

Lower Secondary
World English

For English as a
Second Language

7

SAMPLE MATERIAL

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We are working with Cambridge Assessment
International Education to gain endorsement for
this forthcoming title.

Please note this is a sample
and not a full chapter

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for this forthcoming series.

This series offers full coverage of the learning objectives for the Cambridge Lower Secondary English as a Second language curriculum framework (0876) from 2020 and is mapped to the Common European Framework of Reference.

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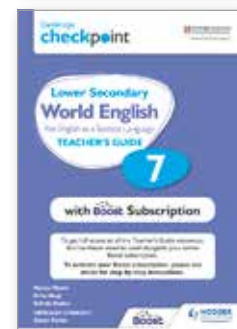
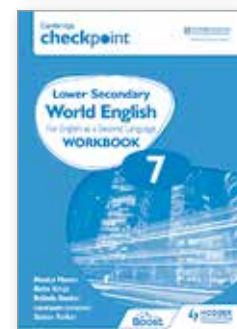
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Far, far away

In this unit you will:

- listen to a programme about where movies are filmed
- talk about visiting and living in remote places
- listen to a podcast about how to survive in a **remote** place
- read about a film location
- read about the challenges of living in remote places
- write a story about living in a remote place
- use a range of different adjectives and quantifiers
- use relative clauses.



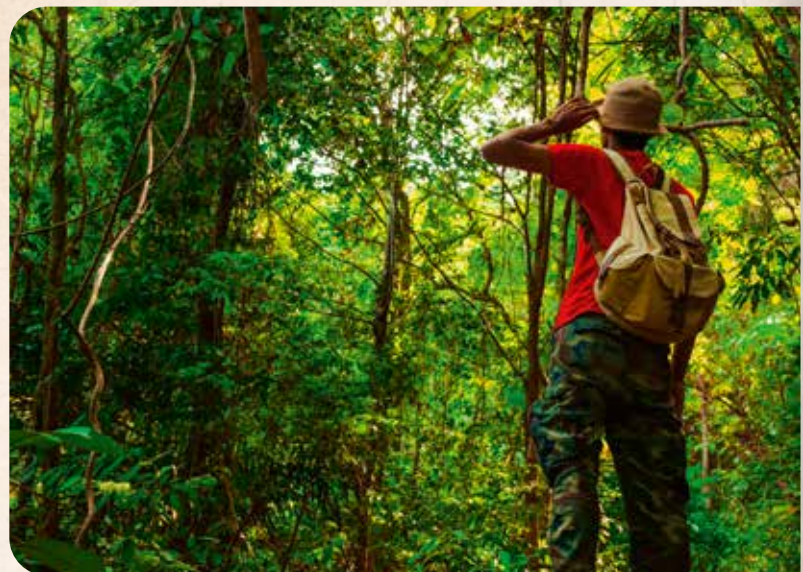
▲ A remote island in Raja Ampat, Indonesia



▲ A village in the mountains around Jajarkot, Nepal



▲ Inside a tent in the Agafay desert, Morocco



▲ In the Phang Nga National Park, Koh Yao Yai, Thailand

Speaking and listening



Remote places

- 1 A 'remote' place is a place that is far away from where most people live. Work in groups and discuss these questions. Share your ideas with the class.
 - a Do you live in a place that is far away from cities and public transport? If you do, where is the nearest town or bus?
 - b Have you ever travelled to a place where very few people live? How did you get there? How long did it take?
- 2 Work in pairs. Read the captions under the photographs on page 140. Talk about:
 - why each place is remote
 - which place you would like to visit
 - why you would like to visit one of the places
 - what you would do in that place.

HINT

Try to express your ideas, even if you are not sure how to say something or if you make mistakes. Others will understand you and they can ask questions if they don't!

Try this



Listen to the podcast extracts in Audio 9.1. The notes below were written by people who had visited the places in the photographs on page 140. Read these while you listen to the podcasts. Then match each of them to one of the photographs.

Where would you go? What would you do?

- 1 Went diving in the sea. There is so much to see here! Loads of beautiful fish, underwater plants, shells.
- 2 The forest was eerie and so quiet. There were no other people, but plenty of birds and insect noises. At times it was a little scary being alone, but at the same time it was beautiful too.
- 3 On our climb up into the mountains, we came across this village. The view from here was stunning – can see the valleys and mountains all around. Wondered what it would be like to live here though? It's so high up!
- 4 The desert is so hot but then you step into one of these beautiful tents, with everything that you need. And they can be packed up and moved along to another place quite easily too.

CHALLENGE YOURSELF

Imagine that you had visited one of the remote places in the photographs. Write two sentences to describe what you did and enjoyed at the place.

PRACTISE

Work in pairs. Listen to the podcasts again carefully. Which words are stressed in each sentence? How do the voices change when there are exclamation marks or question marks? Take turns to read the texts to your partner using the same intonation.

Use of English

Adjectives

Do you remember?

Adjectives are very useful in descriptions because they tell us more about nouns and allow us to make comparisons.

For example:

This is a remote place in Australia.

That is the most beautiful place I have ever visited.

It was an exciting film. I was not bored for the whole two hours!



Can you identify the adjectives in the following sentences?

- 1 I'm so excited – we're going to New Zealand where they filmed *The Lord of the Rings*!
- 2 The natural surroundings make up a beautiful set.
- 3 Castles are also popular locations.
- 4 The forest was eerie and quiet.
- 5 The view from here was stunning.

Compound adjectives

Some adjectives consist of two words. We call these compound adjectives. We usually write these adjectives with a hyphen. Study the following examples.

- We took a five-hour tour of the film set.
- This travel guide is second-hand, but it is still useful.
- Do you live in an English-speaking country?
- This is a brand-new film set.

PRACTISE

Work in pairs.

- 1 Use one word from each column to make compound adjectives that will fit into the sentences below. You should be able to make at least eight words.

seven	easy	one	well	good
second	250			

day	hour	behaved	looking
known	hand	page	going

- a We are going on a _____ - _____ trip to South Korea next month.
- b My friend is such an _____ - _____ person. I feel relaxed when I am with her.
- c We had a quick _____ - _____ tour around the film **studio**.



- d I have a _____-_____ book to read before I leave on my trip.
 e The actor who plays the main role in the film is so _____-_____!
 f All the people on the tour bus were _____-_____. No one caused any trouble.
- 2 See if you can find the words you have made in your dictionary. Check the meanings.

HINT

Look at the nouns in the underlined phrases. You can also look up the noun in your dictionary and you will find compound adjectives with that noun. Choose the best one if there is more than one.

Try this

Using a compound adjective instead of a long phrase can improve your style of writing. Look at these examples:

A walk of ten minutes along the beach is refreshing.

A ten-minute walk along the beach is refreshing.

I usually use my left hand to do things but I play tennis with my racquet in my right hand.

I am usually left-handed but I play tennis with my racquet in my right hand.

Work in pairs and replace the underlined words in these sentences with compound adjectives. You will have to change the word order in the sentences as well.

- 1 We went on a trip that lasted two weeks.
- 2 Do you see that woman? She is an actor whom many people know.
- 3 Are you someone who uses their right hand for most things?

We can form adjectives with the suffices -ing and -ed. For example:

I am so excited about the trip.

It was a very exciting trip.

The tour of the film studio was boring.

I was bored during the tour of the film studio.

The problem is that the adjectives do not have exactly the same meaning.

- 1 Which adjectives in the sentences above describe how a person feels?
- 2 Which adjectives describe a noun that causes you to have a feeling?

CHALLENGE YOURSELF

Work in small groups and talk about your favourite films. Use the following words and phrases to compare the films.

lots of
 as much as
 not as much as
 more exciting than
 less entertaining than

PRACTISE

Choose the correct word to complete each sentence in your notebook.

- 1 It was such a (tired/tiring) day. I need to sleep.
- 2 The film director is very (worrying/worried) because we are filming on the beach and a storm is coming.
- 3 The film crew is very (pleased/pleasing) with the new film set they have built.
- 4 That is such an (amusing/amused) film! You should see it.
- 5 I was quite (disturbed/disturbed) by that film. It was scary.

Travel blogs

The land of upside-down trees and lemurs ...

A group of five ring-tailed lemurs are perched on a horizontal wooden fence. They are in a lush green environment with dense foliage in the background. The lemurs have grey bodies and long, black and white striped tails. They are looking in various directions, some towards the camera and others away.

And the Malagasy people are super-friendly ...

Waterfalls that sound like thunder

8

Far, far away in time and place

If you like old buildings, the Veerabhadra temple in Lepakshi, India, is a 'must-see'. It is an important national monument in the state of Andhra Pradesh in India, which is in the south-eastern part of the country. The temple was built in 1530 which is almost five hundred years ago! Every surface is carved or painted. To get there, it's a three-hour journey north of Bangalore in India. You travel for about 140 km, through small villages.



▲ Veerabhadra Temple, Lepakshi, India

HINT

Synonyms are words that have similar, but perhaps not exactly the same meaning.

HINT

The adjectives in the sentences in question 2 are compound adjectives. What does each adjective mean?

Vocabulary and spelling

- 1 Find synonyms for these words in the blogs above.
 - a Pretty, attractive, usually small too
 - b An animal
 - c Many
 - d Strength
 - e (Patterns or pictures) cut out of wood or stone
 - f The outside part of something
- 2 Work in pairs and discuss what the underlined words mean.
 - a It is breath-taking.
 - b The people are super-friendly.
 - c It is in the south-eastern part of the country.
 - d It is a 15-minute walk up to the top of the waterfall.
- 3 Read these sentences. The underlined words in each sentence are incorrectly spelled. Find the correct spelling in the blogs above and then practise writing each word correctly.
 - a Have you seen the waterfal? It is beautifull.
 - b I think I would like to live alone on an iland in the middle of the see.
 - c My parents love to visit nasional monuments. I prefer to admire animels.
 - d Baobabs are often anshient trees. Many are hundrets of years old.

LET'S TALK

Work in groups. Think about the blogs you read above and discuss these questions.

- 1 Would you like to visit any of these places? Why? Why not?
- 2 Would you like to live in any of these places? Why? Why not?
- 3 Would any of these places make a good film set? For what type of film?

Share your ideas informally with the rest of the class.

Writing

Magazine article

You have read an article about someone's feelings and experiences of living in a remote place. You may have a similar experience or you may not. So let's imagine that we are going to live in a remote place.



Start by looking at the following photographs with a partner. Read the captions. Look up the places on a map and then try to describe each place.

- What challenges would you face if you went to live there?
- What would the advantages (positive things) be?



▲ Ban Ruam, a village up in the mountains in northern Thailand



▲ A Uros house on an artificial, floating island in southern Peru



▲ Traditional homes of the Turkana people in Kenya, Africa

Try this

Now plan, draft, edit and write a magazine article about your experiences in a remote place. Your article should have three or four paragraphs (about 150 words). State your opinion about the experience quite clearly and give reasons. You could also describe how you felt at first and how your feelings changed.

Once you have written a draft of your article, read it aloud to a friend. Ask your friend if it makes sense. Ask your friend to ask you a few questions. You may have forgotten to write something that is obvious to you but not to someone who reads or listens to the article. This will help you to improve the article. For example:

- Did you go to this place alone or with your family?
- Where is _____?
- How did you feel when you first arrived?

HINT

- Remember to describe the challenges you faced and the advantages of living in the place.
- Try to use interesting compound adjectives, relative clauses and quantifiers in your story.
- Remember to check your spelling!
- Look at the layout of the article that you read on pages 00–00. Use the same or a similar layout. You can write by hand or on a computer.

CHALLENGE YOURSELF

Write another article in which you express a completely different opinion about staying in the same place. In other words, if your first article expresses a view that the experience was fun and exciting, your second article should express the view that it was not a good experience.

Self check

- Did you try to use a magazine layout for your article?
- Did you give special attention to the first paragraph?
- Did you include a picture or a photograph with a caption?
- Did you describe your feelings and opinions about the experience quite clearly?

What can you do?

Read and review what you can do.

- I can listen to a programme about where movies are filmed.
- I can talk about visiting and living in remote places.
- I can listen to a podcast about how to survive in a remote place.
- I can read about film locations.
- I can read about the challenges of living in remote places.
- I can write an article about living in a remote place.
- I can use a range of different adjectives and quantifiers.
- I can use relative clauses.

Now you have completed Unit 9, you may like to try the Unit 9 online quiz if you are using the Boost eBook.



Review Units 7–9

TRY THIS

Work in pairs and complete the conversation. Use the correct forms of the words in brackets.

Ken: Have you (hear) the news? There (to be) no exams this year! What joy!

Anna: That's fake news! I don't (belief) it!

Ken: I promise you. It's true.

Anna: What is your source of information?

Ken: I (reading) about it on social media.

Anna: But you (say) yesterday that that was not a reliable source?

Ken: Um ... yes. Well ... it would be quite an (interest) idea though I mean ...

Anna: Stop (dream) Ken. It's not (go) to happen!

Ken: I suppose you are right, as usual.

PRACTISE

Use words from the box to complete these sentences.

rugged	influenced	remote	brand	success
influencer	scams	location	distort	source

- Our market stall was a great _____!
- Do you follow any _____ on social media?
- What do you think is the best _____ for news you can trust?
- Fake news can _____ information and make people upset and confused.
- Are you _____ by the news to believe something that may not be true?
- The landscape on the island is quite _____.
- A place that is far away from where most people live is a _____ place.
- The TV series *Game of Thrones* was filmed on _____ in Croatia and Malta.
- We need to be careful of internet _____ that try to get us to reveal our personal details.
- Which _____ of shampoo do you use?

PRACTISE

Can you write these sentences correctly? You will need to choose the correct words to do this.

- Surfing gives me so much (joy/joyful/joyous) that I would like to do it as my job one day. (Abstract nouns)
- When (is going/will/shall) the actors be arriving? (Future forms)
- Can we go (fish/fishing/fished) in the river this weekend? (Gerunds)
- (Shake hands/Handshake/Handshaking) has been banned in our town. (Gerunds)
- My friend (is telling/tell/told) us that we must fact-check what we read. (Reported speech)
- Jo asked Ali (if he listened/he listening/if he listening) to the news on the radio. (Reported speech)
- We took a (day five/five days/five-day) tour of New Zealand last year. (Compound adjectives)
- Alya and Ken were very (excited/exciting/excite) about the trip. (Adjectives)
- I have seen (a few/much/none) films that were filmed in London. (Quantifiers)
- Do you know (why/who/which) they chose this location for the film? (Relative clauses)

LET'S TALK

Work in pairs. You have been asked to find a suitable location to shoot a film about a group of young people who go on a trip to a remote place. They will do several outdoor activities and one of them will get lost during the activities, or there will be a bad storm and the young people will be stranded and have to work out how to survive.

- 1 Look at the photographs and describe the landscape in each photograph.
- 2 Then discuss which place would be suitable for making the film. You will have to give reasons for your choice to the director of the film.



PRACTISE

- 1 In Unit 7 you wrote a business plan and took part in a market day at school. Now use the skills you have learned to write a report about the activity. Think about these questions:
 - What were your goals?
 - Did you achieve them?
 - Did you make a profit?
 - What did you learn from the experience?

- 2 Draft a short report of three paragraphs. You can use the following structure:
 - Paragraph 1: Explain briefly what you did. Say where and when the market took place and what your stall sold.
 - Paragraph 2: Provide some facts about what you achieved (for example, how much profit you made).
 - Paragraph 3: Give your opinion about the plan and about the market day. What did you learn? What did you enjoy? Was this a successful activity or not?

You can publish your report on your school website or social media page or newspaper.

CHALLENGE YOURSELF

Work in pairs to write a magazine article in which you express an opinion about travel to remote parts of the world. Do you think it is good for the environment?

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- Stimulate learners with model texts and a range of activities to develop skills, knowledge and comprehension.
- Revisit previous knowledge with the 'Do you remember?' feature to recap topics and activate schema, along with practice tasks, exercises and 'Challenge yourself' activities to consolidate learning.
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