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International primary and lower secondary teaching and learning resources 2021



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Cambridge University Press
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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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International Education

Create better learning moments

The moment when your learners make new discoveries, develop new skills or overcome challenges is hugely rewarding. These moments are made possible when learners have the skills and confidence to explore further and teachers have the support and insights to help them make that leap.

We want to help you create more of these moments.

With Cambridge, you'll find a curriculum and resources that encourage learners to think critically, collaborate and be creative. A range of assessments give you powerful insights to help you plan your learners' next steps and support with effective teaching approaches, including a range of professional development resources.



Find out more at cambridge.org/education/primary_lower_secondary

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 37.

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.



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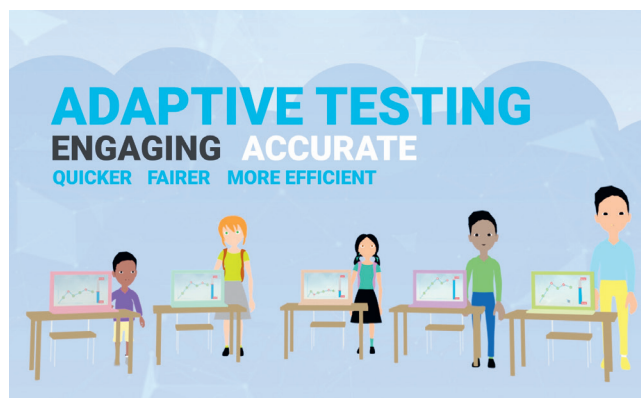
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Plan for a brighter future

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

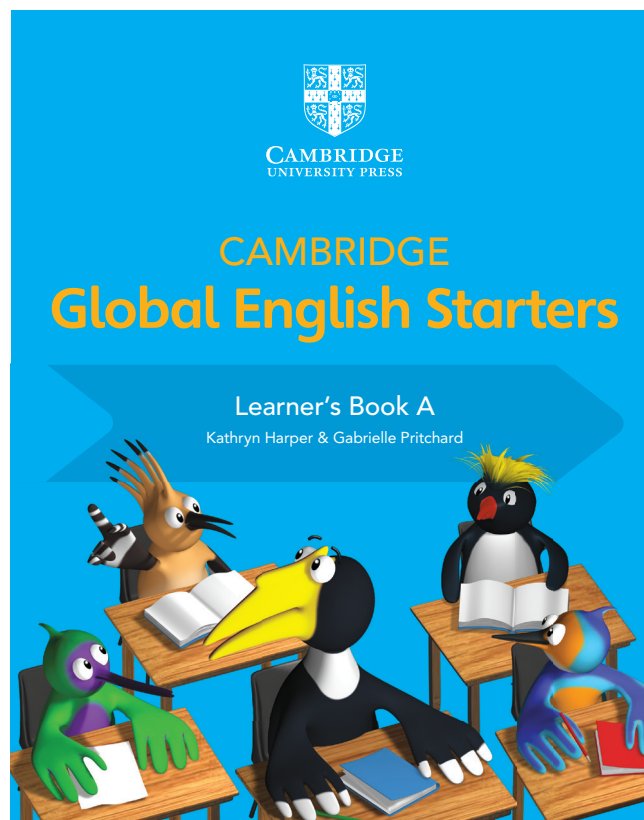
Cambridge CEM (Centre for Evaluation and Monitoring) is part of the Cambridge family, being a partnership of Cambridge University Press and Cambridge Assessment and striving to improve education for all. Find out more about how Cambridge CEM can help you: cem.org/cup

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 8>

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

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.

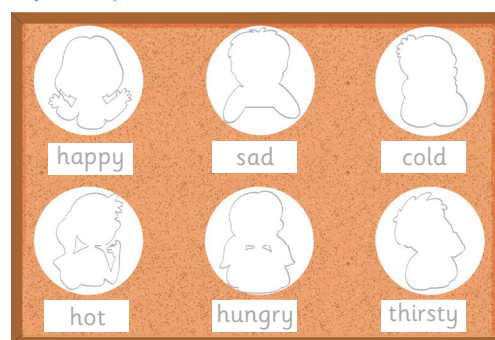
2 What can you see?
Explore the picture.

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

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

3  Listen, say and stick.



4 Choose and act.

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



Packed
with games
to make
learning in
English
fun!

33

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

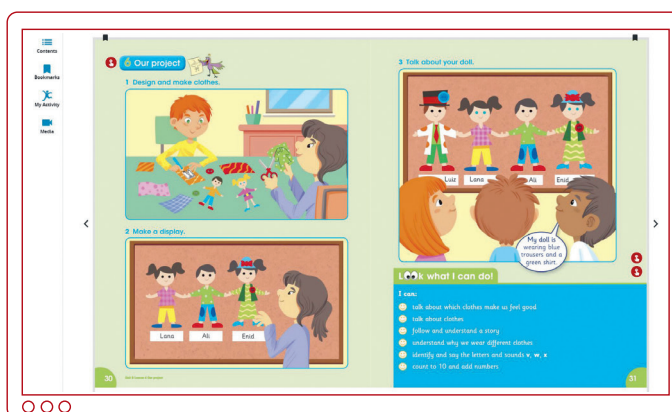
- These write-in activity books focus on recognising, saying and writing letters: essential skills for learning to read and write confidently
- Each unit includes three letters and is packed with activities that encourage children to say, trace, write and find the letter
- More challenging optional activities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

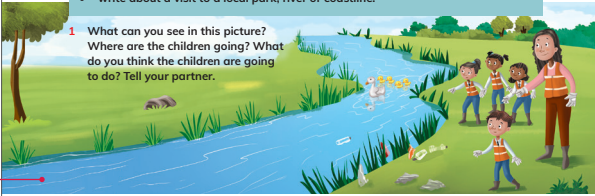
8 Nature matters

> 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

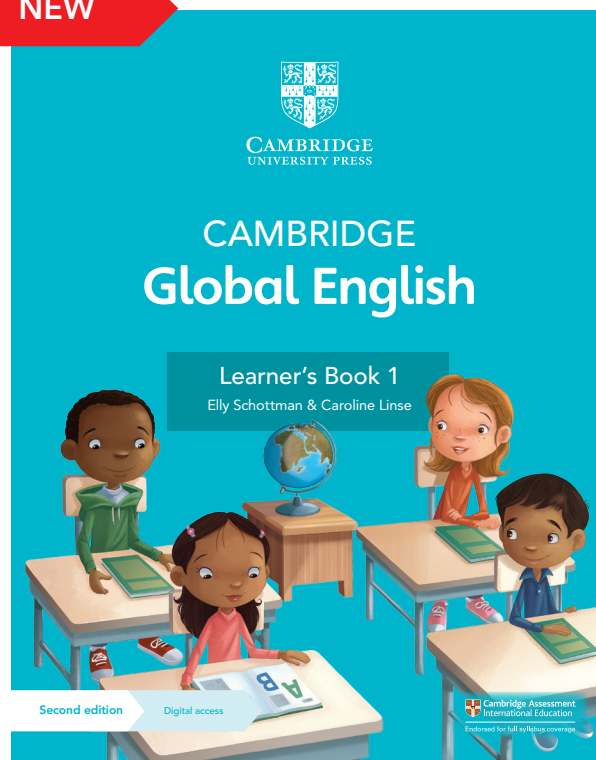
Facts and opinions

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

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.

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

Activities to develop critical thinking skills are included throughout.

A process writing model helps learners develop confidence.

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.

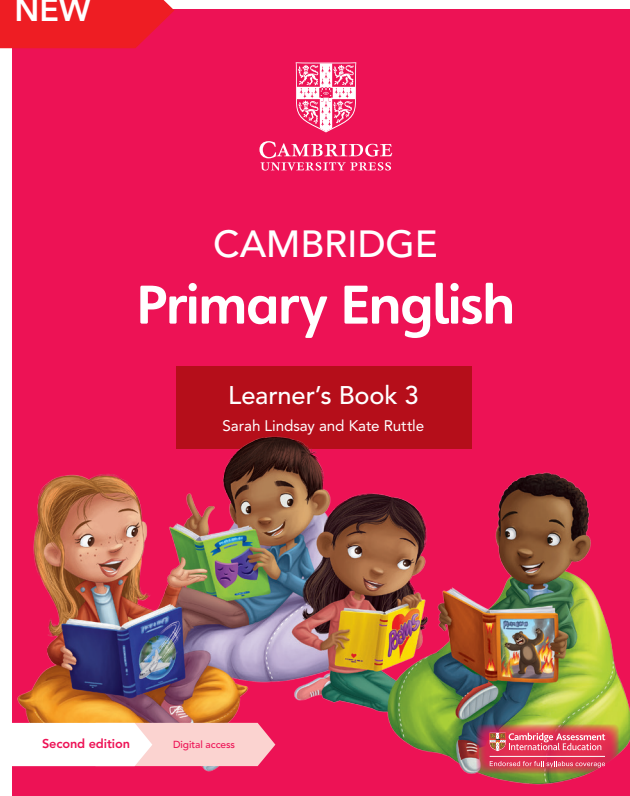
Learner's books

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



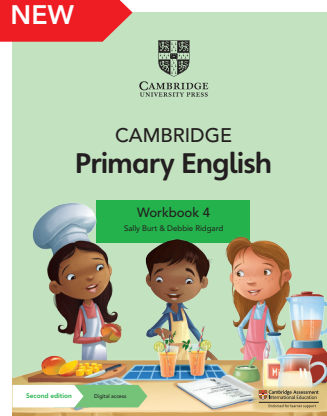
Workbooks

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

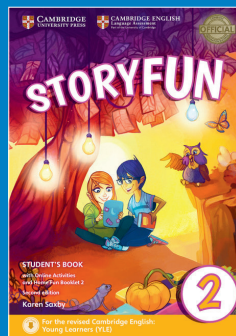
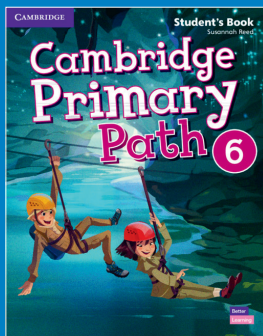
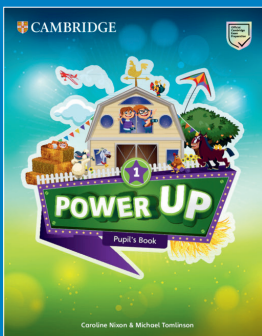
No

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

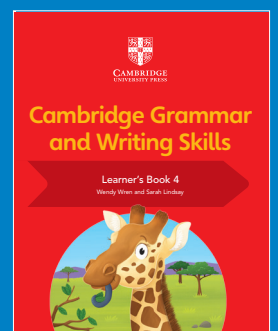
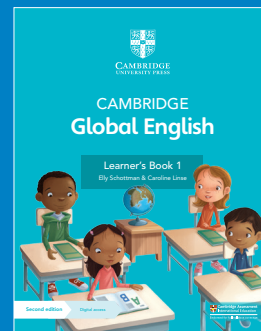
No

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

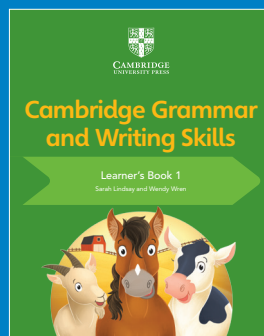
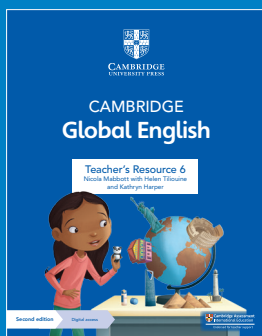
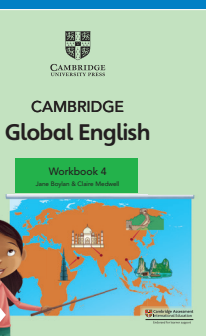
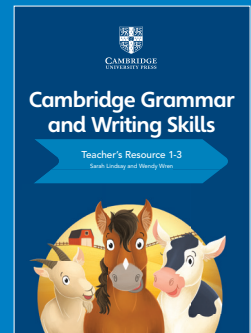
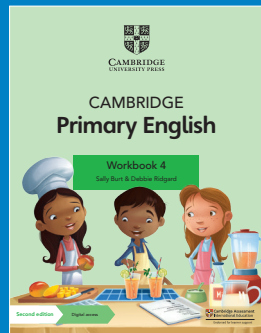
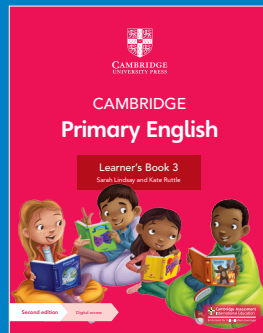
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You may find

Cambridge first language English resources

more suitable for your students

cambridge.org/education/primaryfle

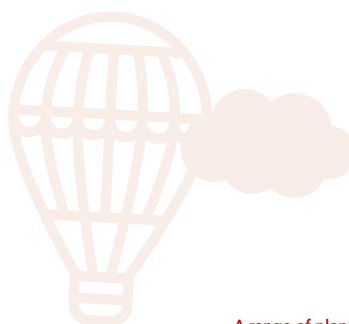
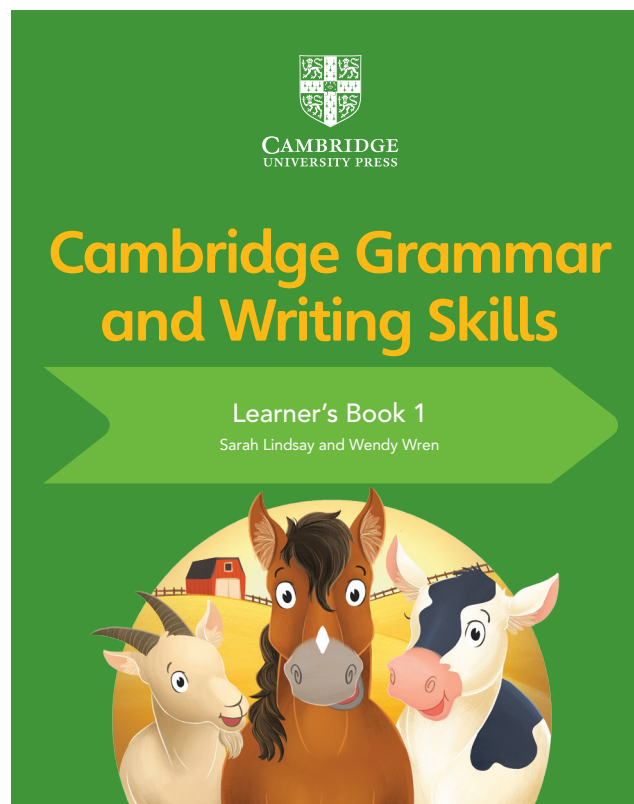


Cambridge Grammar and Writing Skills

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

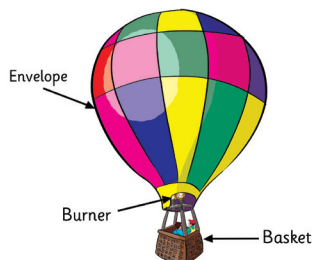
Hot air balloons have been around since the 18th century. The first successful hot air balloon flight carrying a person was in 1783.

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

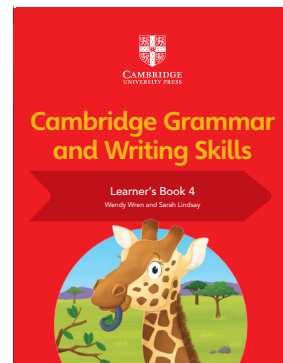
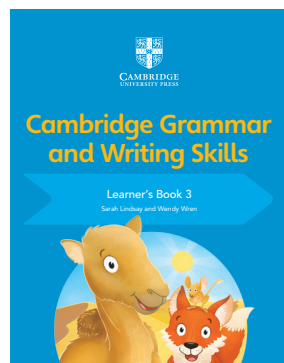
hot air

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.

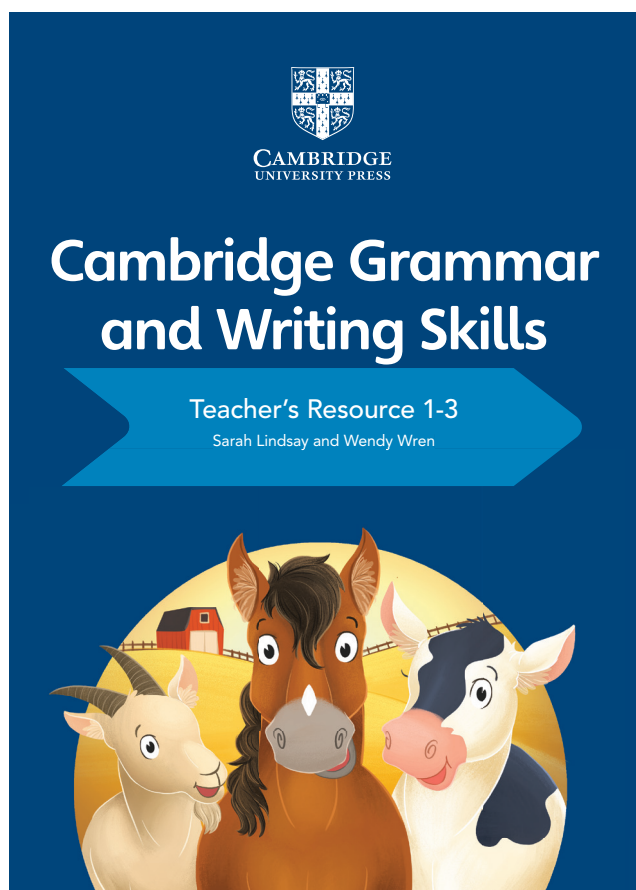
- Improve comprehension skills with the 'Let's Talk' section in each unit, which encourages learners to discuss the model text
- The 'Writer's Toolbox' supports learners with activity tips
- Helpful tools, like planning scaffolds and mind maps, help learners understand how to plan extended writing tasks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

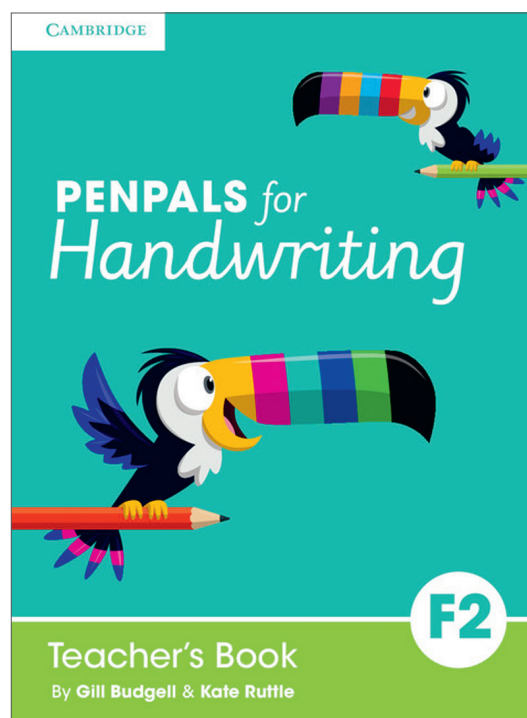
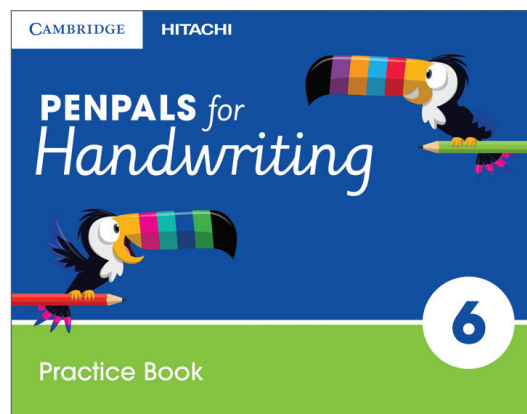
- Full planning for whole-class sessions showing links to interactives, practice books and workbooks
- Scope and sequence charts
- Annotated copies of practice book pages

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

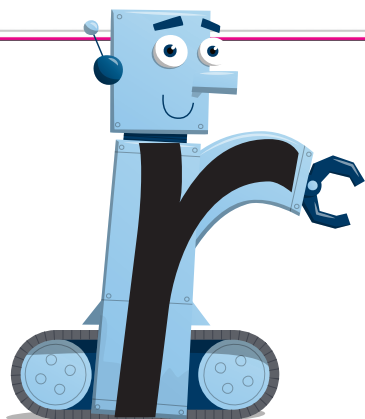
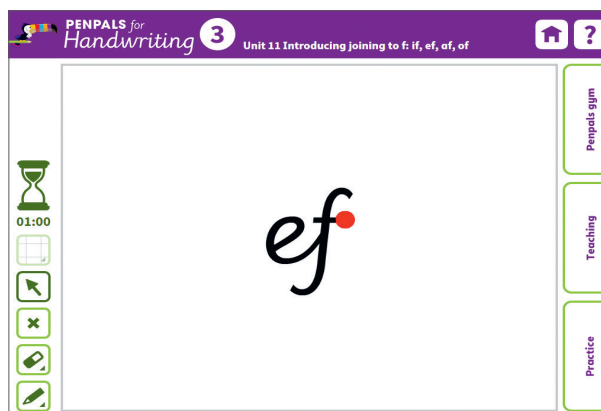
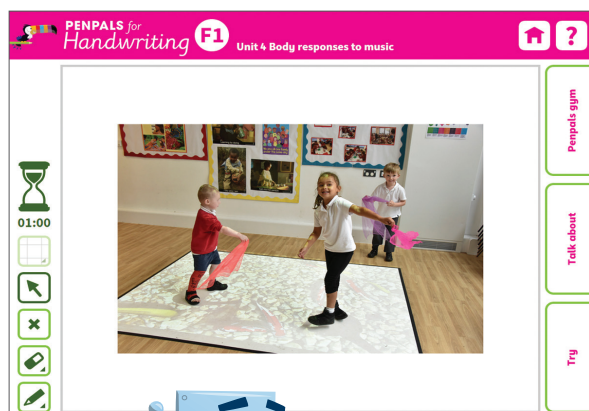
- Lesson warm-ups and physical activities develop and perfect gross and fine motor skills
- Letter formation and key join animations teach children model handwriting technique
- Video guidance on correct posture and pencil grip for right and left-handed pupils

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.

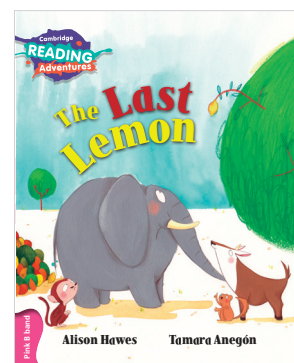
Bring stories from around the world into your classroom with *Cambridge Reading Adventures*, our primary reading scheme for ages 4 to 12. Children explore the seas with Sinbad, marvel at the wonders of the sky above us and unearth the secrets of the ice age with this exciting series.

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*.

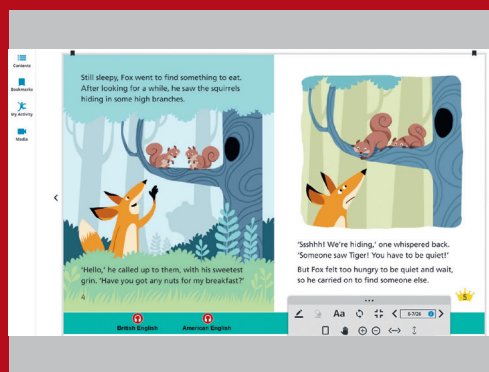
Supporting English learning

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

Return to text

Focus on successful reading and problem-solving, reinforcing the strategies you saw children using or neglecting:

I noticed how you all got your mouths ready to read 'some' – find a page with that word on it. Yes, page 10. All read this page together.

It got tricky, didn't it, when there were two lines on a page. Turn to page 4. Show me where you start. Which way do you go? Where do you go when you reach the end of the line? That's it – well done.

Follow-up activities

Children reread the story to each other in familiar reading activities.

Create sentence strips for children to remake and reread the story.

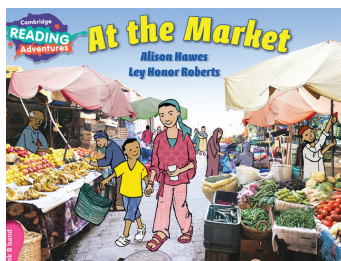
Use the text framework to innovate on a new story introducing a new character and/or activity (for example, 'She has a spoonful pan! some rice. What is my mum cooking?'). Read other non-fiction books about buildings and building materials.

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

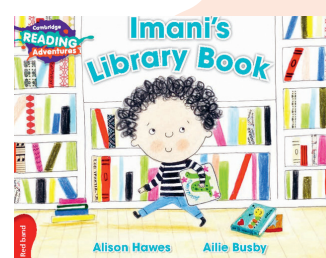
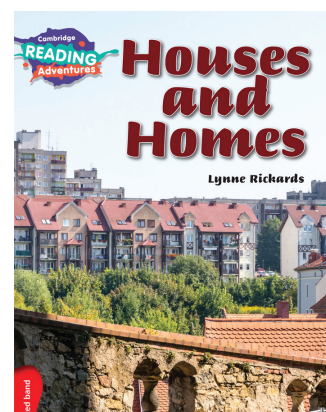
At the Market	978-1-107-54993-7	Non-Fiction
Where do they Grow?	978-1-316-60073-3	
Looking After Animals	978-1-316-60582-0	
Who Lays Eggs?	978-1-107-54936-4	
School Lunch	978-1-108-43963-3	Everyday Story
Hello Baby	978-1-108-43961-9	
My Dad is a Builder	978-1-107-54973-9	
Leela Can Skate	978-1-107-57582-0	
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

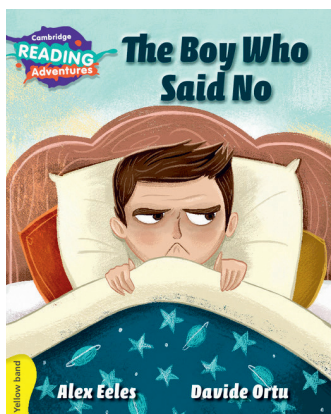
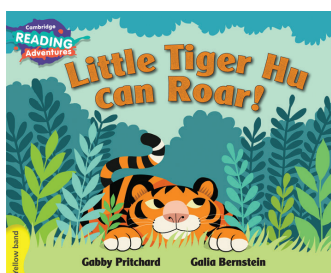
Red

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



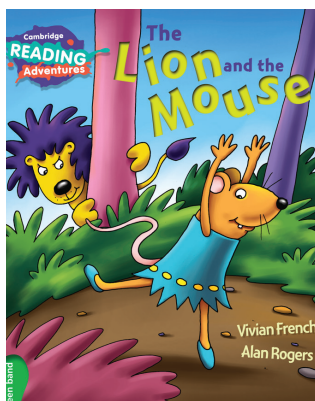
Blue

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

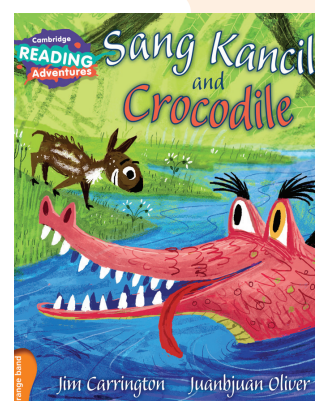


Orange

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	

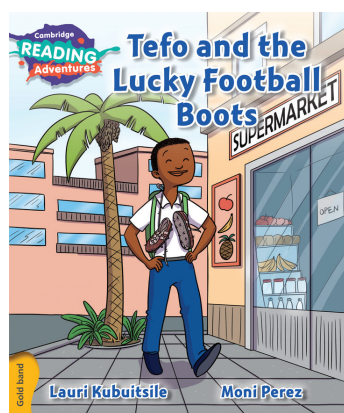
Purple

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

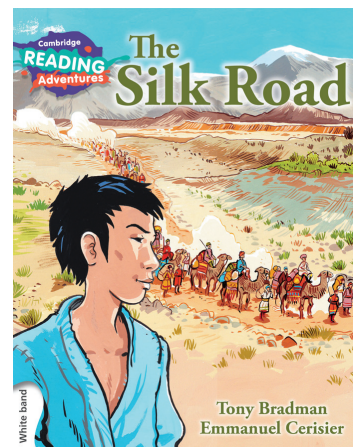
Scarface: The Real Lion King	978-1-107-56047-5	Non-Fiction
Giants of the Ocean	978-1-107-55165-7	
Animals of the Ice Age	978-1-107-55162-6	
From Rags to Bags	978-1-316-50086-6	
A World of Deserts	978-1-108-40585-0	
Tigers of Ranthambore	978-1-108-43613-7	International School Series
Tefo and the Lucky 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

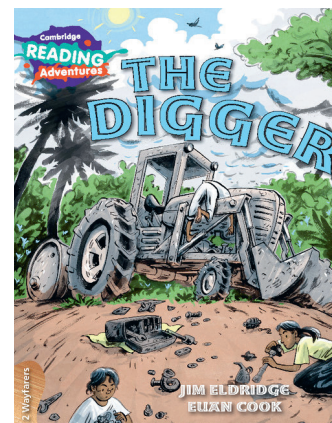


Cambridge Reading Adventures packs

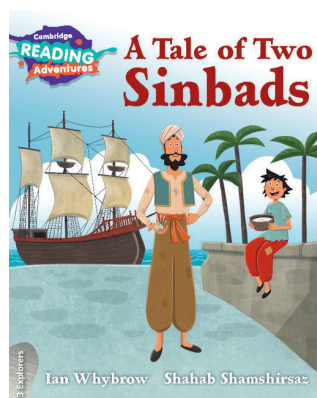
You can buy *Cambridge Reading Adventures* books as individual titles, or in packs. For more information about packs, go to cambridge.org/cra

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

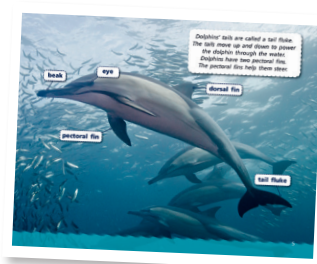


Strand 3: Explorers

- 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

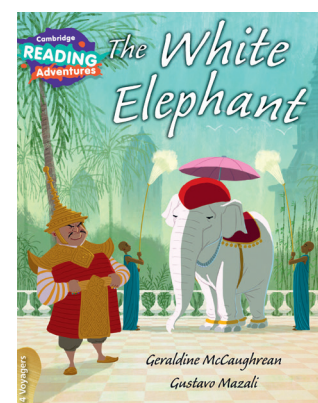


Skyscrapers	978-1-108-41189-9	Non-Fiction
Dolphins in the Wild	978-1-108-40583-6	
The Changing Climate	978-1-108-40578-2	
A Tale of Two Sinbads	978-1-108-43097-5	Traditional Story
Hunters of the Sea	978-1-108-40099-2	Adventure Story
Journey to Callisto	978-1-108-40581-2	



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.

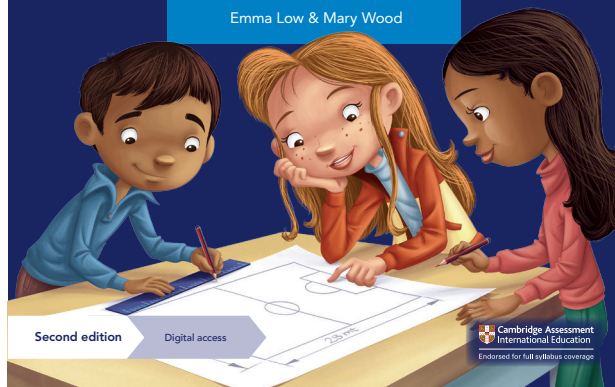
NEW



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.)

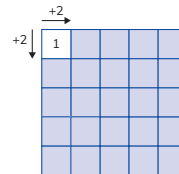
Answer: The terms all end in 10 or 60 so the first number greater than 1000 is 1010.

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

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

6

7

8

27

b

9

10

11

12

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.

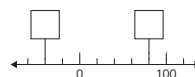


The temperature in the freezer is -15°C

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.

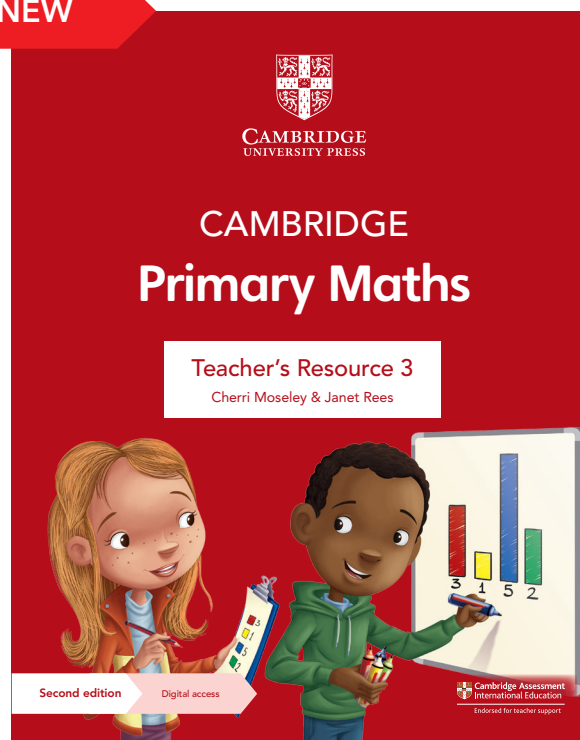
- The 'Background knowledge' section gives you key information on each unit so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom
- Guidance 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

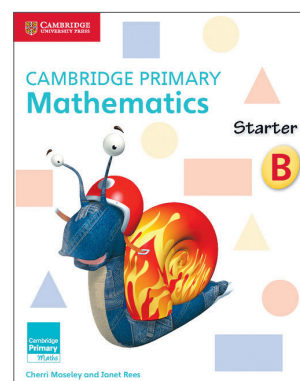
As well as our core series, we also offer resources to further support your teaching – these can be used alongside whichever maths series you use and to support any curriculum.

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

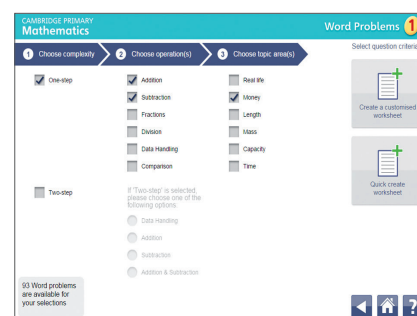


Cambridge Primary Mathematics Word Problems

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



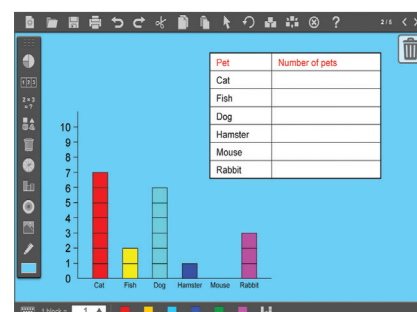
Cambridge Primary Mathematics Toolbox

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

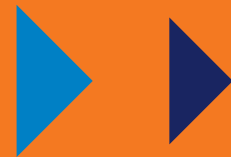


Hexagon maze

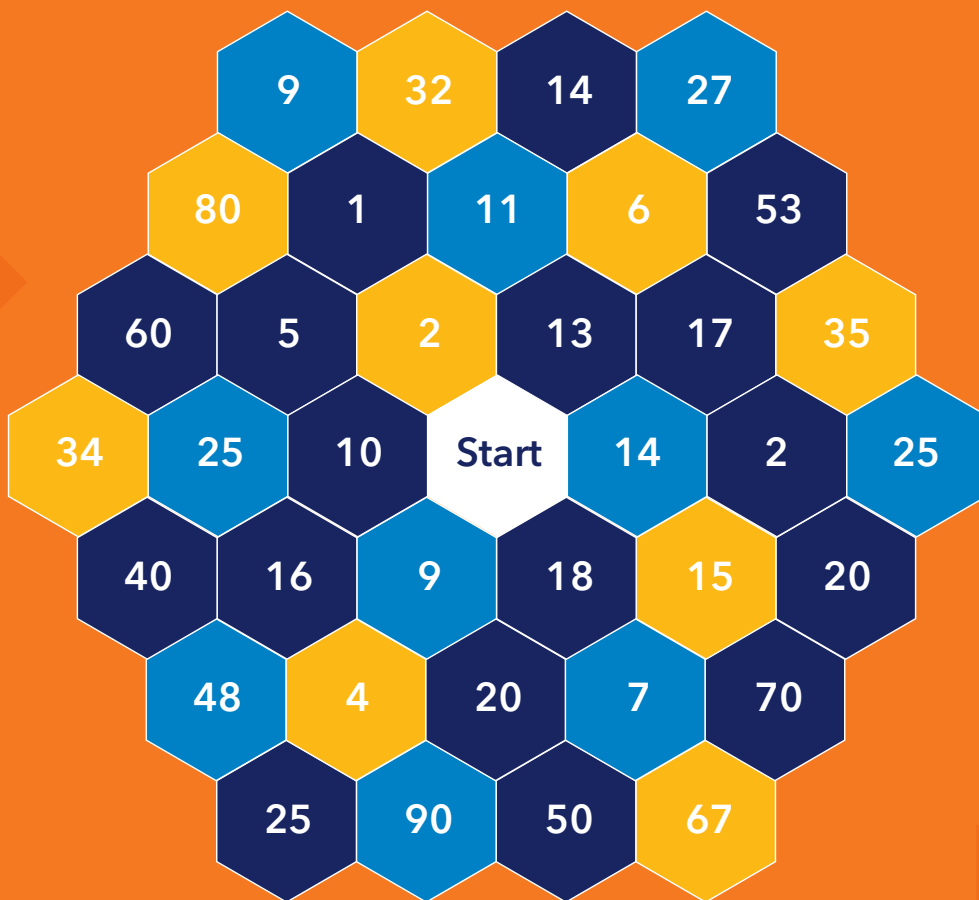


You need to go from the centre to one of the outside hexagons in two steps:

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](https://www.cambridge.org/education/primary)

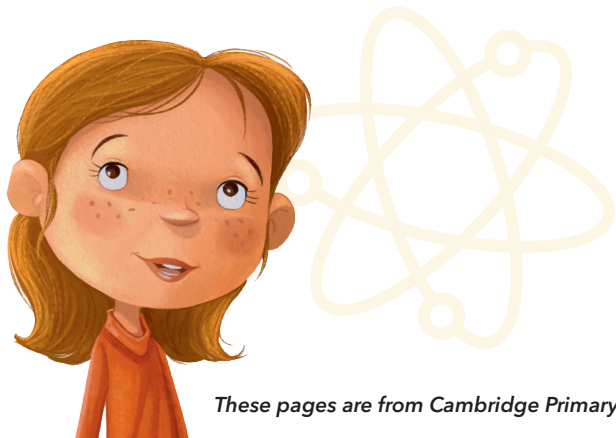
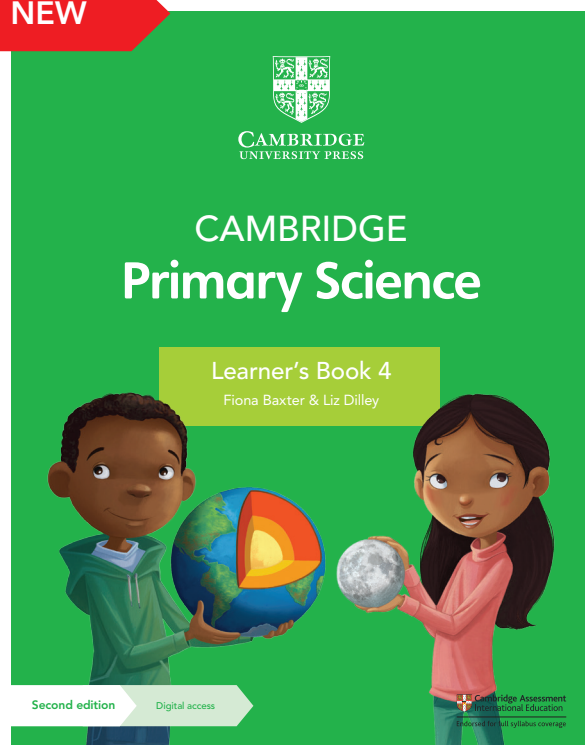
NEW Cambridge Primary Science

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.



3.1 Different materials

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?



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

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.

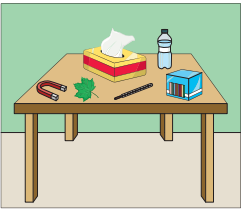
What does the material look like?

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

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**.



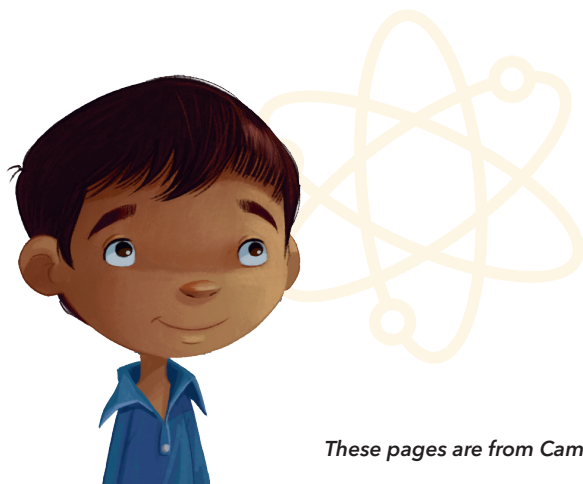
This paper is **dull**.

47 >

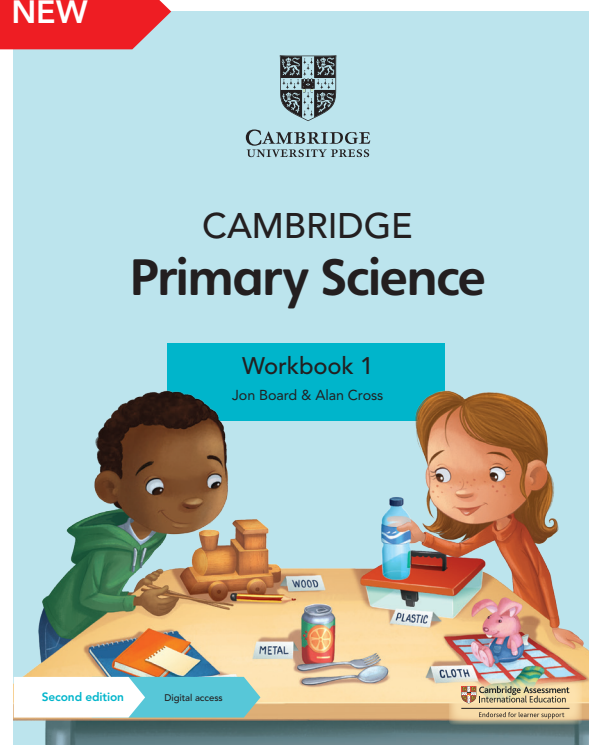
Workbooks

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



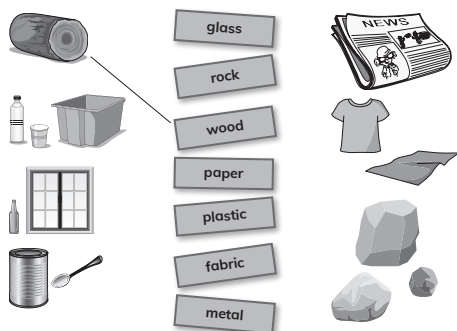
These pages are from Cambridge Primary Science Workbook 1

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.

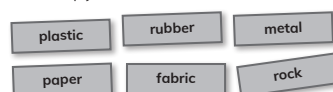


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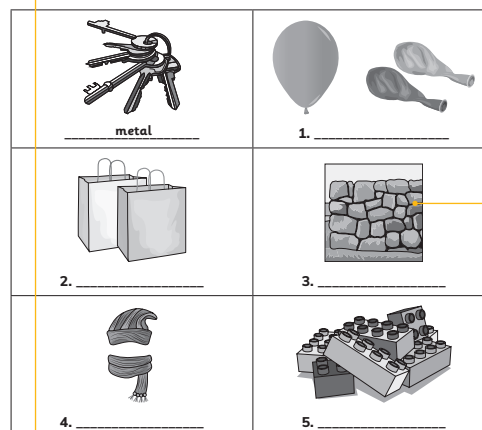
3 Materials in my world

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.

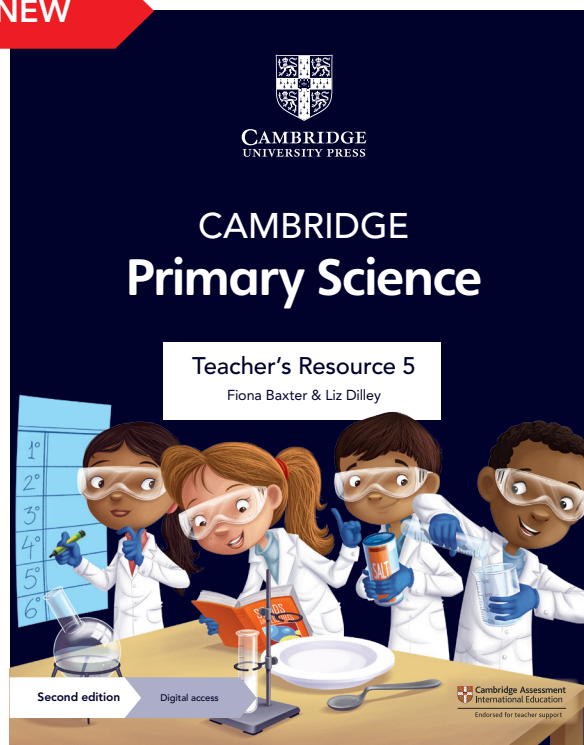
- Guidance on the key teaching approaches and how to use them in your classroom
- The 'Background knowledge' section gives you key information on each unit so you have the detail you need to teach confidently
- The 'Teaching skills focus' helps you develop your own teaching style and bring active learning, 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)

Be a part of our publishing



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.

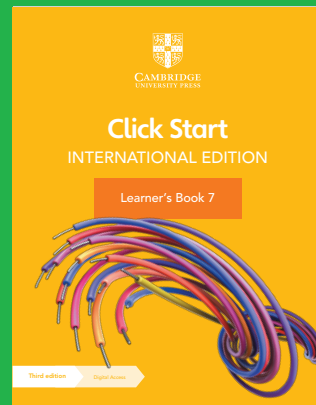
cambridge.org/thepanel

Brighter Thinking 

Better Learning

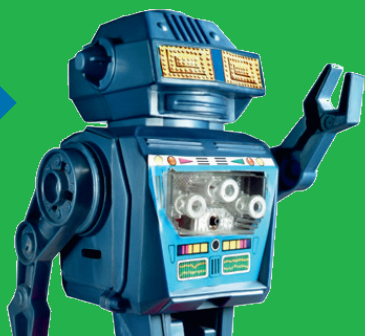
Building Brighter Futures **Together**

Which computing resources are right for my students?

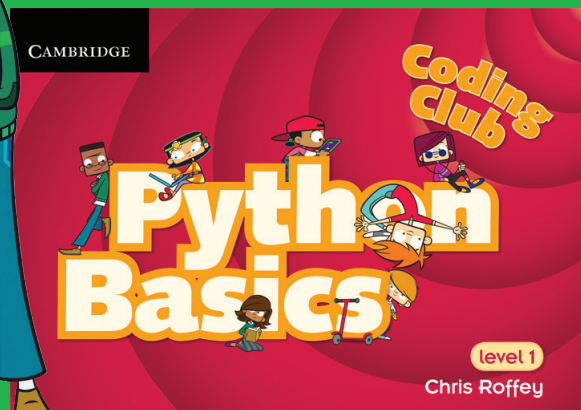


Click Start

How many stages are in the series?	8	
What ages is the series aimed at?	5 - 14 years	
What approach does the series take?	Activity-based: learner's books are packed with write-in activities and exercises	
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	'Who am I?' biographies inspire young learners Projects give your learners a taste of real-life computing Posters to brighten up your classroom	



ICT Starters



Coding Club

5

7 - 14 years

Spiral: learners will build on recurring topics throughout



Scenario activities to give your learners real-life computing practice
Final projects bring together skills from each chapter

4

7 - 14 years

Task-based: step-by-step instructions guide learners through tasks and develop their confidence



Projects such as creating a game or building an app

Experiments that allow your learners to play with code

NEW



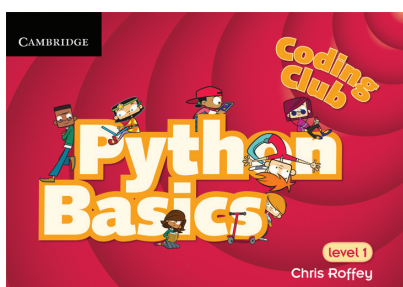
NEW Click Start International edition

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

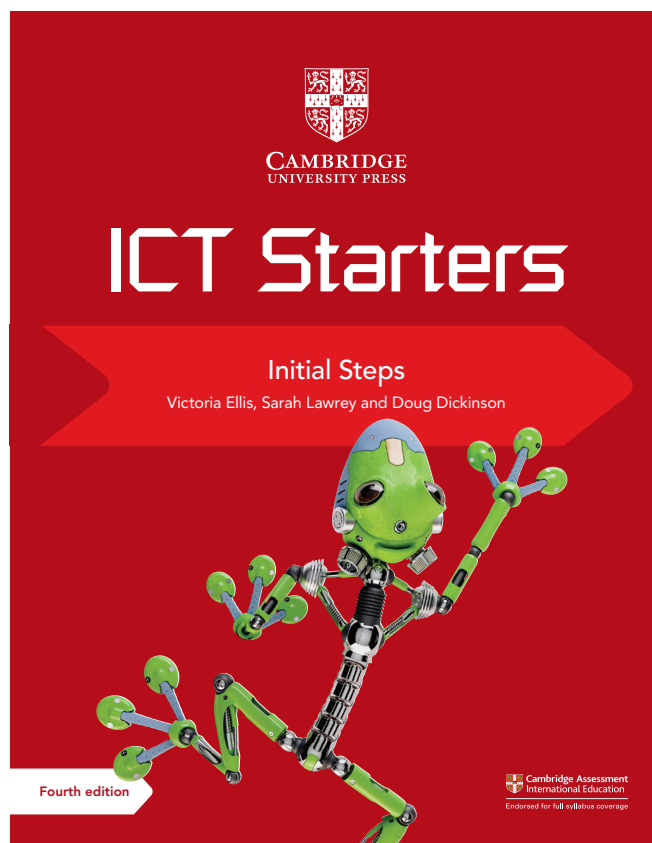
Teacher's resource

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

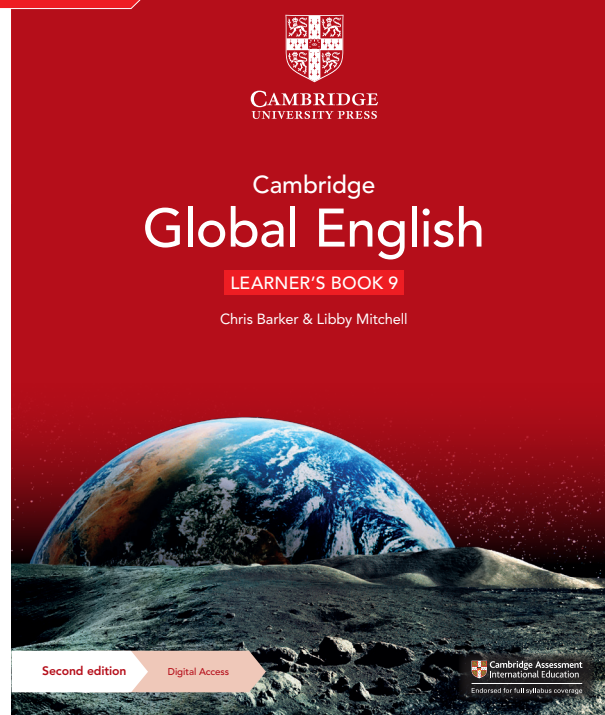
Global English is a nine-stage series that covers primary and lower secondary, taking your learners from A1 to B1/B2 CEFR level. A variety of fiction, non-fiction and poetry gives young students an opportunity to read and listen to a range of text types, helping them to develop a broad vocabulary. With 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](https://www.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.

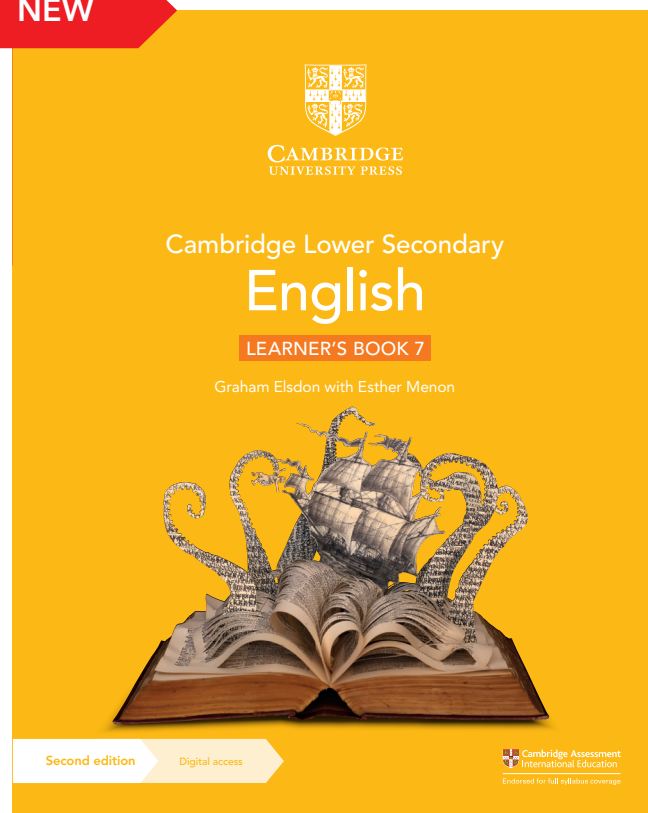
We are working with Cambridge International towards endorsement of this series. It has been revised to support the new Cambridge Lower Secondary English curriculum framework.

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



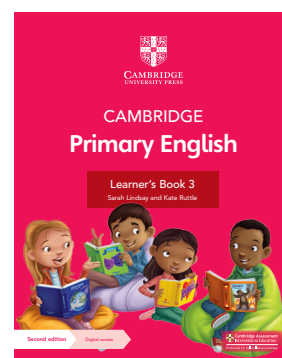
Also see



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

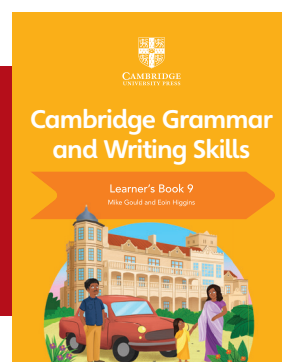


Also see



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.

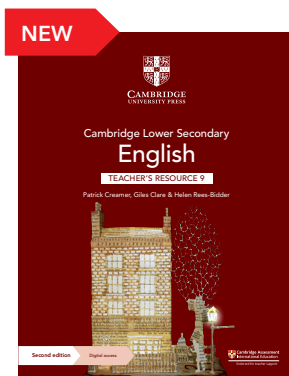
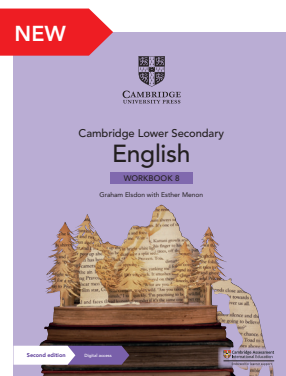


Workbooks

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.

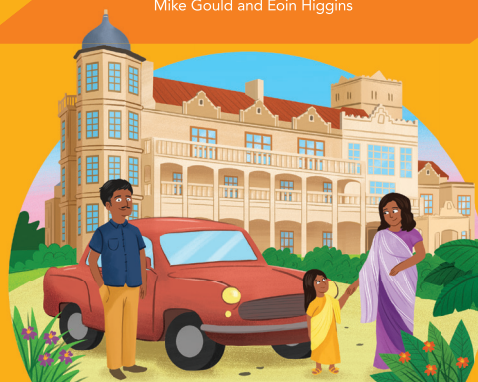
- Uses product and process writing approaches to provide a framework for writing
- The perfect complement to our popular *Global English*, *Primary English* and *Checkpoint English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students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



Unit 4 Once upon a time ... today

Unit 4 Once upon a time ... today

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:

STORY COMPETITION: URBAN MYTHS

We are looking for urban myths from around the world! Send us your stories. Include a title.

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.

- 2 Now organise your notes for each picture. These can be your main paragraphs.

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.

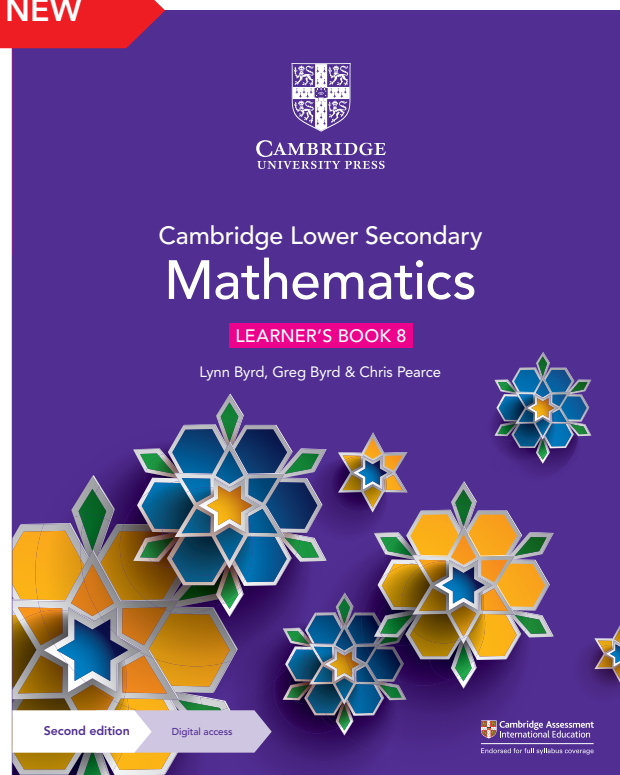
We are working with Cambridge International towards endorsement of this series. It provides complete coverage of the revised Cambridge Lower Secondary Mathematics curriculum framework – including support for Thinking and Working Mathematically.

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 represents the unknown number of sweets in the bag.

$n - 3$ sweets

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.

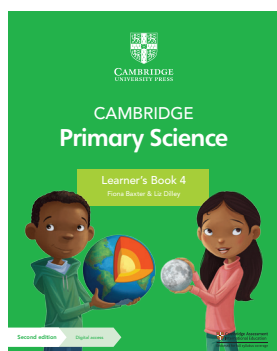
- 'Getting Started' boxes at the start of each topic help students to think and talk about what they already know
- 'Think like a scientist' feature helps students develop their scientific enquiry skills
- Topics throughout the series support the new earth and space strand of the curriculum framework
- 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

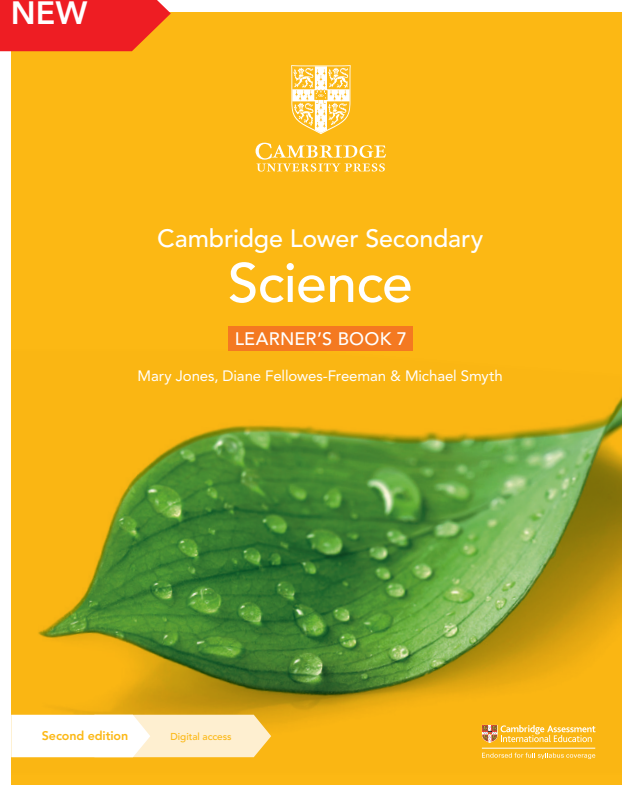
Cambridge Primary Science

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

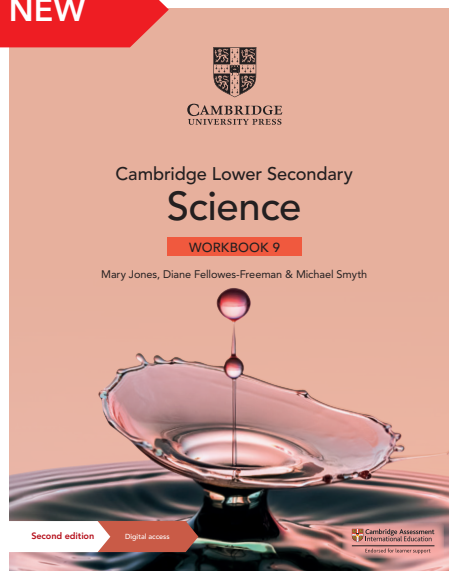


Workbooks

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 Global Perspectives™ teaching tips

Tip 1 - Create ground rules

A respectful learning environment is key to embracing the Cambridge Global Perspectives spirit and ethos. Try asking your students to create some ground rules in your classroom to promote this. Ideas include: all perspectives are valid, we should respect those we don't agree with, and everyone has a right to be heard without interruption.

Tip 2 - Give your students a choice

Empowering students with choice will encourage them to enjoy their Cambridge Global Perspectives studies even more. To get your learners involved, try narrowing down your topic choices to around 10 topics and then ask your students to vote on their favourite. They're less likely to find fault with the topic if they were involved in the decision process.

Tip 3 - Team up with other subject teachers

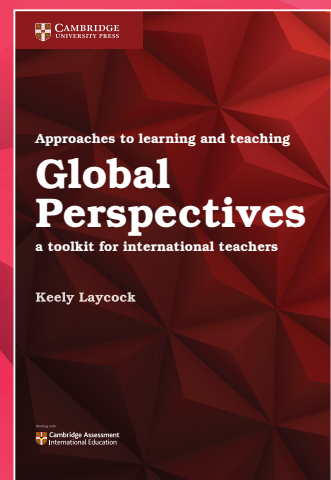
Creating links between Cambridge Global Perspectives and other subjects, such as science or geography, will help engage your students further. Not only will you be able to share resources and collaborate with other teachers, you'll also be able to build on any knowledge your students already have.

Adapted from *Approaches to learning and teaching* series, courtesy of Cambridge University Press and Cambridge Assessment International Education. To find out more, visit cambridge.org/education/approaches

“

“We were the first school to start teaching GP in Argentina and I was terrified at the challenge. [...] Eventually I bought all that Cambridge has published and will continue doing so since every time they better address my needs as a teacher.”

Milagros, Cambridge Global Perspectives teacher, Argentina



Working with



Cambridge Assessment
International Education

Cambridge Lower Secondary Global Perspectives

Keely Laycock

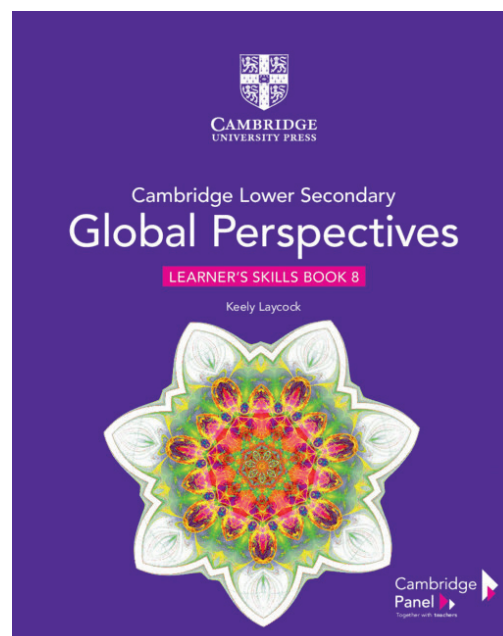
Cambridge Lower Secondary Global Perspectives is our collection of learner's skills books and teacher's books that provide unparalleled support for the Cambridge Lower Secondary Global Perspectives curriculum framework Stages 7-9.

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

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