (n): a shiny metal-like material
- chronological order** (n): ordered by date
- cinematography** (n): the actual camerawork and photography of a film
- civilisation** (n): all human society
- clarify** (v): to make something clear and understandable
- coat** (n): a layer
- compostables** (n): things that can turn to compost, that can be broken down organically
- compromise** (v): to come to an agreement to settle
- concept** (n): an idea or design
- concern** (n): an important issue
- concession** (n): a compromise
- consensus** (n): an agreement
- consequence** (n): the outcome of something
- consumer** (n): a person who buys products
- consumption** (n): the act of consuming – or using something up, in environmental terms, people buying and using too many unnecessary things
- council** (n): an organisation who look after a town or city
- covering letter** (n): a formal letter that supports a job application
- crowdfunding** (n): raising money through a large group of people
- debate** (n): a formal discussion, structured in a particular way
- dehydration** (n): the state of becoming ill because you haven't had enough water
- delicates** (n): in washing instructions, this refers to clothes which are made of fine or thin material, usually undergarments
- demolish** (v): to destroy something completely
- devastating** (adj): totally destructive
- device** (n): a machine, usually technological
- director** (n): the person on a film or television set in charge of directing actors and crew
- disengagement** (n): the state of not caring, of not being engaged
- dizziness** (n): the feeling like you are spinning
- draw on** (v): to use previous experience to help you with a current task
- drawback** (n): a small problem
- dressings** (n): bandages and plasters
- drowsy** (adj): sleepy
- duped** (v): to be deceived or tricked
- edible** (adj): able to be eaten
- efficient** (adj): something that is carried out in the best way possible
- effort** (n): to put your all into something
- electric sander** (n): a machine for smoothing wood
- endearing** (adj): a quality that makes people like the thing, something cute
- entry-level** (adj): describes jobs or training at the point where a person would normally enter the industry, i.e. at the beginning of a career
- etiquette** (n): the formal rules of politeness, observed in high society
- faculty** (n): a university department
- fancy** (adj): decorated
- flood** (n): a great overflow of rivers and streams, usually caused by heavy rain
- fossil fuel** (n): organic material such as oil, coal or natural gases used for fuels
- freak wave** (n): a huge, rare wave

UNIT 11

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 he'd (green) carry (red).

Study Skills

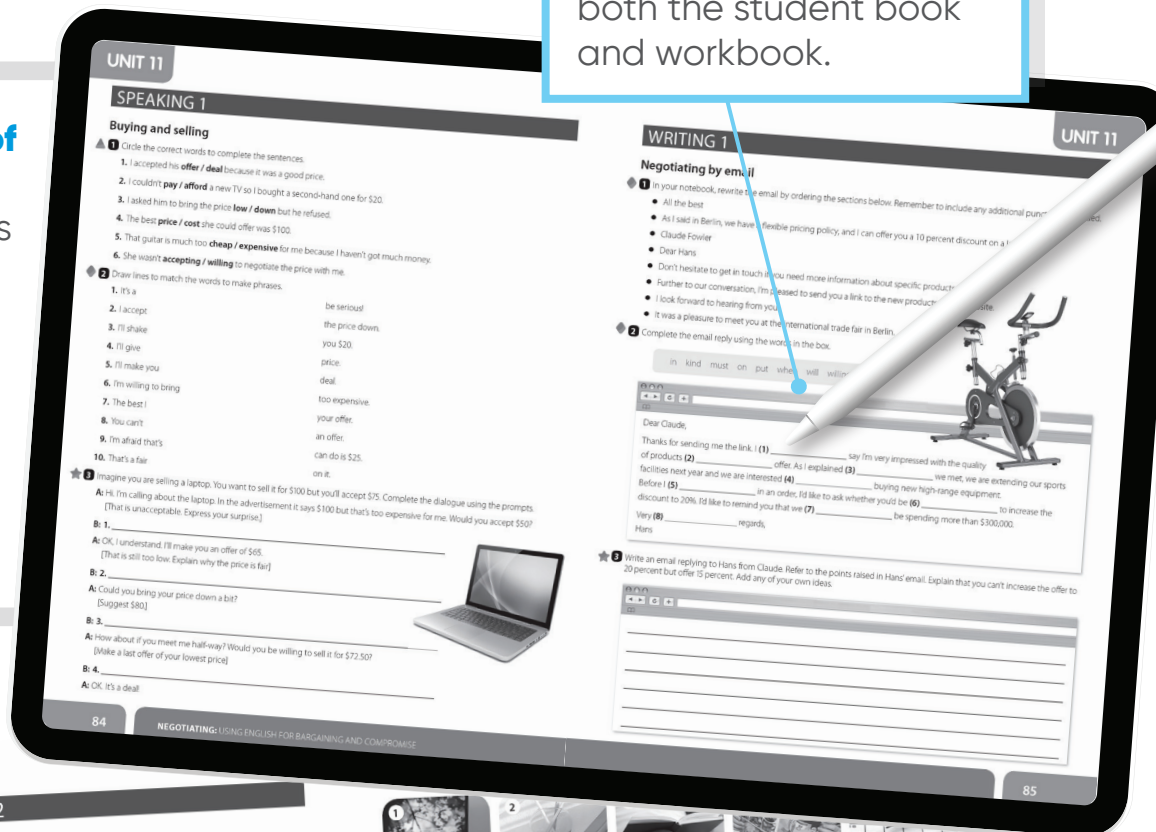
Advice on how to categorise similar and related language skills for efficiency of revision.

Annotatable Workbook

Annotatable features allow students to make notes and write answers on-the-go for both the student book and workbook.

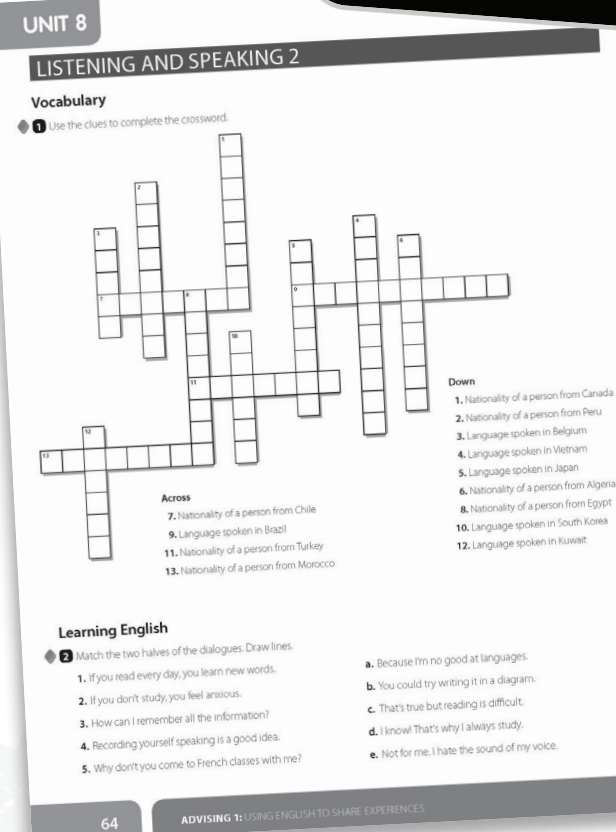
Differentiation of Activities

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



Warm-up Teachers can engage student to recall and build upon contextual knowledge to arouse curiosity in material.

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



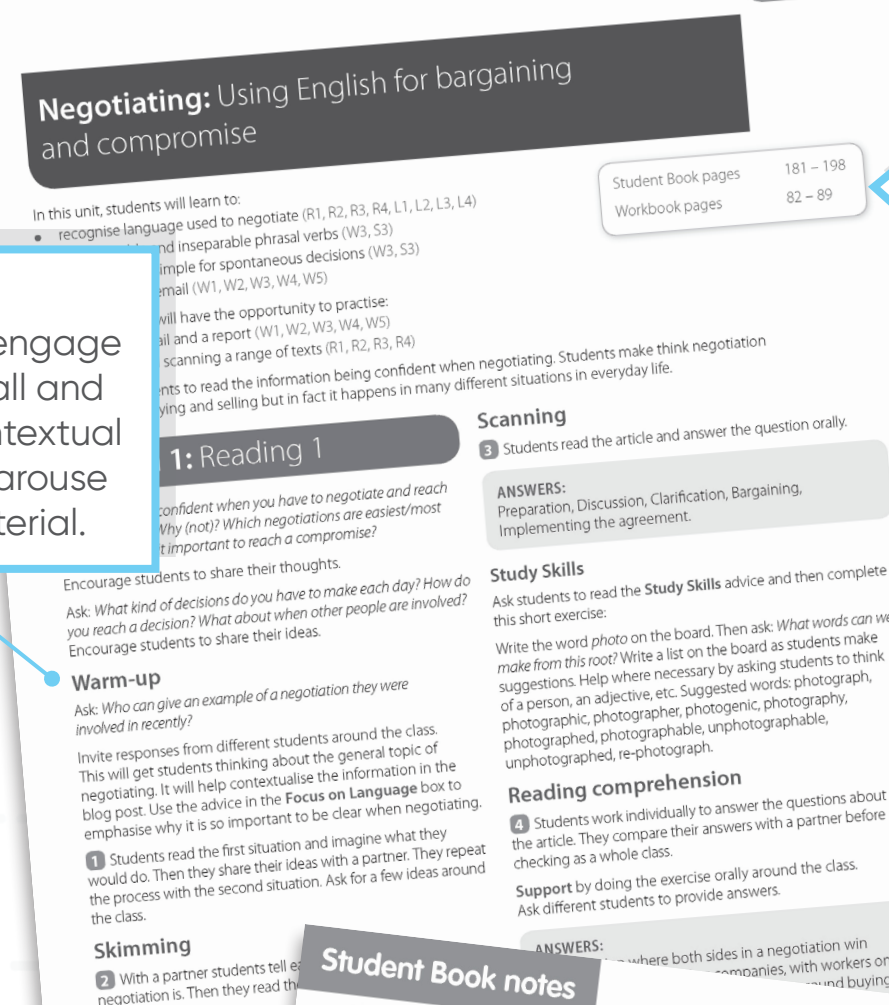
SELF EVALUATION
How do you feel about the work you have done in each skill in this unit? Tick the boxes.

	☹️ 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				

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.



1: Reading 1

Encourage students to share their thoughts.
Ask: What kind of decisions do you have to make each day? How do you reach a decision? What about when other people are involved?
Encourage students to share their ideas.

Skimming
2 With a partner students tell each other about a negotiation they were involved in. Then they read the text and check their ideas.
Ask: Why is it important to be clear when negotiating?
Encourage students to share their ideas. Elicit a few ideas about why it is so important to be clear when negotiating.

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 notes by using linking devices to add more detail, reasons, or 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

WORKBOOK
On page 82 of the Workbook there is an ordering exercise based on the five steps of negotiation.

Language Focus: Phrasal verbs – separable or inseparable?
Students read the explanations and examples. Make sure everyone understands the meaning of the phrasal verbs used in the examples: Turn down = refuse/reject, Look into = investigate
Challenge by asking students to write five example sentences with phrasal verbs they know. Then, with a partner they compare their lists and decide whether the phrasal verbs are separable or inseparable.

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.

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.

ANSWERS: ... where both sides in a negotiation win ... companies, with workers on ... and buying

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 in the Workbook. They read a text about a negotiator and complete a comprehension exercise to practise the phrasal verbs from the text.

Lesson 2: Listening

Write a list of objects on the board that teenagers might spend money on. For example: t-shirt, trainers, a hair cut, pizza, can of cola, headphones.
Ask: How much do these things cost? Do they have the same price? 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
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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.

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

This series will not go through the Cambridge International endorsement process.

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

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