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Working together for schools

Cambridge University Press
& Cambridge Assessment
International Education

We are part of the University of Cambridge. Our mission is to contribute to society by enabling teaching and learning at the highest international levels of excellence.

We are at the forefront of education for 5 to 19 year-olds around the world. We share your desire to make a transformative impact on learners worldwide and unlock their potential.

We believe that education is most powerful when curriculum, assessment, teaching and learning are aligned. We work together for excellence in these areas, supporting schools to help learners grow academically and thrive as the adults of tomorrow.



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Building brighter futures together

We put teachers first and work with Brighter Thinkers

Everything we do begins with you, and a clear understanding of your needs and aspirations - because we believe teachers are at the heart of learning.

We learn from, and work with leading educationalists and authors in Cambridge and around the world to embed best teaching and learning practice. We only adopt evidence-based approaches in our resources.

To support teaching and accelerate learning

Practical and proven pedagogy

We embed approaches to teaching and learning which engage and motivate students to participate in an active classroom.

Language of learning

We work carefully to use language that enables learners to understand new and challenging concepts and to develop English as the language of the classroom and beyond.

Toolkit for teachers

We offer a blend of print and digital resources, together with a range of professional development services, designed to enhance lesson planning, delivery and assessment.

And develop skills for life

Our approach encourages students to be creative and critical thinkers, to be resourceful collaborators and communicators, and to be confident problem solvers and decision makers in education and in life.

Brighter Thinking

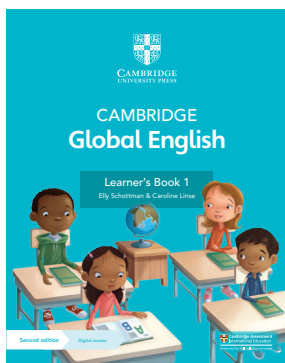
Better Learning



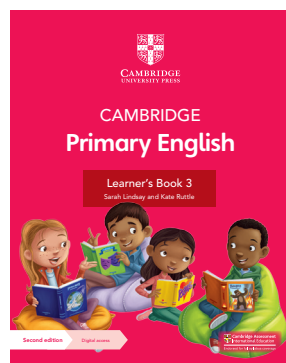
A selection of what's new



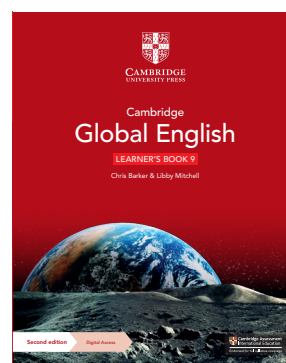
English



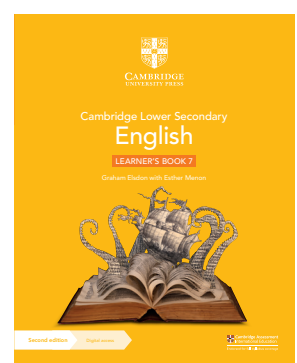
Cambridge Global English (Primary)
Page 10 >



Cambridge Primary English
Page 12 >

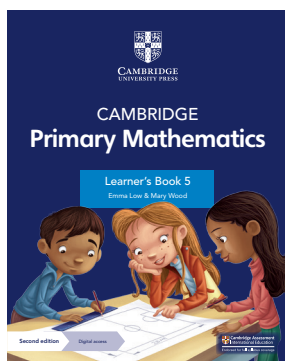


Cambridge Global English (Lower Secondary)
Page 44 >

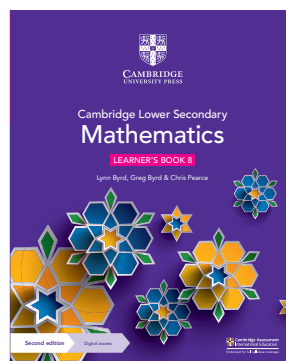


Cambridge Lower Secondary English
Page 46 >

Mathematics

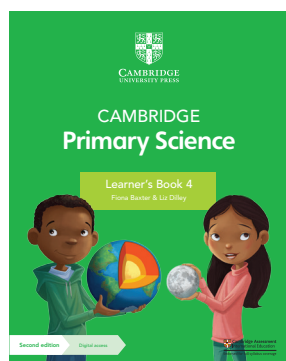


Cambridge Primary Mathematics
Page 28 >



Cambridge Lower Secondary Mathematics
Page 50 >

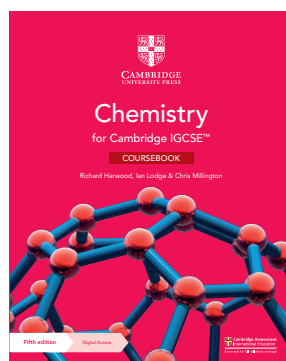
Science



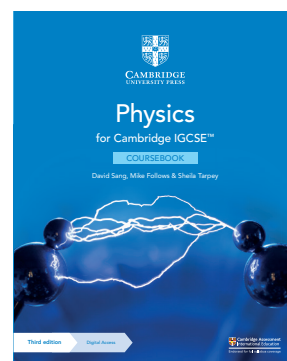
Cambridge Primary Science
Page 34 >



Cambridge Lower Secondary Science
Page 52 >



Cambridge IGCSE™ Chemistry
Page 69 >

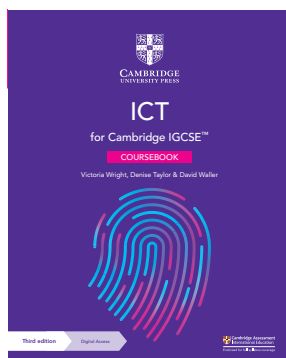


Cambridge IGCSE™ Physics
Page 69 >

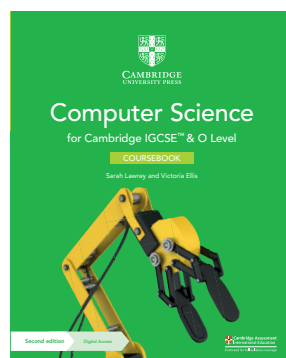
Computing



Click Start International Edition
Page 40 >



Cambridge IGCSE™ ICT
Page 74 >

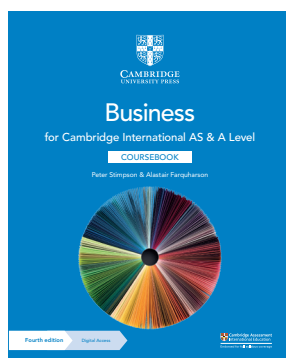


Cambridge IGCSE™ and O Level Computer Science
Page 74 >

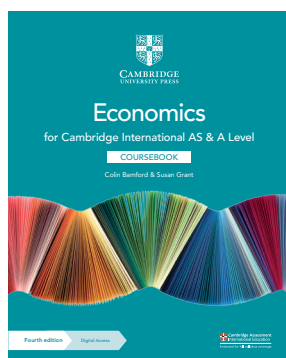


Cambridge International AS & A Level IT
Page 112 >

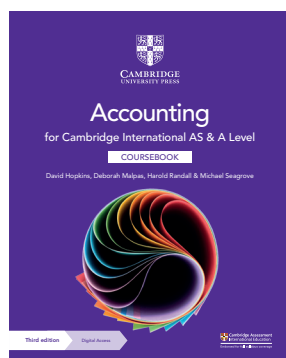
Humanities



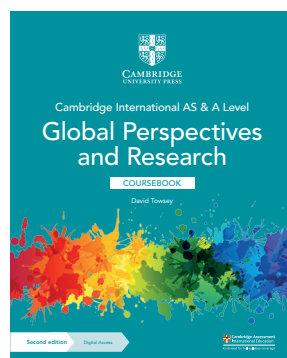
Cambridge International AS & A Level Business
Page 103 >



Cambridge International AS & A Level Economics
Page 104 >



Cambridge International AS & A Level Accounting
Page 105 >



Cambridge International AS & A Level Global Perspectives and Research
Page 107 >

Contents

Cambridge Primary

Cambridge Global English Starters	8
NEW Cambridge Global English	10
NEW Cambridge Primary English	12
Cambridge Grammar and Writing Skills	16
Penpals for Handwriting	18
Cambridge Reading Adventures	20
NEW Cambridge Primary Mathematics	28
NEW Cambridge Primary Science	34
NEW Click Start International Edition	40
Coding Club	40
Cambridge ICT Starters	41

Cambridge Lower Secondary

NEW Cambridge Global English	44
NEW Cambridge Lower Secondary English	46
Cambridge Grammar and Writing Skills	48
NEW Cambridge Lower Secondary Mathematics	50
NEW Cambridge Lower Secondary Science	52
Cambridge Lower Secondary Global Perspectives	54

Cambridge IGCSE™

Introduction to English as a Second Language	56
Core English as a Second Language	56
English as a Second Language	57
Success International Skills	58
Exam Preparation and Practice	59
Developing Summary and Note-taking Skills	59
Practice Tests	59
First Language English	61
Mathematics	64
NEW Biology	68
NEW Chemistry	68
NEW Physics	68
Combined and Co-ordinated Sciences	72
Physical Science	72
NEW ICT	75
Enterprise	78
Sociology	82
Travel and Tourism	82
French as a Foreign Language	84
Spanish as a Foreign Language	85
Mandarin	85
Spanish as a First Language	86
Arabic as a First Language	86
Bahasa Indonesia	86
Chinese as a First Language	87
Chinese as a Second Language	87

Cambridge IGCSE™ and O Level

Literature in English	62
Additional Mathematics	66
Environmental Management	73
NEW Computer Science	74
History	77
Business Studies	78
Economics	79
Accounting	80
Geography	82
Global Perspectives	83

Cambridge O Level

Mathematics	88
Statistics	88
Commerce	88
Urdu as a Second Language	88

Cambridge International AS & A Level

English Language	92
Exam Preparation and Practice	92
Literature in English	93
English General Paper	93
Mathematics	96
Further Mathematics	96
Biology	99
Chemistry	99
Physics	99
Marine Science	100
Psychology	101
History	101
NEW Business	103
NEW Economics	104
NEW Accounting	105
Thinking Skills	106
Sociology	106
NEW Global Perspectives and Research	107
Travel and Tourism	108
Computer Science	108
NEW IT	108

Shakespeare Resources

Cambridge School Shakespeare	109
Teaching Shakespeare	110
Stepping into Shakespeare	110
Shakespeare's Language	110
The Cambridge Shakespeare Guide	110
The North Face of Shakespeare	110
Structuring Drama Work	110

Chaucer Resources

Cambridge School Chaucer	111
Selected Tales from Chaucer	111
Chaucer Audio CDs	111

Literature

Songs of Ourselves	62
Stories of Ourselves	62
Cambridge Contexts in Literature	112
Cambridge Literature	112
Cambridge School Anthologies	112

English Language

Recycling English	63
Originals and Selections	63
Steps to Academic Writing	63
Cambridge Topics in English Language	94

Teacher Development

Mathematical Thinking in the Lower Secondary Classroom	113
Teaching Probability	113
Teaching Statistics	113
The Cambridge Teacher Series	114
The Cambridge Education Research Series	114
Approaches to learning and teaching	115

Contact

Contact your local representative	118
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Inform our
future resources



Share ideas, advice and challenges
with educators around the world



Engage and earn access to exclusive
webinars, free books and more

Join our exclusive research community
of educators and brighter thinkers.

cambridge.org/thepanel

Brighter Thinking 

Better Learning

Building Brighter Futures **Together**

New curriculum, new resources, new approach

The latest editions of our primary and lower secondary series have been fully updated to support the new curriculum frameworks for English, English as a second language, maths and science. As well as updating the content, we wanted to take the opportunity to develop and improve the resources.

We spoke to hundreds of teachers around the world, carried out lesson observations and undertook research with the Cambridge Panel to help us understand your needs and challenges. Find out more about the Cambridge Panel on page 5.

These conversations helped shape our **new series**:



A clear and consistent approach and activities to support **differentiation** help you ensure that every child can learn and progress.

More guidance and features to support **assessment for learning**, so you know your learners' strengths and weaknesses and can tailor teaching and learning activities around them.

Increased support in our teachers' resources and professional development courses helps you bring the most **effective teaching approaches** into your classroom.

Effective language support means learners can express themselves confidently.

From our downloadable digital editions for remote learning, to the interactive tasks, video and audio featured in **Digital Classroom**, we support a range of teaching needs.



Finally, the new series have been developed with a **consistent approach**, so whether you pick up an English, maths or science resource, you'll find the same features, teaching approaches and layout.

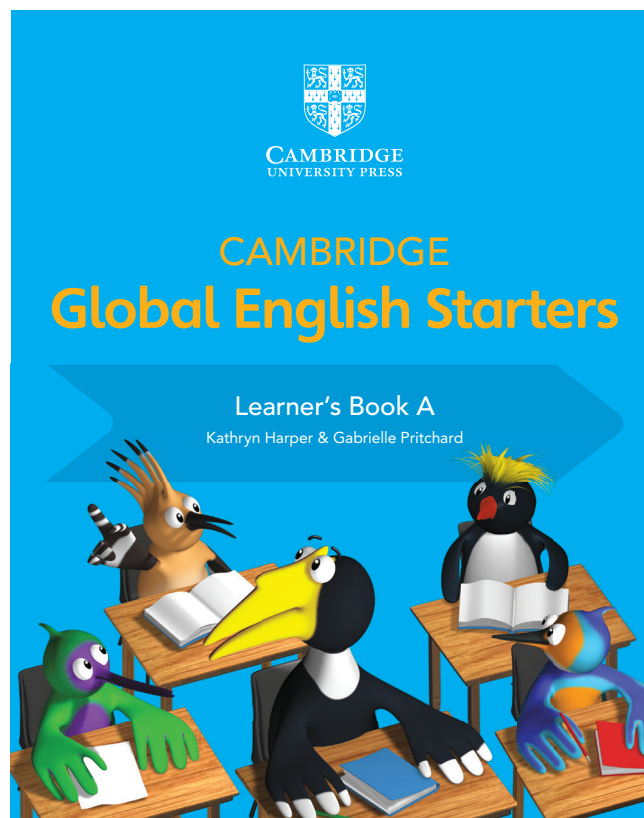


Cambridge Global English Starters

Kathryn Harper, Gabrielle Pritchard
and Annie Altamirano

Cambridge Global English Starters was developed from our research with teachers – they told us their learners needed a course to get them ready to study in English at Grade 1. This series is written by pre-primary experts and packed with stories, stickers, songs and games to make learning English fun. It's ideal for learners going on to the Cambridge Primary or IB Primary Years Programme and can be used in kindergarten or at the start of Grade 1.

- Helps raise children's language level to A1 (CEFR)*
- Topics, such as 'feelings' and 'the classroom', introduce children to skills that are essential for learning other subjects in English, like phonics and letter formation
- Drawing, matching and sticker activities help children develop early critical thinking and comprehension skills, while songs and chants improve their speaking and listening skills
- Our comprehensive teacher's resource includes all the information you need to confidently lead learners through the course, including suggestions for assessing progress and step-by-step support for activities



Also see 

Global English 1-9
Turn to page 14>


These pages are from *Global English Starters*
Learner's Book A

A **big question** introduces the enquiry-led learning approach, encouraging learners to reflect on questions and examine ideas.

3 Feelings

1 Think about it What makes you happy or sad?

1 Chant and clap.



We are happy to play, play, play,
But we get hungry, we get thirsty,
And sometimes cold or hot, hot, hot,
So we have to stop, stop, stop.

2 What can you see?
Explore the picture.

Unit 3 Lesson 1 Words: happy, sad, hot, cold, hungry, thirsty. Language: He's (happy). She's (sad). I think (Susie) is (cold). I think she is (hungry).

32 Common European Framework of Reference

3 Listen, say and stick.



4 Choose and act.
Choose a picture and act it out.
Your friends guess the feelings.



I think Sam is thirsty.
I think he's hot!

33

Packed with games to make learning in English fun!

A **short poem** or chant, as well as large colourful images, lead into the topic of the unit. These help learners identify key vocabulary, while using rhythm and rhyme helps them remember.

Teacher's resources

Your essential companion to the course, the print and digital teacher's resources include full guidance and lesson plans, along with specific assessment support and suggested questions to get learners talking.

- Assessment grids and mapping help you evaluate each child's skills and needs as they prepare for Grade 1
- Suggested activities for differentiation help you to support all your learners
- Review and plan your teaching with lesson plans and photocopiable activities
- Download all the supporting files you need from within the resource

Learner's books

Each book covers one term and includes three units. Every unit includes a story, from traditional tales such as Goldilocks, to stories in familiar settings like the classroom.

- Through themed units - from 'homes' to 'play time' - children learn letters, colours, numbers and more
- Activities (including songs, drawing, games and matching) help children develop speaking, listening and motor skills along with early comprehension, reading and writing skills
- Each unit encourages learners to build vocabulary by relating content to their experiences - the first steps of critical thinking and active learning
- Opportunities for differentiation allow learners to progress at their own pace

Activity books

- These write-in activity books provide extra activities linked to the learner's book theme and objectives
- Labelling pictures, drawing characters and finding images within a story help children develop the comprehension and critical thinking skills they need for successful learning

Fun with letters and sounds books

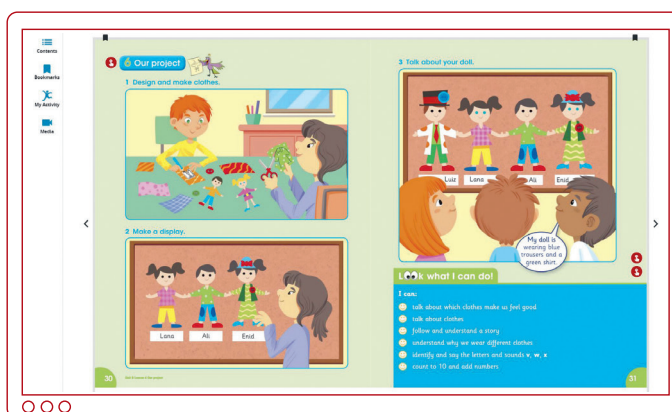
- These write-in activity books focus on recognising, saying and writing letters: essential skills for learning to read and write confidently
- Each unit includes three letters and is packed with activities that encourage children to say, trace, write and find the letter
- More challenging optional activities stretch confident learners
- Each book covers one term and includes three units

Digital Classroom

Digital Classroom gives you access to everything you need to bring your lessons to life.

- Access digital versions of the learner's books, activity books and fun with letters and sounds books to share with your class
- Includes all the audio for the stories, songs and chants in the series, as well as letter animations to help learners understand how to form letters
- Discover short films, animations and on-screen activities to get your class talking about the topics covered in each unit
- You'll also find answers for all the on-screen activities, which you can quickly and easily display on screen

This screenshot is from Global English Starters Digital Classroom



Teacher's Resource with Digital Access	978-1-108-57635-2
Learner's Book A	978-1-108-70001-6
Learner's Book B	978-1-108-70003-0
Learner's Book C	978-1-108-70005-4
Activity Book A	978-1-108-70006-1
Activity Book B	978-1-108-70007-8
Activity Book C	978-1-108-70009-2
Fun with Letters and Sounds A	978-1-108-70010-8
Fun with Letters and Sounds B	978-1-108-70011-5
Fun with Letters and Sounds C	978-1-108-70012-2
Digital Classroom Access Card (1 year)	978-1-108-70019-1

NEW Cambridge Global English

Elly Schottman, Caroline Linse, Kathryn Harper, Claire Medwell, Jane Boylan, Paul Drury, Annie Altamirano, Helen Tiliouine, Nicola Mabbott and Alison Sharpe

With international cross-curricular topics, from adventures and space to sport and nature, the series helps your class develop the skills to study across the curriculum in English.

Part of a nine-stage series covering primary and lower secondary, these resources take your learners from A1 to B1/B2 CEFR level. We've included a range of fiction, non-fiction and poetry to give your learners experience with authentic language, helping them to develop their vocabulary.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Primary English as a Second Language curriculum framework.

Learner's books

Packed with literature, oracy and games, the learner's books help your class use English confidently. Step-by-step writing activities with models support them to develop their writing, while tip boxes help with language and skills learning strategies. Each unit ends with a 'Project Challenge' where learners work together on cross-curricular projects like a comic strip or presentation, developing collaboration and critical thinking skills.

These pages are from Cambridge Global English Learner's Book 4

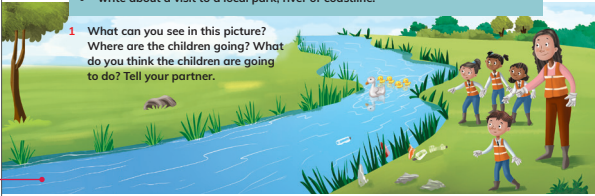
Writing and oracy spreads in each unit help learners develop their productive skills.

8 Nature matters

> 8.4 A personal recount

We are going to...

- write about a visit to a local park, river or coastline.



1 What can you see in this picture? Where are the children going? What do you think the children are going to do? Tell your partner.

2 Read the description. Were your predictions correct?

OUR VISIT TO THE LOCAL RIVER

In class we were learning about the environment and thinking about how our habits and the waste we create affects nature. Miss Smith wanted us to do a project about nature and rubbish in our community, so she arranged a trip to our local river to see if it was 'clean' and 'green'.

It was a beautiful day, and I was excited about going for a walk along the river with my classmates. We arrived at school at the usual time on Tuesday morning and then waited for a bus to take us all to the river. The trip only took about 15 minutes.

When we arrived, Miss Smith gave out clipboards with a worksheet for us to do. Our task was to write down the names of any wildlife we saw and to fill in a chart about the rubbish we found too.

The first thing we saw was a group of tiny ducklings swimming behind their mother. They were so cute! We saw a frog near the riverbank, croaking among the reeds and even a shoal of small fish.

But I was shocked at the amount of rubbish I could see on the riverbanks. There were plastic bottles, bags and cans. It was horrible to see so much rubbish in this lovely place. So, we've decided to go back at the weekend to clean up the rubbish.

8.4 Write on!

3 Read the description and find the answers to these questions.

- What was the purpose of their trip?
- How did the child feel about going on this visit?
- Did they see any wildlife there?
- How did they record the information they found?
- How did the writer feel about the rubbish?

4 Why do we use the past simple in a personal description? Find examples of regular and irregular verbs in the text.

5 Read the examples from the text and label (F) for fact or (O) for opinion.

- The teacher arranged a trip to the local river.
- They were so cute!
- The trip only took about 15 minutes.
- I was shocked at the amount of rubbish I could see.

6 Write a personal recount about an exciting or memorable school trip you have been on. Write about your experiences and feelings.

Writing tip

Facts and opinions

Look for words like **I think** and **I was**, which give an opinion, and figures and statements that are true for facts.

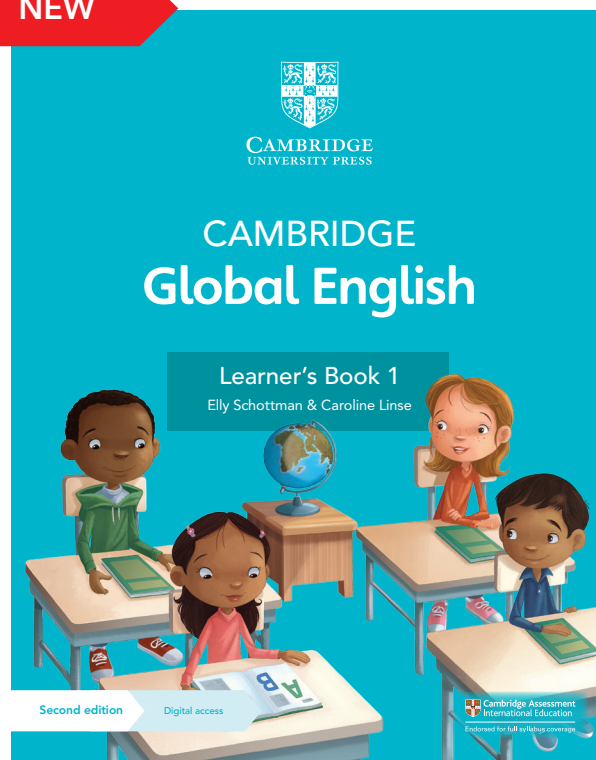
Step 1: Make notes	<ul style="list-style-type: none"> The school trip you want to write about. Where did you go and why? How did you travel there? How did you feel about going on the visit? What was your task (if any)? What did you see and do? Did you enjoy the trip?
Step 2: Organise your recount	<ul style="list-style-type: none"> Use paragraphs to organise the information. Write things in the order that they happened. Write in past tenses. Use first person pronouns I and we. Include facts and your opinions.
Step 3: Read, compare and check	Swap with a partner. Check for spelling and grammar mistakes!

Overset

Activities to develop critical thinking skills are included throughout.

A process writing model helps learners develop confidence.

NEW



- The 'Getting started' feature at the start of each session gets your learners thinking and talking about what they already know
- Cross-curricular lessons introduce learners to a range of academic language
- 'Talk about it' lessons use audio models to help develop spoken English
- 'Look what I can do!' and 'Check your progress' sections in each unit help your learners reflect on what they have learned. Combined with learning planning in the teacher's resource and 'Getting started' this delivers an assessment for learning approach.

Opportunities for grammar practice in the context of the activity help develop accuracy.

Workbooks

Activities including puzzles and quizzes help your class practise and consolidate what they have learnt, providing support for the reading, writing and use of English strands of the curriculum framework. This new edition includes more grammar practice with a short grammar presentation, followed by activities differentiated into three tiers: Focus, Practice and Challenge. Ideal for use in the classroom or for homework.

- Process writing pages consolidate your learners' knowledge of text types including literature
- Three-tiered grammar exercises offer practice opportunities to suit the needs of every learner
- Varied activity types keep learners interested
- Write-in for ease of use

Teacher's resources

Our teacher's resources provide everything you need to plan and run your lessons, including starter activities and additional lesson ideas not included in the learner's books, as well as answers for all activities. There are clearly identified assessment and differentiation ideas to help you meet all your learners' needs. You'll also find photocopiable games and activities for additional differentiation and further language development in the accompanying digital resource. Every unit includes a test to help you understand where your learners are on their journey and to enable you to provide ongoing feedback.

- Audio files and wordlists for all activities
- Downloadable progress and unit tests, with answers, provide ready-made assessment opportunities

- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- 'Learning plans' show you how your lessons link to the Cambridge Primary English as a Second Language curriculum framework

Digital Classroom

With on-screen versions of the learner's book and workbook, plus video, grammar presentations and interactive activities, our Digital Classroom resources bring English to life! Zoom, highlight or annotate to emphasise important points.

- Help learners develop their grammar with presentations and interactive activities
- Save time with ready-made videos linked to each topic, with accompanying questions
- Quickly and easily display answers on screen

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Global English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Curriculum support

This new series supports you and your learners through the new Cambridge Primary English as a Second Language curriculum framework (0057). The key changes we have made to our resources include:

- A wide range of cross-curricular links and literary texts, reflecting the greater emphasis on exposure to authentic language in the revised curriculum framework
- Skills and language-learning tips throughout reflect the increased focus on language learning skills in the new curriculum framework
- New learning objectives have been introduced for pronunciation, fluency and accuracy - we've included an increased focus on speaking and writing in this new edition to support your learners

Find out more about how our resources support you and your learners at cambridge.org/primary

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's Book with Digital Access	● 978-1-108-96361-9	● 978-1-108-96362-6	● 978-1-108-96363-3	● 978-1-108-81082-1	● 978-1-108-81084-5	● 978-1-108-81085-2
NEW Digital Learner's Book	● 978-1-108-96914-7	● 978-1-108-96916-1	● 978-1-108-96918-5	● 978-1-108-97729-6	● 978-1-108-97733-3	● 978-1-108-97736-4
NEW Workbook with Digital Access	● 978-1-108-96364-0	● 978-1-108-96365-7	● 978-1-108-96366-4	● 978-1-108-81088-3	● 978-1-108-81089-0	● 978-1-108-81090-6
NEW Teacher's Resource with Digital Access	● 978-1-108-92161-9	● 978-1-108-92163-3	● 978-1-108-92165-7	● 978-1-108-93401-5	● 978-1-108-96382-4	● 978-1-108-96384-8
NEW Digital Classroom Access Card (1 year)	● 978-1-108-92546-4	● 978-1-108-92549-5	● 978-1-108-92569-3	● 978-1-108-92572-3	● 978-1-108-92574-7	● 978-1-108-92576-1

NEW Cambridge Primary English

Gill Budgell, Kate Ruttle, Sally Burt, Debbie Ridgard, Sarah Lindsay and Kathrine Hume

Your learners will develop their English skills as they explore the world through non-fiction texts, perform poetry and write their own stories. You'll find a wide range of international fiction, non-fiction, poetry and drama throughout the series to help your learners develop their understanding of different genres and text types.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Primary English curriculum framework.

The series has been developed with our new resources for the Cambridge Lower Secondary English curriculum framework, providing a seamless transition for your learners.

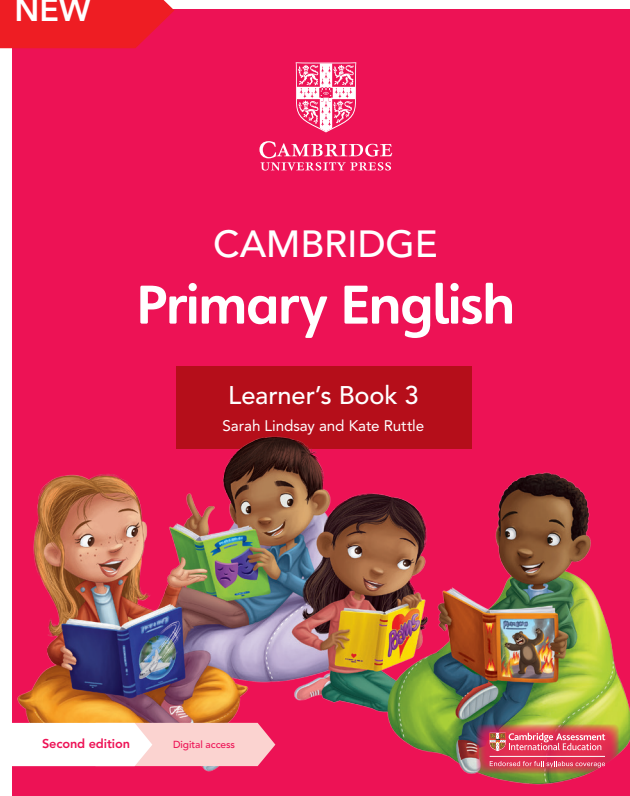
Learner's books

Each unit is packed with activities that cover reading, writing, speaking and listening, as well as opportunities to develop 21st century skills including collaboration and critical thinking. Units end with a project, like designing and making a board game, to help students further develop their communication skills and understand how to apply their learning to real-world scenarios.

- The 'Getting started' feature gets your learners thinking about what they already know
- Key word boxes introduce learners to subject-specific terms
- Skills tips give learners guidance on how to develop the four core skills
- 'Language focus' boxes provide clear, learner-friendly explanations of key grammar and language rules
- 'Look what I can do!' statements and 'Check your progress' questions help your learners reflect on what they have learnt
- Answers for all activities can be found in the accompanying teacher's resource



NEW



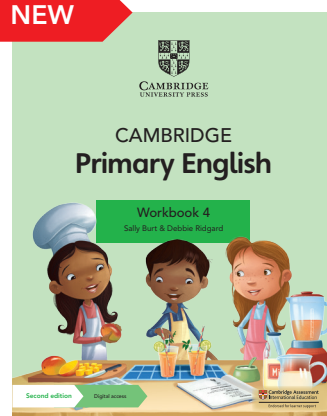
Workbooks

With varied activities like mind maps, matching and crosswords, the workbooks support the learner's books and provide practice and consolidation opportunities. They include Focus, Practice and Challenge exercises that provide clear progression through each session, helping learners see what they've achieved.

You'll also find links to 'Language focus' boxes in the learner's book, which give your learners an opportunity to practise grammar in the context of each text type.

- Three-tiered exercises in every unit get progressively more challenging to help students track their own learning
- Varied exercise types keep learners interested
- Write-in for ease of use
- Answers for all activities can be found in the accompanying teacher's resource

NEW



Teacher's resources

Everything you need to plan and deliver your lessons, in one place! You'll find starter and plenary activities, additional lesson ideas as well as learner's book and workbook answers. We've also included language support suggestions, along with clear assessment and differentiation ideas to help you meet all your learners' needs.

You'll also have access to downloadable worksheets with additional differentiation activities and further language development exercises in the accompanying digital resource.

- Audio recordings of all the texts and listening activities in the learner's books
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The 'Learning plan' for each session shows how your lessons link to the Cambridge Primary English curriculum framework
- Downloadable tests, with answers, provide ready-made assessment opportunities
- The 'Teaching skills focus' helps bring active learning into your classroom



Phonics workbooks

Written for young learners, these workbooks will help them get them ready to read and write confidently. Phonics Workbook A is for learners aged 4 to 5 and introduces them to individual letter sounds and two- and three-letter sounds most commonly used in reading books at this stage. Phonics Workbook B builds on the basic phonics sounds previously learnt, introducing learners to alternative pronunciations. The 'Look back' feature is included throughout, which helps learners recap what they have covered in previous units, providing practice and consolidation. Develops early speaking and writing with opportunities to trace and say letter sounds.

- Illustrations highlight letter sounds to help learners understand the target sound
- Drawing and colouring activities engage young learners
- Write-in for ease of use

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Primary English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Curriculum support

This series supports you and your learners through the new Cambridge Primary English curriculum framework (0058). The key changes we have made to our resources include:

- Integrated reading, writing, speaking and listening practice in our learner's books meets the need for greater integration in the new curriculum framework
- Increased the number of speaking and listening activities in our learner's books to reflect the inclusion of speaking and listening sub-strands in the new curriculum framework
- A range of texts to engage learners and help develop their reading and writing skills, supporting the requirement for experience with broader text types in the new curriculum framework

Find out more about how our resources support you and your learners at cambridge.org/primary

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's Book with Digital Access	● 978-1-108-74987-9	● 978-1-108-78988-2	● 978-1-108-81954-1	● 978-1-108-75999-1	● 978-1-108-76006-5	● 978-1-108-74627-4
NEW Digital Learner's Book	● 978-1-108-96405-0	● 978-1-108-96407-4	● 978-1-108-96422-7	● 978-1-108-96423-4	● 978-1-108-96425-8	● 978-1-108-96427-2
NEW Workbook with Digital Access	● 978-1-108-74271-9	● 978-1-108-78994-3	● 978-1-108-81955-8	● 978-1-108-76001-0	● 978-1-108-76007-2	● 978-1-108-74628-1
NEW Teacher's Resource with Digital Access	● 978-1-108-78351-4	● 978-1-108-80546-9	● 978-1-108-87610-0	● 978-1-108-77072-9	● 978-1-108-77119-1	● 978-1-108-77121-4
	A			B		
NEW Phonics Workbook	● 978-1-108-78995-0			● 978-1-108-78996-7		

Which English resources

Start here

Is English the language of instruction in your school?

Yes

Is English the language of the country where you live?

Yes

No

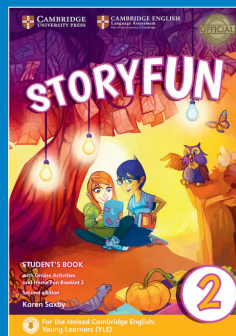
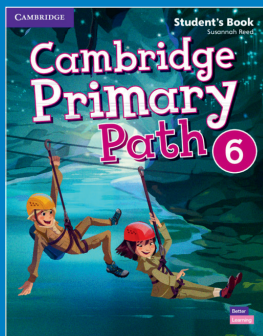
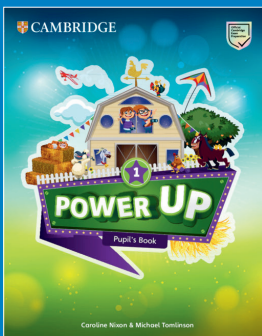
No

You may find

Cambridge ELT resources

more suitable for your students

cambridge.org/younglearners



Is English used widely in the media in the country you live in?

Yes

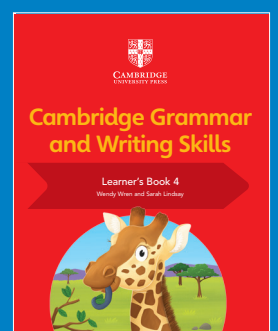
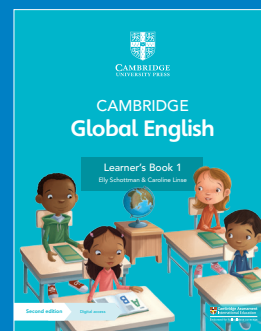
No

You may find

Cambridge ESL resources

more suitable for your students

cambridge.org/education/primaryesl



To **help you decide** which resources are most appropriate for your students, use the flowchart above.

are right for my students?

Do all your students speak English with their friends outside of class?

Yes

Do your students speak English at home?

Yes

No

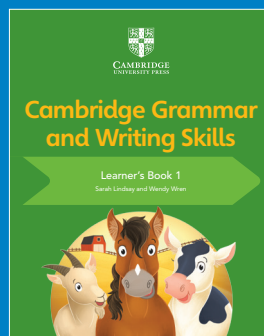
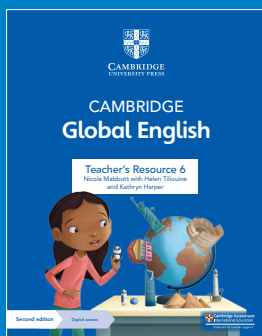
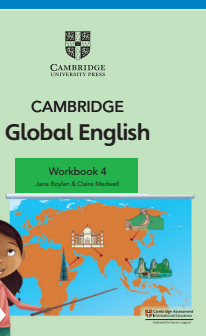
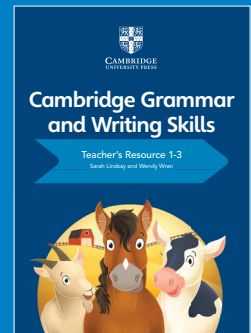
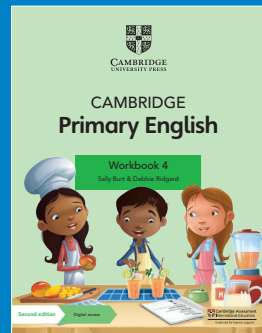
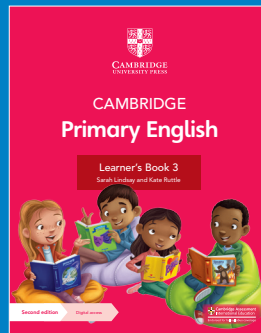
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You may find

Cambridge first language English resources

more suitable for your students

cambridge.org/education/primaryfle

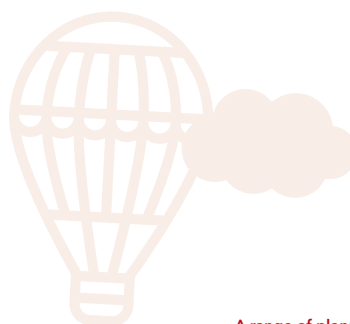
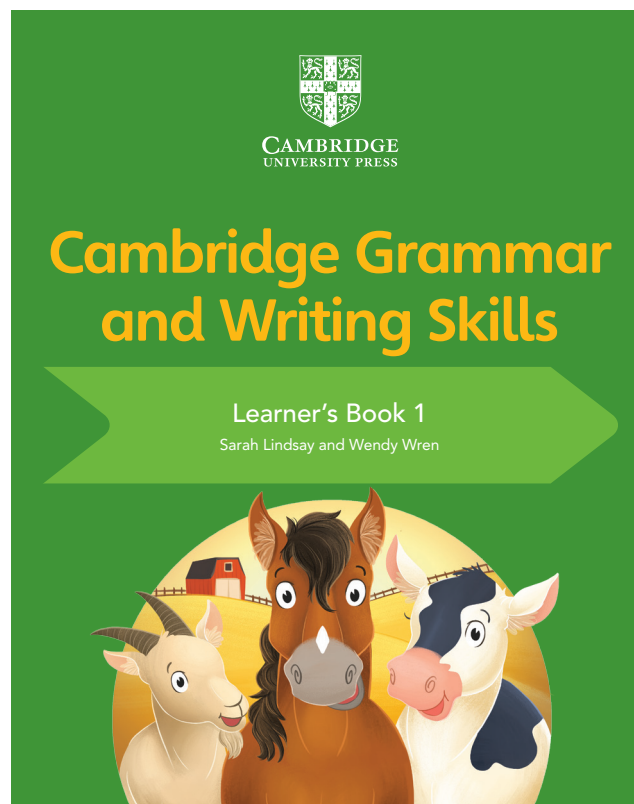


Cambridge Grammar and Writing Skills

Sarah Lindsay and Wendy Wren

Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the knowledge and skills to tackle a range of writing types.

- Uses product and process writing approaches to provide a framework for writing.
- The perfect complement to our popular *Global English*, *Primary English* and *Checkpoint English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills



These pages are from *Cambridge Grammar and Writing Skills Learner's Book 6*

Students bring together everything they have learned to create their own text, with planning support including story maps and prompts. This section is called 'Guided writing' in Stages 7-9.

B Rewrite each active sentence as a passive sentence.

- 1 The boy throws the bottle into the sea.
- 2 The man sorts the plastic bottles.
- 3 The plastic rubbish harms the whale.

Let's practise

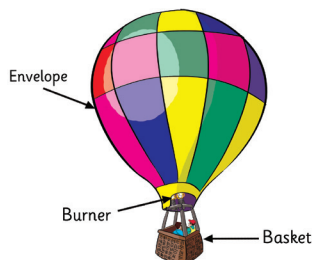
Hot air balloons have been around since the 18th century. The first successful hot air balloon flight carrying a person was in 1783.

You are going to write an **explanation** of how a hot air balloon works.

A Planning

- 1 What title will you give your explanation?

- 2 Look carefully at this diagram. It shows you the different parts of a hot air balloon.



- 3 Each illustration shows a stage in the explanation of how a hot air balloon works. Use the words in the vocabulary boxes to discuss the illustrations.

Stage 1



balloon
is taken
open space

no air
envelope

Stage 2



burner
is lit

flames

Stage 3



flames
heat
air

envelope
is filled
hot air

Stage 4



envelope
fills

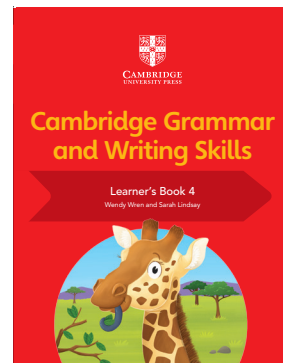
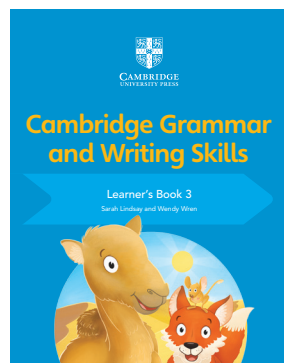
hot air

Words and phrases
to help learners with their writing.

Learner's books

Each unit focuses on a different text type such as dialogue, recounts, reports or instructions. Model texts in each chapter show what good examples of each writing type look like. Specific activities help learners practise their grammar, in the context of each text type. Planning tools and an extended writing task develop essential editing, checking, planning and creative thinking skills.

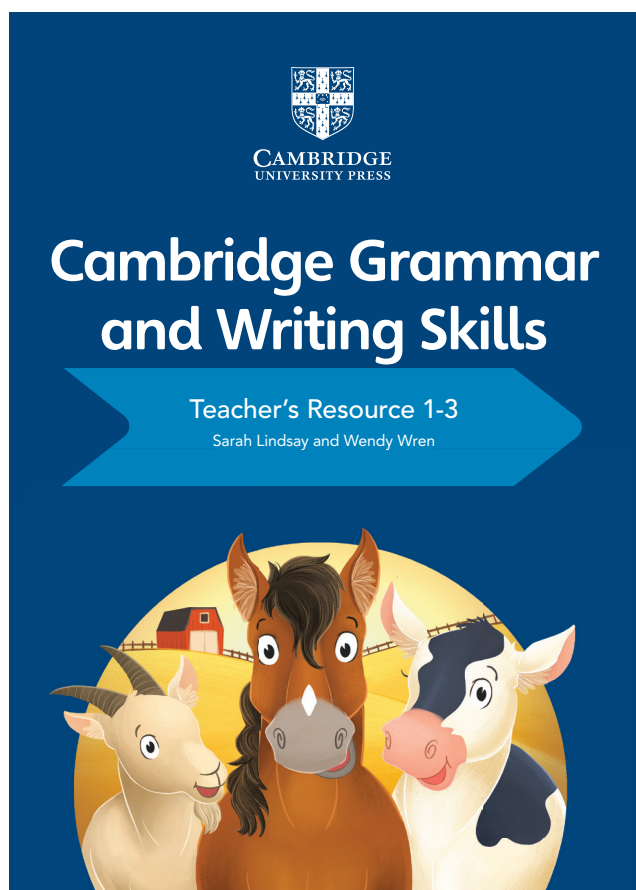
- Improve comprehension skills with the 'Let's Talk' section in each unit, which encourages learners to discuss the model text
- The 'Writer's Toolbox' supports learners with activity tips
- Helpful tools, like planning scaffolds and mind maps, help learners understand how to plan extended writing tasks
- Give ESL learners experience of longer, more diverse text extracts than typical second language series



Teacher's resources

Your essential companion to the course, the print and digital teacher's resources include everything you need to lead your lessons with confidence.

- Full guidance and lesson plans, along with unit warm-ups, marking criteria and ideas for assessment give you complete classroom support
- The 'How to use this book' feature gives you top tips for using the learner's book
- Answer keys for each activity help you quickly and easily check your learners' answers



Learner's Book 1	978-1-108-73058-7
Learner's Book 2	978-1-108-73059-4
Learner's Book 3	978-1-108-73061-7
Learner's Book 4	978-1-108-73062-4
Learner's Book 5	978-1-108-73064-8
Learner's Book 6	978-1-108-73065-5
Teacher's Resource with Digital Access 1-3	978-1-108-76546-6
Teacher's Resource with Digital Access 4-6	978-1-108-76547-3

Penpals for Handwriting

Second edition

Gill Budgell and Kate Ruttle

Penpals for Handwriting is our handwriting scheme for 3 to 11 year olds. Learning from fun characters that teach them about the different letter shapes, children progress through five stages to develop a fast, fluent handwriting style.

- 'Penpals Gym' fine and gross motor skills warm-up videos show perfect form
- Practice books for Grades 1–6
- GPS-linked handwriting practice workbooks from Foundation 2 to Grade 6
- Three baseline assessment books for identifying and supporting children who require additional help with handwriting
- Clear support for phonics teaching and the transition to spelling

For use on PC or Mac.

Make your lesson planning pain free with the clear, easy-to-use teacher's books

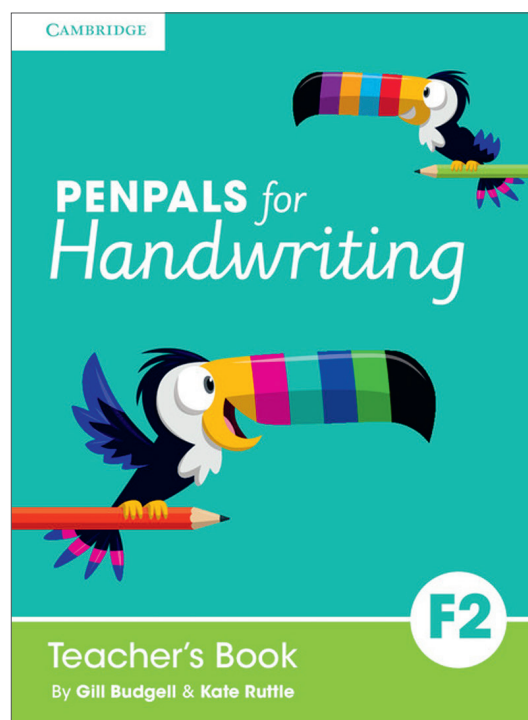
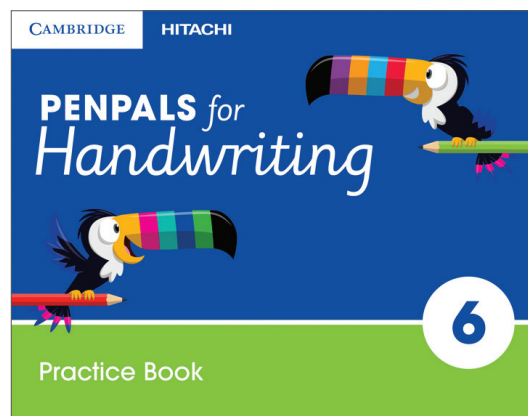
- Full planning for whole-class sessions showing links to interactives, practice books and workbooks
- Scope and sequence charts
- Annotated copies of practice book pages

Colourful practice books

- Ideal for smaller groups
- Activities include grammar, spelling or punctuation focus for additional practice of these key skills

Practical, write-in workbooks

- Provide opportunities to practise pattern, letter and join formations
- Highlight common exception/ high-frequency words
- Reinforce work on phonics



Interactive digital resources

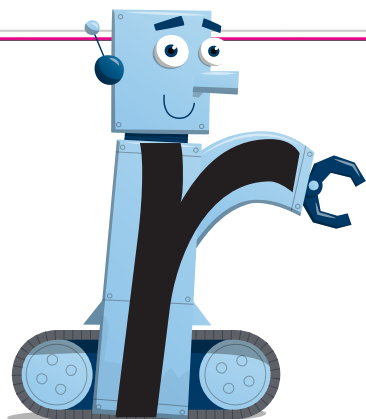
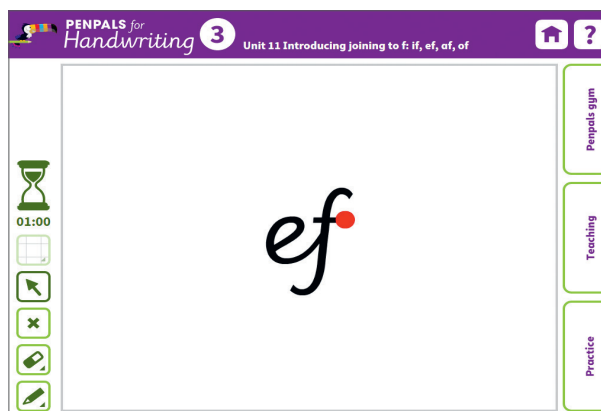
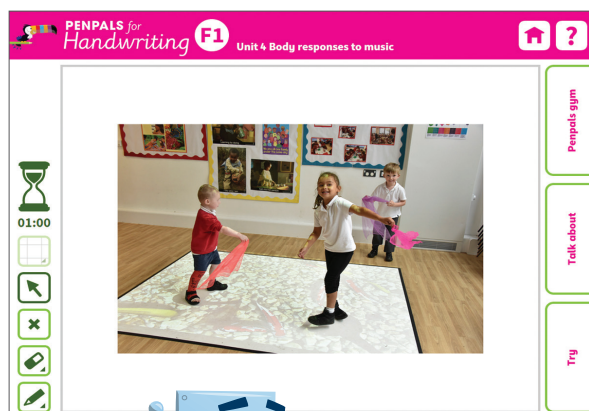
- Lesson warm-ups and physical activities develop and perfect gross and fine motor skills
- Letter formation and key join animations teach children model handwriting technique
- Video guidance on correct posture and pencil grip for right and left-handed pupils

Handwriting intervention books

- Help you identify handwriting skills gaps and assist those children who need further support and practice
- Revisit key learning from each term and provide opportunities to practise and revise
- Include a series of baseline assessments for each year group with clear guidance and signposting on what to do next

Font CD

Create class materials with the Penpals font! Make your own worksheets and classroom displays.



The resources are really user friendly, the staff really like them. We encourage people to put their own spin on it.

Carla Gotch, Tennyson Road Primary School, UK

Teacher's Books

Foundation 1*	978-1-845-65669-0
Foundation 2	978-1-845-65534-1
Year 1	978-1-845-65984-4
Year 2	978-1-845-65554-9
Year 3	978-1-845-65486-3
Year 4	978-1-845-65563-1
Year 5	978-1-845-65999-8
Year 6	978-1-845-65741-3

*With audio CD.

Practice Books

Year 1	978-1-316-50133-7
Year 2	978-1-316-50137-5
Year 3	978-1-316-50141-2
Year 4	978-1-316-50146-7
Year 5	978-1-316-50150-4
Year 6	978-1-316-50154-2

Workbooks

Foundation 2 - Patterns (Pack of 10)	978-1-845-65465-8
Foundation 2 - Long-Legged Giraffe and One-Armed Robot (Pack of 10)	978-1-316-50126-9
Foundation 2 - Curly Caterpillar and Zig Zag Monster (Pack of 10)	978-1-316-50122-1
Year 1 (Pack of 10)	978-1-845-65440-5
Year 2 (Pack of 10)	978-1-845-65298-2
Year 3 (Pack of 10)	978-1-845-65992-9
Year 4 (Pack of 10)	978-1-845-65385-9
Year 5 (Pack of 10)	978-1-845-65861-8
Year 6 (Pack of 10)	978-1-845-65677-5

Interactive DVD-ROM*

Foundation 1	978-1-845-65833-5
Foundation 2	978-1-845-65516-7
Year 1	978-1-845-65338-5
Year 2	978-1-845-65583-9
Year 3	978-1-845-65897-7
Year 4	978-1-845-65891-5
Year 5	978-1-845-65327-9
Year 6	978-1-845-65556-3

*PC and Mac compatible. Includes perpetual site and network licence for your school.

Intervention Books

Book 1 (Securing letter formation and introduction to joining)	978-1-845-65409-2
Book 2 (Securing the joins and legibility)	978-1-845-65555-6
Book 3 (Developing speed and fluency)	978-1-845-65696-6

Classroom display materials and pen licences

The following resources support the core *Penpals* scheme.

Classroom Resources

Poster Pack (Pack of 8)	978-1-845-65607-2
Alphabet Wall Frieze	978-1-845-65816-8
Pen Licence Certificate	978-1-845-65585-3
Pen Licence Business Cards	978-1-845-65794-9
Font CD-ROM	978-1-845-65718-5

Cambridge Reading Adventures

Series editors: Sue Bodman and Glen Franklin,
UCL Institute of Education

This series is endorsed for reading by Cambridge
Assessment International Education.

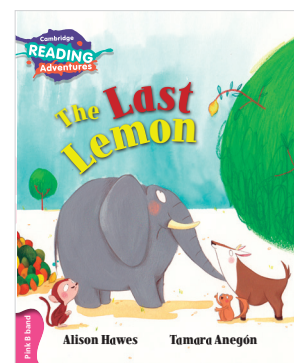
Bring stories from around the world into your classroom with *Cambridge Reading Adventures*, our primary reading scheme for ages 4 to 12. Children explore the seas with Sinbad, marvel at the wonders of the sky above us and unearth the secrets of the ice age with this exciting series.

Created in partnership with the UCL Institute of Education (IOE), the world's leading University for Education*, the series includes 144 titles across 11 Book Bands and four Strands taking readers beyond *White Band*. You can use *Cambridge Reading Adventures* on its own, or to support your teaching in English, maths and science.

Supporting you to deliver great reading lessons

Every reader includes detailed teaching notes on the inside back cover to help you deliver lessons that inspire a love of reading. These include:

- Full guidance for successful guided reading, including suggestions for supporting phonics, grammar, comprehension and new vocabulary
- Follow-up activities that help your learners get creative with the stories
- Cross-curricular links provided to other subjects, including specific links to the International Primary Curriculum and IB Primary Years Programme
- Key book details – word count, links to other curricula, high-frequency words and new vocabulary
- Learning outcomes from reading the text



Books to develop confident, enthusiastic readers

- Every child will find something they love: a mix of fiction and non-fiction with diverse topics for international readers
- Children progress from simple words at *Pink A Band*, to books with up to 3,500 words at *Voyagers Strand*

Going beyond learning to read

Our four Strands are for children reading confidently and ready to progress beyond *White Band*, moving on to more complex skills like inference and text analysis. Go to pages 28 to 29 to find out more about *Pathfinders*, *Wayfarers*, *Explorers* and *Voyagers*.

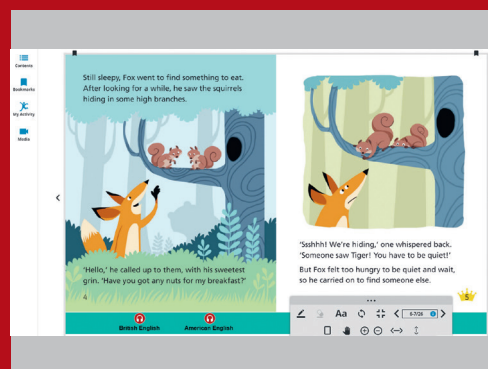
Supporting English learning

Reading a wide range of fiction and non-fiction is one of the best ways to improve your learners' comprehension, vocabulary and grammar. *Cambridge Reading Adventures* is the perfect accompaniment to any English course. We've mapped the titles to some of our popular English series including *Power Up*, *Super Minds*, *Guess What!* and *Kid's Box* to help you use them together in the classroom.

Would you like on-screen versions of print books for front-of-class teaching?

Bring your lessons to life with Digital Classroom – perfect for introducing a text or leading sessions with your class.

- Show pages from the book for reading with your whole class
- Zoom, highlight and annotate on screen with a range of easy-to-use tools
- Download for offline use
- Listen to audio in British or American English accents to help your learners understand correct pronunciation and intonation
- Available as a 12-month single-user licence



Teaching and assessment guides

As well as teaching support in each book, we've created a teacher's resource for each stage – Early, Transitional and Conventional. These resources provide everything you need to plan and lead reading lessons with confidence. The accompanying digital resources give you access to all the information in the print guide, along with editable versions of the lesson plans, assessments and printable activity sheets for each title.

- Support on the theory and practice of teaching reading
- Teaching guidance for every book looks at learning outcomes, developing comprehension, grammar and sentence structure, as well as curriculum links
- Guidance and templates help you assess and manage each child's progress
- A benchmark title in each level helps you determine each learner's reading level

Photobooks were popular and had good content for encouraging boys to engage in reading.

Helen Wright, Wilmslow Academy, UK

Teacher's notes in Pink B title, *My Dad is a Builder*

Pink B band

My Dad is a Builder *Lynne Rickards*

Teaching notes written by Sue Bodman and Glen Franklin

Using this book

Developing reading comprehension

This simple one-line text provides opportunity for children to attempt and practise one-to-one correspondence. The use of a question 'What is my dad building?' indicates that reading is about making sense of what is being read. Teachers can support this through prompting and questioning as more information is provided as the text progresses.

Grammar and sentence structure

- A simple two-line repetitive sentence structure well supported by the illustrations.
- Recognition of punctuation (question mark) to aid fluency of expression at this early band.

Word meaning and spelling

- Matching across a line of print, locating and reading known high frequency words: 'my', 'is', 'Dad'.
- Use of initial letter cues to cross-check with other information in print to problem-solve new words.
- Introduce new high frequency word 'some'.

Curriculum links

Art – Children plan, design and build their own house.

Geography – Homes in different parts of the world. Link with other books in the Cambridge Reading Adventures series (e.g. 'Houses and Homes', 'Red band', 'Omar Can Help' (Yellow band), Omar helps his friends build a house).

Learning outcomes

Children can:

- use some letters together with meaning to read the text
- match spoken to printed word (one-to-one correspondence) across 2 lines of print and

confirm this matching using a few known words

- show some awareness of mismatches between reading attempts and the printed text
- work out the storyline by gathering information from the illustrations and repeated language patterns.

A guided reading lesson

Book Introduction

Give a book to each child and read the title: *My Dad is a Builder*.

Orientation

Check that all the children know what a builder is. Ask them to share examples of things builders do.

Give a brief overview of the book, using the verb in the same form as it is in text.

In this book, a little girl is watching her dad building something. I wonder what he is building. Shall we see?

Ask the children to open the front cover, and point to the title on the title page as you read it again. Then ask them to turn to the next page.

Preparation

Pages 2 and 3: Discuss the picture – what can we see? Draw particular attention to the tools Dad has in his belt that he will use in his building work. Remind the children of the word 'builder'.

In this story, Dad is a builder. All point to the word 'builder'. Get your mouth ready for the first sound /b/. Read 'builder'. Now let's read the whole sentence: 'My Dad is a builder'. Turn over the page and see what he does first.

Page 4: Now he has some wood. Hmm, what is he building with the wood, do you think? Take suggestions from the group.

Draw attention to the word 'some'. 'Dad has some wood.' Put your finger under the word 'some'. Run your finger under the word and say it slowly. Let's read the sentence – 'Dad has some wood'.

This word 'some' comes again in this book. Turn to page 10. Can you find the word 'some' on this page? Let's read the sentence – 'Dad has some glue'. What helped you read the word 'some'? drawing attention to the first letter of the word.

Turn back and carry on through the book with the children looking at pictures and discussing what else Dad uses as he is building. Check that children are matching one-to-one accurately and that all have control of the left-to-right sweep across two sentences. Reinforce the high frequency words as you work through the book.

You may want to keep page 16 as a surprise to see if the children's guesses were right!

Strategy check

Prompt for a strategy check by rehearsing and practising the reading strategies needed for this text.

Now it's time for you to read the book. Make sure you point carefully underneath all the words and make sure you match what you say to what you can see. Look for the words you know to help you. Let's read the title together.

Independent reading

Ensure that the children read the first page correctly to establish the sentence structure. Move around the group 'listening in' and providing praise and support as necessary. For example:

I like the way you got your mouth ready to read the word 'some'.

Good job – your pointing finger went from the end of the line to the beginning of the next line.

That didn't quite match – try again and make sure that what you say matches what you can see.

Word count 63

Cambridge Primary English Framework links Make simple inferences about characters and events to show understanding. Know that in English, print is read from left to right and top to bottom.

International Primary Curriculum links Early years unit Houses and Homes, www.greatlearning.com/ipc.

IB Primary Years Program topic 'Where we are in place and time'

High frequency words my Dad he is a what

Key words builder building

This panel contains key book details – word count, links to other curricula, high-frequency words and new vocabulary.

Suggested follow-up activities, including following up grammar objectives, and creative writing ideas.

Full guidance on how to run a guided reading lesson in class: introduction, teaching elements such as phonic decoding, reading aloud, checking comprehension and new vocabulary.

Pink A to Blue Bands Early Digital Classroom Access Card (1 year)

● 978-1-108-46561-8

Pink A to Blue Bands Early Teaching and Assessment Guide with Digital Access

● 978-1-108-58510-1

Green to White Bands Transitional Digital Classroom Access Card (1 year)

● 978-1-108-46563-2

Green to White Bands Transitional Teaching and Assessment Guide with Digital Access

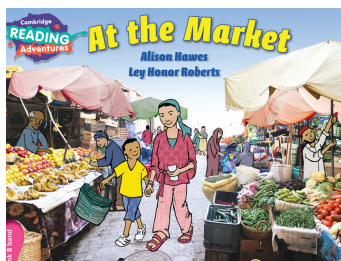
● 978-1-108-61243-2

Pathfinders to Voyagers Conventional Digital Classroom Access Card (1 year)

● 978-1-108-46573-1

Pathfinders to Voyagers Conventional Teaching and Assessment Guide with Digital Access

● 978-1-108-64787-8



Pink A and B

For new readers, *Pink A* and *B Band* books support children initially learning to use a book.

- Range of fiction and non-fiction
- Books in *Pink Band* have around 30–60 words, and feature colourful illustrations and highly predictable language

Pink A Band

The Sun is Up	978-1-107-54987-6	Non-Fiction
Animal Homes	978-1-316-60071-9	
Games	978-1-316-60084-9	
Water	978-1-107-57584-4	
Photos	978-1-108-40066-4	
I Can Help	978-1-108-40566-9	
Please Stop, Sara!	978-1-316-50313-3	Everyday Story
Packing my Bag	978-1-316-60082-5	
Jamila Finds a Friend	978-1-107-54963-0	
Arif Goes Shopping	978-1-316-60810-4	
The Tractor	978-1-108-40069-5	
A Hot Day	978-1-316-60069-6	Animal Story

Pink B Band

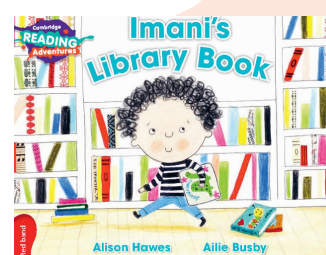
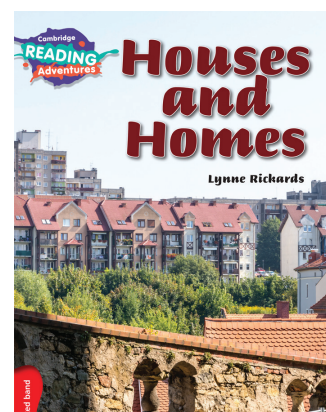
At the Market	978-1-107-54993-7	Non-Fiction
Where do they Grow?	978-1-316-60073-3	
Looking After Animals	978-1-316-60582-0	
Who Lays Eggs?	978-1-107-54936-4	
School Lunch	978-1-108-43963-3	Everyday Story
Hello Baby	978-1-108-43961-9	
My Dad is a Builder	978-1-107-54973-9	
Leela Can Skate	978-1-107-57582-0	
Our Den	978-1-316-50078-1	
Where Are You Going?	978-1-108-43967-1	
The Last Lemon	978-1-107-54909-8	Animal Story
Omar's First Day at School	978-1-316-60811-1	International School Series

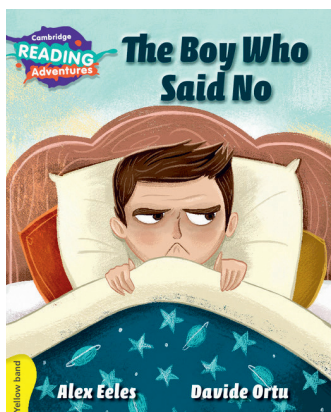
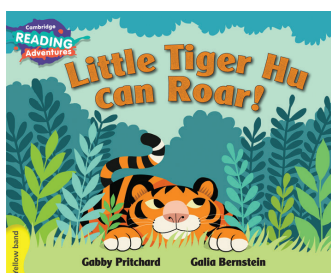
Red

In *Red Band*, a sense of story begins to be developed.

- Illustrations remain supportive, but children have to use some decoding skills
- These books have more complex sentence structures with less repetition to help students learn high-frequency words

Houses and Homes	978-1-107-54949-4	Non-Fiction
The Weather Today	978-1-107-57676-6	
Our Senses	978-1-316-60568-4	
In the Sea	978-1-107-57578-3	
Seagull	978-1-316-50310-2	Everyday Story
The Enormous Watermelon	978-1-107-54924-1	
Imani's Library Book	978-1-108-40072-5	
What Little Kitten Wants	978-1-108-40569-0	
Bedtime on the Farm	978-1-316-50081-1	Animal Story
Look! It's Baby Duck	978-1-107-54957-9	
Leopard and his Spots	978-1-316-50308-9	
Omar Can Help	978-1-107-57572-1	International School Series





Yellow

Yellow Band develops longer story plots, helping readers build their inferential skills.

- More emphasis on understanding through reading and less on using illustrations to convey meaning
- Repetition is used as a dramatic device, rather than a way of learning important words

My School	● 978-1-107-55000-1	Non-Fiction
Stars	● 978-1-316-50315-7	
Playgrounds	● 978-1-316-50318-8	
The Big City	● 978-1-108-41079-3	
The Boy Who Said No	● 978-1-108-40077-0	Everyday Story
Where Are My Shoes?	● 978-1-108-43964-0	
Little Tiger Hu Can Roar!	● 978-1-107-54996-8	Animal Story
Diego Fandango	● 978-1-107-55021-6	
Oh Bella!	● 978-1-107-55070-4	
A House for Snail	● 978-1-107-55006-3	
Help!	● 978-1-108-40815-8	
Late for School	● 978-1-107-57679-7	International School Series



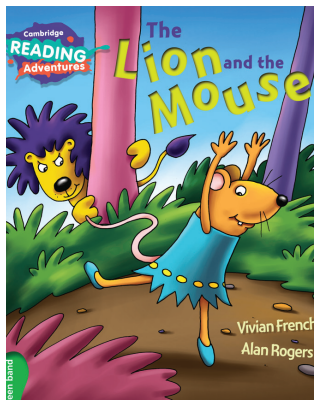
Blue

Blue Band stories become slightly more complex than *Yellow Band*, with several characters and episodes within the story to help develop comprehension.

- Greater variation in sentence patterns helps students self-correct independently
- Vocabulary in non-fiction titles becomes more technically specific
- Less common words are supported by illustrations, providing opportunities to build word-reading power and knowledge of spelling patterns in English

Making a Car	● 978-1-107-57597-4	Non-Fiction
My First Train Trip	● 978-1-107-57594-3	
On the Track	● 978-1-316-50322-5	
All Kinds of Plants	● 978-1-316-60579-0	
Crabs	● 978-1-108-43537-6	Everyday Story
It's Much Too Early	● 978-1-107-56032-1	
Suli's Big Race	● 978-1-316-60086-3	Animal Story
Lost!	● 978-1-316-60078-8	
The Mean Monkey	● 978-1-108-43971-8	
A Day at the Museum	● 978-1-316-50320-1	International School Series
The Show and Tell Day	● 978-1-108-40191-3	
The Big Pancake	● 978-1-108-43972-5	Traditional Story
The Pumpkin Monster	● 978-1-316-60576-9	





Green

Green Band fiction titles usually feature several characters and story events are more developed, often lasting through several pages.

- Longer, more complex words require readers to apply word-solving skills
- Longer sentence structures focus on the use of punctuation
- Books contain topic-specific vocabulary with moderate support from the illustrations and novel words are often repeated to help learners

Baking Bread	978-1-316-50327-0	Non-Fiction
Dressing for the Weather	978-1-316-50324-9	
Big Bugs	978-1-107-55064-3	
A Drop of Rain	978-1-107-55060-5	
All About Honey	978-1-108-40572-0	
Take Zayan with You!	978-1-107-57587-5	Everyday Story
Up, Up...Elephant!	978-1-108-40082-4	Animal Story
Turtle is a Hero	978-1-107-55046-9	
Hide and Seek	978-1-107-57599-8	International School Series
The Lion and the Mouse	978-1-107-55038-4	Traditional Story

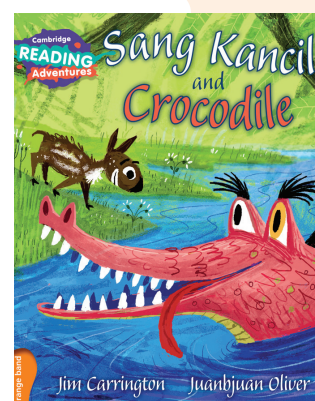


Orange

Orange Band stories are longer than in previous bands, featuring more events and greater complexity.

- Illustrations provide support for just one aspect of the story per page
- Sentence structures become more complex, with some use of the conditional tense (e.g. sentences that speculate what could happen, normally containing the word 'if')
- Children will recognise a large number of the high-frequency words used in this band, helping them become fluent and develop their understanding
- High-frequency words in each book are no longer specified from Orange Band onwards

Life on the Reef	978-1-107-56022-2	Non-Fiction
Town Underground	978-1-316-50333-1	
Super Malls	978-1-316-50335-5	
Get Active!	978-1-108-43973-2	
The Great Inventor	978-1-316-50083-5	Everyday Story
The Best Little Bullfrog in the Forest	978-1-107-56018-5	Animal Story
For Today, For Tomorrow	978-1-107-55081-0	International School Series
Omar in Trouble	978-1-316-50329-4	
Sang Kancil and Crocodile	978-1-107-57604-9	Traditional Story
Finn Saves The Day	978-1-108-43977-0	Adventure Story





Turquoise

Turquoise Band extends descriptions of places and people, with phrases and expressions that provide new challenges to reading.

- Vocabulary in both fiction and non-fiction is often less common and requires the reader to use their knowledge of spelling patterns
- Non-fiction texts begin to use maps, charts and diagrams
- Readers learn to navigate information presented alphabetically in glossaries and indexes

Motorcycles	978-1-107-57624-7	Non-Fiction
How Chocolate is Made	978-1-107-57616-2	
Clever Computers	978-1-316-50331-7	
Draw the World	978-1-107-57684-1	
A Dark Winter	978-1-108-43978-7	
The Great Jewelled Egg Mystery	978-1-107-57614-8	Everyday Story
Power Cut	978-1-316-60586-8	
Little Fennec Fox and Jerboa	978-1-108-43092-0	Animal Story
Sinbad Goes to Sea	978-1-316-50338-6	Traditional Story
Sang Kancil and the Tiger	978-1-107-55092-6	

Purple

The *Purple Band* includes storylines that often reflect character and/or author viewpoint, providing opportunities to discuss character motivation and response.

- Story language develops further, with phrases found in traditional stories and storytelling, such as 'long, long ago' and 'once upon a time'
- Non-fiction texts offer more in-depth information and technical vocabulary than previous bands



Ships, Boats and Things that Float	978-1-107-56041-3	Non-Fiction
Going on a Plane	978-1-316-50088-0	
The Book of World Facts	978-1-316-60080-1	
Colourful Birds	978-1-108-43569-7	
Pterosaur!	978-1-107-55108-4	
Sorry Isn't Good Enough	978-1-108-40081-7	International School Series
Sinbad and the Roc	978-1-316-50340-9	Traditional Story
King Fox	978-1-107-56215-8	
Sandstorm	978-1-107-57607-0	Adventure Story



Gold

Gold Band books are for children approaching independence in predicting and evaluating story development.

- Chapter books build tension, giving the opportunity for more sustained reading
- Texts become longer to match growing reading stamina
- More complex language structures throughout
- Illustrations now offer only general support to the story

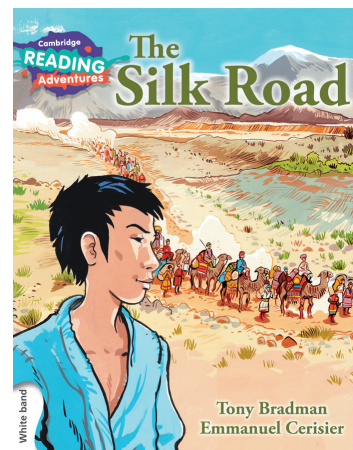
Scarface: The Real Lion King	978-1-107-56047-5	Non-Fiction
Giants of the Ocean	978-1-107-55165-7	
Animals of the Ice Age	978-1-107-55162-6	
From Rags to Bags	978-1-316-50086-6	
A World of Deserts	978-1-108-40585-0	
Tigers of Ranthambore	978-1-108-43613-7	International School Series
Tefo and the Lucky Football Boots	978-1-107-55141-1	Traditional Story
Yu and the Great Flood	978-1-107-56225-7	
Sang Kancil and the Farmer	978-1-108-40574-4	Adventure Story
Lost at Sea	978-1-316-50344-7	

White

White Band titles match the growing maturity of the reader and stories provide opportunities to explore 'why?' questions when responding to texts.

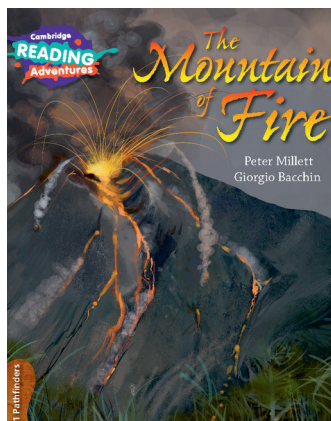
- Readers encounter complex sentences with a wide range of grammar, such as 'we're' and 'they're'
- Non-fiction topics may employ different genre styles across one text

The Great Migration	978-1-107-56065-9	Non-Fiction
Earthquakes	978-1-316-50342-3	
Sticks and Bricks and Bits of Stone	978-1-107-56056-7	
The Mobile Continent	978-1-316-60067-2	
The Rise of the Sauropods	978-1-108-40576-8	
What's for Lunch?	978-1-108-41187-5	International School Series
Don't Give Up Yet!	978-1-108-40078-7	
Mei and the Pirate Queen	978-1-316-50090-3	Traditional Story
The Great Escape	978-1-107-55158-9	
The Silk Road	978-1-107-56232-5	Adventure Story



Our Pathfinders, Wayfarers, Explorers and Voyagers titles are ideal for confident readers able to:

- Use the text to find and interpret information as well as use glossaries and indexes
- Manage more mature topics and themes
- Use higher order thinking skills to evaluate characters, predict plot development and tackle sub-plots
- Tackle complex words, greater variation in text and greater range of genres/text types



Strand 1: Pathfinders

- Pupils begin to justify their point of view about what they read
- Stories and subject matter are suited to growing maturity of the reader
- Literary devices that convey emotions begin to emerge

Honey and Toto: the story of a cheetah family	978-1-108-43615-1	Non-Fiction
Connections	978-1-108-43094-4	
Leila's Game	978-1-108-40820-2	International School Series
River Rescue	978-1-108-40071-8	Adventure Story
The Mountain of Fire	978-1-108-40074-9	
Four Clever Brothers	978-1-108-41081-6	Playscript

Brighter Thinking Pod



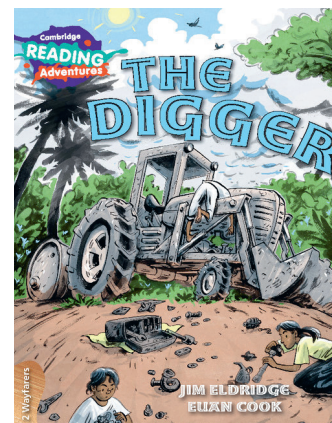
Enjoy reading with the **International Literacy Centre**

Cambridge Reading Adventures packs

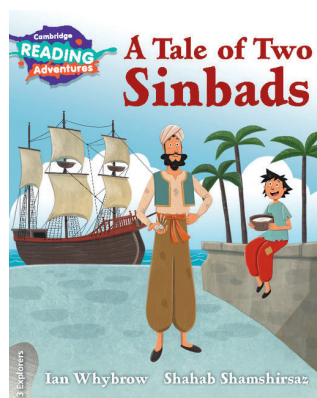
You can buy *Cambridge Reading Adventures* books as individual titles, or in packs. For more information about packs, go to [cambridge.org/cra](https://www.cambridge.org/cra)

Strand 2: Wayfarers

- Developing knowledge and skills of reading non-fiction across a range of subjects, texts integrate a good deal of dialogue alongside literary language
- Children working at this Strand will be reading beyond what is on the page
- Readers will need to infer characters' feelings, thoughts and motives from their actions, justifying these with evidence



Timbuktu	978-1-108-41085-4	Non-Fiction
Diving Under the Waves	978-1-108-41164-6	
Who is the Greatest?	978-1-108-43617-5	
The Digger	978-1-108-40093-0	Everyday Story
The Mystery of Sol	978-1-108-43672-4	Playscript
You and Me	978-1-108-41083-0	Poetry Anthology

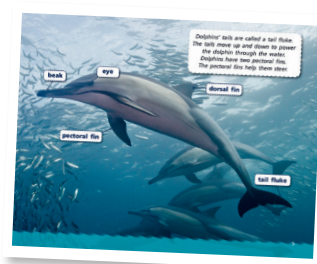


Strand 3: Explorers

- Most books require reading silently unless the task calls for reading aloud – e.g. plays
- Children are able to discuss their reading preferences and read critically, considering the author's effectiveness
- Fiction books are likely to contain chapters that reflect sustained reading in one book over a short period of time
- Non-fiction books contain all features seen at Transitional stage
- Many texts now have sections that follow different genres or styles – e.g. brief recount within a report

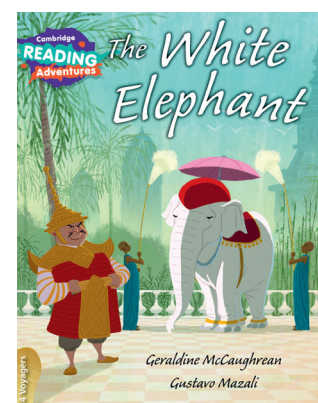


Skyscrapers	978-1-108-41189-9	Non-Fiction
Dolphins in the Wild	978-1-108-40583-6	
The Changing Climate	978-1-108-40578-2	
A Tale of Two Sinbads	978-1-108-43097-5	Traditional Story
Hunters of the Sea	978-1-108-40099-2	Adventure Story
Journey to Callisto	978-1-108-40581-2	



Strand 4: Voyagers

- Readers will be able to discuss how language is used and how the words chosen cause reactions and inferences in the reader
- Texts will use writing devices like flashbacks, parody, summary and commentary
- Stories are longer (short novel) and follow a range of characters
- Fiction books contain chapters offering opportunities for sustained reading, while others may be shorter but with deeper inferential meaning



Movie World	978-1-108-40106-7	Non-Fiction
The Refugee Camp	978-1-108-40108-1	Everyday Story
The White Elephant	978-1-108-40588-1	Traditional Story
Meltdown	978-1-108-43485-0	Adventure Story
Tamerlane and the Boy	978-1-108-41087-8	Historical Story
The Cave at the End of the World	978-1-108-43979-4	

NEW Cambridge Primary Mathematics

Cherri Moseley, Janet Rees, Emma Low and Mary Wood

Whether they are creating a house with 3D shapes or using recipes to understand fractions, this series helps your learners develop their mathematical thinking skills.

We are working with Cambridge International towards endorsement of this series. This new series has been completely updated to offer full coverage of the revised Cambridge Primary Mathematics curriculum framework – including support for Thinking and Working Mathematically.

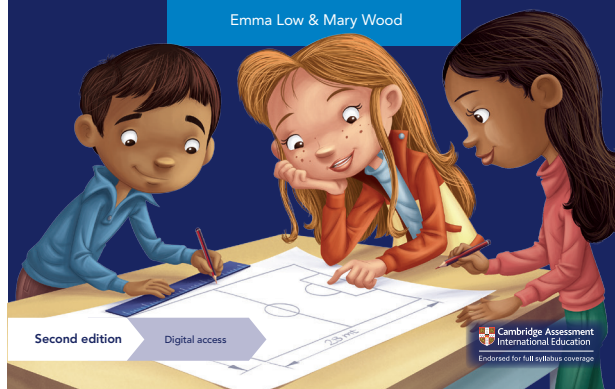
NEW



CAMBRIDGE Primary Mathematics

Learner's Book 5

Emma Low & Mary Wood



Second edition

Digital access

Cambridge Assessment International Education
Endorsed for full syllabus coverage

These pages are from Cambridge Primary Mathematics Learner's Book 4

Clear information on what learners will cover.

1 Numbers and the number system

1.1 Counting and sequences

We are going to...

- count on and back in steps of tens, hundreds and thousands starting from any number
- count back through zero to include negative numbers such as -2
- recognise linear sequences and non-linear sequences
- extend sequences and describe the term-to-term rule
- recognise and extend patterns that represent **square numbers**.

You will continue counting forwards and backwards in steps of constant size and you will start to use **negative numbers**.

Around the coasts of Antarctica temperatures are between -10°C and -30°C .

Try counting back in tens starting at 30 and ending with -30 .



linear sequence
negative number
non-linear sequence
spatial pattern
square number
term
term-to-term rule

Worked example 1

Carlos writes a number sequence.

The first **term** in his sequence is 8.

He uses the rule 'subtract 2' to work out the next term.

What is the fifth term in his sequence?

$$8 \xrightarrow{-2} 6 \xrightarrow{-2} 4 \xrightarrow{-2} 2 \xrightarrow{-2} 0$$

Start with 8 and subtract 2 each time until you have five terms.

Answer: The fifth term is 0.

Key terms highlighted in the context of use.

1.1 Counting and sequences

Worked example 2

The numbers in this sequence increase by 50 each time.

$$60 \xrightarrow{+50} 110 \xrightarrow{+50} 160 \xrightarrow{+50} \dots$$

What is the first number greater than 1000 that is in the sequence?

Explain how you know.

60, 110, 160, 210, 260, ...

Write down the first few terms.

(You could write down all the terms in the sequence, but it would take a long time.)

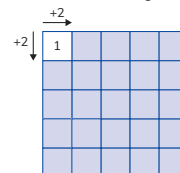
Answer: The terms all end in 10 or 60 so the first number greater than 1000 is 1010.

Worked examples to help students see how to apply new skills.

Exercise 1.1

- 1 Copy and complete this square using the rule 'add 2 across and add 2 down'.

What do you notice about the numbers on the diagonal? Discuss with your partner.



Draw two more 5 by 5 squares and choose a rule using addition. Predict what the numbers on the diagonal will be before you complete the squares.

- 2 Choose any two of these three sequences.

How are they similar to each other and how are they different?

2, 4, 6, 8, ...

2, 5, 8, 11, ...

3, 5, 7, 9, ...

Key vocabulary terms for learners to become familiar with.

Learner's books

Learners will be fully supported with worked examples and plenty of practice exercises to help them build their confidence with a range of maths concepts including handling data, algebra and probability. We've also worked with the team at NRICH to include projects that provide opportunities for deeper investigation of mathematical ideas and concepts, such as exploring negative numbers through water levels.

With key word boxes, clear diagrams and supporting illustrations, the resources are accessible for all learners.

- The 'Getting started' feature at the start of each unit gets your learners thinking and talking about what they already know
- Help your learners to think and work mathematically with clearly identified questions and activities throughout each unit
- 'Think like a mathematician' provides learners with investigation activities linked to the skills they are developing
- 'Look what I can do!' statements in each section and a 'Check your progress' exercise at the end of each unit help your learners reflect on what they have learnt
- Answers for all activities can be found in the accompanying teacher's resource

Curriculum support

This series supports you and your learners through the new Cambridge Primary Mathematics curriculum framework (0096). The key changes we have made to our resources include:

- Questions in our learner's books and workbooks - indicated with an icon - that support the new Thinking and Working Mathematically curriculum framework approach
- Matching the progression of skills to the greater alignment of primary and lower secondary found in the new curriculum framework. We've also included a diagnostic test from Stage 3 onwards so you can understand what your learners already know
- Opportunities in each unit for you to develop, encourage and consolidate your learners' mental maths skills and strategies

Find out more about how our resources support you and your learners at [cambridge.org/primary](https://www.cambridge.org/primary)

These pages are from Cambridge Primary Mathematics Learner's Book 4

1 Numbers and the number system

3 Look at these sequences.
Which could be the odd one out? Explain your answer.

13, 16, 19, 22...

8, 11, 14, 17...

-5, -2, 1, 4...

9, 12, 15, 18...

16, 19, 22, 25...

Think about your answers to questions 2 and 3.
Are there other possible answers?

4 Use different first terms to make sequences that all have the **term-to-term rule** 'add 3'.
Can you find a sequence for each of the following?

- Where the terms are all multiples of 3.
- Where the terms are not whole numbers.
- Where the terms are all odd.
- Where the terms include both 100 and 127.

5 Abdul makes a number sequence.
The first term of his sequence is 397.
His term to term rule is 'subtract 3'.
Abdul says, 'If I keep subtracting 3 from 397 I will eventually reach 0.'
Is he correct?
Explain your answer.

6 Which sequences are linear and which are not?
Write the next term for each sequence. Explain your answers to your partner.

- Add five: 4, 9, 14, ...
- Subtract four: 20, 16, 12, ...
- Add one more each time: 2, 3, 5, ...
- Multiply by three: 2, 6, 18, ...

1.1 Counting and sequences

- Subtract one less each time: 50, 41, 33, ...
- Divide by two: 32, 16, 8, ...
- Multiply each counting number by itself: 1, 4, 9, ...

Think like a mathematician

These sets of beads have consecutive numbers in the circles.
The numbers add up to the number in the square.

Example:

1

2

3

4

5

15

Complete these sets of beads.

a

1

2

3

27

b

1

2

3

4

5

25

Describe to a partner how to find the middle number of each set of beads.

Look what I can do!

- ☐ I can count on and back in steps of different sizes.
- ☐ I can extend linear sequences and describe the term-to-term rule.
- ☐ I can recognise non-linear sequences.
- ☐ I can extend patterns that represent square numbers.

Reflection questions to help students think about how they are learning.

A summary checklist at the end of each section helps students state what they have done.

Additional 'Think like a mathematician' feature provides investigative activities that encourage learners to apply the Thinking and Working Mathematically characteristics.

Workbooks

Providing practice and consolidation, the workbooks are packed with activities, including puzzles, ordering and matching. Specific questions focus on developing learners' skills for Thinking and Working Mathematically, while three-tiered Focus, Practice and Challenge exercises provide clear progression through each topic. The workbooks are ideal for use in the classroom or for homework.

- Three-tiered exercises in every unit get progressively more challenging to help students track their own learning
- Varied question types keep learners interested
- Covers all skills in the learner's book
- Write-in for ease of use
- Answers for all questions can be found in the accompanying teacher's resource



Brighter Thinking Pod

Find out how to maximise mathematics



NEW



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE Primary Mathematics

Workbook 2

Cherri Moseley & Janet Rees



Second edition

Digital access

Cambridge Assessment
International Education
Endorsed for learner support

These pages are from Cambridge Primary Mathematics Workbook 4

1 Numbers and the number system

Practice

- 5 Here is part of a number line.
Write the missing numbers in the boxes.



- 6 The thermometer shows a temperature of -8°C .



Draw arrows on the thermometer to point to these temperatures.

-4°C 14°C -1°C

- 7 Write the missing numbers in these sequences.

a $-12, -8, \dots, 0, 4, 8, \dots$

b $-15, \dots, -5, 0, 5, \dots$

- 8 The temperature outside when Soraya arrived at school was -1°C .
By lunchtime the temperature had risen by 8°C .
What was the temperature at lunch time?

Challenge

- 9 Put these numbers in order on the number line.

-1 1 -2 -3 -5



14 >

1.2 More on negative numbers

- 10 The temperature in Amsterdam is 2°C .
The temperature in Helsinki is -7°C .
How many degrees warmer is it in Amsterdam than in Helsinki?

- 11 Here is a fridge freezer.

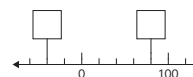


The temperature in the freezer is -15°C

The temperature in the fridge is 4°C

What is the difference in temperature between the fridge and the freezer?

- 12 Here is part of a number line.
Write the missing numbers in the boxes.



- 13 Mira counts on in threes starting at -13 .
She says, 'If I start at -13 and keep adding 3, I will reach 0.'



Is Mira correct?
Explain your answer.

15 >

Three-tiered approach, Focus, Practice and Challenge, gives learners opportunity to consolidate and build on their learning.

Links to the unit focus in the learner's book.

Activities which focus on Thinking and Working Mathematically competencies are clearly identified.

Teacher's resources

Our teacher's resources provide everything you need to plan and deliver your lessons. You'll find starter activities and lesson suggestions to supplement the learner's book and workbook, as well as learner's book and workbook answers. There are language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs. You'll also get access to further lesson ideas, worksheets with additional differentiation activities and language development worksheets in the accompanying digital resource.

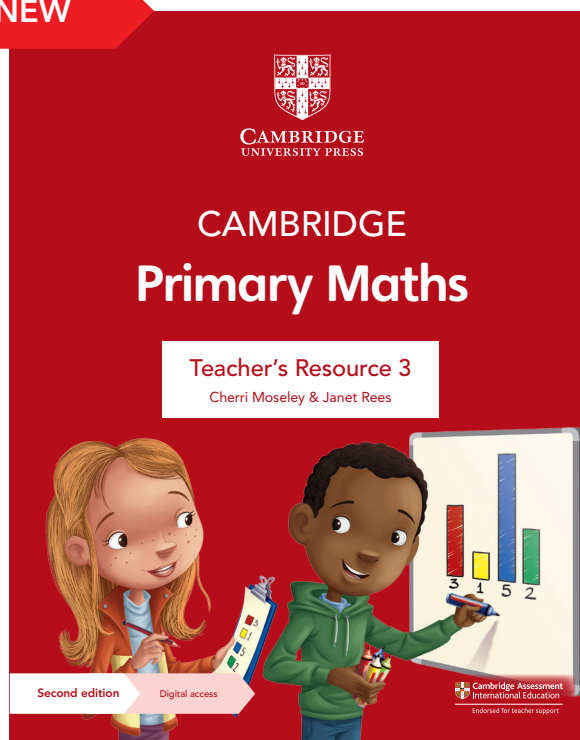
- The 'Background knowledge' section gives you key information on each unit so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- Guidance on selected Thinking and Working Mathematically questions is provided for each section, helping you to develop these skills in your learners
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The learning plan for each topic shows you how your lessons link to the Cambridge Primary Mathematics curriculum framework

Digital Classroom

Engage your learners with on-screen versions of the learner's book and workbook, video, animations and slideshows as well as interactive activities.

- Zoom, highlight or annotate to emphasise important points
- Save time with ready-made videos to introduce your learners to concepts like tessellation
- Interactive on-screen manipulatives reinforce key concepts such as calculating area
- Quickly and easily display answers on screen

NEW



Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Primary Mathematics with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's Book with Digital Access	● 978-1-108-74641-0	● 978-1-108-74644-1	● 978-1-108-74648-9	● 978-1-108-74529-1	● 978-1-108-76003-4	● 978-1-108-74632-8
NEW Digital Learner's Book	● 978-1-108-96410-4	● 978-1-108-96412-8	● 978-1-108-96413-5	● 978-1-108-96416-6	● 978-1-108-96418-0	● 978-1-108-96421-0
NEW Workbook with Digital Access	● 978-1-108-74643-4	● 978-1-108-74646-5	● 978-1-108-74649-6	● 978-1-108-76002-7	● 978-1-108-74631-1	● 978-1-108-74633-5
NEW Teacher's Resource with Digital Access	● 978-1-108-77149-8	● 978-1-108-78387-3	● 978-1-108-78393-4	● 978-1-108-77067-5	● 978-1-108-77120-7	● 978-1-108-77136-8
NEW Digital Classroom Access Card (1 year)	● 978-1-108-82436-1	● 978-1-108-82444-6	● 978-1-108-82447-7	● 978-1-108-82451-4	● 978-1-108-82455-2	● 978-1-108-82458-3

Supporting resources for Cambridge Primary Mathematics

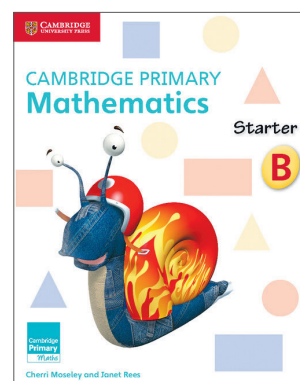
As well as our core series, we also offer resources to further support your teaching – these can be used alongside whichever maths series you use and to support any curriculum.

Starter activity books

Give your students a head start to the Cambridge Primary curriculum framework at Grade 1.

- Varied activities help children at Kindergarten/Reception level or starting Grade 1 to develop the basic numeracy skills they will need, such as numbers, counting, identifying shapes and comparing sizes and quantities

Book A	978-1-316-50910-4
Book B	978-1-316-50911-1
Book C	978-1-316-50912-8

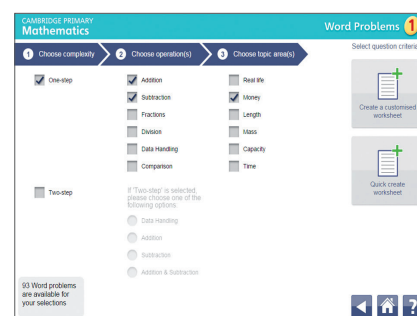


Cambridge Primary Mathematics Word Problems

Create word problem worksheets, quickly and easily!

With 500 word problems in each stage, you can create word problems to help your learners practise addition, fractions, comparison and more. Choose from topics like time, money, length or mass, click 'Create' and print.

DVD-ROM Stage 1	978-1-845-65285-2
DVD-ROM Stage 2	978-1-845-65286-9
DVD-ROM Stage 3	978-1-845-65287-6
DVD-ROM Stage 4	978-1-845-65288-3
DVD-ROM Stage 5	978-1-845-65289-0
DVD-ROM Stage 6	978-1-845-65292-0
DVD-ROM Stage 6 Extension	978-1-845-65291-3



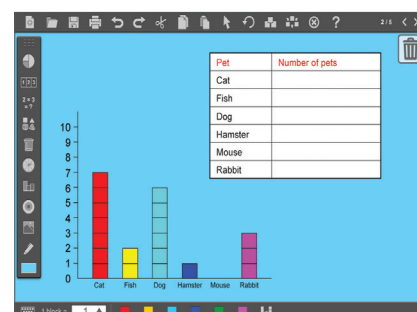
Cambridge Primary Mathematics Toolbox

Do your students struggle to understand more complex mathematical ideas?

This whiteboard resource gives you the power to demonstrate complex mathematics concepts visually, making them easier for children to understand.

- Suitable for children aged 5 to 11, *Cambridge Primary Mathematics Toolbox* complements any existing maths scheme and teaching style
- Over 100 interactive tools enable you to create and save single mathematical activities or whole lessons

DVD-ROM	978-1-845-65281-4
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Think like a mathematician



Hexagon maze

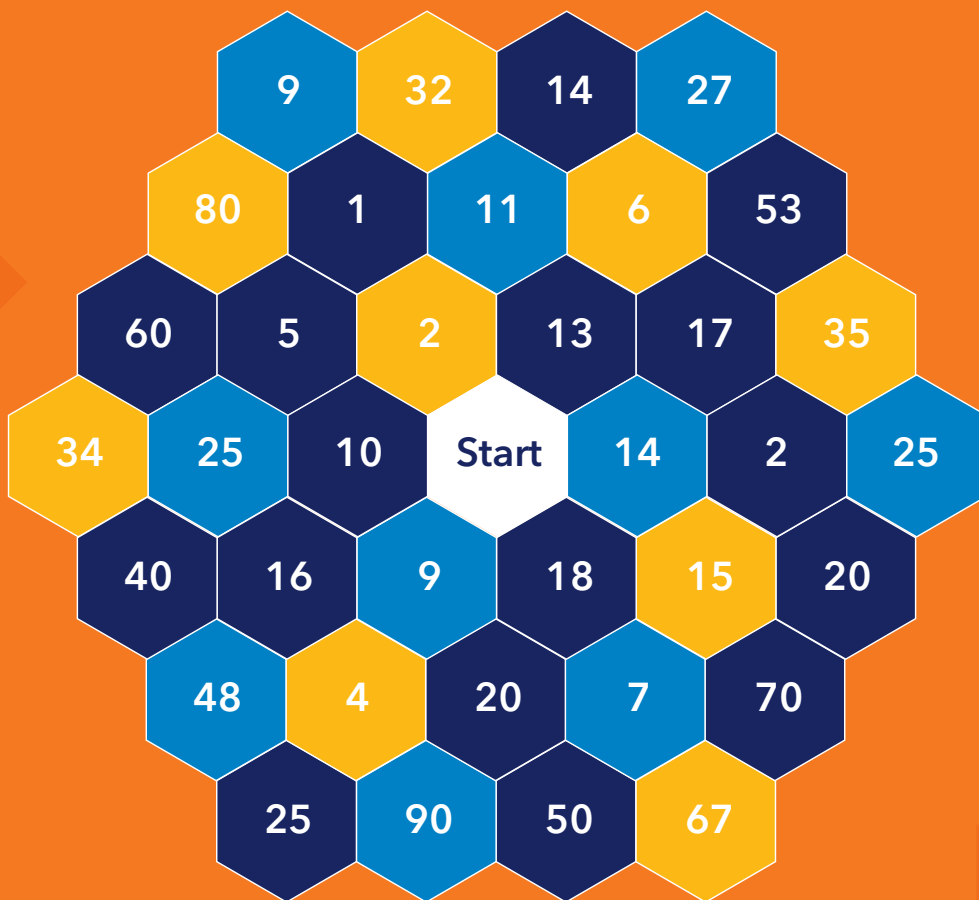


You need to go from the centre to one of the outside hexagons in two steps:

1. Start in the centre.
2. Move to a multiple of 2.
3. Then move to a multiple of 5.



What are the possible paths you could take?



For more information, please visit
cambridge.org/education/primary

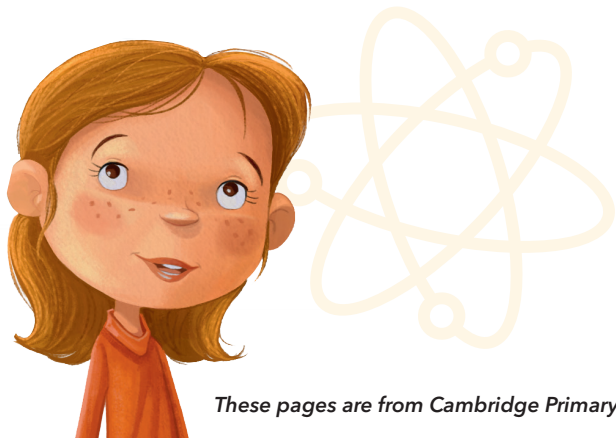
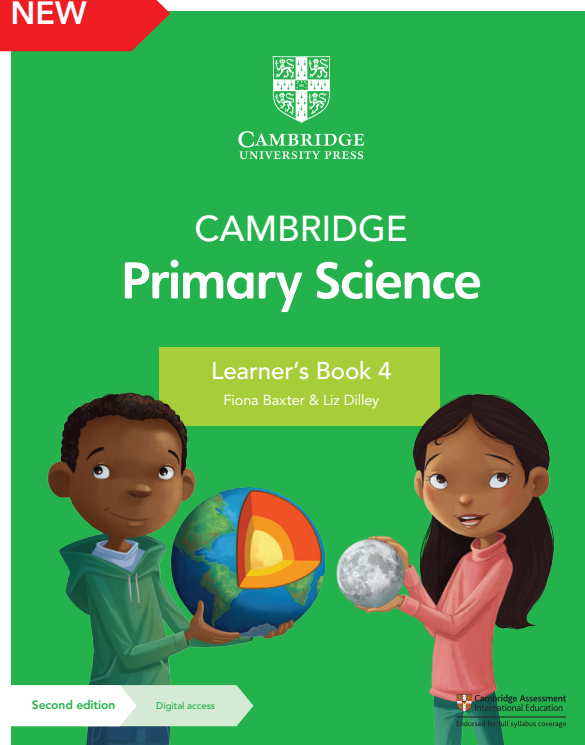
NEW Cambridge Primary Science

Jon Board, Alan Cross, Fiona Baxter, Liz Dille and Sally Burbeary

From finding out if water conducts electricity, to discovering how energy is transferred, Cambridge Primary Science gets your learners thinking like scientists!

Packed with opportunities to plan experiments, make predictions and gather results, this edition supports the new Cambridge Primary Science curriculum framework. We are working with Cambridge International towards endorsement of this series.

NEW



These pages are from Cambridge Primary Science Learner's Book Stage 1 Key vocabulary is identified in the text.

3 Materials in My World

> 3.1 Different materials

We are going to:

- observe things to find out what materials they are made of
- draw things and write what they are made of.

materials
wood
plastic
metal
glass
rock
paper
fabric
rubber
feel

Getting started

- Do you know what things are made of?
- Things are made of many different materials.
- How many materials can you name?

Learners are clear on what they will be covering in the lesson.



What **materials** can you see in the playground?

Can you see water, **wood, plastic, metal, glass, rock, paper, fabric and rubber**?

What other materials can you see?

3.1 Different materials



Unit-specific vocabulary is clearly shown.

Learner's books

Our learner's books include practical activities to develop learners' scientific enquiry skills. They'll find out how our muscles work, discover the difference between liquids and solids, and what causes volcanos.

Each unit ends with a project, like creating a presentation on worm farms, to help learners bring together what they have learnt and understand how the topics relate to the real world.

With vocabulary boxes, clear diagrams and supporting illustrations, the course makes science accessible for learners with English as a second language.

- Get your learners thinking and talking about what they already know with 'Getting started' boxes at the start of each topic
- Help your learners think and work scientifically with practical tasks in the 'Think like a scientist' feature
- Topics throughout the series support the new earth and space strand of the curriculum framework
- Help your students reflect on what they have learnt with 'Reflection' and 'Look what I can do!' sections at the end of each topic
- Answers to all activities can be found in the accompanying teacher's resource

Curriculum support

This series supports you and your learners through the new Cambridge Primary Science curriculum framework (0097). The key changes we have made to our resources include:

- Specific support for the new Earth and Space strands of the curriculum framework
- Activities throughout our learner's books - including our 'Think like a scientist' feature - help your learners develop their skills for 'Thinking and Working Scientifically', which replaces scientific enquiry skills in the new curriculum framework
- Examples of models and representation throughout our resources to support the increased focus on this important area

Find out more about how our resources support you and your learners at [cambridge.org/primary](https://www.cambridge.org/primary)

These pages are from Cambridge Primary Science Learner's Book Stage 1

Diagrams and illustrations are included to help learners understand.

3 Materials in My World

Think like a scientist 3.1

Finding materials

Look around your classroom or school.

What are things made of?

Use your eyes. Observe carefully.

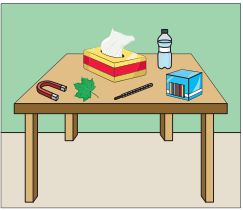
What does the material look like?

Use your hands. What does the material **feel** like?

Draw some of the things and write the name of the materials.

How am I doing?

Look at a friend's work. Have they got the materials right?



Was it easy to name the materials by looking at them?

How did the materials feel? Tell a friend why it helped you to feel the materials.

Look what I can do!

☐ I can find and name seven or more materials.

☐ I can write words on a picture to show what I know.

3.2 Properties of materials

> 3.2 Properties of materials

We are going to:


- find out about the properties of materials
- observe materials to find out their properties.

Getting started


- Look around you. Feel some materials.
- Tell your friends how the material feels.

strong
hard
flexible
shiny
property/properties
smooth
magnifying glass


weak
soft
rigid
dull
rough
threads
sort




This metal is **strong**.




This paper is **weak**.




This wood is **hard**.




This fabric is **soft**.




This plastic is **flexible**.



This wood is **rigid**.



This metal is **shiny**.



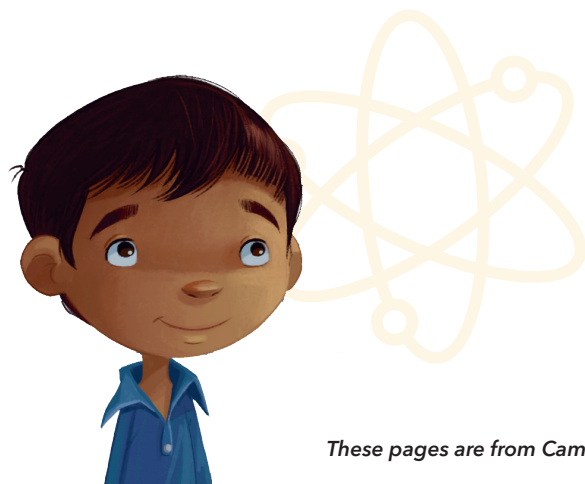
This paper is **dull**.

47 >

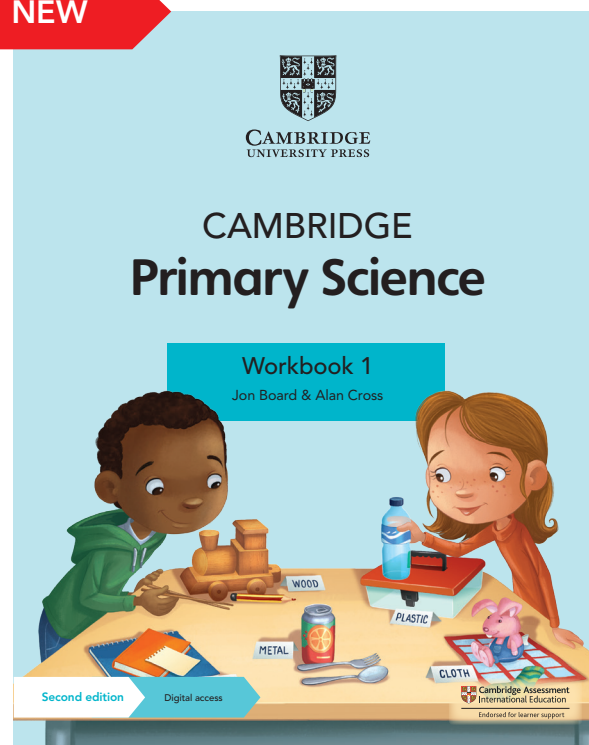
Workbooks

Encourage your learners to think and work scientifically and provide opportunities to consolidate their learning. The workbooks include Focus, Practice and Challenge exercises to provide clear progression through each topic, helping learners see what they've achieved. The drawing and writing activities give learners more experience with scientific vocabulary, which helps develop their language skills. The exercises and activities are ideal for use in the classroom or for homework.

- Active learning opportunities help learners apply their knowledge to new contexts
- Three-tiered exercises in every topic help students track their own learning
- Varied exercise types keep learners interested
- Write-in for ease of use
- Answers to all activities can be found in the accompanying teacher's resource



NEW



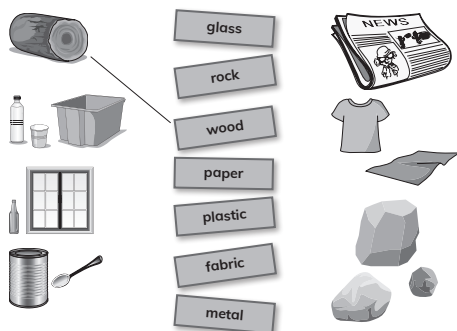
These pages are from Cambridge Primary Science Workbook 1

3 Materials in my world

3.1 Different materials

Focus

Draw lines to match the pictures with the materials.
One has been done for you.



23 >

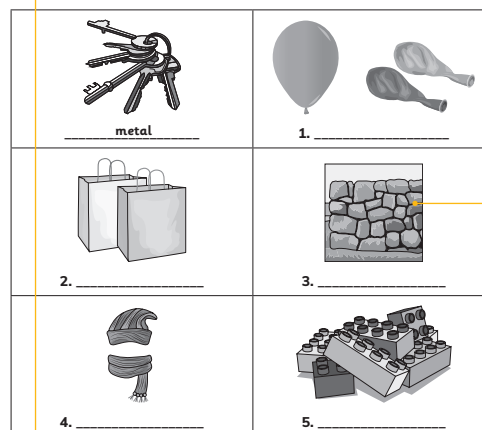
3 Materials in my world

Practice

What materials are these things made of?
Use these words to help you.



One has been done for you.



24 >

Clearly linked to learner's book.

Three-tiered activities help learners consolidate what they have learnt and work at an appropriate level of challenge.

Write-in for ease of use.

Teacher's resources

Our revised teacher's resources provide everything you need to plan and deliver your lessons, including guidance on scientific concepts for the non-specialist teacher. You'll find starter activities and additional lesson ideas not included in the learner's books, as well as answers to all the questions and exercises. We've also included language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs. The accompanying digital resource gives you access to worksheets with additional differentiation activities and further language development exercises.

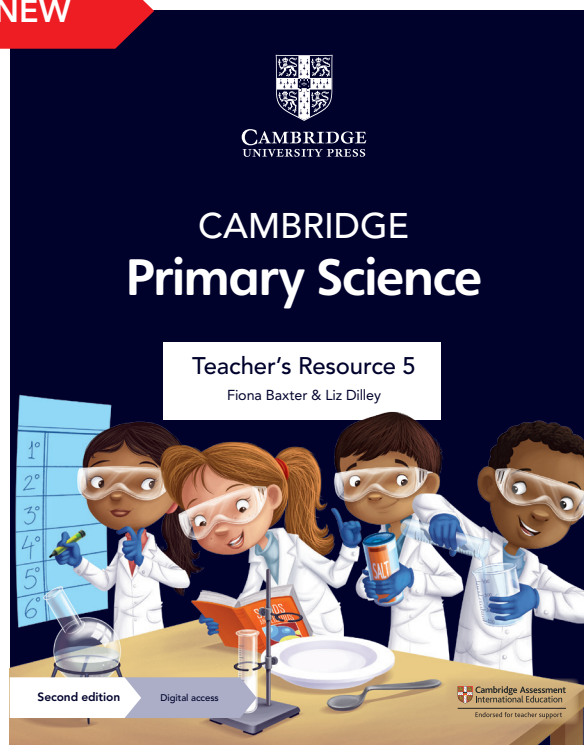
- Guidance on the key teaching approaches and how to use them in your classroom
- The 'Background knowledge' section gives you key information on each unit so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom with confidence
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The 'Learning plan' for each topic shows you how your lessons link to the Cambridge Primary Science curriculum framework
- Downloadable tests, with answers, provide ready-made assessment opportunities

Digital Classroom

Our Digital Classroom resources help your learners think like scientists, with 'Cambridge Science Investigators' videos which include experiments like melting points and plastic strength. You'll also find digital versions of the learner's books and workbooks, and interactive activities.

- Zoom, highlight or annotate to emphasise important points
- Videos or animations give you ready-made materials, linked to each topic, with accompanying questions
- Quickly and easily display answers on screen

NEW



Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Primary Science with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's Book with Digital Access	● 978-1-108-74272-6	● 978-1-108-74274-0	● 978-1-108-74276-4	● 978-1-108-74293-1	● 978-1-108-74295-5	● 978-1-108-74297-9
NEW Digital Learner's Book	● 978-1-108-97254-3	● 978-1-108-97255-0	● 978-1-108-97257-4	● 978-1-108-97260-4	● 978-1-108-97261-1	● 978-1-108-97263-5
NEW Workbook with Digital Access	● 978-1-108-74273-3	● 978-1-108-74275-7	● 978-1-108-74277-1	● 978-1-108-74294-8	● 978-1-108-74296-2	● 978-1-108-74298-6
NEW Teacher's Resource with Digital Access	● 9781-1-08-78357-6	● 978-1-108-78506-8	● 978-1-108-78510-5	● 978-1-108-78528-0	● 978-1-108-78532-7	● 978-1-108-78536-5
NEW Digital Classroom Access Card (1 year)	● 978-1-108-92551-8	● 978-1-108-92553-2	● 978-1-108-92555-6	● 978-1-108-92557-0	● 978-1-108-92560-0	● 978-1-108-92562-4

Think like a scientist



Demonstrate what energy does



You will need:

a ping-pong ball or piece of paper crumpled into a ball.

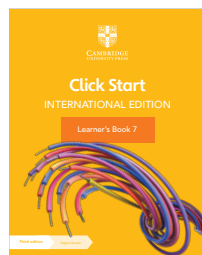
- 1 Flick the ping-pong ball with your finger. What happens?
- 2 Why do you think this happens?
Use the word 'energy' in your answer.
- 3 Predict what will happen if you flick the ball harder. Try it.
- 4 Was your prediction correct?
- 5 Say why you think this happened.

Questions

- 1 Which objects in the activity had energy? Say how you know this.
- 2a Which things did energy change?
- 2b How did the things change when you added more energy?
- 3 Suggest how you could show that moving air has energy.

For more information, please visit
[cambridge.org/education/primary](https://www.cambridge.org/education/primary)

Which computing resources are right for my students?



Click Start



ICT Starters



Coding Club

How many stages are in the series?	8	5	4
What ages is the series aimed at?	5 - 14 years	7 - 14 years	7 - 14 years
What approach does the series take?	Activity-based: learner's books are packed with write-in activities and exercises	Spiral: learners will build on recurring topics throughout	Task-based: step-by-step instructions guide learners through tasks and develop their confidence
What skills does the series cover?			
Programming	✓	✓	
ICT	✓	✓	✓
Computer science	✓		
What programmes does the series cover?			
Scratch	✓	✓	
HTML	✓	✓	
Python	✓	✓	✓
MSWLogo	✓		
QB64	✓		
Macromedia Flash	✓		
Javascript	✓		
The fun stuff	<p>'Who am I?' biographies inspire young learners</p> <p>Projects give your learners a taste of real-life computing</p> <p>Posters to brighten up your classroom</p>	<p>Scenario activities to give your learners real-life computing practice</p> <p>Final projects bring together skills from each chapter</p>	<p>Projects such as creating a game or building an app</p> <p>Experiments that allow your learners to play with code</p>



NEW



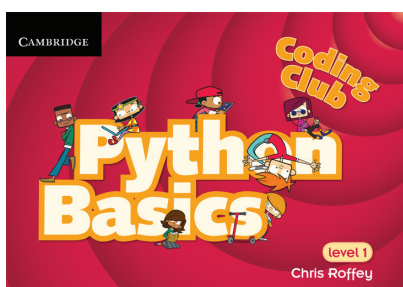
NEW Click Start International edition

Introduce learners to programming concepts and help them develop their ICT skills with this series for 5 to 14 year olds. They'll develop their programming skills through introductions to MSWLogo, Scratch, QB64, Macromedia Flash, HTML, JavaScript and Python as well as learning essential Microsoft® Office software including Word, Excel and PowerPoint.

- Updated to the latest versions of tools and software (Windows 10 updates; Microsoft® Office 2010 with updates on 2016; Scratch 3.0)
- Develops students' critical thinking and problem-solving skills, with real-world examples and projects
- Project work equips learners with the problem-solving and computational thinking skills to tackle computing problems efficiently
- Includes additional activities and resources such as slide shows, videos and interactive self-marking questions in the accompanying digital resource

Learner's Book 1 with Digital Access	978-1-108-95180-7
Digital Learner's Book 1 (1 year)	978-1-108-94847-0
Learner's Book 2 with Digital Access	978-1-108-95182-1
Digital Learner's Book 2 (1 year)	978-1-108-94849-4
Learner's Book 3 with Digital Access	978-1-108-95184-5
Digital Learner's Book 3 (1 year)	978-1-108-94851-7
Learner's Book 4 with Digital Access	978-1-108-95186-9
Digital Learner's Book 4 (1 year)	978-1-108-94853-1

Learner's Book 5 with Digital Access	978-1-108-95188-3
Digital Learner's Book 5 (1 year)	978-1-108-94855-5
Learner's Book 6 with Digital Access	978-1-108-95190-6
Digital Learner's Book 6 (1 year)	978-1-108-94857-9
Learner's Book 7 with Digital Access	978-1-108-95192-0
Digital Learner's Book 7 (1 year)	978-1-108-94859-3
Learner's Book 8 with Digital Access	978-1-108-95194-4
Digital Learner's Book 8 (1 year)	978-1-108-94861-6



Coding Club

Chris Roffey

Coding is one of the most sought-after skills in today's job market. *Coding Club* is our unique series of coding books that guides young programmers through creating their own versions of familiar games and apps. With clear explanations and a step-by-step layout, the series starts at beginner level and works its way up over three levels.

- Clear explanations and step-by-step layout to introduce the basics of coding
- Core books introduce essential skills, while additional books give students the chance to develop and practise skills in areas that interest them
- Suitable for Mac, Windows, Linux and compatible with Raspberry Pi



The code is suitable for Mac, Windows and Linux users and is compatible with the Raspberry Pi.

Accessible online and on tablet devices through the Cambridge GO platform.



Level 1

Python: Basics	978-1-107-65855-4
Python: Basics with Digital Access (1 year) School Site Licence	978-1-107-49534-0
Python: Programming Art Supplement 1	978-1-107-63109-0
Python: Programming Art Supplement 1 with Digital Access (1 year) School Site Licence	978-1-107-49647-7

Level 2

Python: Next Steps	978-1-107-62325-5
Python: Next Steps with Digital Access (1 year) School Site Licence	978-1-107-49642-2
Python: Interactive Adventures Supplement 2	978-1-316-63411-0
Python: Interactive Adventures Supplement 2 with Digital Access (1 year) School Site Licence	978-1-316-63412-7

Level 3

Python: Building Big Apps	978-1-107-66687-0
Python: Building Big Apps with Digital Access (1 year) School Site Licence	978-1-107-49643-9
Black Flag	978-1-107-67140-9

These series have not been through the Cambridge International endorsement process.

ICT Starters

Fourth edition

Victoria Ellis, Sarah Lawrey and Doug Dickinson

Help your students learn essential ICT skills, from using Microsoft Office® basics to creating animations and websites. This series brings a fresh approach to ICT for students from 7 to 14 years old, mapped to the Cambridge ICT Starters syllabus.

- Clear module objectives at the start of every chapter highlight specific syllabus skills and whether they correspond to a Pass or Merit level
- A 'Before you start' section links back to pre-requisite knowledge, ensuring students are prepared and ready to start the chapter
- A strong emphasis on e-safety helps students stay safe on the internet
- Fun activities - including creating images, exploring multimedia and programming - provide a steady step-by-step approach
- A practical activity at the end of each chapter provides task-based learning where students can consolidate all of their skills
- Opportunities for reflection allow students to monitor their learning and consider what and how they have learnt

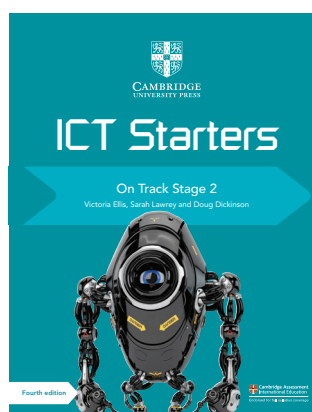
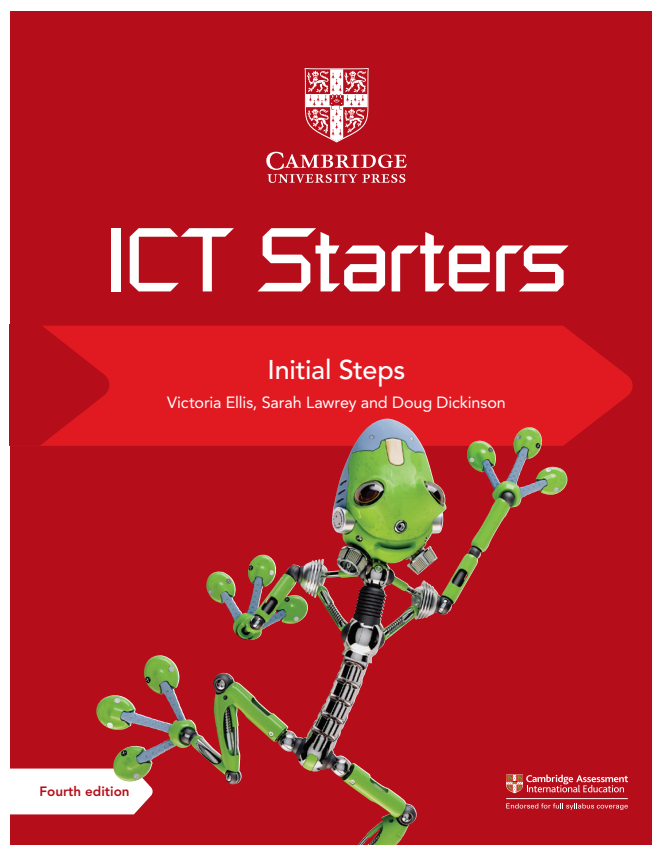
Teacher's resource

Our comprehensive digital teacher's resource provides teaching guidance for all experience levels.

Covering all five coursebooks in one, you'll save planning and preparation time with:

- Sample answers to coursebook activities
- Expert lesson delivery guidance
- Support on the technical language of computing
- Even more lesson ideas to ensure your students are engaged

Available online and offline via our app - don't miss out on the perfect teaching companion for ICT!



Initial Steps	✓ 978-1-108-46351-5
Next Steps Stage 1	✓ 978-1-108-46352-2
Next Steps Stage 2	✓ 978-1-108-46353-9
On Track Stage 1	✓ 978-1-108-46354-6
On Track Stage 2	✓ 978-1-108-46355-3
Digital Teacher's Resource Access Card	✓ 978-1-108-45730-9

Our professional development opportunities

Cambridge Primary and Lower Secondary

We offer a range of flexible professional development opportunities to support you on your journey to embedding active learning into your teaching. From discovering new ways to apply key teaching approaches alongside our resources, to building a network with other teachers, find out how our training courses and online support services can help you and your school reach your unique development goals.

Feel confident using our resources

Discover the most effective ways to apply key teaching approaches and build a network with other teachers. Discuss ideas and challenges with peers and experts.

Unique support for your school

Our training materials can be tailored to your unique needs. Practical guidance alongside a structured framework allows you to target problems with ease, enabling a smooth transition to reassure teachers and parents.

Support that reaches more teachers

We work closely with senior teachers, preparing them to deliver subsequent workshops using our training materials.

Training that is flexible and manageable

We offer various delivery options for our initial training courses. Start preparing for the start of term as soon as you have access to our online support services.

Continuous support for all teachers

As you progress through the first year of using our resources, you may face challenges and seek specific support. Our online support services offer ongoing guidance at a time that suits you.

Move forward together

Train alongside your peers and learn together. Explore fresh perspectives on how to apply teaching approaches and gain subject-specific guidance.



Preparing to Teach courses

Self-Study

Adapt our training materials to reflect your school's unique development goals and lead your own workshops with teachers and parents.

Online Masterclasses

Join two interactive webinar sessions and gain advice from a trainer, to evaluate the needs of your school and deliver personalised training.

Face-to-Face Workshops

One-day workshops provide an opportunity for you to gain reliable support from a trainer and practise active learning techniques.

Online support services

Cambridge Teaching Skills Roadmap

This teaching framework provides detailed guidance and best practice examples for multiple key teaching skills, from assessment for learning to teaching in English.

Cambridge Teacher Support Service

Join an online community and connect with teachers from around the world. Ask specific questions about the resources, to build confidence and deliver effective teaching.

Find out more visit
cambridge.org/education/pd
or contact your local representative.



Cambridge Lower Secondary

Our resources give full support for the new Cambridge Lower Secondary curriculum frameworks. They are suitable for learners aged 11-14 and are the ideal progression from Cambridge Primary, or as a standalone curriculum. They develop learners' skills and confidence in English, mathematics and science, helping prepare them for Cambridge IGCSE™ or Cambridge O Level.

NEW Cambridge Global English

Chris Barker, Libby Mitchell, Olivia Johnston, Annie Altamirano, Nicola Mabbott, Mark Little, Bob Hubbard, Ingrid Wisniewska and Margaret Cooze

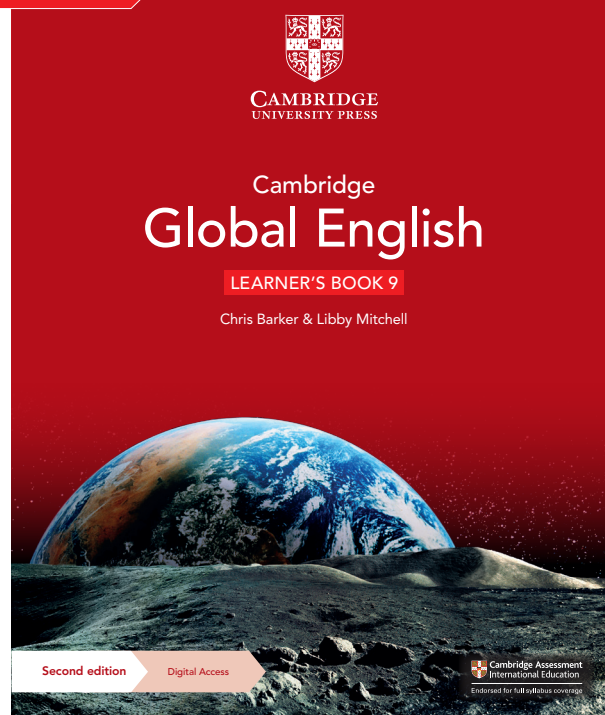
Global English is a nine-stage series that covers primary and lower secondary, taking your learners from A1 to B1/B2 CEFR level. A variety of fiction, non-fiction and poetry gives young students an opportunity to read and listen to a range of text types, helping them to develop a broad vocabulary. With international topics from adventures in space, to sport and nature, the course helps your class develop the skills to study across the curriculum in English.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Lower Secondary English as a Second Language curriculum framework.

Learner's book

Packed with writing and speaking activities, these books help students to become confident communicators. Specific sections in each unit, such as 'Summary checklist' and 'Check your progress' help students to reflect on what they have learnt. Combined with the learning plan in the teacher's resource and 'Getting Started' this helps you to deliver an Assessment for Learning approach.

NEW



- Stage 7 includes a starter unit to bridge the transition from primary for new students
- Step-by-step writing activities with models help students develop their writing
- Vocabulary boxes highlight important topic-specific or academic words
- 'Language detective' provides clear, learner-friendly explanations of key grammar rules
- 'Project Challenge' gets students working together on cross-curricular projects, like giving a presentation about the history of sport

Workbook

With varied activities – including crosswords and word matching – these workbooks help students practise and consolidate what they have learnt. The activities also support the reading, writing and use of English strands of the Cambridge Lower Secondary English as a Second Language curriculum framework. This new edition provides more grammar practice with a short grammar presentation, followed by activities differentiated into three tiers: Focus, Practice and Challenge. Ideal for use in the classroom or for homework.

- Process writing pages consolidate knowledge of text types, including literature
- Three-tiered grammar exercises provide practice opportunities to suit the needs of every learner
- Varied activity types keep learners interested
- Write-in for ease of use
- Answers for all activities can be found in the teacher's resource

Digital Classroom

Digital Classroom brings language to life! Show your class on-screen versions of the learner's book and workbook, while video, grammar presentations and interactive activities help keep them entertained.

- Zoom, highlight or annotate to emphasise important points
- Help learners develop their grammar with presentations and interactive activities
- Save time with ready-made videos linked to each topic, with accompanying questions
- Quickly and easily display answers on-screen one by one

Teacher's resource

With everything you need to plan and run your lessons, our teacher's resources help you get the most out of the series. You'll find starter activities and additional lesson ideas not included in the student's books, as well as answers for all activities. There are assessment and differentiation ideas to help you meet all your learners' needs. The teacher's resource has photocopiable worksheets and activities for additional differentiation and you can download further language development from the accompanying digital resource. Every unit includes a test to help you understand where your learners are on their journey and to enable you to provide ongoing feedback.

- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The lesson plans show you how your lessons link to the Cambridge Lower Secondary English as a Second Language curriculum framework
- Sample answers with author comments help you and your learners assess written work
- Downloadable progress and unit tests with answers provide ready-made assessment opportunities

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Global English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Curriculum support

This new series supports you and your learners through the new Cambridge Lower Secondary English as a Second Language curriculum framework (0876). The key changes we have made to our resources include:

- A wide range of cross-curricular links and literary texts, reflecting the greater emphasis on exposure to authentic language in the revised curriculum framework
- Skills and language-learning tips throughout reflect the increased focus on language learning skills in the new curriculum framework
- New learning objectives have been introduced for pronunciation, fluency and accuracy – we've included an increased focus on speaking and writing in this new edition to support your learners

Find out more about how our resources support you and your learners at cambridge.org/education

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-81658-8	● 978-1-108-81664-9	● 978-1-108-81667-0
NEW Digital Learner's Book	● 978-1-108-81661-8	● 978-1-108-81665-6	● 978-1-108-81668-7
NEW Workbook with Digital Access	● 978-1-108-96370-1	● 978-1-108-96371-8	● 978-1-108-96367-1
NEW Teacher's Resource with Digital Access	● 978-1-108-92167-1	● 978-1-108-92169-5	● 978-1-108-92171-8
NEW Digital Classroom Access Card (1 year)	● 978-1-108-92579-2	● 978-1-108-92581-5	● 978-1-108-92583-9

NEW Cambridge Lower Secondary English

Graham Elsdon, Patrick Creamer,
Giles Clare, Duncan Williams, Esther Menon
and Helen Rees-Bidder

Develop your learners' English skills as they explore the world through non-fiction texts, perform poetry and write their own stories! You will find a range of international fiction, non-fiction, poetry and drama throughout this series to help your learners develop their understanding of different genres and text types.

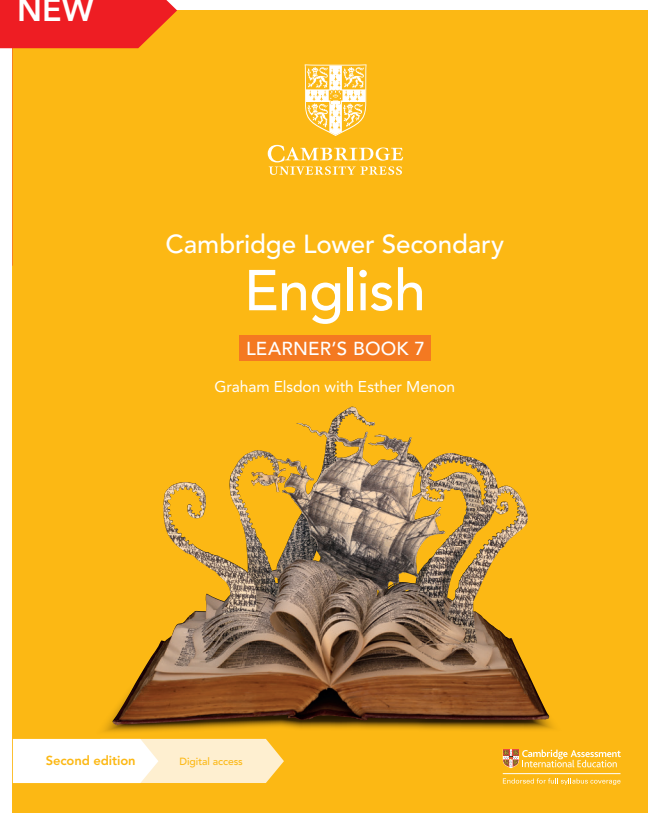
We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Lower Secondary English curriculum framework.

Learner's books

Each unit contains activities that cover reading, writing, speaking and listening, as well as opportunities to develop 21st century skills – such as collaboration and critical thinking. Units end with a project, like conducting a class debate, to help students communicate confidently.

- 'Key word' boxes introduce key subject specific terms
- 'Language focus' provides clear explanations of key grammar and language rules
- 'Summary checklist' statements and 'Check your progress' questions help students to reflect on what they have learnt
- Answers for all activities can be found in the teacher's resource

NEW



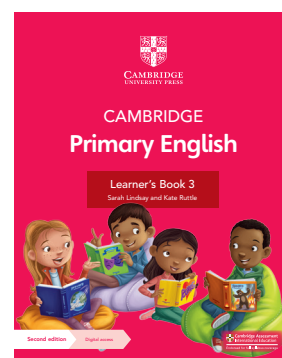
Also see



Cambridge Primary English

Develop your learners' English skills as they write and perform poetry and discover new versions of classic fairy tales, this completely revised new edition is working towards endorsement by Cambridge International and supports the new Cambridge Primary English curriculum framework.

Find out more at
cambridge.org/primary

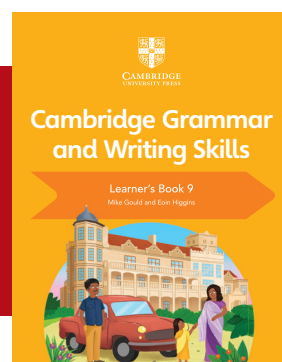


Also see



Cambridge Grammar and Writing Skills

Cambridge Grammar and Writing Skills contains activities that give your learners more opportunities to practise creative writing and extended writing. You can also use it to support second language learners following a first language course.

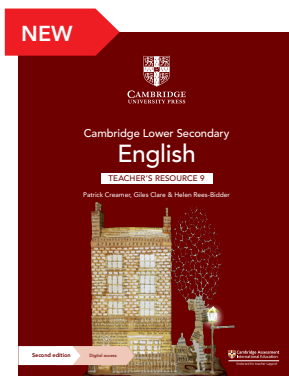
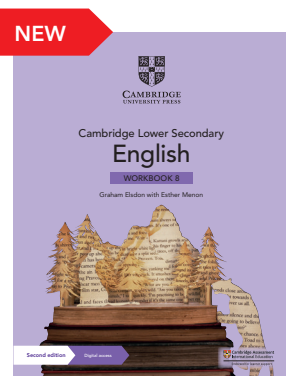


Workbooks

With varied activities – including quizzes, completing sentences and identifying words – these workbooks help students to practise what they have learnt.

Ideal for use in the classroom or for homework.

- Activities take an active learning approach to help students apply knowledge to new contexts
- Links to 'Language focus' boxes in the learner's book provide more grammar practice
- Three-tiered exercises in every unit get progressively more challenging to help learners track their own learning
- Write-in for ease of use
- Answers for all activities can be found in the teacher's resource



Teacher's resources

With everything you need to plan and run your lessons, our teacher's resources help you get the most out of the series. You will find starter and plenary activities, additional lesson ideas, and learner's book and workbook answers. There are language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs.

You will also have downloadable worksheets with additional differentiation activities and further language development exercises in the accompanying digital resource.

- Contains audio recordings of all the texts and listening activities in the learner's books
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The 'Learning plan' for each session shows you how your lessons link to the Cambridge Lower Secondary English curriculum framework
- Downloadable tests, with answers, save you time preparing assessments
- The 'Teaching skills focus' helps bring active learning into your classroom

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Secondary English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Curriculum support

This series supports you and your learners through the new Cambridge Lower Secondary English curriculum framework (0861). The key changes we have made to our resources include:

- Integrated reading, writing, speaking and listening practice in our learner's books meets the need for greater integration in the new curriculum framework
- Increased the number of speaking and listening activities in our learner's books to reflect the inclusion of speaking and listening sub-strands in the new curriculum framework
- A range of texts to engage learners and help develop their reading and writing skills, supporting the requirement for experience with broader text types in the new curriculum framework

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-74658-8	● 978-1-108-74663-2	● 978-1-108-74666-3
NEW Digital Learner's Book	● 978-1-108-74659-5	● 978-1-108-74664-9	● 978-1-108-74667-0
NEW Workbook with Digital Access	● 978-1-108-74662-5	● 978-1-108-74665-6	● 978-1-108-74669-4
NEW Teacher's Resource with Digital Access	● 978-1-108-78212-8	● 978-1-108-78214-2	● 978-1-108-78216-6

Cambridge Grammar and Writing Skills

Mike Gould and Eoin Higgins
Annie Altamirano

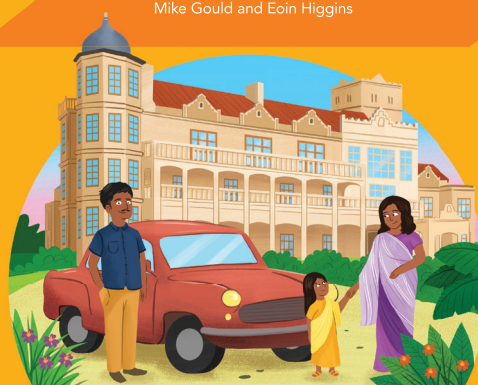
Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the knowledge and skills to tackle a range of writing types.

- Uses product and process writing approaches to provide a framework for writing
- The perfect complement to our popular *Global English*, *Primary English* and *Checkpoint English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills



Cambridge Grammar and Writing Skills

Learner's Book 9
Mike Gould and Eoin Higgins



These pages are from *Cambridge Grammar and Writing Skills Learner's Book 7*

Learners are given structured questions to consider while reading.

Coloured words in the text and 'key language features' boxes introduce learners to key language terms they will work on in the unit.

The main features of each text type are clearly identified to help learners when they start to create their own writing later in the unit.

How do you write a modern fairy tale or urban myth?

Have you ever heard of **urban myths**? These are stories (often frightening) that people pass on as if they had actually happened. Perhaps there are ones you and your friends know – if so, share them with each other.

Key term

urban myth: a spooky or unsettling story, usually set in the modern day or in a modern or everyday setting, which is passed around as if true

Effective modern myths

A good modern myth should:

- be set in the **modern day** but have **fairy tale qualities or settings** (for example, a strange figure, a dark wood, a quest or mystery)
- reveal a story that **could be true**
- have a **surprising 'twist'** or ending that shocks or makes you think again
- have a **main, central, 'normal' character**, and sometimes a **strange or unusual second character** (depending on the story)
- engage the reader with **powerful descriptions and dialogue**.

Key terms

fairy tale: a story told to children that usually includes magic, imaginary creatures and a happy ending

dialogue: talking in a book, play or film

Reading

In the following story, a man has a strange encounter on his way home.

1 As you read the text, think about these questions:

- In what way is the story a good example of an urban myth according to the definition above?
- How do you think the story ends? Why?

The Strange Tale of the Girl on the Highway

A friend of mine told me a strange tale the other day. Late on one dark wet winter's evening, he was driving home from work along the highway. He was tired and keen to reach the warmth of his house and see his family. The conditions were awful and he was driving far more slowly than he normally would, to avoid skidding and crashing.

Suddenly, he saw a figure by the side of the road standing like a statue. He wondered who it could be alone on a major road at this time of night. Instinctively, he slowed down, even though the person hadn't waved. It was a young woman, soaked to the skin. He braked and pulled his car over to the side of the motorway.

He lowered the window, but before he could ask the young woman if she needed help, she opened the passenger door and slipped in. He saw that her face was deadly pale and she looked frozen.

'Are you ok?' he asked. 'What happened?'

The woman avoided his gaze and just explained to him that she'd had a problem with her car.

'My friend said he could take her home. Perhaps you can tell me the way,' he suggested.

Key language features

indirect speech
adverbs
direct speech

The woman just nodded, as if in a trance. My friend restarted the car and they set off.

The young woman soon told him to **turn off the main road**, and then gave him directions which eventually led to a quiet estate and a small house at the end of a terrace.

'Thank you,' she said as she got out. He watched her walk towards the door. Assuming all was well, my friend set off. His wife would be wondering where he was!

No sooner was he back on the highway than he noticed something: the young woman had left her handbag on the back seat! He pulled over again and looked in the handbag. The woman's purse was inside, and in it was a driving licence with her photo and address. No mobile phone, which was a bit surprising. Her keys were in there too. What if she couldn't get into her house? He had to go back.

Twenty minutes later, he found himself back in front of the young woman's house. At least he thought it was, though it looked different now somehow. He checked the address – yes, this was the one. Taking the handbag, he walked up to the door and rang the bell.

After a while the door opened. An elderly woman with dark bags under her eyes stood there.

'Hello,' said my friend, 'I guess it was your daughter I gave a lift to earlier. The thing is, she left her handbag in my car and...'

My friend's voice trailed off. The elderly woman was staring at him with a look of horror in her eyes. Finally, she spoke.

'My daughter ...'

How the text works

Can you remember what makes a good urban myth? Here is how the writer makes it work. He:

- tells the story as if it is a real story that he has heard
- uses the first paragraph to establish the everyday setting (rather like 'Once upon a time ...' in an old fairy tale)
- introduces an event that changes the direction of the story
- gives details and hints about the characters through the dialogue
- builds towards a dramatic cliffhanger or mysterious ending by using connective phrases such as 'No sooner', 'Suddenly', etc.
- ends with a shock or new information that creates further mystery or interest.



40 Unit 4 Once upon a time ... today

Unit 4 Once upon a time ... today 41

Key features of each text type are clearly identified.

Key terms highlights new or important vocabulary learners will find in the unit.

Learner's books

Each unit focuses on a different text type such as dialogue, recounts, reports or instructions. Model texts in each chapter show what good examples of each writing type look like – whether it's character dialogue, recounts, reports or instructions. Specific activities help learners practise their grammar, while planning tools and an extended writing task develop essential editing, checking, planning and creative thinking skills.

- Improve comprehension skills with the 'Text analysis' section in each unit, which encourages learners to discuss the model text
- The 'Writer's checklist' supports learners with activity tips
- Helpful tools, like planning scaffolds and mind maps, help learners understand how to plan extended writing tasks

Teacher's resources

Your essential companion to the course, the print and digital teacher's resources include everything you need to lead your lessons with confidence.

- Full guidance and lesson plans, along with unit warm-ups, marking criteria and ideas for assessment give you complete classroom support
- Answer keys for each activity help you quickly and easily check your learners' answers

Brighter Thinking Pod

Hear more from **Annie Altamirano**



These pages are from Cambridge Grammar and Writing Skills Learner's Book 7

Learners should be encouraged to work together during the ideas and planning stage.

Guided writing

You see this announcement on a website:



Write an urban myth using the following illustrations.

The Good Samaritan



Think/Plan

- 1 Work in pairs. Generate ideas for your story. Follow these steps:
 - a Go through the pictures one by one and take turns to describe them to your partner.
 - b Think of other details that you could include for each picture. Take notes of your ideas.
 - c Role-play the conversation between the driver and the **chauffeur** of the **limousine**.
 - d Role-play the conversation between the driver and the rich lady.
 - e How do you think the driver's wife reacted when she saw the note, flowers and money? Take notes.

Glossary

chauffeur: someone whose job is to drive a car for someone
limousine: a large and expensive car

Tip

To write good dialogue, it can help to role-play the conversation with someone else.

Useful language

Linkers: once, at first, then, next, as soon as, when, after, before, while, in the meantime

Reporting verbs: say, tell, explain, wonder, ask, know, think, guess, suggest, imagine, reply, answer

Adverbs: suddenly, carefully, quickly, soon, actually, really, desperately, gratefully, immediately, just, either, too, patiently

Write: first paragraph

Write the first paragraph of your urban myth. Follow these steps.

- First, write a sentence to start the story, like *Once upon a time ...*
- Introduce the main character and the background actions.
- Describe the action further. Include adverbs to give more details about how, where, etc. the action happened.
- Use an indirect speech structure to say what the driver was thinking.

Write: continue the story

- Write your description of the other pictures.
- Write the exchanges between the characters in direct speech.
- Use some indirect speech to vary the language.

Work in pairs. You could use some of these ideas. Who do you think says these things?

- a 'Can I give you a hand with anything?'
- b 'Would you mind if I borrowed your cellphone to make a quick call?'
- c 'Thank you so much for stopping and for lending us your phone.'
- d 'How can I possibly thank you?'
- e 'You could send some flowers to my wife. It's her birthday and I'm late for dinner!'
- f 'What's your wife's name and your address?'



Finish the story

Now write the end of the story.

- Describe in detail what the man's wife does when she receives the card and the flowers.
- Describe her reaction to the lady's note.
- Consider whether to include a cliffhanger – a new idea that leaves the reader wondering what will happen next.

Things to remember when writing an urban myth or modern fairy tale

- Have a modern setting and describe the main characters.
- Include some indirect speech and detail about the characters, setting and action.
- Include direct speech in quotes to make it sound more real.
- Use linking words to sequence and order the action.
- Write a twist or surprising ending, perhaps including a cliffhanger.

Check your first draft

When you have finished writing, be your own editor.

- a Work in groups and read your first draft out loud to the group.
- b Discuss each person's story and suggest ways to improve it.
- c Be constructive in your criticism.

Now write a second draft of your urban myth.

Peer assessment

Use the 'Things to remember' checklist above to assess your partner's work. Give a grade from 1 to 5 for each point so that your partner knows exactly what can be improved.

46 Unit 4 Once upon a time ... today

Unit 4 Once upon a time ... today 47

Learners build on everything they have learnt to create their own text. This section provides structured support to help them develop their writing. This section is called 'Let's practise' in Stages 1–6.

Learners are given a clear structure to follow.

Opportunities for self and peer assessment help learners develop their proofing and editing skills.

Learner's Book 7

978-1-108-71929-2

Learner's Book 8

978-1-108-71930-8

Learner's Book 9

978-1-108-71931-5

Teacher's Resource with Digital Access 7-9

978-1-108-76196-3

NEW Cambridge Lower Secondary Mathematics

Lynn Byrd, Greg Byrd and Chris Pearce

Whether they are learning about integers, fractions, probability or translating shapes using vectors, this series helps your learners develop their mathematical thinking skills.

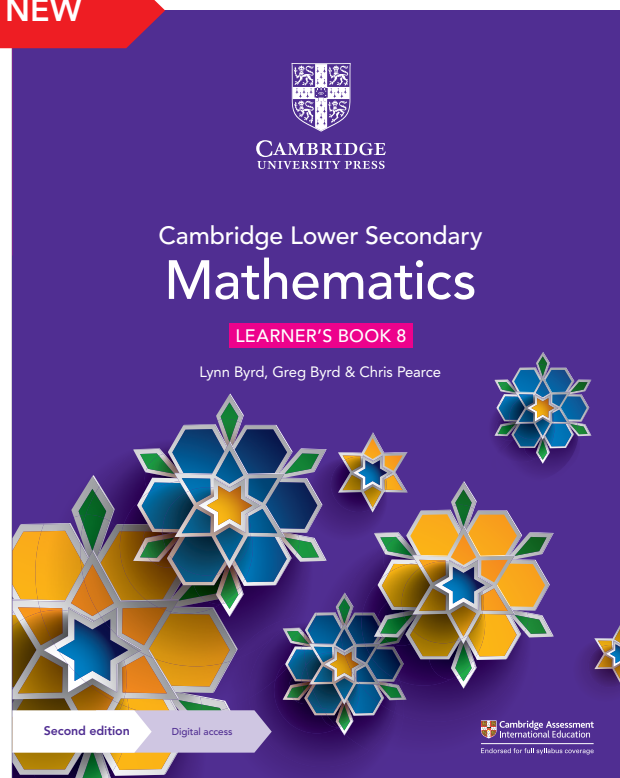
We are working with Cambridge International towards endorsement of this series. It provides complete coverage of the revised Cambridge Lower Secondary Mathematics curriculum framework – including support for Thinking and Working Mathematically.

Learner's books

Worked examples and plenty of practice exercises give students strong support as they make their way through the course. Projects throughout the books provide opportunities for deeper investigation of mathematical ideas and concepts, such as tessellating quadrilaterals or constructing algebraic expressions. Includes access to Cambridge Online Mathematics, complete with auto-marked practice questions and interactive walkthroughs of exercises.

With key word boxes, clear diagrams and supporting illustrations, the course makes maths accessible for second language learners.

NEW



- 'Getting started' in each unit helps students understand what they need to know
- 'Think like a mathematician' provides investigation activities linked to the skills students are developing
- Helps students develop Thinking and Working Mathematically skills with clearly identified questions and activities
- 'Summary checklist' in each section and 'Check your progress' exercise at the end of each unit help students to reflect on what they have learnt
- Answers for all activities are in the teacher's resource

These pages are from Cambridge Lower Secondary Learner's Book 7

Key vocabulary highlighted.

2.1 Constructing expressions

> 2.1 Constructing expressions

In this section you will...

- use letters to represent numbers
- use the correct order of operations in algebraic expressions
- write and use expressions.

In algebra you can use a letter to represent an **unknown** number. An **expression** contains numbers and letters, but **not** an equals sign. An **equation** contains numbers and letters **and** an equals sign.

Example: $5n + 4 = 19$ is an equation.

In the expression $5n + 4$, there are two **terms**. $5n$ is one term. The other term is 4.

The letter n is called the **variable** because it can have different values. The **coefficient** of n is 5 because it is the number that multiplies the variable.

In the equation $5n + 4 = 19$, n is the unknown number, 5 is the coefficient of n , and the numbers 4 and 19 are **constants**.

You can use a letter to represent an unknown number to solve problems.

Example: Shown is a bag of sweets. You don't know how many sweets are in the bag.

n sweets

$n - 3$ sweets

n represents the unknown number of sweets in the bag. Three sweets are taken out of the bag. Now there are $n - 3$ sweets left in the bag.

Worked example 2.1

Mathew is x years old. David is 4 years older than Mathew. Adam is 2 years younger than Mathew. Kathryn is three times older than Mathew. Ella is half Mathew's age. Write down an expression for each person's age.

2 Expressions, formulae and equations

Continued

Answer

Mathew is x years old. This is the information you have to start with.

David is $x + 4$ years old. David is 4 years older than Mathew, so add 4 to x .

Adam is $x - 2$ years old. Adam is 2 years younger than Mathew, so subtract 2 from x .

Kathryn is $3x$ years old. Kathryn is 3 times older than Mathew, so multiply 3 by x . You write $3 \times x$ as $3x$. Always write the number before the letter.

Ella is $\frac{x}{2}$ years old. Ella is half Mathew's age. You need to divide x by 2. You write $x \div 2$ as $\frac{x}{2}$.

Exercise 2.1

1 Sofia has a bag that contains n counters. Write an expression for the total number of counters she has in the bag when:

- she puts in two more counters
- she takes out three counters.

Think like a mathematician

2 Discuss in pairs or groups. Zara uses the following method to answer Question 1.

- What do you think of Zara's method?
- Do you think that this method will help you write expressions?
- Can you improve her method?

Tip

Twice means $\times 2$. Half means $\div 2$.

Clear lesson objectives.

Worked examples help learners understand concepts.

Helps learner's develop their mathematical thinking skills.

Workbooks

These workbooks help students to practise what they have learnt on the course. They are packed with exercises, including interpreting and drawing frequency diagrams and solving equations. You will also find specific questions that develop students' techniques for Thinking and Working Mathematically. Focus, Practice and Challenge exercises provide clear progression through each topic, helping students to see what they have achieved. The workbook is ideal for use in the classroom or for homework.

- Exercises take an active learning approach for students to apply knowledge to new contexts
- Covers all the skills in the learner's book
- Write-in for ease of use
- Answers for all questions are in the teacher's resource

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Secondary English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Teacher's resources

With everything you need to plan and run your lessons, our teacher's resources help you get the most out of the series. It contains activities and lesson suggestions to supplement the learner's book and workbook, as well as answers to both books. There are language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs. Includes further lesson ideas, worksheets with additional differentiation activities and language development worksheets in the accompanying digital resource.

- The 'Background knowledge' section gives you key information on each unit, so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- 'Common misconceptions' highlight areas that learners frequently find challenging and show you how to overcome them
- The lesson plan for each topic shows you how your lessons link to the Cambridge Lower Secondary Mathematics curriculum framework
- Guidance on selected Thinking and Working Mathematically questions to help teachers understand how these characteristics can be developed

Curriculum support

This series supports you and your learners through the new Cambridge Lower Secondary Mathematics curriculum framework (0862). The key changes we have made to our resources include:

- Questions in our learner's books and workbooks - indicated with an icon - that support the new Thinking and Working Mathematically curriculum framework approach
- Matching the progression of skills to the greater alignment of primary and lower secondary found in the new curriculum framework. We've also included a diagnostic test at the start of each stage so you can understand what your learners already know
- Opportunities in each unit for you to develop, encourage and consolidate your learners' mental maths skills and strategies

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-77143-6	● 978-1-108-77152-8	● 978-1-108-78377-4
NEW Digital Learner's Book	● 978-1-108-74637-3	● 978-1-108-74642-7	● 978-1-108-74651-9
NEW Workbook with Digital Access	● 978-1-108-74636-6	● 978-1-108-74640-3	● 978-1-108-74650-2
NEW Teacher's Resource with Digital Access	● 978-1-108-77140-5	● 978-1-108-77145-0	● 978-1-108-78389-7

NEW Cambridge Lower Secondary Science

Mary Jones, Diane Fellowes-Freeman,
Michael Smyth and Sally Burbeary

From discovering how we breathe,
to finding out how gravity works,
Cambridge Lower Secondary Science
gets your learners thinking like a
scientist!

This series helps students think and work scientifically, with opportunities to plan experiments, make predictions and gather results. Each unit ends with a project, such as using chromatographs to solve a mystery, which helps students to better understand topics and how they relate to the real world.

We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Lower Secondary Science curriculum framework.

Learner's books

These books make science accessible for learners with English as a second language, with vocabulary boxes, clear diagrams and supporting illustrations. A practical approach to topics allows learners to explore questions and develop a deeper understanding.

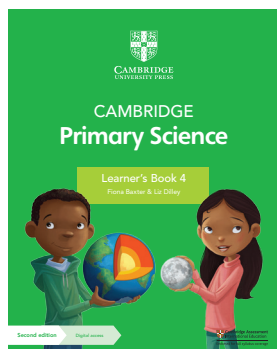
- 'Getting Started' boxes at the start of each topic help students to think and talk about what they already know
- 'Think like a scientist' feature helps students develop their scientific enquiry skills
- Topics throughout the series support the new earth and space strand of the curriculum framework
- Summary sections at the end of each topic help students to reflect on what they have learnt
- Answers to all questions are in the teacher's resource

Also see

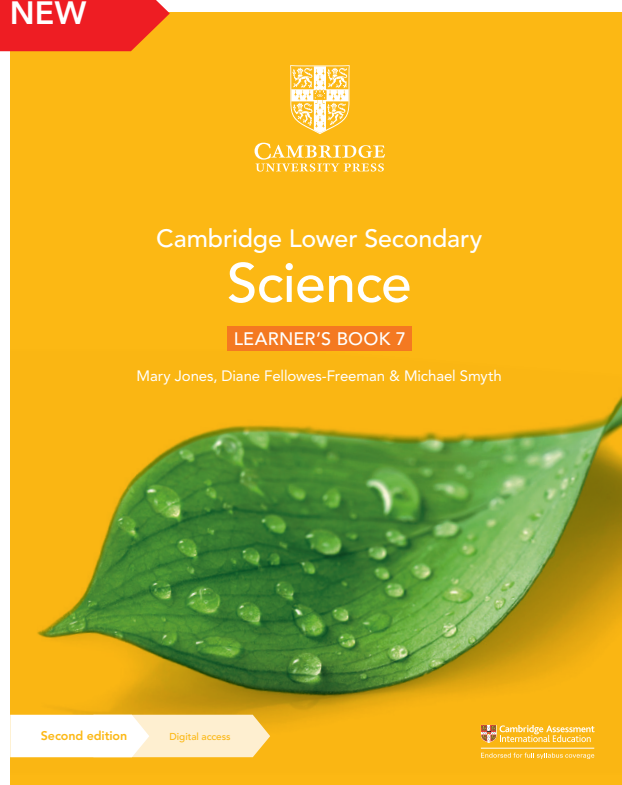
Cambridge Primary Science

Packed with opportunities to plan experiments, make predictions and gather results, this completely revised new edition is working towards endorsement by Cambridge International and supports the new Cambridge Primary Science curriculum framework.

Find out more at
cambridge.org/primary



NEW

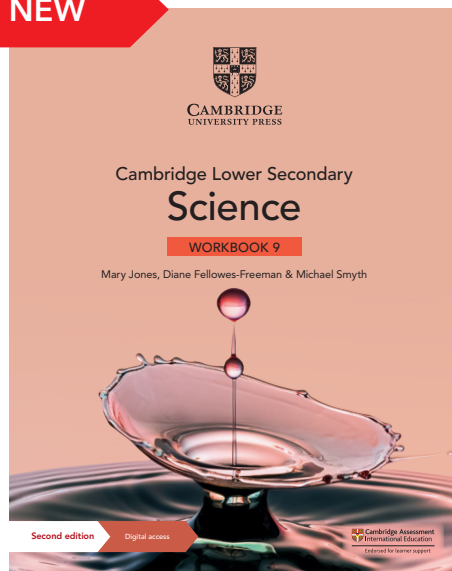


Workbooks

These workbooks are full of activities that help students practise what they have learnt, while encouraging them to think and work scientifically. Focus, Practice and Challenge exercises provide clear progression so that students can see what they have achieved. The workbook is ideal for use in the classroom or for homework.

- Active learning opportunities help students to apply their knowledge to new contexts
- Three-tiered exercises in every topic help them track their own learning
- Write-in for ease of use
- Answers to all exercises are in the teacher's resource

NEW



Teacher's resources

Our teacher's resources help you get the most out of the series, and you'll find answers to all the questions and exercises. There are language support suggestions, along with assessment and differentiation ideas to help you meet all your learners' needs. Includes worksheets with additional differentiation activities and further language development exercises in the accompanying digital resource.

- Guidance on key teaching approaches and how to use them in your classroom
- The 'Background knowledge' section gives you key information on each unit, so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom with confidence
- 'Common misconceptions' highlight areas learners frequently find challenging and show you how to overcome them
- The lesson plan for each topic shows you how your lessons link to the Cambridge Lower Secondary Science curriculum framework
- Downloadable tests, with answers, provide ready-made assessment opportunities

English language skills workbooks

We know studying science in English can be challenging – whether it's learning relevant command words or how to use comparative adjectives. Our English skills for science workbooks help students learn key scientific terms and express themselves effectively, making science more accessible.

Students work through a range of activities, such as presenting data and labelling diagrams, giving them opportunities to develop language skills and fluency in English. The 'English Skills and Support' section gives students information about important English topics that they will use in science.

- Clear introductions show students what they'll be learning in the chapter
- Information boxes provide useful background to the exercise
- Packed with exercises to help develop English in a scientific context
- Follows the structure of your learner's book for easy correlation

Preparing to Teach courses

Professional development to support you

Get the most out of Cambridge Lower Secondary English with our Preparing to Teach courses. For more information on this, and our other professional development support, please see pages 42 - 43.

Curriculum support

This series supports you and your learners through the new Cambridge Lower Secondary Science curriculum framework (0893). The key changes we have made to our resources include:

- Specific support for the new Earth and Space strands of the curriculum framework
- Activities throughout our learner's books - including our 'Think like a scientist' feature - help your learners develop their skills for 'Thinking and Working Scientifically', which replaces scientific enquiry skills in the new curriculum framework
- Examples of models and representation throughout our resources to support the increased focus on this important area

Find out more about how our resources support you and your learners at [cambridge.org/education](https://www.cambridge.org/education)

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's Book with Digital Access	● 978-1-108-74278-8	● 978-1-108-74282-5	● 978-1-108-74286-3
NEW Digital Learner's Book	● 978-1-108-74279-5	● 978-1-108-74283-2	● 978-1-108-74287-0
NEW Workbook with Digital Access	● 978-1-108-74281-8	● 978-1-108-74285-6	● 978-1-108-74289-4
NEW English Language Skills Workbook	● 978-1-108-79902-7	● 978-1-108-79905-8	● 978-1-108-79906-5
NEW Teacher's Resource with Digital Access	● 978-1-108-78514-3	● 978-1-108-78518-1	● 978-1-108-78522-8

Cambridge Lower Secondary Global Perspectives

Keely Laycock

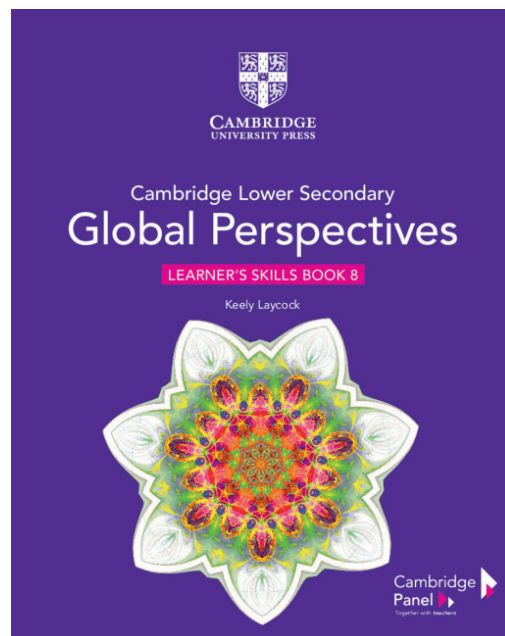
Cambridge Lower Secondary Global Perspectives is our collection of learner's skills books and teacher's books that provide unparalleled support for the Cambridge Lower Secondary Global Perspectives curriculum framework Stages 7-9.

Championing student development of 21st century skills, including critical thinking, independent research, communication and more, our workbooks help learners to become global citizens with a natural curiosity for the world around them.

Learner's skills books

One of the hardest things about teaching Cambridge Global Perspectives is demonstrating the development of student skills. Our write-in skills books are learner-centred and provide a quick and simple way to track understanding and progression as students work their way through the course.

- Units develop the key skills of reflection, analysis, research, collaboration, evaluation and communication
- Questions drive student thinking and make learning visible, such as 'what do you think the term "research" means?' and 'write down what you found difficult in the last lesson and one way that you can overcome this difficulty'
- Collaborative and independent activities give students ownership of their learning
- Clear learning goals allow students to assess their progress
- Peer assessment and self-assessment opportunities help improve collaboration and reflection



Teacher's books

In a Cambridge Global Perspectives classroom, you have the chance to take on the role of facilitator to learning. This can sometimes feel like a challenge without pre-defined course content, which is why our teacher's books are the perfect addition to your Cambridge Global Perspectives collection.

- Clearly defined learning objectives and criteria for you to measure against
- Opportunities for group work and scaffolded assessment
- Support for providing student feedback, questioning and self and peer assessment
- Differentiation support ensures you can tailor learning to all students
- Highlighted common misconceptions and cross-skill links encourage a holistic approach to teaching
- Language support from expert authors helps you make content as understandable as possible

Coming soon

Cambridge Primary Global Perspectives

The brand-new Cambridge Primary Global Perspectives series comes complete with write-in learner's skills books and comprehensive teacher's books.

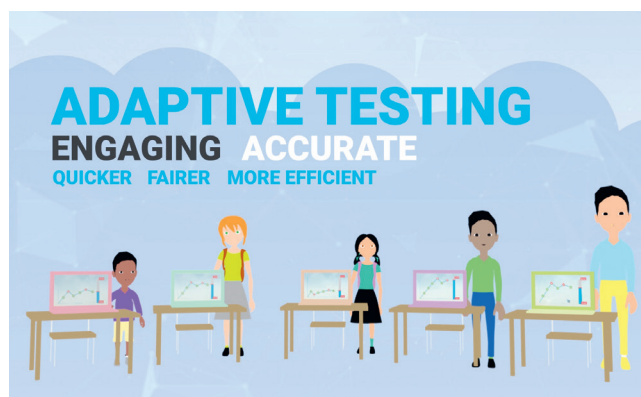
Designed to help students develop key Cambridge Global Perspectives skills - including research, collaboration, analysis, evaluation and more - you and your learners will feel supported in the classroom while working your way through the skills-based course.

Stage	Stage 7	Stage 8	Stage 9
Learner's skills book	978-1-108-79051-2	978-1-108-79054-3	978-1-108-79056-7
Digital Learner's Skills Book (1 year access)	978-1-108-98430-0	Coming Soon	Coming Soon
Teacher's Book	978-1-108-79052-9	978-1-108-79055-0	978-1-108-79057-4
Digital Teacher's Book (1 year access)	978-1-108-98431-7	Coming Soon	Coming Soon

Plan for a brighter future

At Cambridge CEM, our aim is simple: we use world-class computer-adaptive assessments and evidence to help teachers understand and support the children they work with.

CEM's baseline, computer-adaptive assessments for the early and primary years help teachers understand more about each pupil's potential, track their progress and use the evidence to support good decision-making. They also demonstrate the impact teachers make on their class.



	ASPECTS Ages 3–4	BASE Ages 4–5	InCAS Ages 5–11
Computer-adaptive	✓	✓	✓
Story-based	✓	✓	
Time	20 minutes	20–25 minutes	20 minutes per section
Aptitudes assessed	Early Literacy, Early Numeracy, PSED* Motor Development	Literacy, Numeracy, Communication & Language, PSED	Reading, Spelling, Mathematics, Mental Arithmetic, Developed Ability and Attitudes
Teacher-led	✓	✓	✓
Student-led			✓
Identifies individual needs	✓	✓	✓
Measures progress	✓	✓	
Use with teacher observation	✓	✓	
Compare students' performance		✓	✓
Identifies cohort patterns and trends		✓	✓
When to assess	Start and end of pre-school	Start and end of year	Any time

“The BASE reports give really detailed guidance and a breakdown of scores in each of the sections so that you can actually use it for planning and resourcing.”

Sally Hunt, Snarestone Primary School

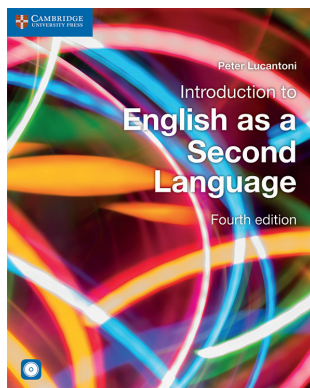
See page 90 for more information

Cambridge CEM (Centre for Evaluation and Monitoring) is part of the Cambridge family, being a partnership of Cambridge University Press and Cambridge Assessment and striving to improve education for all. Find out more about how Cambridge CEM can help you: cem.org/cup

*Personal, social and emotional development

Cambridge IGCSE™

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds. It is the perfect springboard to advanced study, including Cambridge International AS & A Levels and Cambridge Pre-U.



CEFR: B1

Introduction to English as a Second Language

Fourth edition

Peter Lucantoni

From fashion to monsters and other exciting topics, this series prepares your learners for Cambridge IGCSE English as a Second Language or equivalent level. Specifically designed for 13 to 14 year olds (or pre-Cambridge IGCSE), it partners *Cambridge IGCSE™ English as a Second Language* by Peter Lucantoni. It is also an ideal intermediate-level English course for learners studying other qualifications, such as B1 Preliminary.

Coursebook

- Clear, practical support for students with a focus on skills development: listening, speaking, reading and writing
- A specific language focus section in every unit helps students revise and consolidate key areas of language awareness, while activities throughout build vocabulary
- The audio CD provides easy access to the listening activities
- Focused language support for those studying other curriculum subjects in English at secondary or high school

Teacher's resource

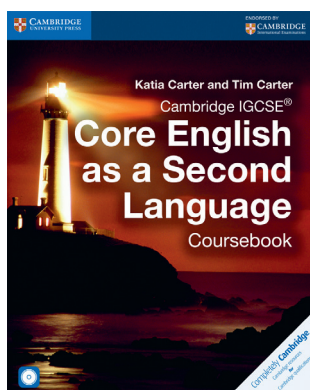
- Differentiated activities help you stretch more able students as well as supporting those who need extra help
- Language tips help you focus lessons on vital language skills needed to succeed in English
- Detailed answers to all of the coursebook and workbook exercises show students what good looks like

Coursebook with Audio CD	978-1-107-68698-4
Workbook	978-1-107-68881-0
Teacher's Book	978-1-107-53276-2

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

Cambridge IGCSE™ Core English as a Second Language

Katia Carter and Tim Carter



CEFR: B1-B2

Learn English skills with interesting topics from social media, to the life of an astronaut. This series has a strong focus on vocabulary and grammar in context, helping students improve their general level of English. Its familiar structure is suited to schools new to Cambridge IGCSE.

- The coursebook contains opportunities to work in groups, with projects called 'Activate your English'. Exam-style questions provide students with opportunities to practise their English and an audio CD is included for use with the listening exercises
- The teacher's book provides invaluable advice and tips from experienced teachers and examiners, photocopiable materials and the answers to the coursebook questions
- This series is suitable as a pre-IGCSE course

Coursebook with Audio CD	978-1-107-51566-6
Teacher's Resource Book	978-1-107-51571-0

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

Cambridge IGCSE™ English as a Second Language

Fifth edition

Peter Lucantoni

Cambridge IGCSE™ and IGCSE (9-1) English as a Second Language syllabuses (0510/0511/0911).

Coursebook

- Contemporary videos of Cambridge IGCSE students talking about topics, such as TV programmes and social media, in every unit
- Four new speaking units with videos build confidence in oral work
- Exam-style questions provide helpful practice for the new task types
- More listening exercises in both coursebook and workbook (available online and on CD) help students with aspects of the course that they often struggle with
- Varied topics for students to enjoy - from listening to NASA careers advisors to analysing a climate change magazine article

The digital edition contains interactive activities so students can practise the four core skills

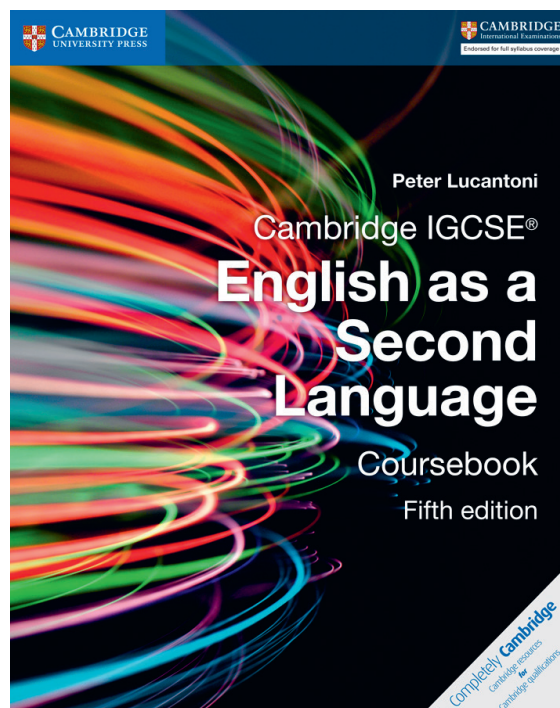
Teacher's resource

Borne of research in English as a second language in classrooms around the world, the teacher's book is an invaluable companion for teaching the course. It contains helpful differentiation activities as well as all audio and video for the coursebook and workbook on accompanying CDs and DVD.

- Differentiated activities help you stretch more able students as well as support those that need extra help
- Language tips help you focus lessons on vital language skills needed to succeed in English
- Detailed answers to all of the coursebook and workbook exercises show students what good looks like

Does your class need particular help with different aspects of Cambridge IGCSE English as a Second Language? See our resources on the next page for all your needs.

Watch our
English as a
Second Language:
Practice Speaking
video.



CEFR: B2



This series is endorsed by
Cambridge Assessment
International Education

**I am using the new IGCSE
English as a Second Language
resources for my new
Year 10 class next year. I think
the videos will work well with my
students because many of them
are very nervous about speaking.
I think seeing others will show
them what to expect and help
them to see that they are more
than capable of doing well in
the speaking component.**

Louise Holmes, English Teacher,
Aspire School, Cyprus

Coursebook	✓ 978-1-108-46595-3
Coursebook with Digital Access (2 years)	✓ 978-1-316-63652-7
Digital Coursebook (2 years)	✓ 978-1-316-63654-1
Teacher's Book with Audio CDs and DVD	✓ 978-1-108-56669-8
Workbook	✓ 978-1-108-46597-7
Digital Workbook (2 years)	✓ 978-1-108-97191-1

Success International English Skills

Fourth edition

Marian Barry

Cambridge IGCSE™ and IGCSE™ (9-1) English as a Second Language syllabuses (0510/0511/0911).

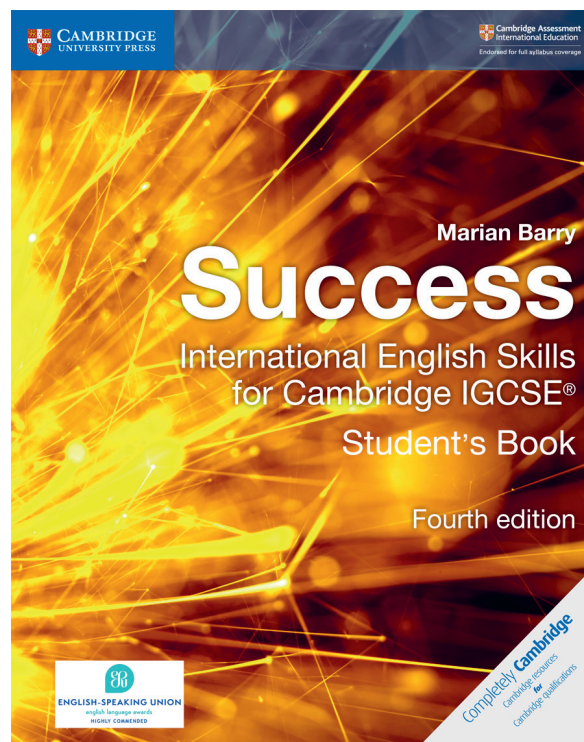
Success International was highly commended in the English-Speaking Union Awards and received an award from the Duke of Edinburgh for its language support. The fourth edition of the series is for learners who already have a strong grasp of English and feel ready to tackle advanced vocabulary and expressions.

Coursebook

- Exam-style questions in every unit provide students with opportunities to practise what they have learnt on the course and prepare themselves for their examinations
- Strong focus on developing students' grammar and vocabulary
- Engaging new texts – such as blogs about travel, film posters and celebrity interviews – reflect the revised syllabus and provide students with deeper insight into the language and culture
- More listening exercises than previous editions, so students get extra practice with one of the more challenging aspects of the course

Teacher's resource

- Useful tips and techniques for differentiation in the classroom
- All answer keys and scripts from the student's book and workbook are included for ease, as well as sample answers for each writing type
- 'Exam at a Glance' section provides a clear overview of the Cambridge IGCSE English as a Second Language assessment
- 'Wider Practice' sections at the end of each unit present creative ideas to extend the learning themes of each unit
- An audio CD is included for easy access to the listening activities



CEFR: B2-C1



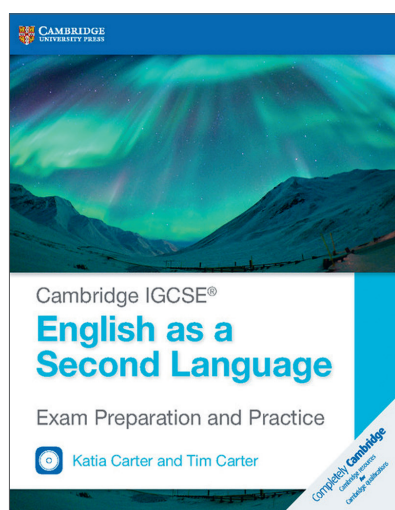
Success International's engaging, up-to-date lessons motivate my students to read through exciting extracts covering a wide range of topics. The advanced, context-based vocabulary and phrases it offers don't only make learners more confident with their oral expression, but also give their writing an edge!

Waleed El Halawany, Head of English,
Thamer International School, Saudi Arabia

Student's Book	✓ 978-1-316-63705-0
Digital Student's Book (2 years)	✓ 978-1-108-79214-1
Teacher's Book with Audio CDs	✓ 978-1-316-63710-4
Workbook	✓ 978-1-316-63708-1

For Cambridge IGCSE™ English as a Second Language

Support the 0510/0511/0911 syllabuses.



Exam Preparation and Practice

Second edition

Katia Carter and Tim Carter

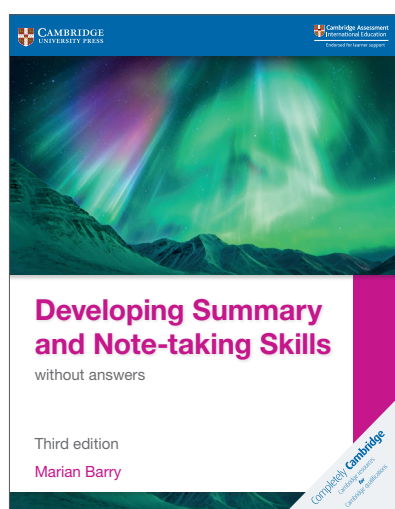
This book is ideal preparation for the final year before examination.

- Four guided practice tests, audio and video are included to build confidence ready for the revised Cambridge IGCSE English as a Second Language exam
- An active learning approach with a test-teach-test methodology
- Full sample answers with examiner comments and grades help students understand what is required in the writing and speaking exams

Exam Preparation and Practice with Audio CD

978-1-316-63678-7

This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the authors.



Developing Summary and Note-taking Skills

Third edition

Marian Barry

This resource ensures students get plenty of summary and note-taking practice in preparation for their Cambridge IGCSE English as a Second Language examinations.

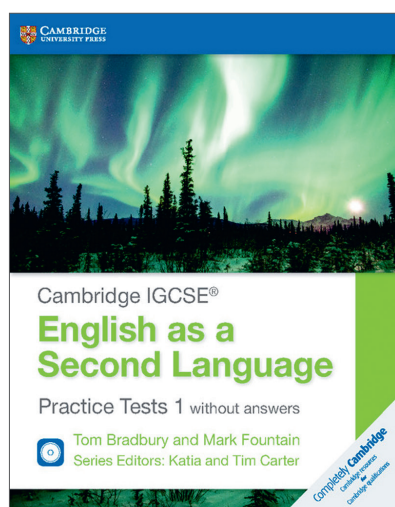
- A specific Core level section provides differentiation between ability levels
- Guided help with summary and note-taking practice across six themes
- Mark schemes and sample answers help students understand how to structure their responses for their examinations
- Although this series has been endorsed for Cambridge IGCSE English as a Second Language, first language students can also use this book to develop their skills

Developing Summary and Note-taking Skills with answers

✓ **978-1-108-81133-0**

Developing Summary and Note-taking Skills without answers

✓ **978-1-108-81132-3**



Practice Tests

Tom Bradbury, Mark Fountain, Katia Carter and Tim Carter

Written by examiners to the specifications of the revised syllabus, this book contains four new extended practice tests that help students confidently prepare for the Cambridge IGCSE English as a Second Language exam. Students can use this both at home and in class to develop familiarity with the format of the assessment and enhance their technique.

- Graded sample answers with teacher comments in the 'with answers' edition help students understand what is required in the exam
- Oral exam prompts and audio support independent practice
- This book can be used alongside any Cambridge IGCSE coursebook as a source of mock tests, particularly in the important weeks before the exam

Cambridge IGCSE™ English as a Second Language Practice Tests 1 with answers

978-1-108-54610-2

Cambridge IGCSE™ English as a Second Language Practice Tests 1 without answers

978-1-108-54611-9

These texts have not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the authors.



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- Use our 'groups' functionality to manage class projects and keep in touch with your learners*
- Download your resources for easy offline access



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*Coming soon in 2021

Cambridge IGCSE™ First Language English

Fifth edition
Marian Cox

Cambridge IGCSE™ First Language English syllabuses
(0500/0524).

With this fully revised coursebook, teacher's resource and practice book, you can tailor the course according to the particular needs of your class. Marian Cox's series continues to support students to reach their full potential and meets the increased demands of the revised syllabus.

Coursebook

- The coursebook helps to develop confidence by revisiting skills and building on prior knowledge
- A wide range of international text types for students to enjoy
- An active learning approach integrates speaking and listening throughout
- Improved navigation between all three course components helps you to plan lessons and your students to understand learning objectives

Teacher's resource

- 24 pre-planned lessons, worksheets and answer keys included in this print and digital bundle save you time when teaching the course
- 12 downloadable progress checks you can print and use with your class to reflect on their learning

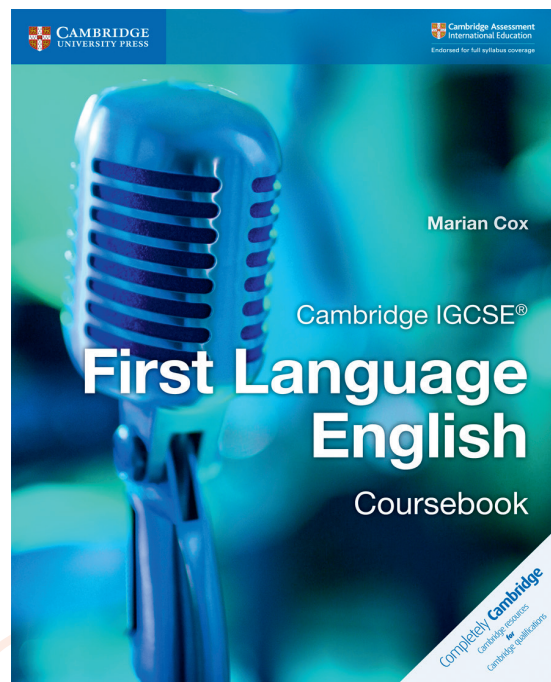
Language and Skills Practice Book

- Exam-style tasks provide learners with additional support around the mechanics of language and grammar



Teachers value the time this book saves them in lesson preparation and the international approach.

Nicki Coombs, Director, Beaconhouse, Malaysia



Marian Cox

Cambridge IGCSE®
First Language English
Coursebook

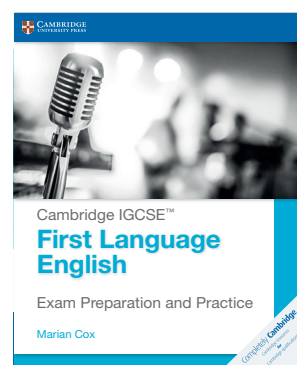
Completely Cambridge
Cambridge courses
Cambridge qualifications



Components in this series are endorsed by Cambridge Assessment International Education

Exam Preparation and Practice*

- Exam strategy training to develop exam confidence in your students
- Five full tests in line with the 2020 syllabus give your students plenty of opportunity to practise



Digital Classroom

- Videos and activities for every unit
- On-screen versions of the coursebook and practice book for front-of-class teaching
- Perfect for introducing a text or leading sessions with your class

Coursebook	✓ 978-1-108-43888-9
Digital Coursebook (2 years)	✓ 978-1-108-43890-2
Teacher's Resource with Digital Access	✓ 978-1-108-43894-0
Language and Skills Practice Book	✓ 978-1-108-43892-6
Digital Classroom Access Card (1 year)	✓ 978-1-108-70572-1
Cambridge IGCSE™ First Language English Exam Preparation and Practice*	978-1-108-71704-5

*This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the author.

✓ = Endorsed by Cambridge Assessment International Education

Contact your local representative - see page 118

Cambridge IGCSE™ and O Level Literature in English

Second edition

Russell Carey

Cambridge IGCSE™ and O Level Literature in English syllabuses (0475/2010) for examination from 2020.

This fully revised second edition builds skills in responding to poetry, prose and drama for Cambridge IGCSE and O Level Literature in English and IGCSE World Literature.

- Activities and text extracts from internationally acclaimed writers such as Anita Desai and Arthur Miller engage students in world literature
- End-of-unit assessments provide self-evaluation opportunities throughout
- Practice opportunities build confidence in responding to poetry, prose and drama
- Course-specific worksheets and PowerPoints provide lesson-planning and delivery support

Coursebook	✓ 978-1-108-43991-6
Digital Coursebook (2 years)	✓ 978-1-108-43992-3
Digital Teacher's Resource Access Card	✓ 978-1-108-45733-0
Workbook	✓ 978-1-108-43995-4

Songs of Ourselves

Songs of Ourselves Volume 1 and Volume 2 present a wide range of poetry covering four centuries, every continent and subject matter from the cradle to the grave. With a great variety of language, form and style, parts of *Songs of Ourselves* are set for study in Cambridge IGCSE, Cambridge O Level, and Cambridge International AS & A Level Literature in English syllabuses.

- Each volume contains work by more than 100 poets from all parts of the English-speaking world, such as Shakespeare, Les Murray and Seamus Heaney
- Brief definitions help with more difficult words, phrases and references
- Thematic and chronological sections allow many different connections to be made across the poems, inspiring students and readers to explore the rich and ever-expanding world of poetry in English
- The covers have been updated but the selection of poems is the same

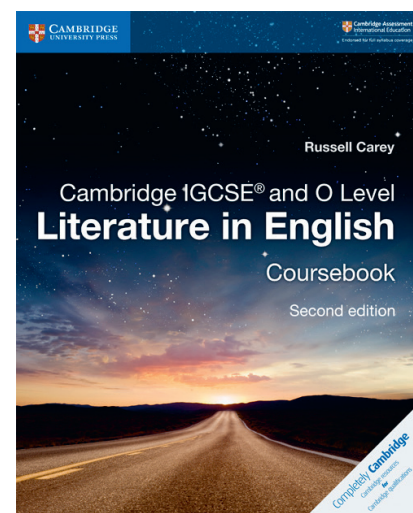
Volume 1	✓ 978-1-108-46226-6
Volume 2	✓ 978-1-108-46228-0

Stories of Ourselves

Stories of Ourselves Volume 1 and Volume 2 contain short stories written in English by authors from many different countries and cultures, including Christina Rossetti, Romesh Gunsekera, Segun Afolabi and many many more. *Stories of Ourselves* is a set text for Cambridge IGCSE, O Level and International AS & A Level Literature in English courses.

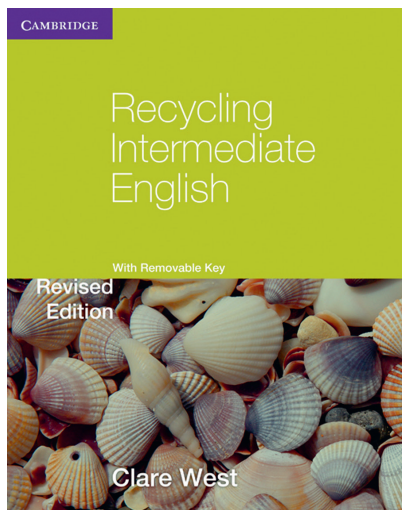
- Classic writers appear alongside new voices from around the world in a stimulating collection with broad appeal
- Brief biographical information about the writer of each story in Volume 2 provides useful context for students
- Notes on each story support students by explaining unfamiliar words and phrases

Volume 1	✓ 978-1-108-46229-7
Volume 2	✓ 978-1-108-43619-9



This series is endorsed by
Cambridge Assessment
International Education





Recycling English

Clare West

This series provides revision and practice in five areas: phrasal verbs, word study, vocabulary, grammar and writing. The books are ideal for classroom use or self-study and include writing models.

Recycling Elementary English with Key	A2	978-0-521-14079-9
Recycling Intermediate English, Revised Edition, with Removable Key	B1	978-0-521-14076-8
Recycling Your English, Fourth Edition, with Removable Key	B2	978-0-521-14075-1
Recycling Advanced English, with Removable Key	C1	978-1-107-65751-9

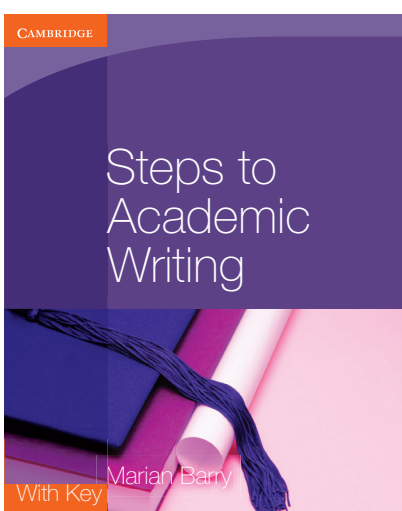


Originals and Selections

Clare West

From spies to fantasy, these books contain extracts from classic and modern fiction and non-fiction. Written in English by authors from around the world, the texts have been carefully selected for the level so that intermediate and upper intermediate students are able to understand them with the help of the author background and comprehension questions. The varied texts and exercises provide literacy support alongside any English as a second language programme, allowing teachers to introduce literature to the classroom in an engaging way.

Originals	B1	978-0-521-14048-5
Selections	B2	978-0-521-14081-2



Steps to Academic Writing

Marian Barry

Steps to Academic Writing equips students who are planning to take IELTS or go on to study at an English-medium university with the skills needed for success. The book includes support for writing a CV and a personal statement.

Coursebook	978-0-521-18497-7
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Some texts on this page have not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the author.

Cambridge IGCSE™ Mathematics

Second edition

Karen Morrison and Nick Hamshaw

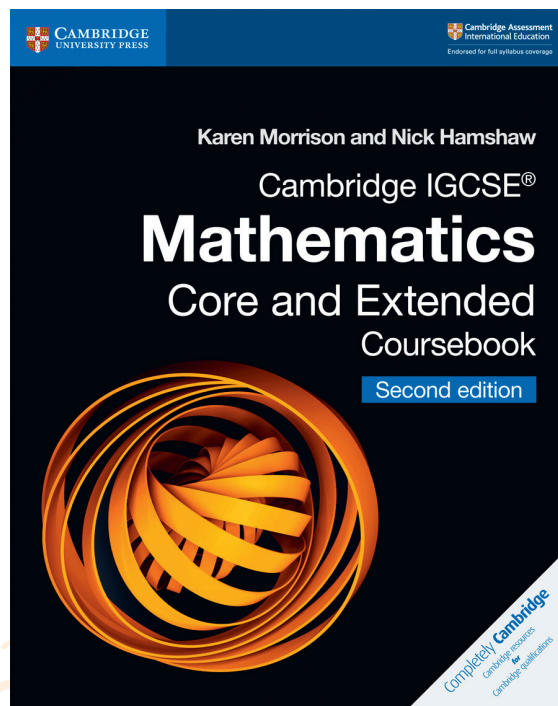
Cambridge IGCSE™ and IGCSE (9-1) syllabuses (0580/0980).

The series promotes a deeper understanding of mathematical concepts, helping students develop critical thinking skills that go beyond the scope of the classroom.

Coursebook

The coursebook promotes a spiral learning cycle that incorporates algebra, number, geometry, data and statistics with a coherent progression to demonstrate the interconnected relationships of mathematics.

- Covers materials for both Core and Extended aspects of the syllabus
- Explanations of mathematical concepts and clear worked examples guide students through the course, with rich exercises providing practice materials for students to consolidate skills
- Contains opportunities for formative assessment at the end of each chapter and exam-practice opportunities



Complete Cambridge
Cambridge Assessment
International Education



This series is endorsed by
Cambridge Assessment
International Education

A very good book, perfectly balanced between theory and practice. Simple to read but complete in exercises. This book helps students learn maths and prepare for the Cambridge IGCSE exam via a light and never boring path. Students will be surprised to be so well prepared at the end of the course. Their teachers too.

Ferdinando Galdi, Liceo Scientifico Aristotele, Italy

These pages are from Cambridge IGCSE™ Mathematics Core and Extended Coursebook (Second edition)

Exercises help students to develop fluency in new mathematical skills.

Rewind boxes refer back to earlier learning in a previous chapter.

Fast forward boxes refer to content students will learn in more depth at a later stage in the book.

Cambridge IGCSE Mathematics

8 For each of the following, draw rough sketches and give the dimensions:

- two rectangles with the same perimeter but different areas
- two rectangles with the same area but different perimeters
- two parallelograms with the same perimeter but different areas
- two parallelograms with the same area but different perimeters

9

$4(y - 2)$

$3x + 2$

$2(x + 1) + 3$ NOT TO SCALE

$3y + 4$

Find the area and perimeter of the rectangle shown in the diagram above.

Circles

Archimedes worked out the formula for the area of a circle by inscribing and circumscribing polygons with increasing numbers of sides.

The circle seems to appear everywhere in our everyday lives. Whether driving a car, running on a race track or playing basketball, this is one of a number of shapes that are absolutely essential to us.

Finding the circumference of a circle

Circumference is the word used to identify the perimeter of a circle. Note that the diameter = 2 × radius (2r). The Ancient Greeks knew that they could find the circumference of a circle by multiplying the diameter by a particular number. This number is now known as π (which is the Greek letter 'pi', pronounced 'pie' (like apple pie)). It is equal to 3.141592654...

The circumference of a circle can be found using a number of formulae that all mean the same thing:

Circumference = $\pi \times \text{diameter}$

$= \pi d$ (where $d = \text{diameter}$)

$= 2\pi r$ (where $r = \text{radius}$)

π is an example of an **irrational number**. The properties of irrational numbers will be discussed later in chapter 9.

7 Perimeter, area and volume

Finding the area of a circle

There is a simple formula for calculating the area of a circle. Here is a method that shows how the formula can be worked out.

Consider the circle shown in the diagram below. It has been divided into 12 equal parts and these have been rearranged to give the diagram on the right.

Because the parts of the circle are narrow, the shape almost forms a rectangle with height equal to the radius of the circle and the length equal to half of the circumference.

Now, the formula for the area of a rectangle is $\text{Area} = bh$ so,

Area of a circle = $\frac{1}{2} \times 2\pi r \times r$ (Using the values of b and h shown above)

$= \pi r^2$ (Simplify)

If you try this yourself with a greater number of even narrower parts inside a circle, you will notice that the right-hand diagram will look even more like a rectangle.

This indicates (but does not prove) that the area of a circle is given by: $A = \pi r^2$.

You will now look at some examples so that you can see how to apply these formulae.

Worked example 2

For each of the following circles calculate the circumference and the area. Give each answer to 3 significant figures.

a	Circumference = $\pi \times \text{diameter}$	Area = $\pi \times r^2$
8 mm	$= \pi \times 8$	$= \pi \times 4^2$
	$= 25.1327...$	$= \pi \times 16$
	$= 25.1 \text{ mm}$	$= 50.265...$
		$= 50.3 \text{ mm}^2$

b	Circumference = $\pi \times \text{diameter}$	Area = $\pi \times r^2$
5 cm	$= \pi \times 10$ ($d = 2 \times r$)	$= \pi \times 5^2$
	$= 31.415...$	$= \pi \times 25$
	$= 31.4 \text{ cm}$	$= 78.539...$
		$= 78.5 \text{ cm}^2$

Tip

Your calculator should have a $\frac{\pi}{\pi}$ button. If it does not, use the approximation 3.142, but make sure you write this in your working. Make sure you record the final calculator answer before rounding and then state what level of accuracy you rounded to.

Clear explanations for ESL learners.

Worked examples provide step-by-step guidance.

Tip boxes identify pitfalls based on the authors' experiences with their students, and highlight things to be wary of or remember.

Core and Extended Coursebook with Cambridge Online Mathematics

Our digital Cambridge IGCSE Mathematics resource is endorsed by Cambridge Assessment International Education for full syllabus coverage.

- As part of a print and digital bundle, Cambridge Online Mathematics gives you the power to set classroom and homework exercises to individual students or entire classes through the platform
- This interactive course contains additional lessons, worksheets, walkthroughs, worked examples, quizzes and more

For your free trial, go to onlinemaths.cambridge.org

Teacher's resource

- The updated teacher's resource is packed full of practical support, ideas and advice, as well as extension activities and discussion points to bring maths to life
- Lesson planning, teaching notes, ideas for extension material and how to identify common mistakes and misconceptions are also included
- Contains answers to questions in the practice books and coursebook

This digital teacher's resource is available on the Cambridge GO platform.



Core and Extended practice books

- The Core and Extended practice books each provide a wealth of additional questions, with hints and tips along the way to reinforce skills and learning
- They provide comprehensive and targeted exercises, ensuring plenty of practice both for the classroom and for independent learning
- Additional practice, with full exam-style questions

Revision guide

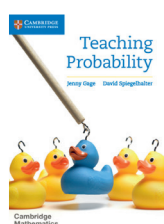
- Provides clear explanations of the mathematical techniques students need to know, allowing them to target key areas of revision
- Contains worked examples, practice questions and useful points to remember to help students make best use of their revision time
- Each chapter contains revision learning objectives at the start and key points for effective preparation



Also see

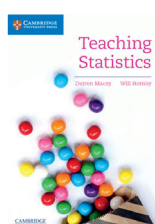
Teaching Probability

Turn to page 113 >



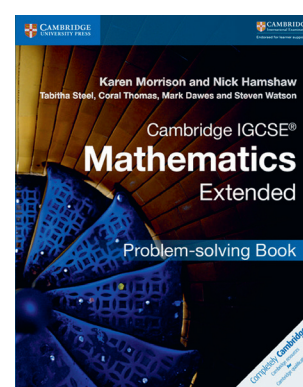
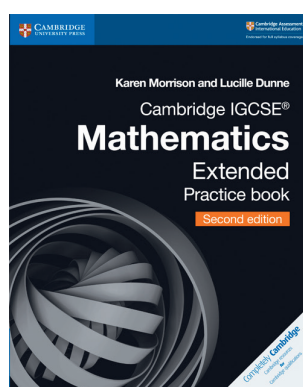
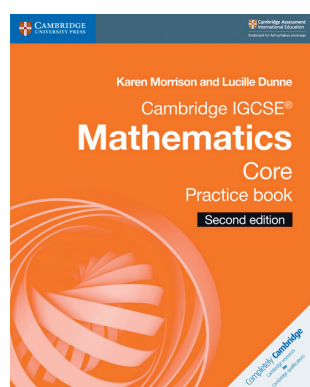
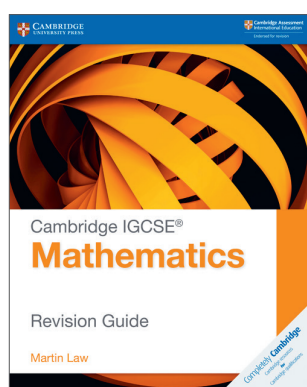
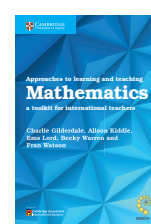
Teaching Statistics

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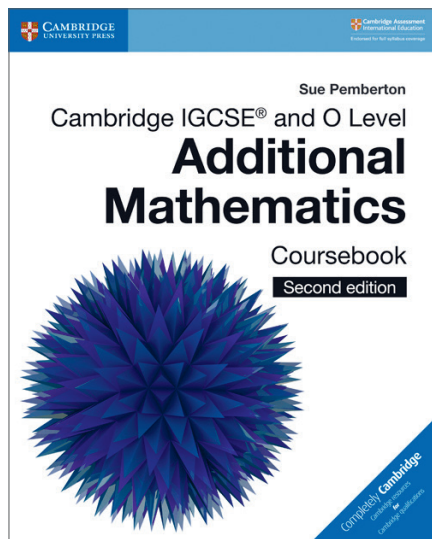
Approaches to learning and teaching Mathematics

Turn to page 115 >



Core and Extended Coursebook	✓ 978-1-108-43718-9
Core and Extended Coursebook with Cambridge Online Mathematics (2 years)	✓ 978-1-108-52573-2
Digital Teacher's Resource Access Card	✓ 978-1-108-70153-2
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Extended Practice Book	✓ 978-1-108-43721-9
Extended Problem-solving Book*	978-1-316-64352-5
Revision Guide	✓ 978-1-108-43726-4

*This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the author.



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Cambridge IGCSE™ and O Level Additional Mathematics

Second edition
Sue Pemberton

Cambridge IGCSE™ and O Level Additional Mathematics syllabuses (0606/4037).

This series delivers rich questioning, opportunities for classroom discussion, and challenge tasks that provide a deep learning experience for your students.

Coursebook

- Combines worked examples, practice exercises and exam-style revision sections
- Classroom discussion points and challenge questions encourage reflection and deeper learning
- Clear explanations of new mathematical concepts followed by exercises for students to practise

Teacher's resource

- The digital teacher's resource contains detailed lesson notes and planning tools, PowerPoint slides with interactive worked examples, practice papers and more

Practice book

- Provides further exercises for students to consolidate their skills in an order that follows the coursebook

These pages are from Cambridge IGCSE™ and O Level Additional Mathematics Coursebook (Second edition)

Cambridge IGCSE and O Level Additional Mathematics

b Find the total distance that the ball travels from the first throw to the fifth impact with the ground.

14 The third term of a geometric progression is nine times the first term. The sum of the first four terms is k times the first term. Find the possible values of k .

15 John competes in a 10 km race. He completes the first kilometre in 4 minutes. He reduces his speed in such a way that each kilometre takes him 1.05 times the time taken for the preceding kilometre. Find the total time, in minutes and seconds, John takes to complete the 10 km race. Give your answer correct to the nearest second.

16 A geometric progression has first term a , common ratio r and sum to n terms, S_n .
Show that $\frac{S_{2n} - S_n}{S_n} = r^n$.

CHALLENGE Q
17 $1, 1, \frac{3}{3}, \frac{1}{9}, \frac{1}{27}, \frac{1}{81}, \frac{1}{81}, \dots$
Show that the sum of the first $2n$ terms of this sequence is $\frac{1}{2}(8^n - 3^{n+1} + 2)$.

CHALLENGE Q
18 $S_n = 6 + 66 + 666 + 6666 + 66666 + \dots$
Find the sum of the first n terms of this sequence.

11.5 Infinite geometric series
An infinite series is a series whose terms continue forever.
The geometric series where $a = 2$ and $r = \frac{1}{2}$ is $2 + 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \dots$
For this series it can be shown that $S_1 = 2, S_2 = 3, S_3 = 3\frac{1}{2}, S_4 = 3\frac{3}{4}, S_5 = 3\frac{7}{8}, \dots$
This suggests that the sum to infinity approaches the number 4.
The diagram of the 2 by 2 square is a visual representation of this series. If the pattern of rectangles inside the square is continued the total area of the inside rectangles approaches the value 4.
This confirms that the sum to infinity of the series $2 + 1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \dots$ is 4.

Chapter 11: Series

This is an example of a **convergent** series because the sum to infinity converges on a finite number.

CLASS DISCUSSION
1 Use a spreadsheet to investigate whether the sum of each of these infinite geometric series converge or diverge. If they converge, state their sum to infinity.
 $a = \frac{2}{5}, r = 2$ $a = -3, r = -\frac{1}{2}$ $a = 5, r = \frac{2}{3}$ $a = \frac{1}{2}, r = -5$
2 Find other convergent geometric series of your own. In each case find the sum to infinity.
3 Can you find a condition for r for which a geometric series is convergent?

Consider the geometric series $a + ar + ar^2 + ar^3 + \dots + ar^{n-1}$.
The sum, S_n , is given by the formula $S_n = \frac{a(1-r^n)}{1-r}$.
If $-1 < r < 1$, then as n gets larger and larger, r^n gets closer and closer to 0.
We say that as $n \rightarrow \infty, r^n \rightarrow 0$.
Hence, as $n \rightarrow \infty, \frac{a(1-r^n)}{1-r} \rightarrow \frac{a(1-0)}{1-r} = \frac{a}{1-r}$.
This gives the result
 $S_\infty = \frac{a}{1-r}$ provided that $-1 < r < 1$

WORKED EXAMPLE 18
The first three terms of a geometric progression are 25, 15 and 9.
a Write down the common ratio.
b Find the sum to infinity.

Answers
a Common ratio = second term \div first term $= \frac{15}{25} = \frac{3}{5}$
b $S_\infty = \frac{a}{1-r} = \frac{25}{1-\frac{3}{5}} = \frac{25}{\frac{2}{5}} = 25 \times \frac{5}{2} = 62.5$ use $a = 25$ and $r = \frac{3}{5}$

Note: This is not true when $r \geq 1$ or when $r \leq -1$.

Class discussions provide problems or concepts that help to deepen learning and improve retention. These activities also help with peer-to-peer learning.

Notes provide a quick reminder of key facts and important points.

Worked examples provide step-by-step guidance.

Exercises help students to develop fluency in new mathematical skills.

Challenge students with tougher questions to stretch their skills.

Clear explanations for learners.

Coursebook

Digital Teacher's Resource Access Card

Practice Book

✓ 978-1-108-41166-0

✓ 978-1-108-45632-6

✓ 978-1-108-41285-8

How to transition your learners

How do you make teaching Cambridge International AS & A Level science as demanding and thought-provoking as your efforts to teach Cambridge IGCSE™? By getting students to do the thinking.

Brighter Thinking Pod

Hear more from **Dr Mark Winterbottom**



Engage students with a concept

- Encourage interactive dialogue at the start of the lesson
- Give them an activity that allows them to work it out for themselves

Develop an autonomous learner

Employ the principles of assessment for learning (AFL):

- Get the students to work together in pairs or groups
- Give them feedback, so you know where they're starting from and going to

Develop essential science skills

Consider the key skills that the students will take forward into scientific careers.

- Critical thinking
- Data analysis skills
- The way they interpret data and make sense of data as part of enquiries

Practical work

One key part of teaching Cambridge International AS & A Level science is practical work. There are two key things that students get out of practical work. Both are equally important:

- Learning of conceptual work
- Learning 'How to do' – How to do science, how to interpret data and how to think

Find more top tips in our science webinars and videos playlist: youtube.com/cupeducation



From Cambridge IGCSE to Cambridge International AS & A Level science
Top teaching tips from **Dr Mark Winterbottom** (Faculty of Education, University of Cambridge).
From the webinar Top tips for teaching Cambridge International AS & A Level science.

Cambridge IGCSE™ science

New editions for examination from 2023. We are working with Cambridge International towards endorsement of this series. You can feel confident that it fully supports the syllabus and helps develop the scientists of the future!

Through extensive research, including lesson observations, teacher interviews and work with our online research community, these resources have been designed to meet specific challenges through targeted support and the creation of dedicated components that focus on learning science in English, maths skills, practical skills, and building confidence with command terms and exam-style questions. All our resources are written in accessible language with features to support our English as a second language learners.

Answers for all components are accessible to teachers for free on the Cambridge GO platform.



Coursebook

- The core component of each series is working towards endorsement by Cambridge Assessment International Education
- Develops scientific enquiry skills such as making predictions, recording observations, handling data, interpreting data and evaluating methods through practical activities
- Project feature at the end of each chapter supports assessment for learning, cross-curricular learning, skills for life and differentiation
- End-of-chapter exam-style questions build confidence
- 'Experimental skills' feature puts theory into a practical context
- Features such as 'Getting Started', summaries and reflection boxes provide opportunities for students to practise their reflection skills
- Each chapter opens with 'Science in context' discussion to engage students with the topic
- Opportunities for active learning such as scripting a podcast, to oral work such as a debate or speech! (Activities vary across the sciences)

Digital teacher's resource

- The digital teacher's resource is designed to help you use the series in the most effective way
- Now including a guide to all the practical activities in the practical workbook and coursebook, and sample data for the activities in the practical workbook, with step-by-step instruction, differentiation advice, lists of equipment, safety considerations, advice on collection of data, presentation, analysis, drawing conclusions and evaluation
- Time-saving downloadable differentiation worksheet packs are included for each chapter, plus additional end-of-chapter tests and end-of-course exam-style practice tests
- Includes professional development guidance for key teaching approaches with challenges
- This resource has been tested in the classroom with teacher-authored content

Workbook

- The write-in workbook supports consolidation of knowledge and honing of essential science skills, and fluency in answering questions and handling command terms
- 'Learning Intentions' are aligned to syllabus Learning Objectives
- Exercises are structured into three levels of increasing complexity: 'focus, practice and challenge' to help develop responsible, independent learners
- Students are given frequent opportunity for peer or self-assessment
- Tips are included to support students around well-known problem areas

Practical workbook

- The practical write-in workbook focuses on the key practical skills and is aimed at learners preparing for practical tests or alternatives to practical tests
- Each investigation includes equipment needed, safety considerations, 'Getting started' questions, a step-by-step method and questions focusing on the key skills
- Exam-style questions help improve confidence and fluency
- Links to real-world scenarios demonstrate how the science relates to learners' own lives
- The 'Practical skills and support' reference section at the start of the book helps build confidence

Coming soon

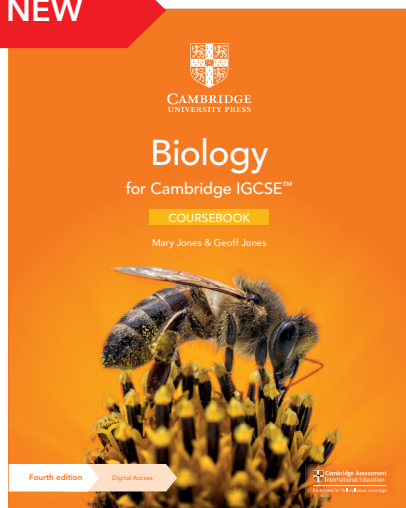
English language skills workbook*

- The English language skills workbook helps develop language skills in the context of the Cambridge IGCSE science syllabuses
- Exercises provide practice opportunities using key vocabulary and grammar in a variety of ways

Maths skills workbook*

- Written in collaboration with the Association for Science Education (ASE), based on research carried out by the Nuffield Foundation and the ASE
- Develops maths skills in the context of the Cambridge IGCSE science syllabuses

NEW



NEW Cambridge IGCSE™ Biology

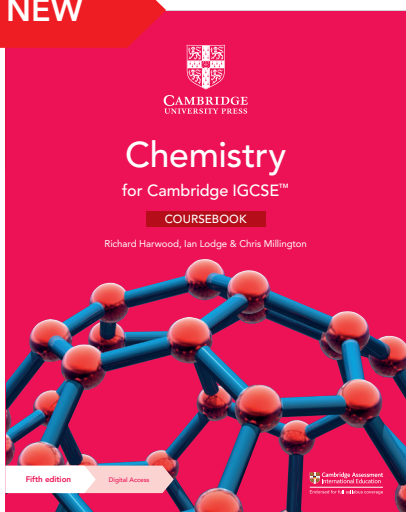
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Mary Jones, David Martindell, Matthew Broderick and Gemma Young

Cambridge IGCSE™ Biology syllabus (0610) for examination from 2023.

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NEW



NEW Cambridge IGCSE™ Chemistry

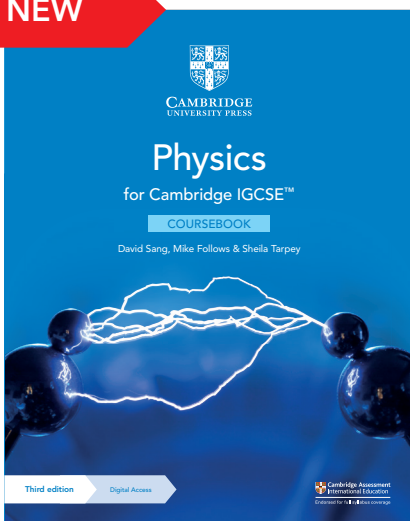
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How to use your science teacher's resources for professional development

We know how valuable face-to-face professional development (PD) can be. However, we know it's not always possible to access, so here are some handy tips about how to use your teacher's resource for your own professional development. We bring together a Cambridge community, to help you learn from other educators around the world.

In our science teacher's resources we have:

- Included teaching activities and comments from teachers
- Reviewed and tested teaching ideas in classrooms

Teaching Skills Focus

The 'Teaching skills focus' feature covers a range of teaching skills with suggestions of how to implement them, supporting you to try new techniques and reflect upon your practice.

Tip: Try it out once per teaching topic, or when you have time, and develop your skills in a supported and contextualised way.

Approaches to Learning and Teaching

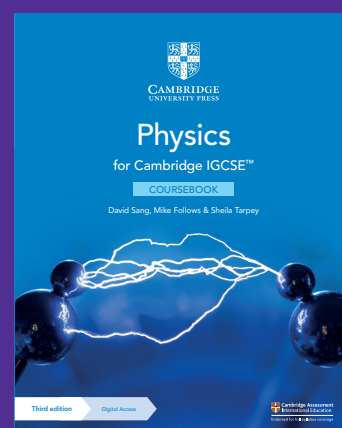
We offer guidance on the key pedagogies underpinning our course content and how we define them from our 'Approaches to Learning and Teaching' series.

Tip: Try reading each support document alongside the relevant 'Teaching skills focus' ?

Teaching Activity Ideas

Each teacher's resource contains over 300 starter, main and plenary activity ideas for you to choose from.

Tip: Use them to support your creativity, breathe new life into a topic and build on with your own ideas.



Syllabus support

These new series are designed to support you and your students through the syllabuses (Biology 0610, Chemistry 0620, Physics 0625). Here are the top three ways in which our resources support you through these updates:

- New topics added across the sciences have been supported by dedicated chapters in resources, such as 'Space Physics' in our physics editions, with accompanying 'Background Knowledge' support in the teacher's resource and 'Getting Started' activities in the coursebook to gauge prior learner knowledge.
- We reflect the rewording, clarification and reorganisation of learning objectives and topics.
- Up to date command words are used regularly in questions throughout the coursebook and practical workbook to enable students to practise recognising and using these. We define command words in feature boxes next to the exam-style questions where they first appear and again in the glossaries.

Find out more about how our resources support your students through the new syllabuses at cambridge.org/education

These pages are from Cambridge IGCSE™ Biology Coursebook with Digital Access

Summaries provide key takeaway points from each chapter.

CAMBRIDGE INTERNATIONAL IGCSE BIOLOGY: COURSEBOOK

When a plant is actively photosynthesising and growing, the leaves are generally the major sources of translocated material. They are constantly producing sucrose, which is carried in the phloem to all other parts of the plant. These 'receiving' parts – the sinks – include the roots and flowers. The roots may change some of the sucrose to starch and store it. The flowers use the sucrose to make fructose (an especially sweet-tasting sugar found in nectar). Later, when the fruits are developing, sucrose may be used to produce sweet, juicy fruits ready to attract animals.

But many plants have a time of year when they wait in a state of reduced activity for harsh conditions to end. In a hot climate, this may be during the hottest, driest season. In temperate countries, it may be during the winter.

During these difficult times, the plant does not photosynthesise. It survives by using its stores of starch, oils and other materials in its roots. The stored materials are converted to sucrose and transported to other parts of the plant. So, these storage areas have now become sources. For example, baobab trees (Figure 8.19) grow in tropical countries such as Madagascar. In the wet season,

their leaves photosynthesise and make sucrose. This is transported to the trunk and roots, where it is stored as starch. In the dry season, the baobab drops its leaves. When it rains again, the stores of starch are changed to sucrose, and transported to the growing buds, helping them to grow and form new leaves.

You can see from this example that phloem can transfer sucrose in either direction – up or down the plant. This isn't true for the transport of water in the xylem vessels. That can only go upwards, because transpiration always happens at the leaf surface, and it is this that provides the 'pull' to draw water up the plant.

Questions

18 In the wet season, which part of a baobab is a source, and which parts are sinks?

19 As the dry season comes to an end, which part of a baobab becomes a source, and which parts are sinks?

20 Phloem tubes can transport sucrose both up and down a plant. Explain why xylem can only transport water up a plant and not down it.




Figure 8.19: Baobab trees in the wet season, when the leaves are sources of sucrose.




Figure 8.20: Eucalyptus trees are helping mining companies to find gold that is deep underground.

8 Transport in plants

SUMMARY

In plants, xylem transports water and mineral ions and supports the plant. Phloem transports sugars and amino acids.

In roots, xylem and phloem are found in the centre, but in stems they are arranged in groups close to the outer edge. In leaves, they are found in the veins.

Xylem vessels have thick, strong walls containing lignin, and no cell contents. Their cells are joined end to end with no cross walls. These features help them to carry out their functions of support and water transport.

The large surface area of root hair cells helps them to absorb water and mineral ions.

Water moves from root hair cells through the root cortex, through the xylem and into the mesophyll cells in leaves.

Transpiration is the movement of water vapour from the air spaces in a leaf into the air outside the leaf, through stomata.

The water vapour in the air spaces comes from the mesophyll cells, as it evaporates from their cell walls.

The loss of water vapour from the leaves reduces the pressure at the top of xylem vessels, and water moves up the xylem as a result of this transpiration pull. Attractive forces between water molecules help the water to move in a continuous column.

High temperatures and high wind speeds increase the rate of transpiration.

High temperature increases kinetic energy of molecules, which speeds up evaporation and diffusion. High wind speed and low humidity increase the diffusion gradient for water vapour from the air spaces into the surrounding air.

Plants wilt if they lose water faster than they can absorb it, so that cells lose their turgidity.

Translocation is the transport of sucrose and amino acids from sources to sinks, in phloem tubes.

PROJECT

Making a display about using eucalyptus trees to find gold

You are going to research information on the internet and use your findings to contribute to a display.

Scientists have discovered that some eucalyptus trees have nanoparticles (very small particles) of gold in their leaves (Figure 8.20). The gold is present in the leaves that are growing on living trees, and also in the dead leaves that fall to the ground.

In your group, use the internet to find out more about this discovery. Choose one or more of these issues to research. Once you begin, you may also find another interesting issue that you would like to research, that is not in this list.

- Where in the world has this discovery been made, and how was the discovery made?
- Where does the gold come from?
- How do the trees absorb the gold?
- How is the gold transported to the leaves of the trees?
- Why are mining companies very interested in this discovery?
- How might the discovery eventually affect the environment where the trees grow?

Try to share out the different areas of research between different groups, and plan how each group will contribute to the final display.

'In chapter' questions build student confidence.

Photos and illustrations make concepts more accessible for English as a second language learners and link to engaging real life scenarios.

Project feature at the end of each chapter supports assessment for learning, cross-curricular learning, skills for life and differentiation.

Cambridge IGCSE™ Combined and Co-ordinated Sciences

Mary Jones, Richard Harwood, Ian Lodge
and David Sang

Cambridge IGCSE™ Combined Science and Cambridge
IGCSE™ Co-ordinated Sciences syllabuses (0653/0654).

Coursebook

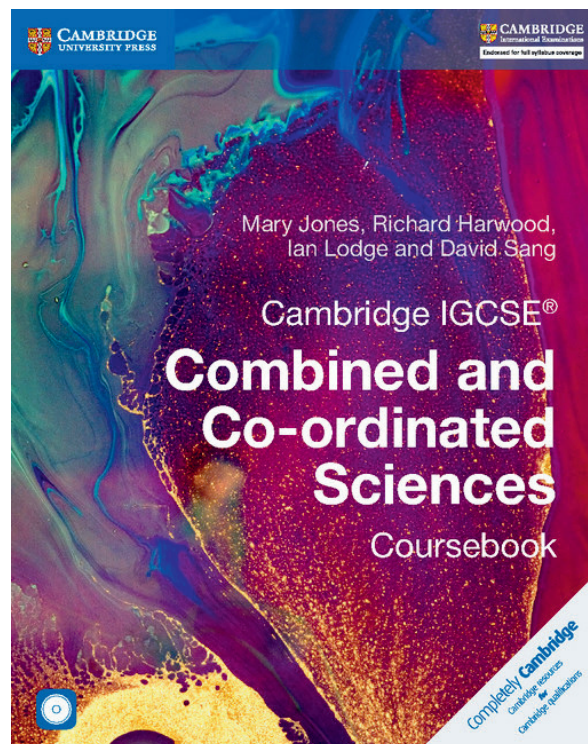
- Teach students to think like scientists and apply practical and investigative skills to biology, chemistry and physics
- Focus on problem solving, interpreting data and applying theory in a range of hands-on practical experiments
- End-of-chapter questions provide opportunities for your students to practise using scientific concepts and track their progress

Teacher's resource

- Customisable and time-saving guides for each chapter, including lesson plans, homework ideas and advice on common misunderstandings and misconceptions
- Editable worksheets you can tailor to your class
- Practice exam-style papers with mark schemes



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Workbook

- Exercises develop problem-solving and data-handling skills, while also helping students plan investigations and apply theory in practice
- Self-assessment checklists allow students to track their progress and develop an evaluative approach to their work
- Answers to the exercises in the workbook are at the back of the book so students have everything they need to revise when they want

Coursebook with CD-ROM

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Teacher's Resource DVD-ROM

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Physics Workbook

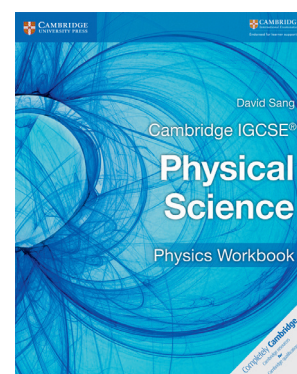
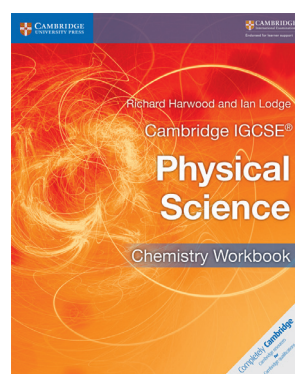
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Cambridge IGCSE™ Physical Science

David Sang, Richard Harwood and Ian Lodge

Cambridge IGCSE™ Physical Science syllabus (0652).

- Workbooks help students understand physical science by taking an enquiry approach, for example: what energy changes are involved when a rocket blasts off? What did Galileo learn when he dropped objects of different masses from the top of the Leaning Tower of Pisa?
- Covers the Core and Extended material

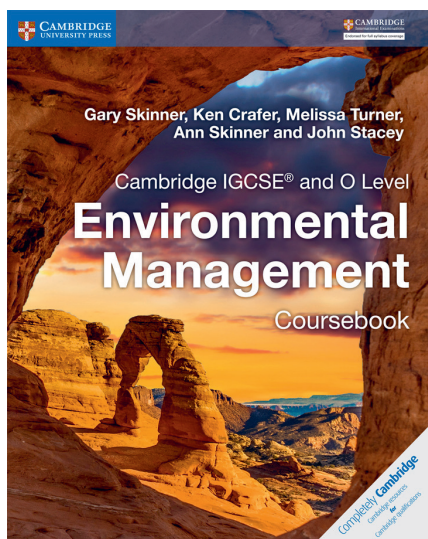


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Cambridge IGCSE™ and O Level Environmental Management

Gary Skinner, Ken Crafer, Melissa Turner, Ann Skinner
and John Stacey

Cambridge IGCSE™ and O Level Environmental Management syllabuses
(0680/5014).

From the rocks that make up our planet to the water,
air and animals that populate it, *Environmental
Management* explores the natural world and the
effect humans have on it.

Coursebook

- International case studies – such as wind erosion in the US and earthquakes in Nepal – illustrate phenomena in real-world situations
- Practical activities help students develop their investigative skills – test the effect of acidity on the germination of seeds or find the world's population throughout history
- Exam-style and self-assessment questions help students with exam practice
- Answers to all questions are at the back of the book for easy referencing

Teacher's resource

- The teacher's resource CD-ROM contains customisable and time-saving teaching guides for each chapter, including lesson plans, homework ideas and advice on how to tackle common misunderstandings and misconceptions

Coursebook

Coursebook with Digital Access (2 years)

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Workbook

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These pages are from Cambridge IGCSE™ and O Level Environmental Management Coursebook

Cambridge IGCSE and O Level Environmental Management

Chapter 1: Rocks and minerals and their exploitation

SELF-ASSESSMENT QUESTIONS

1.1 Figure 1.10 shows the rock cycle.

Copy and complete Figure 1.10 with processes on the arrows and intermediate stages in the ovals. The processes should be chosen from the list provided; one has been done for you.

Add the names of the correct rock type to Table 1.2.

Description	Rock Type
Rocks formed in the sea from particles of eroded rock	
Rocks changed by heat	
Rocks formed from the cooling of other molten rock	

Table 1.2 Rock types.

1.2 Extraction of rocks and minerals from the Earth

Minerals provide us with a wide range of materials that we use in everyday life. Coal and oil provide energy and many chemicals used in industry. Metallic **ores** provide us with the metals and alloys needed to make products such as computers, mobile phones, cars, wires and nails. The demand for minerals continues to increase, both from developed and developing countries.

Searching for minerals

People have searched for minerals for thousands of years. The simplest way to find mineral deposits is to look carefully at the surface of rocks. This process of **prospecting** has found nearly all the surface deposits of minerals worldwide.

Deposits on the Earth's surface can also be found using a range of **remote sensing** methods. For example, an area of land can be photographed from the air and the images carefully analysed for signs of minerals. Aerial photography can cover much more ground than a person walking over the surface of rocks (Figure 1.11). Images and other data from satellites can also be used to analyse very large areas.

Other satellites operate by sending signals to the surface of the Earth and then collecting reflected signals. The system works in all weathers, through complete cloud cover and at night.

Valuable mineral ores in the rocks below the surface can be located from the satellite images. Computers are used to process the data from a region of interest to see whether any minerals are present in the area. The satellite's positioning system records the exact location, and the geologists then visit the location to confirm the minerals have been identified correctly. Once in an area identified from satellite data, the geologists can check further locations to see whether the minerals of interest are present nearby as well. Using satellites means large areas can be geologically mapped quickly and at low cost.

Field surveys on the ground are used to take samples. These are sent to a laboratory for **geochemical** analysis, so that the chemicals in the samples can be identified. The samples can be taken from stream sediments, soil or rocks (using shallow drilling). The points where the samples are taken are usually selected by overlaying a grid on a map of the survey area. The location of the sample points in the field can be found accurately using the Global Positioning System (GPS).

KEY TERMS

Ore: a rock with enough of an important element to make it worth mining.

Prospecting: a process of searching for minerals.

Remote sensing: a process in which information is gathered about the Earth's surface from above.

Geochemical: the chemical properties of rocks.

Figure 1.11 Aerial photography used for mineral prospecting. Photographs are taken with an overlap both front to back and side to side. If the overlap is sufficient, three-dimensional views can be generated, which makes the prospecting easier.

Key terms and definitions
– Clear and straightforward explanations of the most important terms are provided for each topic.

Self-assessment questions

– Opportunities to check knowledge and understanding, and track progress by answering questions are provided throughout each chapter. Answers are included at the back of the book.

Practical activity

– Opportunities for developing practical skills are provided throughout the book.

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Chris Roffey, Richard Morgan and Dave Duddell

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- New 'Introduction to programming scenarios' chapter prepares students for this new area of the syllabus
- A wealth of new exam-style questions in every chapter provide students with exam-style preparation activities throughout the course

Programming books

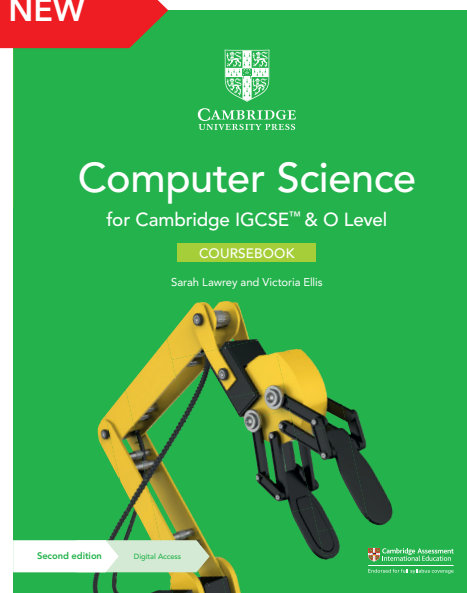
- Our programming books for Python, Microsoft® Visual Basic and Java complement the coursebook and include 'Demo', 'Practice' and 'Challenge' programming tasks, providing scaffolded support to meet all learners' needs

Teacher's resource

- Supports your teaching whether you are new or experienced at teaching computer science
- Includes over 200 teaching activity ideas, as well as teaching plans, language support, teaching programming guidance, differentiated worksheets, homework ideas, and exam-style papers supporting the coursebook and programming books to save you much-needed time
- Answers for all resources are accessible to teachers for free on the Cambridge GO platform

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Find out more about how our resources support you and your learners at cambridge.org/education/computing

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NEW Cambridge IGCSE™ ICT

Third edition

Victoria Wright, Denise Taylor and David Waller
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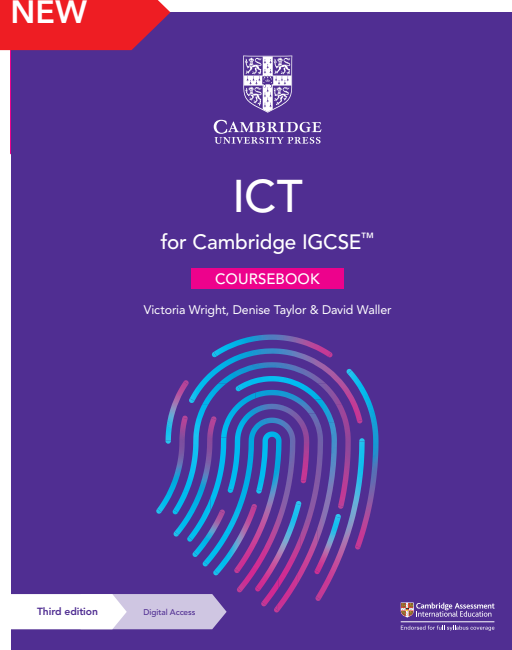
Cambridge IGCSE™ ICT syllabus (0983/0417) for examination from 2023.

With the new edition your students will develop a solid understanding of how and why technology and communication are core to the world we live in. With a new focus on strengthening practical skills, learners will apply their theory to real-life scenarios - building core skills they will use in all areas of life.

Coursebook

- New 'ICT in context' feature brings ICT to life and adds relevancy to students' learning
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- New 'Reflection' feature at the end of each chapter to encourage students to assess and evaluate their learning journey
- A wealth of new exam-style questions in every chapter provide students with theory and practical exam-style preparation activities throughout the course

NEW



Practical skills workbook

We understand the importance of developing your students' practical skills, so we have created a supplementary resource to be used in class or at home. The skills workbook includes additional scaffolded practical tasks, worked examples, key words, a self-assessment feature and a wealth of source files.

Teacher's resource

If you are new to teaching ICT or experienced, you will have our full support and tools to teach the new course. Our new resource includes over 400 teaching activity ideas, as well as teaching plans, language support, advice on common misconceptions, differentiated worksheets, homework ideas, and exam-style papers.

Answers for all resources are accessible to teachers for free on the Cambridge GO platform.



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- Our new teacher's resource contains over 400 teaching activity ideas, lesson plans and worksheets to help you teach with confidence across all topics in the syllabus, whether they are new or existing
- Our new practical skills workbook and exam-style papers in the teacher's resource give your learners plenty of preparation resources for the practical area of the syllabus
- We have added definitions of command words alongside exam-style questions in the coursebook, helping your learners understand their meaning

Find out more about how our resources support you and your learners at [cambridge.org/education/computing](https://www.cambridge.org/education/computing)

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Programming Noughts and Crosses

The rules

One player is noughts, the other is crosses.

Each player takes it in turns to select a box to place their nought or cross. They cannot select a box that has already been chosen.

The first player to get three of their symbols in a row (horizontally, vertically or diagonally) wins. If the board is full and no-one has won then it is a draw.

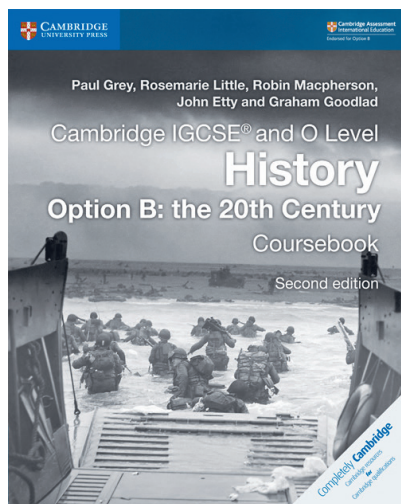
Getting started

1. Decompose the problem into its inputs, processes and outputs.
2. Work in pairs to discuss how you will alternate between the players.
3. Work in pairs to discuss how you will check if a player has won.

Challenge yourself

1. Write a function for your algorithm to check if a player has won or not. This should check all possible ways of winning and return either: X (crosses has won), O (noughts has won) or C (continue player as no-one has won). Your main program will need to decide whether to end, or continue based on the value returned.
2. Edit your program to allow the user to play multiple games. The player should alternate allowing noughts to go first, and then crosses to go first.
3. Edit your program to allow the user to select how many games they should play. Keep track of how many games each player has won and output who won overall.

To find out more about our tiered learning approach visit cambridge.org/education/computing or turn to page 74.



Cambridge IGCSE™ and O Level History

Option B: the 20th Century

Second edition

Paul Grey, Rosemarie Little, Robin Macpherson,
John Etty, Graham Goodlad, Jamie Bough and Anna Cowper

Cambridge IGCSE™, IGCSE (9-1) and O Level History syllabuses
(0470/0977/2147).

Take your students on a journey through the rise and fall of Soviet Russia, the World Wars and much more.

Coursebook

- Activities based on the most interesting topics in modern history spark students' curiosity
- Primary and secondary sources encourage students to go further with their investigations, urging them to question cause and consequence
- Covers four of the Depth Studies: The First World War (1914-18), Germany (1918-45), Russia (1905-41) and the US (1919-41)

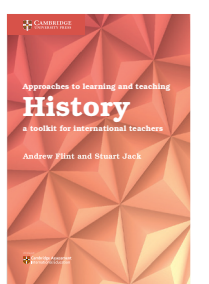
Teacher's resource

- Suggestions for differentiation activities help teach mixed-ability classrooms
- Written in collaboration with an English as an Additional Language (EAL) specialist for language support
- Contains all source material from the coursebook, so you have the option to print or project

Also see

Approaches to learning and teaching History

Turn to page 115 >



This syllabus encourages learners to raise questions and develop skills of analysis, problem solving and reflective thinking to provide historical explanations and deepen historical understanding. Our resources follow this ethos and inspire enquiry-led learning.

This digital teacher's resource is available on the Cambridge GO platform.

GO

These pages are from Cambridge IGCSE™ and O Level History Option B: the 20th Century (Second edition)

Cambridge International IGCSE History

for landing the boats. Despite this he managed to get his forces on land and defeated the communist troops. By early October they had retaken Seoul and reached the 38th parallel.

Figure 5.2: A map showing Pusan and Inchon.

TEST YOURSELF 5.3

Look at Figure 5.2. What were the intentions of MacArthur's strategy?

Phase 2: 'rollback' – the UN invasion of the North

The original mission had been completed. The South had been freed from communist forces which meant that containment had been achieved. Yet MacArthur was keen to move beyond the 38th parallel and roll back communism – and not just in North Korea but perhaps also in China. He saw this as a great opportunity not just to prevent communism from spreading but to make it disappear in Asia.

Truman was less enthusiastic but when he arrived in Korea to meet MacArthur it was clear which man was in control. MacArthur accepted a medal from Truman but declined to meet the President for lunch to discuss strategy. Instead, he got back to work to prepare his invasion of the North. Despite the Chinese warning that they would get involved, MacArthur sent his forces across the border and pushed

onwards throughout late October. In November the Chinese responded by sending 300,000 troops, whom they called 'volunteers' across the Yalu River which marks the border with North Korea.

ACTIVITY 5.3

Assessing change and continuity. Did this mark a continuation of containment as MacArthur thought? Or was it a significant change to the policy (as Truman thought)?

Phase 3: The Chinese counter-attack

It was at this point that UN forces began to struggle. The Chinese were less well armed but had superior numbers. The cold conditions caused gaps to form which removed any advantage the UN soldiers had in terms of equipment. China also had aerial support from Russian MiG-15s which were faster than American planes, could fly higher and had superior firepower. It was undoubtedly the most feared combat jet of the period and caused considerable panic back in Washington. By the end of November it was obvious that MacArthur's men were sustaining heavy casualties and were in retreat. In January 1953 Chinese forces recaptured Seoul.

As this offensive continued Truman was asked repeatedly at press conferences whether he would sanction the use of nuclear weapons. He had authorised their use on Japan so would he do so again? He refused to risk it out categorically which caused considerable alarm with his UN allies. British Prime Minister Attlee flew to Washington in December 1950 to voice his opposition. Accepting international concerns, Truman clearly stated that he would not use nuclear weapons.

Phase 4: stalemate and peace talks

A UN counter-attack in early spring managed to halt the Chinese forces at the 38th parallel. As the original plan had been to liberate South Korea up to this line Truman considered peace talks. It was clear that MacArthur disagreed and he publicly criticised the President. Truman took the momentous decision to sack MacArthur. This was deeply unpopular with the American public and Truman decided not to run for the presidency again in 1952. Under the new commander General Ridgeway, American strategy switched to defence and a Chinese offensive was successfully repelled, with heavy casualties being inflicted.

How effectively did the USA contain the spread of communism?

Source C: MacArthur was given a ticker-tape parade in New York on his return, in the style of a returning hero.

ACTIVITY 5.4

Are you surprised by Source C? What does it tell us about American attitudes to the Korean War? Give reasons for your answer.

In July 1953 the two sides sat down to discuss peace terms. The main sticking point was the issue of prisoners of war (POWs). As there had been so much movement of troops up and down the Korean peninsula large numbers had been captured on each side. Some 130,000 communist soldiers were held in the South and they had been given the option to remain there. Half of them accepted. In the North conditions were appalling as half of US POWs died in the winter of 1950/1951. The Chinese took over the running of these camps to improve conditions but also to provide indoctrination of UN soldiers. Eventually, in September 1953 there was a mass exchange of 77,000 communist fighters for 12,700 UN troops in Operation Big Switch.

TEST YOURSELF 5.5

The Korean War is often called the 'forgotten war'. How can we explain this? What evidence in this section would support this view?

The end of the war

As peace talks dragged on in 1952 and 1953 there seemed no likely end to the war. Truman's replacement as President in January 1953 was Dwight 'Ike' Eisenhower, another Second World War general. He promised to end the Korean War. Two months later Joseph Stalin died and after a power struggle Nikita Khrushchev took his place in the USSR. With new leaders in place it was more possible to bring about a peace. The UN imposed a ceasefire on 27 July 1953 which was accepted by all sides – except Syngman Rhee. The international involvement in the fighting was brought to a close but there has never been a peace treaty between North and South so technically the war is not yet over.

The most tragic consequence was the horrific loss of life. Seoul and Pyongyang were both extensively damaged and the civilian casualties are estimated to be as high:

- total Korean civilian casualties: 3 million, around 10% of the total population
- North Korea: 405,000 combat deaths
- South Korea: 217,000 combat deaths
- China: 300,000 combat deaths
- USA: 36,514 combat deaths and illness, with another 7,800 still unaccounted for
- UN: 3,000–4,000 deaths, including 686 British losses, with 1,100 missing in action, the highest number out of coalition forces after the USA.

Weapons like **napalm** were used which had catastrophic human and ecological results. Chinese casualties were high, but arguably Mao was the main victor. The war helped him to consolidate power in China and ended a period of more than a century of defeats at the hands of western powers.

KEY TERM

Napalm: a petrol-based chemical weapon. It sticks to its target and burns at a very high temperature. It is often used to clear forests (preventing the enemy from having a place to hide) but when it comes in contact with skin it causes horrific burns.

Source D: North Korean and Chinese prisoners of war in a UN camp.

Activities are designed to develop skills and help students apply their knowledge.

Important terms are defined at point of relevance to aid understanding – these are collated in the glossary.

Test yourself boxes encourage students to reflect on their learning and check their understanding.

Plenty of authentic photos and illustrations help learners to understand the context and develop source interpretation skills.

Coursebook Option B: the 20th Century

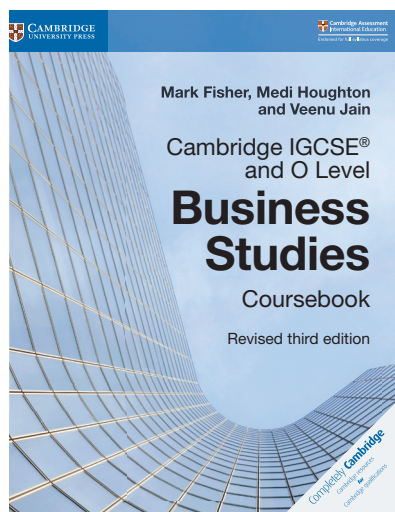
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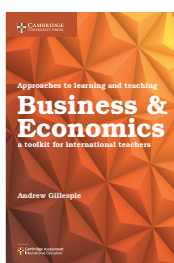
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Also see

Approaches to learning and teaching Business & Economics

Turn to page 115 >



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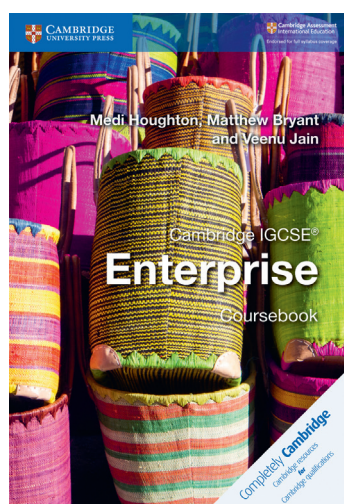
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It helps the students to reason, not to memorise automatically; the book is not intended for note-learning but it presents activities which help students to apply what they have learnt in simulations, case studies, to bring them to analysis and reflection. The learning of vocabulary is facilitated by the green boxes' key terms and by many images and mind maps. The CD-ROM teacher's resource enables me to have all the materials in order to adapt them to the language level of the class for practice sessions.

V. Meini, Business Studies and English Teacher, Antonio Pesenti School, Italy



Cambridge IGCSE™ Enterprise

Medi Houghton, Matthew Bryant and Veenu Jain

Cambridge IGCSE™ Enterprise syllabus (0454).

Cambridge IGCSE™ Enterprise is a skills-focused handbook that helps students enrich their enterprise projects.

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Teacher's resource

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- Contains answers to the coursebook and workbook questions

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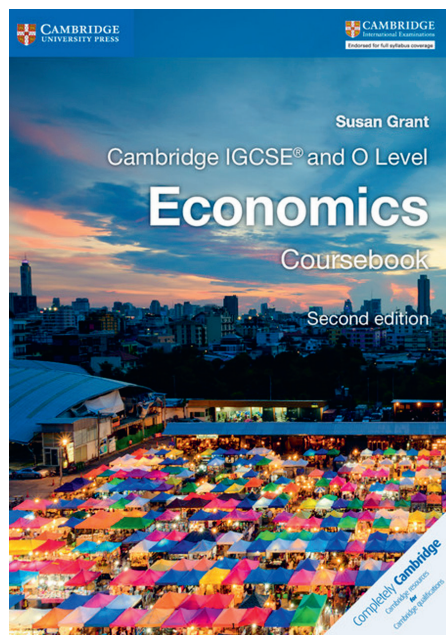


Workbook

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Revision guide

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- Contains 'Progress Check' questions to help assess understanding
- Builds your students' confidence to answer questions and test their knowledge



Also see

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Have you ever wondered what jobs we will do in the future, or why some brands of shoes cost more than others? Explore these and many other questions with your students as you prepare them for their studies in economics.

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- Clear step-by-step explanations and instructions guide beginners through the course

Teacher's resource

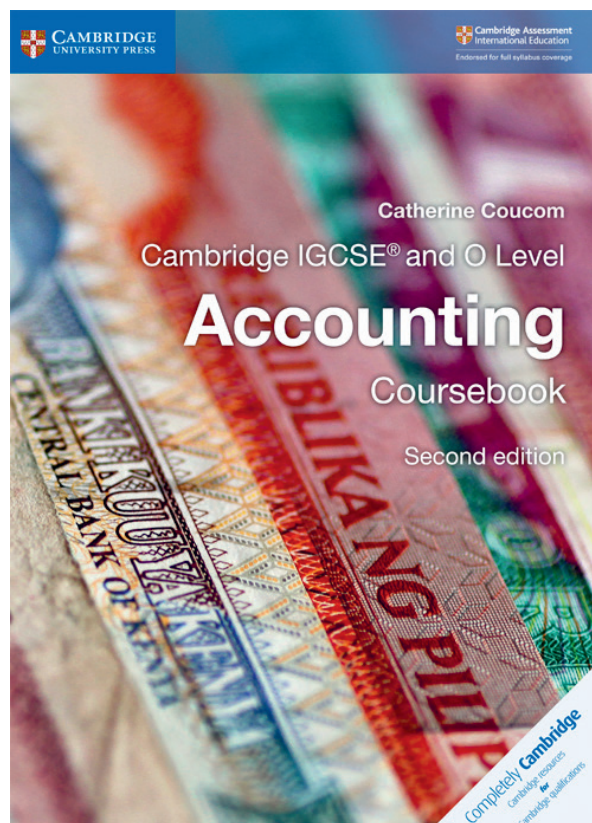
- Adaptable lesson plan ideas increase flexibility in the classroom
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This digital teacher's resource is available on the Cambridge GO platform.

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Workbook

- Highlights the accounting skills your students need to use for each type of question
- Provides practice opportunities for answering the full range of accounting questions
- Templates for the main types of financial statements provide key experience for real-life accounting



Revision guide

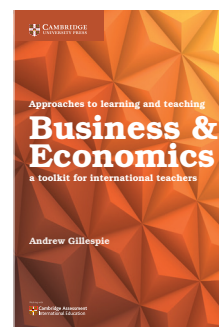
- Contains topic summaries that support areas covered in the coursebook
- Includes practice opportunities to test progress and understanding of the course
- Sample questions and answers give students best practice examples to follow



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Also see 

Approaches to learning and teaching Business & Economics
Turn to page 115 >



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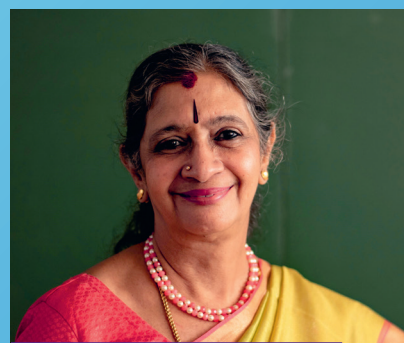
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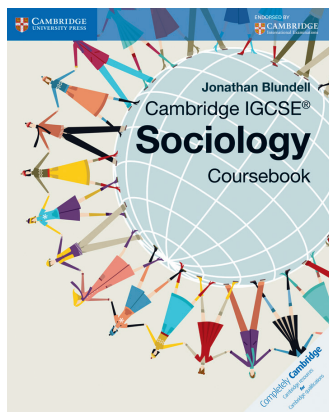


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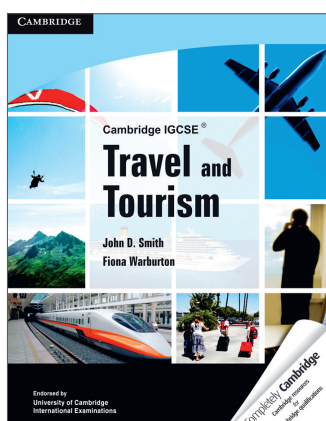
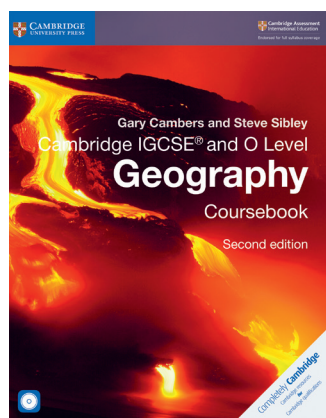
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Jonathan Blundell

Cambridge IGCSE™ and O Level Sociology syllabuses (0495/2251).

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John D. Smith and Fiona Warburton

Cambridge IGCSE™ and O Level Travel and Tourism syllabuses (0471/7096).

From Scotland to Mauritius, *Cambridge IGCSE™ Travel and Tourism* covers all areas of travel from global and local perspectives, developing practical skills across a range of roles in one of the world's largest industries.

- Topics such as industry, customer care, working procedures and marketing allow students to learn about all areas of tourism
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Coursebook	✓ 978-0-521-14922-8
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Cambridge IGCSE™ and O Level Global Perspectives

Keely Laycock

Cambridge IGCSE™ and O Level Global Perspectives syllabuses (0457/2069).

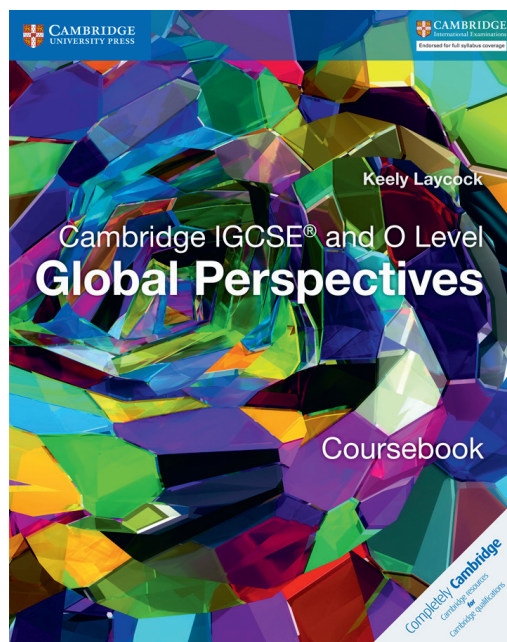
Teach your students skills they will use their whole life. This series develops life skills such as researching, analysing information, critical thinking, independent reflection, collaboration and communication.

Coursebook

- Contains differentiated learning support, to help you focus on the particular needs of your class
- From reflection to problem-solving skills, the coursebook explores the Cambridge learner attributes
- Each chapter contains multiple activities that encourage active engagement and assessment practice opportunities

Teacher's resource

- Contains suggestions and tips to help those not used to teaching a skills-based syllabus
- Includes schemes of work, sample lesson plans, suggested answers to activities in the coursebook, further teaching ideas and worksheets



Also see

AS & A Level Global Perspectives & Research

Turn to page 107 >

Approaches to learning and teaching Global Perspectives

Turn to page 115 >

These pages are from the Cambridge IGCSE™ and O Level Global Perspectives Coursebook

Definitions of key terms displayed alongside relevant text to aid accessibility and support ESL learners.

Cambridge IGCSE and O Level Global Perspectives

While working on the previous section about reasoning, you will have realised the importance of using evidence to support your reasoning for any argument. This section explores the types of evidence you will come across during your Global Perspectives studies and the evidence you should be looking for to support any **claims** and arguments you make.

KEY TERM
Claim: statement of something being true.

Rashid suggests ... The blogpost by ... states ...
Information from the website ... the graph shows ...
According to evidence from ...
In a study conducted by ... Data from ...
In the newspaper article from ... dated ...

Figure 2.04 Evidence

ACTIVITY 2.05
Complete the Wall of Sources in Figure 2.05 with as many types of sources of information as you can. The first is done for you.

Figure 2.05 Wall of Sources

Discussion point
Discuss your Wall of Sources from Activity 2.05 with a partner and add any further building blocks with other sources of information to your wall.

Chapter 2 Critical thinking skills

ACTIVITY 2.06
Answer the following questions.
1. What does a **reliable** source of information mean to you?
2. How do you know if a source is reliable or not?
3. Why is it important to identify reliable sources of information?
4. List two reliable sources of information you have found recently. Why do you think they are reliable?

Discussion point
Do you and your partner agree on the answers to the questions 1–4 in Activity 2.06?

Reflection: Which of the questions in Activity 2.06 (1–4) are you still not sure about? All will become clearer: read on!

KEY TERM
Reliable: able to be trusted; believed.
Face value: to take something someone is saying at face value is to believe that it is the truth, rather than looking for evidence, any hidden meaning or the bigger picture.

When researching for information, it's important that you do not accept things at **face value**. We get information from first-hand experiences, what people tell us, what we read, and by observation and experimentation.

Reflection: Consider the following **anecdote**.
A carpenter, a school teacher, and a scientist were travelling by train through Scotland when they saw a black sheep through the window of the train.
"Ah," said the carpenter with a smile. "I see that Scottish sheep are black."
"Well," said the school teacher. "You mean that some Scottish sheep are black."
"No," said the scientist glumly. "All we know is that there is at least one sheep in Scotland, and that at least one side of that one sheep is black."
What does this anecdote teach you?

KEY TERM
Anecdote: short story, usually to make the listeners laugh or think about a topic.

Discussion
Discuss your ideas about the anecdote in the reflection point with a partner.
If you want to know if something you read is true, it's a good idea to check where the information has come from. You might even want to see if the information can be checked in more than one source.

Reflection points are included throughout the book so that students have the chance to think about how their skills are developing and the information they have explored and discovered.

Discussion points enable students to discuss their own thoughts and ideas with someone else, so that they not only get different opinions but can also clarify their own thinking by saying things out loud.

Activities throughout the chapters so that students can work independently, in pairs or in small groups, to encourage an exploratory and active approach to learning.

Coursebook	✓ 978-1-316-61110-4
Digital Coursebook (2 years)	✓ 978-1-316-62477-7
Teacher's Resource CD-ROM	✓ 978-1-316-63542-1

Bring languages to life

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Cambridge IGCSE™ French as a Foreign Language

Danièle Bourdais, Geneviève Talon and Nathalie Fayaud

Cambridge IGCSE™, IGCSE (9-1) and O Level French syllabuses (0520/7156/3015) for examination from 2021.

- A variety of texts, images and audio take students on a journey around the francophone world
- The skills-based approach and variety of activities help students acquire language and develop communication skills in a practical way
- Completely in French to immerse students in language and culture

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Workbook	✓ 978-1-108-71009-1

These pages are from the Cambridge IGCSE™ and O Level French as a Foreign Language Coursebook

Students are taken on a journey around the world through engaging texts, images and audio.

4.03 Enquête : fêtes et carnivals

Le fruit à la fête

Ambre et Nathan sont arrivés à La Réunion, île de l'océan indien, il y a un an.

Nathan explique : « Ici, le climat est tropical et les fruits poussent très bien. Toute l'année, il y a des fêtes dans les villages. Avant, quand on habitait en France, on achetait les fruits au supermarché. Ici, on les achète dans les villages. En décembre, nous sommes allés à la fête du litchi. Aujourd'hui, nous allons à la fête de la mangue – nous sommes sur le point de partir ! La semaine prochaine, on va aller à Saint-Denis pour la fête de l'ananas. En juillet, nous visiterons Petite-Île pour la foire aux agrumes. En octobre, il y aura la fête des lentilles... Mais Ambre ajoute : « Moi, la fête des lentilles, je n'ai pas ! Je préfère la fête de la mangue... »

Autrefois, Menton, dans le sud de la France, était le premier producteur européen de citrons. En 1928, l'hôtel Riviera a décidé d'exposer des fleurs, des citrons et des oranges pour amuser les visiteurs. L'exposition a connu un grand succès et la **Fête du Citron** est née en 1934.

Mireille Calucci, habitante de Menton, explique : « Le thème de la Fête du Citron change tous les ans. En 2015, c'était la Chine. Les dragons construits en citrons et en oranges étaient impressionnants. Quel thème est-ce qu'on choisira l'année prochaine ? Je ne sais pas, mais on va bien s'amuser ! »

PARLER DU PASSÉ ET DE L'AVENIR
On emploie l'imparfait et le passé composé pour parler du passé (voir 3.06 Le français à la loupe).
On emploie le présent, le futur avec *aller* et le futur simple pour parler de l'avenir (voir 4.06 Le français à la loupe).
Attention à l'expression de temps : il y a + durée : ils sont arrivés il y a un an.

4 Repérez dans les textes les expressions de temps (voir l'encadré). Pour chacune, écrivez une courte phrase.
Exemple : Autrefois, Menton était producteur de citrons.

VOCABULAIRE

passé	futur
autrefois en 1928	l'année prochaine
il y a un an	la semaine prochaine
avant	
aujourd'hui	
en décembre	
toute l'année	

1 De quels fruits (ou légumes) parlent les articles ?

2 Est-ce que les mots suivants correspondent à des actions dans le passé ou dans l'avenir ? Expliquez vos réponses.

- Nathan – habiter en France
- Nathan – acheter les fruits au supermarché
- Nathan – visiter Petite-Île
- Ambre – ne pas aller à la fête des lentilles
- l'hôtel Riviera – exposer des fleurs
- Nathan – aller à Saint-Denis

3 A prépare six phrases à trous sur le premier article, B en prépare six sur le second. Échangez vos phrases et complétez-les.
Exemple : 1 Autrefois, Menton était producteur de citrons.

« Le carnaval, pour nous, c'est toute l'année »
Rencontre avec un jeune Binchois, Louis, 16 ans.

- Louis, depuis quand participes-tu au carnaval ?
- Depuis longtemps ! Je participe au carnaval depuis que j'ai trois ans.

- Est-ce que tout le monde peut participer ?
- Non. Pour participer, il faut être binchois. En revanche, tout le monde peut assister au carnaval et il y a beaucoup de spectateurs chaque année. Ils viennent de Belgique, de France et d'autres pays.

- Tu connais l'histoire du carnaval ?
- Oui. Le carnaval est très ancien, mais il a changé. Par exemple, autrefois, le chapeau des Gilles faisait 50 centimètres de haut. Maintenant il fait 90 centimètres ! Autrefois, les Gilles tenaient un balai et donnaient des légumes aux spectateurs. De nos jours, ils tiennent un ramon et un panier, et il jettent des oranges.

- Un ramon = ? Qu'est-ce que c'est ?
- Un ramon, c'est un objet en bois qui ressemble à un petit balai.

- Est-ce que les femmes participent ?
- Pour le moment, on ne voit pas de femmes dans le défilé, mais elles aident beaucoup aux préparatifs. J'espère que ça changera un jour et qu'elles pourront se déguiser et défilé.

5a Lisez l'interview de Louis. Notez les mots-clés pour ces quatre catégories :

- le costume : le chapeau
- les accessoires
- les participants
- les spectateurs

5b A est journaliste, B répond à ses questions sur le carnaval. Utilisez le vocabulaire noté dans l'activité 5a. Donnez des détails sur le présent, le passé et l'avenir.

Exemple :
A : Comment est le chapeau des participants ?
B : Le chapeau des Gilles est spectaculaire...

6a Lisez la fin de l'interview ci-dessous. Complétez le texte avec les mots de l'encadré.

- Cette année, quel est ton rôle ? Tu vas porter [1] ?
- Non. Moi, je suis musicien. Je [2] du tambour et j'accompagne les [3] dans la rue, par exemple les Gilles.

- Tu es bon musicien ?
- Oui, assez bon. Mais les musiciens du carnaval doivent [4] régulièrement [5] je me suis exercé chez moi. Ce soir, je [6] répéter avec d'autres [7].

- Est-ce qu'un jour tu [8] dans les rues de Binche en costume ?
- Un jour, je [9] peut-être le costume de Gilles et là, je serai vraiment très heureux. Mais en attendant, je suis [10] de jouer du tambour.

contient • défilera • hier • jouera • musiciens • participants • portera • s'exercera • un costume • va

6b Écoutez et vérifiez. CD 01, P. 28

7 Relisez l'interview de Louis et ajoutez d'autres expressions de temps à l'encadré de l'activité 4.

Exemple : maintenant, ...

8 Vous voulez organiser une petite fête pour accueillir des étudiants francophones dans votre collège. À deux, trouvez une idée de fête. Expliquez le thème et les préparatifs pour l'organiser.

Students develop a deep understanding of language and culture.

The skills-based approach and variety of activities help students to acquire language and develop communication in a practical way they can use beyond the classroom.

Your students can practise listening exercises either at home or in school using the two audio CDs in the back of the coursebook.



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Cambridge IGCSE™ Spanish as a Foreign Language

Manual Capelo, Victor González and Francisco Lara

Cambridge IGCSE™ Spanish syllabus (0530) for examination from 2021.

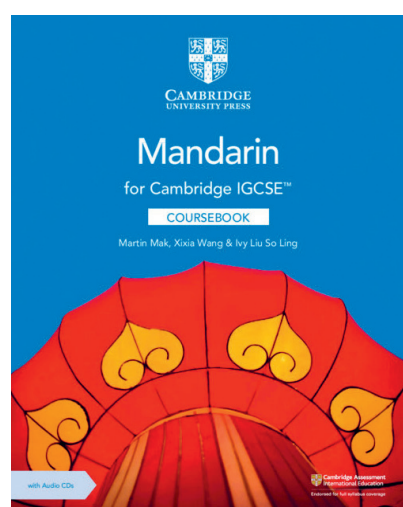
- Global topics with a focus on Spanish as a world language promote intercultural awareness
- Skills-based approach helps students develop meaningful language skills they can use beyond the classroom
- Completely in Spanish to immerse students in language and culture

Coursebook with Audio CDs	✓ 978-1-108-60963-0
Digital Coursebook with Audio CDs (2 years)	✓ 978-1-108-60981-4
Digital Coursebook (2 years)	✓ 978-1-108-72810-2
Teacher's Resource with Digital Access	✓ 978-1-108-60984-5
Workbook	✓ 978-1-108-72811-9



The book is colourful, filled with pictures, and the included topics are of interest to young people, such as computer science, music, travelling etc. It also has an international perspective, being interesting for all students with different cultures. As a Spanish as a Foreign Language teacher, I think this book is innovative, modern and suitable to teach people of different ages, especially young people. This book awakens enthusiasm and creativity. Perfect to learn a new language!

Nadia Mannarino Fernandez, Spanish Teacher, International
School of Bremen, Germany



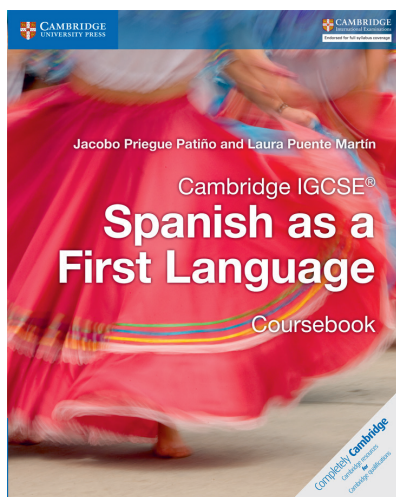
Cambridge IGCSE™ Mandarin

Martin Mak, Xixia Wang and Ivy Liu So Ling

Cambridge IGCSE™ Mandarin syllabus (0547) for examination from 2022.

- An international focus promotes a deeper understanding of Mandarin Chinese language and culture
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Digital Coursebook (2 years)	✓ 978-1-108-73889-7
Teacher's Resource with Digital Access	✓ 978-1-108-77223-5
Workbook	✓ 978-1-108-73891-0



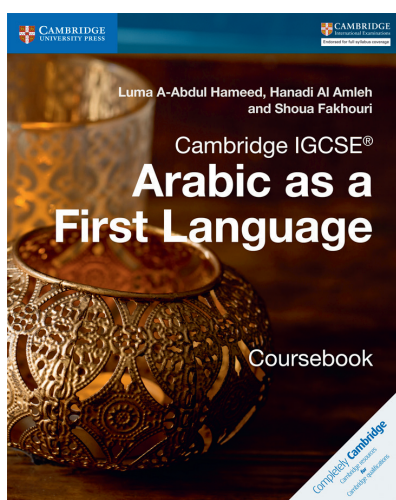
Cambridge IGCSE™ Spanish as a First Language

Jacob Priegue Patiño and Laura Puente Martín

Cambridge IGCSE™ Spanish as a First Language syllabus (0502).

- In-depth topics promote a deeper understanding of the Spanish language and culture
- Texts and activities from around the Spanish-speaking world encourage critical thinking

Coursebook	✓ 978-1-316-63291-8
Teacher's Book	✓ 978-1-316-63297-0
Workbook	✓ 978-1-316-63296-3



Cambridge IGCSE™ Arabic as a First Language

Luma A-Abdul Hameed, Hanadi Al Amleh and Shoua Fakhouri

Cambridge IGCSE™ Arabic as a First Language syllabus (0508).

- Engaging texts and activities encourage critical thinking and support students through the course
- The skills-based approach helps students develop a deeper understanding of the Arabic language

Coursebook	✓ 978-1-316-63451-6
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Sofia Sinaga and Basuki

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- Topic-based structure enables your students to develop analytical skills and provides them with a deeper understanding of the language and its literature.

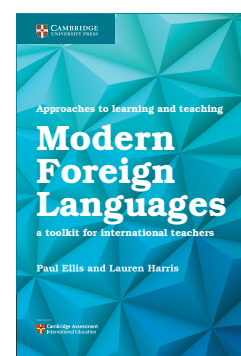
Coursebook	✓ 978-1-316-60005-4
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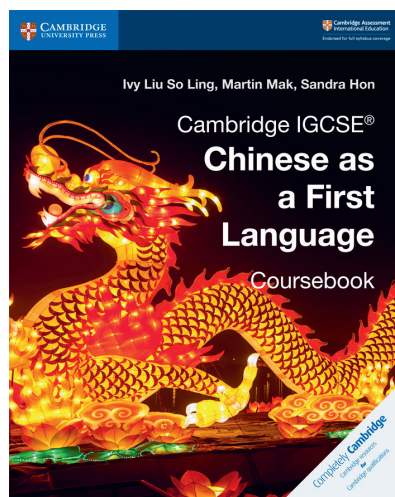


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Also see

Approaches to learning and teaching
Modern Foreign Languages
Turn to page 115 >





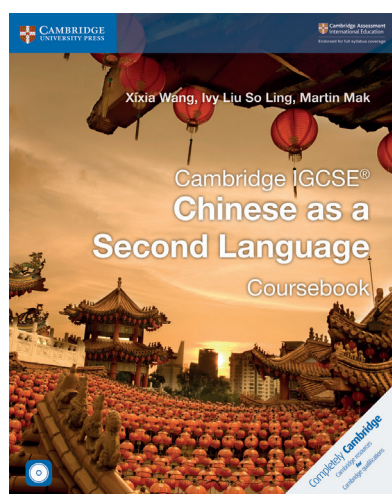
Cambridge IGCSE™ Chinese as a First Language

Ivy Liu So Ling, Martin Mak and Sandra Hon

Cambridge IGCSE™ Chinese as a First Language syllabus (0509) for examination from 2020.

- Eight topics – including Chinese philosophers, historical figures and social relationships – engage students with Chinese culture and language
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- A variety of activities develop transferable skills of critical evaluation, analysis and inference with opportunities provided for differentiation and extension throughout

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Teacher's Book	✓ 978-1-108-43496-6
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Cambridge IGCSE™ Chinese as a Second Language

Xixia Wang, Ivy Liu So Ling and Martin Mak

Cambridge IGCSE™ Chinese as a Second Language syllabus (0523) for examination from 2020.

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- Through reading, writing, listening and speaking activities students learn to communicate effectively, using a wide range of social registers and styles
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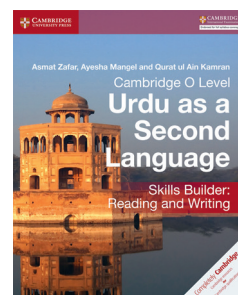
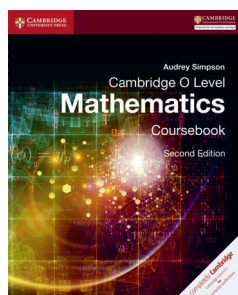
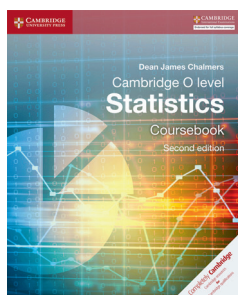
- For additional teacher's resources, independent learning manuals, audio CDs, graded tests, e-learning resource DVDs and details of how your school can offer Latin without a Latin teacher, visit cambridgescp.com

For further information about the series, go to cambridge.org/education/2021

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

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Cambridge O Level is an internationally recognised qualification equivalent to Cambridge IGCSE™ and the UK GCSE. It provides learners with excellent preparation for Cambridge Advanced as well as other progression routes.



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Audrey Simpson

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Coursebook

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Dean James Chalmers

Cambridge O Level Statistics syllabus (4040).

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Mary Trigwell-Jones

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Asmat Zafar, Ayesha Mangel and Qurat ul Ain Kamran

Cambridge O Level Urdu as a Second Language syllabus (3248). Reading and writing components of the Cambridge IGCSE™ Urdu as a Second Language syllabus (0539).

- From Parveen Shakir's journey to Quaid-i-Azam's famous national address, culturally relevant topics stimulate teenage learners
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Skills Builder: Reading and Writing

✓ 978-1-316-60942-2

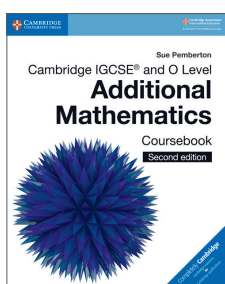
Also see

Cambridge IGCSE™ and O Level Additional Mathematics

Turn to page 66 >

Cambridge O Level English Language

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Think beyond the text with active Shakespeare

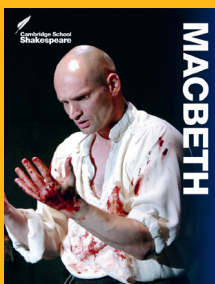


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- Lifts the words from the page to help you create an inspiring and authentic Shakespeare experience

See page 113

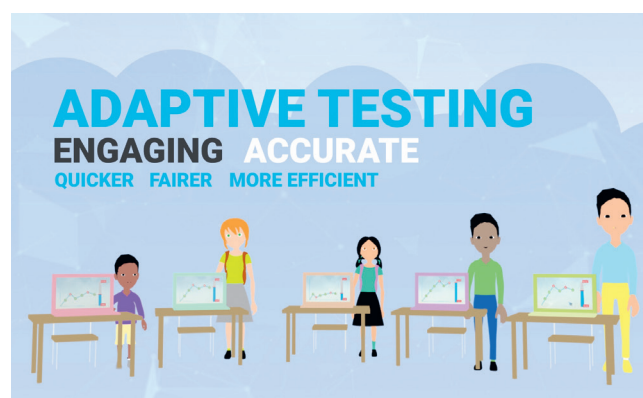


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Computer-adaptive	✓	✓	✓
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Time	20 minutes	20-25 minutes	20 minutes per section
Aptitudes assessed	Vocabulary, mathematics, non-verbal ability, skills	Vocabulary, mathematics, non-verbal ability	Vocabulary, mathematics, non-verbal ability
50 minutes	✓	✓	✓
No teacher marking	✓	✓	✓
Identifies individual needs	✓	✓	✓
Measures progress	✓	✓	✓
Predictions to GCSE and IGCSE	✓	✓	
Predictions to A Level and IB Diploma			✓
Longitudinal data	✓	✓	✓
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Value-added data	✓	✓	✓

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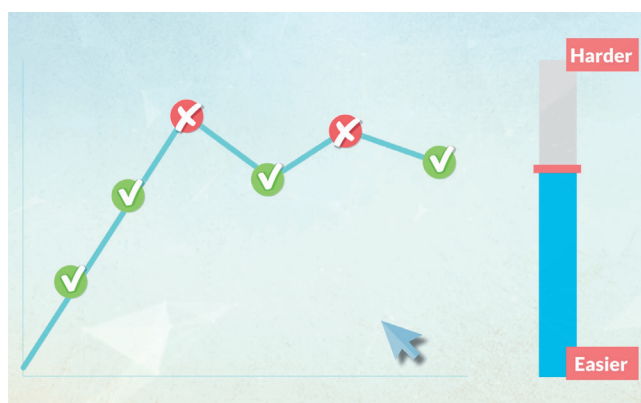
Cambridge CEM's baseline assessments are easy to implement, with little preparation and no teacher marking. The computer-based adaptive assessments take around 50 minutes and results are ready very quickly, meaning you can easily put the results to use to focus your teaching on the areas where students need the most support.

"Value-added on results day was excellent this year. It was very handy to receive the feedback so quickly as it allowed me to have value-added conversations with staff and governors right away."

John Maguire, Haberdashers' Aske's Boys' School

Case study: Oshwal Academy Mombasa, Kenya

Oshwal Academy Mombasa in Kenya has been a Cambridge International School since 2015 and offers the Cambridge Pathway to students aged 5 to 19.



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Cambridge International AS & A Level

Cambridge International AS & A Levels are internationally benchmarked qualifications, providing excellent preparation for university education.

AS & A Level English Language

Second edition

Mike Gould and Marilyn Rankin

Patrick Creamer and Renée Stanton

Cambridge International AS & A Level English Language syllabus (9093) for examination from 2021.

Instil a love of English language and improve your students' advanced reading skills through analysis of a range of text types – from contemporary blogs to traditional letter writing. Carefully structured activities help students develop their own imaginative, creative and discursive writing.

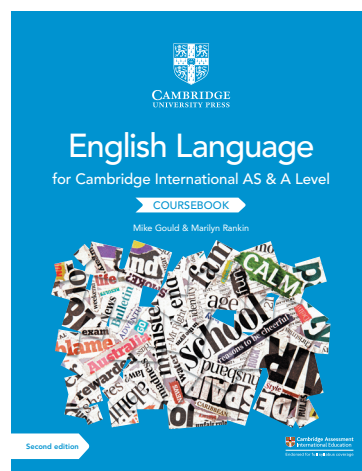
Coursebook

- Annotated sample answers, scaffolded activities and self-evaluation sections enable students to become independent learners
- A wide range of engaging texts from around the world inspire an awareness of how language works for many different purposes
- The 'Key concepts' feature helps students take a conceptual approach to studying language, enabling them to make links between different texts and topics
- Step-by-step guides to different exam-style question types and opportunities for assessment throughout help prepare students for their examination

Teacher's resource

- Flexible lesson plans, worksheets and PowerPoint presentations save you time on lesson planning
- Further reading suggestions and homework tasks help your students embed their learning beyond lessons
- Clear guidance helps you adopt a highly effective active learning approach to teaching

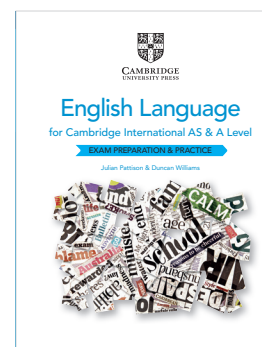
This digital teacher's resource is available on the Cambridge GO platform.



Some components on these pages are endorsed by Cambridge Assessment International Education

Exam Preparation and Practice*

- Scaffolded exam questions help students build confidence and develop strategies to use in the exam
- Sample answers with examiner comments help students understand what is required in each exam paper
- Exam tips from two experienced examiners help students avoid common mistakes in order to reach the top grades
- Self-assessment activities and student-friendly mark schemes allow students to assess their own work and identify areas for improvement
- Full exam paper at the end of the book for students to test themselves



Coursebook	✓ 978-1-108-45582-4
Digital Coursebook (2 years)	✓ 978-1-108-45583-1
Digital Teacher's Resource Access Card	✓ 978-1-108-45589-3
Exam Preparation and Practice*	978-1-108-73125-6

*This text has not been through the Cambridge International endorsement process. Any references or material related to answers, grades, papers or examinations are based on the opinion of the authors.

AS & A Level Literature in English

Second edition

Elizabeth Whittome

Cambridge International AS & A Level Literature in English syllabus (9695) for examination from 2021.

Updated and fully aligned with the new syllabus, texts range across 650 years and from authors from 20 different nationalities. This series provides students with exciting and diverse reading material from old and new writers, from Shakespeare to Jhumpa Lahiri. Through exploring these texts, students will find they are building essential skills – such as the ability to write clearly and effectively, construct an argument, manage information and analyse complex pieces.

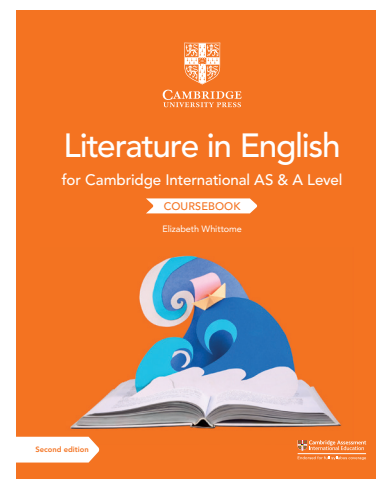
Coursebook

- In-depth and flexible guidance for students on how to analyse poetry, prose and drama across all contexts
- Dedicated section on 'Essay writing skills and techniques' and annotated sample answers to encourage self-assessment and independent learning
- A 'toolkit' approach, equipping students with the skills they need to approach unseen texts with confidence

Teacher's resource

- Flexible lesson plans, worksheets and PowerPoint presentations save you time on lesson planning
- Clear guidance helps you adopt a highly effective active learning approach to teaching

This digital teacher's resource is available on the Cambridge GO platform.



Coursebook	✓ 978-1-108-45782-8
Digital Coursebook (2 years)	✓ 978-1-108-45791-0
Digital Teacher's Resource Access Card	✓ 978-1-108-45736-1

Cambridge International AS Level English General Paper

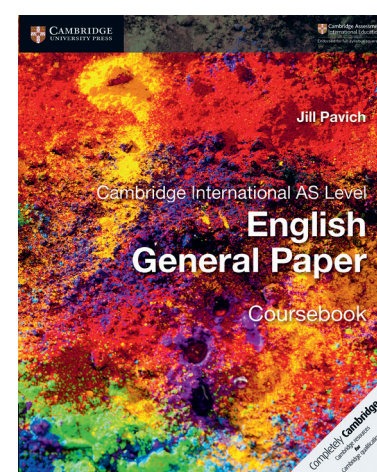
Jill Pavich

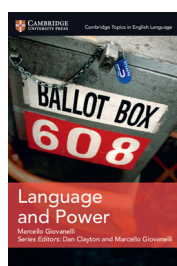
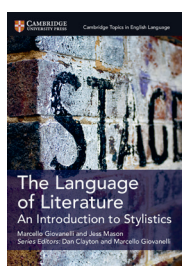
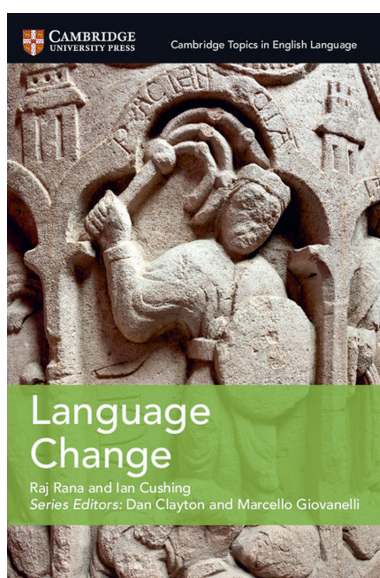
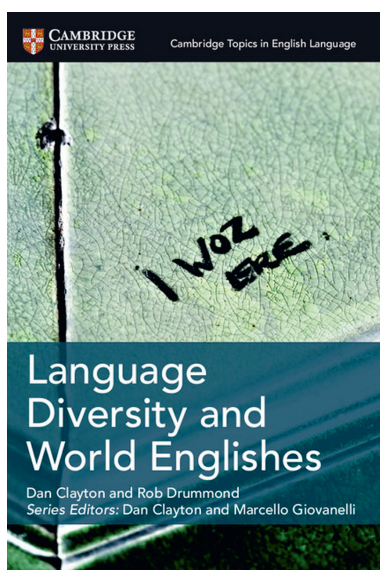
Cambridge International AS Level English General Paper syllabus (8021).

Through exploration of a wide array of topics, from celebrity culture to poetry in the modern world, this series focuses on strengthening key 21st century skills, such as communication, evaluation, analysis and application. Helping students improve their written responses, use of English and comprehension, this series looks at discussion points relevant to the globally minded classroom.

- Topical texts and discussion points relevant to the globally minded classroom
- A diverse range of issues to investigate across the syllabus
- Regular practice questions and sample answers help build confidence with course skills

Coursebook	✓ 978-1-316-50070-5
Digital Coursebook (1 year)	✓ 978-1-108-43968-8
Digital Teacher's Resource Access Card	✓ 978-1-108-45788-0





Cambridge Topics in English Language

Have you tried *Cambridge Topics in English Language*? An invaluable series of nine A Level English Language books, edited by experts Dan Clayton and Marcello Giovanelli, and designed for use with any syllabus. The books introduce students to major scholarly topics in English linguistics and stylistics through modern issues such as gender, diversity and changing attitudes to language.

- Research is made accessible for those who are new to linguistics and there is particular support in analysing spoken language data such as colloquialisms and idioms
- Exam-style questions and analysis activities provide students with valuable practice to help build confidence
- Summaries of key concerns and modern findings guide students on how to approach their own language investigations

In short: a uniformly excellent and well-executed series – essential resources, highly recommended.

Gary Snapper, Editor of *Teaching English*

Text Analysis and Representation	978-1-108-40111-1
Digital Text Analysis and Representation (2 years)	978-1-108-44247-3
Language and Gender	978-1-108-40217-0
Digital Language and Gender (2 years)	978-1-108-44250-3
Attitudes to Language	978-1-108-40214-9
Digital Attitudes to Language (2 years)	978-1-108-44252-7
The Language of Literature	978-1-108-40221-7
Digital The Language of Literature (2 years)	978-1-108-44254-1
Language Development	978-1-108-40227-9
Digital Language Development (2 years)	978-1-108-44257-2
Language Change	978-1-108-40223-1
Digital Language Change (2 years)	978-1-108-44258-9
Language and Power	978-1-108-40213-2
Digital Language and Power (2 years)	978-1-108-44260-2
Narrative	978-1-108-40229-3
Digital Narrative (2 years)	978-1-108-44263-3
Language Diversity and World Englishes	978-1-108-40225-5
Digital Language Diversity and World Englishes (2 years)	978-1-108-44264-0

These books are very useful and we are glad we bought them for our students. We would recommend them to other teachers of A Level language.

Rachel De Wachter, Esher College, UK

Experience Better Learning with...

Cambridge Online Mathematics

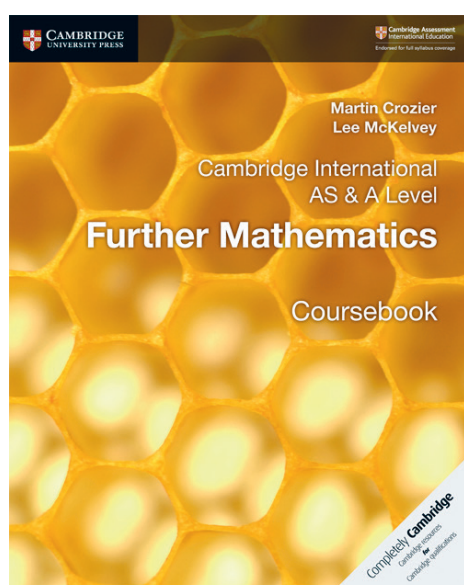
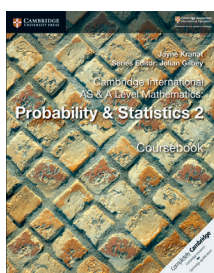
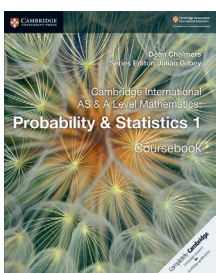
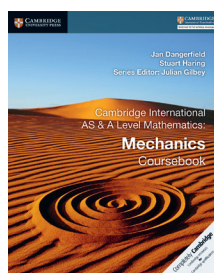
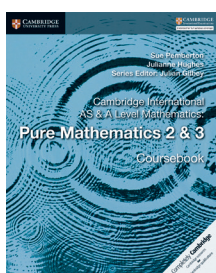
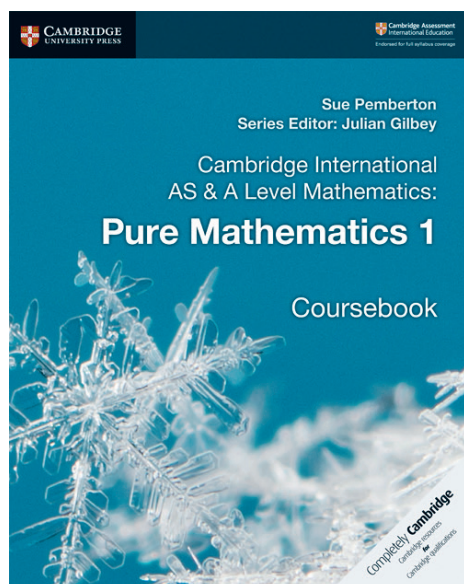


Cambridge Online Mathematics is a digital learning platform that provides enhanced teacher and student support for our Cambridge Checkpoint, Cambridge IGCSE™ and Cambridge International AS & A Level Mathematics resources.

Teachers can set activities and tasks for individuals or entire classes with the ability to compile reports on student progress and performance. Students can enjoy clear guidance and explanations, walkthroughs, exercises and more! The platform is easy to use, tablet-friendly and flexible. Try it for free today.

Find out more and sign up for your **free 15-day trial**.
onlinemaths.cambridge.org

Cambridge Online Mathematics is endorsed by Cambridge Assessment International Education



This series is endorsed by
Cambridge Assessment
International Education

Cambridge International AS & A Level Mathematics and Cambridge International AS & A Level Further Mathematics

Cambridge International AS & A Level Mathematics syllabus (9709) and Cambridge International AS & A Level Further Mathematics syllabus (9231) for examination from 2020.

This series promotes a deeper understanding of mathematical concepts, helping students develop critical thinking skills that go beyond the classroom.

Coursebooks

Written specifically for the international learner, these coursebooks provide clear and logical progression to help students develop the mathematical skills required in their chosen route to AS or A Level. They include recap sections, detailed explanations, worked examples, cross-topic review exercises and 'Explore' tasks that encourage deeper thinking around mathematical concepts. The coursebooks also benefit from links to 'Underground Mathematics' exercises throughout.

Coursebooks with Cambridge Online Mathematics

Our digital Cambridge International AS & A Level Mathematics resource is endorsed by Cambridge Assessment International Education for Papers 1–6.

- As part of a print and digital bundle, Cambridge Online Mathematics gives you the power to set classroom and homework exercises to individual students or entire classes through the platform
- These interactive versions of each coursebook offer students the facility to demonstrate and submit their working as well as opportunities for self-assessment
- Extra features for this level include a Desmos graphing calculator, geometry tool and scientific calculator

For your free trial, go to onlinemaths.cambridge.org

Teacher's resource

In response to teacher feedback from teachers around the world, we've produced a comprehensive teacher's resource to help you with lesson planning. This teacher's resource offers guidance for all five coursebook components.

Practice books

The practice books work alongside each coursebook for the syllabus. They provide additional worked examples and exercises that follow the order of topics in the coursebook to give students further opportunity to practise and consolidate their mathematical skills.

Further Mathematics

Our coursebook provides explanations of mathematical concepts followed by exercises for students to practise the required skills. The book contains classroom discussion exercises, extra challenge questions and examples of worked solutions.



These pages are from Cambridge International AS & A Level
Mathematics Pure Mathematics 1 Coursebook

Explore sections promote group work and peer-to-peer discussion. They help students to deepen their knowledge within a specific concept.

Cambridge International AS & A Level Mathematics: Pure Mathematics 2 & 3

PREREQUISITE KNOWLEDGE

Where it comes from	What you should be able to do	Check your skills
Pure Mathematics 1 Coursebook, Chapter 6	Equate coefficients of polynomials.	1 Find the value of A , B and C for: a $Ax^2 - 3x + C = 6x^2 + Bx - 9$ b $(2 - A)x^2 + 5x + 2C = 3x^2 - 3Bx + 8$
Pure Mathematics 1 Coursebook, Chapter 6	Expand $(a + b)^n$ where n is a positive integer.	2 Find the first 3 terms, in ascending powers of x , in the expansion of: a $(1 + 2x)^7$ b $(3 - 2x)^5$
Chapter 1	Divide polynomials.	3 Find the quotient and remainder when $x^2 - 8x + 4$ is divided by $x - 3$.

Why do we study algebra?

At IGCSE / O Level we learnt how to add and subtract algebraic fractions. In this chapter we will learn how to do the 'reverse process'. This reverse process is often referred to as splitting a fraction into its partial fractions. In Mathematics it is often easier to deal with two or more simple fractions than it is to deal with one complicated fraction.

In the Pure Mathematics 1 Coursebook, Chapter 6, you learnt how to find the binomial expansion of $(a + b)^n$ for positive integer values of n . After working through this chapter you will be able to expand expressions of the form $(1 + x)^n$ for values of n that are not positive integers (providing $|x| < 1$).

Combining your partial fraction and binomial expansion skills will enable you to obtain series expansions of complicated expressions such as $\frac{2x-1}{2x^2+3x-20}$.

7.1 Improper algebraic fractions

A numerical improper fraction is defined as a fraction where the numerator \geq the denominator. For example, $\frac{11}{5}$ is an improper fraction. This fraction can be expressed as $2 + \frac{1}{5}$, which is the sum of a positive integer and a proper fraction.

So how do we define an algebraic improper fraction?

KEY POINT 7.1

The algebraic fraction $\frac{P(x)}{Q(x)}$, where $P(x)$ and $Q(x)$ are polynomials in x , is said to be an algebraic improper fraction if the degree of $P(x) \geq$ the degree of $Q(x)$.

For example, the fraction $\frac{x^3 - 3x^2 + 7}{x - 2}$ is an improper algebraic fraction because the degree of the numerator (3) is greater than the degree of the denominator (1).

FAST FORWARD

In Chapter 8 you will be shown another use for partial fractions: how to integrate rational expressions such as $\frac{2x-1}{2x^2+3x-20}$ by first splitting the expression into partial fractions.

WEB LINK

Explore the *Polynomials and rational functions* station on the Underground Mathematics website.

Chapter 7: Further algebra

We can use long division to write the fraction $\frac{x^3 - 3x^2 + 7}{x - 2}$ as the sum of a polynomial and a proper algebraic fraction.

$$\begin{array}{r} x^2 - x - 2 \\ x-2 \overline{) x^3 - 3x^2 + 0x + 7} \\ \underline{x^2 - 2x^2} \\ -x^2 + 2x \\ \underline{-x^2 + 2x} \\ 0 \\ \underline{0} \\ 7 \end{array}$$

$$\therefore \frac{x^3 - 3x^2 + 7}{x - 2} = x^2 - x - 2 + \frac{7}{x - 2}$$

EXPLORE 7.1

1 Discuss with your classmates which of the following are improper algebraic fractions.

$\frac{1}{2x+1}$

$\frac{x^2-4x}{3-x^2}$

$\frac{3x}{x-5}$

$\frac{6x^3-2x+1}{2x^2-1}$

2 Write each improper fraction in question 1 as the sum of a polynomial and a proper fraction.

EXERCISE 7A

1 Express each of the following improper fractions as the sum of a polynomial and a proper fraction.

a $\frac{8x}{2x-5}$

b $\frac{6x+1}{3x+2}$

c $\frac{4x^3-3}{2x+1}$

d $\frac{x^3+4x^2+3x-1}{x^2+2x+5}$

e $\frac{7x^3+2x^2-5x+1}{x^2-5}$

f $\frac{x^4+2x^2-5}{x^2+1}$

2 Given that $\frac{x^3+x^2-7}{x-3} = Ax^2 + Bx + C + \frac{D}{x-3}$, find the values of A , B , C and D .

3 Given that $\frac{x^4+5x^2-1}{x+1} = Ax^3 + Bx^2 + Cx + D + \frac{E}{x+1}$, find the values of A , B , C , D and E .

4 Given that $\frac{2x^4+3x^3+4x^2+5x+6}{x^3+2x} = Ax + B + \frac{Cx+D}{x^3+2x}$, find the values of A , B , C and D .

Prerequisite knowledge sections at the start of every chapter check students have the relevant learning to work through the upcoming topic.

Clear explanations for ESL learners.

Web links direct students to related content and resources on the internet to enrich their learning.

Fast forward boxes refer to topics students will learn in more depth at a later stage in the book. **Rewind** boxes refer back to earlier learning in a previous chapter.

Exercises help students to develop fluency in new mathematical skills and **worked examples** throughout provide step-by-step guidance.

NEW

Worked solutions manuals

Worked solutions manuals for each coursebook contain over 500 fully worked solutions for a wide range of exercises in the coursebooks, helping learners to develop as confident, independent thinkers.

	Coursebook	Coursebook with Cambridge Online Mathematics	Practice Book	NEW Worked Solutions Manuals with Digital Access
Pure Mathematics 1	✓ 978-1-108-40714-4	✓ 978-1-108-56289-8	✓ 978-1-108-44488-0	✓ 978-1-108-61305-7
Pure Mathematics 2 & 3	✓ 978-1-108-40719-9	✓ 978-1-108-56291-1	✓ 978-1-108-45767-5	✓ 978-1-108-75890-1
Mechanics	✓ 978-1-108-40726-7	✓ 978-1-108-56294-2	✓ 978-1-108-46402-4	✓ 978-1-108-75892-5
Probability & Statistics 1	✓ 978-1-108-40730-4	✓ 978-1-108-61082-7	✓ 978-1-108-44490-3	✓ 978-1-108-61309-5
Probability & Statistics 2	✓ 978-1-108-40734-2	✓ 978-1-108-63305-5	✓ 978-1-108-44492-7	✓ 978-1-108-61310-1
Further Mathematics	✓ 978-1-108-40337-5			✓ 978-1-108-77018-7
Digital Teacher's Resource Access Card	✓ 978-1-108-46167-2			

Cambridge International AS & A Level science

New editions of *Cambridge International AS & A Level Biology, Chemistry and Physics* cover the content of each of the syllabuses in full, helping your students develop the investigative, practical and analytical skills to flourish. This flexible range of resources meets the real teaching needs of the science classroom. Help students succeed in a changing world and develop their 21st century skills.

Coursebook with digital access

- Extensive research through lesson observations, teacher interviews and work with the Cambridge Panel provides first-hand classroom support to the teacher and learner
- Supports both the theoretical aspects of the course and the application of knowledge, as well as the promotion of scientific enquiry and independent learning
- Comprehensive support for practical work helps both teachers and students with the transition between Cambridge IGCSE and Cambridge International AS & A Level
- Written with strong support for language development, including key science vocabulary and key definitions throughout
- Features such as 'Science in Context' and reflection boxes provide students with practice, active learning, skills-building and reflection opportunities
- Open-ended discussion questions enable students to practise their English skills, interpret ideas in different ways and debate concepts with other learners
- Four to ten exam-style questions per chapter help prepare students for examinations
- Provides a range of enquiry exercises, such as practical activities, group work and debate questions, helping students develop 21st century skills
- Combined print and digital resource enables you to use the content in a format that suits you
- Includes answers to exercises so students have everything they need to revise when they want

Digital teacher's resource

- Detailed topic-by-topic guidance on lesson planning, delivery and assessment
- Mapping grids identify where topics in the syllabus are in the resources
- Advice for tackling common misunderstandings and misconceptions with clear and highly detailed lesson-planning guidance
- Suggestions for a wide range of activities with support for different teaching approaches and differentiation

Workbook with digital access

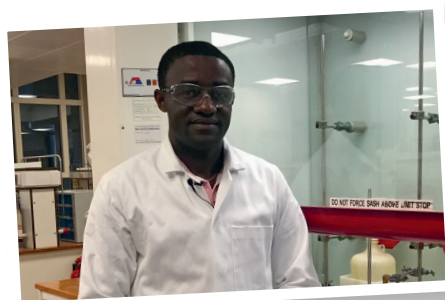
- Reinforces learning, promotes application of theory and helps students practise vital skills
- A varied selection of formative exercises and exam-style questions help students hone the necessary skills of handling data, evaluating information and problem solving

Practical workbook

Helps students develop key practical investigation skills including planning, identifying equipment, creating hypotheses, recording results, and analysing and evaluating data.

- Supports students going from Cambridge IGCSE to Cambridge International AS & A Level
- Guided investigations provide opportunities for students to practise for the key practical element of the Cambridge International AS & A Level science syllabuses
- Provides the opportunity for students to take on a range of activities, helping them develop their 21st century skills

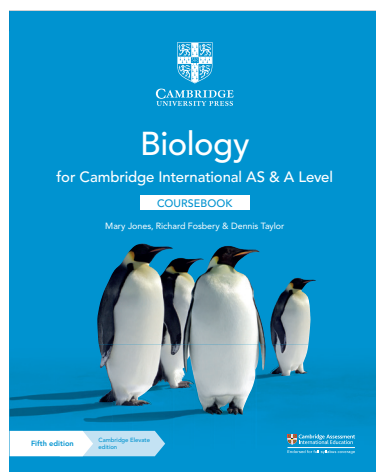
Cambridge science – inspired by teachers, building brighter futures



Through daily research including lesson observations, teacher interviews and work with teachers on the Cambridge Panel, we develop our resources to meet the needs of the science classroom. Inspire your students with research fresh from the labs of the University of Cambridge with scientists like David Izuogu, advice from teachers around the world, and watch our webinars with education specialists from the Faculty of Education and English as a second language consultants.

Follow our science playlist on YouTube at [youtube.com/cambridgepedu](https://www.youtube.com/cambridgepedu)

Follow our blog at [cambridge.org/education/blog](https://www.cambridge.org/education/blog)



Cambridge International AS & A Level Biology

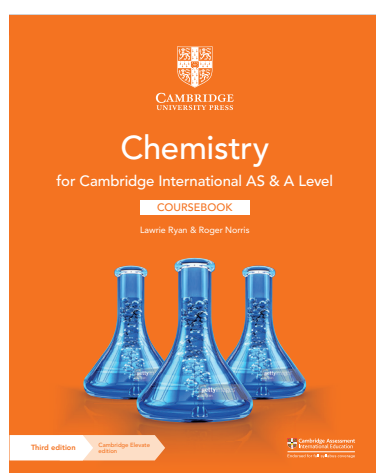
Fifth edition

Richard Fosbery, Mary Jones, David Martindill,
Matthew Parkin and Dennis Taylor

Cambridge International AS & A Level Biology syllabus (9700)
for examination from 2022.

From the simplest cell structures to genetic technology, this series matches the syllabus.

Coursebook with Digital Access (2 years)	✓ 978-1-108-85902-8
Digital Coursebook (2 years)	✓ 978-1-108-79651-4
Workbook with Digital Access (2 years)	✓ 978-1-108-85942-4
Practical Workbook	✓ 978-1-108-79777-1
Digital Teacher's Resource Access Card	✓ 978-1-108-79779-5



Cambridge International AS & A Level Chemistry

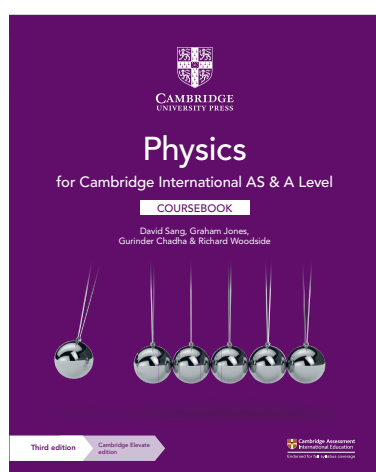
Third edition

Roger Norris, Lawrie Ryan and Mike Wooster

Cambridge International AS & A Level Chemistry syllabus (9701)
for examination from 2022.

From the smallest atoms to the most complex equations, this series matches the syllabus.

Coursebook with Digital Access (2 years)	✓ 978-1-108-86319-3
Digital Coursebook (2 years)	✓ 978-1-108-79780-1
Workbook with Digital Access (2 years)	✓ 978-1-108-85905-9
Practical Workbook	✓ 978-1-108-79954-6
Digital Teacher's Resource Access Card	✓ 978-1-108-79659-0



Cambridge International AS & A Level Physics

Third edition

David Sang, Graham Jones, Gurinder Chadha,
Richard Woodside and Sanjeevi Cuneapen

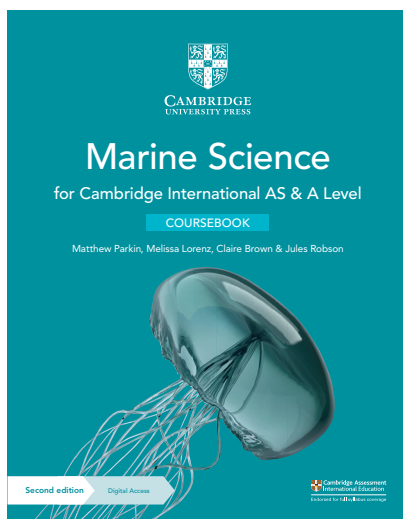
Cambridge International AS & A Level Physics syllabus (9702)
for examination from 2022.

From kinematics to nuclear physics, this series matches the syllabus.

Coursebook with Digital Access (2 years)	✓ 978-1-108-85903-5
Digital Coursebook (2 years)	✓ 978-1-108-79652-1
Workbook with Digital Access (2 years)	✓ 978-1-108-85911-0
Practical Workbook	✓ 978-1-108-79399-5
Digital Teacher's Resource Access Card	✓ 978-1-108-79675-0



This series is endorsed by
Cambridge Assessment
International Education



“
This is probably the
best thing I have
seen to help inspire
teachers’
confidence that
Cambridge University
Press has put out for
any of its courses.

Jeff Higginbotham,
Brevard School, USA

Cambridge International AS & A Level Marine Science

Second edition

Matthew Parkin, Melissa Lorenz, Claire Brown, Jules Robson
and Paul Roobottom

**Cambridge International AS & A Level Marine Science syllabus (9693)
for examination from 2022.**

Help your students explore the wonders of the underwater world and
develop their theoretical and practical marine science skills.

Coursebook

- Supports both the theoretical aspects of the course as well as application of knowledge, promotion of scientific enquiry and independent learning
- In-chapter questions and exercises develop scientific skills, such as problem solving and handling information
- Essential practical activities and a new practical skills chapter develop students’ investigative skills
- Group project activities, such as creating scale models of marine ecosystems, develop students’ collaborative skills
- Extended international case studies (such as the crown-of-thorns starfish on Indo-Pacific reefs) with discussion questions help students apply their knowledge and dive deeper into real-world contexts
- Exam-style questions and in-chapter questions encourage students to track their understanding
- Exercises help students develop their maths skills in science contexts
- A dedicated feature supports students’ understanding of command words in preparation for assessment

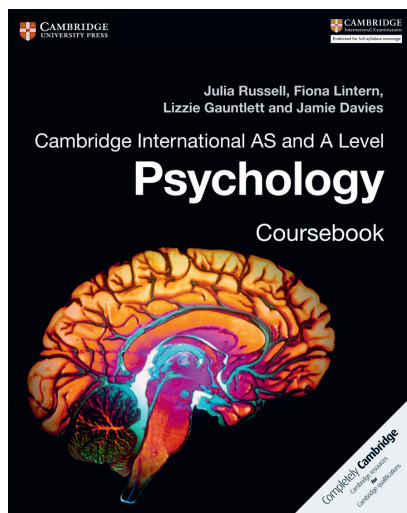
Teacher’s resource

- Detailed topic-by-topic guidance on lesson planning, delivery and assessment
- Downloadable support notes and model data for the practical activities in the coursebook and workbook
- Answers to all questions in the coursebook and workbook

Workbook

- Exercises and exam-style questions, corresponding to each chapter of the coursebook, build a variety of skills – such as mathematical, observational and analytical
- Extra practical activities for each topic develop students’ investigative skills and support with the new assessment objectives, including data analysis and planning and carrying out investigations

Coursebook with Digital Access (2 years)	✓ 978-1-108-86606-4
Digital Coursebook (2 years)	✓ 978-1-108-79142-7
Digital Teacher’s Resource Access Card	✓ 978-1-108-79594-4
NEW Workbook with Digital Access	✓ 978-1-108-79049-9



This series is endorsed by
Cambridge Assessment
International Education

Cambridge International AS and A Level Psychology

Julia Russell, Fiona Lintern, Lizzie Gauntlett and Jamie Davies

Cambridge International AS & A Level Psychology syllabus (9990).

This series has a strong focus on the key concepts of research methods and ethics, as well as crucial debates such as nature versus nurture.

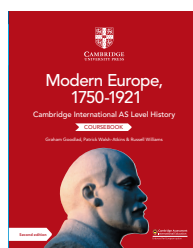
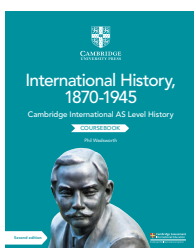
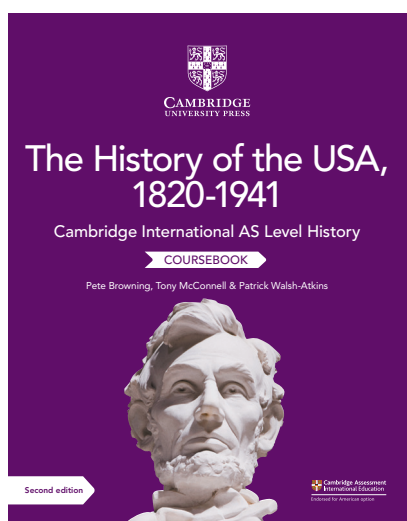
Coursebook

- Fascinating discussions bring each topic to life, enhancing the relevance of the chapter to students' lives and sparking debate in the classroom
- The subject of research methods is discussed in depth with its own dedicated chapter and is also continually referred to throughout the book

Teacher's resource

- Contains ideas for differentiated learning, ways to combat common misconceptions and lesson guides

Coursebook	✓ 978-1-316-60569-1
Digital Coursebook (2 years)	✓ 978-1-316-60571-4
Teacher's Resource CD-ROM	✓ 978-1-316-63794-4



Cambridge International AS Level History

Second edition

Pete Browning, Anna Cowper, John Etty, Graham Goodlad, Tony McConnell, Phil Wadsworth and Patrick Walsh-Atkins

Cambridge International AS & A Level History syllabus (9489) for examination from 2021.

With increased depth of coverage and closely mapped to the syllabus, this series provides teachers with a wide range of source material and language support.

Coursebook

- 'Think like a historian' features help students understand the benefits of studying history, which requires sharp evaluation and research skills
- Learning objectives in each chapter help your students understand 'where they are going' with their learning and aid their navigation through the content
- 'Reflection' features help your students think about how they are learning and how they might improve their process
- Exam-style questions and example answers help students build familiarity for their examinations, practise their technique and understand how to improve

Teacher's resource

- Contains all the historical sources from the coursebook and more source support activities, so you can easily adapt worksheets and presentations
- Provides you with plenty of teaching ideas as well as language and assessment for learning support

New editions of our AS History series are suitable for students taking the Paper 1 and 2 examinations in 2021, syllabus 9489.

The History of the USA, 1820-1941 Coursebook	✓ 978-1-108-71629-1
Digital The History of the USA, 1820-1941 (1 year)	✓ 978-1-108-71633-8
International History 1870-1945 Coursebook	✓ 978-1-108-45932-7
Digital International History 1870-1945 (1 year)	✓ 978-1-108-45934-1
Modern Europe, 1750-1921 Coursebook	✓ 978-1-108-73392-2
Digital Modern Europe, 1750-1921 (1 year)	✓ 978-1-108-73980-1
Digital Teacher's Resource Access Card	✓ 978-1-108-70582-0

Four misconceptions that occur in the Cambridge International AS & A Level Business classroom (and how to resolve them)

Students often carry misconceptions with them as they study. They come from a variety of places, including previous studies and experiences, the media and more, and they can be detrimental to student knowledge if they aren't addressed.

In our Cambridge International AS & A Level Business Teacher's Resource, we offer advice and guidance on how to elicit and overcome some of these misconceptions. Below are four examples you can use with your students today.

Misconception	How to elicit	How to overcome
Learners often assume all entrepreneurs are successful.	Ask learners to identify ways entrepreneurs can be successful and ways they can fail.	Provide learners with examples of entrepreneurs who have been successful and those who failed (assess the reasons for failure).
The terms consumer and customer are often mis-used.	Check whether learners use the correct terms in their work. Ask them to write definitions of each term and then to use them correctly in a sentence along with relevant examples.	Make sure learners consider the role of the customer and the consumer in business decisions. The consumer is the end user and the customer buys the product/service.
All firms want to grow.	When discussing growth, learners often assume that all firms will want to become larger - either through organic or external means.	Discuss the reasons for and against business growth. This could be applied to different business ownership structures to demonstrate the difference.
Profit made is the best method of measuring business size.	Ask learners how they think business size should be measured.	Learners often assume that all firms want to make a profit. Whilst this may be true for many firms, in the short term, some firms may want to re-invest in opening more branches to give them greater customer awareness. Outline the differences in the ways firms may choose to measure their size in a market.

Explore our full collection of Cambridge International AS & A Level Business, Economics and Accounting resources on pages 103 - 105.

NEW Cambridge International AS & A Level Business

Peter Stimpson and Alastair Farquharson

Cambridge International AS & A Level Business syllabus (9609) for examination from 2023.

This series inspires students to develop an understanding of business and business-related concepts, whilst guiding them through the Cambridge International AS & A Level Business syllabus. Complete with a coursebook with digital access, workbook and digital teacher's resource, the series will allow you and your students to progress through the course with confidence.

Coursebook

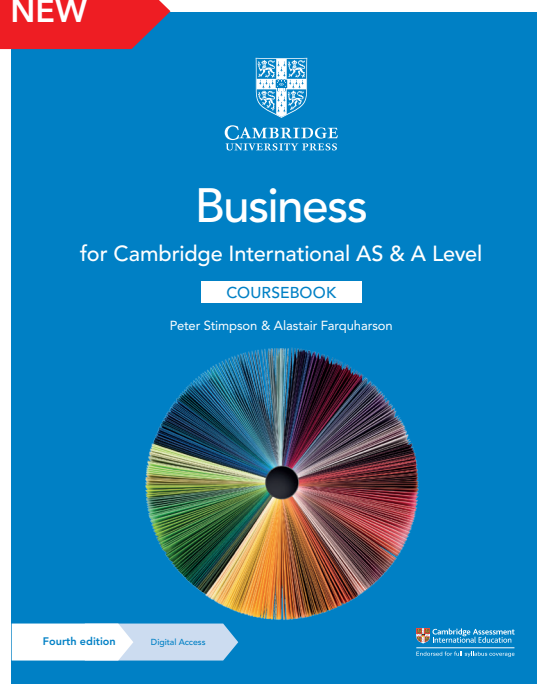
- 'Getting started with' chapter to support student transition from IGCSE to AS & A Level
- 'Business in context' and 'Business in action' features enable students to make real-world connections to their studies
- 'Preparing for assessment chapter', including sample mark schemes, helps learners get ready for examination
- Mixture of local and global case studies ensures content is relevant to all students and encourages their interest in the subject
- Key terms, key concepts and command words defined to support English as a second language learners
- Activity answers included to enable students to self-assess

Workbook

- Focuses on the development of four key skills: Knowledge and Understanding, Application of Knowledge and Understanding, Analysis, and Evaluation
- Wide variety of new exam-style questions and activities so students can further test their understanding
- Key terms grouped together for quick and simple revision and to support English as a second language learners
- Worked examples including 'improve this answer' activities helps students develop their evaluation skills and understand what a 'good' answer looks like

NEW Coursebook with Digital Access	● 978-1-108-92122-0
NEW Digital Coursebook	● 978-1-108-92599-0
NEW Workbook with Digital Access	● 978-1-108-92600-3
NEW Digital Teacher's Resource	● 978-1-108-94068-9

NEW



Digital teacher's resource

- Step-by-step lesson plans, including differentiation advice, bring new ideas into your classroom
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Support for key pedagogical practices, including active learning, ensure you feel supported in your teaching
- Common misconceptions help address student misunderstandings and support every learner
- Language support for each lesson ensures that language is not a barrier to learning
- Answers to coursebook and workbook exercises

Syllabus support

This new series is here to support you and your students through the (9609) syllabus. Here are the top three ways in which our resources support you through these updates:

- We have introduced a new section called 'Introduction to command words' to help students understand subject-specific terminology
- We have included formulae for ratios in the coursebook appendix to help with learning and revision
- The assessment objectives are explained in the 'Preparing for Assessment' section of the coursebook

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)

NEW Cambridge International AS & A Level Economics

Colin Bamford and Susan Grant

Cambridge International AS & A Level Economics syllabus (9708) for examination from 2023.

Introduce your students to the world of economics with the fourth edition of the *Cambridge International AS & A Level Economics* series. Featuring a coursebook with digital access, workbook and digital teacher's resource, it will give your students a clear understanding of how economics operates on an international scale, whilst developing key skills including analysis and evaluation.

Coursebook with digital access

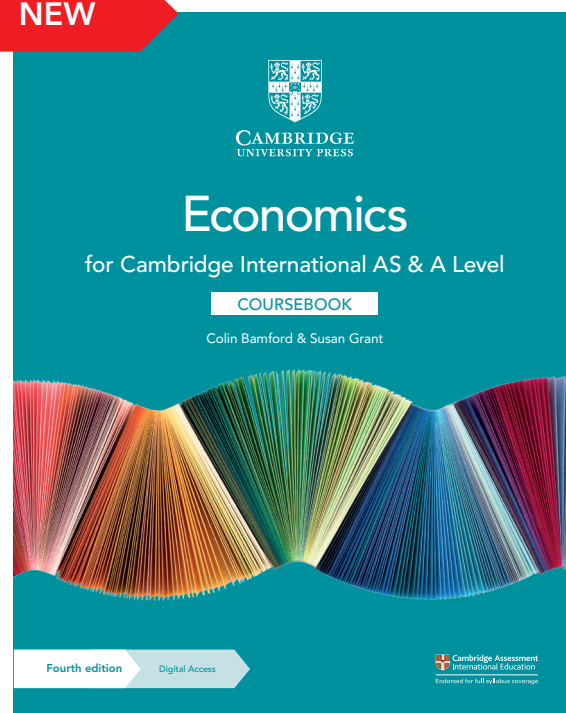
- 'Getting started with' chapter to support student transition from IGCSE to AS & A Level
- 'Economics in context' and 'Think like an Economist' features apply lessons to real-life scenarios, engaging students in their studies
- Essay-writing activities build key skills including analysis and evaluation, and prepare students for assessment
- Key terms, key concepts and command words are defined for quick revision and support English as a second language learners
- 'Preparing for assessment' chapter, including sample mark schemes, to help students prepare for exams
- Mixture of local and global case studies ensures content is relevant to all learners and encourages an interest in the subject

Workbook

- Key skills and scaffolded exam-style activities allow students to put into practice what they have learnt from the coursebook
- Worked examples offer step-by-step guidance and are ideal for revision
- Tip boxes and grouped key terms provide extra support for English as a second language learners
- 'Improve this answer' activity helps student develop their evaluation skills and understand what a 'good' answer looks like

NEW Coursebook with Digital Access	978-1-108-90341-7
NEW Digital Coursebook	978-1-108-82278-7
NEW Workbook with Digital Access	978-1-108-82279-4
NEW Digital Teacher's Resource	978-1-108-82280-0

NEW



Digital teacher's resource

- Step-by-step lesson plans, including differentiation advice, bring new lesson ideas into your classroom
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Common misconceptions help address student misunderstandings and support every learner
- Language support for each lesson with guidance on key terms to support English as a second language learners
- Answers to coursebook and workbook exercises

Syllabus support

This new series is here to support you and your students through the (9708) syllabus. Here are the top three ways in which our resources support you through these updates:

- We have introduced a new section called 'Introduction to command words' to help students understand subject-specific terminology
- The assessment objectives are explained in the 'Preparing for Assessment' section of the coursebook
- We have included formulae for ratios in the coursebook appendix to help with learning and revision

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)

NEW Cambridge International AS & A Level Accounting

David Hopkins, Deborah Malpas, Harold Randall,
Michael Seagrope, Julie Whatford &
Sharon Elan-Puttick

Cambridge International AS & A Level Accounting
syllabus (9706) for examination from 2023.

Empower your students to become confident learners and achieve success with the third edition of the *Cambridge International AS & A Level Accounting* series. Closely mapped to the new syllabus, our coursebook with digital access, workbook and digital teacher's resource are the perfect addition to any classroom and come filled with real-world connections and exam support.

Coursebook with digital access

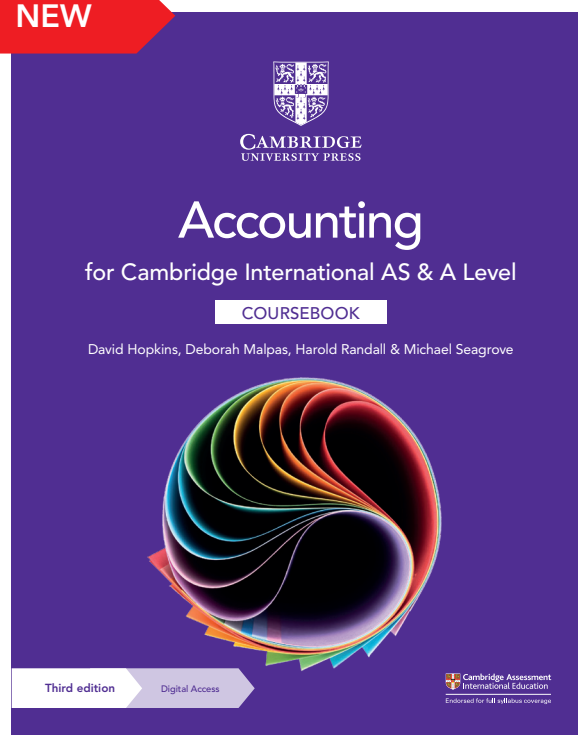
- Revised order of chapters in Part 1 (The Accounting System) to support student transition from IGCSE to AS & A Level
- 'Accounting in context' and 'Think like an Accountant' features help students make real-world connections to their studies
- Key terms, key concepts and command words are defined for English as a second language learners
- Practice questions, exam-style questions, worked examples and sample answers help students prepare for assessment
- Reflection activities allow students to monitor their learning and consider what/how they've learnt
- Appendix highlights key formulae required for the syllabus so students can study with ease

Workbook

- Key skills and scaffolded exam-style activities enable students to put into practice what they have learnt from the coursebook
- Worked examples offer step-by-step guidance for developing knowledge and are ideal for revision
- Tip boxes and defined key terms provide extra support for students and English as a second language learners
- 'Improve this answer' activity helps students develop their evaluation skills and understand what a 'good' answer looks like

NEW Coursebook with Digital Access	978-1-108-90292-2
NEW Digital Coursebook	978-1-108-82870-3
NEW Workbook with Digital Access	978-1-108-82871-0
NEW Digital Teacher's Resource	978-1-108-82872-7

NEW



Digital teacher's resource

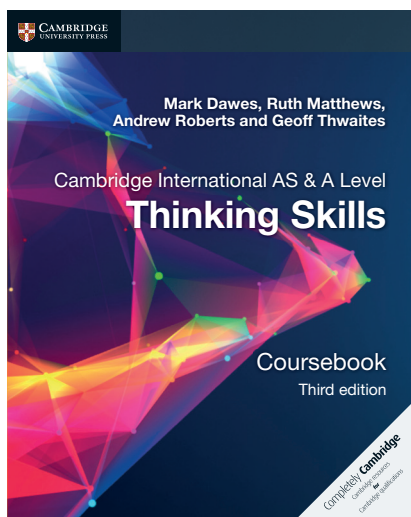
- Learning intentions at the start of every lesson ensure your classroom remains focused on the syllabus aims
- Step-by-step lesson ideas including group activities, individual tasks and differentiation advice guide your teaching and bring new ideas into your lessons
- Language support for English as a second language learners in every chapter ensure that language level isn't a blocker to learning
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Common misconceptions highlighted help address student misunderstandings and support every learner

Syllabus support

This new series is here to support you and your students through the (9706) syllabus. Here are the top three ways in which our resources support you through these updates:

- We have included formulae for ratios in the coursebook appendix to help with learning and revision
- We have introduced a new section called 'Introduction to command words' to help students understand subject-specific terminology
- The assessment objectives are explained in the 'Preparing for Assessment' section of the coursebook

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)



Cambridge International AS & A Level Thinking Skills*

Third edition

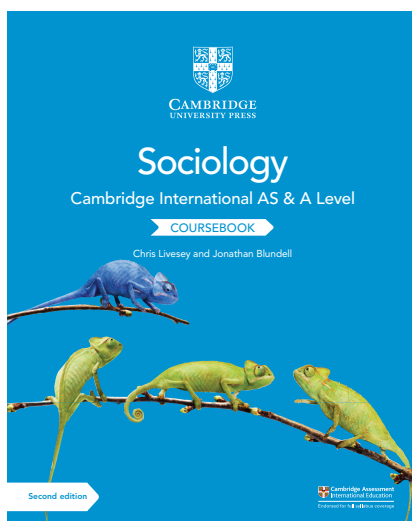
Mark Dawes, Ruth Matthews, Andrew Roberts and Geoff Thwaites

Cambridge International AS & A Level Thinking Skills syllabus (9694) for examination from 2020.

Cambridge International AS & A Level Thinking Skills is a supportive suite of resources that helps students build confidence when thinking independently.

- Develops the 21st century skills needed for further study and employment
- Scenarios encourage students to adopt practical approaches to critical thinking and problem solving
- Key terms are explained throughout and exam-style questions at the end of each chapter allow for frequent ability check-ins
- Teacher support includes sample lessons and answers to activities as well as exam-style questions and worksheets for further exam-style preparations

Coursebook	978-1-108-44104-9
Digital Coursebook (2 years)	978-1-108-44110-0
Digital Teacher's Resource Access Card	978-1-108-45770-5



Cambridge International AS & A Level Sociology

Second edition

Jonathan Blundell, Anna Cowper, Jannine Jacobs-Roth, Gemma Jubb, Chris Livesey, Caroline O'Neill, Karen Waterworth and Sue Stoddart-Seller

The second edition is suitable for the Cambridge International AS & A Level Sociology syllabus (9699) for examination from 2021.

Develop global citizens and critical thinkers as you explore the processes shaping current trends - from social media, to the role of the family and religion.

- 'Think like a sociologist' features encourage students to use sociological skills to understand the value of the subject beyond grades and their course
- Exam-style questions and sample answers help your students build familiarity with their examinations, practise their technique and understand how to improve their answers
- The digital teacher's resource contains guidance on developing reading and writing skills, teaching ideas for each chapter, worksheets and PowerPoints, and answers to the coursebook questions

Coursebook	✓ 978-1-108-73981-8
Digital Teacher's Resource Access Card	✓ 978-1-108-45803-0



Some components on these pages are endorsed by Cambridge Assessment International Education

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

NEW Cambridge International AS & A Level Global Perspectives and Research

David Towsey

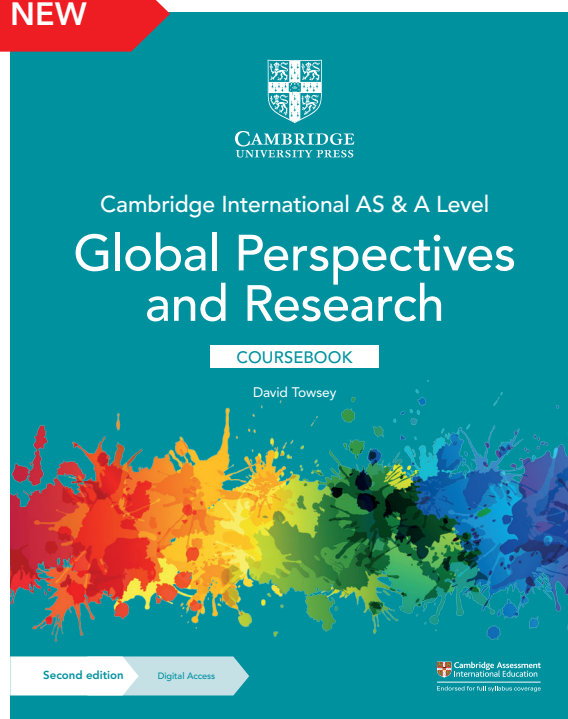
Cambridge International AS & A Level Global Perspectives & Research syllabus (9239) for examination from 2023.

Skills development in the classroom is the key to unlocking a wide variety of versatile careers, education and life choices for your students. Guide your learners along the Global Perspectives Critical Pathway as they advance their 21st century skillsets in areas such as research, reasoning, thinking and communication.

Coursebook with digital access

- Accessible and comprehensive coverage with units dedicated to teaching key skills including deconstruction and collaboration, as well as writing the research report
- A strong practical focus throughout with activities designed to help refine skills including essay writing, time management and forming research questions
- Self and peer assessment opportunities to encourage students to reflect on their own learning
- Support for tracking student skills development with a critical path checklist and advice for developing transferable skills

NEW



Digital teacher's resource

- Variety of supporting resources including lesson plans, worksheets and guidance around activities, assessment and cross-curricular links
- Overview of the syllabus with a suggested plan for sessions to help you organise your teaching when using the book
- Learning intentions with guidance on success criteria for every lesson ensure your classroom remains focussed
- Suggestions for differentiation, managing feedback and assessment ideas to support every learner
- Common misconception guidance so that you can consider and address any misunderstandings in the classroom

Syllabus support

This new series is designed to support you and your students through the (9239) syllabus. Here are the top three ways in which our resources support you through these updates:

- The syllabus aims, assessment objectives and key terms are explained in chapter one. Key terms and command words are used throughout the coursebook in activities to enable students to practise recognising and using these.
- Increased coverage of the skill of reflection, with regular reflective tasks and self-evaluation checklists to help students build practical experience of reflecting upon individual and group collaboration. Features such as discussion points and group tasks provide support for the increased focus on communication skills in the Team Project presentation.
- Detailed guidance around essay writing and forming a research question with annotated examples to aid explanation has been included. A new section on developing skills for communication in academic writing and annotated examples will help students as they prepare for their essay and research report.

Find out more about how our resources support your students through the new syllabus at [cambridge.org/education](https://www.cambridge.org/education)

NEW Coursebook with Digital Access (2 years)

978-1-108-90915-0

NEW Digital Coursebook (2 years)

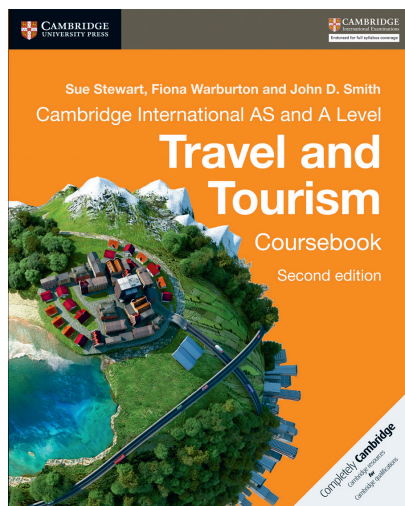
978-1-108-82170-4

NEW Digital Teacher's Resource

978-1-108-82169-8

NEW Digital Teacher's Resource Access Card

978-1-108-82168-1



Cambridge International AS and A Level Travel and Tourism

Second edition

Sue Stewart, Fiona Warburton and John D. Smith

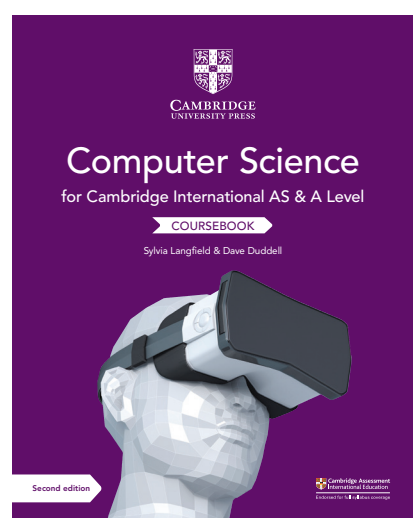
Cambridge International AS & A Level Travel & Tourism syllabus (9395).

Teaching Cambridge International AS & A Level Travel & Tourism?

This is the only book tailored to the syllabus.

- Develops practical and technical skills relevant to the travel and tourism industry, dealing with a range of complex situations and problems
- Assessment tasks at the end of each chapter help students evaluate their own progress and mastery of key concepts
- A free online bank of additional international case studies with questions, suggested responses and exam-style question sample answers are available at cambridge.org/9781316600634

Coursebook	✓ 978-1-316-60063-4
Digital Coursebook (2 years)	✓ 978-1-316-63677-0



Cambridge International AS & A Level Computer Science

Second edition

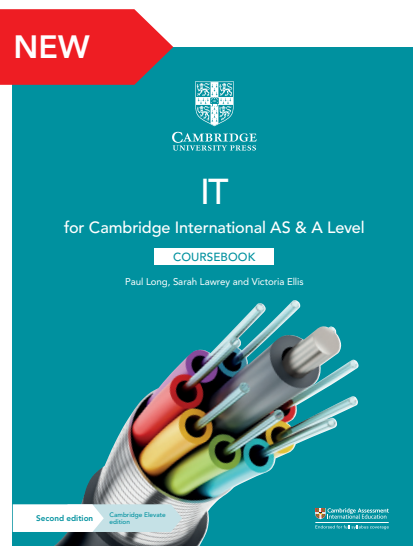
Dave Duddell and Sylvia Langfield

Cambridge International AS & A Level Computer Science syllabus (9618) for examination from 2021.

Get your students learning about everything from simple systems, to designing algorithms and problem solving.

- Provides students with detailed descriptions of concepts, reinforced with examples that outline complex subject matter in a clear way
- Alongside fundamental definitions, higher level programming skills are developed through the explanation of processes and consolidated by practical exam-type questions
- Programming support has been introduced to reflect the replacement of Pascal/Delphi with Java for the new syllabus

Coursebook	✓ 978-1-108-73375-5
Digital Coursebook	✓ 978-1-108-70041-2
Coursebook with Digital Access (2 years)	✓ 978-1-108-56832-6
Digital Teacher's Resource Access Card	✓ 978-1-108-71881-3
Revision Guide	✓ 978-1-108-73732-6



Cambridge International AS & A Level IT

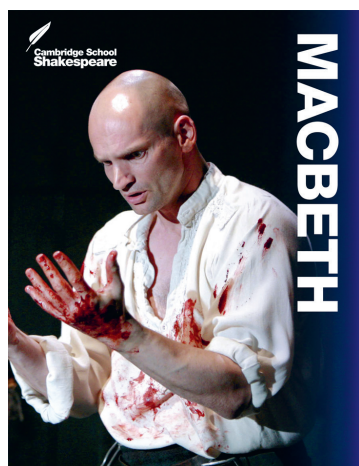
Second edition

Paul Long, Sarah Lawrey and Victoria Ellis

Cambridge International AS & A Level IT syllabus (9626) for examination from 2022.

- Detailed explanations of concepts supported by examples, activities and highlighted key vocabulary
- Learning objectives, self-assessment, end-of-unit progress checks and reflection features encourage students to keep track of their own progress and develop into independent learners
- Exam-style questions and a practical workbook provide a wealth of opportunities to practise in class and at home

NEW Coursebook with Digital Access	✓ 978-1-108-78247-0
NEW Digital Coursebook	✓ 978-1-108-74932-9
NEW Practical IT Skills Workbook with Digital Access	✓ 978-1-108-78256-2
NEW Digital Teacher's Resource Access Card	✓ 978-1-108-81216-0



Cambridge School Shakespeare

Founding Editor: Rex Gibson

Cambridge School Shakespeare helps you deliver an active approach to classroom Shakespeare, enabling students to inhabit Shakespeare's imaginative world in accessible and creative ways.

Dramatic experience is at the heart of the series, with students encouraged to share Shakespeare's love of language, interest in character and sense of theatre.

Latest editions:

- An improved, larger-format edition of the *Cambridge School Shakespeare* plays, extensively rewritten, expanded and produced in an attractive new design
- Substantially revised and extended in full colour, classroom activities are thematically organised in distinctive 'Stagecraft', 'Write about it', 'Language in the play', 'Characters' and 'Themes' features
- Extended glossaries aligned with texts of the plays for easy reference

Latest editions

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The Merchant of Venice, Third edition	978-1-107-61539-7
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King Henry IV, Part 2	978-0-521-62688-0
King Henry V	978-0-521-42615-2
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King Richard II	978-0-521-40946-9
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The Sonnets	978-0-521-55947-8
The Two Gentlemen of Verona	978-0-521-44603-7
The Winter's Tale	978-0-521-59955-9



Cambridge School Shakespeare gives the tools most students need to decipher the text on their own. The combination of the page-by-page glossary and summary are invaluable in giving students confidence in reading and analyzing Shakespeare.

Eustacia Wilson, Queens High School for Language Studies, USA



Teaching Shakespeare

Second edition

Rex Gibson

Invaluable support for all Shakespeare teachers. It makes the active learning principles underpinning *Cambridge School Shakespeare* explicit, helping you develop your lessons.

Paperback	978-1-316-60987-3
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Stepping into Shakespeare

Rex Gibson

Classroom-tested lesson plans for 9 to 13 year olds. Spiral-bound photocopiable content, perfect for adaptation and extension to suit your classroom needs. It uses active, imaginative learning for motivation and the mastery of language skills.

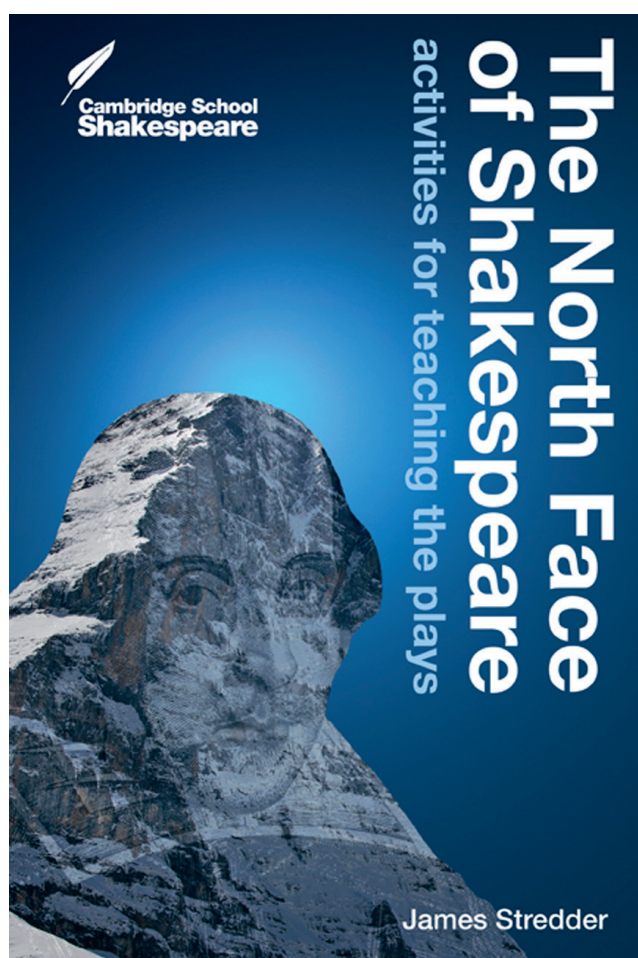
Paperback	978-0-521-77557-1
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Shakespeare's Language

Rex Gibson

Shakespeare's Language provides invaluable support for teachers of Shakespeare in schools, colleges and institutions of higher education.

Photocopiable Worksheets (150)	978-0-521-57811-0
Shakespeare's Language CD-ROM	978-1-845-65003-2



The Cambridge Shakespeare Guide

Emma Smith

An indispensable reference tool for Shakespeare students and enthusiasts, providing authoritative summaries of each of Shakespeare's works.

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James Stredder

Over 200 activities invite teachers and drama practitioners to use their classroom as a stage, helping teach the script as drama to be performed, whether sitting at desks or in an open space.

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Structuring Drama Work

Third edition

Jonothan Neelands and Tony Goode

Structuring Drama Work is a practical handbook for drama teachers, youth theatre leaders and applied theatre practitioners. Suitable for teachers of Cambridge IGCSE and for students from Cambridge International A Level and beyond.

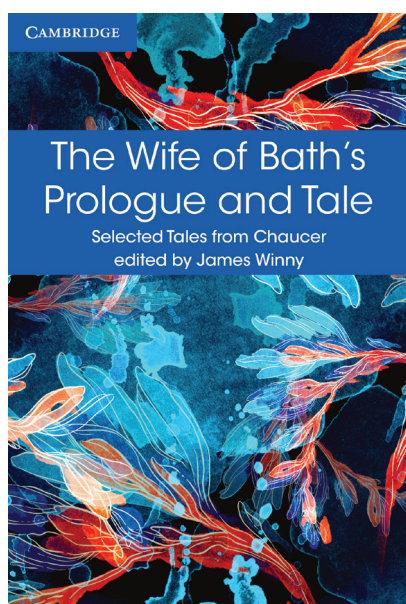
Structuring Drama Work	✓ 978-1-107-53016-4
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Cambridge School Chaucer

- *Cambridge School Chaucer* is an excellent way of introducing your students to an important period of pre-20th century literature (and encouraging enjoyment and understanding of Chaucer among a wide age range)
- The original Middle English text appears on right-hand pages, faced by left-hand pages containing a glossary of the more unfamiliar words and phrases, notes on style and characterisation with suggestions for activities
- Each book contains background information on *The Canterbury Tales*, a brief explanation of the main lexical problems Chaucer presents, suggestions for essay and context questions and a section on further reading

The Wife of Bath's Prologue and Tale	978-1-316-61545-4
The Merchant's Prologue and Tale	978-1-316-61547-8
The Pardoner's Prologue and Tale	978-1-316-61548-5
The Miller's Prologue and Tale	978-1-316-61549-2
The General Prologue to the Canterbury Tales	978-1-316-61550-8
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The Franklin's Prologue and Tale	978-1-316-61553-9



Selected Tales from Chaucer

The classic respected series in a stunning design. This edition of each Prologue and Tale in the highly respected *Selected Tales* series includes the full, complete text in the original Middle English, along with detailed notes and a comprehensive glossary.

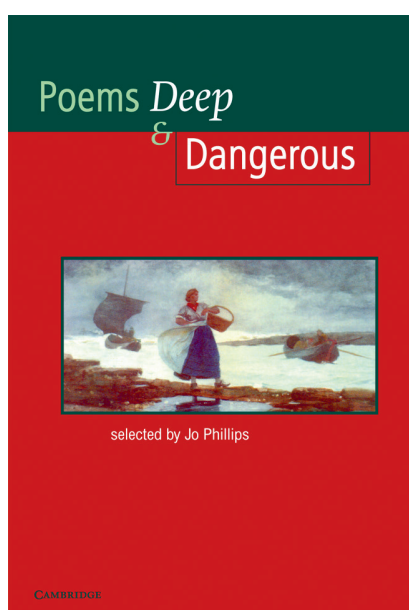
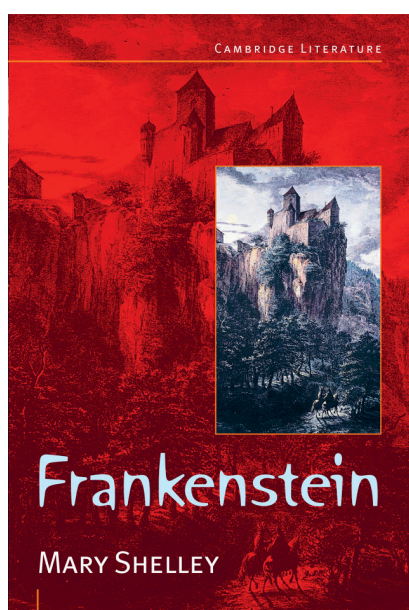
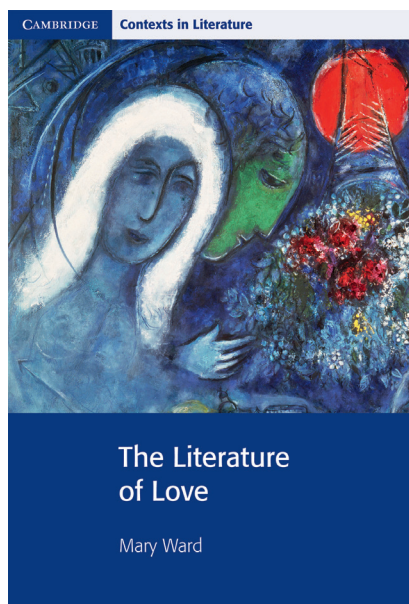
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The Wife of Bath's Prologue and Tale	978-1-316-61560-7
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Chaucer audio CDs

Get your class to experience authentic Middle English! Read in the original language of Chaucer's time, these CDs help students understand the texts. Use them with *Cambridge School Chaucer* or the *Selected Tales from Chaucer*.

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The Miller's Prologue and Tale Audio CD	978-0-521-63529-5
The Merchant's Prologue and Tale Audio CD	978-0-521-63528-8





Cambridge Contexts in Literature

Series Editor: Adrian Barlow

- *Cambridge Contexts in Literature* is a series designed for students at advanced level, providing critical introductions to a range of literary topics and genres
- Each volume helps students evaluate the influence of literary, cultural and historical contexts on both writers and readers
- Each title contains an anthology of texts and extracts exemplifying key issues raised in the introduction to the areas of study

Teacher's Book

World and Time: Teaching Literature in Context	978-0-521-71247-7
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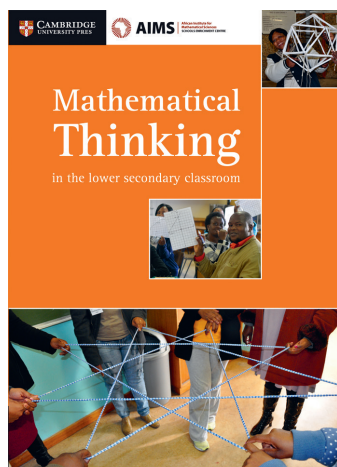
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Mathematical Thinking is for teachers and educators who want to develop their maths teaching skills where English is the language of instruction.

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- The activities are for teachers working alone or in 'self-help' teachers' workshops
- The content draws on the activities on the NRICH website (www.nrich.maths.org), which has been building incredible maths resources for the last 18 years

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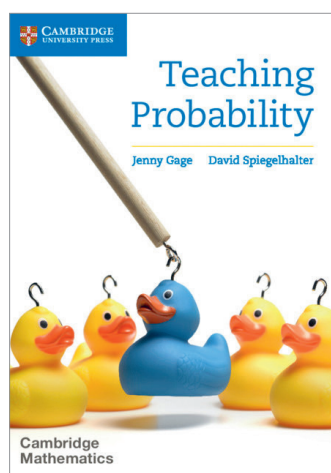
The Mathematical Gazette

Publishing important and influential articles about the teaching and learning of mathematics, *The Mathematical Gazette* is essential reading for school teachers, college and university lecturers, students, educationalists and others with an interest in the field. Visit cambridge.org/mag for more information.



Cambridge Mathematics Teaching series

The *Cambridge Mathematics Teaching* series is for secondary school mathematics teachers who are interested in learning new methods for teaching concepts. The series has been informed by the work of the Cambridge Mathematics team and provides new approaches to mathematical topics. These give you theoretical and practical knowledge when applying ideas in the classroom. For more information on Cambridge Mathematics please visit www.cambridgemaths.org



Teaching Probability

Jenny Gage and David Spiegelhalter

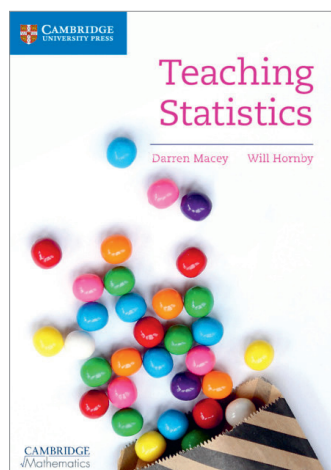
We know why probability is important – first, it is an intrinsic part of mathematics, with attractive methods to solve challenging abstract problems. But perhaps more important is its relevance to the real world, as it provides the formal framework for dealing with chance, randomness and uncertainty in general.

- *Teaching Probability* focuses on methods you can apply to help your students engage with the topic, such as using experiments and mathematical models to solve problems
- Considers how to overcome common misconceptions
- Provides lesson materials that you can adapt according to the age and ability of your students

For free teacher's resources, go to teachingprobability.org

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Teaching Statistics

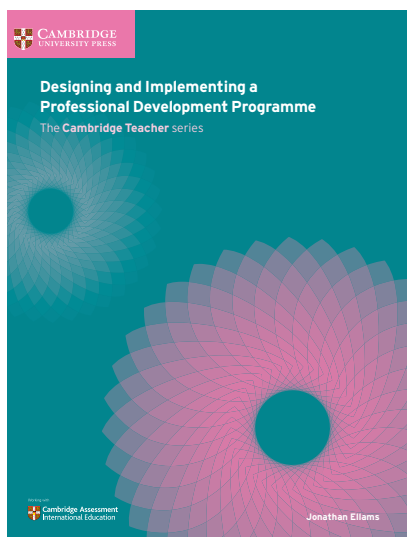
Darren Macey and Will Hornby

Statistics has developed in parallel with the advances of technological and social change. This book frames the interconnectedness of the subject around the experiences that students should have, rather than the specific techniques required.

- The book provides numerous examples and suggestions that you can incorporate in the classroom to help improve the way students understand statistics

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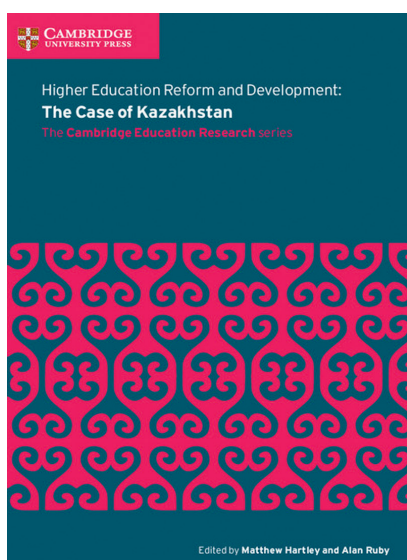
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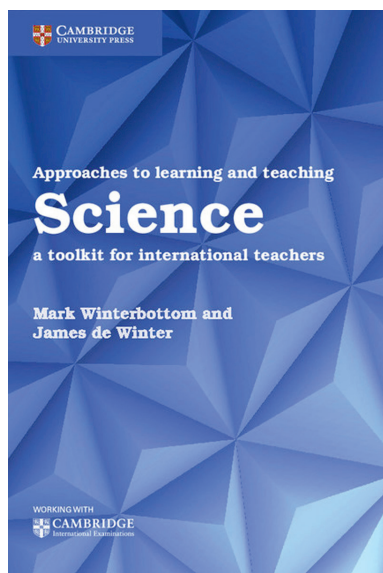
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We have produced this series of books in collaboration with the experts at the University of Cambridge Faculty of Education.

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Approaches to learning and teaching: a toolkit for international teachers

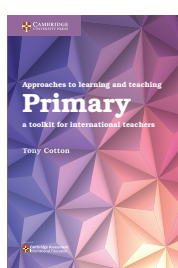
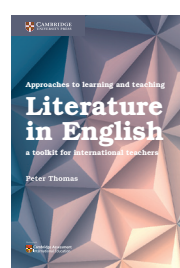
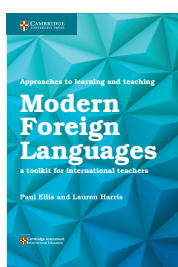
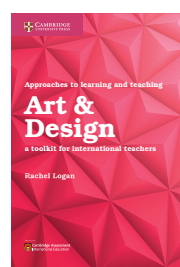
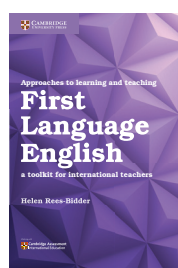
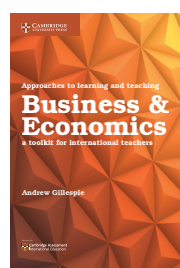
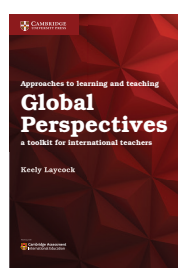
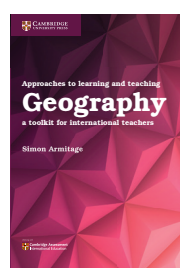
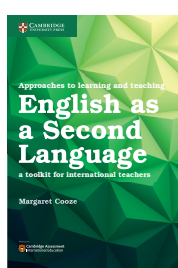
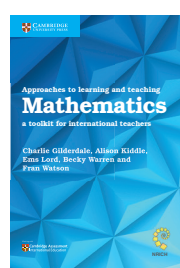
These subject-specific guides provide teachers with a range of practical ideas, from classroom activities to differentiation, active learning, reflective practice and formative assessment. They're ideal if you are studying a professional development qualification or international PGCE.

The *Approaches to learning and teaching* series considers the local and global contexts when planning and delivering a syllabus. It has been written in collaboration with the world's largest provider of international education programmes and qualifications for 5 to 19 year olds, Cambridge Assessment International Education.

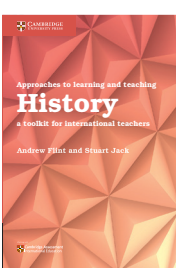
The titles present ideas in the context of subject and give practical examples that help you put theory into context. In addition, with each title you get a variety of lesson ideas you can download from our website.

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Notes



Notes



Notes

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a faint, light blue outline of a pencil, angled diagonally upwards towards the left. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

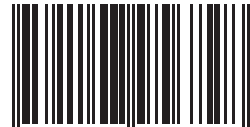


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