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Primary and lower secondary teaching and learning resources 2023



Together with



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International Education

salve

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hello

konnichiwa

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alaikum
asalaam

hola

anyoung
haseyo

bonjour

guten
tag

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Building brighter futures together

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

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

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

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




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Cambridge University Press and Cambridge Assessment are a single organisation – Cambridge University Press & Assessment.



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

Supporting you remains critical to our ambitions. We continue to be part of the University of Cambridge, sharing its mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.



For more information about our organisation please visit [cambridge.org](https://www.cambridge.org)

Becoming a Cambridge International School

Schools that register to offer Cambridge Primary and Lower Secondary benefit from a broad and balanced curriculum that develops knowledge and skills, and provides an excellent foundation for the next stage of education.



We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. For effective teaching and learning, there needs to be coherence between the curriculum, pedagogy and assessment - the Cambridge Primary and Lower Secondary programmes are designed around this principle.

As a Cambridge International School that offers Cambridge Primary and Lower Secondary, you can access:

- A range of 10 subjects including English, mathematics and science, depending on your local needs
- Flexible assessments to help you measure your learners' progress, including Cambridge Progression Tests, Cambridge Checkpoint and baseline assessments from Cambridge CEM
- A secure online support site with resources including curriculum frameworks, schemes of work and teacher guides that help you understand the curriculum and plan engaging lessons for your students
- Endorsed textbooks and resources from Cambridge that are aligned with the curriculum and promote effective teaching and learning
- High-quality training and professional development opportunities for teachers of all experience levels

You would also become part of a global community of 10,000 schools equipping learners for success in our changing world.

Visit [cambridgeinternational.org](https://www.cambridgeinternational.org) to find out more.

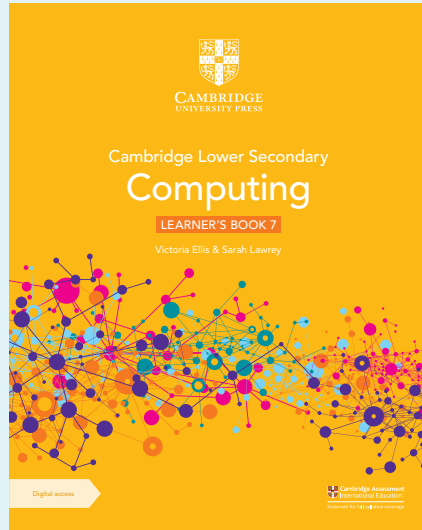
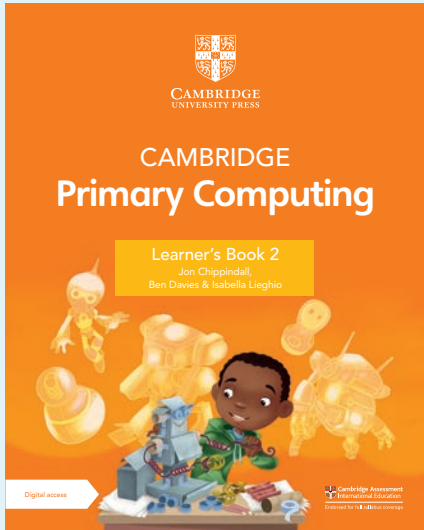


**Cambridge Assessment
International Education**

What's new



Computing: Coming soon



Find out more

Covering Stages 1-9, these resources support learners on their journey towards becoming confident computational thinkers.

Find out more on page 42 or visit <https://bit.ly/3DzvQfW>

Cambridge Primary and Lower Secondary Computing



Centre for Evaluation & Monitoring

“These assessments really help teachers and parents come together on one page.”

Vandana Arora

Principal, Nahar International School, Mumbai

Learn about baseline assessments and raising aspirations with CEM. Go to <https://bit.ly/3UoWWgG> and watch the short video.

Adaptive, formative assessments from the Centre for Evaluation & Monitoring (CEM) are used by schools in over 109 countries to empower teaching and help students reach their potential.



Baseline assessments for every stage of the Cambridge Pathway



A one-lesson investment at the start of the year provides insight that would normally take weeks in the classroom



Helps you develop personalised teaching and learning interventions before the start of each course



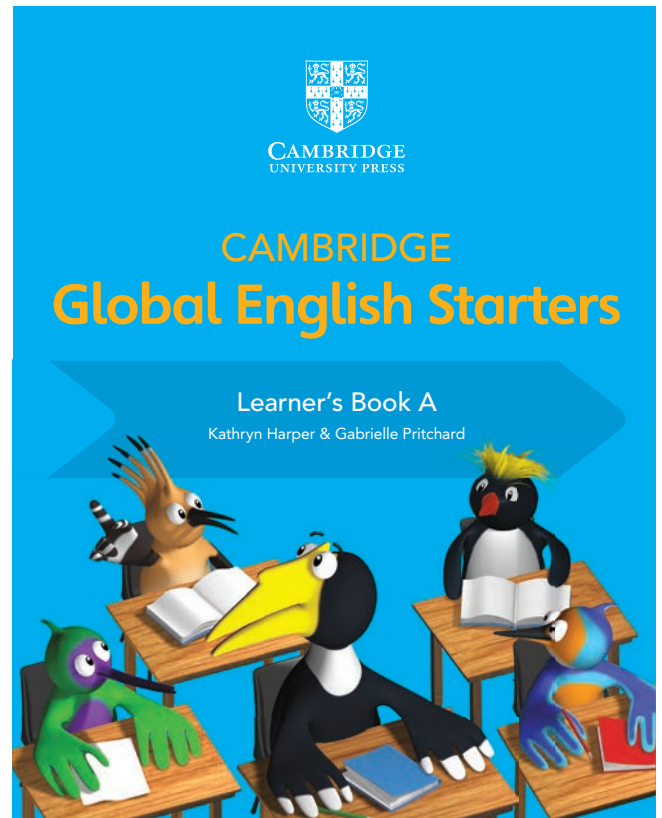
Supports conversations with parents on learner potential and progress

Cambridge Global English Starters

Kathryn Harper, Gabrielle Pritchard and Annie Altamirano

This series is written by pre-primary experts and packed with stories, stickers, songs and games to make learning English fun. It's ideal for learners going on to the Cambridge Primary or IB Primary Years Programme and can be used in kindergarten or at the start of Grade 1.

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



Also see

Global English 1-6
Turn to page 10>

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

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

3 Feelings

1 Think about it What makes you happy or sad?

1 Chant and clap.

2 What can you see?
Explore the picture.

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

32 Unit 3 Lesson 1 Words: happy, sad, hot, cold, hungry, thirsty. Language: He's (happy). She's (sad). I think (Sade) is (cold). I think she is (hungry). Speaking: talk about the big picture, game. Listen and respond, chant, stick.

24 **3** Listen, say and stick.

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

I think Sam is thirsty.

I think he's hot!

Packed with games to make learning in English fun!

33

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

Teacher's resource

Your essential companion to the course, the teacher's resource includes full guidance and lesson plans, along with specific assessment support and suggested questions to get learners talking. Includes access to a digital version of the resource as standard.

Learner's books

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

Activity books

These write-in activity books provide extra activities linked to the learner's book theme and objectives.

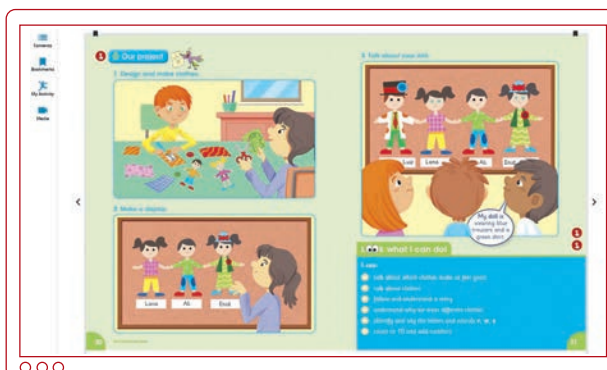
Fun with letters and sounds books

These write-in books focus on recognising, saying and writing letters: essential skills for learning to read and write confidently.

Digital Classroom

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

This screenshot is from Global English Starters Digital Classroom



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

A **starter activity** revises key vocabulary for the unit.

3 Talk about it Body language

1 Look at the pictures.
How do bodies say how we feel?

She's happy. Look at her mouth.

She's tired. Look at her arms and mouth.

2 Play: Guess the feeling.

Unit 3 Lesson 3 Words: smile, arms Language: (She's) (I'm) Look at (her) (eyes). Listen/say: game, song

26 3a Listen and match the verses to the pictures in activity 1.
3b Then listen, sing and act out.

Song: How do you feel?

Chorus:
How you feel changes
from one day to the other
good, bad, happy, sad
We're one way then the other ...

Look at my mouth
What can you see?
It's a big, big smile
I am happy.

Look at his eyes
Drip, drip, drop
When he's sad
He cries a lot.

What's wrong with that cat?
That isn't a wig
He's scared of the dog
So his hair is big.

Look at her arms.
They're over her head
She's tired and stretching
She's ready for bed.

Fun paired and group games provide opportunities to practise new vocabulary and structure.

Images provide a stimulus for children to talk.

Songs and chants are fun and motivating and allow language to be reinforced in a natural way.

| Stage | Stage A | Stage B | Stage C |
|--|-------------------|-------------------|-------------------|
| Learner's book | 978-1-108-70001-6 | 978-1-108-70003-0 | 978-1-108-70005-4 |
| Digital learner's book (1 year) | 978-1-108-98401-0 | 978-1-108-98402-7 | 978-1-108-98403-4 |
| Activity book | 978-1-108-70006-1 | 978-1-108-70007-8 | 978-1-108-70009-2 |
| Fun with letters and sounds | 978-1-108-70010-8 | 978-1-108-70011-5 | 978-1-108-70012-2 |
| Teacher's resource with digital access | | | 978-1-108-57635-2 |
| Digital Classroom access card (1 year) | | | 978-1-108-70019-1 |

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

Easy ways to order - see page 58

Cambridge Global English

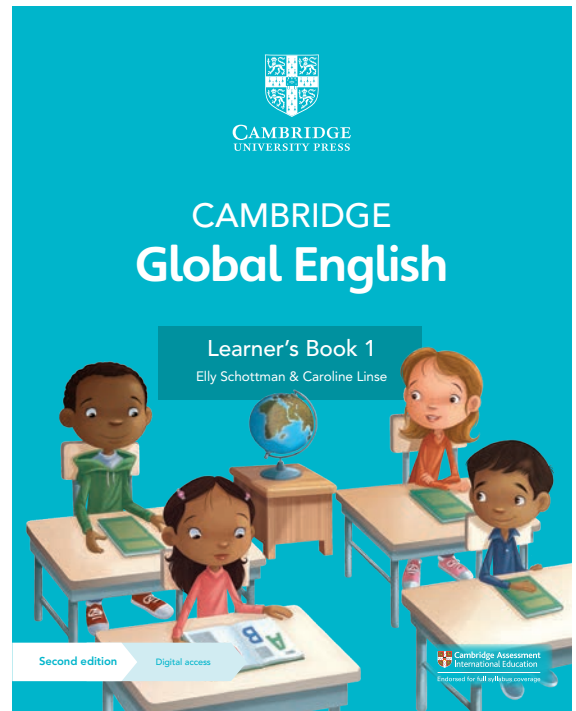
Second edition

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

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

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

Our print resources come with digital access as standard so you'll be fully supported, however you're teaching.



Curriculum support

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

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

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

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

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

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

8 Nature matters

8.4 A personal recount

We are going to...

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

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

2 **Read** the description. Were your predictions correct?

OUR VISIT TO THE LOCAL RIVER

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

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

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

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

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

8.4 Write about it

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

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

4 **Use of English:** When is the past simple in a personal description? Find examples of regular and irregular verbs in the text.

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

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

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

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

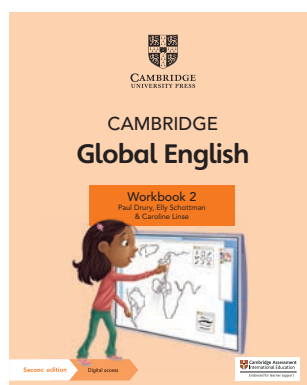
| | |
|--|---|
| Step 1: Make notes | <ul style="list-style-type: none"> • The school trip you want to write about. • Where did you go and why? • How did you travel there? • How did you feel about going on the visit? • What was your task (if any)? • What did you see and do? • Did you enjoy the trip?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

A process writing model helps learners develop confidence.

Activities to develop critical thinking skills are included throughout.

Teacher's resources

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



Learner's books

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

Workbooks

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

Digital Classroom

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

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Global English*. Also, find out more about our digital support. See **pages 38-39**.

| Stage | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✓ 978-1-108-96361-9 | ✓ 978-1-108-96362-6 | ✓ 978-1-108-96363-3 | ✓ 978-1-108-81082-1 | ✓ 978-1-108-81084-5 | ✓ 978-1-108-81085-2 |
| Digital learner's book | ✓ 978-1-108-96914-7 | ✓ 978-1-108-96916-1 | ✓ 978-1-108-96918-5 | ✓ 978-1-108-97729-6 | ✓ 978-1-108-97733-3 | ✓ 978-1-108-97736-4 |
| Workbook with digital access | ✓ 978-1-108-96364-0 | ✓ 978-1-108-96365-7 | ✓ 978-1-108-96366-4 | ✓ 978-1-108-81088-3 | ✓ 978-1-108-81089-0 | ✓ 978-1-108-81090-6 |
| Teacher's resource with digital access | ✓ 978-1-108-92161-9 | ✓ 978-1-108-92163-3 | ✓ 978-1-108-92165-7 | ✓ 978-1-108-93401-5 | ✓ 978-1-108-96382-4 | ✓ 978-1-108-96384-8 |
| Digital Classroom (1 year) | ✓ 978-1-108-92545-7 | ✓ 978-1-108-92547-1 | ✓ 978-1-108-92559-4 | ✓ 978-1-108-92571-6 | ✓ 978-1-108-92573-0 | ✓ 978-1-108-92575-4 |
| Digital Classroom access card (1 year) | ✓ 978-1-108-92546-4 | ✓ 978-1-108-92549-5 | ✓ 978-1-108-92569-3 | ✓ 978-1-108-92572-3 | ✓ 978-1-108-92574-7 | ✓ 978-1-108-92576-1 |

Cambridge Primary English

Second edition

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

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

All our print resources come with digital access as standard, so whatever teaching looks like for you this year, we'll support you.

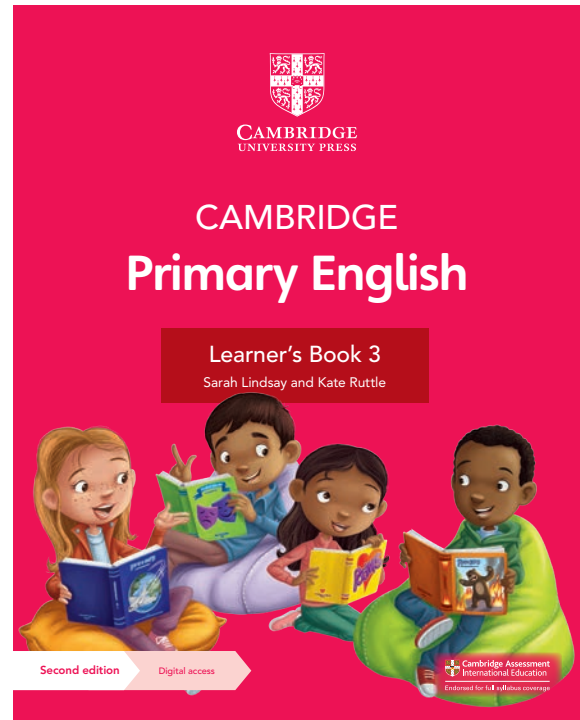
The series has been developed for the Cambridge Lower Secondary English curriculum framework, providing a seamless transition for your learners.

Learner's books

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

Phonics workbooks

Written for young learners, these workbooks will help them get ready to read and write confidently. The 'Look back' feature is included throughout, which helps learners recap what they have covered in previous units, providing practice and consolidation. Develops early speaking and writing with opportunities to trace and say letter sounds.



Workbooks

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

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel.

Find out more on **page 56** or visit <https://bit.ly/3h9A1HP>.

Curriculum support

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

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

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

These pages are from Cambridge Primary English Learner's Book 2

Getting started features get your learners thinking and talking about what they already know.

Language focus explains key grammar and language rules.

1 Story time

1.3 Read and present an extract

We are going to...

- read a text and discuss its features.

Getting started

Discuss these questions about the title of *The Legend of Spud Murphy*.

- What does it mean if someone is described as a 'legend'?
- Make a list of people you think are modern-day legends. Write a reason why next to each one. Share your answers in a group.

Speaking tip

You can read aloud more expressively if you can tell the difference between narrative and dialogue. Speech marks show when a character starts and stops talking. Question marks and exclamation marks show the expression.

- In groups of four, prepare to read aloud an extract from *The Legend of Spud Murphy*.
 - Skim read the extract to understand the main points.
 - What is the setting? What helped you decide?
 - What and whom do you think the book is about? Will it be humorous or serious?
 - Who narrates the story? How can you tell?
 - Scan the text to establish how many people speak in the extract. In the extract, Marty and Will are on school holiday and Mum is thinking of activities to keep them busy.

Key words

legend: old story from ancient times; a famous person
skim read: read a text quickly to get the overall idea
scan: look through a text quickly to find particular details

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1.3 Read and present an extract

Language focus

Narrative is when the narrator tells the story.
Dialogue is the words characters say to each other, enclosed by speech marks.
 'Don't make us join the library,' Marty begged. 'It's too dangerous.'
 A new line is started whenever a different person speaks.

The Legend of Spud Murphy

Marty tried to save us. "Remember the last educational hobby? The art classes? I was sick for days."
 "That was your own fault," said Mum.
 "I only had a drink of water."
 "You are not supposed to drink the water that people use to wash their brushes."
 Dad was thinking. "What about the library?" he said finally.
 "What about it?" I said, trying to sound casual, but my stomach was churning.
 "You both could join. Reading. It's perfect. How can you cause trouble reading a book?"
 "And it's educational," added Mum.
 "Yes, of course, it's educational too," Dad agreed.
 "How is it educational?" I asked, terrified by the idea. "I'd much rather be outside riding a horse than inside reading about one."
 My mother tousled my hair. "Because, Will, sometimes the only horse you can ride is the one in your head."
 I had no idea what that meant.
 "Don't make us join the library," Marty begged. "It's too dangerous."

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Tips throughout suggest ways to develop the four key skills.

Key words learners will encounter are explained clearly.

High-quality international texts with audio recordings.

Teacher's resources

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

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

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Primary English*. Also, find out more about our digital support. For more information, See **pages 38-39**.

| Stage | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✔ 978-1-108-74987-9 | ✔ 978-1-108-78988-2 | ✔ 978-1-108-81954-1 | ✔ 978-1-108-75999-1 | ✔ 978-1-108-76006-5 | ✔ 978-1-108-74627-4 |
| Digital learner's book | ✔ 978-1-108-96405-0 | ✔ 978-1-108-96407-4 | ✔ 978-1-108-96422-7 | ✔ 978-1-108-96423-4 | ✔ 978-1-108-96425-8 | ✔ 978-1-108-96427-2 |
| Workbook with digital access | ✔ 978-1-108-74271-9 | ✔ 978-1-108-78994-3 | ✔ 978-1-108-81955-8 | ✔ 978-1-108-76001-0 | ✔ 978-1-108-76007-2 | ✔ 978-1-108-74628-1 |
| Teacher's resource with digital access | ✔ 978-1-108-78351-4 | ✔ 978-1-108-80546-9 | ✔ 978-1-108-87610-0 | ✔ 978-1-108-77072-9 | ✔ 978-1-108-77119-1 | ✔ 978-1-108-77121-4 |
| | A | | | B | | |
| Phonics workbook | ✔ 978-1-108-78995-0 | | | ✔ 978-1-108-78996-7 | | |

Which English resources

Start here

Is English the language of instruction in your school?

Yes

Is English the language of the country where you live?

Yes

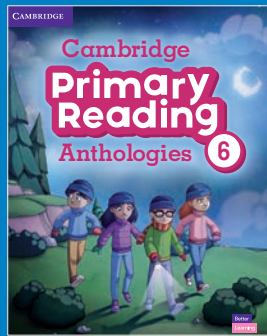
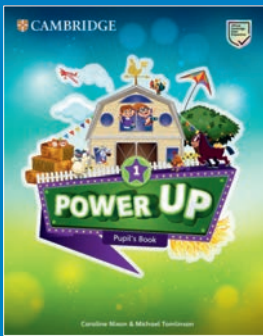
No

No

You may find

Cambridge Young Learners resources

more suitable for your students
cambridge.org/younglearners



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

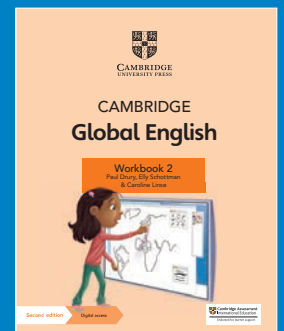
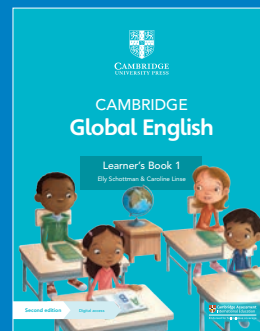
Yes

No

You may find

Cambridge English as a second language resources

more suitable for your students
cambridge.org/education/primaryesl



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

are right for my students?

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

Yes

Do your students speak English at home?

Yes

No

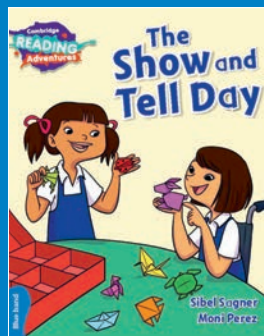
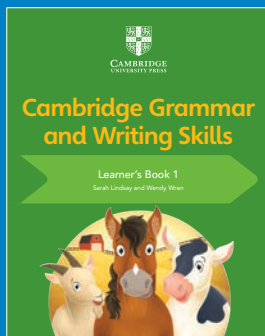
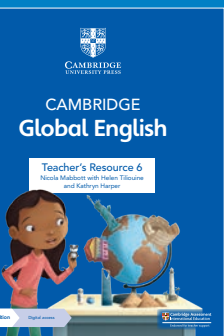
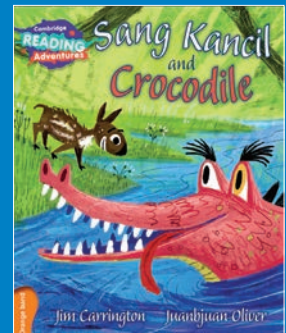
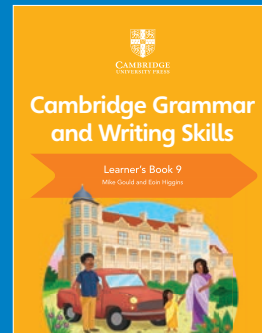
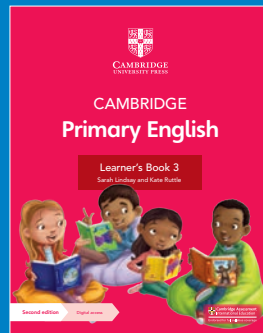
No

You may find

Cambridge first language English resources

more suitable for your students

cambridge.org/education/primaryfle



Cambridge Grammar and Writing Skills

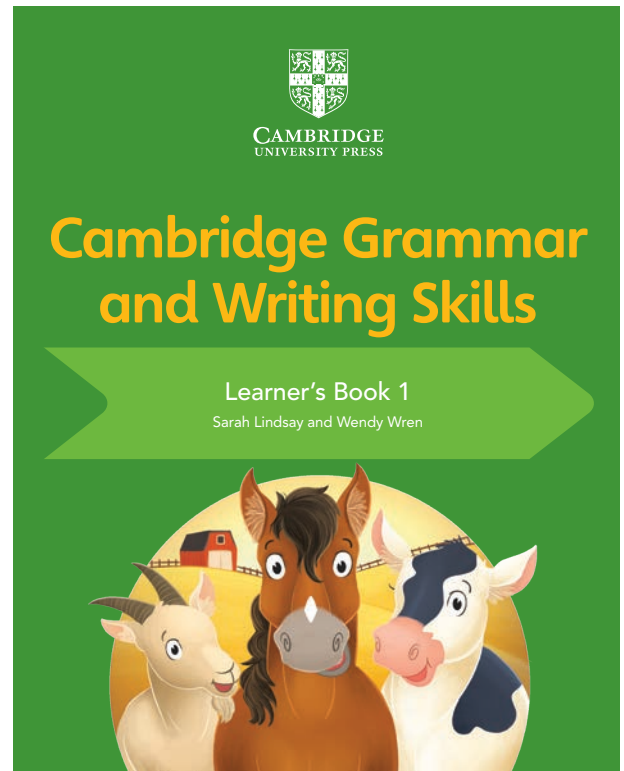
Sarah Lindsay and Wendy Wren

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

- Uses product and process writing approaches to provide a framework for writing.
- The perfect complement to our popular *Global English*, *Primary English* and *Lower Secondary English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills
- Digital versions of our resources support you, however you're teaching

Learner's books

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



Teacher's resources

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



| Stage | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Learner's book | 978-1-108-73058-7 | 978-1-108-73059-4 | 978-1-108-73061-7 | 978-1-108-73062-4 | 978-1-108-73064-8 | 978-1-108-73065-5 |
| Digital learner's book | 978-1-108-98404-1 | 978-1-108-98405-8 | 978-1-108-98406-5 | 978-1-108-98407-2 | 978-1-108-98408-9 | 978-1-108-98409-6 |
| Stage | Stage 1-3 | | | Stage 4-6 | | |
| Teacher's resource with digital access | 978-1-108-76546-6 | | | 978-1-108-76547-3 | | |

Penpals for Handwriting

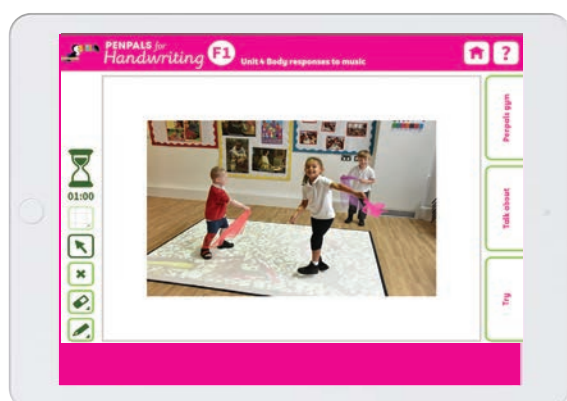
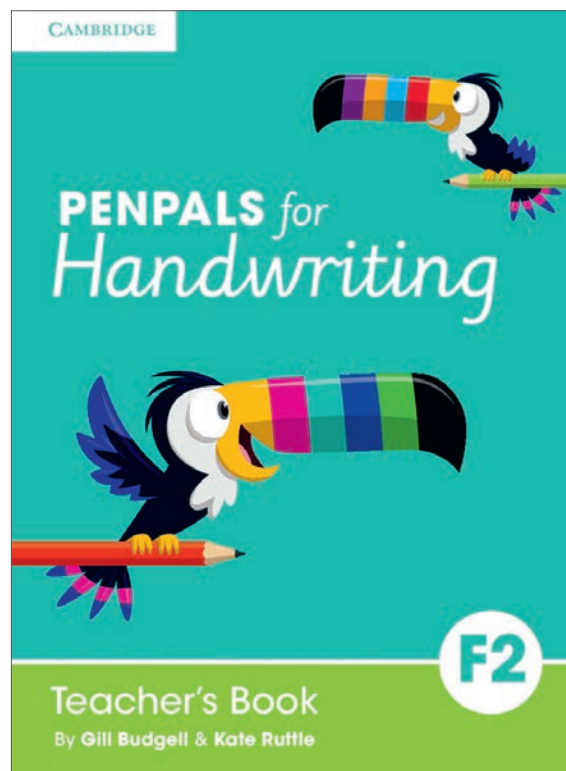
Second edition

Gill Budgell and Kate Ruttle

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

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

For use on PC or Mac.



| Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Teacher's books | 978-1-845-65984-4 | 978-1-845-65554-9 | 978-1-845-65486-3 | 978-1-845-65563-1 | 978-1-845-65999-8 | 978-1-845-65741-3 |
| Interactive downloads* | 978-1-009-33234-7 | 978-1-009-33235-4 | 978-1-009-33236-1 | 978-1-009-33237-8 | 978-1-009-33238-5 | 978-1-009-33239-2 |
| Practice books | 978-1-316-50133-7 | 978-1-316-50137-5 | 978-1-316-50141-2 | 978-1-316-50146-7 | 978-1-316-50150-4 | 978-1-316-50154-2 |
| Workbooks (pack of 10) | 978-1-845-65440-5 | 978-1-845-65298-2 | 978-1-845-65992-9 | 978-1-845-65385-9 | 978-1-845-65861-8 | 978-1-845-65677-5 |

Also available for Foundation 1 and 2 (Kindergarten), find out more at cambridge.org/education/penpals

* Includes perpetual site and network licence for your school.

Intervention books

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

Classroom resources

| | |
|----------------------------|-------------------|
| Poster pack (pack of 8) | 978-1-845-65607-2 |
| Alphabet wall frieze | 978-1-845-65816-8 |
| Pen licence business cards | 978-1-845-65794-9 |
| Font download | 978-1-009-33240-8 |

These resources have not been through the Cambridge Assessment International Education endorsement process.

Easy ways to order - see page 58

Cambridge Reading Adventures

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

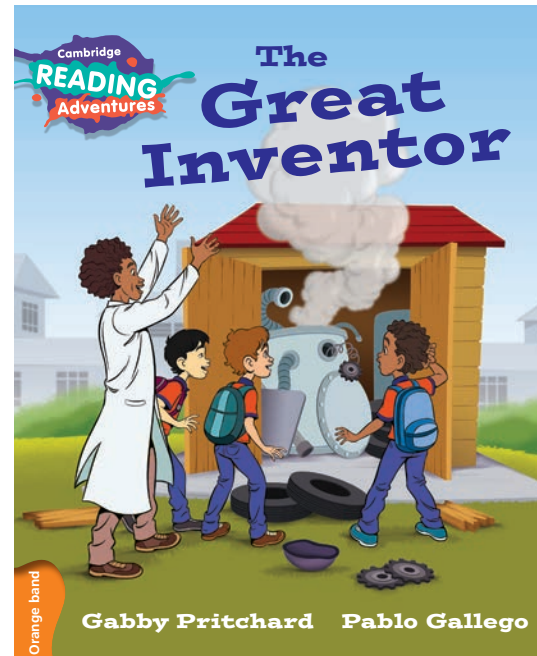
Bring stories from around the world into your classroom with *Cambridge Reading Adventures*, our primary reading scheme for ages 4 to 12. Children explore the seas with Sinbad, marvel at the wonders of the sky above us and unearth the secrets of the ice age with this exciting series.

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

Every book includes detailed teaching notes to help you deliver lessons that inspire a love of reading.

Every child will find something they love: a mix of fiction and non-fiction with diverse topics for international readers.

Children progress from simple words at *Pink A Band*, to books with up to 3,500 words at *Voyagers Strand*.



Going beyond learning to read

Our four Strands are for children reading confidently and ready to progress beyond *White Band*, moving on to more complex skills like inference and text analysis. Go to pages 25 to 26 to find out more about *Pathfinders*, *Wayfarers*, *Explorers* and *Voyagers*.

Supporting English learning

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



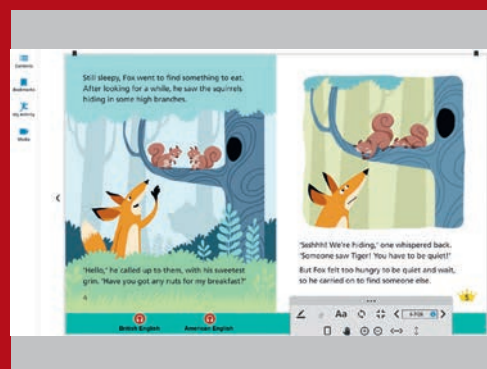
Cambridge CEM

Do you want to assess your students' reading age? Or see how much they have developed over the course? Read more about what Cambridge CEM can do for you on page 7.

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

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

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



Teaching and assessment guides

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

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

Helen Wright, Wilmslow Academy, UK

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

Pink B band

My Dad is a Builder Lynne Rickards

Teaching notes written by Sue Bodman and Glen Franklin

Using this book

Developing reading comprehension

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

Grammar and sentence structure

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

Word meaning and spelling

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

Curriculum links

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

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

Learning outcomes

Children can:

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

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.

Word count 63

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

International Primary Curriculum links Early years unit Houses and Homes; www.greatlearning.com/jpc

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

High frequency words my Dad he is a what

Key words builder building

Return to text

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

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

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

Follow-up activities

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

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

Use the text framework to innovate on a new story introducing a new character and/or activity (for example, 'She has a spoonful pan! some rice. What is my mum cooking?').

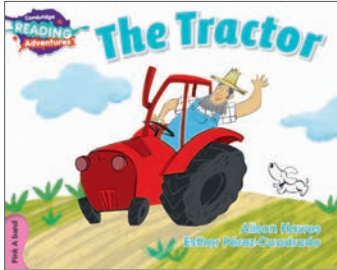
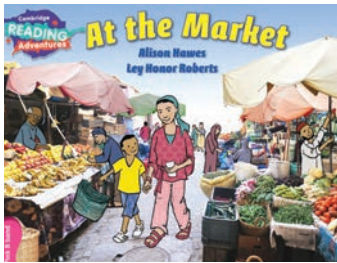
Read other non-fiction books about buildings and building materials.

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

| | |
|--|-------------------|
| Pink A to Blue Bands Early Digital Classroom access card (1 year) | 978-1-108-46561-8 |
| Pink A to Blue Bands Early teaching and assessment guide with digital access | 978-1-108-58510-1 |
| Green to White Bands Transitional Digital Classroom access card (1 year) | 978-1-108-46563-2 |
| Green to White Bands Transitional teaching and assessment guide with digital access | 978-1-108-61243-2 |
| Pathfinders to Voyagers Conventional Digital Classroom access card (1 year) | 978-1-108-46573-1 |
| Pathfinders to Voyagers Conventional teaching and assessment guide with digital access | 978-1-108-64787-8 |

These resources have not been through the Cambridge Assessment International Education endorsement process.

Easy ways to order – see page 58



Pink A and B

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

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

Pink A Band

| | | |
|-----------------------|-------------------|----------------|
| The sun is up | 978-1-107-54987-6 | Non-fiction |
| Animal homes | 978-1-316-60071-9 | |
| Games | 978-1-316-60084-9 | |
| Water | 978-1-107-57584-4 | |
| Photos | 978-1-108-40066-4 | |
| I can help | 978-1-108-40566-9 | Everyday story |
| Please stop, Sara! | 978-1-316-50313-3 | |
| Packing my bag | 978-1-316-60082-5 | |
| Jamila finds a friend | 978-1-107-54963-0 | |
| Arif goes shopping | 978-1-316-60810-4 | |
| The tractor | 978-1-108-40069-5 | Animal story |
| A hot day | 978-1-316-60069-6 | |

Pink B Band

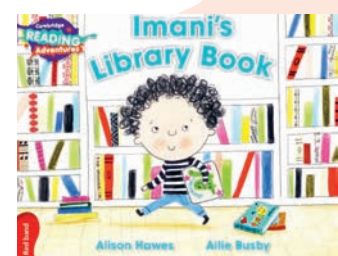
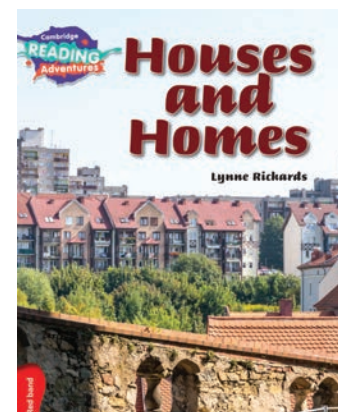
| | | |
|----------------------------|-------------------|-----------------------------|
| At the market | 978-1-107-54993-7 | Non-fiction |
| Where do they grow? | 978-1-316-60073-3 | |
| Looking after animals | 978-1-316-60582-0 | |
| Who lays eggs? | 978-1-107-54936-4 | Everyday story |
| School lunch | 978-1-108-43963-3 | |
| Hello baby | 978-1-108-43961-9 | |
| My dad is a builder | 978-1-107-54973-9 | |
| Leela can skate | 978-1-107-57582-0 | |
| Our den | 978-1-316-50078-1 | |
| Where are you going? | 978-1-108-43967-1 | Animal story |
| The last lemon | 978-1-107-54909-8 | |
| Omar's first day at school | 978-1-316-60811-1 | International school series |

Red

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

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

| | | |
|--------------------------|-------------------|-----------------------------|
| Houses and homes | 978-1-107-54949-4 | Non-fiction |
| The weather today | 978-1-107-57676-6 | |
| Our senses | 978-1-316-60568-4 | |
| In the sea | 978-1-107-57578-3 | Everyday story |
| Seagull | 978-1-316-50310-2 | |
| The enormous watermelon | 978-1-107-54924-1 | |
| Imani's library book | 978-1-108-40072-5 | |
| What little kitten wants | 978-1-108-40569-0 | Animal story |
| Bedtime on the farm | 978-1-316-50081-1 | |
| Look! It's baby duck | 978-1-107-54957-9 | |
| Leopard and his spots | 978-1-316-50308-9 | |
| Omar can help | 978-1-107-57572-1 | International school series |





Yellow

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

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

| | | |
|---------------------------|-------------------|-----------------------------|
| My school | 978-1-107-55000-1 | Non-fiction |
| Stars | 978-1-316-50315-7 | |
| Playgrounds | 978-1-316-50318-8 | |
| The big city | 978-1-108-41079-3 | Everyday story |
| The boy who said no | 978-1-108-40077-0 | |
| Where are my shoes? | 978-1-108-43964-0 | |
| Little Tiger Hu can roar! | 978-1-107-54996-8 | Animal story |
| Diego Fandango | 978-1-107-55021-6 | |
| Oh Bella! | 978-1-107-55070-4 | |
| A house for snail | 978-1-107-55006-3 | |
| Help! | 978-1-108-40815-8 | |
| Late for school | 978-1-107-57679-7 | International school series |



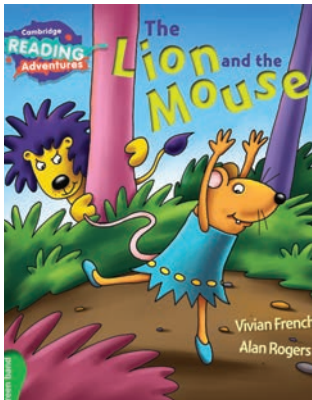
Blue

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

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

| | | |
|-----------------------|-------------------|-----------------------------|
| Making a car | 978-1-107-57597-4 | Non-fiction |
| My first train trip | 978-1-107-57594-3 | |
| On the track | 978-1-316-50322-5 | |
| All kinds of plants | 978-1-316-60579-0 | |
| Crabs | 978-1-108-43537-6 | Everyday story |
| It's much too early | 978-1-107-56032-1 | |
| Suli's big race | 978-1-316-60086-3 | |
| Lost! | 978-1-316-60078-8 | Animal story |
| The mean monkey | 978-1-108-43971-8 | |
| A day at the museum | 978-1-316-50320-1 | International school series |
| The show and tell day | 978-1-108-40191-3 | |
| The big pancake | 978-1-108-43972-5 | Traditional story |
| The pumpkin monster | 978-1-316-60576-9 | |





Green

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

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

| | | |
|--------------------------|-------------------|-----------------------------|
| Baking bread | 978-1-316-50327-0 | Non-fiction |
| Dressing for the weather | 978-1-316-50324-9 | |
| Big bugs | 978-1-107-55064-3 | |
| A drop of rain | 978-1-107-55060-5 | |
| All about honey | 978-1-108-40572-0 | Everyday story |
| Take Zayan with you! | 978-1-107-57587-5 | |
| Up, up...Elephant! | 978-1-108-40082-4 | Animal story |
| Turtle is a hero | 978-1-107-55046-9 | |
| Hide and seek | 978-1-107-57599-8 | International school series |
| The lion and the mouse | 978-1-107-55038-4 | Traditional story |



Have your say!

Let us know your feedback on this year's catalogue and be in with a chance to win a *Cambridge Reading Adventures Band Pack* of your choice!

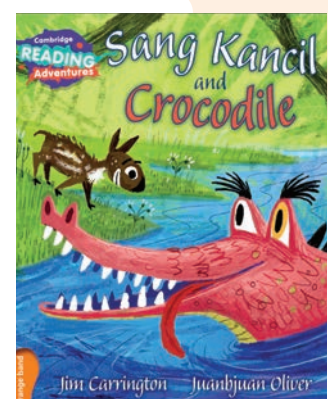
<https://bit.ly/3UiPkvW>

Orange

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

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

| | | |
|--|-------------------|-----------------------------|
| Life on the reef | 978-1-107-56022-2 | Non-fiction |
| Town underground | 978-1-316-50333-1 | |
| Super malls | 978-1-316-50335-5 | |
| Get active! | 978-1-108-43973-2 | |
| The great inventor | 978-1-316-50083-5 | Everyday story |
| The best little bullfrog in the forest | 978-1-107-56018-5 | Animal story |
| For today, for tomorrow | 978-1-107-55081-0 | International school series |
| Omar in trouble | 978-1-316-50329-4 | |
| Sang Kancil and crocodile | 978-1-107-57604-9 | Traditional story |
| Finn saves the day | 978-1-108-43977-0 | Adventure story |



Develop confident, independent readers while helping them discover a whole new underwater world with *Cambridge Reading Adventures*.



Here are some of the giants of the ocean!
Research one fact about each of these whales and then choose one of your own.



**Blue
Whale**



**Beluga
Whale**



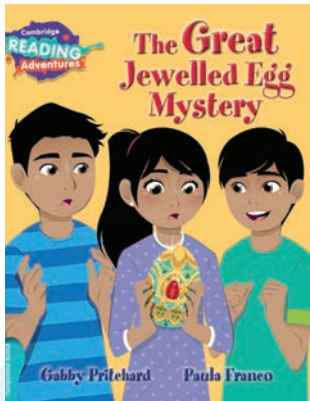
**Humpback
Whale**



**Fin
Whale**

It's your turn! Choose your own ocean giant and research some facts about it.

Read more about the giants of the ocean with our *Cambridge Reading Adventures series*. <https://bit.ly/3fvstOZ>



Turquoise

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

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

| | | |
|--------------------------------|-------------------|-------------------|
| Motorcycles | 978-1-107-57624-7 | Non-fiction |
| How chocolate is made | 978-1-107-57616-2 | |
| Clever computers | 978-1-316-50331-7 | |
| Draw the world | 978-1-107-57684-1 | |
| A dark winter | 978-1-108-43978-7 | |
| The great jewelled egg mystery | 978-1-107-57614-8 | Everyday story |
| Power cut | 978-1-316-60586-8 | Animal story |
| Little Fennec Fox and Jerboa | 978-1-108-43092-0 | |
| Sinbad goes to sea | 978-1-316-50338-6 | |
| Sang Kancil and the tiger | 978-1-107-55092-6 | Traditional story |

Purple

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

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

| | | |
|------------------------------------|-------------------|-----------------------------|
| Ships, boats and things that float | 978-1-107-56041-3 | Non-fiction |
| Going on a plane | 978-1-316-50088-0 | |
| The book of world facts | 978-1-316-60080-1 | |
| Colourful birds | 978-1-108-43569-7 | |
| Pterosaur! | 978-1-107-55108-4 | |
| Sorry isn't good enough | 978-1-108-40081-7 | International school series |
| Sinbad and the roc | 978-1-316-50340-9 | Traditional story |
| King fox | 978-1-107-56215-8 | |
| Sandstorm | 978-1-107-57607-0 | Adventure story |



Gold

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

- Chapter books build tension, giving the opportunity for more sustained reading
- Texts become longer to match growing reading stamina
- More complex language structures throughout

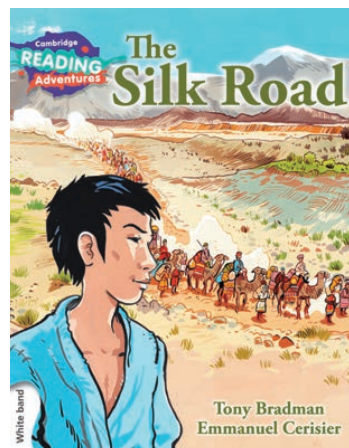
| | | |
|-----------------------------------|-------------------|-----------------------------|
| Scarface: The real lion king | 978-1-107-56047-5 | Non-fiction |
| Giants of the ocean | 978-1-107-55165-7 | |
| Animals of the ice age | 978-1-107-55162-6 | |
| From rags to bags | 978-1-316-50086-6 | |
| A world of deserts | 978-1-108-40585-0 | |
| Tigers of Ranthambore | 978-1-108-43613-7 | International school series |
| Tefo and the lucky football boots | 978-1-107-55141-1 | Traditional story |
| Yu and the great flood | 978-1-107-56225-7 | |
| Sang Kancil and the farmer | 978-1-108-40574-4 | Adventure story |
| Lost at sea | 978-1-316-50344-7 | |

White

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

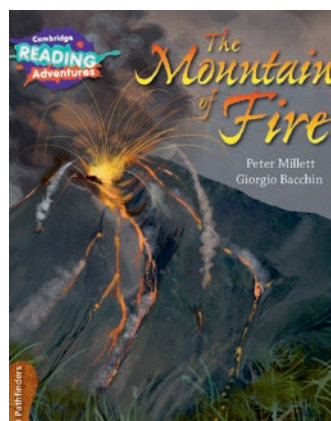
- Readers encounter complex sentences with a wide range of grammar, such as 'we're' and 'they're'
- Non-fiction topics may employ different genre styles across one text

| | | |
|-------------------------------------|-------------------|-----------------------------|
| The great migration | 978-1-107-56065-9 | Non-fiction |
| Earthquakes | 978-1-316-50342-3 | |
| Sticks and bricks and bits of stone | 978-1-107-56056-7 | |
| The mobile continent | 978-1-316-60067-2 | |
| The rise of the Sauropods | 978-1-108-40576-8 | |
| What's for lunch? | 978-1-108-41187-5 | International school series |
| Don't give up yet! | 978-1-108-40078-7 | |
| Mei and the pirate queen | 978-1-316-50090-3 | Traditional story |
| The great escape | 978-1-107-55158-9 | |
| The silk road | 978-1-107-56232-5 | Adventure story |



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

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



Strand 1: Pathfinders

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

| | | |
|---|-------------------|-----------------------------|
| Honey and Toto: The story of a cheetah family | 978-1-108-43615-1 | Non-fiction |
| Connections | 978-1-108-43094-4 | |
| Leila's game | 978-1-108-40820-2 | International school series |
| River rescue | 978-1-108-40071-8 | Adventure story |
| The mountain of fire | 978-1-108-40074-9 | |
| Four clever brothers | 978-1-108-41081-6 | Playscript |



Brighter
Thinking
Pod



Listen to our podcast with the International Literacy Centre.

<https://bit.ly/3h6R1hP>

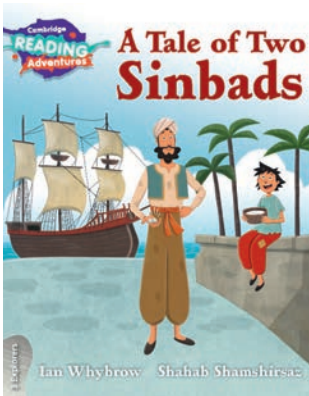
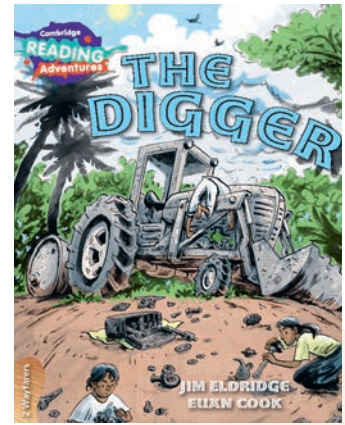
Cambridge Reading Adventures packs

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

Strand 2: Wayfarers

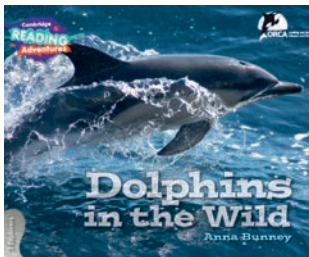
- Developing knowledge and skills of reading non-fiction across a range of subjects, texts integrate a good deal of dialogue alongside literary language
- Children working at this Strand will be reading beyond what is on the page
- Readers will need to infer characters' feelings, thoughts and motives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

| | | |
|------------------------|-------------------|------------------|
| Timbuktu | 978-1-108-41085-4 | Non-fiction |
| Diving under the waves | 978-1-108-41164-6 | |
| Who is the greatest? | 978-1-108-43617-5 | |
| The digger | 978-1-108-40093-0 | Everyday story |
| The mystery of Sol | 978-1-108-43672-4 | Playscript |
| You and me | 978-1-108-41083-0 | Poetry anthology |

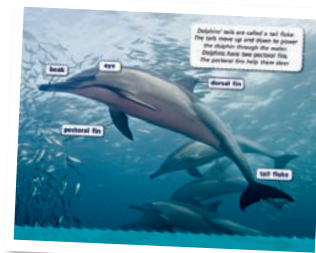


Strand 3: Explorers

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



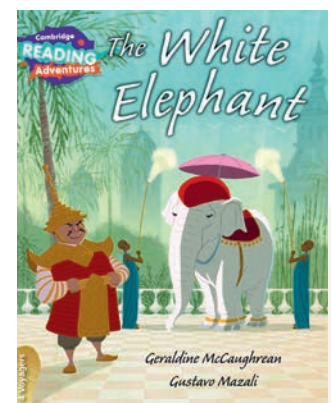
| | | |
|-----------------------|-------------------|-------------------|
| Skyscrapers | 978-1-108-41189-9 | Non-fiction |
| Dolphins in the wild | 978-1-108-40583-6 | |
| The changing climate | 978-1-108-40578-2 | |
| A tale of two Sinbads | 978-1-108-43097-5 | Traditional story |
| Hunters of the sea | 978-1-108-40099-2 | Adventure story |
| Journey to Callisto | 978-1-108-40581-2 | |



Strand 4: Voyagers

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

| | | |
|----------------------------------|-------------------|-------------------|
| Movie world | 978-1-108-40106-7 | Non-fiction |
| The refugee camp | 978-1-108-40108-1 | Everyday story |
| The white elephant | 978-1-108-40588-1 | Traditional story |
| Meltdown | 978-1-108-43485-0 | Adventure story |
| Tamerlane and the boy | 978-1-108-41087-8 | Historical story |
| The cave at the end of the world | 978-1-108-43979-4 | |



Capture their **attention**



Digital Classroom helps you deliver engaging lessons at the front of the class or when teaching remotely. Present books and play videos, audio and on-screen activities.

- Play audio and video straight from the page
- Share pages from coursebooks and workbooks at the front of the class
- Videos, animations and images link to unit topics
- Display answers in one click

For more information about Digital Classroom,
talk to your sales representative today.

Cambridge Primary Mathematics

Second edition

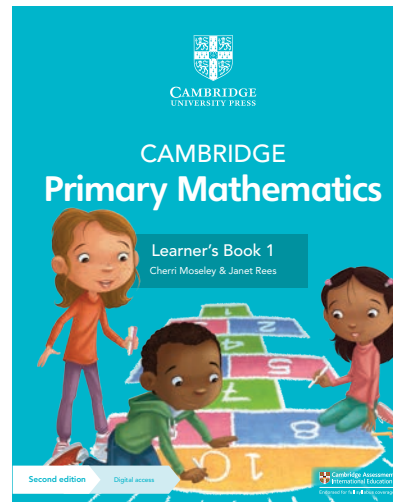
Cherri Moseley, Janet Rees, Emma Low,
Mary Wood, Greg Byrd and Lynn Byrd

Whether your learners are creating a house with 3D shapes or using recipes to understand fractions, this series focuses on getting them to think mathematically.

All resources come with digital access so however you're teaching, you'll be fully supported.

Learner's books

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



Workbooks

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

Games books

From fractions dominoes to ratio snap, your learners will have fun while they develop their understanding of maths concepts. Includes all the games books, games cards, downloadable templates and record sheets you need.

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

Clear information on what learners will cover.

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

1 Numbers and the number system

> 1.1 Counting and sequences

We are going to...

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

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

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

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



Worked example 1

Carlos writes a number sequence.

The first term in his sequence is 8.

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

What is the fifth term in his sequence?

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

Answer: The fifth term is 0.

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

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

10 >

1.1 Counting and sequences

Worked example 2

The numbers in this sequence increase by 50 each time.

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

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

Explain how you know.

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

Write down the first few terms.

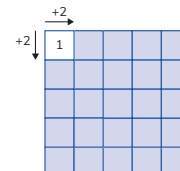
(You could write down all the terms in the sequence, but it would take a long time.)

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

Exercise 1.1

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

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



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

- 2 Choose any two of these three sequences.

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

2, 4, 6, 8...

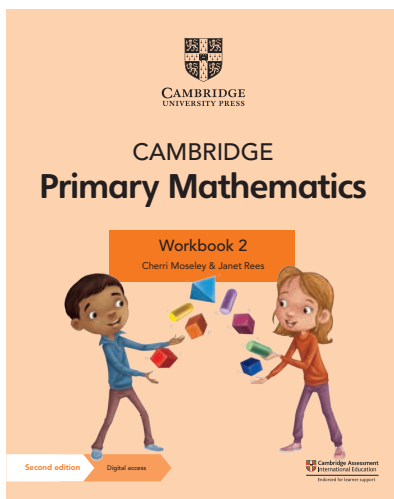
2, 5, 8, 11...

3, 5, 7, 9...

11 >

Key terms highlighted in the context of use.

Key vocabulary terms for learners to become familiar with.



Differentiation activities in this series were inspired by teachers on the Cambridge Panel.

Find out more on page 56 or visit <https://bit.ly/3h9A1HP>

Curriculum support

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

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

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

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

Thinking and Working Mathematically questions clearly identified.

1 Numbers and the number system

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

13, 16, 19, 22, ...

8, 11, 14, 17, ...

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

9, 12, 15, 18, ...

16, 19, 22, 25, ...

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

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

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

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

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

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

12 >

1.1 Counting and sequences

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

Think like a mathematician

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

Example:

1

2

3

4

5

15

Complete these sets of beads.

a

27

b

25

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

Tip

Consecutive numbers are next to each other. For example, 3, 4, 5 and 6.

Look what I can do!

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

13 >

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

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

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

Teacher's resources

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

Digital Classroom

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

**Brighter
Thinking
Pod**



Find out how to
maximise mathematics.

<https://bit.ly/3SVrUM4>

This page is from *Cambridge Primary Mathematics Workbook 4*

Exercise 7.1

Focus

1 Tick (✓) the shapes which have $\frac{1}{2}$ shaded.

2 Here is part of a number line.
Write the missing fraction.

3 The diagrams show fractions with a numerator of 2. The denominators are different.

Write fractions to complete the number sentences.

$\frac{2}{4}$ is greater than $\frac{2}{4}$ is less than

Write the fractions in order, starting with the smallest.

85 >

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Primary Mathematics*. Also, find out more about our digital support. See **pages 38–39**.

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

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

| Stage | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✓ 978-1-108-74641-0 | ✓ 978-1-108-74644-1 | ✓ 978-1-108-74648-9 | ✓ 978-1-108-74529-1 | ✓ 978-1-108-76003-4 | ✓ 978-1-108-74632-8 |
| Digital learner's book | ✓ 978-1-108-96410-4 | ✓ 978-1-108-96412-8 | ✓ 978-1-108-96413-5 | ✓ 978-1-108-96416-6 | ✓ 978-1-108-96418-0 | ✓ 978-1-108-96421-0 |
| Workbook with digital access | ✓ 978-1-108-74643-4 | ✓ 978-1-108-74646-5 | ✓ 978-1-108-74649-6 | ✓ 978-1-108-76002-7 | ✓ 978-1-108-74631-1 | ✓ 978-1-108-74633-5 |
| Teacher's resource with digital access | ✓ 978-1-108-77149-8 | ✓ 978-1-108-78387-3 | ✓ 978-1-108-78393-4 | ✓ 978-1-108-77067-5 | ✓ 978-1-108-77120-7 | ✓ 978-1-108-77136-8 |
| Digital Classroom (1 year) | ✓ 978-1-108-82441-5 | ✓ 978-1-108-82442-2 | ✓ 978-1-108-82446-0 | ✓ 978-1-108-82449-1 | ✓ 978-1-108-82453-8 | ✓ 978-1-108-82457-6 |
| Digital Classroom access card (1 year) | ✓ 978-1-108-82436-1 | ✓ 978-1-108-82444-6 | ✓ 978-1-108-82447-7 | ✓ 978-1-108-82451-4 | ✓ 978-1-108-82455-2 | ✓ 978-1-108-82458-3 |
| Games book with digital access | ✓ 978-1-009-09942-4 | ✓ 978-1-009-09943-1 | ✓ 978-1-009-09944-8 | ✓ 978-1-108-98685-4 | ✓ 978-1-108-98687-8 | ✓ 978-1-108-98688-5 |

Supporting resources for Cambridge Primary Mathematics

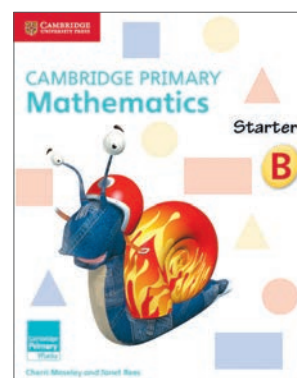
As well as our core series, we also offer resources to further support your teaching - these can be used alongside whichever maths series you use and to support any curriculum.

Starter activity books

Develop your learners' early numeracy skills and get them ready for Grade 1.

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

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



Cambridge Primary Mathematics Word Problems

Create word problem worksheets, quickly and easily!

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

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



Cambridge Primary Mathematics Toolbox

Do your students struggle to understand more complex mathematical ideas?

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

Suitable for children aged 5 to 11, *Cambridge Primary Mathematics Toolbox* complements any existing maths scheme and teaching style.

Over 100 interactive tools enable you to create and save single mathematical activities or whole lessons

| | |
|---------|-------------------|
| DVD-ROM | 978-1-845-65281-4 |
|---------|-------------------|





CAMBRIDGE
DEDICATED
TEACHER
AWARDS

Meet our 2022 Cambridge Dedicated Teacher Awards winner

From over 7,000 entries for deserving dedicated teachers, our panel of judges chose six regional winners for the public vote.

You voted and decided your 2022 Cambridge Dedicated Teacher Awards winner is...

Mohd Al Khalifa Bin Mohd Affnan

Keningau Vocational College,
Malaysia



How did it feel when you found out you had won the global Cambridge Dedicated Teacher Award?

"I was surprised of course. I am not a popular figure or active on social media to gain such a high number of votes. From the results however, I know that family, friends, colleagues, and students have my back."

Are there any achievements during your teaching career you're particularly proud of?

"There are a lot of achievements from my career I am proud of. To name a few, in 2020 I was selected as a presenter in the SSAEM (Sharing Stories of Asia-Pacific Education Movements) online conference, which is organised by UNESCO-APCEIU. In 2021 I organised an online international student exchange programme with Daedong Middle School, and in 2022 I won the Cambridge Dedicated Teacher Awards!"

Did you have a favourite teacher that inspired you when you were at school? If so, why were they so inspiring? What did you learn from them?

"There are a lot, but in particular I love my language teachers from secondary school."

What I learned the most from them is always support your students in whatever they do, even if they fail, or perform not as expected. Students are at the exploring stage, and some of them deserve extra attention if they want to venture into something great. If the students approach you for your opinion, that means they trust you the most. Support them."

What do you think makes a dedicated teacher?

"Passion in whatever they are teaching including any extra-curricular activity, having a work-life balance, willing to go the extra mile as a teacher and resilience."

Do you have any teacher tips to share with other teachers?

1. Never be afraid to make mistakes. Calculate your risk and proceed with guidance. If you make a mistake, learn from it.
2. Be passionate. Make Monday your most exciting day so you can't wait for school.
3. Be the changemaker or trendsetter that brings benefit to your colleagues and students."



CAMBRIDGE
DEDICATED
TEACHER
AWARDS

Teachers play an important part in shaping futures. Our **Cambridge Dedicated Teacher Awards** are an opportunity to show appreciation for the incredible work teachers do every day.

Congratulations to our regional winners!

Region: Australia, NZ & South East Asia

GLOBAL
WINNER



**Mohd Al Khalifa
Bin Mohd Affnan**
Keningau Vocational College,
Malaysia

Region: Middle East and Pakistan



Uroosa Imram
Beaconhouse School System
Gulshan KG-1 Branch,
Pakistan

Region: Central & Southern Africa



Temitope Adewuyi
Fountain Heights
Secondary School, Nigeria

Region: East & South Asia



Jeenath Akther
Chittagong Grammar School,
Bangladesh

Region: Europe



**Dr Mary Shiny
Ponparambil Paul**
Little Flower English School,
Italy

Region: North & South America



Noemi Falcon
Zora Neale Hurston Elementary
School, United States

For more information about our dedicated teachers and their stories go to dedicatedteacher.cambridge.org

Brighter Thinking

Better Learning

Cambridge Primary Science

Second edition

Jon Board, Alan Cross, Fiona Baxter
and Liz Dilley

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

All our resources include digital access as standard, so whatever teaching looks like this year, we can support you.

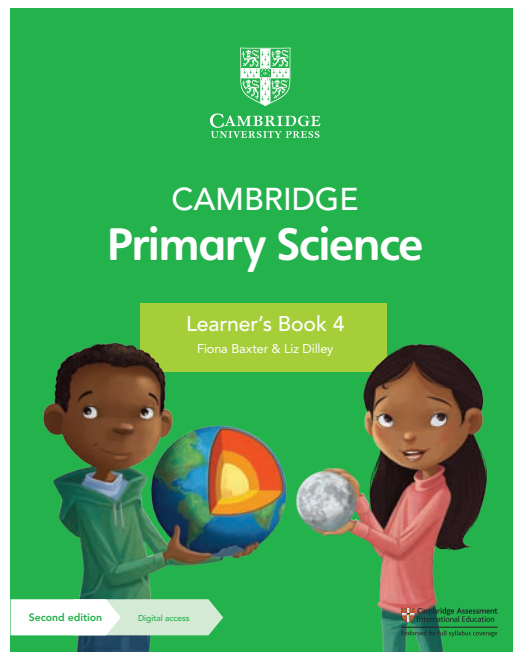
Packed with opportunities to plan experiments, make predictions and gather results, this edition supports the Cambridge Primary Science curriculum framework.

Learner's books

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

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

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



Digital Classroom

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

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

Key vocabulary
is identified in the text.

3 Materials in My World

> 3.1 Different materials

We are going to:

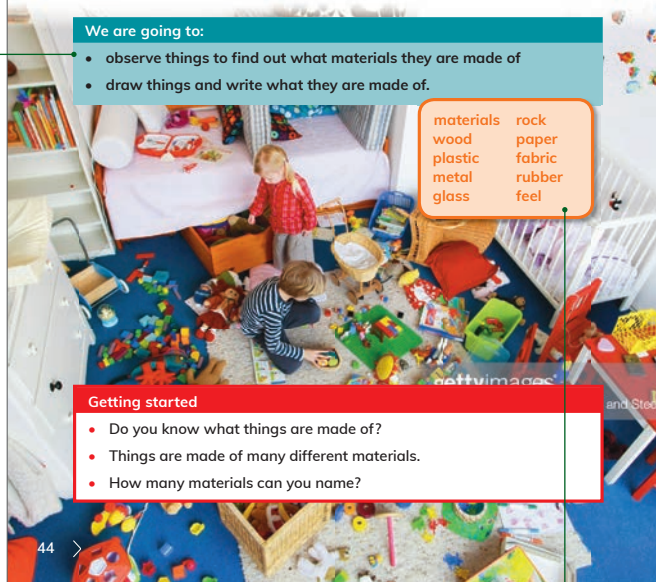
- observe things to find out what materials they are made of
- draw things and write what they are made of.

materials
wood
plastic
metal
glass

rock
paper
fabric
rubber
feel

Getting started

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



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

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

What other materials can you see?

3.1 Different materials



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

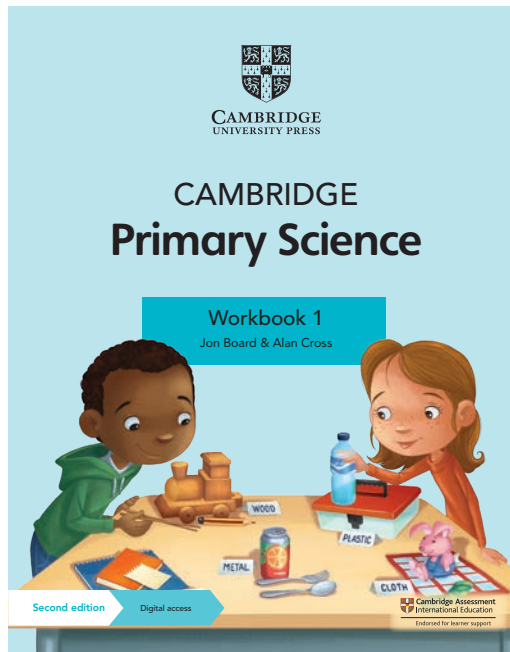
Topic-specific vocabulary is clearly shown.

Workbooks

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel.

Find out more on **page 56** or visit <https://bit.ly/3h9A1HP>



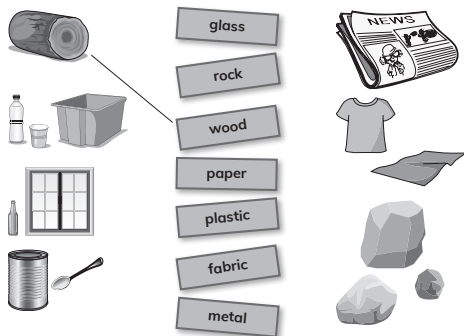
These pages are from Cambridge Primary Science Workbook 1

3 Materials in my world

> 3.1 Different materials

Focus

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

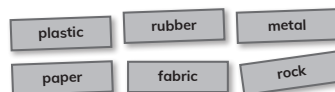


23 >

3 Materials in my world

Practice

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



One has been done for you.

| | |
|--------------|--------------|
| metal | 1. _____ |
| 2. _____ | 3. _____ |
| 4. _____ | 5. _____ |

24 >

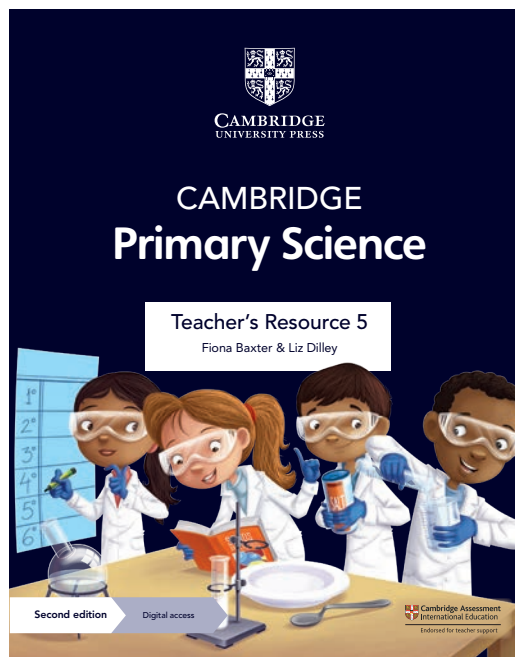
Clearly linked to learner's book.

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

Write-in for ease of use.

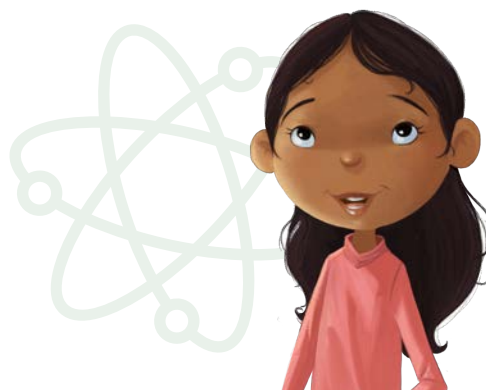
Teacher's resources

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



Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Primary Science*. Also, find out more about our digital support. See **pages 38–39**.



Curriculum support

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

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

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

| Stage | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✓ 978-1-108-74272-6 | ✓ 978-1-108-74274-0 | ✓ 978-1-108-74276-4 | ✓ 978-1-108-74293-1 | ✓ 978-1-108-74295-5 | ✓ 978-1-108-74297-9 |
| Digital learner's book | ✓ 978-1-108-97254-3 | ✓ 978-1-108-97255-0 | ✓ 978-1-108-97257-4 | ✓ 978-1-108-97260-4 | ✓ 978-1-108-97261-1 | ✓ 978-1-108-97263-5 |
| Workbook with digital access | ✓ 978-1-108-74273-3 | ✓ 978-1-108-74275-7 | ✓ 978-1-108-74277-1 | ✓ 978-1-108-74294-8 | ✓ 978-1-108-74296-2 | ✓ 978-1-108-74298-6 |
| Teacher's resource with digital access | ✓ 978-1-108-78357-6 | ✓ 978-1-108-78506-8 | ✓ 978-1-108-78510-5 | ✓ 978-1-108-78528-0 | ✓ 978-1-108-78532-7 | ✓ 978-1-108-78536-5 |
| Digital Classroom access card (1 year) | ✓ 978-1-108-92551-8 | ✓ 978-1-108-92553-2 | ✓ 978-1-108-92555-6 | ✓ 978-1-108-92557-0 | ✓ 978-1-108-92560-0 | ✓ 978-1-108-92562-4 |

Centre for Evaluation & Monitoring

The Cambridge Wellbeing Check

Promote positive student wellbeing with a clear understanding of how your students feel, and where they need support.

The Cambridge Wellbeing Check gives you unprecedented insight into how your students are feeling.

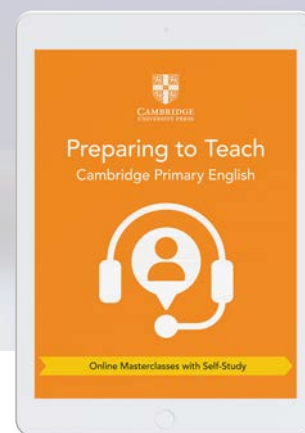
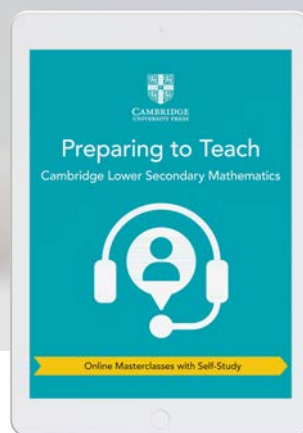
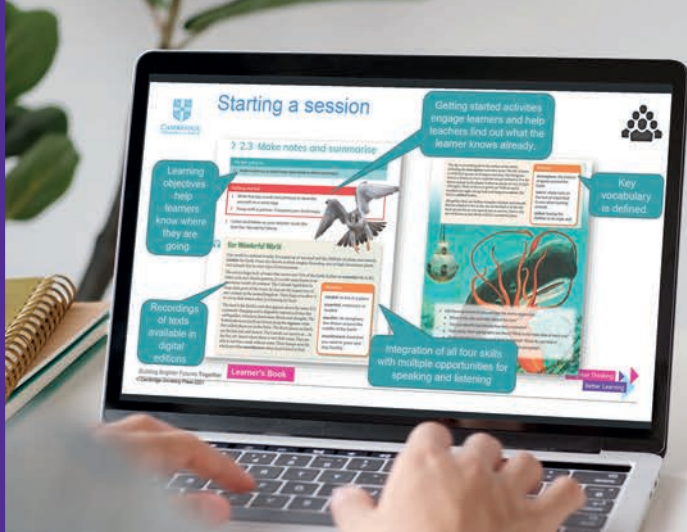
It helps you to:

- Assess students' day-to-day wellbeing
- Monitor the times when they might be feeling low, stressed, pressured by exams, or coping with change
- Teach, explore and evaluate your students' wellbeing
- Improve your teaching with actionable reports
- Help students feel good and do better

Visit cem.org/wellbeing

Are you ready to get started on your wellbeing journey?





Preparing to Teach

Cambridge Primary and Lower Secondary English, English as a Second Language, Maths and Science

Suitable for heads of department and subject leaders

Download our customisable self-study materials and develop your own in-school workshops, tailored to your school's unique needs. Our Preparing to Teach courses provide you with flexibility to deliver the most effective workshops for your teaching team.

- Detailed guidance on how the resources support syllabus changes and key teaching approaches
- Example classroom routines help you encourage an active learning approach

- Lesson planning demonstrations using specific examples from the resources help you and your team feel confident in your teaching approach, both online and in the classroom
- Lesson planning checklists and downloadable templates guide you and your team through the planning process
- Additional support available with online masterclass and face-to-face workshop options, which involves guidance from a trainer on how to adapt the self-study materials to deliver your in-school workshops

| | | |
|--|--|-------------------|
| Preparing to Teach Cambridge Primary and Lower Secondary | (Self-Study) | 978-1-108-97843-9 |
| Preparing to Teach Cambridge Global English Stages 1-6 | (Online Masterclasses with Self-Study) | 978-1-108-97865-1 |
| Preparing to Teach Cambridge Global English Stages 7-9 | (Online Masterclasses with Self-Study) | 978-1-108-97868-2 |
| Preparing to Teach Cambridge Primary English | (Online Masterclasses with Self-Study) | 978-1-108-97844-6 |
| Preparing to Teach Cambridge Lower Secondary English | (Online Masterclasses with Self-Study) | 978-1-108-97847-7 |
| Preparing to Teach Cambridge Primary Mathematics | (Online Masterclasses with Self-Study) | 978-1-108-97857-6 |
| Preparing to Teach Cambridge Lower Secondary Mathematics | (Online Masterclasses with Self-Study) | 978-1-108-97861-3 |
| Preparing to Teach Cambridge Primary Science | (Online Masterclasses with Self-Study) | 978-1-108-97850-7 |
| Preparing to Teach Cambridge Lower Secondary Science | (Online Masterclasses with Self-Study) | 978-1-108-97854-5 |

What is an online masterclass?

Our online masterclasses involve two live and interactive webinars led by an expert trainer, who will help you adapt the self-study materials to suit the specific needs of your teaching team. Build the confidence to deliver your own in-school workshops, supporting your team to apply key teaching approaches effectively using the resources.

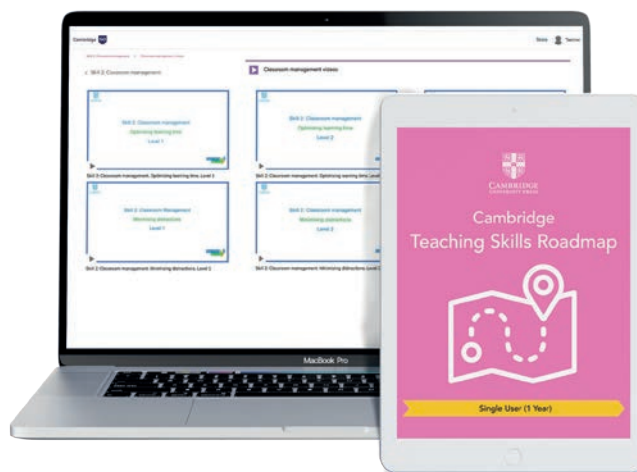
Cambridge Teaching Skills Roadmap

Cambridge Lower Secondary English, English as a Second Language, Maths and Science

Introduce long-term professional development support with the **Cambridge Teaching Skills Roadmap**, an online tool providing comprehensive guidance across six key teaching skills based on the latest educational research.

From the 'Film Club Model' to the 'Learning Together Model', discover different ways of using the roadmap and choose the best approach for you and your team. Wherever you are on your teaching journey, reflect on your strengths and identify development goals as an individual or with your team.

- Key teaching skills include planning, classroom management, clarity on instruction, active learning, creating a supportive environment and assessment for learning
- Downloadable lesson planning templates and action plans help you structure your professional development to reach your goals
- Learn from real teachers around the world with videos demonstrating how to apply the skills in practice, so you feel more confident applying new skills



Take a look at some of the videos from the roadmap, demonstrating how to apply key skills.

<https://bit.ly/3UnqCL6>

| | |
|--|-------------------|
| Cambridge Teaching Skills Roadmap school site licence (1 year) | 978-1-108-97839-2 |
| Cambridge Teaching Skills Roadmap single user (1 year) | 978-1-108-97840-8 |

Watch our helpful videos to learn more

Introduction videos

Discover how we can support you in our detailed introduction videos for Preparing to Teach and the Cambridge Teaching Skills Roadmap.

<https://bit.ly/3U35KJ0>



Webinars

Catch up on our guidance webinars exploring each type of professional development support in detail.

<https://bit.ly/3WvRJFp>



Cambridge Primary Global Perspectives Worksheet – Stage 6

Match the perspectives to the topics and decide which is a personal perspective, which is a local/national perspective, and which is a global perspective.

| Topic | Personal | Local / National | Global |
|--|----------|------------------|--------|
| Litter  | | | |
| Public Transport  | | | |

In the countryside, there are hardly any buses, so people prefer to use their cars.

We do not go to the park any more because there is never a clean place to sit.

Reducing the number of private cars in cities is the best way to improve air quality.

If we did not spend so much money on picking up litter, this city could afford better public transport.

Plastic pollution in our seas and oceans is a danger to wildlife.

The trains are clean and comfortable, and I feel safe travelling on them.



This activity is taken from the *Cambridge Primary Global Perspectives Stage 6 Teacher's Resource* with digital access.

Find out more about our Cambridge Global Perspectives resources on page 41.

Cambridge Primary Global Perspectives

Stages 4-6

Adrian Ravenscroft and Thomas Holman

This series has been developed for the Cambridge Primary Global Perspectives Curriculum Framework (0838), Stages 4-6.

Learner's skills books

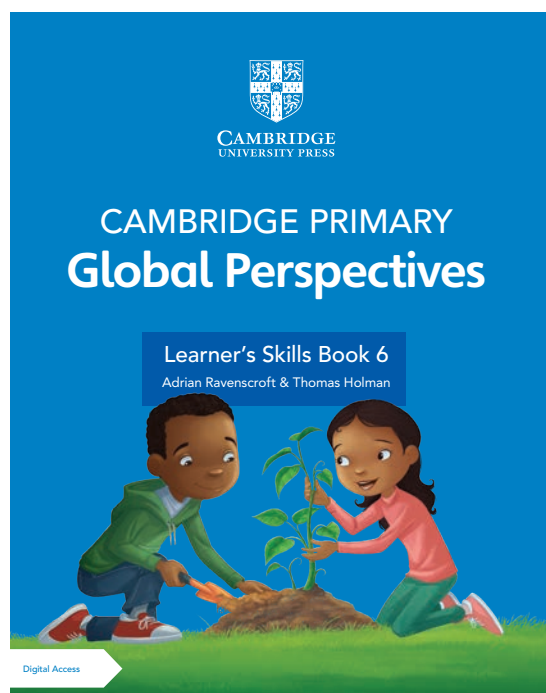
- Six write-in sections develop the key skills of evaluation, reflection, analysis, research, collaboration and communication
- A large collection of collaborative and independent activities help track learners' skills progression
- Questions, such as 'Why do you think different people have different perspectives on a topic?', encourage learners to think and surface their understanding
- A clear language style and opportunities to practise English speaking skills - ideal for English as a second language learners
- Self-assessment tables highlight areas where learners need extra support

Teacher's resources

- Clearly defined learning objectives and learning goals help you measure progress
- Additional activity ideas inside our 'Take it further' feature provide simple ways to differentiate your lessons
- Transferable skills links at the start of every section show how learners can use their skills in English, maths, science and more
- Suggested answers to questions help you understand whether your learners are on track
- Downloadable worksheets via **Cambridge GO**, including worked examples of the skills books activities, save you valuable lesson-planning time

GO

See more from our Cambridge Primary Global Perspectives authors with our free webinar on YouTube. [youtube.com/cupeducation](https://www.youtube.com/cupeducation)

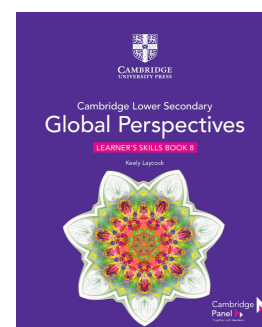


Also see

Cambridge Lower Secondary Global Perspectives

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

See page 57 >



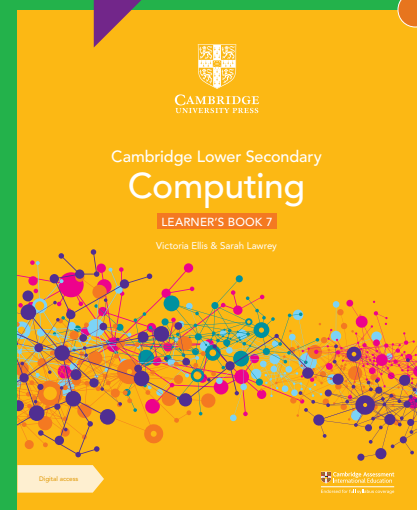
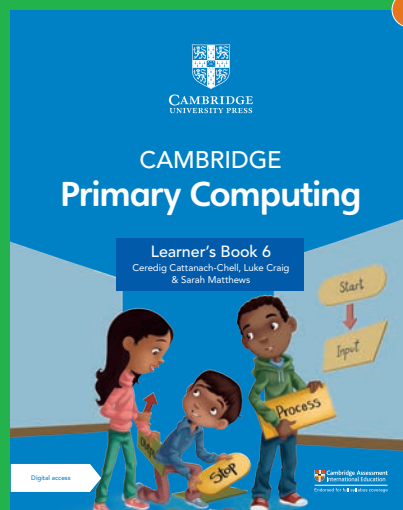
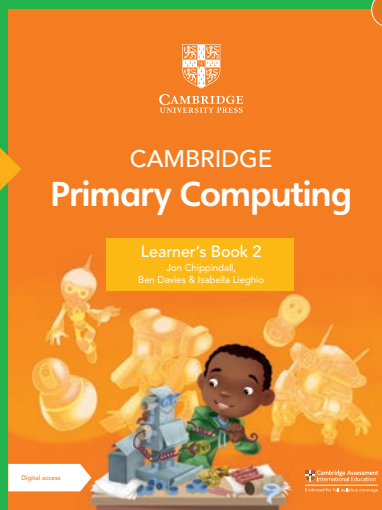
| Stage | Stage 4 | Stage 5 | Stage 6 |
|--|-------------------|-------------------|-------------------|
| Learner's skills book with digital access (1 year) | 978-1-108-92671-3 | 978-1-108-92674-4 | 978-1-108-92684-3 |
| Teacher's resource with digital access (1 year) | 978-1-108-92673-7 | 978-1-108-92680-5 | 978-1-108-92686-7 |

These resources have not been through the Cambridge Assessment International Education endorsement process.

COMING SOON

Cambridge Primary and Lower Secondary Computing

Our new Computing series for Cambridge Primary and Lower Secondary is coming soon. Covering Stages 1–9, these resources support learners on their journey towards becoming confident computational thinkers.



- Print and digital learner's book and teacher's resource for each stage
- Fun tasks and activities, such as designing a robot, support group, individual and paired learning with a focus on building computing skills
- Technical computing terminology explained in everyday language, supported by familiar examples
- Teacher's resource with lesson ideas, cross-curricular links, customisable worksheets, homework suggestions, language support and much more

Sign up if you would like us to keep you up to date with news about this series: <https://bit.ly/3DzvQfW>

Already teaching computing?

Below is a great 'unplugged' activity that takes place away from a computer that you can share with learners

Network Failure

Sometimes, network connections fail. This means that a connection in a network stops working. Sometimes many connections may stop working all at the same time. A network failure can stop you from accessing services on a server.

You will need:

- Pen/Pencil or a computer

Read this conversation between Zara and Arun.

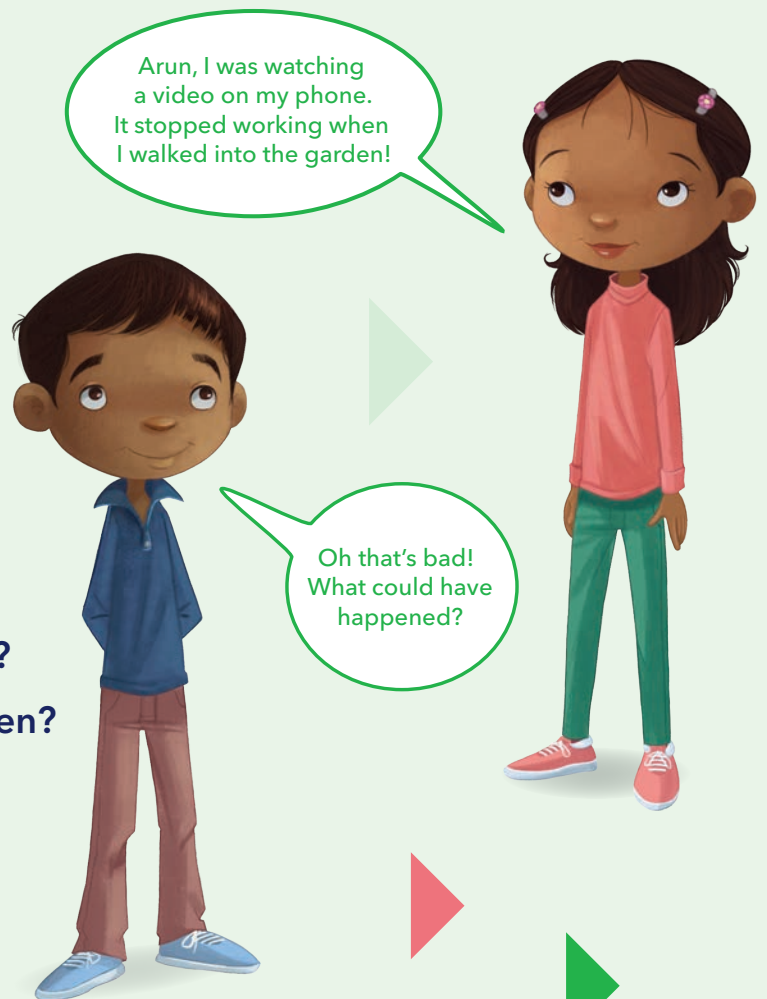
Zara's video stopped playing! She was using Wi-Fi to connect to a network.

Work with a partner to answer the following questions.

1. Why did Zara's video stop playing?
2. What things could make this happen?
3. What could Zara do to stop this happening again?

Share your answers with your classmates.

This activity is from our learner's book Stage 4.



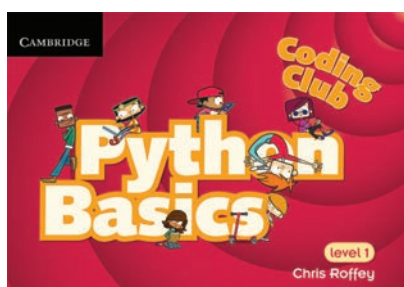


Click Start International edition

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

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

| | | | |
|--------------------------------------|-------------------|--------------------------------------|-------------------|
| Learner's book 1 with digital access | 978-1-108-95180-7 | Learner's book 5 with digital access | 978-1-108-95188-3 |
| Digital learner's book 1 (1 year) | 978-1-108-94847-0 | Digital learner's book 5 (1 year) | 978-1-108-94855-5 |
| Learner's book 2 with digital access | 978-1-108-95182-1 | Learner's book 6 with digital access | 978-1-108-95190-6 |
| Digital learner's book 2 (1 year) | 978-1-108-94849-4 | Digital learner's book 6 (1 year) | 978-1-108-94857-9 |
| Learner's book 3 with digital access | 978-1-108-95184-5 | Learner's book 7 with digital access | 978-1-108-95192-0 |
| Digital learner's book 3 (1 year) | 978-1-108-94851-7 | Digital learner's book 7 (1 year) | 978-1-108-94859-3 |
| Learner's book 4 with digital access | 978-1-108-95186-9 | Learner's book 8 with digital access | 978-1-108-95194-4 |
| Digital learner's book 4 (1 year) | 978-1-108-94853-1 | Digital learner's book 8 (1 year) | 978-1-108-94861-6 |



Coding Club

Chris Roffey

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

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

Level 1

| | |
|---|-------------------|
| Python: basics | 978-1-107-65855-4 |
| Python: basics with digital access (1 year) school site licence | 978-1-107-49534-0 |
| Python: programming art supplement 1 | 978-1-107-63109-0 |
| Python: programming art supplement 1 with digital access (1 year) school site licence | 978-1-107-49647-7 |

Level 2

| | |
|--|-------------------|
| Python: next steps | 978-1-107-62325-5 |
| Python: next steps with digital access (1 year) school site licence | 978-1-107-49642-2 |
| Python: interactive adventures supplement 2 | 978-1-316-63411-0 |
| Python: interactive adventures supplement 2 with digital access (1 year) school site licence | 978-1-316-63412-7 |

Level 3

| | |
|--|-------------------|
| Python: building big apps | 978-1-107-66687-0 |
| Python: building big apps with digital access (1 year) school site licence | 978-1-107-49643-9 |
| Black flag | 978-1-107-67140-9 |



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

ICT Starters

Fourth edition

Victoria Ellis, Sarah Lawrey and Doug Dickinson

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

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

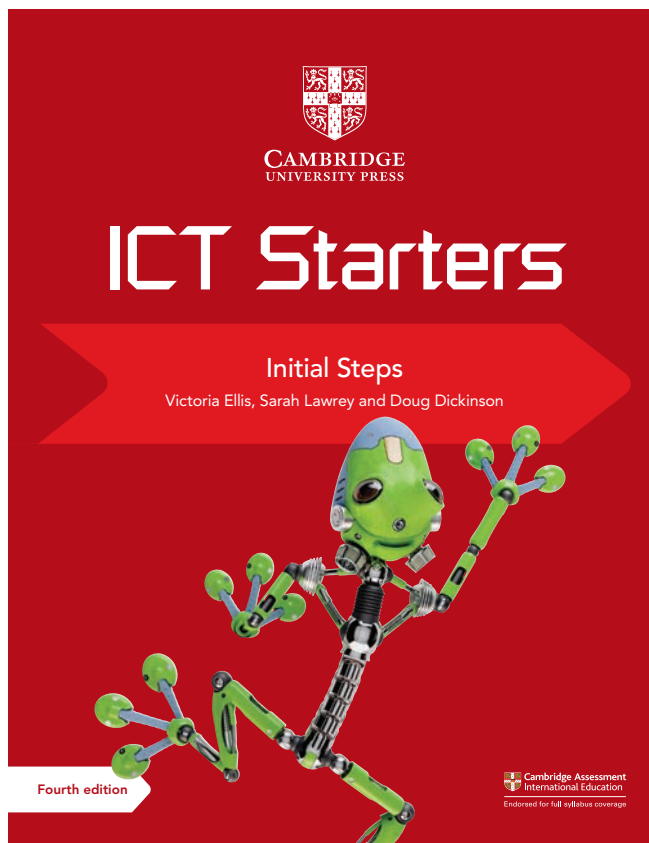
Digital teacher's resource

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

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

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

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



| | |
|--|---------------------|
| Initial steps | ✓ 978-1-108-46351-5 |
| Next steps stage 1 | ✓ 978-1-108-46352-2 |
| Next steps stage 2 | ✓ 978-1-108-46353-9 |
| On track stage 1 | ✓ 978-1-108-46354-6 |
| On track stage 2 | ✓ 978-1-108-46355-3 |
| Digital teacher's resource access card | ✓ 978-1-108-45730-9 |

Cambridge Lower Secondary

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

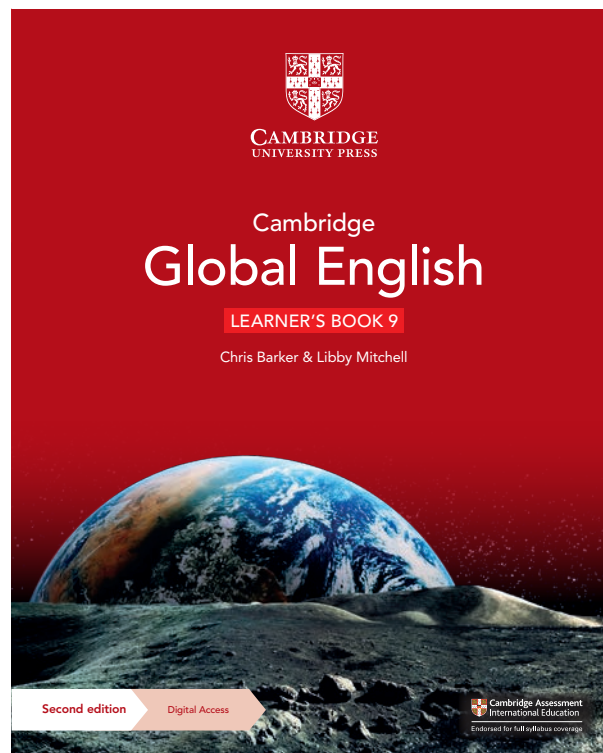
Cambridge Global English

Second edition

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

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

All our resources come with digital access so you'll be supported whether you're in the classroom or teaching remotely.



Curriculum support

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

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

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

Learner's books

Packed with writing and speaking activities, these books help students to become confident communicators. Specific sections in each unit, such as 'Summary checklist' and 'Check your progress' help students to reflect on what they have learnt. Combined with the learning plan in the teacher's resource and 'Getting Started', this helps you to deliver an assessment for learning approach. Stage 7 includes a starter unit to bridge the transition from primary for new students.

Workbooks

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

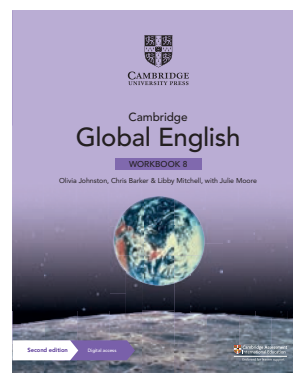
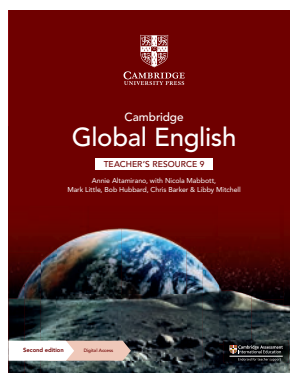
Teacher's resources

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



Digital Classroom

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



These pages are from Cambridge Global English Learner's Book 7

Clear learner-friendly objectives.

Topic-specific vocabulary clearly identified.

Suggestions to help students with their learning.

3 What we wear, what we waste

3.4 Think globally, act locally

In this lesson you will...

- learn vocabulary for environmental issues
- discuss ways of protecting the environment using modal verbs and have (got) to, ought to, need to.

What does 'think globally, act locally' mean to you?

1 Look at the words in the box. Can you complete what each person says about thinking globally and acting locally?

Environment
carbon
climate
emissions
environmental
fashion
pollution
recycle
waste

I think it means you should think about things like air and water things that affect everyone.
I watched a programme about how much we throw away.
We all need to reuse and more.
Claudia

Take the industry. I read that it produces 1.7 billion tonnes of dioxide every year and it is responsible for about 10 per cent of global carbon
So many clothes are worn only a few times and then thrown away. It's a terrible!
Raina

You've got to think about the problems in the world: problems, like change.
Eliud

Listening

2 Listen to these extracts from an interview with the people in the photos. Check your answers to Exercise 1.

70 >

3.4 Think about it

3 Listen to the complete interviews. Which sentence summarises what all the people in the photos say?

a It's not for us to decide how to solve the problems. Governments and politicians should do that.
b It's too late to stop climate change.
c There are things we can all do to make a difference.

4 Listen again. Claudia, Eliud and Raina give examples of ordinary things we can all do to be environmentally friendly. What are they?

a Claudia *Always use ...* b Eliud c Raina

Use of English Modal verbs and have (got) to, ought to, need to

| | |
|--|--|
| strong obligation: must will have (got) to | possibility: can could may might |
| You've got to think about the problems in the world. | We might be able to slow down climate change |
| weak obligation should ought to might | prohibition must not can't |
| You should think about things like pollution. | You must not buy so many clothes. |
| necessity don't have to needn't need to | suggestion should shall |
| We all need to recycle more. | What should we do about this? |

5 Work in pairs. Use statements 1–4 as the basis for four conversations. (You can listen to two model conversations to help you.)

| Statements | Useful phrases for conversational exchanges |
|---|--|
| 1 We must cut down on the things we use every day. | Why? Yes, but what can we do / how do we do that? I mean ... Yes, but ... Well, I think we have to ... |
| 2 We have to change the way we think about clothes and fashion. | Because ... For example, ... I see what you mean. Yes, I agree. No, I don't agree. |
| 3 We could cycle more instead of going everywhere by car. | What do you mean? Give me an example. That's a good idea but ... |
| 4 We all need to recycle more. | |

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Speaking and listening opportunities are included throughout.

Use of English feature shows the key grammar points from the unit.

| Stage | Stage 7 | Stage 8 | Stage 9 |
|--|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✓ 978-1-108-81658-8 | ✓ 978-1-108-81664-9 | ✓ 978-1-108-81667-0 |
| Digital learner's book | ✓ 978-1-108-81661-8 | ✓ 978-1-108-81665-6 | ✓ 978-1-108-81668-7 |
| Workbook with digital access | ✓ 978-1-108-96370-1 | ✓ 978-1-108-96371-8 | ✓ 978-1-108-96367-1 |
| Teacher's resource with digital access | ✓ 978-1-108-92167-1 | ✓ 978-1-108-92169-5 | ✓ 978-1-108-92171-8 |
| Digital Classroom (1 year) | ✓ 978-1-108-92577-8 | ✓ 978-1-108-92580-8 | ✓ 978-1-108-92582-2 |
| Digital Classroom access card (1 year) | ✓ 978-1-108-92579-2 | ✓ 978-1-108-92581-5 | ✓ 978-1-108-92583-9 |

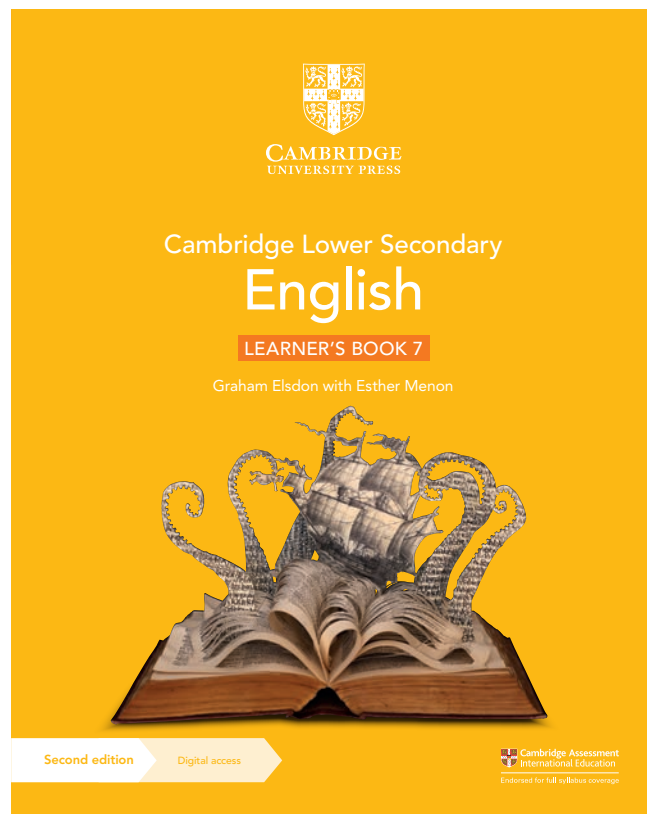
Cambridge Lower Secondary English

Second edition

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

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

All resources come with digital access, so however you're teaching this year, we can support you.



Curriculum support

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

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

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

Learner's books

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

Workbooks

With varied activities – including quizzes, completing sentences and identifying words – these workbooks help students to practise what they have learnt. Three-tiered activities provide support for differentiation. Ideal for use in the classroom or at home.

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary English*. Also, find out more about our digital support. See **pages 38-39**.

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

Questions or activities to get learners thinking and talking about what they already know.

Important words are highlighted and clearly explained.

1 Adventure

> 1.4 A hard journey

In this session, you will:

- look for explicit and implicit meanings in poetry
- explore how poets use language features for effect
- learn how to write an analysis of a poem.

Getting started

Some people and some poems describe life as a journey. In pairs, discuss what life has in common with a journey. How could life be described as an adventure?

'Hard is the Journey'

Read the following poem by Li Po, an 8th century Chinese poet.

Gold **vessels**,
Jade dishes of rare meats,
costing more thousands,

I lay my chopsticks down,
no more can **banquet**,
I draw my sword and stare
wildly about me:

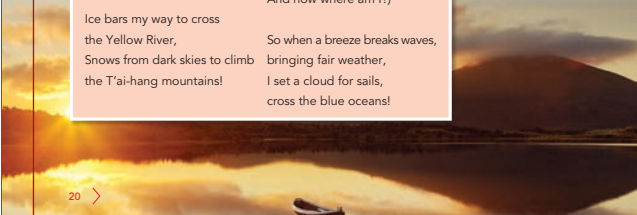
Ice bars my way to cross
the Yellow River,
Snows from dark skies to climb
the T'ai-hang mountains!

At peace I drop a hook
into a **brooklet**,
At once I'm in a boat
but sailing sunward...

(Hard is the journey,
Hard is the journey,
So many turnings,
And now where am I?)

So when a breeze breaks waves,
bringing fair weather,
I set a cloud for sails,
cross the blue oceans!

vessels: hollow containers
jade: a hard, green stone
banquet: a feast
brooklet: a small stream



20 >

1.4 A hard journey

1 Copy and complete this table to list the events of each **stanza**. The first one has been done as an example.

| Stanza | What happens |
|--------|---|
| 1 | The narrator describes expensive meats. |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Key word

stanza: a group of lines of poetry, sometimes called a verse

Language focus

Poets often use different types of sound effects, such as **alliteration** and **sibilance**. These sound patterns are effective when the poem is read aloud. They are used sometimes for very specific effects.

Alliteration is when consonant sounds are repeated at the start of words (e.g. 'the rifle's rapid rattle' – the repeated 'r' sound brings to mind the stuttering sound of a gun being fired).

Sibilance is the repetition of soft consonant sounds, usually the 's' sound (e.g. 'the ship moved slowly through the sea' – the repeated 's' sound brings to mind the sound of a ship moving through water, or the sound of the wind making the ship move).

Key words

alliteration: use of the same sound, especially consonants, at the beginning of several close-together words

sibilance: use of repeated soft consonant sounds for emphasis

2 Read the poem again carefully. Identify examples of alliteration and sibilance. What effect do these language features create?

3 In pairs, discuss the following:

- In stanza 2, the narrator decides to stop feasting and picks up his sword. Why do you think he does this?
- In stanza 3, the narrator is unable to cross the river. How does the narrator seem to feel about this in stanza 4?

21 >

International texts chosen to engage learners from around the world.

Clear explanations of key language and grammar.

Teacher's resources

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on **page 56** or visit <https://bit.ly/3h9A1HP>.

Also see

Cambridge Primary English

Develop your learners' English skills as they write and perform poetry and discover new versions of classic fairy tales.

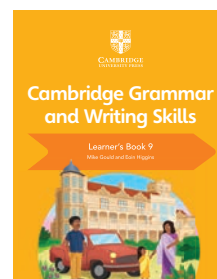
Page 12 >



Cambridge Grammar and Writing Skills

Give your learners more opportunities to practise creative writing and extended writing.

Page 51 >



| Stage | Stage 7 | Stage 8 | Stage 9 |
|--|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✓ 978-1-108-74658-8 | ✓ 978-1-108-74663-2 | ✓ 978-1-108-74666-3 |
| Digital learner's book | ✓ 978-1-108-74659-5 | ✓ 978-1-108-74664-9 | ✓ 978-1-108-74667-0 |
| Workbook with digital access | ✓ 978-1-108-74662-5 | ✓ 978-1-108-74665-6 | ✓ 978-1-108-74669-4 |
| Teacher's resource with digital access | ✓ 978-1-108-78212-8 | ✓ 978-1-108-78214-2 | ✓ 978-1-108-78216-6 |

Do you speak emoji?

Emojis are a type of modern language in the digital world. They often convey emotion or sentiment, but can also be word replacements!

Match a meaning to each emoji:

Description

Emoji

a) This is a joke. I'm not being serious.



b) I'm feeling very sleepy.



c) I'm not sure. I'm thinking about it.



d) I love this!



e) I'm rolling on the floor with laughter.



f) I'm feeling happy, warm and positive.



g) Please, thank you, I bow to you (or, a prayer).



h) I'm laughing so much that I'm crying.



i) Let's celebrate!



j) Cool.



This activity was taken from *Cambridge Global English Stage 8*, written by Chris Barker and Libby Mitchell.

To find out more about our *Cambridge Global English* series, please see pages 46-47.

Cambridge Grammar and Writing Skills

Mike Gould, Eoin Higgins and Annie Altamirano

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

- Uses product and process writing approaches to provide a framework for writing
- The perfect complement to our popular *Global English*, *Primary English* and *Lower Secondary English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills
- Digital versions of our resources support you, however you're teaching.

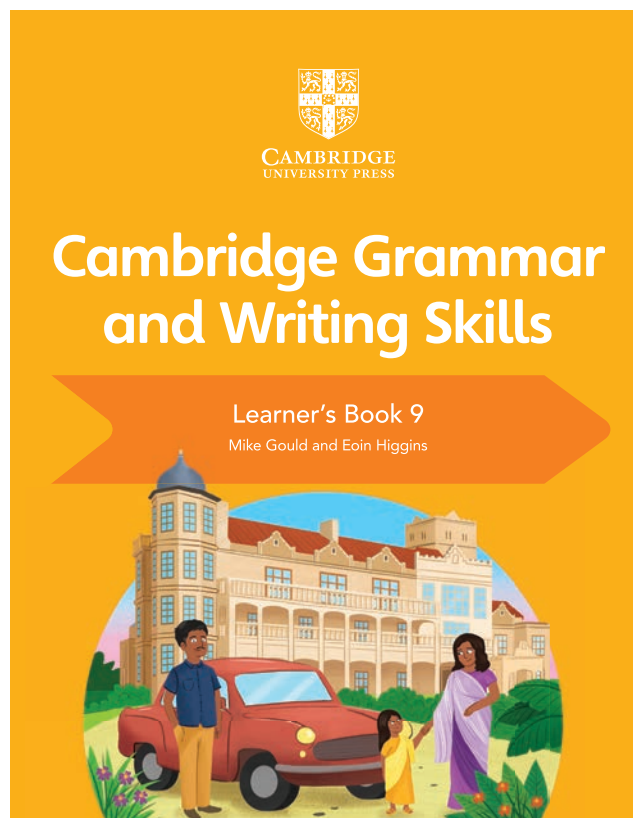
Learner's books

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

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

| | |
|--|-------------------|
| Learner's book 7 | 978-1-108-71929-2 |
| Digital learner's book 7 (1 year) | 978-1-108-98410-2 |
| Learner's book 8 | 978-1-108-71930-8 |
| Digital learner's book 8 (1 year) | 978-1-108-98411-9 |
| Learner's book 9 | 978-1-108-71931-5 |
| Digital learner's book 9 (1 year) | 978-1-108-98412-6 |
| Teacher's resource with digital access 7-9 | 978-1-108-76196-3 |

These resources have not been through the Cambridge Assessment International Education endorsement process.



Teacher's resource

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

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

Brighter Thinking Pod 

Hear more from author **Annie Altamirano**.

<https://bit.ly/3WuYO9t>

Cambridge Lower Secondary Mathematics

Second edition

Lynn Byrd, Greg Byrd and Chris Pearce

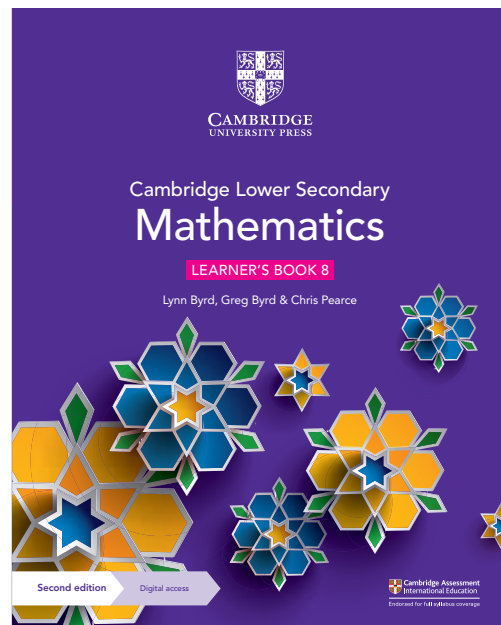
Whether your learners are learning about integers, probability or translating shapes using vectors, this series helps them develop their mathematical thinking skills.

Digital versions of our print resources are provided so you'll be fully supported however you're teaching.

Learner's books

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

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



Workbooks

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

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

Key vocabulary highlighted.

2.1 Constructing expressions

> 2.1 Constructing expressions

In this section you will...

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

In algebra you can use a letter to represent an **unknown** number. An **expression** contains numbers and letters, but **not** an equals sign. An **equation** contains numbers and letters **and** an equals sign.
Example: $5n + 4$ is an expression.
 $5n + 4 = 19$ is an equation.

In the expression $5n + 4$, there are two **terms**. $5n$ is one term. The other term is 4.
The letter n is called the **variable** because it can have different values. The **coefficient** of n is 5 because it is the number that multiplies the variable.
In the equation $5n + 4 = 19$, n is the unknown number, 5 is the coefficient of n , and the numbers 4 and 19 are **constants**.
You can use a letter to represent an unknown number to solve problems.
Example: Shown is a bag of sweets. You don't know how many sweets are in the bag.

n sweets

$n - 3$ sweets

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

Worked example 2.1

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

Unknown Expression
Equation
Term
Variable
Coefficient
Constant
Equivalent expression

Tip
 $5n$ means $5 \times n$.

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2 Expressions, formulae and equations

Continued

Answer

Mathew is x years old.
David is $x + 4$ years old.
Adam is $x - 2$ years old.
Kathryn is $3x$ years old.

Ella is $\frac{x}{2}$ years old.

This is the information you have to start with.
David is 4 years older than Mathew, so add 4 to x .
Adam is 2 years younger than Mathew, so subtract 2 from x .
Kathryn is 3 times older than Mathew, so multiply 3 by x .
You write $3 \times x$ as $3x$. Always write the number before the letter.
Ella is half Mathew's age. You need to divide x by 2.
You write $x \div 2$ as $\frac{x}{2}$.

Exercise 2.1

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

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

Think like a mathematician

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

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

First, I said that Sofia has 10 counters instead of n . For part a I need to work out $10 + 2$. For part b I need to work out $10 - 3$. Then I replace the 10 with n , so part a becomes $n + 2$ and part b becomes $n - 3$.

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

3 The temperature on Tuesday was t °C. Write an expression for the temperature when it is:

- 2 °C higher than it was on Tuesday
- twice as warm as it was on Tuesday
- half as warm as it was on Tuesday

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Clear lesson objectives.

Worked examples help learners understand concepts.

Helps learners develop their mathematical thinking skills.

Teacher's resources

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

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary Mathematics*. Also, find out more about using our digital support. See **pages 38–39**.

Curriculum support

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

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

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

These pages are from *Cambridge Lower Secondary Mathematics Teacher's Resource 7*

Background knowledge section gives you key information for each unit.

Learning intentions and success criteria for each lesson.

CAMBRIDGE LOWER SECONDARY MATHEMATICS 7: TEACHER'S RESOURCE

| Topic | Approximate number of learning hours | Outline of learning content | Resources |
|--|--------------------------------------|--|-----------|
| Cross-unit resources: | | | |
| <ul style="list-style-type: none"> 📄 Resource sheet 2.6: Key words 📄 Vocabulary worksheet 1: 2.1–2.3 📄 Vocabulary worksheet 2: 2.4–2.6 📄 End of unit test | | | |
| BACKGROUND KNOWLEDGE | | | |
| <p>For this unit, learners will need this background knowledge:</p> <ul style="list-style-type: none"> • Be able to multiply and divide with positive and negative numbers (Stage 7, Unit 1). <p>This is the first unit in which learners will use algebra. To be successful in this unit, learners will need basic addition and subtraction skills. Learners will also need to be aware of negative numbers and to be able to multiply and divide a negative integer by a positive integer.</p> <p>Algebra is very similar to arithmetic. It uses the same rules, such as +, −, × and ÷. In arithmetic, the only unknown part of anything is the answer. Algebra introduces the use of an unknown value, which you usually show as any letter of the alphabet. Often, you use the letter <i>x</i>.</p> | | <p>Here is the main difference between arithmetic and algebra:</p> <p>Arithmetic: $2 + 3 = \dots$</p> <p>Algebra: $2 + 3 = x$ where the <i>x</i> represents a number you don't know the value of yet.</p> <p>This can be very simple but, as it is used almost all the time in science, engineering, economics, computer programming and it also has a huge part to play in the rest of mathematics, it can also be very difficult! Think of it as a game in which a simple answer has been hidden in a more complicated situation and it is your job to get to the simple answer.</p> | |
| TEACHING SKILLS FOCUS | | | |
| <p>Language awareness</p> <p>To help you to highlight and concentrate on language awareness, take time before the lesson to make sure you know the key words learners will meet during a unit. Make sure you are clear in your understanding of the key words/terms. Use the glossary if necessary.</p> <p>Give all learners a copy of Resource sheet 2.6: Key words. You can download this resource from Cambridge GO.</p> <p>Read out each word/term in turn. Afterwards, ask learners 'Do you know what any of these key words mean?' Discuss any ideas learners have. Emphasise</p> | | <p>that by the end of the unit they will know the meaning of all of these key words.</p> <p>As you work through the unit, refer to Resource sheet 2.6: Key words. Encourage learners to fill in (with an explanation or an example) the meaning of a word/term in the list when they meet each word/term in the unit.</p> <p>An alternative is to look at the key words at the end of the unit. If you choose to ask learners to complete Resource sheet 2.6: Key words as you work through Unit 2, you can still give another copy of the Resource sheet at the end of the unit to check learners' understanding.</p> | |

2 EXPRESSIONS, FORMULAE AND EQUATIONS

CONTINUED

During each section, refer to the key words/terms as often as possible. Encourage learners to use the key words/terms during any classroom discussions. When a learner uses a key word/term, ask another learner what the key word/term means. If you do this throughout the unit, you could give learners Resource sheet 2.6: Key words as a class test at the end of Section 2.6.

At the end of Unit 2, ask yourself 'Do the learners understand and feel confident in using the key words language?' If the answer is yes, then this work has been successful. If the answer is no, then how can you improve how you discuss and use the key words?

2.1 Constructing expressions

LEARNING PLAN

| Curriculum objective | Learning intentions | Success criteria |
|----------------------|--|---|
| 7Ae.01 | Understand that letters can be used to represent unknown numbers, variables or constants. | Learners understand Worked example 2.1 and the suggested discussion after 'Common misconceptions' below. |
| 7Ae.02 | Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations). | Learners understand that the order of operations rules apply to algebra. Learners can use these rules to write algebraic terms and expressions. |
| 7Ae.04 | Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer coefficients). | Learners can read an expression written in words and convert it to an expression written in algebraic terms, and vice versa. |

LANGUAGE SUPPORT

Coefficient: a number in front of a variable in an algebraic expression; the coefficient multiplies the variable

Constant: a number on its own (with no variable)

Equation: two different mathematical expressions, both having the same value, separated by an equals sign (=)

Equivalent expression: an expression that means the same thing as another expression

Expression: a collection of symbols representing numbers and mathematical operations, but not including an equals sign (=)

Term: a single number or variable, or numbers and variables multiplied together

Unknown: a letter (or letters) in an equation, for which the value (or values) is yet to be found

Variable: a symbol, usually a letter, that can represent any one of a set of values

Helps you bring key teaching approaches into your classroom with confidence.

Important unit vocabulary is clearly explained.

| Stage | Stage 7 | Stage 8 | Stage 9 |
|--|---------------------|---------------------|---------------------|
| Learner's book with digital access | ✓ 978-1-108-77143-6 | ✓ 978-1-108-77152-8 | ✓ 978-1-108-78377-4 |
| Digital learner's book | ✓ 978-1-108-74637-3 | ✓ 978-1-108-74642-7 | ✓ 978-1-108-74651-9 |
| Workbook with digital access | ✓ 978-1-108-74636-6 | ✓ 978-1-108-74640-3 | ✓ 978-1-108-74650-2 |
| Teacher's resource with digital access | ✓ 978-1-108-77140-5 | ✓ 978-1-108-77145-0 | ✓ 978-1-108-78389-7 |

Cambridge Lower Secondary Science

Second edition

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

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

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

You'll have access to digital resources so whether you're teaching in class or remotely, you'll be fully supported.

Learner's books

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

Workbooks

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

Curriculum support

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

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

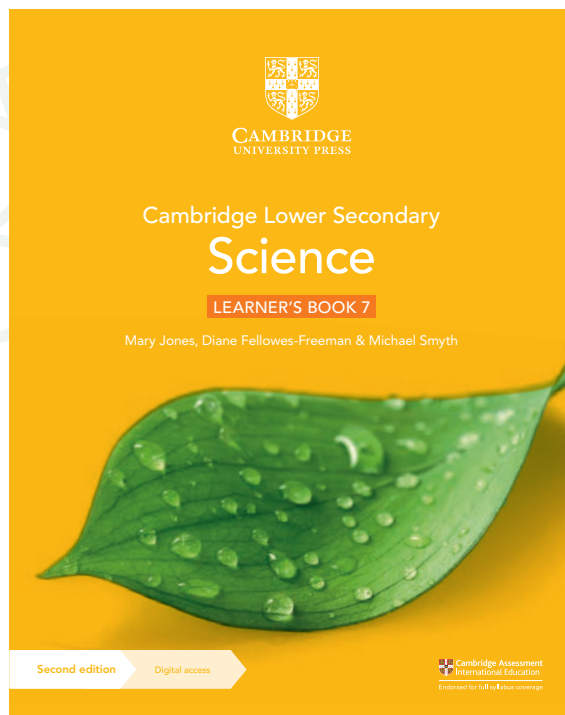
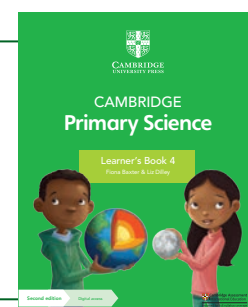
Find out more about how our resources support you and your learners at [cambridge.org/education/lower_secondary](https://www.cambridge.org/education/lower_secondary)

Also see

Cambridge Primary Science

Packed with opportunities to plan experiments, make predictions and gather results.

Find out more on **Page 34 >**



Teacher's resources

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

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

Important words are highlighted for learners to check in the glossary.

Helps students develop their scientific enquiry skills.

1.2 Animal cells

1.2 Animal cells

In this topic you will:

- find out how animal cells differ from plant cells
- use a microscope to look at some animal cells.

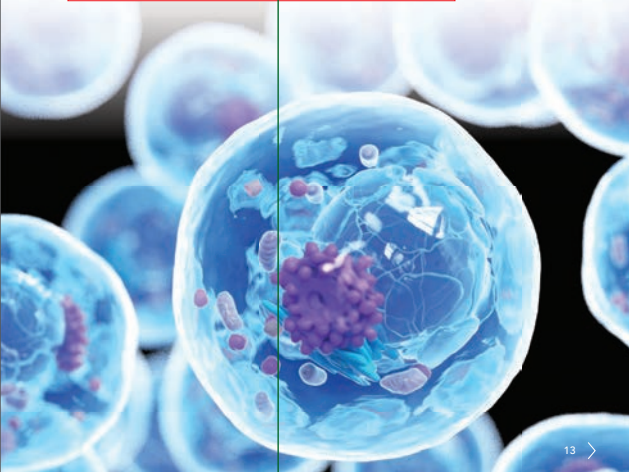
Getting started

There are five parts of a plant cell with names beginning with the letter c.

Make a list of these five parts. Think about how you can remember what each of the words means.

Be ready to share your ideas.

Key word
stain



13 >

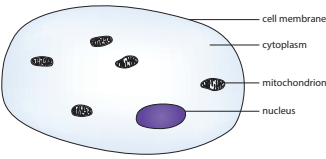
Gets students thinking and talking about what they already know.

1 Cells

Parts of an animal cell

All animals are made of cells. You are an animal, and your body is made of cells. No one knows exactly how many cells there are in a person. One estimate is about 100 trillion. That is 100 000 000 000 000 cells.

Animal cells are similar to plant cells in several ways. They have a cell membrane, cytoplasm, mitochondria and a nucleus.



An animal cell

Think like a scientist

Looking at animal cells through a microscope

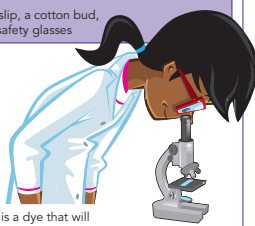
This task gives you more practice in using scientific equipment safely.

You will need:

- a microscope, a microscope slide, a cover slip, a cotton bud, some methylene blue, a dropper pipette, safety glasses

Safety Put on your safety glasses.

- Very gently rub the cotton bud along the inside of your cheek. This will collect some loose cells.
- Rub the cotton bud on the surface of a clean microscope slide. You will not be able to see the cells yet, because they are so small.
- Use a dropper pipette to add a drop of methylene blue to the cells. Methylene blue is a dye that will stain the cells blue, making them easier to see.
- Carefully lower a cover slip over the drop of blue stain.
- Put the smallest objective lens over the stage.
- Put the slide onto the stage, with the part you want to look at over the hole in the stage.
- Looking from the side, turn the focussing knob until the lens is close to the slide.



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English language skills workbooks

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

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

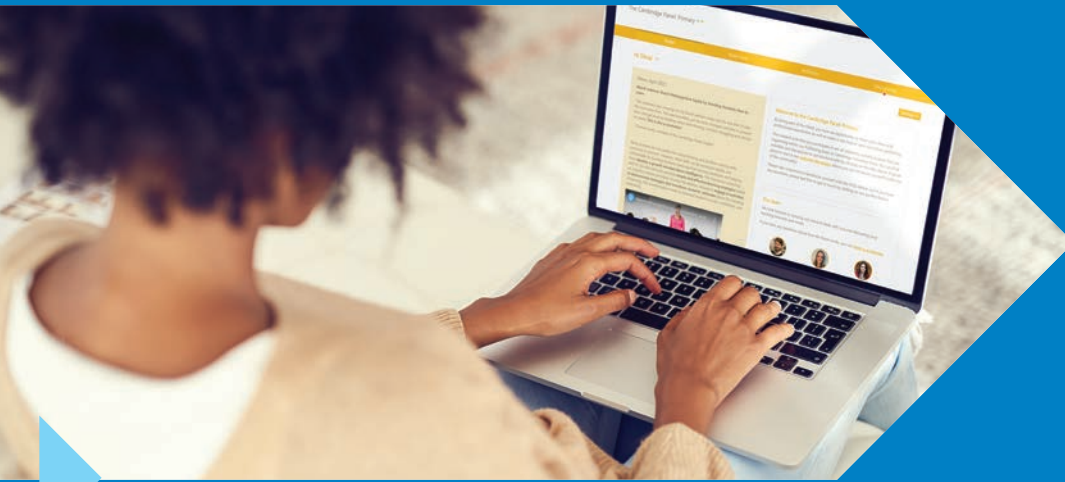
Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary Science*. Also, find out more about our digital support. See **pages 38–39**.

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on **page 56** or visit <https://bit.ly/3h9A1HP>.

| Stage | Stage 7 | Stage 8 | Stage 9 |
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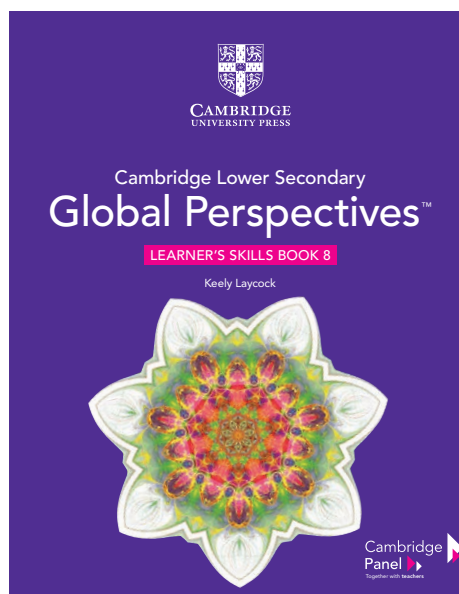
Building Brighter Futures **Together**

Cambridge Lower Secondary Global Perspectives

Keely Laycock

This series has been developed for the Cambridge Lower Secondary Global Perspectives Curriculum Framework (1129).

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



Learner's skills books

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

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

Teacher's books

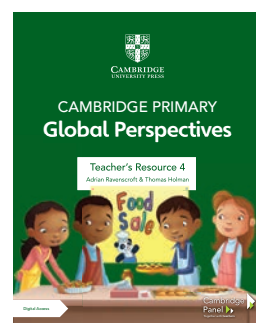
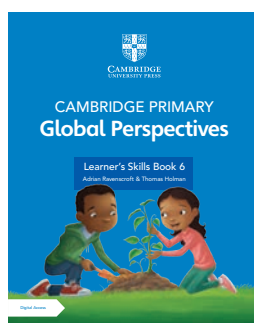
In a Cambridge Global Perspectives classroom, you have the chance to take on the role of facilitator to learning. This can sometimes feel like a challenge without pre-defined course content, which is why our teacher's books are the perfect addition to your Cambridge Global Perspectives collection.

- Clearly defined learning objectives and criteria for you to measure against
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- Differentiation support ensures you can tailor learning to all students
- Highlighted common misconceptions and cross-skill links encourage a holistic approach to teaching
- Language support from expert authors helps you make content as understandable as possible

Also see

Cambridge Primary Global Perspectives Stages 4-6

Find out more on [page 41](#) or at cambridge.org/education/globalperspectives



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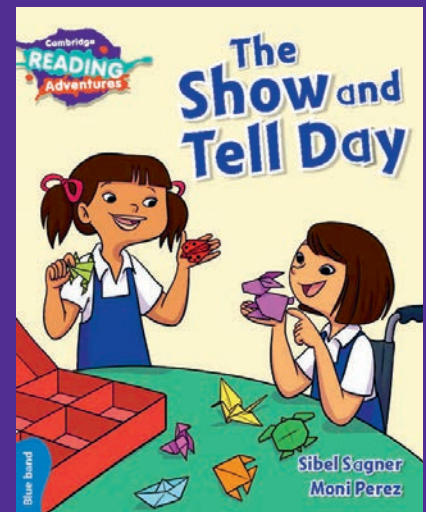
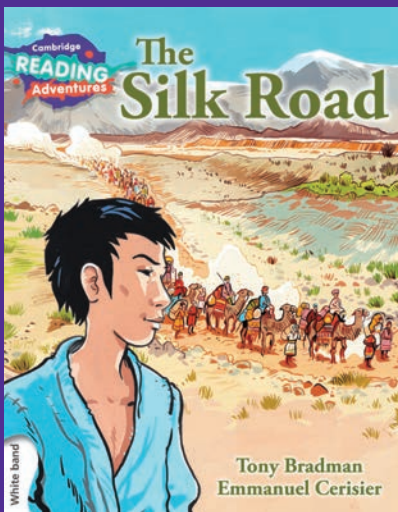
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