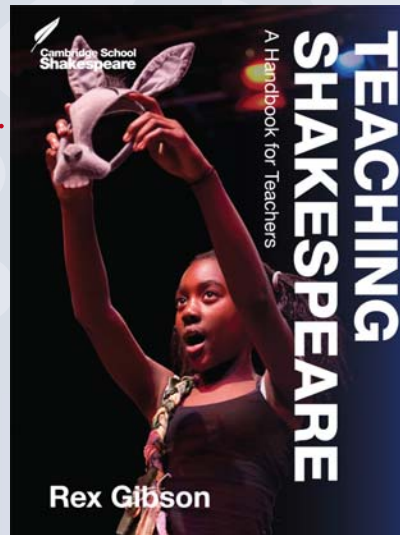


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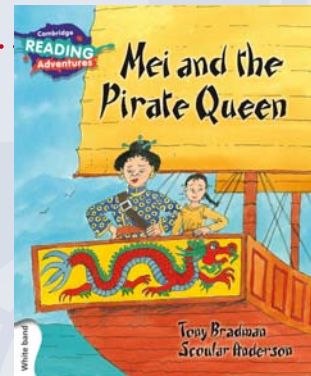
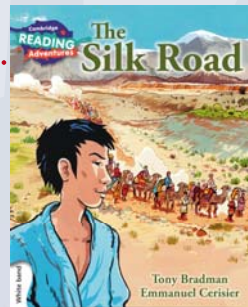
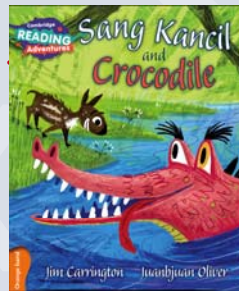
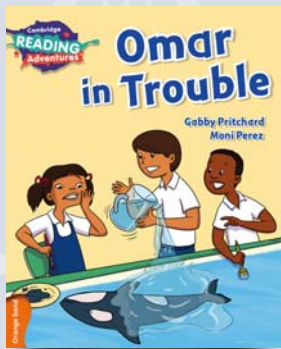
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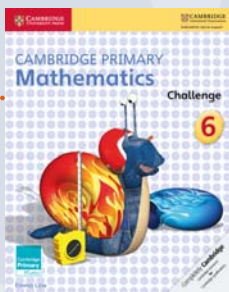
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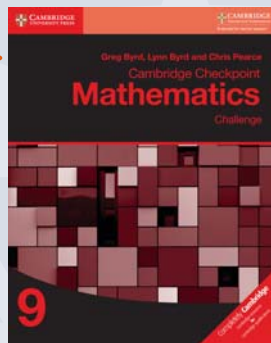
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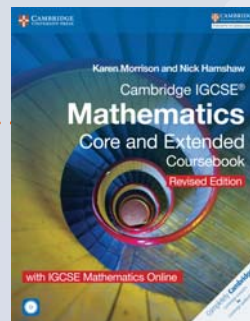
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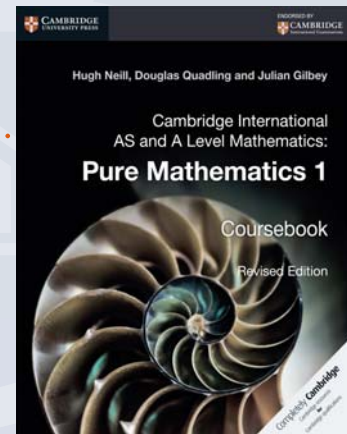
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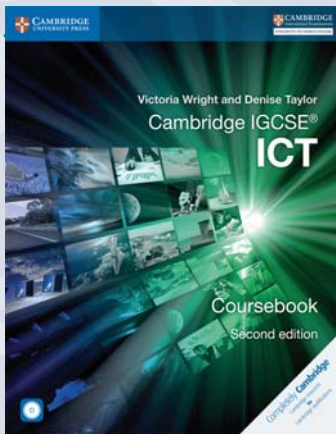


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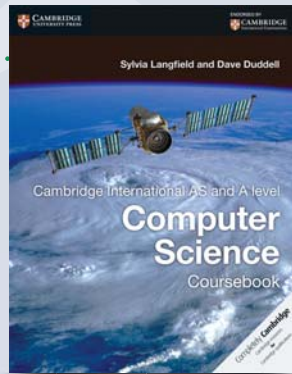


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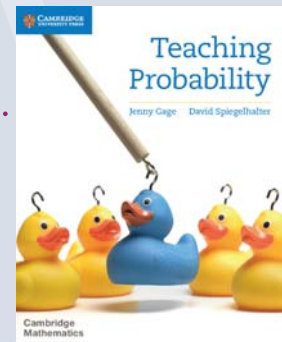
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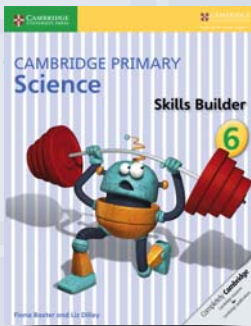


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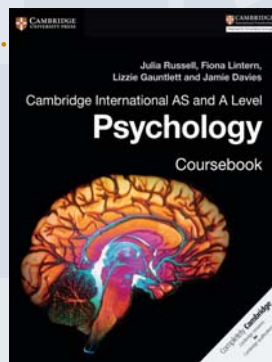
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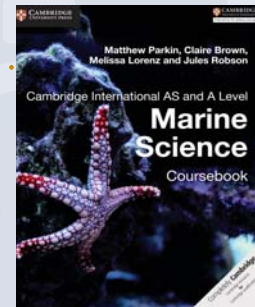
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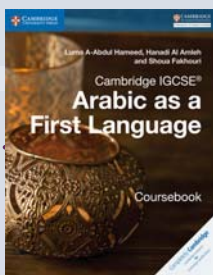


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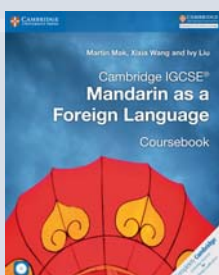
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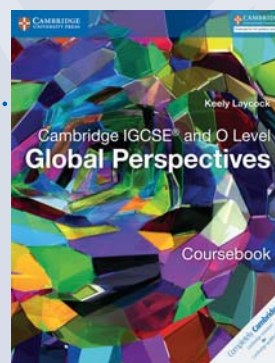
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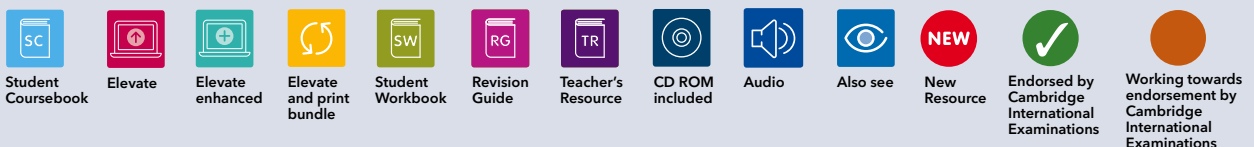
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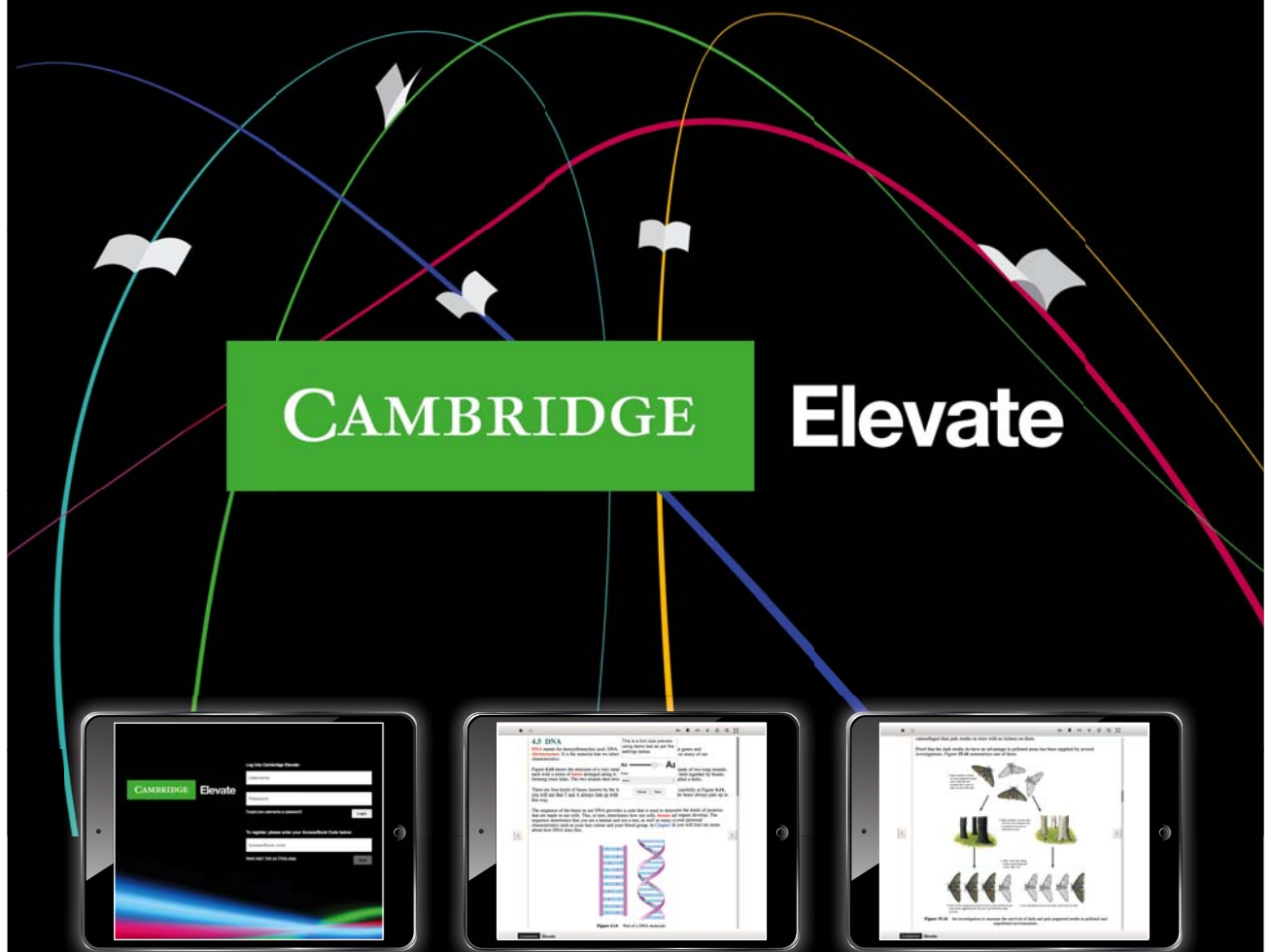
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ON PAGE 27



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Faculty	Subject	Primary 5 to 11 years (Key Stage 1 and 2)	Lower Secondary 11 to 14 years (Key Stage 3)
English	English	<ul style="list-style-type: none"> • Cambridge Primary English • Penpals for Handwriting • Cambridge Reading Adventures 	<ul style="list-style-type: none"> • Cambridge Checkpoint English • Selections • Originals
	Global English	<ul style="list-style-type: none"> • Primary Global English 1-6 • Cambridge Reading Adventures 	<ul style="list-style-type: none"> • Cambridge Global English 7-9 • Introduction to English as a Second Language
Maths	Maths	<ul style="list-style-type: none"> • Cambridge Primary Mathematics 	<ul style="list-style-type: none"> • Cambridge Checkpoint Mathematics
Science	Science	<ul style="list-style-type: none"> • Cambridge Primary Science 	<ul style="list-style-type: none"> • Cambridge Checkpoint Science
	Psychology		
ICT/ Computer Science	ICT	<ul style="list-style-type: none"> • ICT Starters • Click Start 	
	Computer Science	<ul style="list-style-type: none"> • Coding Club 	

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Upper Secondary 14 to 16 years (Key Stage 4)	Advanced Level 16 to 19 years (Key Stage 5)
<ul style="list-style-type: none"> • Cambridge IGCSE® First Language English • Cambridge O Level English Language • Cambridge IGCSE® Literature in English • Songs of Ourselves • Stories of Ourselves • Poems Deep and Dangerous • Cambridge Literature • Cambridge School Chaucer • Selected Tales from Chaucer • Cambridge School Shakespeare • Cambridge Contexts in Literature • Cambridge School Anthologies • Cambridge Milton Series for Schools and Colleges • Selections • Originals • Summary and Note taking 	<ul style="list-style-type: none"> • Cambridge International AS and A Level English Language • Cambridge International AS and A Level Literature in English • English B for the IB Diploma • English Language and Literature for the IB Diploma • English Literature for the IB Diploma • Cambridge Contexts in Literature • Cambridge Literature • Cambridge School Anthologies • Cambridge School Chaucer • Selected Tales from Chaucer • Cambridge School Shakespeare • Songs of Ourselves • Stories of Ourselves • The North Face of Shakespeare • Teaching Shakespeare • Stepping into Shakespeare • Shakespeare's Language • The Cambridge Shakespeare Guide
<ul style="list-style-type: none"> • Cambridge IGCSE® Core English as a Second Language • Cambridge IGCSE® English as a Second Language • Success International English Skills for IGCSE • Recycling Advanced English 	
<ul style="list-style-type: none"> • Cambridge IGCSE® Mathematics • Cambridge O Level Mathematics • Cambridge IGCSE® and O Level Additional Mathematics • Cambridge O Level Statistics 	<ul style="list-style-type: none"> • Cambridge International AS and A Level Mathematics • Mathematics Studies for the IB Diploma • Mathematics Standard and Higher Level for the IB Diploma • Mathematics Higher Level for the IB Diploma: Option Topics • Cambridge Pre-U Mathematics
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	<ul style="list-style-type: none"> • Cambridge International AS and A Level Psychology
<ul style="list-style-type: none"> • Cambridge IGCSE® ICT 	<ul style="list-style-type: none"> • Cambridge International AS and A Level IT
<ul style="list-style-type: none"> • Cambridge IGCSE® and O Level Computer Science 	<ul style="list-style-type: none"> • Cambridge International AS and A Level Computer Science

Faculty	Subject	Primary 5 to 11 years (Key Stage 1 and 2)	Lower Secondary 11 to 14 years (Key Stage 3)
Humanities	Geography		
	History		
	India Studies		
	Development Studies		
	Economics		
	Business Studies		
	Accounting		
	Commerce		
	Travel and Tourism		
	Sociology		
	Global Perspectives		
	Thinking Skills, Critical Thinking and Problem Solving		
	Theory of Knowledge		
	Creativity, Activity, Service		
Arts	Arts		
Languages	Latin	• Minimus	
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	Mandarin		
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	German		
	Arabic		
	Urdu		
Other	Teaching support		

Upper Secondary 14 to 16 years (Key Stage 4)	Advanced Level 16 to 19 years (Key Stage 5)
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	<ul style="list-style-type: none"> Cambridge IGCSE® History 	<ul style="list-style-type: none"> Cambridge International AS Level History History for the IB Diploma Papers 1, 2 and 3
	<ul style="list-style-type: none"> Cambridge IGCSE® India Studies 	
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	<ul style="list-style-type: none"> Cambridge IGCSE® Accounting Cambridge O Level Principles of Accounts 	<ul style="list-style-type: none"> Cambridge International AS and A Level Accounting
	<ul style="list-style-type: none"> Cambridge O Level Commerce 	
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	<ul style="list-style-type: none"> Cambridge IGCSE and O Level Global Perspectives 	<ul style="list-style-type: none"> Cambridge International AS and A Level Global Perspectives
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	<ul style="list-style-type: none"> Cambridge IGCSE® Mandarin as a Foreign Language 	
	<ul style="list-style-type: none"> Cambridge IGCSE® Spanish as a Foreign Language Cambridge IGCSE® Spanish as a First Language 	<ul style="list-style-type: none"> Panorama hispanohablante 1 & 2, IB Language Acquisition: Mañana, Lectura y escritura avanzadas, Leer, especular, comunicar, Aspectos del mundo hispano, Magic Spanish Verb Cards
		<ul style="list-style-type: none"> IB Language Acquisition: Deutsch im Einsatz, Gut lesen, besser schreiben, Lesen, improvisieren, erzählen, Aspekte deutscher Gegenwart, Magic German Verb cards
	<ul style="list-style-type: none"> Cambridge IGCSE® Arabic as a First Language 	
	<ul style="list-style-type: none"> Cambridge O Level Urdu as a Second Language 	
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Cambridge Global English Stages 1-6

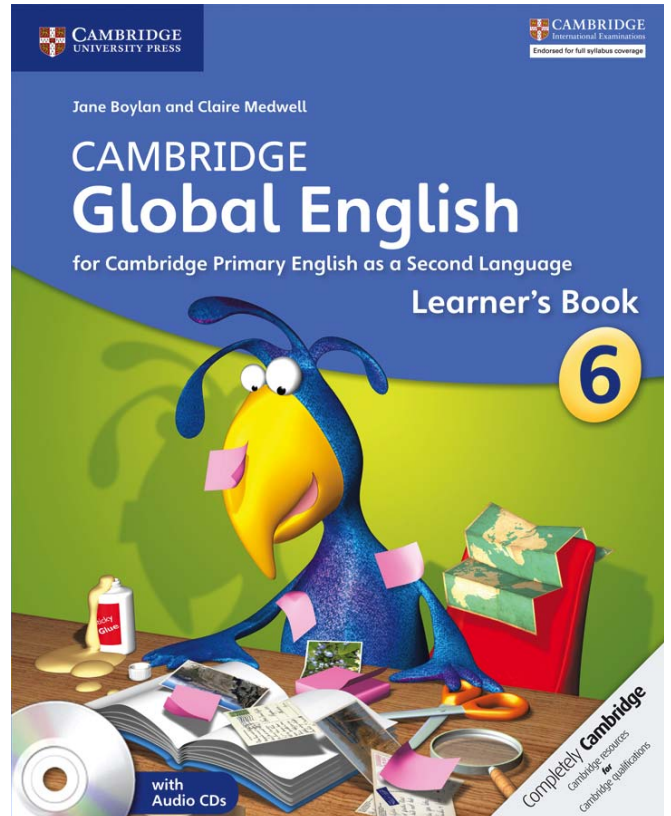
Caroline Linse, Elly Schottman, Jane Boylan, Claire Medwell, Annie Altamirano, Kathryn Harper, Nicola Mabbott

Cambridge Global English is a nine-stage language-rich course for learners of English as a Second Language at Primary and lower Secondary levels. Cambridge Global English is written specifically to support ESL learners worldwide.

The series uses an enquiry-based approach to learning, building critical thinking skills, enriching vocabulary and increasing conceptual understanding.

Cambridge Global English equips learners with the skills and vocabulary they need to become confident using conversational and academic English.

Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need when using authentic English-language classroom materials in other subjects.



Cambridge Global English Learner's Book Stage 3

2 Dinosaur Q & A

1 Talk about it Look at the dinosaurs on these two pages. Which dinosaur do you think could ...
 ... eat leaves at the top of a tall tree? ... kill other dinosaurs with its teeth?
 ... hit other dinosaurs with its tail? ... run very fast?
 ... make a noise with its head?

2 Read
 Look at all the questions first. Can you guess the answers? Read and listen to see if you were right.

Could dinosaurs walk on two legs?
 Yes, some walked on two legs. Others walked on four legs. Most meat-eating dinosaurs, like Allosaurus, walked on two legs. This left their 'hands' free to grab the animals they wanted to eat.

Could dinosaurs run?
 Yes, they could. Some dinosaurs, like Gallimimus, could run very fast. They could probably run about 70 kilometres per hour.

A grown-up Apatosaurus was much bigger than the meat-eating Allosaurus, so it didn't need to run. But a baby Apatosaurus could be a tasty meal for a hungry Allosaurus! Scientists think that baby Apatosaurus could run quite fast on their two back legs when they needed to get away.

How did dinosaurs use their tails?
 Dinosaurs' long tails helped them to keep their balance as they ran.
 A huge Apatosaurus sometimes stood on its two back legs to eat leaves at the top of a tree. Its long tail helped it keep its balance as it ate.
 Ankylosaurus used its tail as a weapon. Ankylosaurus could swing its heavy tail to break the legs of any dinosaur which tried to eat it.

Could dinosaurs make a noise?
 Most dinosaurs probably made some kind of noise. Scientists are not sure what noises they made. Did they hiss like a snake, or roar like a lion, or honk like a goose? What do you think?
 The Parasaurolophus had a big tube on its head. Scientists think that the tube made sounds like a musical instrument – loud and low. Parasaurolophus was a plant-eating dinosaur, so perhaps it used its loud call to warn the others when a meat-eating dinosaur was near.

Language detective
Can't is the opposite of **can**.
 What is the opposite of **could**?
 Dinosaurs could run, but they _____ fly.

'Talk about it' encourages class discussion, helps develop speaking skills and promotes deeper understanding of the concepts.

Language is clear and accessible for ESL learners; illustrations are often used to support understanding.

A range of activities build learners' reading, writing, speaking and listening skills.

Learner's Books with Audio CDs

These learner's books are endorsed by Cambridge International Examinations for full syllabus coverage.

Learners engage with a wide range of activities throughout the nine topic-based units in each learner's book. The units include factual, fictional, dialogue and poetry texts covering a range of themes, giving learners access to a variety of text types. The accompanying audio CD includes all the listening material needed for the learner's book and activity book.

Activity Books

These activity books are endorsed for learner support by Cambridge International Examinations.

The resources provide learners with additional practice to consolidate language skills and content introduced in the learner's book. The units correspond with the topics, texts and language input of the learner's books, with each lesson of the learner's books supported by two pages in the activity books. Learning is reinforced through activities clearly framed with the 'I can' objectives of the course, opportunities for personalisation and creative work and a higher level of challenge to support differentiation. Each unit in the activity books ends with revision and opportunity for self-assessment.

Teacher's Resource Books with CD-ROMs

These teacher's resource books with CD-ROMs are endorsed for teacher support by Cambridge International Examinations.

The resources provide step-by-step guidance notes for every unit, to support teaching the content of the learner's books. Notes on the activity book are also included. Useful scripted questions are supplied, which support teachers who do not have English as their first language. A unit overview provides a snapshot of lesson objectives and the language and skills covered. The notes include answer keys to activities in the learner's books and activity books, complete audio scripts, suggestions for differentiation and assessment, cross-curricular links, portfolio opportunities, unit-linked photocopiable activities and unit-based wordlists to support the building up of key vocabulary and spelling skills.



Coming soon!

Six new digital titles supporting front of class teaching:

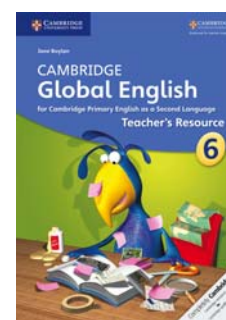
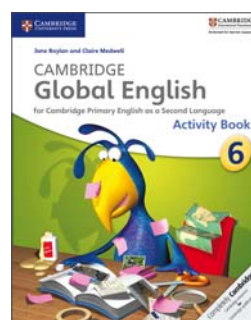
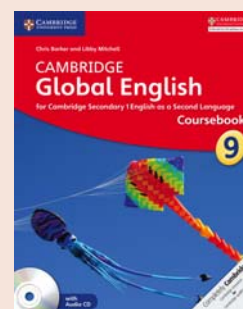
- Projectable learner's book pages – reproduced with page fidelity and with zoom facility.
- Stimuli for teachers to introduce topics, teach concepts and encourage enquiry, discussion and critical thinking (videos, animations and slideshows will be provided with structured questioning for the teacher leading the lesson).
- Teacher support information – specific guidance on how to use the digital, Cambridge International Examinations and IB learning objectives, additional objectives in child-friendly language.
- A glossary for key topics and use of English words (introducing vocabulary is a key feature of Global English).
- Short plenary activities – drag and drop, MCQs and cloze passages, with automated answering.

ALSO SEE

CAMBRIDGE GLOBAL ENGLISH STAGES 7-9

Cambridge Global English Stages 7-9 follow the Cambridge Secondary 1 English as a Second Language curriculum framework and help to prepare students for the Cambridge Secondary 1 Checkpoint English as a Second Language test.

PAGE 30



STAGE	LEARNER'S BOOK WITH AUDIO CD	ACTIVITY BOOK	TEACHER'S RESOURCE BOOK WITH CD-ROM
Stage 1	✓ 978-1-107-67609-1	✓ 978-1-107-65513-3	✓ 978-1-107-64226-3
Stage 2	✓ 978-1-107-61380-5	✓ 978-1-107-61381-2	✓ 978-1-107-66496-8
Stage 3	✓ 978-1-107-61384-3	✓ 978-1-107-61383-6	✓ 978-1-107-65674-1
Stage 4	✓ 978-1-107-61363-8	✓ 978-1-107-61361-4	✓ 978-1-107-69074-5
Stage 5	✓ 978-1-107-61981-4	✓ 978-1-107-62123-7	✓ 978-1-107-64612-4
Stage 6	✓ 978-1-107-62125-1	✓ 978-1-107-62686-7	✓ 978-1-107-63581-4

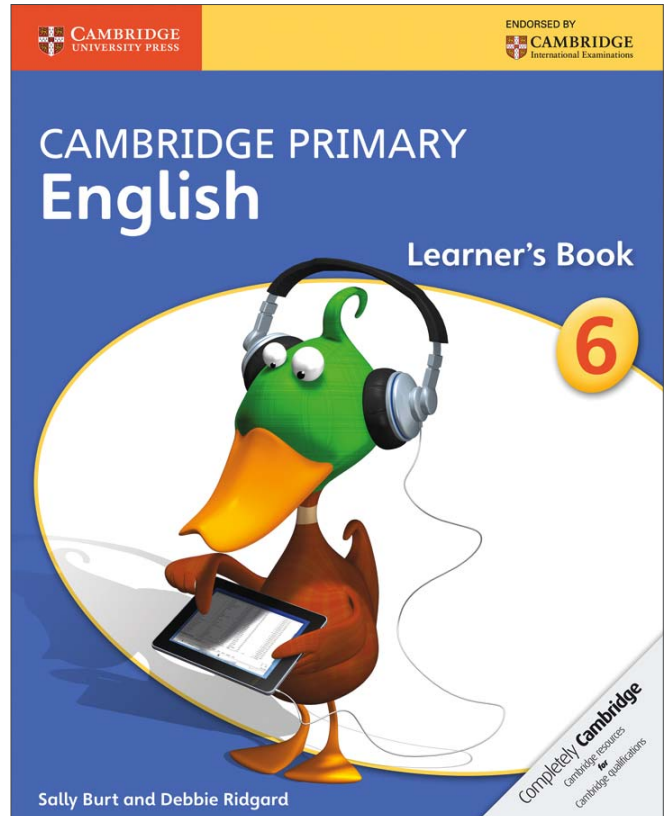
✓ = Endorsed by Cambridge International Examinations
● = Working towards endorsement by Cambridge International Examinations

Cambridge Primary English

Gill Budgell, Kate Ruttle, Sally Burt,
Debbie Ridgard

This family of resources has been checked and revised for the 2018 framework. Cambridge Primary English is a complete, flexible English course for teaching Primary literacy skills to the highest standards. It is fully endorsed by Cambridge International Examinations to deliver the Cambridge Primary English curriculum at Stages 1-6.

The resources are aimed at First Language English learners, encouraging them to actively explore, use and apply their core listening, speaking, reading and writing skills. Engaging activities provide opportunities for differentiated learning and promote creativity and critical thinking. Learners also practise their spoken English to build vocabulary and confidence through class and group discussion. Fully integrated components provide a complete solution to teaching Cambridge Primary English. Also available are Phonics Workbooks A and B, providing an essential foundation in phonics skills.



Cambridge Primary English Learner's Book Stage 6

1 Different voices - different times

Have you ever described something only to have someone else say it didn't happen like that at all? Books let us experience action, adventures, dilemmas and dramas as characters or narrators tell their stories. In this unit you'll experience different voices telling their stories and create the voice of a character yourself.

Vocabulary to learn and use: prologue, preface, perspective, omniscient, ancient, portray, authentic, homograph, rumour, vole, weasel, heron

1 What is a prologue?

A When tales start with *Once upon a time*, we know what sort of story to expect. But what other techniques can be used to begin stories?

- Read the first paragraph of a library book or your reading book.
 - Does it set a scene or introduce a character?
 - Does it leave you curious to know more?
- Read this opening paragraph of a story.
 - What images set the scene?
 - What is the feeling in this opening paragraph?
 - Is the narrator looking forward or back? How can you tell?
 - What is your opinion of this opening? Does it make you want to read on?

The Middle of Nowhere

The piano arrived too late to stop the sky falling in. If it had come earlier, things might have ended on a sweet note. As it was, everything was jangled, unstrung, struck dumb.

Geraldine McCaughrean

B Some books begin with a prologue. Work with a talk partner.

- Where do you think the prologue comes in a book?
- What role could it play?
- Does the prologue below match your ideas? How?

Language focus

The word **prologue** comes from an ancient Greek word, **πρόλογος** (*prólogos*), which is made from **πρό** ('before') and **λόγος** ('word').

pro logue

The River Singers

Prologue

The rumour spread from burrow to burrow down the length of the Great River. The females, eyeing each other over their boundaries, commented on it in hushed tones. The males spoke of it with raised chins and defiant looks, before moving on and away to their own business. The rumour told of a new danger to the Folk. It told of a horror which came in the night. It told of the Great River stripped bare of her people, of entire colonies gone. It told of the end of their world.

But perhaps, they thought, a rumour is all it was. The ancient enemies - the fox, heron, weasel - had always been there, awaiting the unwary or unlucky. And still the Folk prospered. The Great River sang, her grasses were plentiful, and her waters were warm and bustling with life. No, perhaps rumours were only rumours and the lives of the Folk would continue as before. But even so the mothers turned an eye to their young, and slept more lightly than they had. And the males scented the breeze more carefully before straying into the open, ran more quickly, fed more watchfully.

Sylvan and the others, nestling in their chamber, knew nothing of the rumours. They knew nothing of the outside. They knew their mother, the scents of their home, and the rhythms of the Great River. They knew hunger which could be quenched with milk. But one day they would learn that sometimes a rumour is more than a rumour. Sometimes a rumour is a life which has yet to come.

Tom Moorhouse

Key unit vocabulary is emphasised.

Engaging activities develop learners' reading, writing, listening and speaking skills.

A range of authentic texts are used throughout.

Learner's Books

These learner's books are endorsed by Cambridge International Examinations for full syllabus coverage.

The nine objective-based units in the learner's books engage students; developing their core skills through individual, pair and group work. Diverse international fiction, non-fiction and poetry texts form the basis for teaching reading and writing skills including comprehension, grammar, punctuation, phonics, spelling and handwriting. Language focus boxes throughout help to teach and reinforce grammar points.

Activity Books

These activity books are endorsed for learner support by Cambridge International Examinations.

The write-in activity books support, enrich and reinforce the core teaching in the learner's books, using the same themes and texts to enhance understanding. The books are for use in class or for home study. Activities build on and consolidate the reading and writing skills of all learners. Further activities and games target specific grammar and language points, and provide extra writing and spelling activities.

Teacher's Resource Books with CD-ROMs

These teacher's resource books with CD-ROMs are endorsed for teacher support by Cambridge International Examinations.

The teacher's resource books include a complete mapping grid to the Cambridge Primary English curriculum framework. Step-by-step teaching notes include opportunities for differentiated learning and phonics links to highlight where extra phonics practice could be integrated. Fully cross-referenced for the most effective use of the learner's books and activity books. Over 30 photocopiable resource sheets and spelling lists are included. The accompanying CD-ROM contains PDFs of the teacher's book content for printing and reference.



Phonics Workbooks

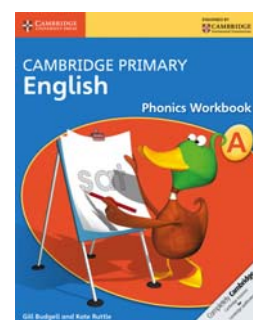
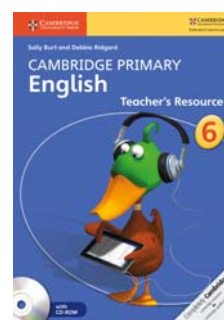
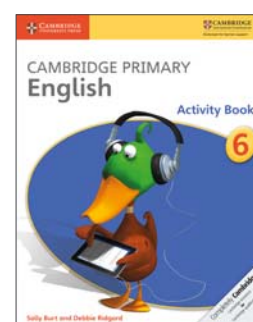
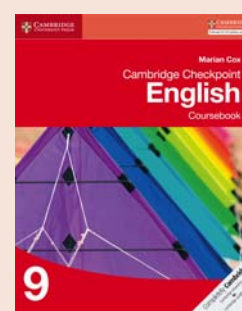
Phonics Workbook A is aimed at learners aged between 4 and 5 and is a foundation stage in phonics skills. Phonics Workbook B is intended for use alongside Stage 1 of the *Cambridge Primary English* or *Cambridge Global English* courses. The books are appropriate for children learning English as a first or as a second language.

ALSO SEE

CHECKPOINT ENGLISH

Cambridge Checkpoint English provides a comprehensive, structured resource for the full Cambridge Secondary 1 curriculum framework and helps to prepare learners for the Cambridge Secondary 1 Checkpoint English test.

PAGE 31



STAGE	LEARNER'S BOOK	ACTIVITY BOOK	TEACHER'S RESOURCE BOOK WITH CD-ROM
Stage 1	✓ 978-1-107-63298-1	✓ 978-1-107-68345-7	✓ 978-1-107-64042-9
Stage 2	✓ 978-1-107-68512-3	✓ 978-1-107-69112-4	✓ 978-1-107-64704-6
Stage 3	✓ 978-1-107-63282-0	✓ 978-1-107-68235-1	✓ 978-1-107-62802-1
Stage 4	✓ 978-1-107-67566-7	✓ 978-1-107-66031-1	✓ 978-1-107-65085-5
Stage 5	✓ 978-1-107-68321-1	✓ 978-1-107-63642-2	✓ 978-1-107-63830-3
Stage 6	✓ 978-1-107-62866-3	✓ 978-1-107-67638-1	✓ 978-1-107-64468-7
Phonics workbook A	✓ 978-1-107-68910-7	Phonics workbook B	✓ 978-1-107-67592-6

✓ = Endorsed by Cambridge International Examinations
 ● = Working towards endorsement by Cambridge International Examinations

Cambridge Primary Mathematics

Cherri Mosley, Janet Rees, Emma Low

Cambridge Primary Mathematics is a fully engaging, innovative and complete Primary Maths scheme that uses multiple approaches to help learners achieve Maths success. It has been created and fully endorsed* in partnership with Cambridge International Examinations and the renowned Cambridge University NRIC team of Maths experts.

The series is written for use with the Cambridge Primary Mathematics curriculum framework.

Cambridge Primary Mathematics helps learners become confident and successful mathematicians through a fun and engaging scheme. The series takes an investigatory approach to help children learn the skills of problem-solving and encourages learners to be independent thinkers with the confidence to tackle a wide range of mathematical problems.

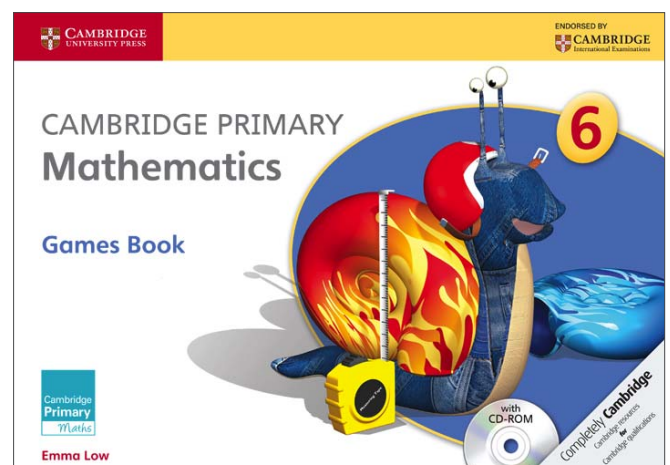
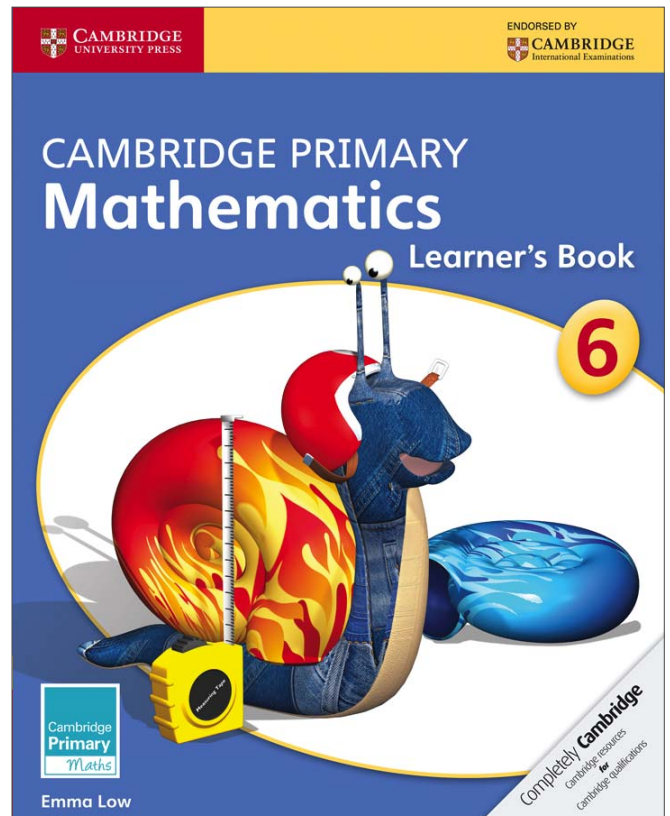
The course comes with an extensive array of resources to ensure full teaching support, which works for both non-specialist teachers and non-native English-speaking teachers. This series is part of Cambridge Maths, a project between Cambridge University Press and Cambridge International Examinations and is appropriate for learners sitting the Cambridge Primary Checkpoint Grade 6 assessment.

You can access further free online Primary Maths resources at cie.org.uk/primarymaths

* The Starter Activity Books, Cambridge Primary Mathematics Word Problems and Cambridge Primary Mathematics Toolbox resources have not been through the Cambridge International Examinations endorsement process.

**"Great Teaching Resource.
Easy to use and clear
lesson plans."**

5 Star Amazon Review



Components within this series are endorsed by Cambridge International Examinations

Learner's Books

These learner's books are endorsed by Cambridge International Examinations for full syllabus coverage.

The learner's books contain a variety of questions, activities, investigations and games to support learning. They include hints and advice to help the learner, along with vocabulary boxes to embed key mathematical terms. Clear, often pictorial, explanations of mathematical vocabulary will help children learn new terms whether they are native English speakers or second-language speakers.

Games Books with CD-ROMs

These games books with CD-ROMs are endorsed by Cambridge International Examinations for teacher support.

The games books use fun games to reinforce learners' mathematical understanding in an enjoyable way. Linked to the learning outcomes, each game comes with an outline of the mathematical focus. All photocopiable resources needed to play the games are included, so learners can start playing straight away. Projectable instructions for the learners are also included on the CD-ROM.

Teacher's Resource Books with CD-ROMs

These teacher's resource books with CD-ROMs are endorsed for teacher support by Cambridge International Examinations.

Detailed lesson plans provide teachers with step-by-step instructions and support for discussion-led teaching. Mathematical concepts are carefully explained for the non-specialist teacher, and scripted questions help ESL learners. Teachers will have confidence to engage the class in mathematical discussion and encourage learners to justify answers and make connections between ideas. Teacher guidance on formative assessment is also included. The resource provides answers to the learner's book and all the photocopiable sheets required are provided. All book content, plus more, is included on the CD-ROM.

Vocabulary box to reinforce learning of key Maths terms.

Cambridge Primary Mathematics Learner's Book 3

Number

Number jars

Let's investigate
How many different three-digit numbers can you make from these digits?
Write them in order, starting with the smallest.

Use place value cards to help you.

Put the numbers in each jar in order. Start with the smallest.

876g 867g 768g 786g 687g 678g	915g 519g 591g 159g 195g 951g	432g 423g 324g 234g 342g 243g
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Put the numbers in each jar in order. Start with the largest.

223g 232g 322g 233g 332g 323g	441g 144g 414g 114g 141g 411g	573g 735g 537g 753g 357g 375g
--	--	--

Comparing measures

Let's investigate

100g 200g 300g 400g 500g
600g 700g 800g 900g 1kg

Vocabulary
inequality; not equal.
A number sentence using < and > but not =.

Use place value cards or a place value chart to help you.

100g + 300g < 500g 750ml > 500ml + 100ml

Write some inequalities using these weights or capacities.
Use add + and subtract - as well as less than < and greater than >.

Swap inequalities with a friend and check each others.

- Copy and complete. Write < or > between the numbers to make the inequality true.
(a) 400 ? 200 (b) 300 ? 100
(c) 300 ? 400 (d) 250 ? 750
(e) 600 ? 700 (f) 600 ? 200
- Copy and complete. Write a number in the box to make the inequality true.
(a) 30 < ? < 50 (b) 70 < ? < 100
(c) 100 > ? > 50 (d) 300 < ? < 350
(e) 100 > ? > 80 (f) 200 > ? > 100

Concept and activities are clearly named along with cross-reference to scheme unit and teacher's resource book.

Colourfully illustrated and clear layout coupled with a wide range of Maths activities to suit different learning styles.

Helpful hints and tips provided.

NEW

Starter Activity Books

The starter activity books provide a range of activities that will help children at KG/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. They include discrete activity guidance for teacher and parent as they support children in completing the activities.

NEW

Challenge

These resources are endorsed by Cambridge International Examinations for learner support. The challenge activity books provide extension activities to stretch learners' skills beyond the required standard for success. They include a full range of carefully levelled activities that help deepen a child's understanding, plus helpful guidance for explaining the key mathematical concepts underpinning each exercise.

NEW

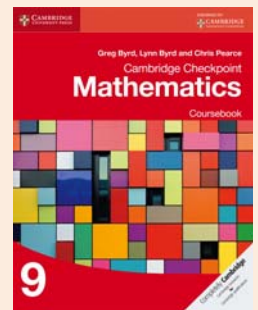
Skills Builders

These resources are endorsed by Cambridge International Examinations for learner support. The skills builder activity books provide extra practice in key concepts for children who need more support to meet the standard for success. A range of activities help raise a child's mathematical understanding and performance to match their peers, with teacher/parental guidance on key mathematical methods and concepts before each exercise.

ALSO SEE 

CHECKPOINT MATHEMATICS

Cambridge Checkpoint Mathematics provides a comprehensive, structured resource that covers the full Cambridge Secondary 1 Mathematics framework.
PAGE 32



Cambridge Primary Mathematics Skills Builder 2

Carefully designed with plenty of space for write-in answers.

Cambridge Primary Mathematics Challenge 2

Activities clearly reference mathematical concepts to be studied and their links to the main Cambridge Primary Maths scheme.

Linked number pairs for 10 and 100

Remember
100 is ten times bigger than 10.

You will need: resource 2, page 57, resource 3, page 58, or resource 4, page 59

Vocabulary
ones, tens, number facts, addition facts, subtraction facts, fact families

Complete each pair of linked number bonds.

$2 + \square = 10$	$4 + \square = 10$	$\square + 9 = 10$
$20 + \square = 100$	$40 + \square = 100$	$\square + 90 = 100$
$5 + \square = 10$	$\square + 0 = 10$	$\square + 3 = 10$
$50 + \square = 100$	$\square + 0 = 100$	$\square + 30 = 100$

Write the subtraction facts for each set of linked number pairs.

Hint: Use the fact family for the number bonds to 10 to find the subtraction facts for 100.

7

Vocabulary boxes are essential for consolidating knowledge of key terms for ESL children.

Number pairs to 10

Remember
When you are thinking about number bonds or pairs to 10, it doesn't matter which order you write the numbers, they are the same pair.

Vocabulary
number pairs, number bonds

Find all the numbers pairs for 10.

1	1	2	3	4	5	6	7	8	9	10
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Cross out each number as you use it. Write each number pair twice in the table, just like 0 and 10. Two have already been done for you.

$0 + 10 = 10$			
$10 + 0 = 10$			

Which number could you not use? Write down the number bond for it.

$\square + \square = 10$

Oh no! Gremlins have been here and taken some numbers. Write in the pairs that add to 10. Make sure they all look different.

$2 + 8 = 10$			$4 + \square = 10$	
$\square + \square = 10$	$3 + \square = 10$	$6 + \square = 10$	$\square + \square = 10$	$9 + \square = 10$

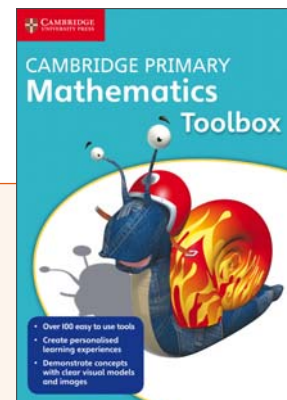
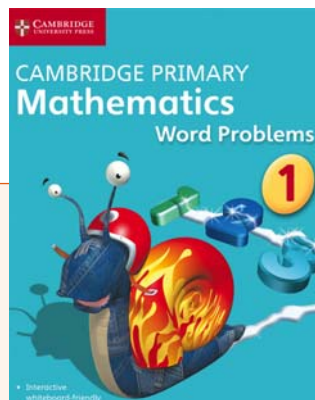
Hint: Try reversing the order of the numbers within the pairs to find all the possible pairs.

6

Skills Builders offer more structured guidance than Challenge - at lower grades this will require teacher/parent mediation.

Hints, tips and advice about key teaching points given in Remember box.

Challenge pages offer higher level and more demanding activities, which often have less structure and support than Skills Builders.



Cambridge Primary Mathematics Word Problems

Cambridge Primary Mathematics Word Problems makes creating word problem worksheets quick and easy. Intended for children aged 5 to 11, each DVD-ROM contains an extensive database of 500 stimulating word problems arranged by level of complexity, mathematical operation and topic.



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

This flexible interactive whiteboard resource is ideal for visually demonstrating complex Mathematics ideas, 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 flexible interactive tools in the Toolbox enable teachers to create and save single mathematical activities or whole lessons.



DVD-ROM	978-1-845-65281-4
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PC and Mac compatible. Includes perpetual site and network licence for your school.

CAMBRIDGE PRIMARY MATHEMATICS STARTER ACTIVITY BOOK

Book A	978-1-316-50910-4	Book B	978-1-316-50911-1	Book C	978-1-316-50912-8
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STAGE	LEARNER'S BOOK	GAMES BOOK WITH CD-ROM	TEACHER'S RESOURCE BOOK WITH CD-ROM	NEW SKILLS BUILDER	NEW CHALLENGE
Stage 1	✓ 978-1-107-63131-1	✓ 978-1-107-64640-7	✓ 978-1-107-65683-3	✓ 978-1-316-50913-5	✓ 978-1-316-50919-7
Stage 2	✓ 978-1-107-61582-3	✓ 978-1-107-62349-1	✓ 978-1-107-64073-3	✓ 978-1-316-50914-2	✓ 978-1-316-50921-0
Stage 3	✓ 978-1-107-66767-9	✓ 978-1-107-69401-9	✓ 978-1-107-66889-8	✓ 978-1-316-50915-9	✓ 978-1-316-50922-7
Stage 4	✓ 978-1-107-66269-8	✓ 978-1-107-68542-0	✓ 978-1-107-69294-7	✓ 978-1-316-50916-6	✓ 978-1-316-50923-4
Stage 5	✓ 978-1-107-63822-8	✓ 978-1-107-61474-1	✓ 978-1-107-65854-7	✓ 978-1-316-50917-3	✓ 978-1-316-50924-1
Stage 6	✓ 978-1-107-61859-6	✓ 978-1-107-66781-5	✓ 978-1-107-69436-1	✓ 978-1-316-50918-0	✓ 978-1-316-50925-8

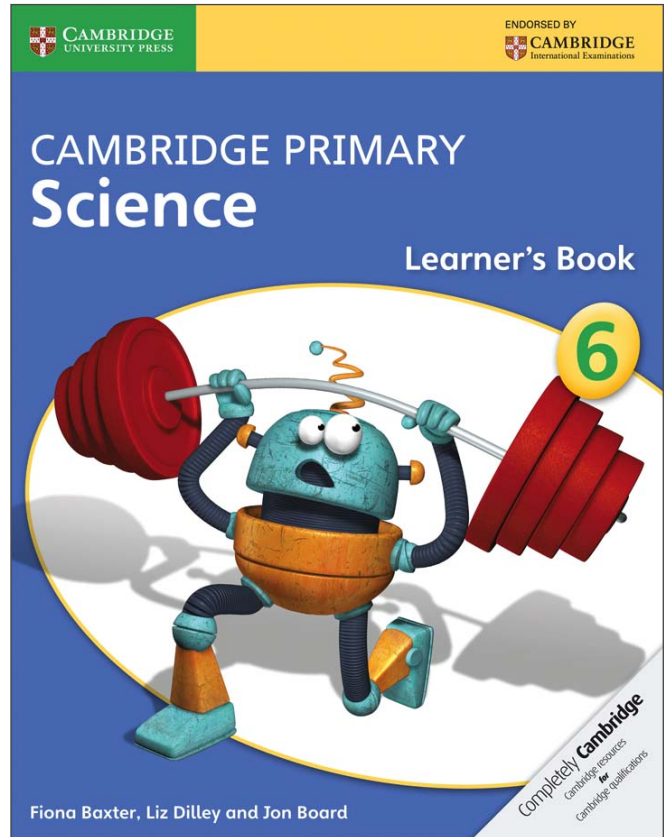
Cambridge Primary Science

Liz Dilley, Fiona Baxter, Jon Board, Alan Cross

Cambridge Primary Science is a beautifully illustrated and complete course for Cambridge Primary Science that teaches key scientific concepts through active learning. The series aims to make every child think and act like a scientist. It is written specifically for the Cambridge Primary Science curriculum framework and is fully endorsed by Cambridge International Examinations.

Cambridge Primary Science encourages learners to 'learn through doing'. It is packed with opportunities to explore and investigate scientific concepts through practical experiments, observation and discussion, which help develop scientific enquiry skills. This engaging series offers plenty of flexible teaching ideas, allowing teachers to select activities most appropriate to their classroom and learners.

The language level is carefully pitched to be accessible to EAL/ESL learners, with concepts illustrated through diagrams to aid understanding and learning. There is dedicated support for practising scientific language and vocabulary. Comprehensive teaching support helps teachers to bring all elements of the course together in the classroom.



Cambridge Primary Science Activity Book Stage 1

Practical activities and question-based approach encourage learners to explore and investigate scientific concepts.

4 Light and dark

4.1 Light sources

A light source makes **light**.

How many light sources can you see here?

Words to learn
light reflect
Moon Sun

38 4 light and dark

These objects are **not** light sources. They do not make light. Some objects **reflect** light. The light bounces off them. The **Moon** reflects light from the **Sun**. Water and mirrors reflect light.

Activity 4.1

Is it a light source?

You will need:
fabric to make a dark place
objects to test

Take some objects into a dark place. Can you predict which objects are light sources? Objects that are not light sources will look dark.

What you have learnt

- ☑ Light sources make light.
- ☑ The Sun is a light source.
- ☑ There are many other light sources.

39 4 light and dark

'Words to learn' point out key vocabulary.

'What you have learnt' summaries point out key learning points.

Learner's Books

These learner's books are endorsed by Cambridge International Examinations for full syllabus coverage.

The engaging, visually stimulating layout and suggestions for hands-on activities in the learner's books encourage enquiry-led learning. The 'Talk about it' features stimulate classroom discussion, an ideal approach to engage ESL students and develop their knowledge and vocabulary. 'Check your progress' questions present assessment opportunities and help prepare for progression and Cambridge Primary Checkpoint tests.

Activity Books

These activity books are endorsed for learner support by Cambridge International Examinations.

The activity books feature additional exercises for each topic, which may be completed in class or set as homework. These exercises help to consolidate understanding, apply knowledge in new situations, and develop scientific-enquiry skills. A dedicated language activity for each unit develops core vocabulary.

Teacher's Resource Books with CD-ROMs

These teacher's resource books with CD-ROMs are endorsed for teacher support by Cambridge International Examinations.

The teacher's resource books with CD-ROMs offer support for all components. Teaching ideas offer flexibility with numerous activity suggestions, as well as guidance on differentiation, assessment and using resources available online. Additionally, a collection of worksheets supports suggested activities. The resource offers flexible delivery, with all content both in print and in editable format on CD-ROM.

NEW

Challenge

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The challenge activity books provide extension activities to stretch learners' skills beyond the required standard for success. They include a full range of carefully levelled activities that help stretch and deepen a child's understanding.



Skills Builders

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The skills builder activity books provide consolidation activities for children who need additional support to meet the standard for success. They also focus on scientific literacy for ESL children who find this a barrier to learning. A full range of activities help raise a child's scientific literacy and understanding to match their peers, with teacher/parental guidance on key scientific methods and concepts before each exercise.

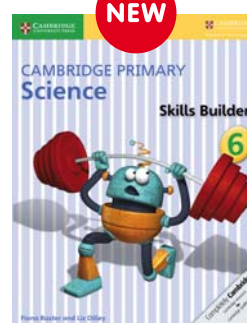
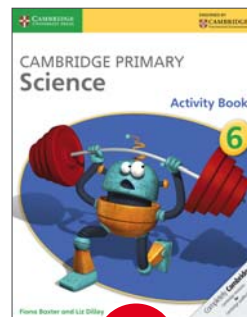
NEW

ALSO SEE

CHECKPOINT SCIENCE

Cambridge Checkpoint Science provides carefully crafted Coursebooks to support the Cambridge Secondary 1 programme in Science.

PAGE 34

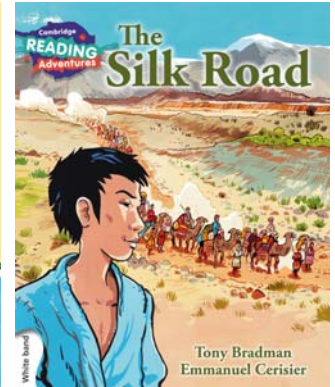
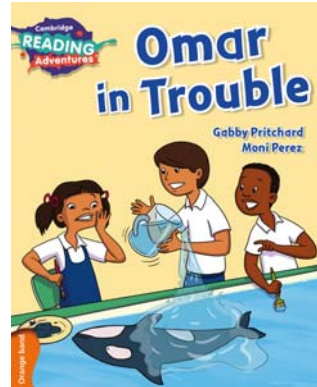
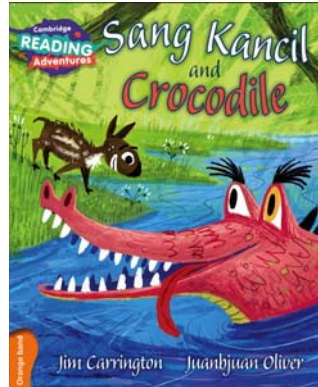
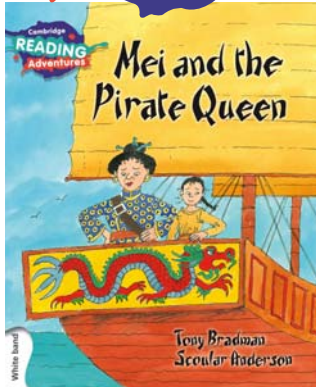


STAGE	LEARNER'S BOOK	ACTIVITY BOOK	TEACHER'S RESOURCE BOOK WITH CD-ROM	NEW SKILLS BUILDER	NEW CHALLENGE
Stage 1	✓ 978-1-107-61138-2	✓ 978-1-107-61142-9	✓ 978-1-107-61146-7	✓ 978-1-316-61098-5	✓ 978-1-316-61113-5
Stage 2	✓ 978-1-107-61139-9	✓ 978-1-107-61143-6	✓ 978-1-107-61148-1	✓ 978-1-316-61101-2	✓ 978-1-316-61114-2
Stage 3	✓ 978-1-107-61141-2	✓ 978-1-107-61145-0	✓ 978-1-107-61150-4	✓ 978-1-316-61102-9	✓ 978-1-316-61117-3
Stage 4	✓ 978-1-107-67450-9	✓ 978-1-107-65665-9	✓ 978-1-107-66151-6	✓ 978-1-316-61104-3	✓ 978-1-316-61119-7
Stage 5	✓ 978-1-107-66304-6	✓ 978-1-107-65897-4	✓ 978-1-107-67673-2	✓ 978-1-316-61106-7	✓ 978-1-316-61120-3
Stage 6	✓ 978-1-107-69980-9	✓ 978-1-107-64375-8	✓ 978-1-107-66202-5	✓ 978-1-316-61109-8	✓ 978-1-316-61121-0

✓ = Endorsed by Cambridge International Examinations
 ● = Working towards endorsement by Cambridge International Examinations



Components within this series are endorsed by Cambridge International Examinations



Cambridge Reading Adventures

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

This exciting reading scheme has been developed in partnership with UCL Institute of Education who are world leaders in Primary reading. Written with international learners in mind, the series is for young children learning to read in English throughout the world.

These resources are endorsed for reading by Cambridge International Examinations.

With 90 titles across 11 book bands, Cambridge Reading Adventures supports a child just starting out in reading to becoming a confident, independent reader in English, whatever their language background.

The scheme includes fiction and non-fiction, covering a wide range of subjects - all with a deliberately international flavour, which pupils around the world can relate to. With stories set in an international school, traditional and animal tales, stories in contemporary and historic settings, non-fiction reports and explanations, learners will find topics to enthuse and engage them.

Supporting each child on their reading journey

- The UCL Institute of Education (IOE) provided book banding for the series and each of the titles has been checked and approved by the IOE to ensure content is appropriate for readers at each stage.
- The book bands allow children to progress steadily from Pink A (the very simplest word books) to White (with over 1000 words), as their ability develops.
- Benchmark titles are included within each band to help teachers assess reading levels for each child.

Relevant and engaging content

- The only Primary reading scheme written for international learners, with content that reflects their lives.
- Written and illustrated by renowned authors and illustrators such as Lauri Kubuitsile, Ian Whybrow and Claire Llewellyn.
- The series supports other international curricula including IPC, PYP and YLE frameworks. The titles have also been linked to Cambridge Global English unit topics.

Support for teachers

- Two comprehensive Teaching and Assessment Guides (Early and Transitional) include detailed information about each of the bands, advice for successful assessment and management of every child's progress and benchmark running record assessment sheets to help place each child at the correct level.
- Every book has detailed teacher's notes inside the back cover for lesson guidance and information.

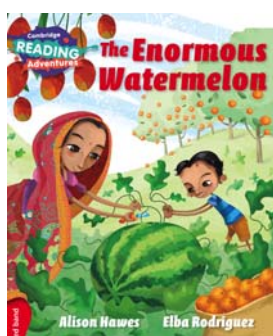
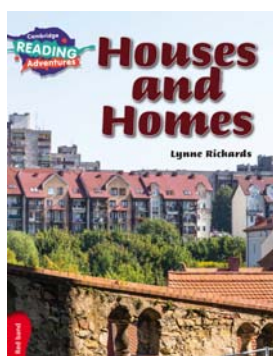
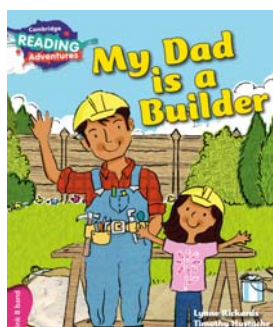
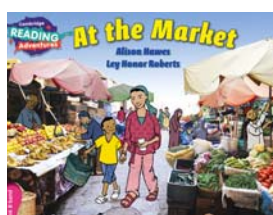
NEW

Digital editions for front of class teaching

- Page faithful displays of the print titles for front of class use, available for all books in all bands.
- Downloadable for offline use where needed.
- Includes audio with the option for British or American English.
- Tools to zoom, highlight and annotate on screen.

Key to readers

N Non-fiction **F** Fiction



Pink A and B

Intended for new readers, Pink A and Pink B books are carefully designed to support a child initially learning to use a book. Eighteen readers are split into Pink A and the slightly more challenging Pink B, with a full range of fiction and non-fiction.

Books in this band have around 30 to 60 words, feature colourful illustrations and highly predictable text.

PINK A BAND

N	The Sun is Up	✓	978-1-107-54987-6
N	Animal Homes	✓	978-1-316-60071-9
N	Games	✓	978-1-316-60084-9
N	Water	✓	978-1-107-57584-4
F	A Hot Day	✓	978-1-316-60069-6
F	Please Stop, Sara!	✓	978-1-316-50313-3
F	Packing my Bag	✓	978-1-316-60082-5
F	Jamila Finds a Friend	✓	978-1-107-54963-0
F	Arif Goes Shopping	✓	978-1-316-60810-4

PINK B BAND

N	At the Market	✓	978-1-107-54993-7
N	Where do they Grow?	✓	978-1-316-60073-3
N	Looking After Animals	✓	978-1-316-60582-0
N	Who Lays Eggs?	✓	978-1-107-54936-4
F	My Dad is a Builder	✓	978-1-107-54973-9
F	Leela Can Skate	✓	978-1-107-57582-0
F	The Last Lemon	✓	978-1-107-54909-8
F	Omar's First Day at School	✓	978-1-316-60811-1
F	Our Den	✓	978-1-316-50078-1

Red

In the Red Band, a sense of story begins to be developed. Illustrations remain supportive but children will also need to use decoding skills. Non-fiction titles in the Red Band reinforce familiar language patterns through themes appropriate to the interests and understanding of young children.

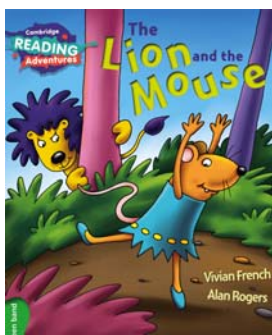
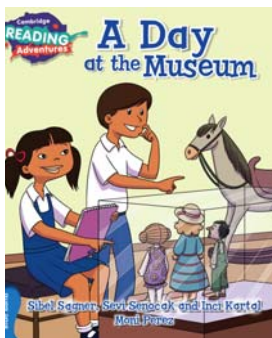
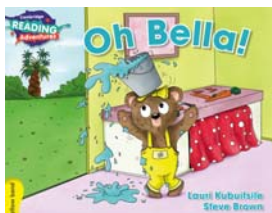
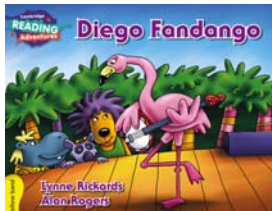
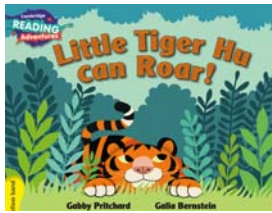
Red Band books have more complex sentences with less repetition and slightly longer texts, which extend high-frequency word knowledge.

RED BAND

N	Houses and Homes	✓	978-1-107-54949-4
N	The Weather Today	✓	978-1-107-57676-6
N	Our Senses	✓	978-1-316-60568-4
N	In the Sea	✓	978-1-107-57578-3
N	Seagull	✓	978-1-316-50310-2
F	Bedtime on the Farm	✓	978-1-316-50081-1
F	Look! It's Baby Duck	✓	978-1-107-54957-9
F	The Enormous Watermelon	✓	978-1-107-54924-1
F	Leopard and his Spots	✓	978-1-316-50308-9
F	Omar Can Help	✓	978-1-107-57572-1

✓ = Endorsed by Cambridge International Examinations

○ = Working towards endorsement by Cambridge International Examinations



Yellow

The Yellow Band develops longer story plots to support the development of inferential skills. There is more emphasis on students' understanding through reading and less use of illustrations to convey meaning. Longer sentences feature a wider range of vocabulary, with repetition used as a dramatic device rather than to build high-frequency vocabulary.

- Longer sentences with a wider range of vocabulary.
- More emphasis on students' understanding through reading.
- Less emphasis on using illustrations to convey meaning.
- Repetition used as a dramatic device rather than to build high-frequency vocabulary.

YELLOW BAND

N	My School	✓ 978-1-107-55000-1
N	Stars	✓ 978-1-316-50315-7
N	Playgrounds	✓ 978-1-316-50318-8
F	Late for School	✓ 978-1-107-57679-7
F	Little Tiger Hu Can Roar	✓ 978-1-107-54996-8
F	Diego Fandango	✓ 978-1-107-55021-6
F	Oh Bella!	✓ 978-1-107-55070-4
F	A House for Snail	✓ 978-1-107-55006-3

Blue

Blue Band stories become a little more complex, with several characters and episodes within one story to support the development of comprehension skills. Greater variation in sentence patterns helps students to self-correct independently. Vocabulary in non-fiction titles becomes more technically specific but less commonly used words are well supported by illustrations, providing opportunities to build word-reading power and knowledge of spelling patterns in English.

BLUE BAND

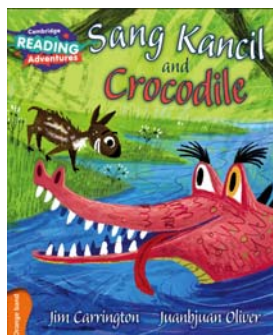
N	Making a Car	✓ 978-1-107-57597-4
N	My First Train Trip	✓ 978-1-107-57594-3
N	On the Track	✓ 978-1-316-50322-5
N	All Kinds of Plants	✓ 978-1-316-60579-0
F	Suli's Big Race	✓ 978-1-316-60086-3
F	Lost!	✓ 978-1-316-60078-8
F	The Pumpkin Monster	✓ 978-1-316-60576-9
F	A Day at the Museum	✓ 978-1-316-50320-1
F	It's Much Too Early	✓ 978-1-107-56032-1

Green

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 flexibly, while longer sentence structures focus on the use of punctuation. Topic-specific vocabulary is used, with moderate support from the illustrations and novel words are often repeated to aid learning.

GREEN BAND

N	Baking Bread	✓ 978-1-316-50327-0
N	Dressing for the Weather	✓ 978-1-316-50324-9
N	Big Bugs	✓ 978-1-107-55064-3
N	A Drop of Rain	✓ 978-1-107-55060-5
F	The Lion and the Mouse	✓ 978-1-107-55038-4
F	Turtle is a Hero	✓ 978-1-107-55046-9
F	Hide and Seek	✓ 978-1-107-57599-8
F	Take Zayan with You!	✓ 978-1-107-57587-5



Orange

Orange Band stories are longer than previous bands, featuring more events and greater complexity. Illustrations offer support for just one aspect of the story for that page and text is given more space. Sentence structures become more complex, with some use of the conditional tense. Children will recognise a large number of the high-frequency words used in this band, helping them to become fluent and develop their understanding. High-frequency words in each book are no longer specified from Orange Band onwards.

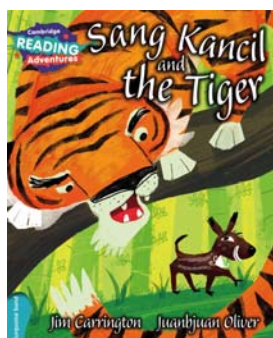
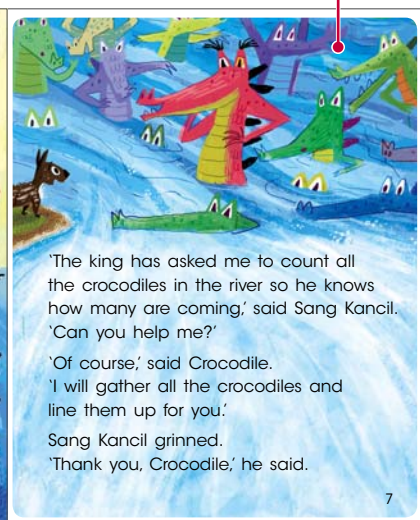
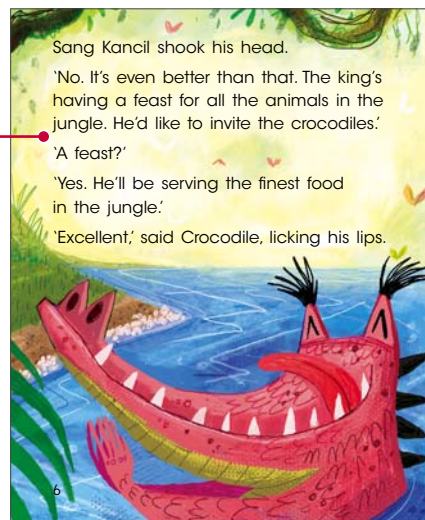
ORANGE BAND

N	Life on the Reef	✓ 978-1-107-56022-2
N	Town Underground	✓ 978-1-316-50333-1
N	Super Malls	✓ 978-1-316-50335-5
F	Sang Kancil and Crocodile	✓ 978-1-107-57604-9
F	Omar in Trouble	✓ 978-1-316-50329-4
F	The Great Inventor	✓ 978-1-316-50083-5
F	For Today, For Tomorrow	✓ 978-1-107-55081-0
F	The Best Little Bullfrog in the Forest	✓ 978-1-107-56018-5

This spread is from Orange Band: Sang Kancil and Crocodile.

Illustrations support one element of the story and more space is given to text.

More complex sentence structures than previous bands.

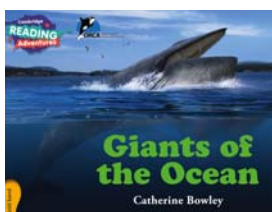


Turquoise

Descriptions of places and people are extended at Turquoise Band, with literary phrases and expressions that provide new challenges to reading. Vocabulary in both fiction and non-fiction texts 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 and there are opportunities to learn to navigate information, presented alphabetically in glossaries and indexes.

TURQUOISE BAND

N	Motorcycles	✓ 978-1-107-57624-7
N	How Chocolate is Made	✓ 978-1-107-57616-2
N	Clever Computers	✓ 978-1-316-50331-7
N	Draw the World	✓ 978-1-107-57684-1
F	The Great Jewelled Egg Mystery	✓ 978-1-107-57614-8
F	Sinbad Goes to Sea	✓ 978-1-316-50338-6
F	Sang Kancil and the Tiger	✓ 978-1-107-55092-6
F	Power Cut	✓ 978-1-316-60586-8



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 many occurrences of phrases found in traditional tales and story-telling, such as 'Long, long ago' and 'Once upon a time'. There are some simple chapter books in this band, while non-fiction texts offer more in-depth information and technical vocabulary than found in previous bands.

PURPLE BAND

N	Ships, Boats and Things that Float	✓ 978-1-107-56041-3
N	Going on a Plane	✓ 978-1-316-50088-0
N	The Book of World Facts	✓ 978-1-316-60080-1
F	Sinbad and the Roc	✓ 978-1-316-50340-9
F	Pterosaur!	✓ 978-1-107-55108-4
F	King Fox	✓ 978-1-107-56215-8
F	Sandstorm	✓ 978-1-107-57607-0

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 and texts become longer to match growing 'reading stamina'. More complex language structures and illustrations now offer only general support to the story.

GOLD BAND

N	Scarface: The Real Lion King	✓ 978-1-107-56047-5
N	Giants of the Ocean	✓ 978-1-107-55165-7
N	Animals of the Ice Age	✓ 978-1-107-55162-6
N	From Rags to Bags	✓ 978-1-316-50086-6
F	Lost at Sea	✓ 978-1-316-50344-7
F	Tefo and the Lucky Football Boots	✓ 978-1-107-55141-1
F	Yu and the Great Flood	✓ 978-1-107-56225-7

This spread is from Gold Band: *Giants of the Ocean*.

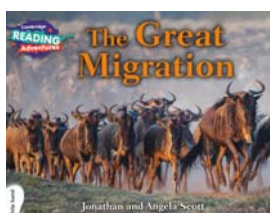
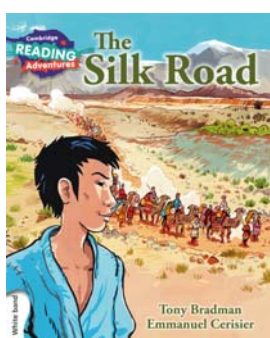
Humpback whales

Scientists think that whales 'talk' to each other. Humpback whales can even 'sing' to each other. They are famous for their 'songs'. Different groups sing different songs and these songs change over the years. Perhaps new young whales are always trying to be different! Humpback whales are baleen whales and they often hunt in pods. They circle around a **shoal** of tiny fish and blow bubbles, driving the fish into a tight ball. Then they scoop up mouthfuls of their favourite food.

Humpback whales are famous for leaping out of the water.

More complex language reflects learners' growing confidence.

Information is presented in a range of formats in the non-fiction titles.



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 more complex sentences showing a wide range of grammar, such as 'we're' and 'they're'. Non-fiction topics are broader, focusing on a particular aspect. They may employ different genre styles across one text, and a range of non-fiction text features.

WHITE BAND		
N	The Great Migration	✓ 978-1-107-56065-9
N	Earthquakes	✓ 978-1-316-50342-3
N	Sticks and Bricks and Bits of Stone	✓ 978-1-107-56056-7
N	The Mobile Continent	✓ 978-1-316-60067-2
F	Mei and the Pirate Queen	✓ 978-1-316-50090-3
F	The Great Escape	✓ 978-1-107-55158-9
F	The Silk Road	✓ 978-1-107-56232-5

Cambridge Reading Adventure Packs

You can buy Cambridge Reading Adventures titles as individual titles, or in a variety of packs.

Class Packs

The Class Packs contain six copies of each title within a band, making them ideal for guided reading. The books are provided in an attractive pull-out box.

CLASS PACKS		
Pink A Band Class Pack	✓	978-1-316-60733-6
Pink B Band Class Pack	✓	978-1-316-60735-0
Red Band Class Pack	✓	978-1-316-60737-4
Yellow Band Class Pack	✓	978-1-316-60739-8
Blue Band Class Pack	✓	978-1-316-60741-1
Green Band Class Pack	✓	978-1-316-60743-5
Orange Band Class Pack	✓	978-1-316-60745-9
Turquoise Band Class Pack	✓	978-1-316-60748-0
Purple Band Class Pack	✓	978-1-316-60751-0
Gold Band Class Pack	✓	978-1-316-60753-4
White Band Class Pack	✓	978-1-316-60755-8

Teaching Packs

These resources are endorsed by Cambridge International Examinations for teacher support.

Teaching Packs offer the complete series, with all 90 titles split across two boxes. Choose Early (Pink A to Blue Band titles) or Transitional (Green to White Band titles) levels. These packs include the relevant Teacher's Resource Guide and are supplied in a double-drawer pull-out box for easy storage.

TEACHING PACKS		
Pink A, Pink B, Red, Yellow and Blue Bands Early Teacher Pack	✓	978-1-316-60761-9
Green, Orange, Turquoise, Purple, Gold and White Bands Transitional Teacher Pack	✓	978-1-316-60762-6

Band Packs

The Band Packs contain one copy of each title within your chosen band, letting children choose from a wider range of fiction and non-fiction topics.

BAND PACKS		
Pink A Band Pack	✓	978-1-316-60622-3
Pink B Band Pack	✓	978-1-316-60734-3
Red Band Pack	✓	978-1-316-60736-7
Yellow Band Pack	✓	978-1-316-60738-1
Blue Band Pack	✓	978-1-316-60740-4
Green Band Pack	✓	978-1-316-60742-8
Orange Band Pack	✓	978-1-316-60744-2
Turquoise Band Pack	✓	978-1-316-60746-6
Purple Band Pack	✓	978-1-316-60749-7
Gold Band Pack	✓	978-1-316-60752-7
White Band Pack	✓	978-1-316-60754-1

Adventure Packs

These packs combine two to three bands. They are for use by parents and include one copy of each title within the chosen bands. Adventure Packs are provided in a slipcase with the Cambridge Reading Adventures Parents Guide*.

ADVENTURE PACKS		
Pink A and Pink B Bands Adventure Pack 1 with Parents Guide	✓	978-1-316-60756-5
Red and Yellow Bands Adventure Pack 2 with Parents Guide	✓	978-1-316-60757-2
Blue and Green Bands Adventure Pack 3 with Parents Guide	✓	978-1-316-60758-9
Orange and Turquoise Bands Adventure Pack 4 with Parents Guide	✓	978-1-316-60759-6
Purple, Gold and White Bands Adventure Pack 5 with Parents Guide	✓	978-1-316-60760-2

*Cambridge Reading Adventures Parents Guides have not been through the Cambridge International Examinations endorsement process.

✓ = Endorsed by Cambridge International Examinations

● = Working towards endorsement by Cambridge International Examinations

Teaching Support

Every reader includes detailed teaching notes on the inside back cover. These include:

- Full guidance for successful guided reading, including suggestions for supporting phonics, grammar, comprehension and new vocabulary.
- Follow-up activities to support learning.
- Cross-curricular links provided to other subjects, including specific links to the Cambridge Primary English curriculum framework, International Primary curriculum and IB Primary Years Programme.
- Panel containing key book details – word count, links to other curricula, high-frequency words and new vocabulary.
- Learning outcomes from reading the text.

This spread is from *Pink A to Blue Bands Early Teaching and Assessment Guide*.

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

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.

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

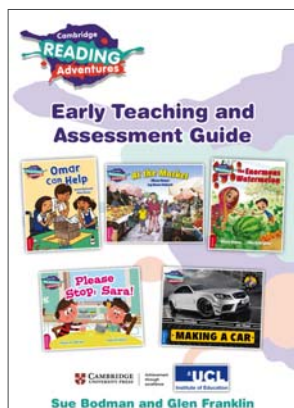
Components within this series are endorsed by Cambridge International Examinations

Teaching and Assessment Guides

The series includes two comprehensive Teaching and Assessment Guides, which provide guidance and tools to manage the assessment and progression of reading in the classroom.

These contain:

- Full practical guidance on how to teach reading effectively, including classroom organisation and detailed descriptors for each Book Band, including learning focus.
- Full guidance for successful assessment and management of every child's progress in reading.
- Book-by-book overview of the series, including teaching guidance, learning objectives, curriculum links, content description and supporting activities for every book.
- Benchmark running record assessment sheets for pupils and teachers to help correctly place every child at the right band.



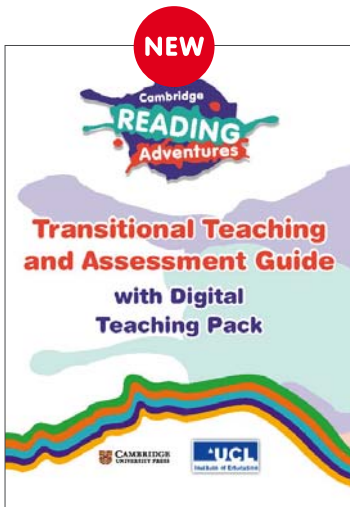
Pink A to Blue Bands Early Teaching and Assessment Guide

978-1-316-60812-8

Green to White Bands Transitional Teaching and Assessment Guide

978-1-316-60813-5

NEW



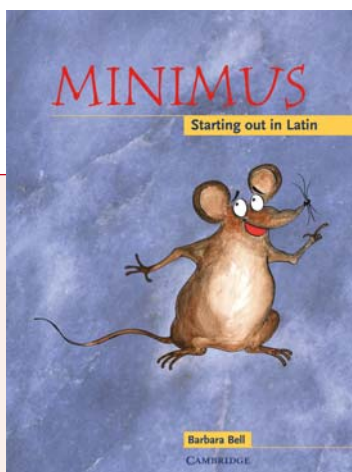
Digital Teaching and Assessment Packs

The Digital Teaching Packs support the scheme, providing teachers with on-screen versions of the print books for front of class teaching. Available in Early and Transitional packs, you have the option to buy with or without the Teaching and Assessment Guide.

- Page faithful displays of the print titles for front of class use, available for all books in all bands.
- Downloadable for offline use where needed.
- Includes audio with the option for British or American English.
- Tools to zoom, highlight and annotate on screen.



NEW Early Teaching and Assessment Guide with Digital Teaching Pack	978-1-316-63578-0
NEW Transitional Teaching and Assessment Guide with Digital Teaching Pack	978-1-316-63604-6
NEW Early Digital Teaching Pack	978-1-316-63603-9
NEW Transitional Digital Teaching Pack	978-1-316-63605-3

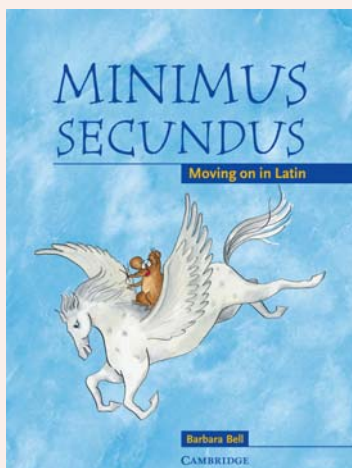


Minimus and Minimus Secundus

Barbara Bell, illustrated by Helen Forte

This popular two-book series is the ideal cross-curricular resource. As well as igniting a lifelong love of the ancient world, you will develop your pupils' linguistic awareness and understanding of English grammar and vocabulary. Minimus: Starting out in Latin offers a lively and colourful introduction to the Latin language and Roman culture for younger learners, aged 7-10. Minimus Secundus: Moving on in Latin continues the adventure for ages 10-13.

- For the Minimus iBook, visit the iBookstore.
- For additional Latin readers, teacher's resources, workbooks, Minimus merchandise and news of training events, visit minimus.com.



	MINIMUS: STARTING OUT IN LATIN	MINIMUS SECUNDUS: MOVING ON IN LATIN
Pupil's Book	978-0-521-65960-4	978-0-521-75545-0
Audio CD	978-0-521-68146-9	978-0-521-68147-6
Teacher's resource book	978-0-521-65961-1	978-0-521-75546-7

Cambridge Secondary 1

Cambridge Secondary 1 is a flexible curriculum with integrated assessment from Cambridge International Examinations. It provides a seamless progression from Cambridge Primary – or can be used as a standalone curriculum – to develop learners’ skills and confidence in English, Mathematics and Science.

Cambridge Secondary 1 offers a curriculum framework for educational success for learners (typically 11–14 years old), with an optional testing structure. It also helps prepare in the lead up to studying at Cambridge IGCSE® level.

Cambridge Global English

Chris Barker and Libby Mitchell

These resources are endorsed by Cambridge International Examinations.

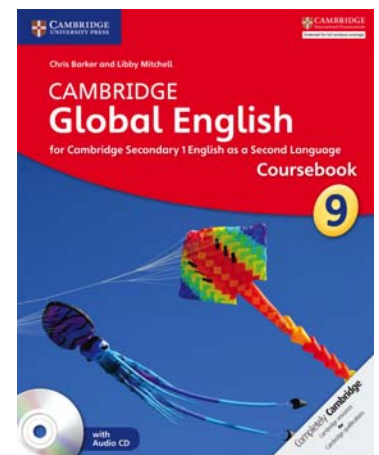
Cambridge Global English Stages 7–9 follow the Cambridge Secondary 1 English as a Second Language (ESL) curriculum framework and prepare students for the Cambridge International Examinations Secondary 1 ESL Checkpoint test.

Written by a team of experienced teachers and authors, Cambridge Global English engages learners actively and creatively, with opportunities to participate in a wide variety of curriculum-based activities to acquire content knowledge and practise English language and literacy. Learners can acquire skills and strategies to help them approach new learning situations with confidence.

Emphasis is placed on developing listening, speaking, reading and writing skills, as well as vocabulary development and language awareness. Collaborative learning and critical thinking are encouraged through group activities and project work. Learners explore a range of vocabulary through literature and non-fiction, with opportunities for using language in personalised, meaningful ways and developing the English language skills they will need to access classroom materials across other subjects.



Components within this series are endorsed by Cambridge International Examinations

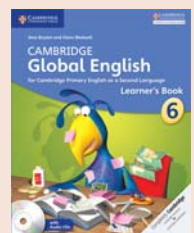


ALSO SEE

CAMBRIDGE GLOBAL ENGLISH STAGES 1–6

Cambridge Global English Primary materials, Stages 1–6, lead into the lower secondary editions, Cambridge Global English 7–9.

PAGE 12



CEFR: B1–B2

STAGE	COURSEBOOK WITH AUDIO CD	NEW COURSEBOOK CAMBRIDGE ELEVATE EDITION (1 YEAR)	WORKBOOK	TEACHER'S RESOURCE CD-ROM**
Stage 7	✓ 978-1-107-67807-1	● 978-1-316-63298-7	✓ 978-1-107-64372-7	✓ 978-1-107-68870-4
Stage 8	✓ 978-1-107-61942-5	● 978-1-316-63300-7	✓ 978-1-107-65771-7	✓ 978-1-107-69103-2
Stage 9	✓ 978-1-107-68973-2	● 978-1-316-63301-4	✓ 978-1-107-63520-3	✓ 978-1-316-60307-9

**NEW Stage 9 Teacher's Resource Book CD-ROM now available

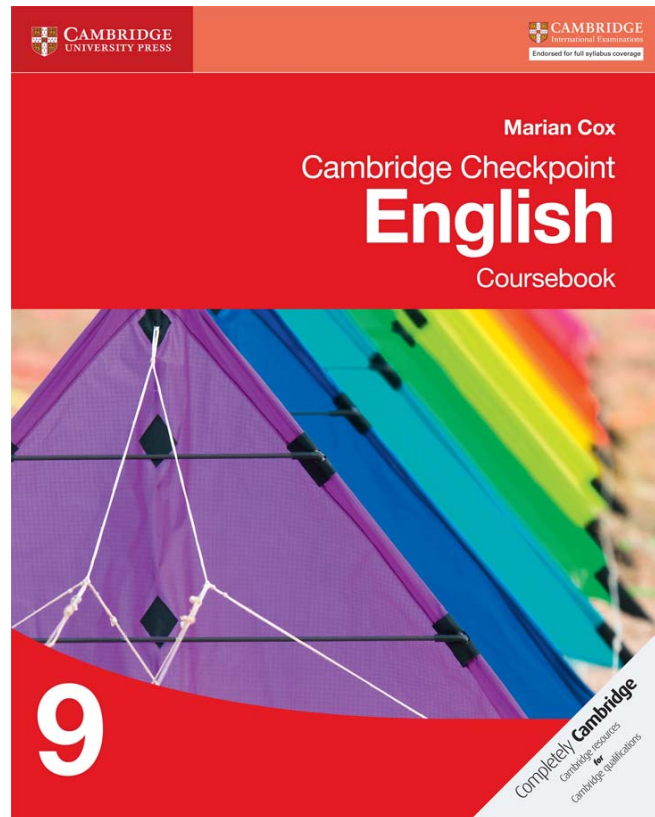
Cambridge Checkpoint English

Marian Cox

These resources are endorsed by Cambridge International Examinations.

This family of resources has been checked and revised for the 2018 framework. Written by a well-respected author and examiner, Cambridge Checkpoint English provides a comprehensive, structured resource that covers the full Secondary 1 framework for English. Including:

- A lively, colourful coursebook for each stage, with activities to develop reading and writing skills and integrated speaking and listening tasks. Each coursebook contains 12 themed units with a full range of stimulus materials, including a variety of fiction and non-fiction examples from around the world.
- A write-in, skill-building workbook to support students' learning and provide extra language tasks and reading and writing skills development, including sequencing and fill-in-the-gap exercises.
- Essential guidance, Exam style questions, further activities, activity answers and PDFs for classroom use are available on a teacher's resource CD-ROM for each stage.

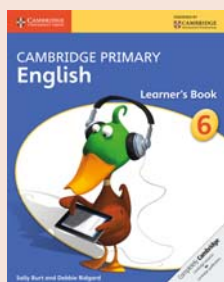


ALSO SEE

CAMBRIDGE PRIMARY ENGLISH

Cambridge Primary English is a flexible course written specifically to support the Cambridge International Examinations Primary English curriculum framework, Stages 1–6.

PAGE 14



ALSO SEE

CAMBRIDGE SCHOOL ANTHOLOGIES

This series of texts inspires lower secondary students to explore literature through active and varied approaches. education.cambridge.org/cambridge-school-anthologies



STAGE	COURSEBOOK	NEW COURSEBOOK CAMBRIDGE ELEVATE ENHANCED EDITION (1 YEAR)	PRINT AND DIGITAL BUNDLE: NEW COURSEBOOK WITH CAMBRIDGE ELEVATE ENHANCED EDITION (1 YEAR)	WORKBOOK	TEACHER'S RESOURCE CD-ROM
Stage 7	✓ 978-1-107-67023-5	● 978-1-316-61211-8	● 978-1-316-64546-8	✓ 978-1-107-64781-7	✓ 978-1-107-60724-8
Stage 8	✓ 978-1-107-69099-8	● 978-1-316-61213-2	● 978-1-316-64547-5	✓ 978-1-107-66315-2	✓ 978-1-107-65122-7
Stage 9	✓ 978-1-107-66748-8	● 978-1-316-61214-9	● 978-1-316-64548-2	✓ 978-1-107-65730-4	✓ 978-1-107-65492-1

✓ = Endorsed by Cambridge International Examinations
● = Working towards endorsement by Cambridge International Examinations

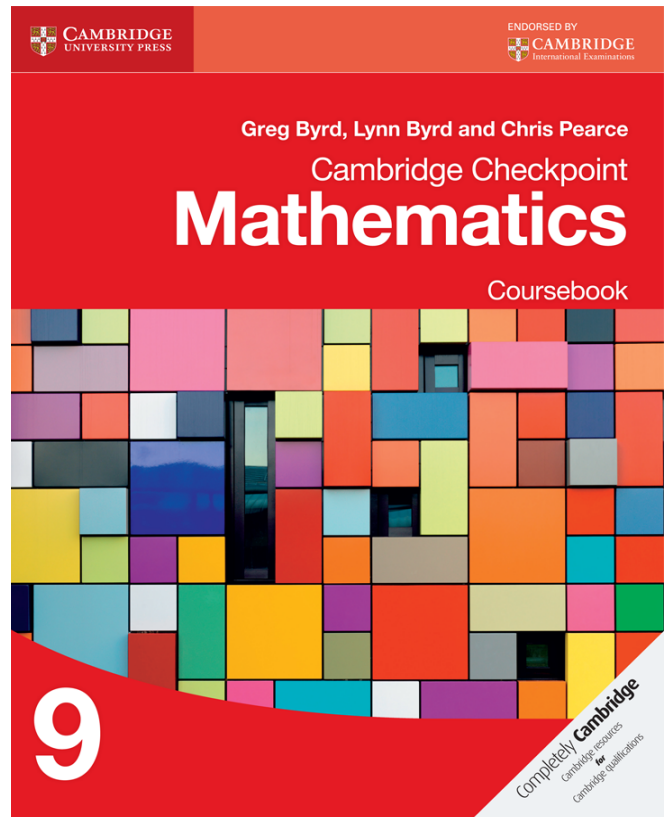
Cambridge Checkpoint Mathematics

Greg Byrd, Lynn Byrd and Chris Pearce

Written by well-respected authors, Cambridge Checkpoint Mathematics provides a comprehensive, structured resource that covers the full Cambridge Secondary 1 Mathematics curriculum framework, for three years of study from Stages 7 to 9 (typically 11–14 years old).



Components within this series are endorsed by Cambridge International Examinations



Page spread from Cambridge Checkpoint Mathematics Coursebook 9

Colourful illustrations and diagrams help students to visualise concepts.

Language used is clear and accessible to students with a wide range of abilities.

7 Fractions

This is a well-known puzzle.

It is called a **tangram**. There are seven parts. They can be used to make different shapes. Which parts have the same area?

Suppose the whole shape has area 1. Find the area of each part. Write the answers as fractions. You should find that each area is $\frac{1}{4}$, $\frac{1}{4}$ or $\frac{1}{16}$. Check that the areas add up to 1.

Here is another way to divide a square.

What fraction of the square is green? What fraction is red? Try to explain your answers in different ways. Can you see why the red fraction is $\frac{1}{4}$ of the green fraction?

In this unit you will continue work on simplifying fractions as well as adding, subtracting, multiplying and dividing fractions using both written and mental methods.

Specialist mathematical vocabulary which students need to learn and understand is defined within each chapter.

Worked examples provide step by step guidance.

Lots of opportunities for students to practise what they have learnt.

7.1 Writing a fraction in its simplest form

To simplify a fraction, you divide the numerator and the denominator by a common factor.

You simplify a fraction into its simplest form, or lowest terms, by dividing the numerator and the denominator by the highest common factor (HCF). If you do not find the highest common factor straight away, just cancel by one factor at a time until you cannot cancel any further.

Worked example 7.1
Write the fraction $\frac{512}{712}$ in its simplest form.
HCF of 60 and 72 is 12. The highest common factor of 60 and 72 is 12. Divide the numerator and the denominator by 12.

$\frac{512}{712} = \frac{512 \div 12}{712 \div 12} = \frac{42.666}{59.333}$ (This is not a whole number, so we cancel by one factor at a time.)

this: $\frac{512 \div 2}{712 \div 2} = \frac{256}{356}$ You still reach the same result.

Exercise 7.1

- Write each fraction in its simplest form.
a $\frac{4}{8}$ b $\frac{20}{30}$ c $\frac{31}{51}$ d $\frac{12}{18}$ e $\frac{20}{30}$ f $\frac{31}{51}$
- Write each fraction in its lowest terms.
a $\frac{4}{8}$ b $\frac{20}{30}$ c $\frac{30}{45}$ d $\frac{24}{36}$ e $\frac{25}{35}$ f $\frac{20}{30}$
- This is part of Bari's homework. He has used inverse operations to check his answers but he has spilt tomato sauce over the last two checks! Check his answers to parts b and c for him. If he has made a mistake, work out the correct answer.
- Write each fraction in its lowest terms. Check your answers.
a $\frac{15}{25}$ b $\frac{20}{30}$ c $\frac{11}{11}$ d $\frac{18}{27}$ e $\frac{20}{30}$ f $\frac{14}{21}$

Coursebooks

These coursebooks are endorsed for full syllabus coverage by Cambridge International Examinations. These brightly illustrated coursebooks offer a comprehensive introduction to all topics covered in the framework. Worked examples show students how to tackle different problems and a wide range of exercises help students develop their skills. Coverage of the problem solving aspect of the framework is integrated throughout the course.

Practice Books

These practice books are endorsed for learner support by Cambridge International Examinations. They provide additional questions relating to the framework statements highlighted in the coursebook. They also contain further exercise questions for practice in the classroom or at home.

Teacher's Resources

These teacher's resource CD-ROMs are endorsed for teacher support by Cambridge International Examinations. They offer advice on how to introduce concepts in the classroom and provide ideas for activities to help engage students with the subject matter. Answers to all questions in the coursebook and practice book are also included, along with an end-of-year review test and answers.

NEW

Skills Builders

The Skills Builder workbook provides tailored exercises that offer targeted support to help students reinforce key skills and build confidence when performing mathematical operations. The workbook provides clear re-entry points at the end of each exercise to guide students back to the coursebook.

NEW

Challenge

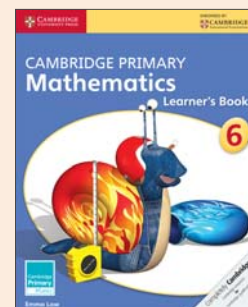
The Challenge workbook provides further materials for students to develop deeper knowledge of mathematics. It is designed to be used upon completion of the corresponding section in the coursebook and gives students the opportunity to attempt interesting and challenging problems, using their understanding of the concepts learnt.






















ALSO SEE 

CAMBRIDGE PRIMARY MATHEMATICS


Cambridge Primary Mathematics provides a comprehensive, structured resource that fully covers the Cambridge Primary Mathematics curriculum framework.

PAGE 16



STAGE	COURSEBOOK	NEW COURSEBOOK CAMBRIDGE ELEVATE ENHANCED EDITION (1 YEAR)	COURSEBOOK WITH CAMBRIDGE ELEVATE ENHANCED EDITION (1 YEAR)	PRACTICE BOOK	TEACHER'S RESOURCE CD-ROM	NEW SKILLS BUILDER	NEW CHALLENGE
Stage 7	 978-1-107-64111-2	 978-1-316-60591-2	 978-1-316-64486-7	 978-1-107-69540-5	 978-1-107-69380-7	 978-1-316-63737-1	 978-1-316-63741-8
Stage 8	 978-1-107-69787-4	 978-1-316-60593-6	 978-1-316-64489-8	 978-1-107-66599-6	 978-1-107-62245-6	 978-1-316-63739-5	 978-1-316-63742-5
Stage 9	 978-1-107-66801-0	 978-1-316-60595-0	 978-1-316-64492-8	 978-1-107-69899-4	 978-1-107-69397-5	 978-1-316-63740-1	 978-1-316-63743-2

 = Endorsed by Cambridge International Examinations

 = Working towards endorsement by Cambridge International Examinations

LOOK INSIDE **CAMBRIDGE CHECKPOINT MATHEMATICS!** | VISIT EDUCATION.CAMBRIDGE.ORG

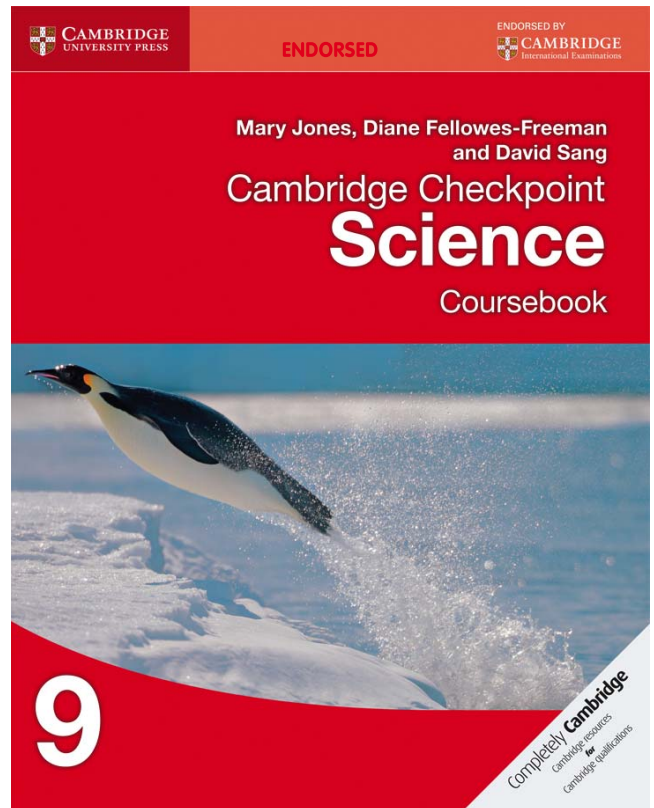
Cambridge Checkpoint Science

Mary Jones, Diane Fellowes-Freeman
and David Sang

Cambridge Checkpoint Science supports teaching of the Cambridge Secondary 1 Science framework both theoretically and practically, with full coverage of the learning objectives integrated throughout.



Components within this series are endorsed by Cambridge International Examinations



This page is from Cambridge Checkpoint Science Skills Builder 7.

Unit 11 The Earth and beyond

11.3 Objects in the sky

This exercise relates to 11.4 Seeing stars and planets from the Coursebook.

In this exercise, you compare objects in the night sky.

The Sun and the other stars give out their own light. The Moon and the planets reflect the light of the Sun. They do not give out their own light.

The Sun gives out light. Some of this light is reflected off the planets. That is how we can see the planets.

1 Draw lines on the diagram to show how light from the Sun reflects off the planet and then goes to Amal's eyes.

Remember
Light travels in straight lines.

Sun

planet

Amal

2 The Sun is a star. Why does it look bigger and brighter than other stars?

Tick in one box.

The Sun is the biggest star in our galaxy

The Sun is the brightest star in our galaxy

The Sun is the closest star to Earth

11 The Earth and beyond 79

The clear writing style makes the content accessible to learners.

Tick boxes are used rather than lines to make answering questions less overwhelming.

This page is from Cambridge Checkpoint Science Challenge 7.

Unit 11 The Earth and beyond

11.2 Discoveries in astronomy

This challenge task relates to 11.7 400 years of astronomy from the Coursebook.

In this challenge task, you will make conclusions about discoveries.

Until about 1780, only the six planets closest to the Sun were known.

1 List the six planets closest to the Sun, in order of increasing distance from the Sun.

.....

In 1781, the astronomer William Herschel built a large telescope to observe the stars.

2 Suggest why some scientists, such as Herschel, need to build their own equipment rather than buying it.

.....

When Herschel was using his telescope, he saw a new object that looked like a star. Every night, this object moved compared to the background of stars. He concluded it was a planet.

3 Suggest why Herschel concluded it was a planet and not a star.

.....

The new object appeared to move more slowly than Saturn.

4 Explain why this made Herschel think that the new object was further away than Saturn.

.....

The planet that Herschel discovered is now called Uranus. Uranus takes 88 years to orbit the Sun. Neptune is approximately twice as far away from the Sun as Uranus.

5 Predict how long it takes for Neptune to orbit the Sun

.....

11 The Earth and beyond 77

Students are challenged to use their own words in their answers, which require more writing.

Higher order thinking is developed with more advanced question types such as 'suggest' and 'explain'.

Coursebooks

These coursebooks are endorsed for full syllabus coverage by Cambridge International Examinations. They give a thorough introduction to core concepts and offer a wealth of ideas for hands-on activities to make the subject matter come to life.

Workbooks

These workbooks are endorsed for learner support by Cambridge International Examinations. They contain exercises that develop students' ability to apply their knowledge, as well as Scientific Enquiry skills relating to planning experiments and recording results.

Teacher's Resources

These teacher's resource CD-ROMs are endorsed for teacher support by Cambridge International Examinations. They provide suggestions for how to introduce concepts in the classroom and how to deal with common misconceptions. Answers to all questions in the coursebook and workbook, as well as guidance and safety notes for all practical activities, are also included.

NEW

Challenge

The Challenge workbooks provide targeted additional exercises, which aim to stretch students to develop deeper knowledge and understanding and to further refine their scientific skills.

NEW

Skills Builders

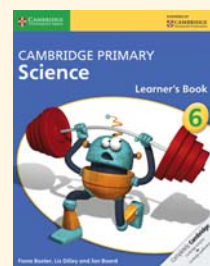
The Skills Builder workbooks provide tailored and scaffolded exercises that offer targeted support to students to help reinforce key skills and understanding.

ALSO SEE 

CAMBRIDGE PRIMARY SCIENCE

Cambridge Primary Science provides a comprehensive, structured resource, which fully covers the Cambridge Primary Science curriculum framework.

PAGE 20

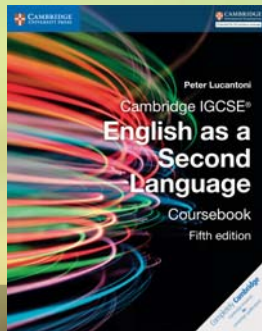
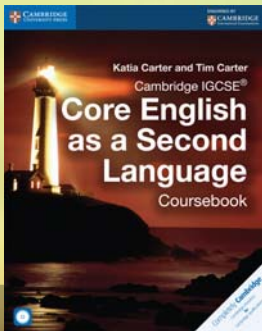


STAGE	COURSEBOOK	NEW COURSEBOOK CAMBRIDGE ELEVATE ENHANCED EDITION (1 YEAR)	PRINT AND DIGITAL BUNDLE: NEW COURSEBOOK WITH CAMBRIDGE ELEVATE ENHANCED EDITION (1 YEAR)	WORKBOOK	TEACHER'S RESOURCE CD-ROM	NEW SKILLS BUILDER	NEW CHALLENGE
Stage 7	978-1-107-61333-1	978-1-316-60575-2	978-1-316-64588-8	978-1-107-62285-2	978-1-107-69458-3	978-1-316-63718-0	978-1-316-63719-7
Stage 8	978-1-107-65935-3	978-1-316-60581-3	978-1-316-64591-8	978-1-107-67961-0	978-1-107-62505-1	978-1-316-63720-3	978-1-316-63723-4
Stage 9	978-1-107-62606-5	978-1-316-60584-4	978-1-316-64597-0	978-1-107-69574-0	978-1-107-69649-5	978-1-316-63724-1	978-1-316-63726-5

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CAMBRIDGE IGCSE®
ENGLISH AS A
SECOND LANGUAGE

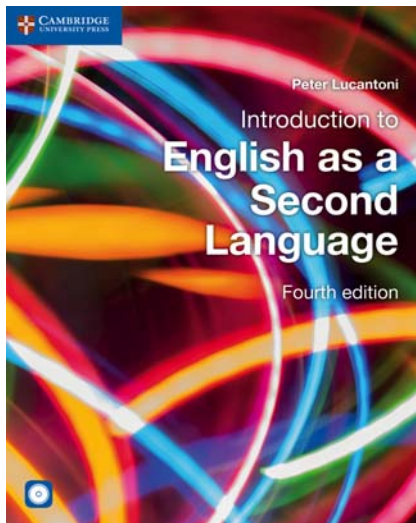
BUILDING SKILLS THAT CHANGE LIVES



- This beautifully designed series provides an interactive world of resources for English language learners.
- Focus on the language students will use in the real world.

See page 38 for more information





(New cover)

Introduction to English as a Second Language

Peter Lucantoni

Introduction to English as a Second Language is a course that prepares students for studying at IGCSE® or equivalent level. Presented in a colourful design and offering clear, practical support for students, it follows a variety of interesting themes and topics, with a focus on skills development: listening, speaking, reading and writing. Each unit provides opportunities for reflection and discussion, along with developing research and study skills.

- Each unit has a specific language-focus section to revise and consolidate key areas of language awareness and activities for vocabulary building.
- An audio CD is included for use with the listening activities.
- Introduction to English as a Second Language is also an ideal intermediate-level English course for learners studying for other qualifications, such as Cambridge English: Preliminary (PET) or Cambridge English: First (FCE).
- It also provides focused language support for those who are studying other curriculum subjects in English at secondary or high school.



CEFR: B1

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

Cambridge IGCSE®

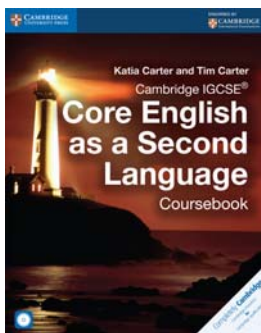
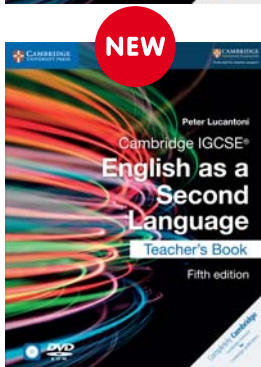
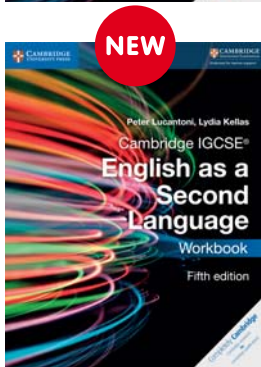
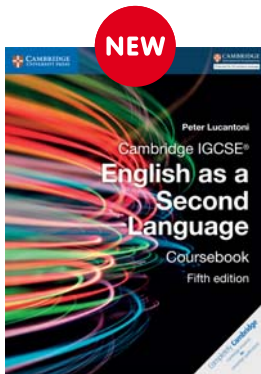
Cambridge IGCSE® is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE® qualifications. It is part of the Cambridge Secondary 2 stage.

Developed over 25 years ago, Cambridge IGCSE is tried, tested and trusted by schools worldwide. It offers a flexible curriculum, with a choice of over 70 subjects.

Cambridge IGCSE® helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study, including Cambridge International AS and A Levels and Cambridge Pre-U, as well as other progression routes.

It develops in line with changing needs and is regularly updated and extended. Clearly defined learning outcomes and content mean Cambridge IGCSE® is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

IGCSE® is the registered trademark of Cambridge International Examinations



NEW

Cambridge IGCSE® English as a Second Language

Fifth edition
Peter Lucantoni

Cambridge IGCSE® English as a Second Language 0510/0511/0991 syllabuses for examination from 2019.

The latest edition of this popular series written by an experienced author and teacher trainer, has been fully updated in line with the revised syllabuses for first examination in 2019 and includes plenty of exposure to new task types through the Exam-style questions. The course is still easy to use for new and experienced teachers alike. Each unit now includes video, there are four new speaking units and there is more listening material, including workbook listening exercises, available online and on CD. Each topic-based unit focuses on a core skill, using a communicative, integrated skills approach. There is now a language focus in every unit and a new 'Word tip' feature has been added. The Teacher's Book continues to support differentiation.



CEFR: B2

NEW Coursebook	● 978-1-316-63655-8
NEW Coursebook with Cambridge Elevate enhanced edition (2 Years)	● 978-1-316-63652-7
NEW Coursebook Cambridge Elevate enhanced edition (2 Years)	● 978-1-316-63654-1
NEW Workbook	● 978-1-316-63659-6
NEW Teacher's Book with Audio CDs and DVD	● 978-1-316-63658-9

Cambridge IGCSE® Core English as a Second Language

Katia Carter and Tim Carter

Cambridge IGCSE English as a Second Language 0510/0511 syllabus for examination from 2016.

These resources are endorsed by Cambridge International Examinations.

This series has a strong focus on contextualised grammar and vocabulary and will help provide language foundations for students who want to succeed at Core IGCSE® level.

The coursebook includes productive projects called 'Activate your English,' which allow for communicative learning. Exam-style questions allow students to practise their English and an audio CD is included for use with the listening exercises. The teacher's book provides invaluable advice and tips from experienced teachers and examiners, photocopiable materials and the answers to the coursebook questions.

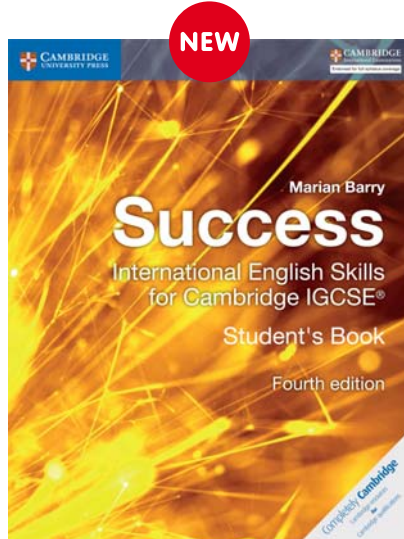


CEFR: B1-B2

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



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NEW

Success International

Fourth edition

Cambridge IGCSE® English as a Second Language 0510/0511/0991 syllabuses for examination from 2019.

This highly successful series has been updated for the latest syllabuses for examination from 2019, and supports students studying for the Cambridge IGCSE® English as a Second Language 0510/0511 as well as the UK 0991 syllabus. The fourth edition of this challenging title includes a wider range of text types and more audio to offer students a deeper insight into the language. With more exam-style questions in every unit and a strong grammar and vocabulary focus, the course offers comprehensive support to develop fluency, accuracy and range.



CEFR: B2-C1

NEW Student's Book	● 978-1-316-63705-0
NEW Student's Book Cambridge Elevate edition (2 years)	● 978-1-316-63698-5
NEW Workbook	● 978-1-316-63708-1
NEW Teacher's Book with Audio CDs	● 978-1-316-63710-4

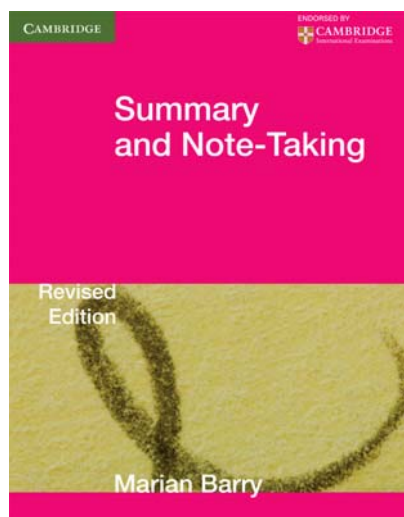
ALSO SEE

Success International

Third edition

These resources are endorsed by Cambridge International Examinations. The Third edition will continue to be available for a limited period.

Student's Book Third edition	✓ 978-1-107-49594-4
Workbook	✓ 978-1-107-49596-8
Teacher's Book with Audio CDs	✓ 978-1-107-49601-9



Summary and Note-Taking

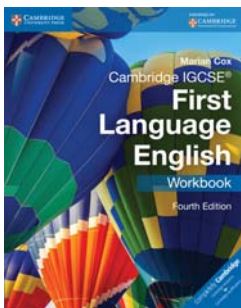
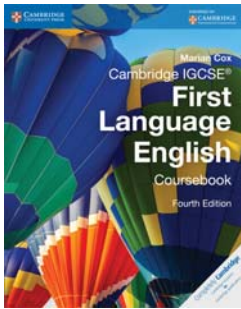
These resources are endorsed by Cambridge International Examinations for learner support.

This popular book provides summary and note-taking practice for the Cambridge IGCSE® English as a Second Language exam.

Summary and Note-Taking	✓ 978-0-521-14092-8
Summary and Note-Taking, with Key	✓ 978-0-521-14094-2



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Cambridge IGCSE® First Language English

Fourth edition
Marian Cox

Cambridge IGCSE® First Language English 0500 syllabus and Cambridge IGCSE® First Language English (UK) 0522 syllabus for examination from 2015.

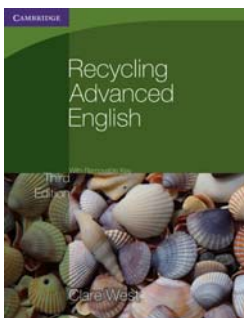
These resources are endorsed by Cambridge International Examinations.

Written by a well-known author and examiner, the course is a student-friendly resource that teaches the reading and writing techniques required for the Cambridge IGCSE® as well as providing two bespoke units on speaking and listening techniques, plus embedded activities throughout on these skills. It includes carefully designed activities on a variety of engaging topics, set out in 14 lively units. All print and digital resources can be used together or independently, allowing users to pick and choose the resources they want to best support learners' needs. This also allows teachers to plan their courses from a variety of materials.

- Includes free online resources to support the course, including answers to the coursebook activities.
- The workbook includes supplementary material designed to support the coursebook, with practice of relevant skills through a variety of exam-type tasks.
- The teacher's resource book includes worksheets and lesson plans. It contains 28 lessons on: Reading comprehension, Writer's effects, Summary, Directed writing, Composition, and Coursework.



Coursebook	✓ 978-1-107-65782-3
Workbook	✓ 978-1-107-69577-1
Teacher's Resource Book	✓ 978-1-107-65194-4

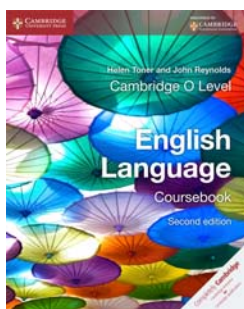


Recycling Advanced English

Clare West

This book provides revision and practice in five main areas: Phrasal verbs, Word study, Vocabulary, Grammar and Writing. It is ideal for classroom use or self-study and includes writing models.

Paperback with removable Key	978-0-521-14073-7
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Cambridge O Level English Language

Helen Toner and John Reynolds

This resource is endorsed by Cambridge International Examinations for full syllabus coverage, for examination from 2018.

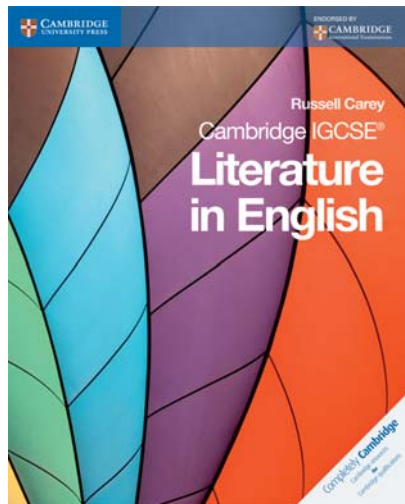
The Cambridge O Level English Language coursebook provides full coverage of the syllabus, including particular focus on the analytical skills needed to succeed in the course. Written by experienced examiners and authors, this book encourages students with its supportive tone as they work through explanations and practice exercises. Including a wealth of examples to build confidence, as well as step-by-step guidance to how to approach longer writing tasks, this book is an essential tool for all O Level English Language students.



Coursebook	✓ 978-1-107-61080-4
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Some components on this page are endorsed by Cambridge International Examinations



Cambridge IGCSE® Literature in English

Russell Carey

Cambridge IGCSE® Literature in English 0486 syllabus for examination from 2015.

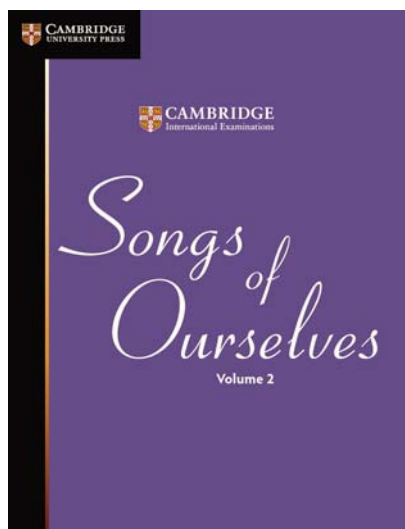
These resources are endorsed by Cambridge International Examinations.

Cambridge IGCSE® Literature in English is a lively introduction to the study of literature in English at Cambridge IGCSE® level, encouraging both the enjoyment of literature and rigorous academic study. In keeping with the spirit of the Cambridge IGCSE® courses, Cambridge IGCSE® Literature in English stresses the importance of giving an informed personal response, based on close textual study. A teacher's resource CD-ROM providing all the guidance and support needed to teach the Cambridge IGCSE® Literature in English syllabus is available.

The accompanying workbook follows the same structure as the coursebook and targets unseen poetry and analysis of plays. It gives additional support for essay writing.



Coursebook	✓ 978-0-521-13610-5
Workbook	✓ 978-1-107-53280-9
Teacher's Resource CD-ROM	✓ 978-1-107-63705-4



Songs of Ourselves

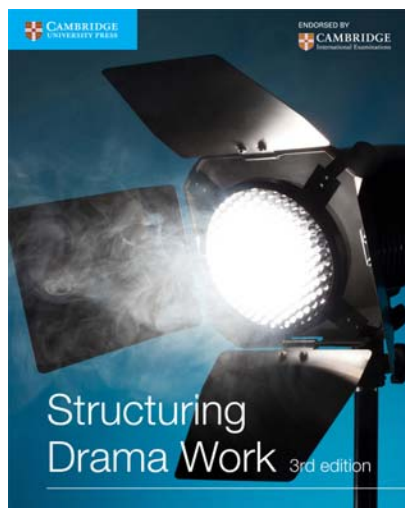
These resources are endorsed by Cambridge International Examinations. The Cambridge International Examinations Anthology of Poetry in English, Songs of Ourselves, is a set text for the Cambridge Literature in English courses at IGCSE®, O Level, AS and A Level. The anthology contains a wide range of forms and styles of verse written in the English language over more than four centuries.

Volume 1	✓ 978-8-175-96248-4
Volume 2	✓ 978-1-107-44779-0

Stories of Ourselves

This resource is endorsed by Cambridge International Examinations. The Cambridge International Examinations Anthology of Stories in English, Stories of Ourselves, is a set text for the Cambridge Literature in English courses at IGCSE®, O Level, AS and A Level. The anthology contains stories by writers from many different countries and cultures.

Paperback	✓ 978-0-521-72791-4
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Structuring Drama Work

Third edition

Jonathan Neelands and Tony Goode

This resource is endorsed by Cambridge International Examinations for teacher support for the Cambridge IGCSE® Drama syllabus 0411. Structuring Drama Work is a practical handbook for drama teachers, youth theatre leaders and applied theatre practitioners. Suitable for teachers of Cambridge IGCSE®, GCSE and for students from A Level, IB Diploma and beyond, this resource will provide inspiration and ideas and give teachers the confidence to plan and structure effective drama learning, based on clear examples of each convention in practice.

Structuring Drama Work	✓ 978-1-107-53016-4
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Cambridge IGCSE® Mathematics

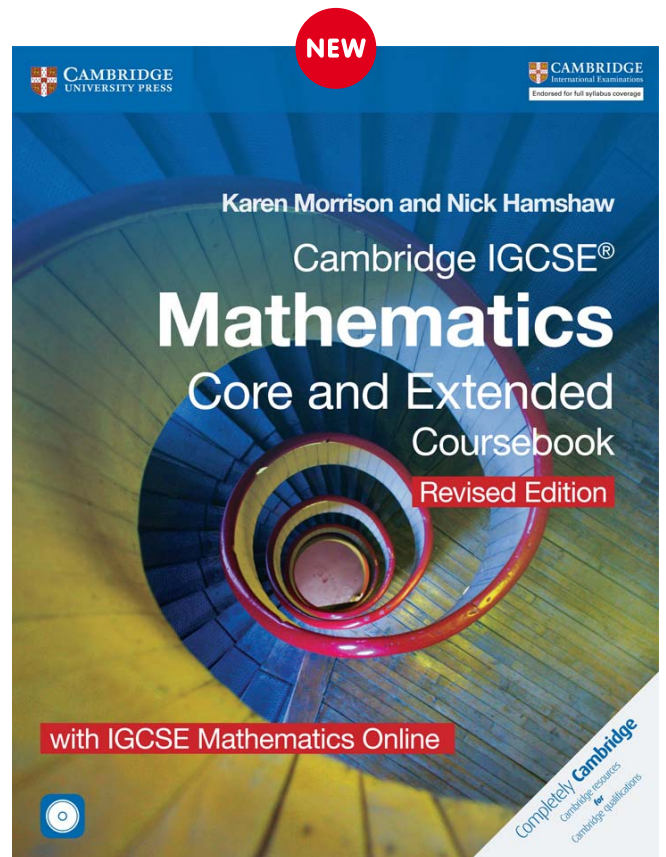
Karen Morrison, Nick Hamshaw

Cambridge IGCSE® Mathematics 0580 syllabus for examination from 2015.

This coursebook is endorsed by Cambridge International Examinations for full syllabus coverage. This highly illustrated course has been written by experienced authors. The Core and Extended material is combined in one book, offering a comprehensive resource for all students, whatever their capabilities.

The extended material is clearly marked and useful hints are included in the margins for Core students needing more support, leaving the narrative clear and to the point. Students following the Extended course are given access to the parts of the Core syllabus that they need, without having to use an additional book.

The new Core and Extended coursebook with CD-ROM is accompanied by two practice books - one for Core and one for Extended - to offer students targeted practice along with a new revision guide. The Cambridge IGCSE® Mathematics series also includes a teacher's resource CD-ROM with useful resources for teachers.



Components within this series are endorsed by Cambridge International Examinations

ALSO SEE

NEW TEACHING PROBABILITY PAGE 73

This spread is from Cambridge IGCSE® Mathematics Core and Extended Coursebook (revised edition).

Specialist mathematical vocabulary which students need to learn and understand is defined within each chapter.

Clear learning objectives are defined at the beginning of each chapter.

Extended syllabus learning objectives are clearly marked.

5 Fractions

Key words

- Fraction
- Vulgar fraction
- Numerator
- Denominator
- Equivalent fraction
- Simplified form
- Lowest terms
- Mixed number
- Common denominator
- Reciprocal
- Percentage
- Percentage increase
- Percentage decrease
- Reverse percentage
- Standard form
- Estimate

In this chapter you will learn how to:

- find equivalent fractions
- simplify fractions
- add, subtract, multiply and divide fractions and mixed numbers
- find factors of numbers
- find one number as a percentage of another
- find a percentage of a number
- calculate percentage increases and decreases
- increase and decrease by a given percentage
- handle reverse percentages (finding increases and decreases)
- work with standard form
- make estimations without a calculator

5.1 Equivalent fractions

A fraction is part of a whole number.

Common fractions (also called vulgar fractions) are written in the form $\frac{a}{b}$. The number on the top, a , can be any number and is called the **numerator**. The number on the bottom, b , can be any number except 0 and is called the **denominator**. The numerator and the denominator are separated by a horizontal line.

If you multiply or divide both the numerator and the denominator by the same number, the new fraction will represent the same amount of the whole as the original fraction. The new fraction is known as an equivalent fraction.

For example: $\frac{2}{3} = \frac{2 \times 4}{3 \times 4} = \frac{8}{12}$ and $\frac{25}{35} = \frac{25 \div 5}{35 \div 5} = \frac{5}{7}$

Notice in the second example that the original fraction ($\frac{25}{35}$) has been divided to smaller terms and that as 5 and 7 have no common factor other than 1, the fraction cannot be divided any further. The fraction is now expressed in its simplest form (sometimes called the lowest terms). So, simplifying a fraction means expressing it using the lowest possible terms.

Worked example 1

Express each of the following in the simplest form possible.

(a) $\frac{15}{25}$ (b) $\frac{16}{24}$ (c) $\frac{21}{28}$ (d) $\frac{5}{8}$

(a) $\frac{15}{25} = \frac{3 \times 5}{5 \times 5} = \frac{3}{5}$

(b) $\frac{16}{24} = \frac{8 \times 2}{8 \times 3} = \frac{2}{3}$

(c) $\frac{21}{28} = \frac{7 \times 3}{7 \times 4} = \frac{3}{4}$

(d) $\frac{5}{8}$ is already in its simplest form (5 and 8 have no common factors other than 1).

Worked example 2

Which two of $\frac{20}{25}$, $\frac{15}{18}$ and $\frac{10}{12}$ are equivalent fractions?

Simplify each of the other fractions: $\frac{15}{18}$ is already in its simplest form.

$\frac{20}{25} = \frac{4 \times 5}{5 \times 5} = \frac{4}{5}$

$\frac{15}{18} = \frac{3 \times 5}{3 \times 6} = \frac{5}{6}$

$\frac{10}{12} = \frac{5 \times 2}{6 \times 2} = \frac{5}{6}$

So $\frac{15}{18}$ and $\frac{10}{12}$ are equivalent.

Clue box: You could have written $\frac{20}{25} = \frac{4}{5}$. This is called **cancelling** and is a quicker way of showing what you have done.

Rewind and Fast Forward signposts show students where they have covered a skill before and where they will go into more depth in a future chapter.

Clue boxes remind students of important or key information that they need to remember or apply.

NEW

Core and Extended coursebook with CD-ROM and IGCSE® Mathematics Online



This resource is endorsed by Cambridge International Examinations for full syllabus coverage.

With clearly marked Core and Extended material, the coursebook provides clear explanations and practice exercises to help students master mathematical skills. As part of a print and digital bundle, IGCSE® Mathematics Online allows teachers to set activities, classroom and homework exercises to individual students or entire classes. The accompanying CD-ROM includes calculator support and interactive revision worksheets tailored for Core and Extended students, complete with answers.

Core and Extended Practice Books

These resources are endorsed for learner support by Cambridge International Examinations.

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

Teacher's Resource CD-ROM

This resource is endorsed by Cambridge International Examinations for teacher support.

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

NEW

Revision Guide

This resource is endorsed by Cambridge International Examinations for revision.

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

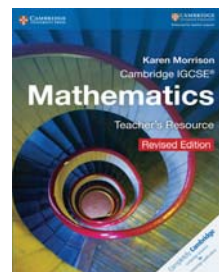
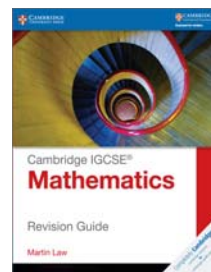
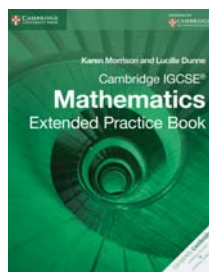
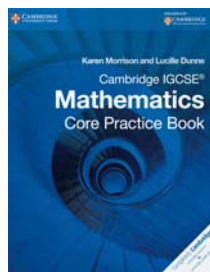
ALSO SEE

NEW: Cambridge IGCSE® and O Level Additional Mathematics

These resources are endorsed by Cambridge International Examinations.

These resources provide teachers and students with support for the Cambridge IGCSE® and O Level Additional Mathematics syllabuses 0606/4037. There is a comprehensive coursebook with worked examples, practice exercises and exam-style revision sections. Classroom discussion points and challenge questions encourage reflection and deeper learning. The accompanying practice book offers further exercises for students to consolidate their skills in an order that follows that of the coursebook. The teacher's resource CD-ROM provides detailed lesson notes and planning tools, PowerPoint slides with interactive worked examples, practice papers and more.

Coursebook	✓ 978-1-316-60564-6
Coursebook Cambridge Elevate edition (2 years)	● 978-1-316-64584-0
Practice Book	✓ 978-1-316-61168-5
Teacher's Resource CD-ROM	✓ 978-1-316-62781-5



Core and Extended Coursebook with CD-ROM Revised edition	✓ 978-1-316-60563-9
NEW Core and Extended Coursebook with CD-ROM and IGCSE® Mathematics Online Revised edition	✓ 978-1-316-62970-3
Core Practice Book	✓ 978-1-107-60988-4
Extended Practice Book	✓ 978-1-107-67272-7
Revision Guide	✓ 978-1-107-61195-5
Teacher's Resource CD-ROM Revised edition	✓ 978-1-316-60930-9

✓ = Endorsed by Cambridge International Examinations
● = Working towards endorsement by Cambridge International Examinations



INVESTIGATE, QUESTION AND PROGRESS

WITH OUR NEW
CAMBRIDGE IGCSE®
SCIENCE PRACTICAL
WORKBOOKS

CAMBRIDGE IGCSE® PRACTICAL WORKBOOKS

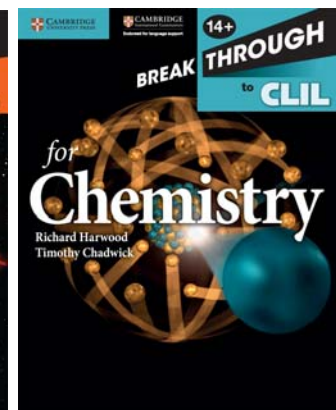
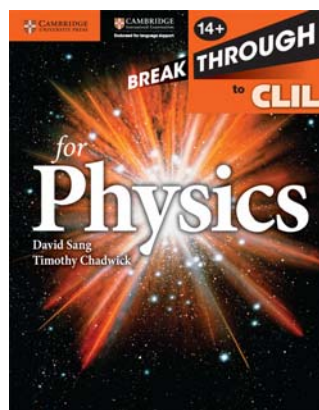
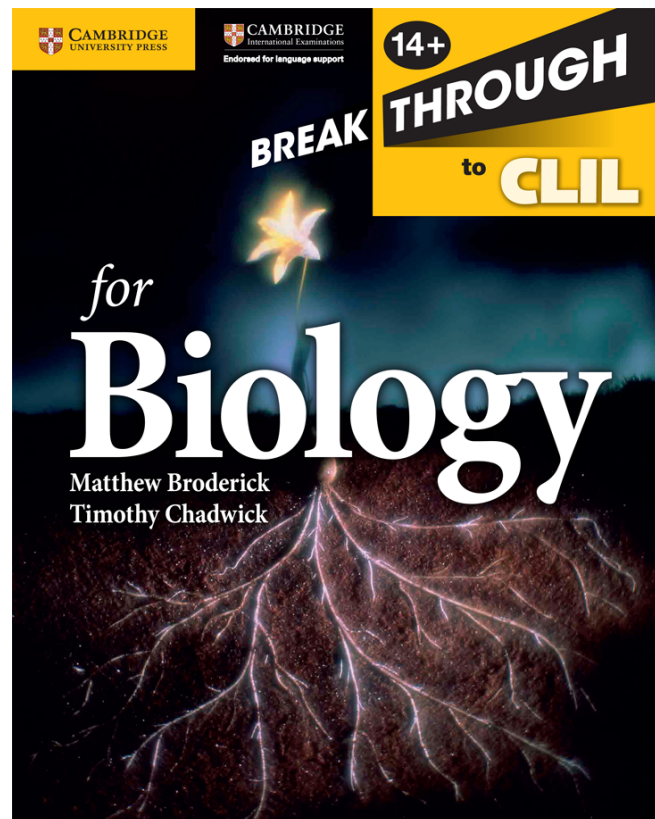
- Practical skills such as handling data, planning investigations, recording results and wider analysis develop inquisitive scientific minds.
- Exam-style questions help prepare students for examination.
- With advice for planning practical investigations, our tailored teacher's guides save you valuable preparation time and complement our Cambridge IGCSE Science series.

Breakthrough to CLIL

Provide support with English language skills for the Cambridge IGCSE® Science syllabuses 0610, 0620 and 0625 for examination from 2016.

The Breakthrough to CLIL (Content and Language Integrated Learning) for Science Workbooks have been endorsed by Cambridge International Examinations for language support.

- These resources provide support with English language skills for the Cambridge IGCSE® Science syllabuses for examination from 2016.
- Cambridge Breakthrough to CLIL is a new 'breakthrough' series for English as a Second Language students at Cambridge IGCSE level. It helps students get the most out of their studies when learning subjects through the medium of English.
- Exercises are set within the subject context and designed to practise a variety of language skills both in terms of comprehension and usage.
- The workbooks should be used alongside a core textbook within the classroom, or as a self-study or homework resource.



Biology Workbook	✓ 978-1-107-69983-0
Chemistry Workbook	✓ 978-1-107-63855-6
Physics Workbook	✓ 978-1-107-68085-2

Cambridge IGCSE® Science

Written by experienced teachers
and examiners.

Coursebooks with CD-ROM

These coursebooks are endorsed for full syllabus coverage by Cambridge International Examinations. Suggestions for practical activities, designed to help develop the required experimental skills are included, with full guidance on the CD-ROMs. Study tips throughout the text, exam-style questions at the end of each chapter and a host of revision and practice material on the CD-ROMs are designed to help students prepare for their examinations. Answers to the exam-style questions in the coursebooks are provided on the CD-ROMs.

Teacher's Resource CD-ROMs

These CD-ROMs are endorsed for teacher support by Cambridge International Examinations. These resources are designed to support teachers in using the coursebooks and workbooks to deliver the syllabus. Teaching ideas for each individual topic give suggestions for the lesson as well as homework and point out common misconceptions. A collection of worksheets is provided for use in class, or for students' individual study, with answers provided. Answers to the exercises in the workbook are also included.

Workbooks

These resources are endorsed for learner support by Cambridge International Examinations. The exercises in these write-in workbooks help students to consolidate understanding and get used to using their knowledge in new situations. The exercises have been designed to build necessary skills in problem solving in addition to enhancing skills in planning investigations and interpreting results. Answers to all exercises can be found on the Teacher's Resource CD-ROM.

NEW

Practical Workbooks

These practical workbooks are endorsed by Cambridge International Examinations for learner support. The resources make it easier to incorporate practical work into lessons. They provide interesting and varied practical investigations for students to carry out safely, with guided exercises designed to develop the essential skills of handling data, planning investigations, analysis and evaluation. Exam-style questions for each topic offer novel scenarios for students to apply their knowledge and understanding, and to help them to prepare for their examinations.

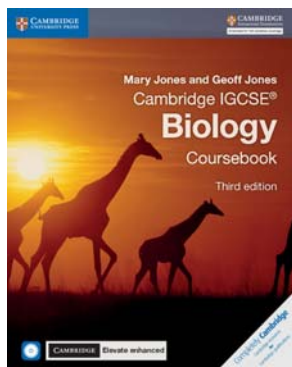
NEW

Practical Teacher's Guides with CD-ROM

These resources are endorsed by Cambridge International Examinations for teacher support. These resources complement the practical workbook, helping teachers to include more practical work in lessons. Specific support is provided for each of the carefully designed investigations to save teachers' time. The teacher's guides contain advice about planning investigations, guidance about safety considerations, differentiated learning suggestions to support students who might be struggling and to stretch students who are most able as well as answers to all the questions in the workbook. The CD-ROM contains model data to be used in instances when an investigation cannot be carried out.

Revision Guides

These resources are endorsed by Cambridge International Examinations for revision. The revision guides help students develop their skills, either in the classroom or at home and prepare them to apply their skills in examinations.



Cambridge IGCSE® Biology

Mary Jones and Geoff Jones

Cambridge IGCSE® Biology 0610 syllabus for examination from 2016.

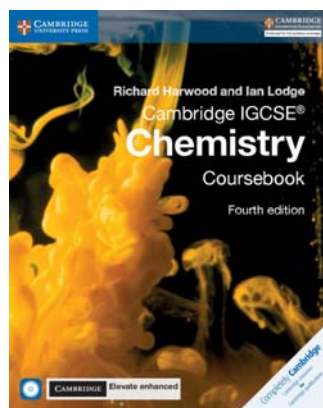
This popular series provides comprehensive coverage of the syllabus objectives. The series components work together to cover all required content and skills, including ideas for practicals and other activities that will help to develop experimental skills.



Coursebook with CD-ROM	✓ 978-1-107-61479-6
NEW Coursebook with CD-ROM and Cambridge Elevate enhanced edition (2 years)	● 978-1-316-63769-2
Coursebook Cambridge Elevate enhanced edition (2 years)	● 978-1-107-50301-4
Workbook	✓ 978-1-107-61493-2
NEW Practical Workbook	✓ 978-1-316-61103-6
NEW Practical Teacher's Guide with CD-ROM	✓ 978-1-316-61105-0
Teacher's Resource CD-ROM	✓ 978-1-107-61496-3
Revision Guide	✓ 978-1-107-61449-9



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Cambridge IGCSE® Chemistry

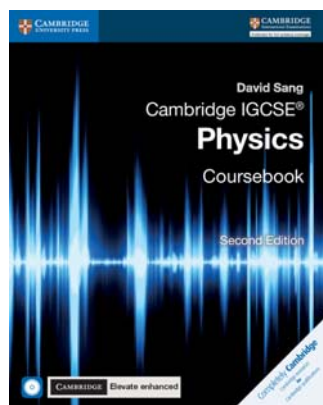
Richard Harwood and Ian Lodge

Cambridge IGCSE® Chemistry 0620 syllabus for examination from 2016.

Cambridge IGCSE® Chemistry provides comprehensive coverage of the syllabus objectives. The new practical workbook and practical teacher's guide with CD-ROM help save teachers' time by providing pre-devised investigations with questions as well as answers to aid with marking.



Coursebook with CD-ROM	✓ 978-1-107-61503-8
NEW Coursebook with CD-ROM and Cambridge Elevate enhanced edition (2 years)	● 978-1-107-50311-3
Coursebook Cambridge Elevate enhanced edition (2 years)	● 978-1-316-63772-2
Workbook	✓ 978-1-107-61499-4
NEW Practical Workbook	✓ 978-1-316-60946-0
NEW Practical Teacher's Guide with CD-ROM	✓ 978-1-316-61094-7
Teacher's Resource CD-ROM	✓ 978-1-107-61501-4
Revision Guide	✓ 978-1-107-69799-7



Cambridge IGCSE® Physics

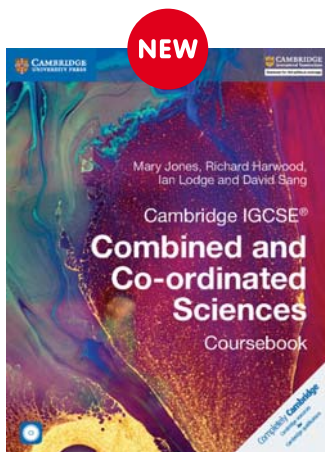
David Sang

Cambridge IGCSE® Physics 0625 syllabus for examination from 2016.

Written by a highly experienced author and teacher, this suite of resources is the most comprehensive and accessible available. The series components work together to cover all required content and skills, including ideas for practicals and other activities that will help to develop experimental skills.



Coursebook with CD-ROM	✓ 978-1-107-61458-1
NEW Coursebook with CD-ROM and Cambridge Elevate enhanced edition (2 years)	● 978-1-107-50292-5
Coursebook Cambridge Elevate enhanced edition (2 years)	● 978-1-316-63775-3
Workbook	✓ 978-1-107-61488-8
NEW Practical Workbook	✓ 978-1-316-61107-4
NEW Practical Teacher's Guide with CD-ROM	✓ 978-1-316-61108-1
Teacher's Resource CD-ROM	✓ 978-1-107-61490-1



Cambridge IGCSE® Combined and Co-ordinated Sciences

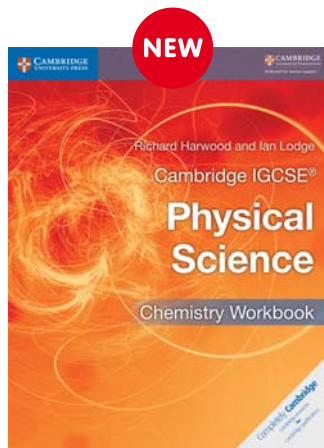
Mary Jones, Richard Harwood, Ian Lodge and David Sang

Cambridge IGCSE® Combined Science 0653 syllabus and Cambridge IGCSE® Co-ordinated Sciences 0654 syllabus for examination from 2019.

- The interdisciplinary coursebook with CD-ROM comprehensively covers the knowledge and skills required in these courses, with the different syllabuses clearly identified. Engaging activities in every chapter help students develop their practical and investigative skills with focus on problem-solving, interpreting and evaluating data and applying theory to practice. End-of-chapter questions are also provided to encourage students to track their own progress.
- The teacher's resource contains customisable and time-saving teaching guides for each chapter, including lesson plans, homework ideas and advice on common misunderstandings and misconceptions. The resource also supplies teachers with editable worksheets, organised by chapter with notes and answers, guidance on practical activities with safety advice for teachers and technicians and practice exam-style papers with mark schemes.



NEW Coursebook with CD-ROM	● 978-1-316-63101-0
NEW Coursebook with Cambridge Elevate enhanced edition (2 years)	● 978-1-316-64590-1
NEW Coursebook Cambridge Elevate enhanced (2 years)	● 978-1-316-64660-1
NEW Biology Workbook	● 978-1-316-63104-1
NEW Chemistry Workbook	● 978-1-316-63105-8
NEW Physics Workbook	● 978-1-316-63106-5
NEW Teacher's Resource CD-ROM	● 978-1-316-63107-2



Cambridge IGCSE® Physical Science

David Sang, Richard Harwood and Ian Lodge

Cambridge IGCSE® Physical Science 0652 syllabus for examination from 2018.

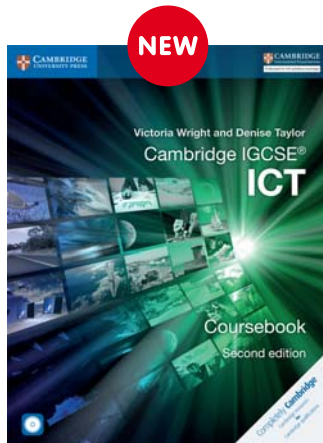
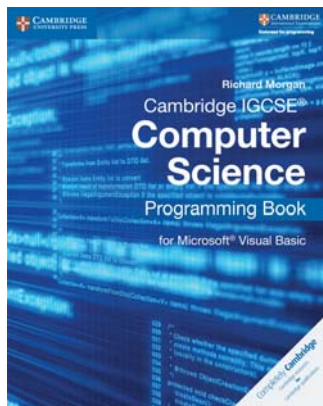
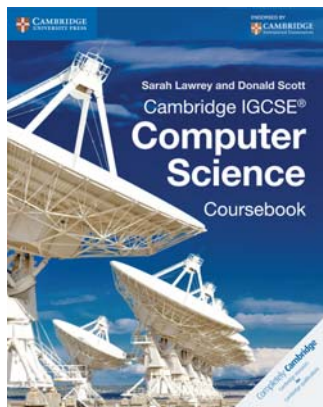
The workbooks cover both the Core and Supplement material. Developing students' scientific skills, the workbook exercises are complemented by self-assessment checklists to help students evaluate their work. Answers are provided at the back of the book.



NEW Chemistry Workbook	● 978-1-316-63351-9
NEW Physics Workbook	● 978-1-316-63352-6



Some components on this page are endorsed by Cambridge International Examinations



Cambridge IGCSE® Computer Science

Sarah Lawrey, Donald Scott and Richard Morgan

Cambridge IGCSE® Computer Science 0478 syllabus for examination from 2016.

These resources are endorsed by Cambridge International Examinations.

- Contains detailed explanations of the concepts required, with examples and tasks to help consolidate knowledge, and introduces the foundations of programming that students need to learn.
- In the Programming books, task-based learning builds up skills, guiding students through projects and providing examples of real coding solutions for students using Microsoft Visual Basic or Python.



Coursebook	✓ 978-1-107-51869-8
Programming Book for Microsoft® Visual Basic	✓ 978-1-107-51864-3
NEW Teacher's Resource CD-ROM	✓ 978-1-316-61116-6
NEW Coursebook with Cambridge Elevate enhanced edition bundle (2 years)	● 978-1-316-64616-8
NEW Coursebook and Programming book with Cambridge Elevate enhanced edition Coursebook and Programming Book for Microsoft® Visual Basic bundle (2 years)	● 978-1-316-64618-2
Revision Guide	✓ 978-1-107-69799-7

NEW

Cambridge IGCSE® ICT

Second edition

Victoria Wright and Denise Taylor

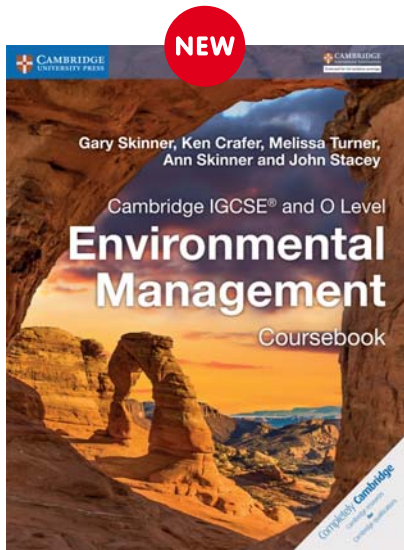
Cambridge IGCSE® ICT syllabus 0471 for examination from 2016.

The coursebook is endorsed by Cambridge International Examinations for full syllabus coverage.

The coursebook offers detailed coverage of the role and application of ICT in a fast-changing world. With clear theoretical explanations and complete coverage of the practical aspects of the syllabus, this coursebook reflects the latest technologies in the field. It contains an accompanying CD-ROM with source files required by students to complete the practical tasks outlined in the coursebook.



Coursebook with CD-ROM	✓ 978-1-316-50074-3
NEW Coursebook Cambridge Elevate enhanced edition (2 years)	● 978-1-316-50075-0
NEW Teacher's Resource CD-ROM	● 978-1-316-62741-9



Cambridge IGCSE® and O Level Environmental Management

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

These brand new resources are tailored to the Cambridge IGCSE® 0680 and O Level 5014 Environmental Management syllabuses for first examination in 2019.

- The coursebook comprehensively covers the knowledge and skills required and supports students as they prepare for assessment. International case studies illustrate phenomena in real-world situations, while practical activities help students to develop their investigative skills. Exam-style questions and self-assessment questions encourage students to check their understanding and progress. Answers to all questions can be found at the back of the book.
- The workbook provides varied exercises that encourage students to practise the knowledge and skills they need for the course.
- The teacher's resource CD-ROM contains customisable and time-saving teaching guides for each chapter, including lesson plans, homework ideas and advice on how to tackle common misunderstandings and misconceptions, as well as additional recommended resources to help students extend and deepen their knowledge.



- NEW Coursebook ● 978-1-316-63485-1
- NEW Coursebook with Cambridge Elevate enhanced edition (2 years) ● 978-1-316-64602-1
- NEW Coursebook Cambridge Elevate enhanced edition (2 years) ● 978-1-316-63491-2
- NEW Workbook ● 978-1-316-63487-5
- NEW Teacher's Resource CD-ROM ● 978-1-316-63490-5

This spread is from Cambridge IGCSE® and O Level Environmental Management Coursebook.

Self-assessment questions featured throughout help students to practise and consolidate their knowledge.

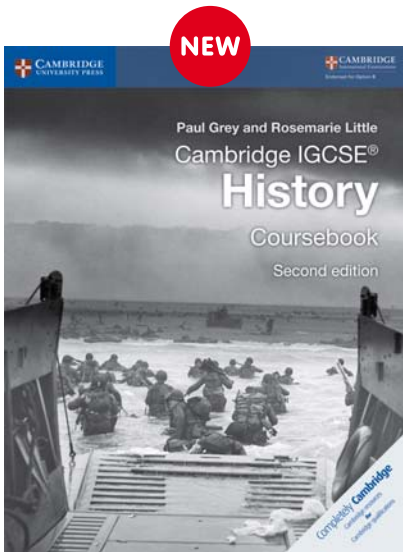
International case studies give examples of real world situations and help provide relevance to students.

Attractive photographs and diagrams help bring the subject to life.

The case studies promote development of higher order thinking in addition to handling data.

Questions are displayed at the end of the case studies to reinforce and consolidate learning.

Step by step practical activities help students to put theory into practice.



Cambridge IGCSE® History Option B: the 20th Century

Second edition

Paul Grey, Rosemarie Little, Robin Macpherson, John Etty and Graham Goodlad

Cambridge IGCSE® History 0470 syllabus for examination from 2015.

Help your students take an enquiry-led approach to historical learning with Cambridge IGCSE® History. Full of activities and primary and secondary sources, these resources will encourage the application of historical skills and enable investigative questioning of cause and consequence.

The coursebook is written by a team of experienced teachers and provides comprehensive coverage of all of the Key Questions and four of the Depth Studies for syllabus Option B:

- The First World War 1914-18
- Germany 1918-45
- Russia 1905-41
- The US 1919-41

NEW



NEW Coursebook Option B: the 20th Century

● 978-1-316-50481-9

NEW Coursebook Option B: the 20th Century Cambridge Elevate edition (2 Years)

● 978-1-316-63233-8

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

This spread is from Cambridge IGCSE® History Option B: the 20th Century (second edition).

This is a shortened version of an activity to guide student thinking and allow them to revisit their perspective as they progress.

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

Cambridge International IGCSE History

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

Figure 5.2: A map showing Pusan and Inchon.

TEST YOURSELF 5.A
Look at Figure 5.2. What were the intentions of MacArthur's strategy?

Phase 2: 'rollback' – the UN invasion of the North
The original mission had been completed. The South had been freed from communist forces which meant that containment had been achieved. Yet MacArthur was keen to move beyond the 38th parallel and roll back communism – and not just in North Korea but perhaps also in China. He saw this as a great opportunity not just to prevent communism from spreading but to make it disappear in Asia.

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

onwards throughout late October. In November the Chinese responded by sending 500,000 troops, whom they called 'volunteers' across the Yalu River which marks the border with North Korea.

ACTIVITY 5.A
Assessing change and continuity Did this mark a continuation of containment (as MacArthur thought) or was it a significant change to the policy (as Truman thought)?

Phase 3: the Chinese counter-attack
It was at this point that UN forces began to struggle. The Chinese were less well armed but had superior numbers. The cold conditions caused guns to jam which removed any advantage the UN soldiers had in terms of equipment. China also had aerial support from Russian MIG-15s which were faster than American planes, could fly higher and had superior firepower. It was undoubtedly the most feared combat jet of the period and caused considerable panic back in Washington. By the end of November it was obvious that MacArthur's men were sustaining heavy casualties and were in retreat. In January 1953 Chinese forces recaptured Seoul.

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

Phase 4: stalemate and peace talks
A UN counter-attack in early spring managed to halt the Chinese forces at the 38th parallel. As the original plan had been to liberate South Korea up to this line Truman considered peace talks. It was clear that MacArthur disagreed and the publicly criticised the President. Truman took the momentous decision to sack MacArthur. This was deeply unpopular with the American public and Truman decided not to run for the presidency again in 1952. Under the new commander General Ridgeway, American strategy switched to defence and a Chinese offensive was successfully repelled, with heavy casualties being inflicted.

How effectively did the USA contain the spread of communism?

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

ACTIVITY 5.A
Are you surprised by Source C? What does it tell us about American attitudes to the Korean War? Give reasons for your answer.

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

TEST YOURSELF 5.B
The Korean War is often called the 'forgotten war'. How can we explain this? What evidence in this section would support this view?

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

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

- total Korean civilian casualties: 2 million, around 10% of the total population
- North Korea: 406,000 combat deaths
- South Korea: 217,000 combat deaths
- China: 500,000 combat deaths
- USA: 36,514 combat deaths and illness, with another 7,800 still unaccounted for
- UN: 3,000–4,000 deaths, including 600 British losses, with 1,102 missing in action, the highest number out of coalition forces after the USA.

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

TEST YOURSELF 5.C
Napalm is a petrol-based chemical weapon. It sticks to its target and burns at very high temperatures. It is often used to clear forests (removing the enemy's hiding places to fight) but when it comes into contact with skin it causes horrific burns.

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

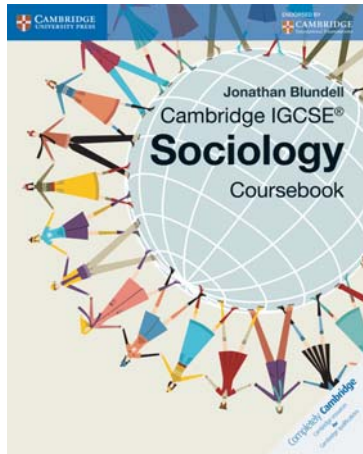
We address all the content in the syllabus by structuring the coursebook around the 7 Key Questions.

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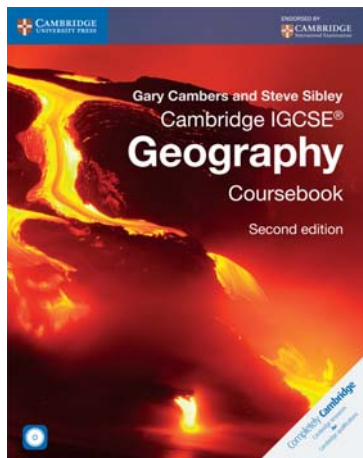
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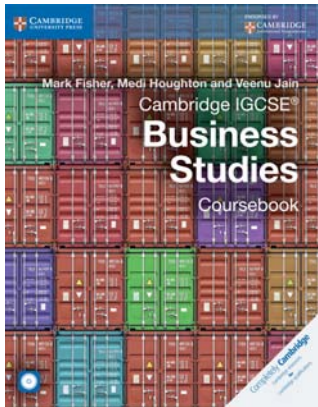


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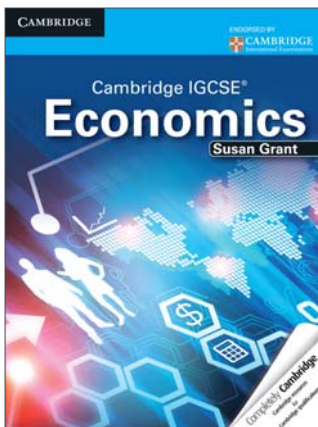
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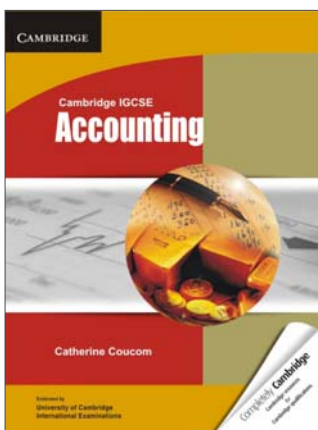
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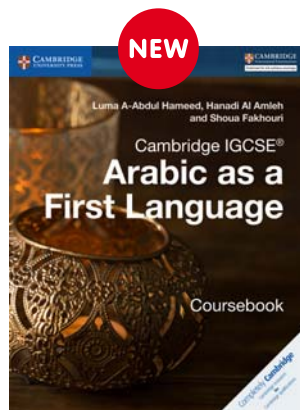
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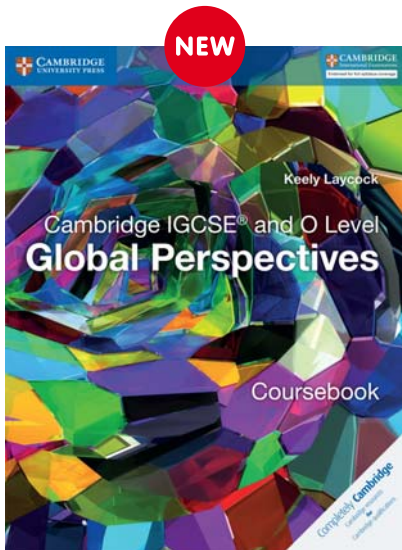
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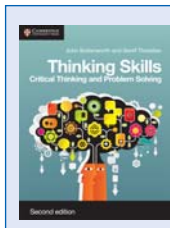
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Cambridge IGCSE and O Level Global Perspectives

2.01 Reasoning

GOALS

- Chapter 1: Information skills, 1.03 Analysis
- Chapter 1: Information skills, 1.04 Synthesis
- Chapter 1: Information skills, 1.05 Planning
- Chapter 1: Information skills, 1.06 Questioning
- Chapter 2: Critical thinking skills, 2.02 Evidence
- Chapter 2: Independent learning skills, 2.04 Evaluation
- Chapter 3: Communication skills, 3.02 Writing
- Chapter 3: Communication skills, 3.04 Spelling

ACTIVITY 2.01

Find a short video-clip that tells you about the importance of **critical thinking**. The best way of understanding something ourselves is to try to explain it to others. See if you can tell someone else what critical thinking is and why it's important.

KEY TERM

Critical thinking: actively applying, analysing, synthesising, and/or evaluating information gathered from observation, experience, reflection, reasoning, or communication.

TIP

There are many websites that explain what critical thinking is. As well as knowing what it is, it is useful to search for 'why critical thinking is important'.

Whilst searching for information about critical thinking, you will have discovered that critical thinking also includes the ability to deal with information. Some of the sections in Chapter 1: Information skills are, therefore, also relevant to critical thinking. For example, the ability to ask and answer questions not only enables us to deal with information, it is also classed as a critical thinking skill. As asking and answering questions gets us to think better. Don't worry about this overlap. Critical thinking teaches us that things are not always black or white and there is bound to be some overlap or 'grey' areas at times.

TIP

You will need to understand the terms given to some critical thinking skills so that if asked to evaluate a claim, or draw a conclusion, for example, you know what you are expected to do. It will become clear which terms you need to know as the chapter progresses.

Activities throughout each chapter allow students to work independently, in pairs or in small groups, to encourage an exploratory and active approach to learning.

Chapter 2 Critical thinking skills

The first section of this chapter focuses on your ability to give reasons for your opinions and any action you want to take. Developing your **reasoning** skills will enable you to draw **inferences** and make **deductions**, using appropriate language to explain your perspective, and using evidence to support the points you make.

KEY TERMS

Reasoning: thinking about something in a clear and sensible way.
Inference: an idea or conclusion reached based on evidence and reasoning.
Deduction: the process of reaching a decision or answer by thinking about the known evidence.


ACTIVITY 2.01A

Read the text about **water** and answer the questions.

Turn off the water whilst brushing your teeth

Why should I have to turn off the water while I clean my teeth because someone tells us that there are water shortages and water should be saved? In the first place, I take no pleasure in brushing my teeth. Secondly, it's really annoying that I'm told that I have to turn off the water. Everyone else in my family turns the water off when they brush their teeth, so it shouldn't matter if I do or not, since I'm only one person.

Figure 2.01 Water turned on



QUESTIONS

- 1 How good do you think this argument is?
- 2 What reasoning is used for the argument?
- 3 Does the author give any evidence to support the reasoning?

Discussion point

Discuss your answers to the questions in Activity 2.01A with a partner.

This is not a very good argument. The reasons for not turning off the tap have nothing to do with the use of water. They are the author's opinion about cleaning their teeth and being told to do something. The reasoning does not have any evidence to support it.

Reflection: How could the author have made the argument in the text in Activity 2.01A stronger?

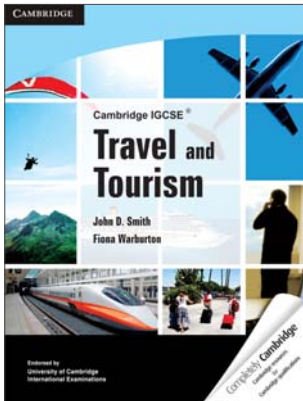
Definitions of key terms displayed alongside relevant text to aid accessibility and support EAL learners.

Discussion points enable students to work in pairs or groups, so they get different opinions and clarify their own thinking by saying things out loud.

Reflection points give students the chance to think about how their skills are developing and the information they have explored.



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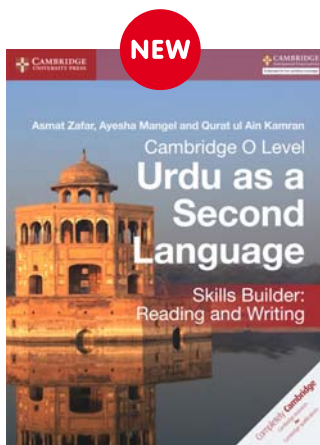


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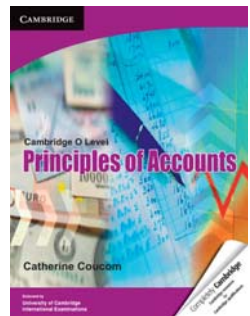
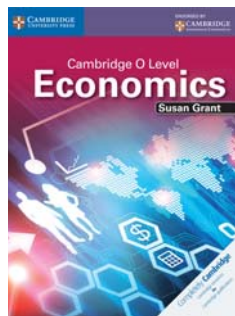
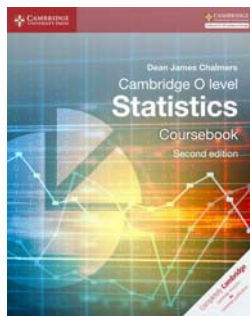
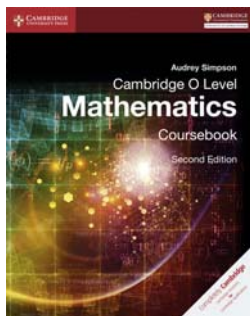
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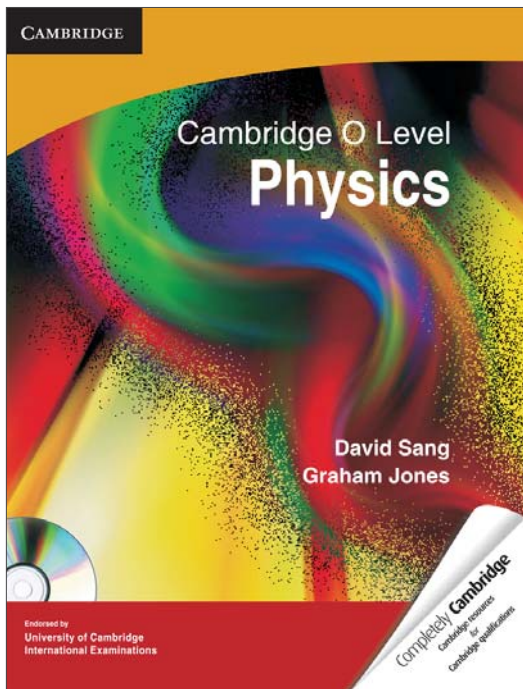
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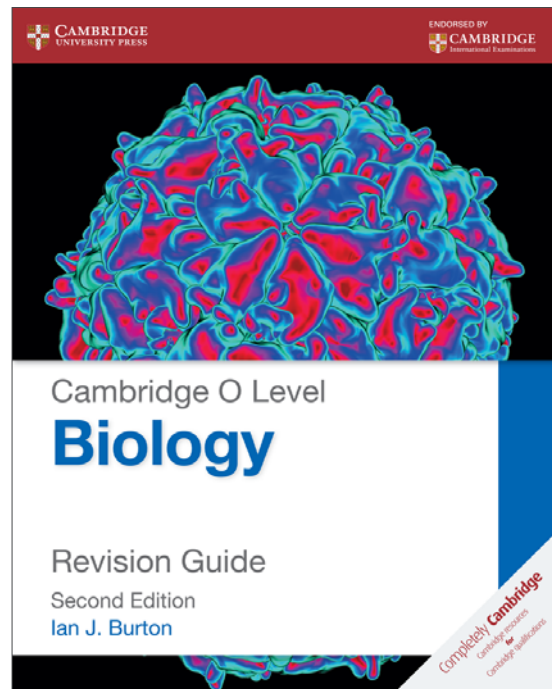
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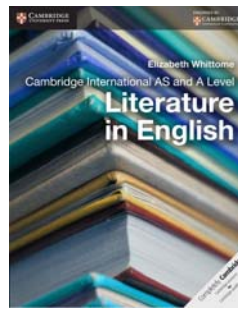
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- The teacher's resource CD-ROM includes lesson plans, worksheets, presentations, indicative answers to coursebook activities and homework ideas.



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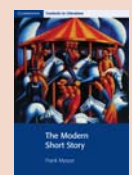
AS and A Level set texts and authors



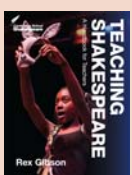
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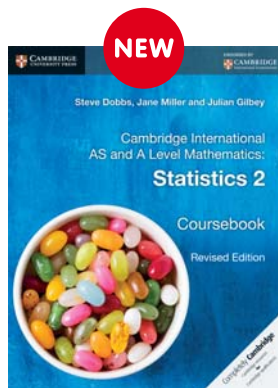
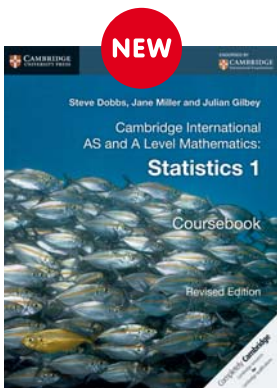
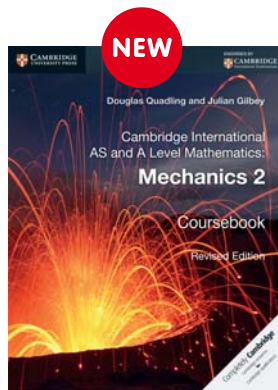
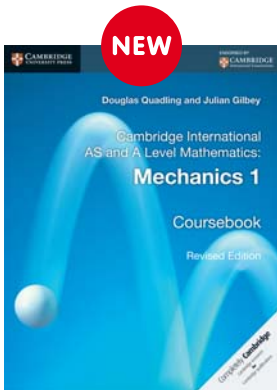
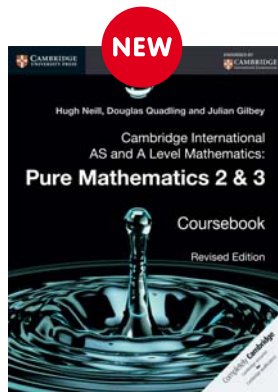
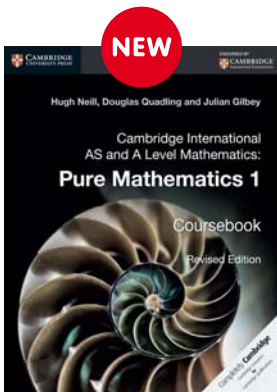
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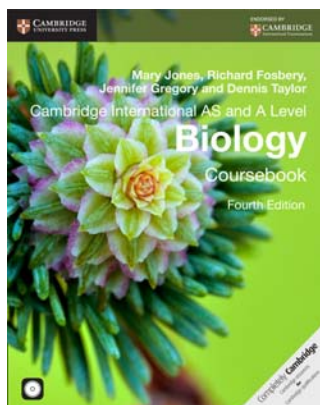
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These resources are endorsed by Cambridge International Examinations for learner support. The workbooks reinforce learning, promoting application of theory and helping students to practise vital skills. They complement the coursebooks and help students to hone the necessary skills of handling data, evaluating information and problem solving, through a varied selection of brand new formative exercises and exam-style questions. Answers to the questions are provided on the accompanying CD-ROM.



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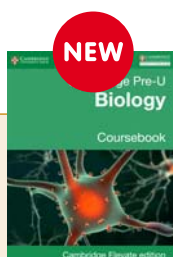
Mary Jones, Richard Fosbery, Jennifer Gregory and Dennis Taylor

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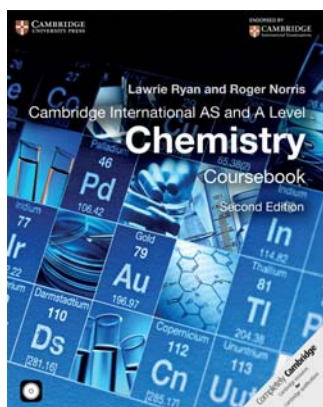
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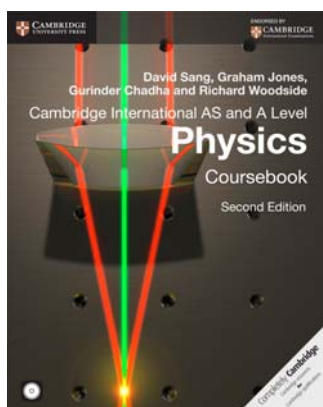
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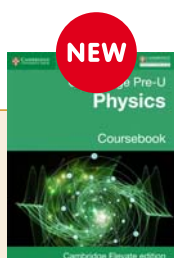
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Matthew Parkin, Claire Brown, Melissa Lorenz and Jules Robson

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The coursebook includes exercises that develop key scientific skills, such as problem-solving and handling information, to help students think like a scientist. Practical activities build investigative skills and diverse international case studies illustrate phenomena in real-world situations, bringing the topic to life. Exam-style questions and self-assessment questions encourage students to track their progress. Special features help students develop Mathematics skills in science contexts.



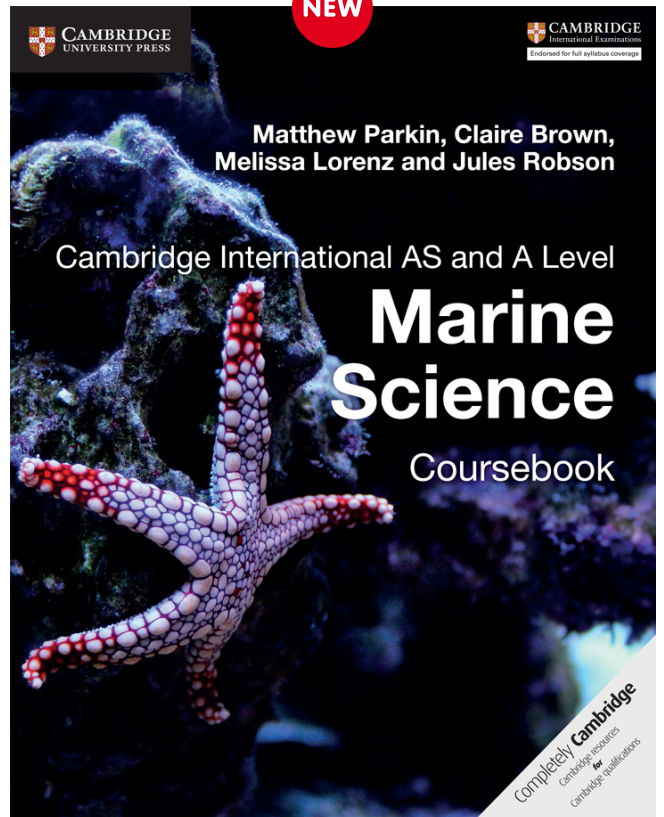
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This spread is from the Cambridge International AS and A Level Marine Science Coursebook.

Key terms - key terms boxes contain clear and straightforward definitions of the most important terms in each topic.

Self-assessment questions - self-assessment questions throughout each chapter allow students to quickly check their knowledge and understanding and track their own progress, they also help students to become independent learners.

Cambridge International AS and A Level Marine Science

phytoplankton may rapidly increase in a phenomenon known as an **algal bloom**. In these circumstances, up to 5 million cells per litre can be produced, which is very damaging to the ecosystem. This density of algae is so high that it can clog the gills of fish so that they are unable to obtain enough oxygen. Once the algal cells die they are broken down by decomposers such as bacteria so there is also an increase in bacterial populations. The bacteria respire and grow and use up the oxygen in the water, which can lead to **hypoxic** conditions (lacking oxygen). This also kills heterotrophic organisms because without oxygen they cannot respire.

If the algal species involved also produce toxins, the effects can be even worse because the organisms that ingest them will be poisoned. This can cause mass mortality in aquatic organisms such as dolphins, manatees and whales, as well as food poisoning in people who eat contaminated shellfish. You can read more about these harmful algal blooms in Chapter 8.

KEY TERMS

Algal bloom: a rapid increase in a population of algae **Hypoxic:** an area of water with a low concentration of dissolved oxygen

SELF-ASSESSMENT QUESTIONS

- Evaluate the use of different methods to measure ocean productivity.
- Explain why giant icebergs increase productivity of the oceans.
- Explain why it can be damaging for nutrient levels in water to increase too much.
- Suggest why waters at high latitudes normally have higher productivity than tropical waters.

46 CASE STUDY

The Peruvian anchoveta fishing industry

Anchovetas are small forage fish found in the open ocean away from the seabed or the shore. A forage fish is a fish that is used by other predators for food. Anchovetas are mainly filter feeders: water is taken in through the mouth and zooplankton is filtered out by the gill rakers. Forage fish are an important part of the food chain. They provide food for:

- larger fish such as tuna and salmon
- mammals like dolphins and whales
- sea birds including gulls and pelicans

The Peruvian anchoveta fishery is the biggest single species fishery in the world. Anchoveta are a species of anchovy that live for up to 3 years and can grow to be 20 cm in length (Figure 3.8).

In the 1960s, catches of anchovetas off the coast of Peru were more than 10 million tonnes year⁻¹. In 1971, the catch was 13.1 million tonnes (Figure 3.9). In 1972, the industry collapsed because of over-fishing and the El Niño phenomenon. El Niño is a change in the trade winds in the Pacific Ocean. These winds normally stimulate upwelling of cold, nutrient-rich waters into the warmer surface water above. During an El Niño year, the thermocline deepens, which effectively blocks the cooler water underneath from mixing with the warm water at the top. Lack of nutrients therefore limits the primary productivity in the surface zone, leading to reductions in the numbers of fish.

After the collapse of the anchoveta populations, the industry shifted to fishing sardines for several years until the waters cooled again and anchoveta numbers increased (Figure 3.9). There was another reduction in numbers during an El Niño event in the early 1980s, but by the mid-1990s the catch was back up to 12.5 million tonnes. In 2014, only 2.2 million tonnes were caught after the second fishing season was cancelled because of the El Niño phenomenon.

It is not just the fishing industry that is affected by El Niño. Guano (excrement from sea birds) is an important fertilizer. When there are fewer fish, there is less food for the sea birds, which are their predators, and therefore less guano is produced.

Chapter 3: Energetic of marine ecosystems

3.3 Energy transfer

Only a small amount of the radiation from the Sun is fixed by the Earth's producers. Some of the radiation never reaches the producers because it is reflected back into space. Of the light that does reach the ocean, some is absorbed, reflected or scattered by the water.

The remainder is available to the producers but even then it cannot all be used. Some is the wrong wavelength for the pigments of producers to absorb. Chlorophyll, for example, absorbs red and blue light but reflects green light (which is why it appears to be green). Of the light that is the correct wavelength, some will miss the chloroplasts and still not be absorbed (Figure 3.10).

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Questions

- Explain how a reduction in the nutrients in the upper layers of the ocean could lead to a decrease in the numbers of forage fish such as anchoveta.
- Anchoveta feed on large zooplankton whereas sardines feed mainly on phytoplankton. Use this information to suggest why sardine numbers are less likely to collapse during an El Niño event.
- Look at the graph in Figure 3.9 and suggest two years other than 1971 that could have had El Niño events. Explain your answer.

Colourful diagrams - engaging photos and diagrams throughout the book bring the subject to life.

Case study - every chapter contains a case study illustrating a real-world marine science scenario, along with questions that develop students' higher-order thinking skills.

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Cambridge International AS and A Level Psychology

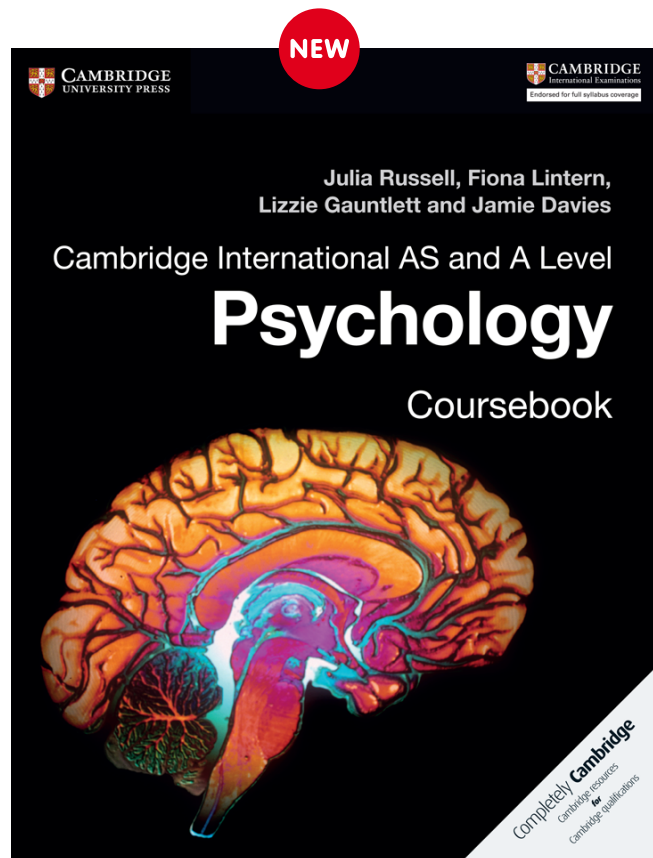
Julia Russell, Fiona Lintern,
Lizzie Gauntlett and Jamie Davies

Cambridge International AS and A Level Psychology
9990 syllabus for examination from 2018.

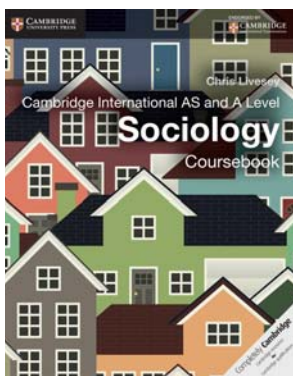
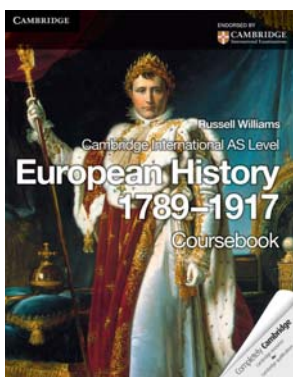
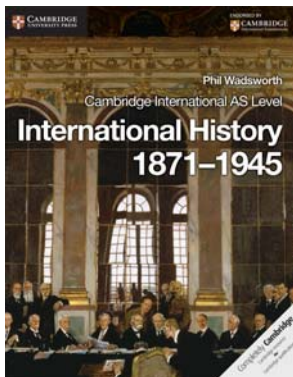
The coursebook is endorsed by Cambridge International Examinations for full syllabus coverage.

This series contains rigorous, comprehensive coverage at the most appropriate level of depth and detail for the course, with strong focus on the key concepts of research methods and ethics, as well as crucial debates such as nature versus nurture. The content encourages the development of necessary skills of analysis, interpretation, application and evaluation and promotes understanding of ethical and moral issues and their implications for psychological research.

- The engaging subject of Psychology is covered in a comprehensive and rigorous way with deep discussion of the core studies in the syllabus and the latest issues and debates in the field.
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Chris Livesey

Cambridge International AS and A Level Sociology 9699 syllabus for examination from 2014.

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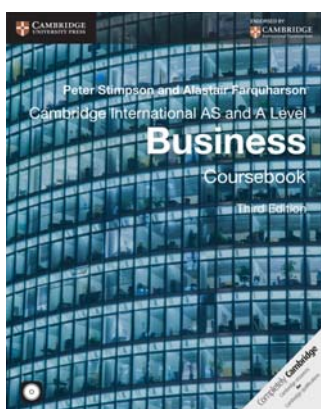
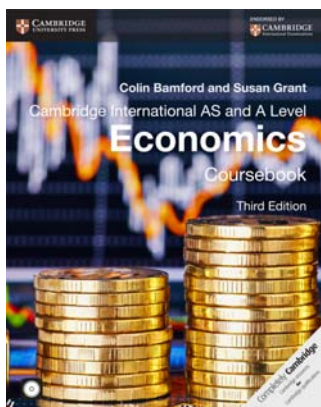
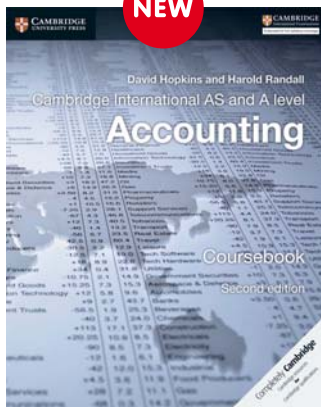


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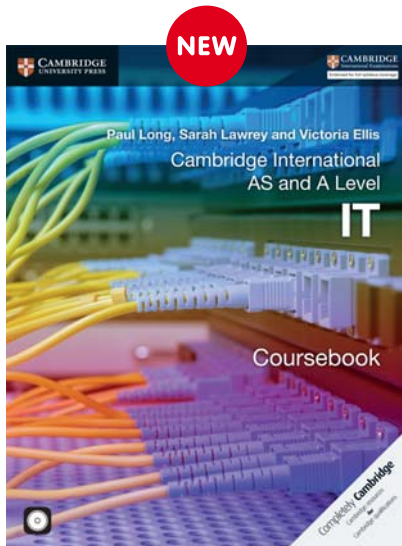
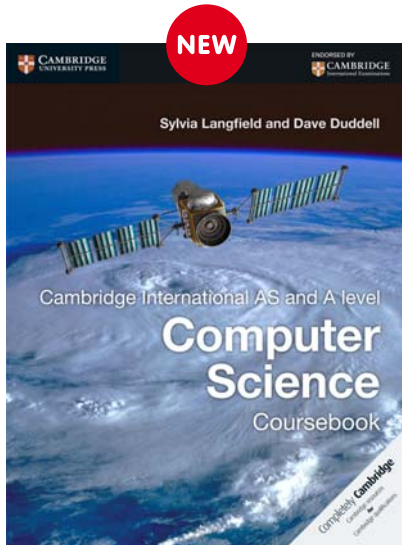
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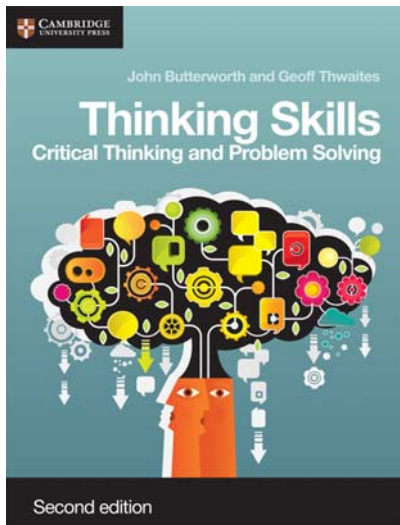
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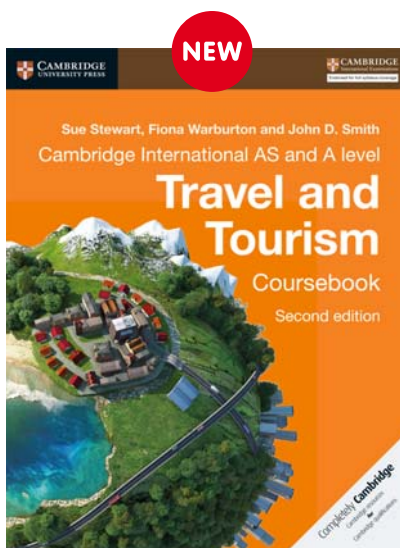


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Sue Stewart, Fiona Warburton and John D. Smith

Cambridge International AS and A Level Travel and Tourism 9395 syllabus for examination from 2017.

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- Contains up-to-date case studies and examples, encouraging subject-based knowledge as well as a truly international approach.
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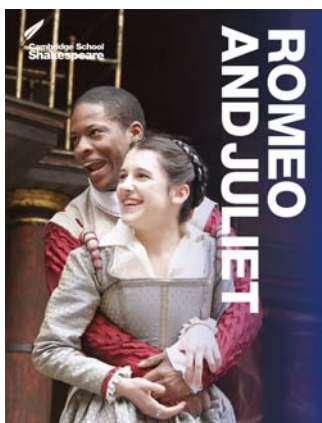
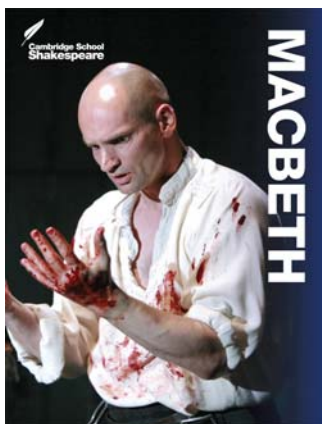
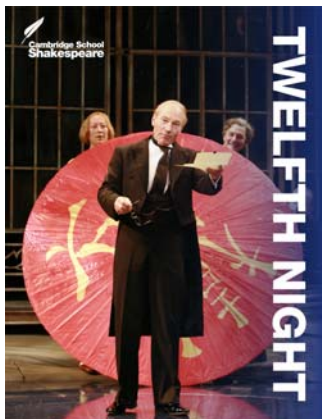


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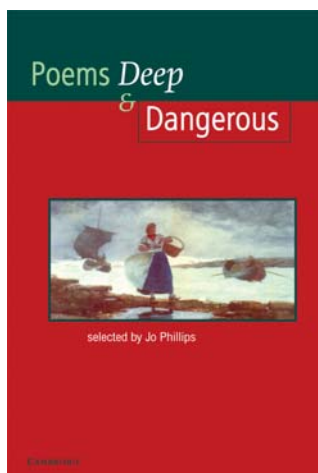
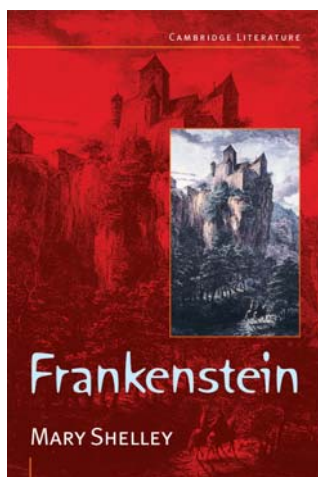
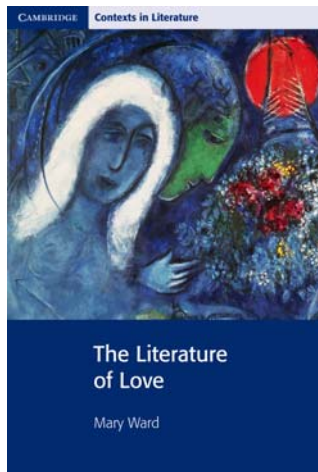
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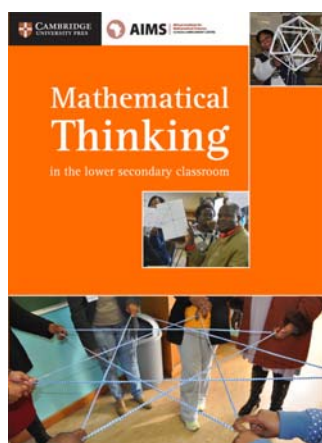
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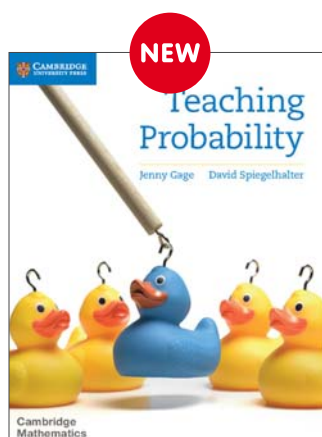
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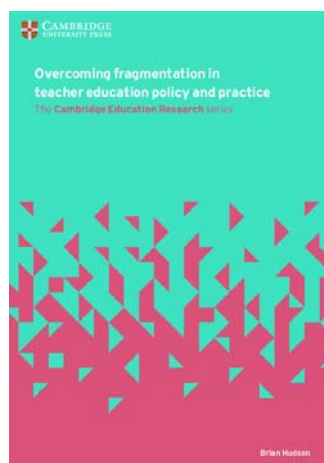


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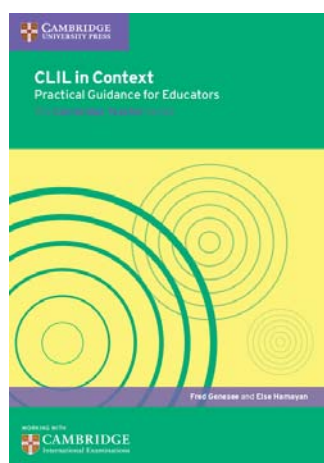
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