

**Lower Secondary**  
**World English**

For English as a  
Second Language

**8**

**SAMPLE MATERIAL**

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EDUCATIONAL CONSULTANT:  
**Sioban Parker**

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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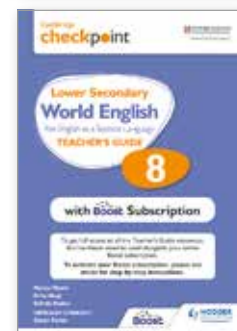
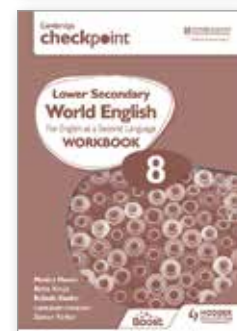
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In this unit you will:

- listen to discussions about the rules at home, at school, on the playing field and in **society**
- talk about your ideal society and draw up, in groups, a plan for one particular aspect of your ideal society
- read about situations in which rules are changed because they are unfair or because of a crisis in society
- write a plan for your portfolio with your group and a self-evaluation paragraph about the experience of planning a new society
- use modal verbs and pronouns to discuss the laws of a just society.



Watch your children



Don't run



No rough play



Use restrooms



No shoes in pool



No diving



Shower before entering pool



No pets allowed



Sick people not allowed



Wear proper swimwear



No food or drinks



No smoking

## RULES


- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Always be kind             | <input checked="" type="checkbox"/> Help each other     |
| <input checked="" type="checkbox"/> Be respectful at all times | <input checked="" type="checkbox"/> Learn from mistakes |
| <input checked="" type="checkbox"/> Raise your hand to speak   | <input checked="" type="checkbox"/> Work quietly        |
| <input checked="" type="checkbox"/> Ask questions              | <input checked="" type="checkbox"/> Play safely         |
| <input checked="" type="checkbox"/> Listen carefully           | <input checked="" type="checkbox"/> Always do your best |

# Speaking and listening

## Whose rules are these?

Look at the sets of rules on the opposite page. Discuss them in your group.

- Where do you think each of these sets of rules comes from?
- How do you know this?
- Are there rules that you would remove from these lists?
- Are there rules that you would add to these lists?
- Think of other places where there are rules. How many other places can you think of?
- Talk about what would happen if there were no rules in these places.
- Share your list with the class.

 Listen to Audio 9.1, a group of friends discussing the different rules they have at home.

- As you listen, think about the rules you have in your home.
- Make notes of the rules that you hear about and that you also have in your home.

Everybody has different rules at home. Discuss your home rules with your group.

- Which home rules do you think are **reasonable**? Why?
- Which home rules would you change? Why?
- Are there some home rules that you would like to have? What are they?

### PRACTISE

Write down the rules you have in your home.

Use the forms: must/must not and have to. For example:

I must be home at 5:00 p.m.

I must not leave my dishes in the sink.

I have to help my parents with the laundry.



## Reading

### Read about breaking unfair rules

Not all rules are right, or good, or benefit most of society. Throughout history, there have been brave people who have stood up to unfair laws.

## Votes for women

In nineteenth-century New Zealand, as in a lot of societies, women were excluded from any involvement in politics and they were not allowed to vote. Many people felt this was unfair, and they campaigned for women's rights to have their say. The movement to allow women to vote is called the women's suffrage movement. In New Zealand, this movement was led by a woman named Kate Sheppard. She travelled around the country holding public meetings and making speeches, campaigning for the rights of women and writing to newspapers. She started a petition to show the

members of Parliament just how many people wanted the laws to change – when she unrolled this completed petition in front of the New Zealand Parliament it was 270 metres long and had nearly 32,000 signatures on it! All her work paid off; in 1893, New Zealand passed the Electoral Act and became the first country in the world to give women the vote. This was known as 'universal suffrage' because now everyone could vote, as long as they were old enough. It inspired other suffrage movements all over the world.



▲ Kate Sheppard, a leader in the New Zealand Women's Suffrage Movement, featured on a NZ\$10 note



- 1 When were women given the legal right to vote in your country? Discuss this in your groups.
  - Why do you think it took such a long time for women to be given the vote?
  - How would you choose to show your feelings about a law you do not think is right? Use the structure 'I would/I would not/I wouldn't' in your answer.
- 2 Nelson Mandela was one of the men who stood against apartheid in South Africa. He was fighting for equal laws for black people and white people.
  - Read part of the speech that he made, before he was thrown into prison for 27 years.
  - Which laws was Nelson Mandela most worried about?



**HINT**

Nelson Mandela used the word 'African' in his speech, which was the correct terminology for the 1960s to refer to only black South Africans. Today we use the term 'African' for anyone born in Africa, and we identify different groups as black and white.



- ▲ Nelson Mandela, and many other people, fought for the rights of the black people in South Africa. It took over 30 years, but eventually the people won

South Africa is the richest country in Africa, and could be one of the richest countries in the world. But it is a land of extremes and remarkable **contrasts**. The white people of South Africa enjoy what may well be the highest standard of living in the world, whilst black people live in **poverty** and **misery**.

The complaint of black South Africans, however, is not only that they are poor and white people are rich, but that the laws which are made by the white people are designed to preserve this situation.

There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as black South Africans are concerned, both these avenues of advancement are deliberately **curtailed** by **legislation**.

I ask the Court to remember that the present Government has always sought to **hamper** black people in their search for education. One of their early acts, after coming into power, was to stop **subsidies** for black South African's school feeding. Many black South African children who attended schools depended on this supplement to their diet. This was a cruel act.

There is **compulsory** education for all white South African children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the black South African children.

## Vocabulary

- 1 There are some difficult words in this passage. Match the words to their meanings.

Word	Meaning
extremes	equipment or resources for doing something
contrasts	obligatory; one must do it
preserve	in reality
acquire	additional to
curtail	prevent or make difficult
hamper	cut short or stop
supplement	get
compulsory	keep
virtually	showing striking differences
facilities	two things as remote or as different as possible

- 2 Look up these words in your dictionary. Write the words and their meanings in your notebook.

- poverty
- subsidy
- legislation
- misery
- advancement

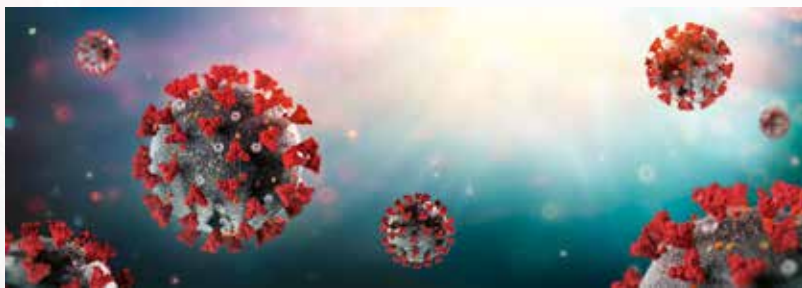
Say the words out loud. Make sure the stress falls on the correct syllable. Now learn to spell the words.

# Use of English

## Using language to protect society

Sometimes a huge danger to society may mean we have to change the way we live.

The coronavirus 2019/2020 pandemic shocked the world. Within months, the virus had spread all around the globe. Every country had to decide how to deal with the Covid-19 virus. Every country had to change their laws to keep their people safe.



▲ Covid-19 is a highly infectious virus

### PRACTISE

Read the information below which the United Kingdom published at the time that Covid-19 was spreading rapidly (source: [www.nhs.uk](http://www.nhs.uk)).

- 1 Work with a partner. Find all the modal verbs in the text and write them down.
- 2 Now find any indefinite pronouns you can and write them down.

- Stay at home!
- You must only leave your house for food, to go to a pharmacy or doctor, or for work if you are not able to work from home.
- If you go out, you must always stay 2 metres (6 ft) away from others.
- You must wash your hands as soon as you get home.
- You should not meet any friends or family.
- Remember that even if you don't have symptoms, you could have the virus. You must **minimise** your contact with everyone.
- Non-essential businesses must close. Any places serving food, like restaurants, cafés and pubs, must only sell takeaway food.
- You must only leave the house to exercise once per day.
- If you are a critical worker, such as a doctor or nurse, you can leave the house to go to work. Other critical workers include police people, social workers and people who work in banks.
- You should not gather in a public place with more than one other person.
- You can go to help elderly or vulnerable loved ones by dropping groceries or medication at their door.
- You must not move house during the virus, as far as possible.

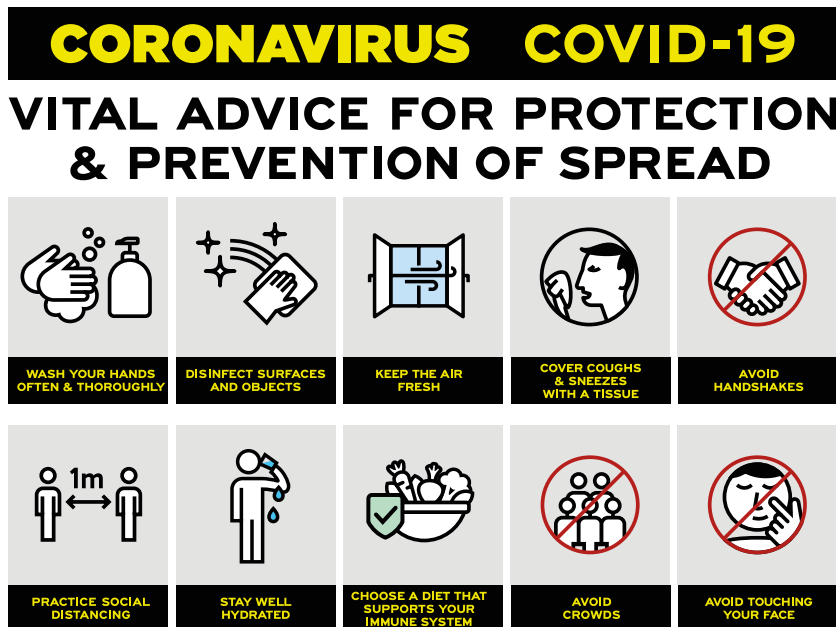


▲ Scientists have worked round the clock to help find a cure for the virus

## Staying safe

### Try this

- 1 Read this infographic about the coronavirus.
  - a Talk about what new rules your country made and advice that was given during the time of Covid-19.
  - b Were the rules the same as the ones on the infographic?
  - c What other rules did you have?



- 2 Rewrite the advice in the infographic into more formal rules. Use modal verbs and indefinite pronouns to do this. For example:

Everyone must wash their hands often, and thoroughly.

### Do you remember?

**Indefinite pronouns:** everybody, everyone, no one, all, some, someone, others

**Modal verbs:** must, have to, can, could, should, might, may

### Try this

Write a short paragraph about how coronavirus affected you and your community. What is the main thing you remember about lockdown?



# Writing

## Write a plan for your island nation

Each group has their instructions for writing the plan for their portfolio:

- Treasury
- Legal system
- Officers of the law
- City services
- Cultural affairs
- Business and industry
- Education.

### Try this

Use this checklist to proofread your group text, before you hand in a neat copy to your teacher.

### Checklist

#### Grammar and vocabulary

- ☐ Properly constructed sentences
- ☐ A variety of appropriate vocabulary

#### Punctuation

- ☐ Full stops at the end of sentences
- ☐ Sentences starting with capital letters

#### Spelling

- ☐ All words checked and spelled correct
- ☐ Used a dictionary to check spellings and meanings of words

#### Format/layout

- ☐ Each separate point of the plan is clearly marked
- ☐ Each point is numbered
- ☐ Spaces between paragraphs

#### Content

- ☐ Information properly researched and consulted on with the appropriate groups
- ☐ Information is organised logically

#### HINT

- Make sure you have used modal verbs in your rules and laws.
- Make sure you've used indefinite pronouns, like all, some, everyone, etc.
- Well done on such a complicated group task!

### CHALLENGE YOURSELF

Your group wrote rough notes about your portfolio for your Island Nation in the last 'Use of English' lesson. Now, it is time to refine those notes.

- First check that the language and spelling is correct.
- Make sure you have used modal verbs in your laws or list of instructions.
- Select the person with the best handwriting to write your plans out neatly.

Now, look at the 'Consult' instructions on your card. Later you will have to consult the various teams mentioned on the card. (This excludes the **treasury** group.)

- Plan your approach. What do you need from the other teams, in order to do your job properly?
- Make a list of your requirements, so you are ready for the meetings.
- Leave some space on your clean copy of the plans, in case you need to add anything new, after your consultation.

### Self check

Write a short paragraph about your experience of the Island Nation project.

- What did you like about it?
- What did you not like about it?
- Were you able to get your ideas heard by your group?
- How do you think the project turned out, as a whole?
- How could the project be improved for the next class that tries it?
- What did you learn from doing this project?

### What can you do?

- I can listen to discussions about the rules at home, at school, on the playing field and in society.
- I can talk about an ideal society and draw up, in my group, a plan for one particular aspect of our ideal society.
- I can read about situations in which rules are changed because they are unfair, or because of a crisis in society.
- I can write a plan for our group portfolio, and a self-evaluation paragraph about the experience of planning a new society.
- I can use modal verbs and pronouns to discuss the laws of a just society.



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

## PRACTISE

Choose words from the box to connect these sentences. Sometimes you may have to change the order of the sentences, so that the events are in the right order.

so that	although	so	before	that
but	if	while	however	even if

- 1 He had been a champion video gamer. He went to university.
- 2 I follow about a hundred influencers on social media. My sister doesn't.
- 3 She wants to live in one of his buildings. She admires Bjark Ingels so much.
- 4 It seems so impractical. I love the idea of a ski slope on top of a power station.
- 5 Every society needs rules. It can function properly.
- 6 They wanted to learn about coding. They asked the supply teacher to teach them HTML.
- 7 I really admire Tank Man. I would never be able to do what he did.
- 8 There are not rules at school. It would be difficult for teachers to teach.
- 9 She waits to hear from the university. She is studying computer science.
- 10 My mother looked after all of us and made us a lovely, safe home. I never want to be a housewife.

## Try this

Work in pairs. Change this dialogue to reported speech.

**Jason:** Have you done the assignment for History today?

**Melissa:** I finished it yesterday, but it's not very good.

**Jason:** Why do you say that?

**Melissa:** Because I'm not very interested in Greek philosophers. If the assignment had been about coding, I would be top of the class!

**Jason:** I need good marks on this one. I am a bit behind this year.

**Melissa:** Jason, you will be fine! Don't worry so much. Do you have time for a coffee now?

**Jason:** Can we make it next time? I need to finish this before Maths class.

### LET'S TALK

You learned about the town Coober Pedy in Unit 7. In your group, discuss the kinds of rules you would need to have in an underground town. Write down ten rules that you decide on collectively. Use modal verbs in each rule (must, have to, should, would, etc.).



### PRACTISE

Use the present perfect continuous form of the verb in brackets to complete the sentences.

- 1 He (study) in the library for two hours.
- 2 She (work) on her philosophy project since last week.
- 3 Can you believe we (live) in Dubai for three years already?
- 4 They (mine) opals at Coober Pedy since the start of the twentieth century.
- 5 I (concentrate) on my Island Nation project, so I forgot to finish my Maths homework.
- 6 People (dig) up old ruins in Egypt since the end of the early twentieth century.
- 7 Where (live) you for the last five years?
- 8 No, they not (help) us with this project.
- 9 Can we go now? You (eat) the same spoonful of pudding for hours!
- 10 I (wonder) what to study when I leave school.

### PRACTISE

In Unit 8, you worked as a class to plan your ideal island nation. Choose one aspect of the government that you discussed as a class and write your own views about this. You can use the findings of the group you were in or choose another aspect that interests you. Choose from:

- Legal system
- Treasury
- Officers of the law
- City services
- Education
- Business and industry
- Cultural affairs.

Draft a short explanation of your views in two paragraphs.

Paragraph 1: Say how you think this aspect of the nation should be managed.

Paragraph 2: Give your reasons for your position.



▲ The entrances to several homes in Coober Pedy

### CHALLENGE YOURSELF

Write a leaflet describing this building to potential buyers. Mention all the features of the building that buyers would be interested in. Use as many descriptive noun phrases as you can, for example: custom-designed housing, city dwellers, etc.



◀ The Mountain, in Copenhagen

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